



Section 4



Module 1

Introduction to SMART About Water



Lesson Plan

Introduction to SMART LESSON PLAN: (Can Be Adapted by Local Trainer)

Module 1:

Introduction to SMART About Water The SMART Goal, Program Concepts, and Outcomes

TRAINING GOAL:

Ensure that training participants gain a thorough understanding of the SMART About Water program and how using this approach and voluntarily developing source water protection plans will benefit them and their community.

TRAINING OUTCOME:

Trainer/Assistance Provider's presentation should energize and motivate the participants to get engaged in SMART's source water protection planning efforts! Your interaction with the target audience should achieve the following SMART objective and outcomes:

Objective: By focusing community and audience awareness of the greatest drinking water threat first, a basis for action consistent with State Source Water Protection Plans (SWAPP) is created. Specifically, the objective is to create voluntary planning activities among small and very small community water systems and non-community water systems with a specific focus on untreated wastewater from failing septic and sewer systems.

Outcomes:

Presentation of the core program and concepts of the SMART program should help achieve all Training Delivery Outcomes.

1. Increased awareness and understanding of source water assessments by local officials.
2. Knowledge on conducting planning and obtaining community support
3. Understanding of the interrelatedness between source water protection and wastewater treatment.
4. Awareness of information resources available to officials.
5. Awareness of volunteer organizations that can assist.
6. An increased number of calls for technical assistance received by NESC and RCAP.

BACKGROUND INFORMATION:

The SMART About Water program is an attempt by the USEPA, through the partnership of NESC and RCAP, to address the reality that small community and non-community public water supplies are the most prone to incurring drinking water regulatory violations. These systems are also commonly associated with small and disadvantaged communities that have limited resources to address drinking water issues. One of EPA's strategic goals is to improve small system compliance. The use of a social marketing approach which enlists the community in voluntary source water protection planning is seen as potentially positive to achieving this goal. This is a non-traditional approach for the drinking water arena and the trainer should recognize that community involvement in crafting their own solutions through the targeted audiences may require tailoring the training delivery and materials to each particular community.

LEARNING OBJECTIVES:

As a result of attending the “Intro to SMART” training, participants will be able to:

- Explain the purpose, objectives, basic principles of the SMART About Water program
- Understand the beneficial connection between effective wastewater treatment and source water protection,
- Understand that small community resource issues may in part be addressed by establishing partnerships with volunteer organizations,
- Recognize why system operators and local officials should develop contingency plans for supplying safe water in emergencies.
- Identify the purpose and importance of applying social marketing concepts to SWPP outreach and training activities.

LEARNING ACTIVITY:

Community Awareness About Water Pollution

Length: 20 minutes

Materials Needed: Paper, pens for groups; flipchart and markers for trainer

Process: Break participants into groups of three-five people. Ask participants to list three types of pollution that are contaminating their drinking water source. For each pollution source, have participants answer the following questions: “Does the polluter know his pollution is running into our drinking water source (river, lake, well)? Is this a problem or not? Why?”

Ask each group to select one pollution source and report their analysis back to the larger group.

Ask the larger group: “What does this tell us about the consciousness of community members about their impact on our drinking water?” Summarize the key messages on the flip chart. Relate findings to what you are teaching. Ask for questions, respond and make clarifications.

KEY MESSAGES FOR DIFFERENT TARGET AUDIENCES:

Be sure to identify the audiences you’ll be training and carefully consider their specific wants, needs, and motivators. Craft your message, training, and activities accordingly. Remember to refer to the “SMART Audience Reference Sheets” in this curriculum for ideas, as well as learning as much as you can about the local stakeholders and local issues.

SUGGESTED HANDOUTS:

Create and hand out a one-page FACT Sheet highlighting information from the local Source Water Assessment, such as the percentage of failing septic systems in the community, the location of these systems, and their impact on the drinking water source. Be sure to incorporate social marketing ideas in crafting the message.

POSSIBLE AGENDA:

Introduction to SMART About Water

Approximate Time to Deliver Session: _____ hours/minutes

Welcome and Introductions _____ minutes

Complete Registration Form _____ minutes

Complete Pre-Assessment _____ minutes

Topic A _____ minutes

Topic B _____ minutes

Topic C _____ minutes

Activity # _____ minutes

Other _____ minutes

Complete Post-Assessment _____ minutes

Summary and Feedback _____ minutes

POWERPOINT AND CONTENT:

An electronic copy of the PowerPoint Presentation for “Introduction to SMART About Water” is provided on the accompanying PowerPoint CD-ROM. The PowerPoint can be used as is or adapted to meet your local needs. The “Intro to SMART” PowerPoint includes detailed “Trainer Notes” in the PowerPoint “Notes” section.