



Wish for WASH x International Rescue Committee in Atlanta
Instructional Design + Life Skills Curriculum Pilot 2

Cooking Oil Disposal and Plumbing Lesson Reflections

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December 2020



How to Properly Dispose of Cooking Oil in the Kitchen

This life skills curriculum pilot reflection is a continuation from the first [Wish for WASH \(W4W\)](#) and [International Rescue Committee Atlanta \(IRC\)](#) pilot report from April 2020. [View the initial, flagship report here for further context on the history and goals of this collaborative project.](#)

The W4W IRC Education Team kicked off their fall 2020 lesson plan development for the Life Skills Curriculum project by iterating the program based on their learnings from Spring 2020, when they first piloted the *“How to Properly Dispose of Cooking Oil in the Kitchen”* lesson to Adult learners in person.

The [Human Centered Design](#) approach required that they focus on gaining user feedback from both the English for Speakers of Other Languages (ESOL) learners and IRC teachers and adjusting their lesson plan based on that feedback.

Specifically, the W4W IRC Education team focused on ensuring that the facilitation flow between speakers for this course was smooth and easier to follow as well as creating additional visual references for the learners for the vocabulary sections.

Due to COVID-19, the fall 2020 educational experiences differed greatly from springs in that they have to pivot to present their lesson plan virtually.

Despite the new challenges that were posed by virtual facilitation, the W4W IRC Education Team (specifically Tamara Renno

and Sofia Villegas) rose to the challenge with the incredible support of Emily Matthews, IRC’s Instruction and Curriculum Coordinator. She indicated that W4W’s work was effective through the well-paced tone, articulate voice, and appropriately chosen vocabulary words.

To improve some of the logistics and presentation flow for these courses, Emily recommended that they W4W team create even more lesson plans and frequently present them to the IRC’s adult learners on a more regular basis.

Based on this, the W4W team created an updated lesson plan based on last semester’s residential cooking oil class and worked on a new plumbing course to pilot. They adapted it to a virtual format after joining, observing, and learning from an IRC beginner course that was conducted online. With the new format, the W4W team could no longer pass out a worksheet, so they had to make the session powerpoint more interactive. The team did this by asking questions related to the curriculum such as “What’s your favorite food?” and by underscoring special vocabulary that the students could repeat.

They also used videos in the kitchen to make it more practical rather than theoretical.

All of these methods were used by the IRC instructors, so the W4W emulated them and implemented similar ideas into their final presentation.

“I believe our lesson plan went according to plan. Sofia and I had a great time reflecting on our last lesson, and we were able to work well together in creating a virtual version!”

- **Tamara**, Co-Director of Student Engagement, Wish for WASH

“The lesson went very well. I think we were able to really connect with the students and have strong engagement despite the virtual format. The students seemed to be enthusiastic about the material!”

- **Sofia**, IRC Education Team Member, Wish for WASH



Lesson #2

What Not To Dispose of in the Toilet

This life skills reflection is the first one for the “What Not/ To Dispose of in the Toilet” (plumbing) Curriculum pilot. This course was first conducted with 20 Adult learners who were attending the IRC ESOL online course, and was led by Marta Woldeab, and Olivia Cerie. Similar to the Cooking Oil course, this course was built in-line with the Human Centered Design and [ADDIE principles](#) and also was identified as a potentially valuable topic area by IRC. **Below are some initial reflections from the W4W team leads and Emily about this first pilot:**



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When building the curriculum, the cooking oil curriculum was incredibly helpful. **Because we already had a basic outline of how a successful mini-course could be executed online, it only took a couple of meetings to create and finalize the material for the first plumbing presentation.**

I do think that we could have chosen a better video to show, maybe one similar to the oil presentation that Sofia made herself, so this is an area where we could improve in the future. However, a DIY (“Do it yourself”) video about what not to dispose of in the toilet is difficult to do because the material is a bit challenging to demonstrate.

During the presentation, there were a few technical difficulties towards the beginning which caused us to be a few minutes late.

Other than that, I think that the presentation was overall pretty smooth. The sound did not work for the video, but I think that was for the better since the man speaking spoke quickly. With Marta and I narrating ourselves, we could choose more specific vocabulary to make it easier to understand. Overall, I had a great time presenting and hope that we can continue making presentations in the future as long as it remains helpful.”

- **Olivia**, IRC Education Team Member,
Wish for WASH

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For me personally, it was a very different perspective as a teacher rather than an observer. I had to intentionally remind myself to speak slower, because my natural tendency was to speak faster during presentations due to some nervousness.

Conveying yourself virtually is a different than in person because tone, clarity and articulation are very critical in getting your point across. It is much harder to explain your point because you cannot use body language as effectively in a zoom call.

One key method I tried using was continuously using the vocabulary words we used in definition section of the presentation in many different sentences.

Through continuous repetition, the goal was to get the critical vocabulary words drilled into the memory of the class. **There was a solid level of engagement from the class with the brief presentation, and I was happy with the results.**”

- **Marta**, IRC Education Team Member,
Wish for WASH

The W4W team collected more feedback on this work and is looking forward to further growing and iterating this WASH-related collaboration with the IRC in Atlanta because

#everybodypoops