

## Lesson Plan 7: Waste Management



45 minutes total

### Lesson Description



The focus of this lesson is to outline important considerations for waste management after emergency situations. Participants will discuss the increased importance of sanitation as disaster relief transitions to recovery, and explore strategies for the successful management of sanitation issues.

### Learning Outcomes



At the end of this session participants will be able to:

1. Identify common solid and liquid waste management issues after emergencies
2. Propose solutions to solid and liquid waste issues for emergency recovery

### Materials



- Flip chart paper
- Tape
- Markers
- Cards with different types of waste (See end of lesson plan)

### Preparation



- Read and prepare lesson plan
- Write the learning outcomes or lesson description on flip chart paper
- Print 3 copies of the waste cards (See end of lesson plan), cut and bundle each

### Introduction

10 minutes



1. Distribute chocolate to all the participants.
2. Ask the participants to have chocolate and wait till all have done so.
3. Look how the participants manage the waste of chocolate (wrapper).
4. Ask to the participants is it the best way to dispose it, the way they did. Ask what might be the best way to dispose the waste.
5. Explain to the participants that we will discuss more on the session.
6. Present the lesson description or learning outcomes.

**Waste Management****30 minutes**

1. Ask the participants: “Like the chocolate wrapper (besides the use of latrines), what other sanitation issues might people be facing?”
2. Record the responses on the flip chart, categorizing into “Solid waste” and “Liquid waste.” Sanitation issues outside this scope, such as vectors, can be addressed briefly as issues that can be reduced by proper waste management.
3. Summarize participant responses and describe the following: *We can typically divide waste into two different categories, as follows:*
  - *Solid waste- Garbage/waste disposal and the need for a clean environment*
  - *Liquid waste- Grey water management and human and animal feces management*
4. Divide the participants into 3 groups.
5. Provide each group with a package of cut cards detailing different types of waste and a piece of flip chart paper.
6. Tell the participants that they have these wastes in their community and ask them to discuss how they might manage these types of waste.
7. Ask the groups to list their management techniques on their piece of flip chart paper.
8. Give 5 to 10 minutes for the groups to analyse and write their management techniques.

Answers might include the following:

a. *Solid waste:*

- i. *In camps or community: collection and segregation of organic (degradable) and inorganic (non-degradable) materials, dumping organic waste and burning or disposal of inorganic waste in coordination with the stakeholders for management*
- ii. *Household level: composting, use of disinfectants ex, EM, Lime, Phenyl, etc.*

b. *Liquid waste:*

- i. *Grey water management: drain out waste water properly, not letting to collect water/ waste water nearby, proper source protection of drinking water, etc.*
  - ii. *Fecal sludge management/ pit emptying: **Fecal sludge treatment systems:** On site treatment- treating waste in the community or household level by disposing it in a pit with use of disinfectants like EM, lime, phenyl, etc. and/or Offsite treatment- disposing waste in a far-away (quarantine) area*
9. After 10 minutes, ask a group to present their outcomes and ask the other groups to add more if anything is missing.
  10. Discuss each point in detail with the participants.

11. Explain to the participants that in the immediate emergency phase, first-responders focus on the elimination of contact with feces however, in the recovery phase proper disposal of excreta and other waste must be considered.

---

**Review****5 minutes**

1. Ask the participants to find a pair.
2. In their pair ask the participants to discuss the most preferred way of disposing degradable and non degradable waste.
3. Give 2 to 3 minutes to discuss.
4. Ask few volunteers to share their answer in a large group.

---

**Reflections on Lesson**

Empty bottles (plastic and glass)	Banana peel	Vegetable residues
Chocolate wrapper	Napkins	Noodles Wrapper
Broken bucket	Sanitary pad- Used	Leftover foods
Paper	Broken utensils	Feces
Broken toys	Straw	Fallen leaves
Fodders	Diapers	Plastic bags
Sacks	Torn clothes	Used bags
Battery	Medicine bottles	Unused medicines
Grasses	Animal dung	Used syringe