

## Lesson Plan: Building a Basic Latrine



65 minutes total

### Lesson Description



Participants will discuss the challenges of a household building their own latrines. They will also learn about the main parts of a basic latrine and latrine siting.

### Learning Outcomes



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

1. Discuss the challenges of a household building their own latrine.
2. Identify the main parts of a latrine.
3. Explain the function of each latrine part.
4. List general rules for siting a basic temporary latrine.

### Materials



- Flip chart paper
- Tape
- Markers
- Latrine Diagram
- Latrine Parts Functions Cards

Optional:

- Computer
- Projector
- CWP\_Building a Basic Latrine PowerPoint Presentation

### Preparation



- Review topic in Technical Brief: Introduction to Sanitation
- Write the heading “Consequences” on flip chart paper
- Optional: If using PowerPoint: CWP\_LP15\_Building a Basic Latrine
  - Review the PowerPoint presentation
  - Check that the projector is working
  - Cue the PowerPoint on the computer
- If not using PowerPoint:
  - Draw a large diagram of a pit latrine on flipchart paper, with arrows pointing to the main parts, do not label the arrows in advance
  - Write out each rule for siting latrine pits on separate flip chart papers
- Print the Latrine Diagram (1 diagram per 2-3 people)

- Print and cut out the Latrine Part Function Cards (1 set per 2-3 people)
- Optional: Write the learning outcomes on flip chart paper

**Introduction****5 minutes**

1. Ask participants to think about a house they have built or a house they would like to build. Ask them: “What are the different steps you took, or will take, to design and build the house?”
  - Look at other houses
  - Ask for support from friends and family that have experience building houses
  - Contact material suppliers
  - Contact masons
  - Involve family members
2. Explain to participants that building a latrine is very similar to building a house. It is complicated and you need to include many technical elements. There are people that are experts at building latrines, and they should be consulted before moving forward and building a latrine. CAWST has an entire workshop on it and if the participants are interested, they can contact you for more information.
3. Present the lesson description or learning outcomes.

**Challenges to Building Your Own Latrine****10 minutes**

1. Explain to participants that it is important to be careful when building latrines. If the latrines are not build correctly, it can have many bad implications. Ask the participants: “What are some consequences of having a poorly designed and constructed latrine?” Record the responses on flipchart paper “Consequences”.
  - Pit collapses
  - Superstructure collapses
  - Latrine is not protected from heavy rainfall
  - The latrine smells bad
  - The latrine isn’t appropriate for all the users of the household
  - The latrine is too far away
  - The latrine does not provide privacy
2. Ask the participants: “What are the consequences for the users?”
  - Users hurt themselves using the latrine
  - Users find their latrine uncomfortable and not practical
  - Users stop using the latrine
3. Explain that the key message for households designing and building their own latrines is that latrines are difficult to build. They should get advice and support from experienced masons and/or other members of the community before starting.
4. Explain that although designing and building a latrine is a difficult process, Community WASH Promoters can still teach households about the key parts of a latrine and latrine siting.



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**Latrine Parts****10 minutes**

1. Explain that participants are going to learn about the different parts of a basic latrine. There are many different types of latrines but the focus today is on a basic latrine.



**Trainer Note:** If they want to learn more about the different types of latrines, please see the *Latrine Design and Construction Workshop* and select the appropriate lessons.

2. Explain that they are going to work in groups to identify the common parts of a latrine. Show the latrine diagram.
3. Explain that the diagram has arrows pointing to different parts of the latrine. They should name the parts, using whatever words they think are the best.



4. Divide the participants into groups of 2-3 people. Give each group the latrine diagram. Give the groups 5 minutes to complete the task.



5. As a large group, show the flipchart diagram of the latrine. Point to a part and ask the participants what they called it. Discuss the commonly agreed name and label the flipchart diagram. The words below are the words suggested by CAWST and used throughout CAWST's materials. If there are other more common words, you might wish to use both words for the workshop.

- *Superstructure*
- *Slab*
- *Toilet*
- *Pit*
- *Pit lining*
- *Pit vent*
- *Handwashing*

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**Functions of the Latrine Parts****10 minutes**

1. Explain that groups will now match each part of the latrine to a function card. They will also discuss why that function is important for the proper use of a latrine.
2. Hand out a set of latrine parts function cards to each group. Give the groups 5 minutes to complete the task.



3. For each latrine part, ask one of the groups what function they identified and why they think that function is important. Continue until all parts have been discussed. Mention any latrine parts that may have been missed.

*Solutions:*

- *Provides privacy and shelter for users. → Superstructure*

- *Provides a solid base for the user to stand on. It is a barrier between the user and the stored excreta. → Slab*
- *The pan, seat or hole inside the latrine into which users urinate and defecate. → Toilet*
- *Stores excreta, water and anal cleansing materials. → Pit (more generally known as Excreta Storage)*
- *Supports the pit walls so they do not collapse, especially in loose soil or when the pit is emptied. Also supports the slab. → Pit Lining*
- *Allows gas to escape. Reduces smells inside the latrine. Reduces flies. → Vent Pipe*
- *Users can wash pathogens off their hands immediately after using the latrine. → Handwashing Station*

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### Siting Latrines

25 minutes



1. Ask the participants: “Now that we know the different parts of a latrine, we need to figure out where to put it.”
2. Ask the participants “Why does it matter where you choose to put a latrine?” *A badly placed latrine can contaminate groundwater, which the household may end up drinking.*
3. Draw a simple diagram with a latrine, groundwater, and a well on a piece of flip chart paper. Optional: You can use the *CWP\_Building a Basic Latrine* PowerPoint for reference.
4. Explain to participants that latrines should be located to minimize the potential of it contaminating the ground water.
5. Explain that groundwater, also known as the water table, is found below latrines. Groundwater flows through the ground, potentially transporting pathogens. It can contaminate wells and boreholes as well as surface water sources, such as lakes and ponds.
6. Explain that there are some simple rules to follow to reduce the risk of groundwater contamination.



7. Show the flip chart or PowerPoint slide with **Rule #1**: The more distance between the bottom of the latrine and the groundwater, the lower the risk of contamination. The bottom of the pit should be at least 2 meters above the highest annual groundwater level.
  - *As the water and pathogens move through the soil over this distance, some will become trapped, and some will die before reaching the groundwater.*
  - *If groundwater is high and there are no other solutions, dig shallow pits. Pits will have to be dug more frequently.*



8. Show the flip chart or slide with **Rule #2**: The greater the horizontal distance between the latrine and the drinking water source the lower the risk of contamination.
  - *The greater the distance, the longer it will take for a pathogen to travel and it is more likely the pathogens will die or be trapped before reaching the drinking water source.*

- *Minimum separation distances between the latrine and drinking water source are recommended depending on the type of soil or rock.*
  - *A 30-metre separation distance between a latrine and drinking water source is often recommended. There will be times when this distance will not work. There may be situations when a shorter distance will be acceptable and other situations where the groundwater is contaminated despite the 30-metre separation.*
9. Show the flip chart or PowerPoint slide with **Rule #3**: Site latrines lower than the drinking water source.
- *Groundwater flows downhill.*
  - *In very flat areas, tests may need to be done to determine the flow direction.*
  - *If the latrine is located physically lower than (downhill from) the water source, then it is unlikely that contamination from the latrine will be a problem.*
10. Ask the participants to form pairs. Explain that one of the participants will be a disaster-affected person and the other will be a Community WASH Promoter.
11. Ask the Community WASH Promoter: “explain to the other person the three rules for siting a latrine”.
12. Provide a few minutes for the participants to explain the latrine siting rules to one another.
13. Ask the participants what they can do to make the explanation easy to understand
- a. *Draw pictures, use gestures, show locations around their surroundings*
14. Remind the participants of the three rules by writing them on a piece of flip chart paper or displaying them on a PowerPoint slide.
- *Rule #1: The more distance between the bottom of the latrine and the groundwater, the lower the risk of contamination*
  - *Rule #2: The greater the horizontal distance between the latrine and the drinking water source the lower the risk of contamination.*
  - *Rule #3: Site latrines lower than the drinking water source.*

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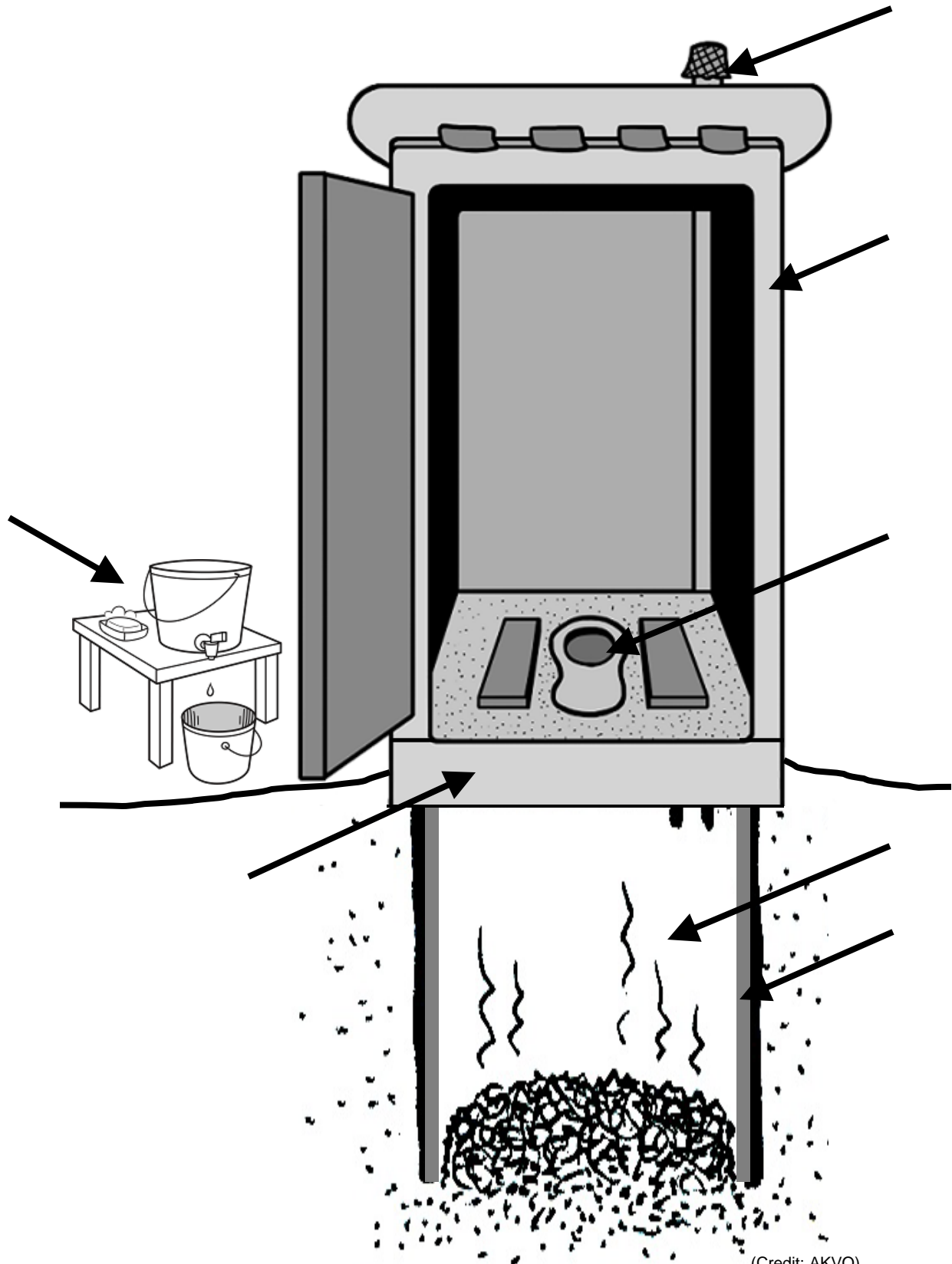
**Review**
**5 minutes**

1. Ask participants to form groups of 3 people.
2. Explain that they will form a chain of response. The first person in the group will say a latrine part, the second person will describe the function of the part, and the third person will describe the importance of that part. They should take turns in each role.
3. Give the groups 3 minutes to review as many parts as they can, continuously switching roles.

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**Reflections on Lesson**

Latrine Diagram



(Credit: AKVO)

**Activity: Latrine Part Function Cards**

<p>Provides privacy and shelter for users.</p>	<p>Provides a solid base for the user to stand on. It is a barrier between the user and the stored excreta.</p>
<p>The pan, seat or hole inside the latrine into which users urinate and defecate.</p>	<p>Users can wash pathogens off their hands immediately after using the latrine.</p>
<p>Stores excreta, water and anal cleansing materials.</p>	<p>Allows gas to escape. Reduces smells inside the latrine. Reduces flies.</p>
<p>Supports the pit walls so they do not collapse, especially in loose soil or when the pit is emptied. Also supports the slab.</p>	