

## Lesson Plan: Sanitation Ladder



60 minutes total

### Lesson Description



Participants will explore how to evaluate why different sanitation practices are better than others. They will also discuss the advantages and challenges of improving sanitation options.

### Learning Outcomes



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

1. Discuss the importance of using latrines
2. Explain the Sanitation Ladder Activity
3. Discuss the advantages and challenges of moving up the sanitation ladder
4. **Optional:** Discuss how CWPs can encourage incremental improvements within the sanitation ladder

### Materials



- Sanitation Ladder Activity (1 set per 4-5 participants)
- Flip chart paper
- Markers

### Preparation



- Print and cut out the regional cards for the Sanitation Ladder Activity (1 set per group of 4-5 participants).
- Read the *Technical Brief: Introduction to Sanitation*
- Optional: Write the learning outcomes on flip chart paper

### Introduction

10 minutes



1. Ask for a volunteer to come to the front of the group. Explain to the volunteer that they will play the role of someone in the village who does not currently have a latrine in the household.
2. You will play the role of a sales person who is trying to sell the most expensive, beautiful latrine possible.



**Trainer Note:** The goal of this activity is to show that the most advanced and beautiful latrine is not necessarily the best place to start with a new latrine user.

3. Approach the volunteer and ask them if they currently have a latrine. *The answer will be no.*

4. Explain to the volunteer that you are there to help them.
5. Draw on the flip chart paper a very nice and expensive latrine that uses very expensive technologies (for example: a rainwater harvesting system to be able to pour flush the toilet, marble floors, ceramic walls, very large room, a large sink for handwashing, solar-powered lights, etc.)
6. Explain to the volunteer that the latrine will cost 5000 dollars (use local currency for a very expensive amount). Explain that you can have someone come over and build the latrine tomorrow, but they must pay now.
7. Ask the volunteer if they are willing to pay now. *The answer will be no.*
8. Ask the volunteer to return to their seat.
9. Ask the participants: “What can we learn from this scenario?”
10. Explain that when we give people choices that are not feasible for them, they may feel overwhelmed. They may end up doing nothing or fail at their attempt. When we ask households to make small accessible changes, they will succeed and continue to improve their WASH practices as they see the benefits.
11. Present the lesson description or learning outcomes.




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### Importance of using Latrines

**10 minutes**



1. Divide the participants into pairs.
2. Ask participants to reflect on the previous lesson “How Water Gets Contaminated”
3. Ask the participants: “Why it is important for people to use latrines?” Ask them to write down their answers in their notebooks. *To prevent contamination of water, to prevent the spread of diseases by people not coming into direct contact with feces, reduce smell, privacy, safety for women, dignity, etc.*
4. Ask each group to quickly share their answers with the larger group.

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### Sanitation Ladder Game

**40 minutes**



1. Explain to participants that to have all these benefits of using a latrine, people do not need to have a very expensive latrine. There are several different types of latrines and some are better than others.
2. Divide the participants into groups of 4-5 people.
3. Explain to participants that they will need to arrange cards in order from the worst sanitation option to the best. Tell them they will have 10 minutes.
4. Explain to participants that if there are disagreements about how to order the cards, the cards can be placed as equal and that they should return to them later. Ask the participants to discuss why they think one card is better than another.
5. Give each group a set of Sanitation Ladder Activity cards.



**Trainer note:** There are several ways to order the cards. There is no right answer for this activity. The value of this activity is in what participants learn while discussing the cards with each other. Try to encourage discussion.

6. Ask the participants to walk around the room and look at the other groups' sanitation ladders and see if they are the same as their own.
7. Ask the participants: "What did you discuss?", "Did other groups arrange the cards differently than yours and why?", and "What are some characteristics of a latrine that would indicate the level on the sanitation ladder?".
8. Ask the participants: "What are the advantages of being higher up on the sanitation ladder?" Write the answers under the title 'advantages' on a flip chart paper. *Stops human, animal, and insect contact with the feces and reduces disease transmission. It also creates a more comfortable and safer environment for people to defecate. Some possible answers:*
  - *People will like it more: more comfort and social status*
  - *Increased privacy, safety, and weather protection*
  - *Sludge is safer to empty*
  - *More hygienic and easier to maintain*
  - *Long-term behaviour change (people will keep using it if it is comfortable to use)*
9. Explain to participants that understanding and knowing the benefits and advantages of going up the sanitation ladder may not be enough for people to be motivated to improve the facilities where they defecate and move up the sanitation ladder.
10. Remind participants of the behavioural factors you covered in the '*Factors that Influence Behaviour*' lesson. Just because people know the benefits and the risks of doing or not doing something, it does not mean that people will be motivated enough to change their behaviour.
11. Ask the participants: "What challenges are there for people to move up the sanitation ladder?" and "Why would someone not move up the sanitation ladder?" Write the answers under the title "Challenges" on a flip chart paper.



**Trainer Note:** As the participants give you answers, ask another trainer to write them on individual printer paper sheets and add them to the ongoing RANAS behaviour change model table under their respective categories of factors. If you do not have another trainer to support you, simply do this after the lesson has finished. You can also ask a volunteer participant to write them for you.

- *Don't know the risks of not moving up (how likely it is to get a disease, and how bad the disease can be)*
- *Don't know the benefits or the value*
- *Don't want to spend money on building a latrine*
- *Current norms in community (everyone does it this way)*
- *Historical norms (always done it this way)*
- *Don't have the skills to build and maintain a latrine*
- *No building materials available*
- *Not enough money available*
- *Environmental conditions (the ground is too hard, too rainy, etc.)*



12. Explain to participants that part of their role as CWPs will be to help members in the community move up the sanitation ladder. They will need to create relationships with people and try to understand the unique challenges of each family that are preventing them from moving up the sanitation ladder.
13. Explain to participants that later in the workshop they will cover how to identify reasons households do not move up the sanitation ladder, and strategies to influence households to adopt positive behaviours.

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**Optional: How CWPs can help****25 minutes**

1. Explain to participants that they will now discuss possible strategies on how to tackle the challenges we have identified in the previous activity.
2. Divide the participants into groups of 3-4. Give each group 1 or 2 of the challenges identified above.
3. Ask the participants to discuss and write down some key notes on things they could say or do to help the household members overcome the challenges.
4. Give each group 5-10 minutes to discuss.
5. Ask every group to present their challenges and strategies to the rest of the group. After each presentation, have a discussion with the larger group and ask the other participants if they have any other recommendations on how to address the challenge.

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**Review****5 minutes**

1. Ask the participants to find a partner.
2. Give each person a card from the sanitation ladder.
3. Ask participants to practice giving recommendations on how their partner could improve their latrine and move up the sanitation ladder.

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**Reflections on Lesson**