

Lesson Plan 6: Latrine Parts**30 minutes total****Lesson Description**

Participants are introduced to the main parts of a latrine, the function of each part, and why they are important. This lesson emphasizes the need for common terminology and introduces the words that will be used throughout the rest of the workshop.

Learning Outcomes

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

1. Identify the main parts of a latrine.
2. Explain the function of each latrine part.
3. Discuss the importance of each latrine part.

Materials

- Flipchart paper
- Markers
- Tape
- Latrine Diagrams (1 set)
- Latrine Part Function Cards (4 sets)

Optional:

- Doll or stuffed animal

Preparation

- Review the Latrine Fact Sheets
- Introduction Option A: Draw a random shape on flipchart paper
- Introduction Option B: Find a doll or stuffed animal
- Print the Latrine Diagrams (1 diagram per group)
- Print and cut out the Latrine Part Function Cards (4 sets)
- 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
- Optional: Write the learning outcomes on flipchart paper

Introduction**5 minutes****Option A: Random Shape**

1. Show the participants the random shape. Ask the participants “What do you think is the name of this shape?” Ask them to individually come up with a name for the shape. Share the responses as a large group.
2. Ask the participants “Why should we have a common name for this shape?”
 - *It’s important to have a common word so that we can easily talk about the shape together. If everyone is using a different word we will have confusion and spend a lot of time trying to figure out what someone is referring to.*
3. Explain that the purpose of this lesson is to establish a common terminology for the different parts of a latrine.
4. Present the lesson description or learning outcomes.

Option B: Doll or Stuffed Animal

1. Show the participants the doll or stuffed animal. Ask the participants “What do you think is a good name for this doll?” Ask them to individually come up with a name for the doll. Share the responses as a large group.
2. Ask the participants “Why should we have a common name for this doll?”
 - *It’s important to have a common word so that we can easily talk about the doll together. If everyone is using a different word we will have confusion and spend a lot of time trying to figure out what someone is referring to.*
3. Explain that the purpose of this lesson is to establish a common terminology for the different parts of a latrine.
4. Present the lesson description or learning outcomes.

Latrine Parts**10 minutes**

1. Explain that there are parts that are common to most latrines, even though they might look different on different latrines.
2. Explain that we are going to work in groups to identify the common parts of latrines. Show the 4 printed latrine diagrams. Explain that the diagrams have arrows pointing to different parts of the latrine. They should name the parts, using whatever words they think are the best.

Note: Not all diagrams have all parts.



3. Divide the participants into 4 or 5 groups. Give each group one of the latrine diagrams. Give the groups 5 minutes to complete the task.



4. 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*
- *Pipes*
- *Pit, chamber or tank*
- *Pit footing*
- *Pit lining*
- *Pit vent*

Functions of the Latrine Parts

10 minutes



1. Explain that groups will now match each part to a function card and discuss why that function is important.
2. Hand out a set of latrine part 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*
- *Carries water, excreta and anal cleansing materials into the pit, chamber or tank. → Pipes*
- *Stores excreta, water and anal cleansing materials. → Excreta Storage (Pit, Chamber or Tank)*
- *Supports the slab and prevents the top of the pit from collapsing. → Footing (for pits)*
- *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*
- *Provides oxygen to the pit, tank or chamber to help excreta degrade. Allows gas to escape. Also reduces smells inside the latrine. → Vent Pipe*

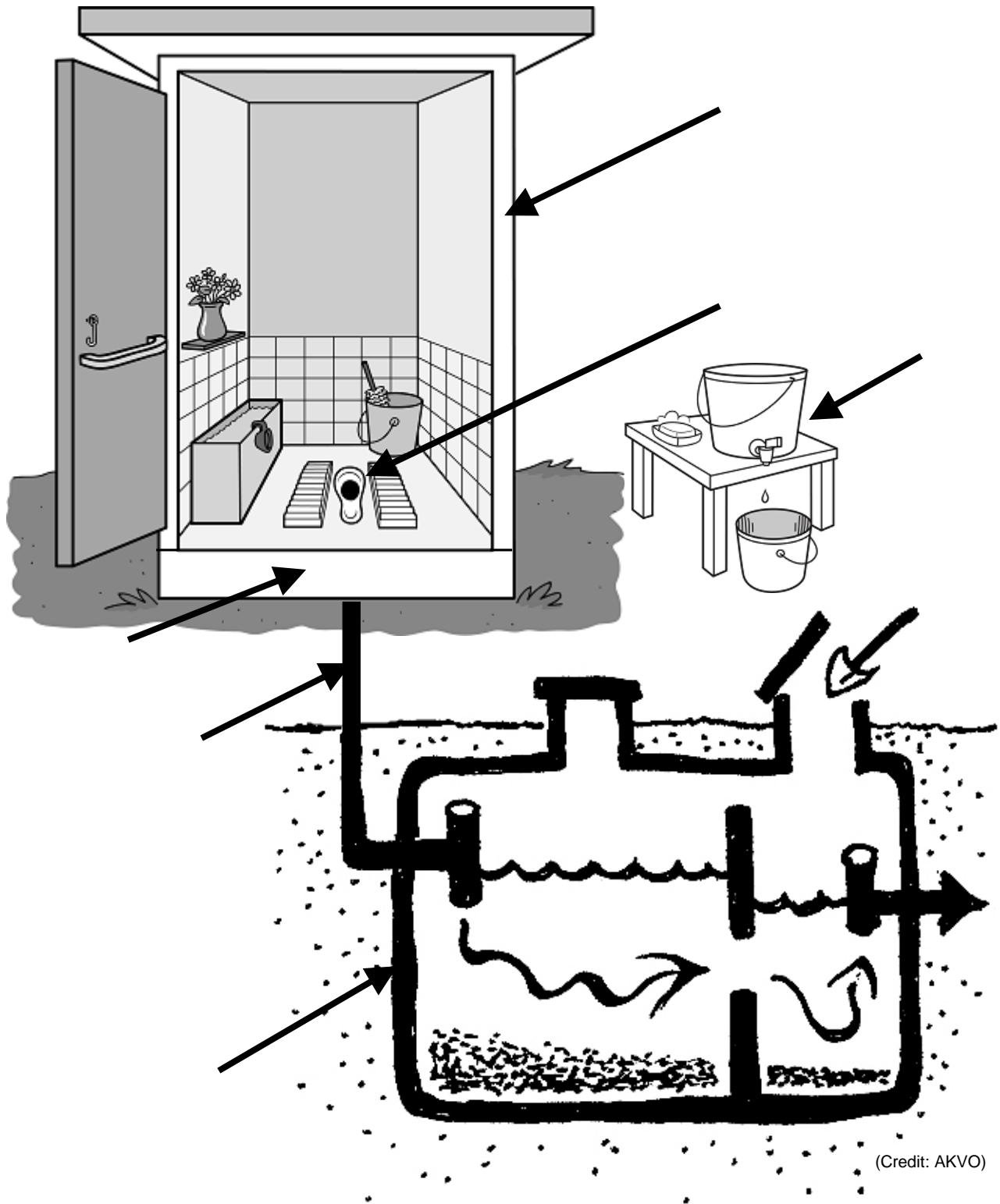
- *Users can wash pathogens off their hands immediately after using the latrine. → Handwashing Station*

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.

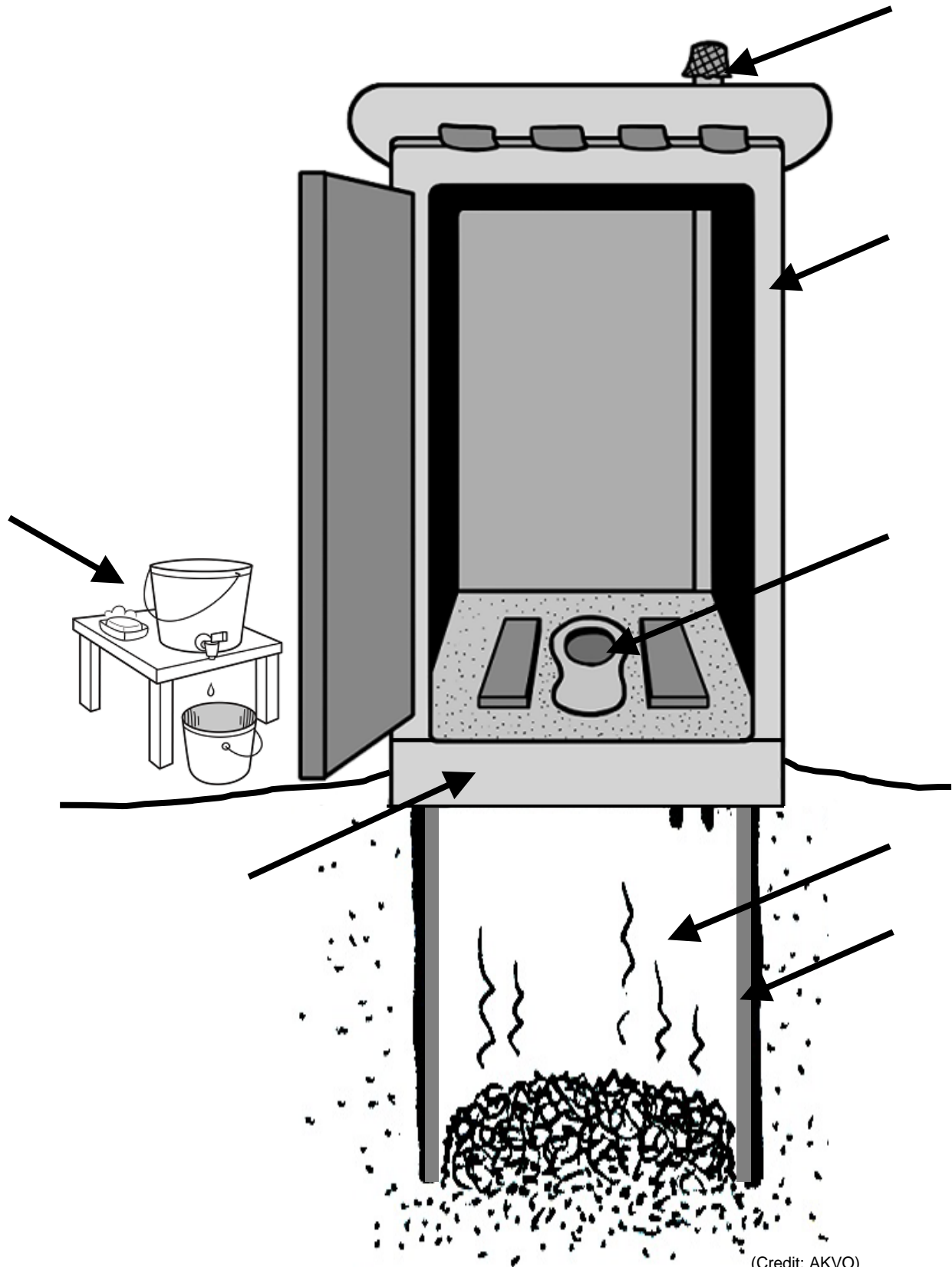
Reflections on Lesson

Latrine Diagram 1



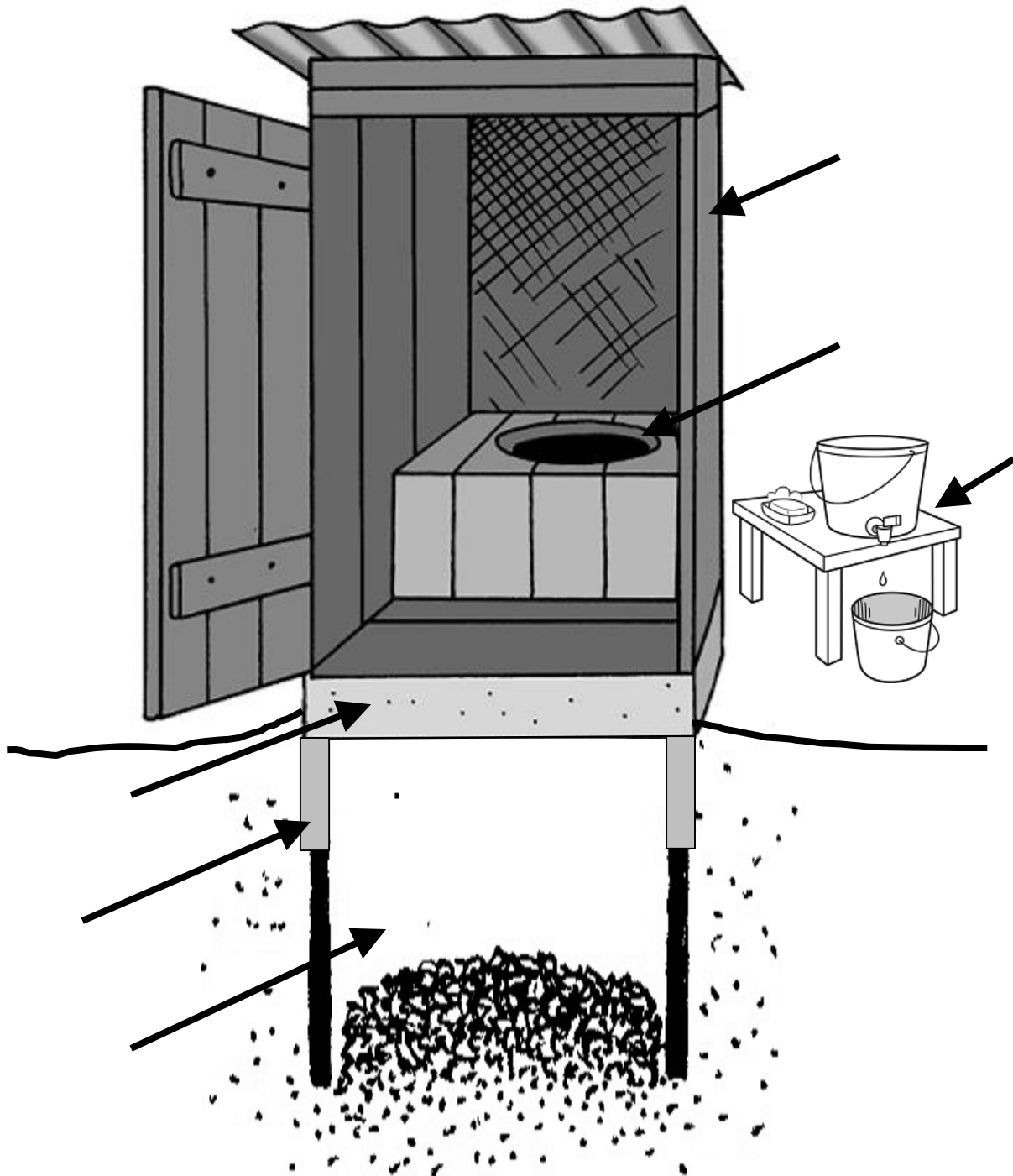
(Credit: AKVO)

Latrine Diagram 2



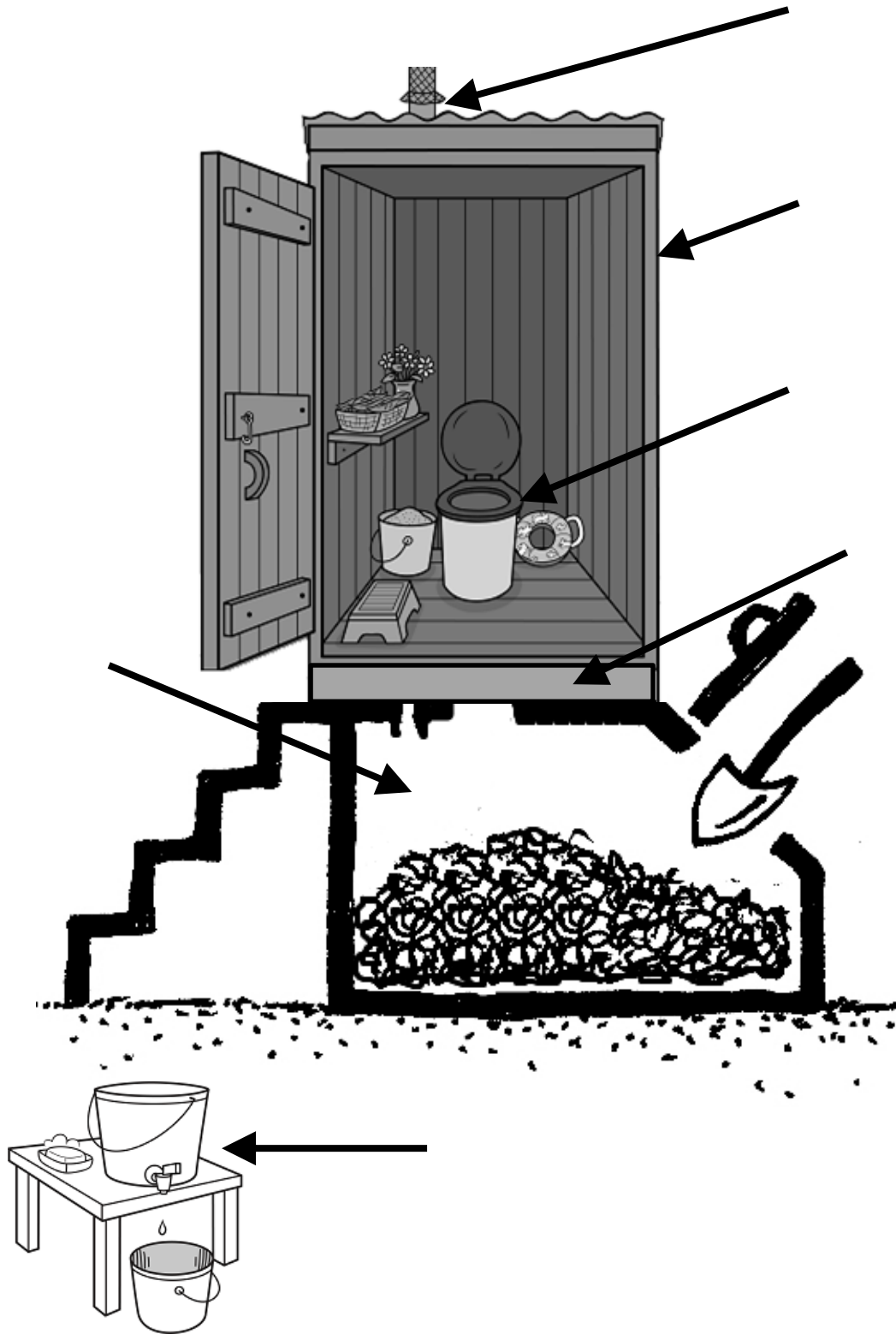
(Credit: AKVO)

Latrine Diagram 3



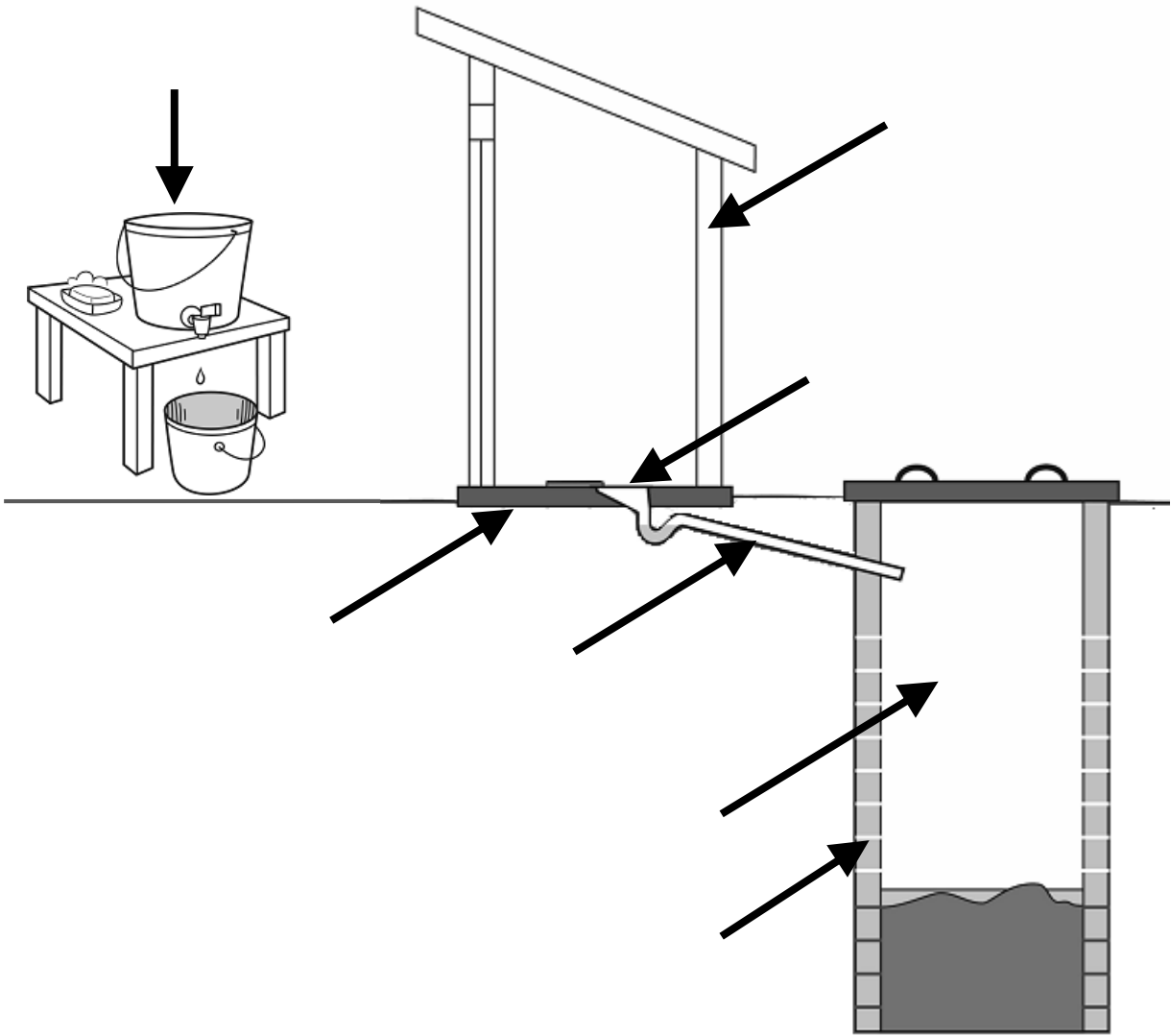
(Credit: pit adapted from AKVO)

Latrine Diagram 4



(Credit: chamber adapted from AKVO)


Latrine Diagram 5



(Credit: adapted from Shaw/WEDC, 2014)



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>Carries water, excreta and anal cleansing materials into the pit, chamber or tank.</p>
<p>Stores excreta, water and anal cleansing materials.</p>	<p>Supports the slab and prevents the top of the pit from collapsing.</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>	<p>Provides oxygen to the pit, tank or chamber to help excreta degrade. Allows gas to escape. Also reduces smells inside the latrine.</p>
<p>Users can wash pathogens off their hands immediately after using the latrine.</p>	