

2.9 Lesson 9: Sanitation

Teacher's information – Lesson 9: Sanitation

After the lessons on improvement of water and hygiene, this lesson completes the training on how to interrupt disease transmissions routes. It focuses on use of the available sanitation infrastructure in school. At the end of the lesson, the children become Safe Water Promoters.

Objectives – Knowledge

- Know where and how the faeces generated in schools get displaced
- Know the four steps of proper toilet use

Objectives – Attitude

- Be willing to wash bottom and hands after using toilet

Objectives – Skills

- Capable of using a toilet/latrine hygienically

Time

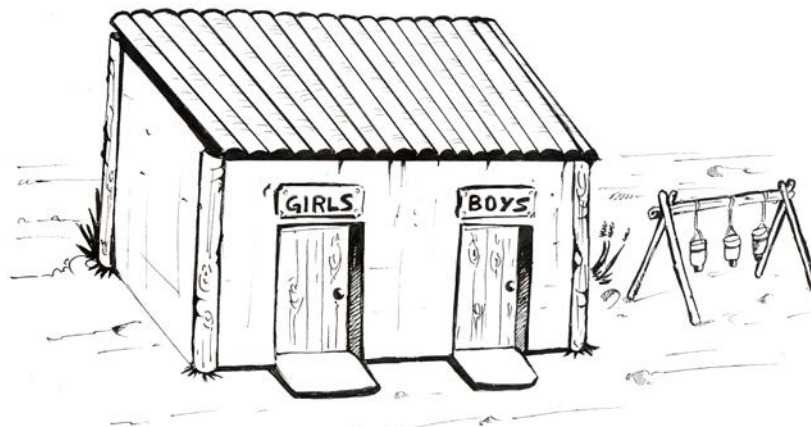
- 60 minutes

Materials – School

- Soap/ash/detergent

Infrastructure

- Toilet or latrine



Gender friendly toilet

Key messages of the lesson

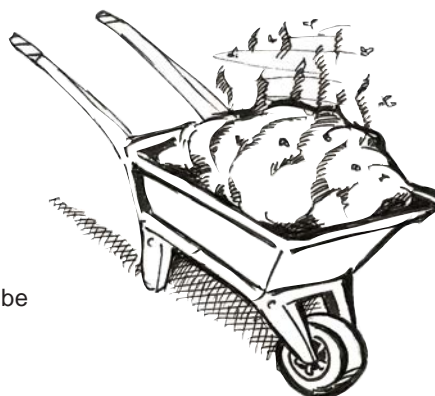
- Sanitation is strongly linked to hygiene practices.
- The safe use of a toilet comprises four steps: safe disposal of faeces, hygienic anal cleansing, toilet cleaning, and washing hands with soap.

Sanitation

1. Inform the children about sanitation.
 - Good sanitation means safe disposal of human urine and faeces.
 - The main problems are inadequate sanitation systems and unhygienic use of the existing sanitation system.
2. Ask the children where they defecate at home and in school. Emphasise the importance of a safe disposal.
 - One gram of human faeces can contain 10 000 000 viruses, 1 000 000 bacteria, 1 000 parasite cysts, and 100 parasite eggs.
 - Unsafe disposal of faeces poses a significant threat to human health.

Faeces generated in school

1. Show the children the importance of safe disposal of faeces by calculating the amount of faeces produced in school in one month.
 - 1 defecation of 100 g x faeces per day x number of people in school x 30 days.
2. Visualise the amount of faeces, for example by comparing it with truck or wheelbarrow loads.
 - How many truck or wheelbarrow loads would be needed to transport all these faeces?
3. Explain what happens with open faeces and how they get back to the mouth of children.



Wheelbarrow with faeces

Use of toilets or latrines

1. Explain the sanitation system in school and the community and explain the important steps of a hygiene use.
 - Safe disposal of faeces
 - Hygiene anal cleansing
 - Toilet/Latrine cleaning
 - Washing hands with soap

Good behaviour practice – proper use of toilet or latrine

Infrastructure: Toilet or latrine

1. If there is a toilet/latrine in the school area, go to the toilet/latrine with the school children and demonstrate how to use it properly.

If there is no toilet or latrine in school, you can build a single pit latrine together. This can also be carried out by the Safe Water Team.

2. Show the correct position during toilet use.
3. Show how to squat so that all faeces drop down the hole.
4. Show how to clean the body after using the toilet and how to clean the toilet.
5. At the end, wash hands together.



Single pit latrine

What did we learn today?

- Where and how are the faeces generated in school displaced?
- Why is open defecation dangerous?
- What are the four steps of proper toilet use?
- How does a dirty latrine affect your health?
- Demonstrate how to use a toilet/latrine hygienically.

Home-bringing message

- I am a Safe Water Promoter now!

Safe Water Promoter ceremony

- Walk again through the school area and the community. Show the children the improvements made and the remaining problems. Emphasise the importance of their new knowledge, attitude and skills.
- Inform the children that they are Safe Water Promoters now and that they play an important role in the community.
- A Safe Water Promoter is characterised by his/her knowledge, attitude and skills.

A Safe Water Promoter:

- understands the links between water, hygiene and health
- can handle the Safe Water School infrastructure properly
- can disinfect water and store it safely
- can live hygienically
- is willing to apply his/her skills in school and at home
- is willing to help his/her family, friends and the community



Child with a Safe Water Promoter certificate

Create a play or puppet show

- Create a play or a puppet show with the children. For example about children who want to convince their friend to become Safe Water Promoters as well. Guidelines to create a play or puppet show are listed in the appendix (see page 100).



Children performing a play

2.9.1 Background information – Sanitation

Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and faeces. It includes also maintenance of hygienic conditions through services such as garbage collection and wastewater disposal.

Proper use of toilet or latrine

Proper use of a toilet or latrine comprises four steps:

- **Safe disposal of faeces**
Make sure that all faeces are disposed of in the pit.
- **Hygienic anal cleansing**
If there is no water available in the toilet, children can carry a bucket of water to the toilet. If paper or other materials are thrown into the pit they could rapidly fill the pits or lead to regular clogging of the pipes. If they are collected separately, they have to be disposed/burned carefully.
- **Toilet cleaning**
Leave the toilet in a clean condition. Clean it with water or a broom if necessary. If chlorine is available, the slab of the toilets regularly can be disinfected with chlorine solution.
- **Wash hands with soap**
The moment after defecating is a critical time for hand washing.
 - Wash both hands with water and soap/ash/detergent
 - Rub the front and back of your hands and in between your fingers at least three times
 - Dry hands

Compendium of Sanitation Systems and Technologies

The main information about sanitation technologies is integrated in the “Compendium of Sanitation Systems and Technologies”. Though it primarily addresses engineers and planners dealing with infrastructure delivery, the technology sheets also allow non-experts to understand the main advantages and limitations of different technologies.

This publication can be downloaded in English, French and Spanish:

www.eawag.ch/forschung/sandec/publikationen