|  |  |
| --- | --- |
| **Take two children (health problems)** | |
| **Target group:**  Mothers and care-givers of young children. Also could be for training of community volunteers/mobilisers. | |
| **Purpose:**  For participants to discuss and examine some of the reasons for ill health and to identify practices that will protect or promote their children’s health by preventing disease. | |
| **Time:**  1 – 1 ½ hours | |
| **Instructions:**   1. Place two pictures in front of the group – one of a healthy baby/child and the other of a sick baby/child. Ask the group what they think the pictures show. 2. Get the participants to form small groups. 3. Give each group a number of randomly selected pictures showing “bad/unhealthy” and “good/healthy” hygiene and sanitation behaviours. 4. Ask the groups to discuss each picture and decide which behaviours and practices lead to an unhealthy baby/child and which ones lead to a healthy baby/child. 5. Once the groups have finished, ask for a volunteer(s) from each group to describe each picture, place it under the healthy or sick baby/child and explain to the other participants why they made that choice. Make a note of which pictures they put under the healthy and sick child. | 1. Once the groups have finished placing all their pictures, facilitate a group discussion on the differences between the two piles and the reason for differences in groups’ choices. Encourage as much discussion as possible. 2. Ask the group how common these hygiene and sanitation practices are in their community? Ask the group if they can think of any others that should be added? 3. Ask the participants to consider and reflect on whether they could do more or do things differently to protect the health of their children. What changes can they make at home in their day to day life? Make a note of what actions the group identifies. 4. Ask the group for feedback on what they liked, what they didn’t like, and what they learnt during the session. Make a note in the reporting sheet. |
| **Notes:**   * Don’t prompt or direct the choices of the group. If people ask you specific questions, redirect the question back to the group. * It’s ok if the group go off track or come up with ideas that are not related to water, sanitation and/or hygiene. This is all part of group discussion and discovery. * Don’t worry if the group misses out important diseases – this shows you that the group might lack health knowledge. Make a note of what important diseases the group did not identify, and tell your supervisor/branch. It is ok if the group describes symptoms like “stomach ache” or “fever” rather than the name of the disease. * The hygiene practices and behaviours which are relevant for the specific emergency situation and context should be selected from an initial assessment or baseline, so that appropriate pictures are used for the session. | |

|  |  |  |
| --- | --- | --- |
| **Example recording format for volunteer – can be adapted and printed on back of instruction sheet** | | |
| **Take two children (health problems)** | | |
| **Good behaviours = Healthy child**  *(Insert drawing no.’s or description of hygiene behaviour)* | **Bad behaviours = Unhealthy child**  *(Insert drawing no.’s or description of hygiene behaviour)* | **What are some actions or hygiene practices that can prevent disease and lead to healthy baby/child:** |
| **How many females and males participated in this activity? F:\_\_\_\_\_\_\_ M :\_\_\_\_\_\_\_ Total :\_\_\_\_\_\_ Age less than 16\_\_\_\_\_ Age more than 50 \_\_\_\_\_** | | |
| **Which are the drawings that created more discussion? Are there any drawings that the group did not know about or couldn’t decide?** | | |
| **What did the group like and not like about this activity?** | | |
| **What did the group learn from this activity?** | | |