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| **Three-pile sorting (good and bad behaviours)**  |
| **Purpose:** For the group to discuss common hygiene and sanitation practices in their community/current situation and decide which may be good or bad for health; and to encourage people to take action by changing to positive hygiene and sanitation behaviours. This activity can be used to get information about the level or ***knowledge*** of the group on hygiene and sanitation practices, as well as any local beliefs or attitudes. By doing the activity at the beginning you get a baseline (initial) level of knowledge, and then by doing the activity again during or at the end of the project you can measure how much the groups knowledge has improved.  |
| **Time:** Day 1: 1 – 1 ½ hours  |
| **Instructions:** 1. If there is a large group (more than 30 people), then form smaller groups of about 5 – 8 people.
2. Give each group a set of pictures showing a variety of hygiene and sanitation behaviours.
3. Ask them to carefully observe the pictures and agree as a group what the picture is showing (especially if people are not used to looking at pictures).
4. Ask each group to sort the pictures into three piles according to whether they think the activities or practices shown are good, bad or in-between (can be both good and bad) in their impact on health. You could use symbols or words as headings for each pile.
5. After about 20 – 30 minutes, get each group to explain to the other participants its decision to put pictures in the different piles and why they made these choices. Encourage as much discussion as possible.
 | 1. Facilitate a group discussion on the differences between the piles and the differences in groups’ choices. Discuss the pictures in the “in-between” pile, and try and get the group to agree if they should be in the “bad” or “good” pile. Make a note of which pictures they put in each pile, and which ones they don’t know or can’t decide on.
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? Make a note of any the group comes up with.
3. Ask the group to select some “bad” cards and describe how the situation could be improved? Who would be responsible for doing this? How can they be involved in making improvements? 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.
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| **Notes:** * As a facilitator, you can help to explain the differences between local knowledge and practices in reality. For example, after a disaster/emergency situation, people might not have wood/fuel available to boil water or they might not have access to soap/ash to wash their hands with.
* 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.
* The hygiene behaviours which are relevant for the emergency situation and context should be selected from an initial assessment, so that appropriate pictures are used for the session.
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| **Example recording format for volunteer – can be adapted and printed on back of instruction sheet** |
| **Three pile sorting (good and bad behaviours)**  |
| **Good***(Insert drawing no.’s or description of hygiene behaviour)* | **Bad***(Insert drawing no.’s or description of hygiene behaviour)* | **Can’t decide/ Don’t know***(Insert drawing no.’s or description of hygiene behaviour)* |
| **How many males and females participated in this activity? M :\_\_\_\_\_\_\_ F:\_\_\_\_\_\_\_ Total :\_\_\_\_\_\_ Age less than 16\_\_\_\_\_ Age more than 50 \_\_\_\_** |
| **What are some hygiene practices or actions that can be improved?**  |
| **What did the group like and not like about this activity?** |
| **What did the group learn from this activity?** |