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| **Investigating community practices (pocket chart)** | |
| **Purpose:**  For the group to collect and analyse information on individual hygiene, sanitation or water ***practices*** in their community.  This activity can be used as an assessment and monitoring tool. By doing pocket chart at the beginning, you get baseline (initial) information about practices, 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 2: 1 – 2 hours | |
| **Materials:**   * Pocket chart (or other locally available materials e.g. pots, envelopes etc) * Voting tokens (or other locally available materials e.g. stones, bottle tops etc). Use different colour or type for different groups of people e.g. male, female, elderly. * Pen and paper to record the results of the vote | |
| **Instructions:**   1. Explain to the group what a pocket chart is, how information can be collected and how it can be used. 2. Ask the group to identify which behaviour or practice they would like to know more about. You can do this activity more than once investigate several different practices. 3. Set up the pocket chart for voting. Along the top row, put the drawings of the behaviour or practice you want to get information about. 4. Down the side column, put drawings of different community members in the group – for example, men, women, children, teenagers, elderly. You can also use symbols which represent ‘sometimes’, ‘always’ or ‘never’. 5. Allow people to discuss the pictures first to ensure that everyone understands them in the same way. Demonstrate how the voting should be done, or have a trial vote with a few people to make sure everyone understands how to do it. 6. Make sure the chart is set up in a place that participants can vote without being seen by the others. It is important that people vote in secret. | 1. Hand out the voting tokens and ask people to vote one by one. Make sure you keep the rest of the group busy and interested while people place their votes. 2. When each person has voted, ask a volunteer from the group to count out the tokens and display the results in front of the group. Also note the results in the record sheet. 3. Facilitate a group discussion about the meaning of the results. For example:  * Which behaviour/option was the most/least common? Why? * What are the factors that influence this? * What other options do people use or like? * How do these behaviours/options affect health? * Would the result be different if the whole community voted? * Can the results be changed? What would be needed? * What changes in behaviour would the group consider desirable or beneficial? How could these changes be achieved?  1. 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:**   * Stress the need and importance for the people to be honest when placing their tokens to get true results. Tokens should be counted in front of everyone. * Many different topics can be investigated with the pocket chart/voting activity. For example, sanitation options (who uses latrine, who open defecates and where), water options (who uses well, who uses stream for drinking etc), who uses a mosquito net at night, water treatment (boiling, straining with cloth etc) and many others including health topics (breastfeeding, condom use etc). | |

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| **Example recording format for volunteer – can be adapted and printed on back of instruction sheet** | | | | |
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| **Examples:**  **Community members** | Example:  Defecate in bushes | Example:  Defecate near river | Example:  Defecate in pit | Example:  Defecate in pour-flush toilet |
| *Infant* |  |  |  |  |
| *Toddler (2-7)* |  |  |  |  |
| *Boy (7-18)* |  |  |  |  |
| *Girl (7 – 18)* |  |  |  |  |
| *Man* |  |  |  |  |
| *Woman* |  |  |  |  |
| *Old man/woman* |  |  |  |  |
| **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? Who is responsible for doing these? Write down any other important or interesting discussion points.** | | | | |
| **What did the group like and not like about this activity?** | | | | |
| **What did the group learn from this activity?** | | | | |