

INTRODUCTION

MODULE

012345

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

C-Modules: A Learning Package for Social and Behavior Change Communication

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Proposed Workshop Structure

Day 1

Welcome/Personal Introductions

0-1: SBCC Defined

0-2: This Course

Objectives, Preview, Priorities
Logistics, Ground Rules, Workshop Approach

0-3: Marketplace of Current Projects of all Participants

0-4: Characteristics of SBCC

A Process
A Model
A Set of Key Strategies

0-5: Crosscutting Principles of SBCC

Closing of Introduction Module/Preview of Module One

The *Practitioner's Handbook* is designed for you to use as the main source of content/input throughout this course. It is also designed for practitioners to read and use outside of this workshop, and therefore contains more content than will be taught during the workshop.

Please tell the participants that the *Handbook* is divided into modules corresponding to the steps of the C-Planning. Continually show participants where we are in the *Handbook* so that they leave the course intimately familiar with it *and more likely to use it* as a practical reference in their on-site SBCC efforts.

Objectives:

By the end of this introduction, you will have:

- assessed your current work in terms of SBCC
- described examples of advocacy, social mobilization, and behavior change communication
- explained how SBCC principles have contributed to actual programs

Recommended materials, worksheets, examples, and graphics for this module





Recommended for all Modules

1. A full *Practitioner's Handbook* in binders for each participant, including tabbed dividers between each module.
2. Large posters of graphics:
 - C-Planning,
 - Socio-Ecological Model,
 - Key Strategies
3. Small posters, each naming 1 of the 10 SBCC principles

Recommended for Module 0:

1. Worksheet: Current Projects (Session 3)
2. Worksheet: A Socio-Ecological Model for Change (Session 4)
3. Worksheet: Key Strategies of SBCC (Session 4)
4. Checklist: Ten SBCC Principles (Session 5)
5. Table: The Theoretical base of the Socio-Ecological Model (Appendix)

Legend

	Notes for the facilitator that provide information on possible activities you can conduct with your group to aid the participant's learning.
	Indicates there is additional information for the 2-part option.
	Indicates there is additional information for the 3-part option.
	Indicates, established project teams should work together. For all other groups, please ensure that the project teams are mixed.

Welcome/Personal Introductions

Use any number of ways to encourage participants to introduce themselves to each other and to connect to the topic of the workshop. Here's one idea called "*What we have in common*":

Write words/phrases on the back of each participant's name tag before they arrive. The words/phrases could include:

- Female/Male
- Favorite Radio Programs
- Family
- Place of Birth
- Place of Residence
- Hobbies
- Favorite TV shows
- Etc.

Ask the participants to wander around the room and find out how the word/phrase on their card is similar or different to others. For example, if the word/phrase on a participant's name tag says "hobbies," they should try to find out what hobbies they have in common—or not—with that person. Or if a nametag says "place of residence," they note the similarities or differences between where they and other participants live.

Come together in plenary. Have each person introduce themselves and report their findings from the activity (informal research). Note that this kind of activity will be helpful later in Module Two of this course, where we identify audiences based on their similarities and differences.

See the *Facilitator Preparation* for:

- ideas for openers and closers to use throughout this course
- a short list of references about effective workshop design and facilitation



If this group is unaccustomed to a dialogue-based approach and/or visualized learning, you may want to note some of the features of such an approach, as described in the *Facilitator's Preparation*.

Session 0-1: SBCC Defined

Working in small groups of three, participants exchange ideas on:

- *What is social and behavior change communication to you?*

Record key terms or concepts that come up during your group discussion by jotting them on cards.

In plenary, share the cards, discuss, and listen to the range of ideas associated with SBCC.

Review the short definition of social and behavior change communication in the *Practitioner's Handbook*. Make the definition come alive by providing one short example of how SBCC might look in an actual program.

Returning to small groups of three, connect this short definition to the ideas you captured on cards.

As the day progresses, we'll expand on this view of SBCC and organize our thinking about it in terms of three characteristics: a process for doing SBCC, a model for analysis, and a set of three key strategies.

Feel free to replace the short story of SBCC provided in the *Practitioner's Handbook*. Your own example would work well if it is jargon-free and clearly illustrates what you would call an example of SBCC. You are encouraged to do this throughout the *C-Modules*.

As you walk through the *Practitioner's Handbook*, we encourage you to continually apply SBCC concepts and tools to real-life project examples. Also use the *Practitioner's Handbook*. Use this session to get a wealth of examples—provided by the participants themselves—on which to draw for the entirety of the course.



The way you open this course will depend very much on the people's experience. We suggest opening with this short dialogue about SBCC so they can make sense of the schedule when they see it. By doing this, "it's like giving someone a map before showing them the journey on which they're about to embark." as described by V. Ucellani



This opening dialogue serves as a quick assessment of your group's prior understanding of SBCC. It also gives you language to work with which is already familiar to them. This session models the approach of this course for participants by:

- building on what participants already know
- ensuring all voices are heard
- providing practical examples to accompany complex concepts

Session 0-2: This Course

In plenary, review the course objectives and discuss how they will be obtained during the course. Make a note of how this group’s priorities (as expressed through the preworkshop assessment) will be addressed in the *schedule*. Keep in mind that there is a project team assignment at the close of each module designed to bring together the strands of learning from that module; mentally highlight where the group might want more guidance before proceeding.

In plenary, review the general time schedule and logistics for each day. All participants will now sign up for any of the following roles on each day of the workshop:

- A report team which designs and leads Yesterday’s Learning. We suggest that the report team meet briefly with course facilitator(s) each evening in order to clarify questions and to create an exercise around anything that wasn’t clear.
- A logistics support team that assists the process throughout the day and keeps the learning space organized.
- An energizer team that suggests and leads energizers as needed. We suggest that the team plans energizers which are a good fit for the topic of the session they are used in.
- A timekeeper who works with facilitators to alert everyone to mutually agreed upon end times.

To make this learning event productive and satisfying, close the session by naming and posting guidelines to which the group has agreed.




The *Facilitator’s Preparation* section offers an example of a preworkshop assessment through which you can learn the participant’s priorities.

If you did not get any data from such an assessment, you can now ask the group to identify parts of this schedule that seem the most useful for them and why. Keep a large copy of the schedule visible throughout the course.

Session 0-3: Current Projects

Set up the room for a marketplace by organizing small display spaces: small tables, easels, and wall space.

 In project teams, think about a communication project you recently worked on or which is currently underway. Pull out any samples of project work you brought along with you (e.g., research data, project descriptions, or sample materials).

In your project teams, create a chart to list or illustrate any aspects of the sample project that you feel conveys the purpose of the project. You may use the **worksheet: current projects the Handbook** to guide your thinking.


Each project team will set up their chart in one display area and will choose who will stay with the display to discuss the project with others (taking turns so everyone has a chance to speak).

All participants post and describe the work during the open marketplace. Facilitators conduct rotating interviews with participants about the projects and take notes so they can refer back to these examples while teaching SBCC concepts and skills throughout the course.

In this course, project teams work together periodically to apply key steps of SBCC to a real life project. Take time now to form the project teams and to match each team with one of the course facilitators who will provide input and will coach the team's work as the course unfolds.

 indicates when project teams are to work together on an assignment. Otherwise all other group work should be across project teams.



 As we use it here, marketplace is like a mini-exhibit hall in which participants, individually or in teams, organize and display work, while other wonder about visit, discussing and appreciating. The marketplace will vary depending on the number of full 10-day workshop, we recommend devoting at least one full hour for this exchange—estimate six project teams –using 10 minutes to visit each display.

For a more structured version of this marketplace, see VIPP manual p.105: "Information Market"

Session 0-4: Characteristics of SBCC

SBCC has three characteristics as outlined in the *Handbook*. We will look briefly at each of the SBCC framework characteristics one-by-one, but won't go into much depth on any of the three, since the purpose is merely to introduce you to each one.

Characteristic 1: SBCC is a Process...

Examine the first characteristic by looking at the C-Planning graphic—an illustration of the SBCC process.

Think of one or two examples that illustrate how these different steps have played out in your work.

- *What are your questions?*

If the participants want to go more in-depth on the characteristics, please refer them to the SBCC Theory PowerPoint in the Additional Resources section of the *C-Modules*.



In project teams, choose one SBCC effort to work on during this course. It does not need to be a project you described earlier today. Ideally, it is either a REAL project that has yet to begin, or one that is in its early stages.

- *Which of these steps have you already completed?*
- *What has been challenging?*

Characteristic 2: SBCC Uses a Socio-Ecological Model for Change...

Previously, Psychological models looked at individual motivators. This was followed by psycho-social models, which examined the factors that directly influenced individuals. Socio-cultural models were then used to understand the context of an individual. Now we use a socio-ecological model because it addresses multiple levels for change. As a group, examine the second characteristic of the SBCC framework by studying the graphic and the description of the **Socio-Ecological Model for change provided in the *Handbook***.

Examine Characteristic 2 of SBCC and review the **example: a Socio-Ecological Model for Change: a look at individual behaviors seen through the lens of a holistic model**.



Reform project teams and discuss the following questions:

- *How do you see your current work when viewed through the lens of this holistic model?*
- *How does your current work address the different rings of this model?*

You may use the **worksheet: a Socio-Ecological Model for change** to map out ways in which your current efforts touch on the different rings of influence.

The **history of theories and models for change** is undoubtedly of high interest to many participants, and it is an important backdrop for this work. However, it can consume time and may be intimidating content for some participants on the first day. To address this issue, we suggest these options:

1. Do a short, interactive session that focuses only on a subset of theories named in the *Handbook*. To prepare, make posters naming each of the 3 theories and post around the room. In plenary, study the brief descriptions of the three theories in your *Handbook*. Stand or sit near the one which best captures the way you have previously thought about behavior change. Form a group with others standing at your chart and respond to the questions:
 - *What has been useful about this theoretical model for you?*
 - *How has it fallen short of what you have needed to effectively understand and change behaviors?*
2. Offer a *Practitioner's Handbook* reading pointing out the theory table in the appendix, and a copy of the "C-Change SBCC theories" PowerPoint as optional background reading for participants. (Available in the Additional Resources Section)
3. Schedule an optional evening session to explore change models and theories in greater depth using the C-Change PowerPoint.

Here's an idea for a short interactive session:

In the *Handbook* you'll find a sample PowerPoint-based presentation for this optional evening session. To make this useful for participants:

- Break the slideshow into chunks so that selected models/theories are discussed one at a time and applied to the work participants are doing.
- Anticipate questions posed by participants including those such as "What is a theory?" or "What is a model?" Open them for discussion after each part of the slideshow.

Characteristic 3: SBCC Operates through Three Key Strategies (Advocacy, Social Mobilization, and Behavior Change).

Examine characteristic 3 of SBCC.

In small groups of three, each person takes one card with a definition of one of the three key SBCC strategies, and responds to the questions on the card. Exchange ideas in your small group.

In these groups, create a visual representation that shows how *you see* the three key strategies working together. Post your visual and share it with everyone.

In plenary, review the **example: combining advocacy, social mobilization and behavior change communication**. Notice how the key strategies work together, and their link to services/ products to support change.

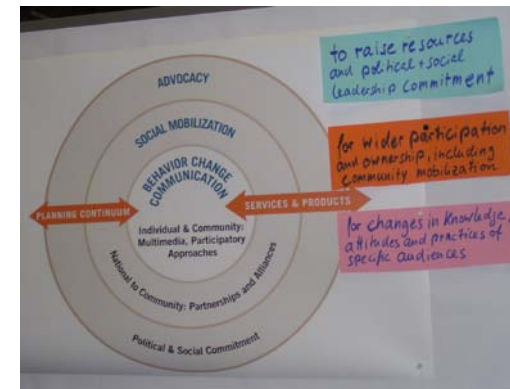
Notice that SBCC is not simply aimed at individual behavior change, but also offers strategies for social and environmental change as well.

- *What does this example teach you about the three strategies of SBCC?*
- *What are your questions?*



In the *Practitioner's Handbook* you'll find a brief description of the three key strategies, a graphic to illustrate how they work together, a tool with brief definitions of each strategy, and some reflective questions for the groups that can be used for the exercise. You'll also find an example of the three strategies working together, which you could use or replace with an example of your own. You may simply review the example provided in session one, this time with the three key strategies in mind.

Note that more detailed definitions of the three key strategies can be found in the glossary located in the appendices at the end of the *Handbook*.



Session 0-5: Ten Crosscutting SBCC Principles

In plenary, read through the list of SBCC principles posted in your *Handbook* and on large posted cards.

- *What stands out for you?*

Form small groups of two or three people. Find one or two people with whom you have not yet worked with today.

Think back on the project examples shared by participants earlier today. Use the **checklist: ten SBCC principles** to describe how you see any of these principles honored in the SBCC examples we provided. In plenary, share a sample:

- *When have you seen this principle in action? How?*

We'll come back to these principles periodically during the course.

In plenary, each person in the group answer the following:

- *Which of these SBCC principles speaks most loudly to you right now? Why?*



If time allows, before Session 5. Return to the cards from Session 1 with the terms and concepts participants associated with SBCC.

Ask participants to place their cards now in any of the posters representing the three characteristics of SBCC.

Closing of Introduction Module: Tools

If time allows, you may close by bringing participants' attention to the page in the *Handbook* showing an overview of tools (Session 2) for SBCC. All of these are contained in their *Practitioner's Handbook*. In the C-Modules, **tools** are any instrument (e.g. worksheet, checklist, or graphic) that assists or guides practitioners in the understanding and application of concepts in their programmatic work.

If you are doing this Introduction Module as the first day of a full workshop, you may ask each participant to circle the tools that they think will be most useful for them as the course unfolds. Continue to have participants identify which tools are of greatest interest and adjust your course plans to make sure that ample time can be devoted to the tools they prioritize.

If you have done this Introduction module as a stand-alone, show participants how they could access these tools on their own by using the guide, by taking the on-line course (<http://www.ouwb.ohiou.edu/c-change/default.asp>), or by taking the full face-to-face course, which walks participants through all steps of SBCC using these tools.