

# 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 (SBCC)***

Communication for Change (C-Change) Project  
Version 3

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# Overview

## Proposed Workshop Structure of Module 0

Read the C-Modules Facilitator Guide Preparation. We recommend using the schedule as laid out below. Sessions that are adapted to include advocacy content are in **blue** in the table below.

<b>Day 1</b>	
<b>Welcome/Personal Introductions</b>	<b>Session 3: Current Projects</b>
<b>Session 1: SBCC Defined</b> <ul style="list-style-type: none"> <li>Supplemental guidance for additional applying theory activities</li> </ul>	<b>Session 4: Characteristics of SBCC</b> <ul style="list-style-type: none"> <li>Supplemental guidance for additional applying theory activities</li> </ul>
<b>Session 2: This Course</b>	<b>Session 5: Ten Cross-Cutting Principles of SBCC</b> <b>Closing of Introduction Module/Preview of Module 1</b>

## Objectives:

By the end of this introduction, participants will have:

- assessed their 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 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 one of the 10 SBCC principles

**Recommended Graphics, Worksheets, Checklists, and Templates for This Module**

Graphics	Worksheets, Checklists, and Templates
<ul style="list-style-type: none"> <li>• C-Planning</li> <li>• Socio-Ecological Model for Change</li> <li>• The Theoretical Base of the Socio-Ecological Model and Concepts of Selected SBCC Theories</li> <li>• Three Key Strategies of SBCC</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet: Current Projects</li> <li>• Worksheet: A Socio-Ecological Model for Change</li> <li>• Worksheet: Key Strategies of SBCC</li> <li>• Worksheet: Ten SBCC Principles</li> </ul>

## 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"*:

1. Before the activity begins, write words or phrases on the back of each participant's name tag before they arrive. Some examples are: female/male, favorite radio programs, family, place of birth, place of residence, hobbies, favorite TV shows, etc.
2. Pass out the name tags to the participants. Make sure they cannot see each other's tags.
3. Ask the participants to wander around the room and find out how their name tag is similar or different from others. For example, if the word or phrase on a participant's name tag says "hobbies," they should try to find out what hobbies they have in common—or not—with another person. Or if a name tag says "place of residence," they should discuss the similarities or differences between where they and other participants live.
4. Have the participants come together in plenary. Participants should introduce themselves and report their findings from the activity (informal research).

Note that this kind of activity will be helpful later in Step 2 of this course, where audiences are identified based on their similarities and differences.

See the preparation section of this guide 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 preparation section.

## Module 0, Session 1: SBCC Defined

1. Form small groups of three and distribute blank cards to each group.
2. Ask participants to exchange ideas around the following question:
  - What is social and behavior change communication to you?
3. Groups should record key terms or concepts that come up during the group discussion by writing them on cards. Once groups are finished discussing, in plenary, share the cards, discuss, and listen to the range of ideas associated with SBCC.

After the activity, review the short definition of social and behavior change communication in the *Handbook*. Make the definition come alive by providing one short example of how SBCC might look in an actual program. Connect this short definition to the ideas captured on cards.

Feel free to replace the short story of SBCC provided in the *Handbook*. An example would work well if it is jargon-free and a clear illustration of SBCC in action.

4. Remind participants that as the day progresses, they will expand on this view of SBCC and organize their thinking about it in terms of three characteristics: a process for doing SBCC, a model for analysis, and a set of three key strategies.

Encourage participants to apply SBCC concepts and tools to real-life project examples.

This session is useful to gather a wealth of examples provided by the participants themselves that can be used throughout the workshop.

Opening with this short dialogue about SBCC enables participants to make sense of the schedule when they see it.

*This opening exercise serves as a quick assessment of your group's prior understanding of SBCC. It also gives you language to work with that is already familiar. 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.*

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### **Theory Activity (to be completed after Activity #3).**

If you are tailoring the training for theory, after starting Activity #3, please go to page 6 for additional tasks related to theory.

After completing this activity, continue on to Activity #4 on this page.

## **Theory Activity for Module 0, Session 1: SBCC Defined**

- a.** Ask participants to gather in the same groups and discuss:
  - How do you use theories and models for communication in your SBCC programs?
- b.** Groups should record key terms or concepts that come up during the group discussion by writing them on cards and sharing them in plenary (repeating the exercise from before).



## Module 0, Session 3: Current Projects

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



2. In project teams, have participants think about a communication project they recently worked on or that is currently under way. Encourage them to pull out any samples of project work they brought along with them to the workshop (e.g., research data, project descriptions, or sample materials).

Participants should create a chart to list or illustrate any aspects of the sample project that they feel conveys the purpose of the project. Encourage them to use the “Current Projects” worksheet in the *Handbook* to guide their thinking.

3. Have each project team set up their chart in one display area and choose one group member who will stay with the display to discuss the project with others (taking turns so everyone has a chance to speak). Other participants should circulate among the different teams and ask questions.



This icon indicates when project teams are to work together on an assignment. Otherwise all other group work should be across project teams. In this course, project teams periodically work together 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.



For workshop purposes, a marketplace is a mini exhibit hall in which participants, individually or in teams, organize and display work, while others wander about visiting, discussing, and appreciating other group work. The marketplace will vary depending on the number of days in the workshop. It is suggested that at least one full hour is devoted to this exchange—estimate six project teams—using 10 minutes to visit each display.

For a more structured version of this marketplace concept, see *VIPP manual*, p.105: “Information Market,” cited in the appendix.

## Module 0, Session 4: Characteristics of SBCC

1. Explain to the participants that SBCC has three characteristics as outlined in the *Handbook*. As a group, look briefly at each of the SBCC characteristics one-by-one, but don't go into much depth on any of the three, since the purpose is merely to introduce participants to each one.

### Characteristic 1: SBCC is a Process

2. Once the three characteristics have been briefly explored, examine the first characteristic in-depth by reviewing the C-Planning graphic—an illustration of the SBCC process.
3. Ask participants to think of one or two examples that illustrate how these different steps have played out in their work. Once a few participants have shared their examples, ask if there are any questions about C-Planning.



4. In project teams, have participants choose one SBCC effort to work on during this course. It does not need to be a project that the team described earlier in Session 3. Ideally, it is either a REAL project that has yet to begin, or one that is in its early stages. Have participants discuss the following questions:
  - Which of these steps have you already completed?
  - What has been challenging?

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*.

When groups complete work in project teams, they should present their work to other participants for comments and feedback. As time may not allow for all teams to present after each activity, the facilitator should develop a method where one or two teams will share at a time, or even form groups where teams present to each other (e.g., groups 1 and 2 present to each other while groups 3 and 4 present to each other). The team-sharing exercise in modules 1–5, requires project teams to present their completed work to the group. However, presenting their work piecemeal throughout the module is helpful to groups and other participants.

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

5. Explain to the participants: *Previously, psychological models looked at motivators for the individuals directly affected by an issue. This was followed by psycho-social models, which examined the factors that directly influenced those individuals. Socio-cultural models were then used to understand the direct and indirect influences on these individuals. Now a socio-ecological model is used as it addresses multiple levels for change.*
  
6. In plenary, examine the second characteristic of SBCC 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 look at how a young woman relates to her environment using a socio-ecological model**.
  
7.  Re-form project teams and have them 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?
  
8. Encourage teams to use the “A Socio-Ecological Model for Change” worksheet to map out ways in which their current efforts touch on the different rings of influence.

**Theory Activity for Activities #6-7.** If you are tailoring the training for theory, please go to page 11 for guidance on conducting Activities #6-7.

After completing the theory replacement activities, please return to Activity #8 on this page.

## Theory Activity for Module 0, Session 4: Characteristics of SBCC

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

- 6a. In plenary, ask participants to read and circle **Characteristic 2: SBCC Uses a Socio-Ecological Model for Change**, pages 9-10. This part of the Introduction Module explains the distinction between models and theories, and introduces the idea of a “Theory Corner.” Explain to the participants how theories and models are incorporated into the C-Modules. Be sure to point out:
- There are particular sessions throughout the C-Modules that discuss theory, such as the one they are in now.
  - Throughout the modules there are “theory corners” that expand on or provide information on how theory can be applied to particular SBCC content. They are represented by a box that is called “Theory Corner.”
  - Names of theories in the module are in **bolded, dark blue text** and concepts are in *dark blue italics* so they are easily identifiable.
- 6b. After participants have finished reading the pages, review the **Theory Corner: ecological models for change** (page 10) and point out **Albania example: using a socio-ecological model to explain how a young woman relates to her environment** (page 16). Form groups of four and have participants discuss:
- Which of the following levels of change influenced your example of social and behavior change: individual, interpersonal, community/organizational, and national/political/environmental?
  - Do the different levels interact and have the potential to influence each other? How?
- 6c. After participants have finished presenting their discussion, ask participants to consider the closing statement in the Theory Corner: *“Multi-level interventions addressing various influences are more robust and potentially sustainable than individual-level interventions.”* In plenary, ask a few participants to share what they find useful about this perspective and how it will help them as they develop their own SBCC programs.
- 6d. Ask participants to read **examples of behavioral theories and models** (page 11). While participants are reading the pages, put up posters around the room for each of the theories on page 11 (individual, interpersonal, community/social). Once participants have finished reading, ask participants to stand next to the posters naming the theories around the room to stand or sit near the one that best captures the way they have previously thought about behavior change. Each group should discuss the example theory for this level and respond to the question:
- What has been useful about this theoretical model for you? How has it fallen short of what you needed?
- 6e. In plenary, examine the second characteristic of SBCC by studying the graphic and the description of the **socio-ecological model for change** provided in the *Handbook*. Review the **Graphic: theoretical base of the socio-ecological model and concepts of selected SBCC theories**.
- 6f. If participants need more time familiarizing themselves with theory, review the **Theory Corner: health belief model**. Explain that as a group they will imagine they are working on a project aimed to get individuals of a vulnerable coastal community to protect themselves from natural disasters and apply the health belief model to this example.

**6g.** Put up posters with each of the perceptions the Health Belief Model explores (listed in the theory corner and below). Tell participants they should apply the Health Belief Model to how beliefs can be predictors of behavior with regard to health issues such as malaria prevention and treatment. Point out that these beliefs are listed in the Theory Corner and around the room. Complete the first belief in full plenary.

Applying the health belief model to malaria prevention and treatment perceptions:

- the possibility of acquiring a health problem: belief that someone's home and/or family is at risk of a mosquito infestation.
- the severity of the disease (malaria)
- the effectiveness of taking preventive action (using nets or spraying)
- barriers or costs associated with taking action (cost of nets or spraying)
- one's ability to take action (ability and self efficacy in using preventative action)

**6h.** Form five small groups and tell each group to stand at one of the posters. Tell each group they have two minutes to write down perceptions and beliefs for their poster. After two minutes, they will rotate to the next poster and add to what is already written. Once all groups have had a chance to look at each poster, review and synthesize what was written for each. Ask if there is anything else to add or any questions.

**6i.** Point out to the group that one aspect of the Health Belief Model that can be unclear is what is meant by "self-efficacy." In plenary, review the description of self-efficacy, as presented in the introduction module (page 14). Ask the group:

- How might you test people's current levels of self-efficacy around protecting themselves from a natural disaster?
- How might you test people's current levels of self-efficacy around protecting themselves from another health concern?

**6j.** Form four groups and assign each group one of the levels of the socio-ecological model. For the level assigned to them, have participants discuss:

- Have they used any of theories and concepts presented in the health belief model in their programs?

**6k.** After the groups have finished their discussions, point out **Appendix: The Theoretical Base of the Socio-Ecological Model** (page 26).

Explain to participants what the purpose of the table is and how it can be used. Be sure to point out:

- The table is related to the **Graphic: theoretical base of the socio-ecological model and concepts of selected SBCC theories** as it is divided into the different levels of the socio-ecological model (self, interpersonal, community, enabling environment).
- The theory/model and key concepts are in the first column of the table.

Feel free to replace the malaria example with another example (e.g., family planning or another health and development issue). This can help the participants focus on the beliefs or perceptions. After practicing naming perceptions and beliefs, they will apply this model to their own examples.

If participants are interested in learning more about theory, schedule an optional evening session to explore change models and theories in greater depth using these materials and the C-Change Theory PowerPoint (available in Additional Resources). 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 that participants are doing.

- The focus of the theory is in the second column.
  - The critical questions column (last column) provides some questions practitioners can ask to determine if the theory or model is appropriate for their program. Participants will come back to this column and the table later in the Modules.
- 6l. To get participants familiar with navigating the table, divide the group into two or three groups. Explain that they will play a game of “Jeopardy” following these rules:
- The facilitator will read a definition of a concept (under the key concepts).
  - The first team that can name a theory that contains this concept should stand up and answer.



7a. Re-form project teams and have them 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?

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. These options are suggested instead:

1. Conduct a short, interactive session that focuses only on a subset of theories named in the *Handbook* (page 11). To prepare, make posters naming the theories and post them around the room. In plenary, have the participants study the brief descriptions of the theories in the *Handbook*. Have participants stand or sit near the one that best captures the way they have previously thought about behavior change. Form a group with others standing at each chart and respond to the questions:
  - What has been useful about this theoretical model for you? How has it fallen short of what you needed?
2. Offer a reading of the *Practitioner’s Handbook*, pointing out:
  - the Graphic: **theoretical base of the socio-ecological model and concepts of selected SBCC theories**
  - the table in the Appendix: “The Theoretical Base of the Socio-Ecological Model” as optional background reading for participants
3. Schedule an optional evening session to explore change models and theories in greater depth using these materials and the C-Change Theory PowerPoint (available in Additional Resources). 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 that participants are doing.

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

9. Examine characteristic 3 of SBCC with the participants.
10. In small groups of three, have each person take one card with a definition of one of the three key SBCC strategies (previously prepared). Each participant will write down how they have seen the strategy on the card applied in their work and discuss their responses with the group.
11. After the small group discussion, the participants should post their answers on the **three key strategies graphic**. After all the participants have posted, review in plenary the groups' responses.
12. In plenary, review the **example: combining advocacy, social mobilization, and behavior change communication**. Point out to the participants how the key strategies work together, and their link to services and products to support change.
13. Emphasize that SBCC is not simply aimed at individual behavior change, but also offers strategies for social and environmental change as well. Ask participants:
  - What does this example teach you about the three strategies of SBCC?
  - What are your questions?

In the *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 1, 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*.

If time allows before Session 5, return to the cards from Session 1 with the terms and concepts associated with SBCC. Ask participants to place their cards on any of the posters representing the three characteristics of SBCC.

**Theory Activity for Activity #13.** If you are tailoring the training for theory, please go to page 15 for guidance on Activity #13.

Once you have completed this activity, please go on to the next session.

## Theory Activity for Module 0, Session 4: Characteristics of SBCC

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

- 13a.  Re-form project teams and ask them to review the **Theory Corner: There is a planning continuum among these three key strategies (page 18) and the Graphic: theoretical base of the socio-ecological model and concepts of selected SBCC theories** (page 15). Using this graphic, select one theory from each strategy (BCC, social mobilization, and advocacy) that might be useful to their work and why. Ask teams to share with the rest of the group.

## Module 0, Session 5: Ten Cross-Cutting SBCC Principles

1. In plenary, read through the list of SBCC principles in the Handbook and posted on large cards. Ask participants:
  - What stands out for you?
2. Have participants form small groups of two or three, asking them to find one or two people with whom they have not yet worked today.
3. In the small groups, participants should think back on the project examples shared earlier today. They can use the “Ten SBCC Principles” worksheet to identify which principles applied to the SBCC examples provided by the group throughout the day. In plenary, have participants share their group work and discuss:
  - When have you seen this principle in action? How?
4. In plenary, have each participant answer the following question:
  - Which of these SBCC principles speaks most loudly to you right now? Why?
5. Tell participants that these principles will be reviewed again periodically during the course.

## Closing of Introduction Module: Tools

If time allows, you may close by bringing participants' attention 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 on 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 standalone, show participants how they could access these tools on their own—using the guide, taking the online course (<http://www.ouwb.ohiou.edu/c-change/default.asp>), or taking the full face-to-face course, which walks participants through all steps of SBCC using these tools.