C-Modules

INTRODUCTION

MODULE

0 1 2 3 4 5

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

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COMMUNICATION FOR CHANGE

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

Communication for Change (C-Change) Project
Version 3

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C-Change is implemented by FHI 360 and its partners: CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

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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
• C-Planning	• Worksheet: Current Projects
• Socio-Ecological Model for Change	• Worksheet: A Socio-Ecological Model for Change
• The Theoretical Base of the Socio-Ecological Model and Concepts of Selected SBCC Theories	• Worksheet: Key Strategies of SBCC
• Three Key Strategies of SBCC	• Worksheet: Ten SBCC Principles

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.

> 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.

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.

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.*

Module 0, Session 2: This Course

1. In plenary, review the course objectives and discuss how they will be accomplished during the course. Make a note of how the group's priorities (as expressed through the pre-workshop 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.

2. In plenary, review the general time schedule and logistics for each day. Have participants sign up for any of the following roles on each day of the workshop:
   - a report team that designs and leads **Yesterday's Learning**. The report team should meet briefly with course facilitator(s) each evening 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. The team should plan energizers that fit well with the topic of the session they are used in.
   - a timekeeper who works with facilitators to alert everyone to mutually agreed upon end times.

3. To make this learning event productive and satisfying, close the session by naming and posting agreed-upon guidelines.

4. In plenary, point out the **overview of C-tools: worksheets, checklists, and graphics** included in the *Handbook*. This advanced preview is, like giving someone a map before showing them the journey on which they're about to embark

The preparation section offers an example of a pre-workshop assessment that helps you learn about the participants' 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 to them and why. Keep a large copy of the schedule visible throughout the course.

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 <u>three characteristics</u> 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

1. 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.*

2. 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.**

3. Reform 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?*

4. 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.

If you want to go more in-depth into the theoretical base of the socio-ecological model, use the theory corner in this session. Please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to facilitate the theory content, theory corner, and use of the appendix that describes the theoretical base of the socio-ecological model in this session.

> 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 *Practitioner's Handbook* reading pointing out:
>   *   the **theoretical base of the socio-ecological model and concepts of selected SBCC theories** graphic
>   *   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)

1. Examine characteristic 3 of SBCC with the participants.

2. 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.

3. 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.

4. 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.

5. 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?*

If you want to go more in-depth into the theoretical base of the socio-ecological model, use the theory corner in this session. Please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

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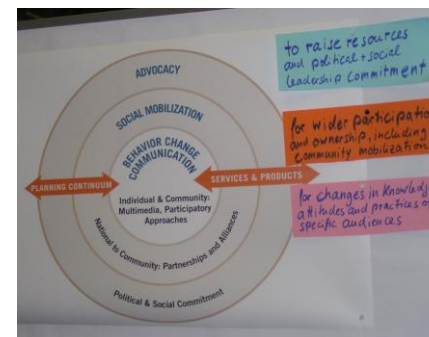
If time allows before Session 5, return to the cards from Session 1 with the terms and concepts associated with SBCC. Ask participants to place their cards on any of the posters representing the three characteristics of SBCC.

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.