

Applying the BEHAVE Framework: A Workshop on Strategic Planning for Behavior Change in Child Survival

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Introduction

This field-tested five-day training package will enable PVOs and partners to replicate the BEHAVE workshops conducted in Cambodia, South Africa and Washington, DC, to additional countries and regions around the globe. The manual consolidates handouts and facilitator materials with easy-to-use training guidelines.

The "Applying the BEHAVE Framework" workshop responds to community health managers' and planners' need for a practical behavioral framework that aids them in planning their projects strategically for maximum effectiveness. It is built upon the BEHAVE Framework, developed by the Academy for Educational Development. The workshop trains participants to apply AED's BEHAVE Framework as described in the most recent version of the Child Survival Grants Project Technical Reference Materials. This framework has wider application to non-health development sectors as well.

This introduction is your first step in preparing for a workshop. This introduction provides background on how and why the workshop was developed, tips that help you plan for a successful workshop and a number of ready-to-adapt tools, such as checklists and sample letters.

A Brief History: Promoting a behavioral approach for child survival

By the year 2000, most of The CORE Group's member organizations were committed to taking a behavior change approach to their child survival projects. But many of those experienced project planners had little idea of how, exactly, to make this happen.

The CORE Group's Social and Behavior Change Working Group set out to identify tools and to offer capacity-building opportunities that would enable private voluntary organization (PVO) staff to incorporate the best

of behavioral science into their project plans. Teaming up with the CHANGE Project of the Academy for Educational Development, the SBC Working Group offered several brief sessions on different aspects of behavior change during CORE annual meetings. The tools and concepts offered struck a chord with members.

One of the most useful and comprehensive tools was AED's BEHAVE Framework. Intensive training on this framework with CORE Group members began in 2002. Over the next two years, the SBC Working Group and AED/CHANGE collaborated to conduct and adapt the workshop for field staff and headquarters staff to help them develop strategic behavior change strategies for Child Survival & Health projects.

- In February 2002, CORE and AED/CHANGE trained 56 participants from 19 organizations and 15 countries through a five-day workshop in South Africa. A full report on the workshop is available at: www.childsurvival.com/documents/workshops/behavel/behave1.cfm
- AED/CHANGE and CORE again collaborated in October 2002 to offer a three-day workshop with headquarters staff in Washington, DC. Several new sessions were tested with this group, building on response and feedback to the initial BEHAVE workshop.
- A revised five-day workshop for field staff was offered in Cambodia in February 2003. CORE and AED/CHANGE trained 61 participants from 18 organizations and eight countries, fine tuning the workshop activities and materials. It is this version of the workshop that is presented in this facilitator guide. For details, see: www.childsurvival.com/documents/workshops/SBCCambodia/main.cfm.

CORE's Social and Behavior Change Working Group

The Social & Behavior Change Working Group aims to improve the effectiveness of maternal and child health projects in the developing world through quality formative research and strategic design. The working group collaborates with academia and field practitioners to guide the CORE community on useful tools, products, and materials. For further information about our work, see: http://www.coregroup.org/working_groups/behavior.cfm.

The Academy for Educational Development and the CHANGE Project

Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through

education, social marketing, research, training, policy analysis and innovative project design and management. Major areas of focus include health, education, youth development, and the environment. AED is a leader in social marketing and behavior change, and an active participant in maternal and child health projects worldwide. Its BEHAVE Framework is a tool that enables staff of private and public organizations to change the way they approach strategic planning for behavior change. Over the last decade, AED has trained over a thousand participants from hundreds of organizations to apply the framework to projects ranging from health and safety to the environment to education. AED's CHANGE Project has collaborated with the SBC Working Group and The CORE Group to offer the BEHAVE Framework and workshops to the child survival community. For more about our projects, visit <http://www.aed.org>.

Training is just one element

Building PVO staff capacity for strategic thinking will not alone ensure that on-the-ground child survival projects will have a behavioral impact. The organization must support a behavioral focus in all it does by:

- Designing proposals that clearly lay out behavioral objectives;
- Agreeing that the four decisions laid out in the BEHAVE Framework should be made explicit in planning exercises;
- Allowing time and resources to conduct the types of research that allow for identification of the key factors or behavioral determinants that matter; and
- Using the concepts and the language of the framework to describe project successes.

The real purpose of the BEHAVE Framework is to strengthen the strategic thinking that goes into project design, research, monitoring and evaluation. The test of the framework, then, is in its use in real projects. The framework serves as a fairly simple means to lay out the complex decision-making that must go into project design for behavior change. This smart thinking is the valuable outcome of this workshop. The workshop provides an organized way to develop the concept and thinking skills needed for planning a behavior change project. A good first step in shifting toward a more behavioral approach may be to bring together field staff and managers for a BEHAVE Framework workshop, as described in this facilitator's guide. Session 22 of this workshop provides participants the chance to consider where and how the framework fits into the project planning cycle.

When control of decisions about project design is shifted to groups outside the organization – to Ministry of Health or local NGO staff or to community members themselves – those decision-makers must be able to manage the concepts, ideas and methods encompassed in the BEHAVE Framework. Field staff may find that many of the training sessions in this workshop guide can easily be adapted to give community members the skills they need to make sound project decisions.

Beginning in 2004, the SBC Working Group has put out a call for case studies. The plan is to highlight projects in which the BEHAVE Framework has aided in development of child survival projects that demonstrate real changes in behaviors that improve health and save lives. If you would like to share a successful application of the framework, please contact the Working Group chair at the email address behave@coregroup.org.

Overview of this training workshop

The five-day workshop described in this facilitator's guide gives field staff and managers the skills and tools to apply a behavioral approach to designing child survival projects. Participants learn to make the four important decisions of any behavior change project:

- Who are the priority and supporting groups?
- What do you want to help the priority group to do that will improve health? (behavior)
- What key factors or determinants are the most likely to motivate them to adopt that behavior?
- What activities can the project conduct to influence the key factors – and the behavior?

AED • BEHAVE Framework

	PRIORITY GROUP	BEHAVIOR	KEY FACTORS	ACTIVITIES
	In order to help:	to:	we will focus on:	through:
INDICATORS				

Workshop highlights

- This workshop gives participants a chance to practice applying criteria to make each of the four decisions. Participants work in teams to develop a case study of interest to them, meeting together throughout the workshop to create a project design that follows the decisions of the BEHAVE Framework.
- In “cluster critiques,” participants practice assessing others’ project designs.
- Participants learn to develop and apply the Doer/NonDoer analysis as a tool to select the priority key factors, identifying the specific determinants of a behavior.
- Participants learn to recognize and apply three “powerful determinants of behavior.” With the nicknames “fun,” “easy,” and “popular,” participants can grasp some of the complexities of behavioral science and apply them to their own project design.
- Participants help to “retrofit” a project they know to the BEHAVE Framework, demonstrating that the framework can sharpen a project design at any point in the life of the project – even as an organizing tool for describing a project’s logic after it is completed.
- They experience the usefulness of the framework in organizing the pieces of a monitoring and evaluation plan.
- Participants examine how the BEHAVE Framework fits with other favorite field approaches (such as Trials of Improved Practices and Positive Deviance).
- They consider how it fits within the child survival project planning cycle.
- The fourth day of the workshop is set aside for a field visit, and facilitators are given suggestions for ensuring that the field visit furthers learning about behavior change project design.
- This version of the BEHAVE Framework workshop uses dozens of examples from child survival projects and reflects the needs and interests of those in the child survival field.

Interactive adult learning techniques

From the first session, “Exercise” Exercise, participants are up on their feet and learning through personalized and sometimes emotional experiences.

- While much of the course content is delivered through interactive presentations with games or exercises to bring the content alive, the real learning happens during the **case studies**. As teams apply the course content to a case study, they see how practical application of behavioral science principles play out in project design. Facilitators

are available during the team work to clarify the tools and the decision-making criteria.

- During two “**cluster critiques**,” participants give feedback and suggestions on their colleagues' case study project designs. The cluster critiques help the recipient of the critique to improve the project design. Perhaps more importantly, those who are giving the feedback learn the skills needed to assess a colleague's project through the lens of the BEHAVE Framework. This practice in critical thinking will be useful to most managers and supervisors, and benefits anyone who is asked to think critically about a proposed project.
- Anyone who has sat through a lengthy “report back” session, when each small group summarizes its work, will appreciate the **poster session** proposed in this workshop. For its final project, each case study team prepares a poster to mount on the wall during the last day's poster session, a take-off on conference sessions of the same name. All participants have time to learn about everyone's work. Participant viewing of the posters is focused by a “treasure hunt” that assigns each participant to identify one of the three “powerful determinants” in the case studies they review.

Development of this guide

This facilitator's guide is the result of a two-year-long process of training and writing. Once the workshop was adapted for members of The CORE Group and piloted in the South Africa and Cambodia workshops described above, members of the SBC working group and AED finalized the PowerPoint materials with speaker notes, the handouts, and the participant binder materials. The CORE Group then contracted with AED to write this manual to guide facilitators who wish to replicate the workshop. SBC Working Group members have volunteered innumerable hours to review drafts and to recommend improvements to all the workshop materials available through this guide.

What skills and experience should facilitators have?

- **Training skills.** This facilitator's guide is designed for experienced trainers who have a good understanding of how to apply the BEHAVE Framework to child survival projects. That means that this guide assumes that you have experience and comfort in giving interactive presentations and in facilitating large and small group discussions.
- **Experience using BEHAVE Framework to design projects.** Facilitators who have actually used the BEHAVE Framework to design projects will be the most comfortable in leading this workshop. If you do not have that experience, you should try filling in a BEHAVE Framework as a way

to describe a project that you know well. We call this exercise a “retrofit,” giving you a chance to try out the project's logic. See Session 12 in this facilitator's guide for ideas on retrofitting a project to the framework.

Getting started

- **Identifying key collaborators and a planning team.** Many decisions must be made and work done leading up to the workshop, and you will find it helpful to have a team to handle many of the details. The workshop planning team should include people who are:
 - Familiar with the workshop material and the BEHAVE Framework.
 - Familiar with the organizations that will be invited.
 - Knowledgeable about the training site.
- **Fitting training into a broader scheme to foster a behavioral approach.** As described in “Training is just one element,” above, this workshop makes the most sense when it is part of an organization's broader plan to support a behavioral approach. Making sure that home and field staff, managers and implementers are all familiar with the framework is a start. Following training, staff of all levels can look for ways to integrate the concepts and tools into their work.
- **Selecting facilitators.** Any five-day workshop is a large undertaking, and this one is especially varied and complex. You will want to have several co-facilitators to share the workload, especially if you have a large number of participants. All facilitators should be comfortable with training methodologies and with behavior change projects for child survival. The lead facilitator should:
 - Have training experience that includes making interactive presentations and facilitating large and small work groups; and
 - Have some experience with applying the BEHAVE Framework for project design.
- **Selecting participants.** For the most effective workshop, it will be important to take care in inviting participants, considering:
 - **Number of participants.** This workshop has been conducted with fewer than 20 and more than 60 participants. Since much of the learning takes place within teams, small groups and pairs, even a large group of participants can allow for active participation. You should plan for at least one facilitator for every 15 participants.

- **Multiple participants from an organization.** The reason for training is to enable staff to apply the framework in project design. This is most likely to happen when a critical mass of an organization's staff is familiar with the BEHAVE Framework. Consider inviting staff responsible for project design and implementation as well as their superiors.
- **Counterparts.** Local counterparts – staff from Ministry of Health or nongovernmental organizations – who will be involved in designing or implementing the child survival project will benefit from the workshop. Coordination is better when PVO staff and their counterparts are using the same concepts and methods.
- **Hosting the workshop.** The local organization that hosts the workshop has a number of responsibilities, from helping with selection of the workshop venue to planning cultural events. The advantage may be that more of that organization's staff will be able to participate in the workshop, since travel is not an issue.

Pre-workshop meetings and communications

- **Planning team meetings.** Several months prior to the workshop, a planning group should begin meeting to make a number of decisions about the workshop and to ensure that all planning steps are conducted. Decisions include:
 - Workshop venue.
 - Dates
 - Place
 - Workshop costs.
 - Workshop budget
 - Costs that participants will bear
 - Types of participants to invite.
 - Organizations
 - Counterparts
 - Prerequisite training or experience required
 - Language requirements
 - Facilitators.
 - Name of lead facilitator
 - Number of co-facilitators needed
 - Names of co-facilitators

- Onsite orientation and planning.
 - Length and timing of orientation and planning meetings for co-facilitators
 - Items to accomplish
 - Will lead facilitator conduct these meetings?
 - Facilitator responsibilities.
 - Which facilitator will conduct each of the workshop sessions?
 - What other responsibilities are assigned to each facilitator?
 - Technical adaptations to materials.
 - Adjustments to language, concepts or materials required
 - Who recommends content revisions?
 - Who signs off on final revisions?
 - Field visit.
 - Purpose of the field visit
 - Day of the field visit
 - Who will coordinate field visit logistics?
 - Production of participant binders.
 - Who will sign off on final versions of participant binder materials?
 - Where/when will binder materials be reproduced and collated?
 - Who will manage production?
 - Logistics management.
 - Who will handle pre-workshop communication with participants?
 - Who will coordinate and who will carry out local logistics?
 - Who will manage participant and/or facilitator travel?
 - Who is responsible for pre-workshop registration?
 - Who is responsible for onsite registration?
- **Pre-workshop communication with participants.** Communication begins early, and may include:
- **Workshop Announcement.** The initial announcement about the workshop describes the BEHAVE Framework and its usefulness to project planners; tells when and where the workshop will be held; specifies the types of participants who should attend;

states the costs to participants; and describes how to register. A sample announcement is provided in Appendix A.

Once participants have registered, the planning team will want to communicate with participants prior to the workshop to advise them on materials to bring, invite them to prepare a country presentation to share during the workshop and learn more about participants experience and expectations in order to plan for an effective workshop.

- **What participants should bring.** Since participants will work in teams to develop case studies, they may want to bring local or national data related to child survival. Useful data sets may include KPC data, DHS data, project reports, reports on relevant focus groups or other qualitative research.
- **Opportunity to share field experiences.** Participants who travel from various countries or regions to the workshop will look forward to sharing their experiences with their colleagues and to learning about others' projects. The workshop planning team will be wise to schedule one to three evening sessions to allow participants to exchange ideas and discuss projects. Alert facilitators may find these expositions useful as a chance to "retrofit" participants' projects to the BEHAVE Framework – that is, organizing the project description around the elements of the Framework. A project presentation, then, becomes another forum for using the Framework to describe the logic behind the project.

The workshop planning team may consider a number of ways to organize these informal presentations. One that has worked includes these steps:

- ❖ Several weeks prior to the workshop, notify participants that they may have the opportunity to share information about a project. Have them submit a one-page description of the project, including:
 - Priority and supporting groups;
 - Behaviors promoted;
 - Key factors or determinants addressed;
 - Project activities; and
 - Evaluation findings, if available.

- ❖ Let them know that they may prepare a 10- to 20-minute presentation. If PowerPoint and a projector will be available, let them know.
 - ❖ During workshop registration, ask participants who have prepared a presentation to sign up for a presentation time.
 - ❖ Organize meeting rooms and times, generally scheduled for an evening or two during the week of the workshop.
 - ❖ Notify presenters of the time and place. Check that their audiovisual materials work with the available equipment.
 - ❖ Post notices and make announcements about project presentations during the first day of the workshop.
 - ❖ One of the workshop facilitators may host the presentation session, to ensure that all goes smoothly, that audiovisual equipment works, that presenters keep to the assigned time limit, that participants have opportunity to discuss and ask questions.
- **Learning needs assessment.** Workshop planners will benefit from learning about participants' experience and interests prior to the workshop. Several weeks before the workshop, send a set of questions to registered participants. Members of the workshop planning team may need to follow up with participants to encourage them to submit their responses. Share participant responses with all facilitators prior to the workshop. A sample learning needs assessment for a BEHAVE Framework workshop is available in Appendix B.
- **Onsite orientation for facilitation team.** The number of participants will govern the number of facilitators needed, but with even a small number of participants, at least two facilitators are recommended. An onsite orientation and coordination meeting of the team of facilitators is essential to ensure that the workshop runs smoothly.

The lead facilitator may plan and conduct the orientation, which should cover the following:

- Matching facilitators' skills with workshop roles;
- Tailoring activities and materials; and
- "Choreographing" Day 1 activities – that is, carefully laying out all responsibilities and roles for the first day.

Materials preparation

- **Tailoring activities and materials.** All the materials you need for conducting the “Applying the BEHAVE Framework” workshop are included in the facilitator’s guide and the CD-ROM. You may want to tailor some of the activities and materials to match your participants’ needs. You should especially consider the following:
 - **Choosing the “favorite approaches” to examine.** In Session 15, participants will consider how several approaches – such as trials of improved practices (TIPs) and positive deviance (PD) – fit with the decisions of the BEHAVE Framework. If you know your participants, you may be able to choose ahead of time which approaches are relevant.
 - **Planning a relevant field visit.** See Appendix C for guidance in preparing for the field visit.
 - **Identifying Doer/NonDoer research opportunity.** Some of your participants may be able to conduct Doer/NonDoer research with priority group members – either before or during the workshop. That experience would be beneficial to all participants. When we piloted the workshop in Cambodia, one PVO spent the week prior to the workshop conducting such research – with some preliminary guidance from the lead facilitator. They then reported on their experience as part of Session 20, Adapting Doer/NonDoer Study.
- **Preparing participant binders.** Participant materials include worksheets, guides and resources that participants will need during the workshop. All PowerPoint slides for workshop presentations are reproduced as handouts and included in the binders so that participants do not need to take notes during the presentations.
 - **Preparing other workshop materials.** The few handouts and cards that are not included in the participant binders are part of the facilitator’s guide. These materials are included in the description of the session for which they are used. For several of the sessions, you will need to prepare newsprints for use during the session or to mount cards on the wall. The facilitator’s guide for each session describes preparation.
 - **“Choreographing” Day 1.** The first day of the workshop is packed full of welcoming remarks, introductions, activities that require movement around the room, announcements and the first case study team meetings. All will go smoothly if you meet with the co-facilitators prior to the first day to lay out roles and

responsibilities. Be sure to assign responsibility for room set-up for Day 1. The checklist in Appendix D may be useful to ensure you are ready.

Room set-up

Depending on the size of the workshop facility and on the number of participants, facilitators will need to arrange for:

- A main meeting room for plenary sessions (when all participants meet in the same room and turn their attention to the same presentation or activity).
- Team rooms or spaces for case study exercises.
- Cluster critique space that allows the members of several teams to meet for group discussion.
- Space for poster sessions.

Main meeting room. Facilitators will want to work with facilities staff to arrange the main meeting room to maximize participant comfort and participation. Experienced trainers should feel free to use a room set-up they have found conducive to learning, keeping in mind the following:

- Participants will find a desk top or table space useful, especially when they are asked to write on a piece of paper or a worksheet.
- All participants will need to be able to view the speakers, the slides or other projections, the video monitor and newsprint sheets – whether on a flipchart or posted on walls.
- Participants will need to hear the speakers and one another. While interaction is easier and more natural without them, microphones may be necessary if the room holds a large number of participants, if the meeting room acoustics are poor or if required for simultaneous interpretation. If using microphones, make sure they are accessible for presenters and for participants, and be sure to pass a microphone to each person who would like to speak.
- Exchange among participants will be better if participants can see one another throughout the workshop.
- The workshop calls for participants to work occasionally in pairs, and the room set-up should allow for that.
- Participants will occasionally be called upon to stand up and/or move about.

Team rooms or spaces. During registration, participants will indicate personal interests related to the topic by which facilitators will organize teams for the case study. Often, the chosen topics are health intervention areas such as breastfeeding or HIV/AIDS. Team membership is fixed throughout the workshop. Teams meet five different times on Days 1-3.

On Day 5 of the workshop, teams will work together to post and “interpret” a poster that describes their case study work.

No matter what kind of workshop space is available, facilitators will need to help each team find a designated space that will be its work area throughout the first three days of the workshop. Ideally, each team would have a work table with a chair for each team member; and a flipchart or space enough to spread and write on large newsprint sheets as they work. Teams may be assigned to their own break-out rooms; gather around a table in the main meeting room; or convene in a public area, such as a lounge, that has table space.

Cluster critique spaces. On Days 2 and 3 of the workshop, participants will meet in “clusters.” Each cluster is made up of the members of two to three teams. One or two facilitators guide discussion. These discussions are most interactive when all participants can form a single circle of chairs or can gather around one large table. Facilitators should ensure that no participant has his back to another; that is, that all can see and engage with one another. Minimize distractions and ensure that everyone can hear the conversation.

Space for poster session. On the last day of the workshop, each team working on a poster session will be asked to create a wall display of the BEHAVE Framework the team has created during the week. Facilitators will want to arrange for enough space to display all posters at the same time and to allow all participants to circulate among and view posters. The size of the posters will need to be determined ahead of time to ensure that all will fit in the allotted space. Check with the facilities staff about the best way to attach the displays to the wall or to freestanding chalk boards or room dividers.

Tips for using PowerPoint slides

This workshop is built around a series of PowerPoint presentations, with audiovisual slides and with speaker notes. **Much of the content of the workshop is described in detail in the speaker notes that are part of the PowerPoint slides.**

When equipment and infrastructure allow, the PowerPoint presentations are effective audio-visual materials for use during the workshop. To use them fully, facilitators may follow the following steps:

- **Print Notes pages to help facilitator prepare.** While preparing for the workshop, facilitators will want to study the speaker notes together

with the accompanying material in this Facilitator's Guide. This is most easily accomplished if the facilitator prints the PowerPoint file with one slide per page together with the accompanying speaker notes for that slide. To print the slides and notes:

- With the PowerPoint project, open the presentation file.
- Click on "File" for the drop-down menu.
- Select "Print"
- In the dialogue box that appears, for "Print range," select "All"; for "print what," select "Notes Pages."
- Click "OK" to print.

The speaker notes are an almost verbatim text for a sample presentation. The notes provide the background and detail that a facilitator needs to understand the content and the order for the presentation. The notes should *not* be read aloud during the presentation. Rather, the facilitator will want to become familiar with the material, prepare brief notes and practice speaking with the slides.

- **Use slides during presentations.** If you have access to an LCD projector, a laptop computer, PowerPoint and electricity, the slide shows will make presentations easy for you and powerful for the participants.

Several of the presentations include slides for introducing or explaining the workshop's interactive activities. The speaker notes explain when to display these so that participants can refer to them during their individual or small group work.

- **Alternative visuals.** If you do not have all the equipment needed to project slides directly from the PowerPoint file, you may try one of these alternatives:
 - *Overhead transparencies.* Print out the slides, one to a page, and copy each to a transparency. Project these, using an overhead projector.
 - *Flipchart.* Prepare a large newsprint with the information from each slide. Mount these in order on a flipchart and turn the pages to display the material you are discussing.
 - *Hand Outs.* Print the different hand outs that you will be referencing during your presentation.
- **Print "Handouts" pages for participant binders.** Participants can be freed from taking notes during presentations if you provide copies of the slides, as handouts, in their binders. If you are using the interactive

CD-ROM to print materials, the PowerPoint handouts will be printed when you click on the print button for the participant binder. To print handouts from individual PowerPoint files:

- With the PowerPoint project, open the presentation file.
- Click on "File" for the drop-down menu.
- Select "Print..."
- In the dialogue box that appears, for "Print range," select "All"; for "Print what," select "Handouts"
- The box on Handouts will appear. For "Slides per page," select 3.
- Click "OK" to print handouts 3 slides per page with a column of lines for note-taking. The footer that prints automatically at the bottom of each page will include a number and letter to indicate its place in the participant binder.

To make the PowerPoint presentations serve your needs, consider the following tips:

- Each facilitator who will make a presentation will benefit from rehearsing with the slides, practicing how much to say with each visual and when to advance to the next slide.
 - As noted above, facilitators should not expect to read the speaker notes to the participants. This would make for a dull presentation with little chance for interaction. Instead, use the speaker notes to prepare your own talking points that will remind you what you want to cover for each slide.
 - Presenters may want to suggest that participants follow along in their binders, giving them a moment to locate the pages.
 - You may want to alter or reorganize some of the slides. This is best done prior to printing the handouts for the participant binders. Keep in mind that if you add or delete slides, the slide numbers will change, shifting the content in the facilitator's guide.
 - If changing the slide format or design, please take care to retain the embedded logos that indicate workshop authors.
 - Even the most experienced facilitator will want to test the equipment in the workshop setting. Ensure that you know how to access the files you will use during each session. Anticipate equipment failure and know who can help troubleshoot throughout the workshop.
 - Presenters may want to go through the facilitator's guide and participant binder together, before the presentation, to get familiar with what participants will be working on during the training.
- **Pace is critical.** The text provides a clue as to the length of time the facilitator should speak for each slide. Many of the presentations in this workshop have a large number of slides to be presented in a short amount of time. The presentations can

become onerously lengthy if the presenter speaks “off the cuff,” that is, speaks extemporaneously without practicing for pacing.

- **Interaction is built into presentations in an organized manner.**

The text in these notes indicates useful places for posing open-ended questions to participants. Responses should generally be handled quickly so the facilitator can keep up the pace. The notes indicate when an interactive activity requires participants to take time for work individually or in pairs.

- **You should be deliberate about choosing when to engage participants in discussion.** Each facilitator will want to establish rapport with participants, and should choose carefully when and how to ask questions of participants. Again, the presentation can sometimes become too long if dialogue is opened up. Facilitators may choose to respond to questions that are easily addressed and defer others for later (writing them on the “parking lot” newsprint). You may feel less pressure to engage participants if you keep in mind that the less time spent on presentations, the more time participants have to work with one another in teams or small groups – where the real engagement happens.

- If you will be doing a translation of the material, please first contact the SBC Working Group to see if someone else has already done a translation. If you complete a translation, please submit it to the SBC working group to keep on file. You may reach a member of the working group by email at behave@coregroup.org.

Registration

Plan to register participants the evening before or the morning of the workshop. Have ready:

- Prepared nametags, markers and blank nametags.
- Prepared name cards for participants to set on tables.
- Sign-up sheet for country presentations (sample, Appendix E).
- Sign-up sheet for case study teams (sample, Appendix E).
- Sign-up sheet for evening cultural activities (sample, Appendix E).

As participants register, you will want to hand them the following:

- Welcome letter, tailored to site and activities.
- Exercise survey for each participant (Inform participants that these must be completed before lunch on Day 1).
- Participant binder.

Set up a registration table in the main lobby next to the conference room. Ensure that two or three staff are available to register participants. Have available materials, handouts and sign-up sheets, listed above. Ensure that participants complete several tasks at the registration table, including:

- Provide information on sign-up sheet if they intend to make a country presentation.
- Register for an evening cultural event.
- Sign up for case study team of interest (One facilitator should be responsible for forming case study teams, ensuring that each team has at least 3 and no more than 6 members).
- Obtain Exercise Survey and instruction on how and when to complete the survey.
- Write down expectations and hand this sheet in before leaving the registration table.

Greet invited guests who will make welcoming remarks. Be sure that they know where to sit and when they are expected to speak. Ask each guest for information you will need for introductions – correct pronunciation of his or her name, organization representing, how he/she would like to be introduced. Encourage guests to join in the morning activities so they gain an understanding of the BEHAVE Framework and how it might influence PVOs' project planning. Ensure that they have a copy of the workshop agenda and opening session schedule.

Workshop Agenda

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:30	Opening Session	Warm-up	Warm-up	Session 18 - Field Visit	Session 19 - Report on Field Visit
8:45		Session 7 - Identifying Key Factors that Influence Behavior	Session 12 – “Retrofits:” Using Framework to Describe Project		Session 20 - Adapting Doer/NonDoer Tool
9:00			Session 13 - Developing and Measuring Indicators for the BEHAVE Framework		BREAK
9:15					
9:30					
9:45	Session 1 - “Exercise” Exercise	BREAK	BREAK		Session 21 – Poster Session: Your Case Studies
10:00					
10:15					
10:30					
10:45	Session 2 - Overview: Applying the BEHAVE Framework	Session 8 - Case Study 2: Identifying the Most Powerful Key Factors	Session 14 – Case Study 4: Developing Indicators		Session 21 – Poster Session: Your Case Studies
11:00					
11:15					
11:30					
11:45	Announcements	LUNCH	LUNCH		LUNCH
12:00					
12:15					
12:30					
12:45					
1:00	Session 3 - Selecting Priority & Supporting Groups	Session 9 - Cluster Critiques 1	Session 15 – Filling In the Blanks: Where Do Our Favorite Approaches Fit?	FREE AFTERNOON: Get to know your colleagues AND/OR Prepare your poster	Response to Case Studies
1:15					
1:30					
1:45	Session 4 - Defining the Behavior You Will Promote				Session 22 - The BEHAVE Framework's Place in Project Planning
2:00					
2:15					
2:30	BREAK	BREAK	BREAK	Closing Session - Workshop Evaluation & Wrap-up	
2:45	Session 5 - Case Study 1: Selecting Priority Groups + Behavior	Session 10 - Planning Project Activities	Session 16 - Cluster Critiques 2		
3:00					
3:15					
3:30					
3:45	Session 6 – “Exercise” Exercise: Coding Doer/NonDoer Data	Session 11 – Case Study 3: Planning Activities	Recap/Evaluation		
4:00					
4:15					
4:30					
4:45-5:00	Recap/Evaluation	Recap/Evaluation	Session 17 – Case Study 5: Preparing Your Poster		

Workshop overview

- **Workshop agenda.** The proposed agenda for this five-day workshop is on page 19 of this introduction – and is in the participant binder. Each training day is scheduled from 8:30 a.m. until 5:00 p.m., with an hour for lunch (except on Day 2, when lunch is 75 minutes). The fourth day is set aside for a field visit, with free time in the afternoon – unless travel to field sites is lengthy.
- **Morning warm-up.** Days 2 and 3 are to begin with a warm-up. Facilitators will want to choose an exercise that helps participants become acquainted with one another. If the warm-up has some relevance to the concepts featured in the workshop, learning can be reinforced.
- **Evening recap/evaluation.** Some time is built into Days 1, 2, and 3 for recap and evaluation.
 - Having participants complete a brief **written evaluation** at the end of each day can be helpful. The writing helps participants reflect on what they have learned and organize their thoughts before joining in an open discussion. Sample daily evaluations may be found in Appendix F of this introduction. Advise participants not to include their names and ask them to hand in the written evaluation at the end of each day.
 - An **open discussion** is also helpful as facilitators assess how the participants are responding. Post two newsprints for all to see, one titled “Most important thing I learned” and the other titled “One thing I’m still confused about...” Ask participants to contribute items and have co-facilitators list each on the appropriate newsprint.
 - **Facilitators should meet each evening** to review the comments on the evaluations and make adjustments to the next day’s activities as needed.
- **Optional country presentation sessions.** At most workshops that include participants from a number of different countries, people look forward both to talking about their own projects and to hearing about their colleagues’ work. All will benefit if you organize times for participants to share their work. Participants who wish to share can be scheduled at set times during the evenings or at lunch hours to make formal presentations. They should be encouraged to use the four decisions of the BEHAVE Framework as an “outline” for their presentations, retrofitting their projects to the framework. If facilitators observe these presentations, they are likely to find examples to use

throughout the workshop – and even to identify a likely volunteer to help with the “retrofit” that is Session 12.

Confusion often means that people are learning! Expect confusion during the first two days – and help participants to be comfortable with their confusion.

The workshop introduces some new ways of thinking about project design and offers many new tools that can be confusing to manage. If you let participants know that they are certain to feel overwhelmed and confused for the first day or two – but that you promise to help them learn to manage all the new ideas and material by the last day of the workshop – you can all relax and accept some confusion. The “retrofit” that is recommended for Session 12 at the beginning of Day 3, is often received as a welcome relief. Describing a familiar project in the terms of the BEHAVE Framework helps participants to understand that the concepts are not as foreign as they seem.

Workshop evaluation

We provide you with several tools for evaluating the workshop:

- **Pre-workshop participant survey.** Make copies of the form, the first page of Appendix F. At registration, ask each participant to take a few moments to respond to the questions and hand in the questionnaire. There is no need for them to put their names on the forms.
- **Daily feedback forms.** These are provided in Appendix F. At the end of Days 1, 2, and 3, used the time set aside for Recap/Evaluation to have participants rate each of the day's sessions, using the form for the day. The form for Day 4 – the field visit – may be handed out and completed as participants convene at the beginning of Day 5. The form for Day 5 is distributed during the closing session, together with the Post-workshop Participant Survey.
- **Post-workshop participant survey.** During the Closing Session at the end of Day 5, you will distribute this form (Appendix G) together with the Daily Feedback Form for Day 5. This final evaluation form allows participants to evaluate their learning in relation to the overall workshop objectives. Open-ended questions provide opportunities for them to let facilitators know what worked or did not work for them. Facilitators will benefit from reviewing participant responses, and can

use the results to improve future workshops. You may wish to compare responses to the first page questions with those for the Pre-workshop Participant Survey.

- **Dear Boss form.** The real purpose of this form (Appendix H) is to help participants to articulate the value of the workshop for them and for their organizations. You will ask participants to share the brief messages they have written for their bosses with their colleagues during the closing session. You may want to collect these from participants, as the concise statements add to your understanding of what they gained from the workshop.
- **Message in a Bottle form.** This form (Appendix H) is also part of the closing session, and not, strictly speaking, designed for evaluation. As with the Dear Boss messages, you may learn from participants' contributions.

Examples for a richer workshop

Facilitators who have applied the BEHAVE Framework or similar logic models to child survival project design will be able to reference their experiences as examples of particular points in the workshop. Examples are useful in answering participants' questions. Five examples of projects are provided in Appendix I. These are the same examples that are used during Session 10, Planning Project Activities. Facilitators may want to become familiar with these projects in order to use them during "teachable moments."

Technical Reference Materials

USAID's PVO Child Survival Grants Project has assembled technical reference materials on the topics of interest to grantees. Appendix J provides select pages from the complete document. Facilitators may want to provide workshop participants with copies of this material on behavior change.

For the latest, updated version of the Technical Reference Materials, see <http://www.coregroup.org/resources/trms2002.pdf>.

References for Facilitator's Guide

The content of this workshop is built on a strong base in behavioral science, documented in the literature. For references, please see Appendix K.

SESSION D 0

Opening Session

75 minutes

PURPOSE

During the opening session, facilitators, visitors and participants introduce themselves. Facilitators clarify workshop objectives, set the tone for the workshop and recognize key partners.

OBJECTIVES

By the end of this session, participants will have:

- ✓ Been greeted by the hosting organization, met the facilitation team and met fellow workshop participants.
- ✓ Developed a basic understanding of the workshop purpose and objectives.

PREPARATION

- ✓ Determine an order for hosts and invited guests to make welcoming remarks and assign someone to introduce each guest.
- ✓ Ensure that each participant, guest and facilitator has completed the Participant Introduction Worksheet.
- ✓ Greet invited guests who will make welcoming remarks. Be sure that they know where to sit and when they are expected to speak. Ask each guest for information you will need for introductions – correct pronunciation of his or her name, organization, how s/he would like to be introduced, etc. Encourage guests to join in the morning activities so they gain an understanding of the BEHAVE Framework and how it might influence PVOs' project planning. Provide each with a copy of the workshop agenda.
- ✓ Ensure that each participant, guest and facilitator has completed the Participant Introduction Worksheet.
- ✓ Ensure that PowerPoint presentation for the Opening Session is ready to project.

MATERIALS

- ✓ PowerPoint presentation and speaker notes for Opening Session
- ✓ Handout H0, Participant Introductions Worksheet
- ✓ Participant binders, specifically pages:
 - ❖ 0b, Workshop objectives

Welcome

15 min

TIME 15 minutes

1. Show slide #1 with the title of the Workshop. The first speaker (a representative of CORE or another organization) introduces self, welcomes participants and guests and makes a few introductory remarks, especially:
 - Why the CORE Group (or other organization) requested this workshop for these participants; and
 - CORE's expectations and hopes for the workshop.
2. This first speaker introduces the invited guests, asking each to make welcoming or introductory remarks.
3. The speaker introduces each of the facilitators for the workshop.
4. The speaker introduces each of the invited guests, who welcomes participants on behalf of the organization s/he represents.



Participant Introductions

30 min

1. Show slide #3. Ask participants to refer to the Participant Introductions Worksheet they have completed.
2. Explain that the worksheets are meant to make introductions efficient. Once participants fill in the blanks, they each have a “script” from which to share a limited amount of information. The script allows each participant to speak and also ensures that no participant speaks too long. Point out that participants will have many opportunities throughout the workshop to become acquainted with one another.
3. Call upon one of the facilitators to model a brief introduction, reading his/her responses to the items on the worksheet without conversing about them. In order to move quickly into the content of the workshop, participants will simply read what they have written, without elaborating. Have each facilitator introduce himself/herself.
4. Have participants take turns introducing themselves, simply reading the words from the worksheet. Encourage invited guests to use the same model to introduce themselves.
5. During the introductions, make a list – for your use only – of the responses to the last item – “word associations” with the term “behave.” Once everyone has spoken, point out the variety of responses. Use this opportunity to talk about the negative meaning that “behave” has for some people. Note that the term is used in the workshop in a way that is value-free – that is, that the term itself is neither negative nor positive.
6. Thank all for sharing their ideas and information.



Expectations & Workshop Objectives

15 min

1. Show slide #4, "your expectations." Post the newsprint that you have prepared that summarizes participants' stated expectations for the workshop. (As described in the Introduction to this guide, this information has been collected through the learning needs assessment and/or during registration.)
2. Using the newsprint lists, describe the expectations that will be met through the workshop – and those that will not.
3. Ask if participants have more expectations to add to the list. As each new item is offered, determine where to write it on the newsprint:
 - Fit into an expectation that is already listed;
 - Add to the "will be addressed" list; or
 - Add to the "will not be met" list.
4. Show slide #5 with Workshop Objectives. Give participants time to locate the full text of the objectives on page 0c of the participant binder. Read through these without elaborating.
5. While slide #5 is projected, make the following points:
 - We will revisit these objectives as we evaluate the workshop on the final day.
 - We expect to learn a lot from participants that may influence how the BEHAVE Framework is used.
 - This workshop is designed to encourage participation. While a certain amount of information is conveyed through lecture and presentation, every session includes interactive activities.
 - [If appropriate]: English is the language of the workshop, but not everyone's mother tongue – both facilitators and participants will need to speak clearly and be patient in trying to understand one another. Please speak up if you need any facilitator or participant to repeat something or to speak more clearly/slowly.
 - A newsprint labeled, "Parking Lot" has been posted. When interesting topics or questions arise that are not directly relevant to the topic at hand, they will be recorded here so they can be addressed at a more appropriate time.
 - We'll list "Jargon and Acronyms" on another newsprint and define them.
 - Networking is important; a few times are built into the agenda, mostly during lunches and evenings; please take advantage and mingle.
 - We will ask participants to complete a brief written evaluation each day to help us in improving the workshop so that it meets your needs.



Announcements and Walk-through of Binder

15 min

1. Use this time to make appropriate announcements, on any of the following topics, as appropriate:
 - **Participant presentations:** Let participants know how and when they will have opportunities to make presentations about their own projects.
 - **Resource table:** Point out the location of the resource table. Let participants know how to distinguish between those items they may take and those that are for use during the workshop only.
 - **Housekeeping items:** Let participants know location of restrooms, time of break and other pertinent matters.
2. Ensure that every participant has a binder with the workshop materials. Ask participants to look through their binders with you. Point out – and have participants identify:
 - The BEHAVE Framework.
 - Workshop agenda – go through agenda highlights, including:
 - ✓ Start and end times.
 - ✓ Time for lunch and breaks each day.
 - ✓ Sessions that delve into each of the BEHAVE Framework's decisions.
 - ✓ Case study opportunities.
 - ✓ Field visit.
 - Organization of the materials.
 - Handouts with PowerPoint slides, so that participants need not take notes on the slide content.
- Resource materials.
3. Let participants know that all sessions will begin on time.
4. State: “Now that we have gotten acquainted and comfortable, we'll start thinking about behavior by looking at our own behaviors with ‘Exercise’ Exercise.”

**END OF OPENING
SESSION**

BEHAVE Framework Opening Session

Applying the BEHAVE Framework



TIPS FOR FACILITATOR: How To Use Power Point Note Pages

The notes pages with each of the PowerPoint presentations are intended to capture – almost word for word – one version of a presentation that is accompanied by the slides. It is written in a conversational way with full detail. The facilitator should read and understand the content in order to develop a similar presentation. Please consider that:

- **You should NOT read text during presentation!** The facilitator should never expect to read the text, but should instead master the material and create his or her own speaking points to address the content. Italics indicate instructions; straight text indicates the facilitator's words.
- **Pace is critical.** The text provides a clue as to the length of time the facilitator should speak for each slide. Many of the presentations in this workshop have a large number of slides to be shown in a short amount of time. The presentations can become onerously lengthy if the facilitator speaks "off the cuff," that is, speaks extemporaneously without practicing for pacing.
- **Interaction is built into presentations in an organized manner.** The text in these notes indicates useful places for posing open-ended questions to participants. Responses should generally be handled quickly so the facilitator can keep up the pace. The notes indicate when an interactive activity requires participants to take time for work individually or in pairs.
- **You should be deliberate about choosing when to engage participants in discussion.** Each facilitator will want to establish rapport with participants, and should choose carefully when and how to ask questions of participants. Again, the presentation can become too long if dialogue is opened up. Facilitators may choose to respond to questions that are easily addressed and defer others for later (writing them on the "parking lot" newsprint).

[Show this slide as participants enter the classroom for the first time.]

A Collaboration...



change



CORE



2

[Show this slide as the CORE representative welcomes participants and makes introductory remarks, including some of the points in the following proposed script:]

This workshop is the product of a collaboration between the CORE Group and the CHANGE Project (of the Academy for Educational Development). CORE (which stands for Child Survival Collaborations and Resource Group) is a non-profit organization composed of more than 35 NGOs working in child survival and receiving funding from USAID. Its purpose is to promote sharing of ideas and lessons learned and to allow for collaborative work to improve the quality of our primary health care projects.

In 2001, CORE identified a need to improve the quality of behavior change strategies in our projects. We then began collaborating with AED's CHANGE Project, also funded by USAID. AED had already developed and used the BEHAVE Framework in many settings and offered a training program that we could adapt to meet our needs.

We had our first workshop in South Africa in February 2002; we conducted a workshop for PVO headquarters staff in Washington, D.C. in October 2002; and a second regional field-level workshop in Cambodia in February 2003. Based on those experiences, adaptations have been made to develop the workshop we are now presenting.

CORE's hopes and expectations for this workshop are that it will help you to better plan and implement more effective behavior change strategies in your health projects.

Participant Introductions

Please introduce yourself by giving:

- Your name, organization, country
- Seven additional words to tell us something about yourself
- Your phrase that begins, ***“When I hear the word ‘behave,’ the first thing I think of is...”***



3

Throughout the workshop, you will all have time and opportunities to meet one another and to learn more about each other's work. Because we have a large group, we have given you all some guidance to help keep this morning's introductions brief. By now you have each filled in the Participant Introductions Worksheet.

Please use this sheet now as you introduce yourself. We'll begin with the facilitators, who will model the way that we would like you to proceed. Please read only the words that you have filled in on the right-hand column of the worksheet. *[Call on one of the co-facilitators to demonstrate a brief introduction. Continue until all facilitators have introduced themselves.]*

[Call on one of the participants to begin. Continue around the room until all participants have introduced themselves. Gently keep participants to the limited introductory words. Make a list of responses for the last item – “word associations” with the word “behave.” Once all introductions are made, you may summarize some of the responses to that item. This gives you an opportunity to identify some of the negative associations to the term “behave.” Acknowledge that the term brings up negative thoughts for many people. Stress that throughout the workshop, the term is value-neutral.]

Your expectations...

CORE

AED

4

[Display the newsprint on which you have written a summary of the responses participants gave in the pre-workshop survey to the question, “What do you hope to gain from this workshop?” See Facilitator’s Guide for guidance.]

Prior to this workshop, we asked each of you to give us some information about yourselves and your projects. You told us what you expect to gain from this workshop. We have summarized your expectations on this newsprint. Let’s take a moment to review what you all have said.

[Point out those that will be met through workshop and those that will not – and why.

Ask for additional expectations:]

What else should we add to this list? Is everything you’re expecting already covered in this list, or should I add something?

[Alone or with Lead Facilitator: show how these contributions:

- *fit into an expectation that’s already listed*
- *should be added to the “will be addressed” list*
- *should be added to the “will not be met” list*

Add as appropriate.]

Workshop Objectives

By the end of this workshop, participants will:

- **Describe four decisions of BEHAVE Framework: Group, Behavior, Key Factors, Activities**
- **Describe own projects using BEHAVE Framework**
- **Plan and critique projects that apply behavioral theory**
- **Adapt tool for identifying factors most influential in changing a behavior**
- **Identify appropriate indicators for monitoring and evaluating behavior change effectiveness**



5

[Help participants locate objectives in participant binder, page 1b. Allow time for everyone to find them.]

By the end of this course, you – the participants – will be able to:

- Describe the four strategic planning decisions of the BEHAVE Framework:
 - Priority & Supporting Groups
 - Behavior
 - Key Factors
 - Activities
- Describe their own projects in terms of the four decisions of the BEHAVE Framework
- Plan and critique projects that apply behavioral theory
- Adapt for their own project planning a quick, participatory method – the Doer/NonDoer Analysis – for identifying factors most influential in changing a behavior
- Identify appropriate indicators for monitoring and evaluating the behavior change effectiveness of their projects

[Return to the summary of participant expectations on the newsprint and point out the relationship of expectations with the objectives – and those expectations that will and will not be met during the workshop.]

At the end of the workshop, we will ask you to complete an evaluation about how well we conducted this workshop and how helpful it is to you. We will ask you to assess the extent to which you feel you have been able to meet each of these objectives.

Participant Introductions

.....

Good Morning!

In planning an efficient way to introduce yourself to the group, think of what information you want others to know about you in addition to your name, organization and country.

Fill in the blanks, recording your name, organization, country and up to seven additional words that tell us something you want us to know about yourself. Be creative and have fun!!

Then fill in the blank in the last row.

	<i>Please read aloud only the words you have written in this column.</i>
Your name	
Your organization	
Your country	
Seven additional words: 1	
2	
3	
4	
5	
6	
7	
When I hear the word " behave ," the first thing I think of is....	

SESSION
D
1

“Exercise” Exercise

50 minutes

PURPOSE

This session gets participants up on their feet and engaged in thinking about some of the concepts that are central to the workshop. Participants are asked to consider their own personal behaviors related to physical exercise. The discussion provides an example to which facilitators and participants may refer throughout the workshop. This session uses commercial examples to introduce the exchange principle and to stress the power of offering people benefits that they really care about. Activity A, an optional video viewing, features the “truth” campaign from Florida. Please see page 5 of this guide for help in determining whether this example will be appropriate for your group of participants.

OBJECTIVES

By the end of this session, participants will be able to:

- ✓ Distinguish between beliefs and behaviors.
- ✓ Define the “exchange” principle and describe the power of offering benefits that people want.

PREPARATION

- ✓ Prepare three belief and three behavior statements, using the exact wording in the box on the next page. Hang these in three sets on the wall of the meeting room, as described in the box on the next page.
- ✓ Prepare a newsprint with headings at the top of two columns:
 - ❖ left column, “Tobacco companies promise”
 - ❖ right column, “Anti-smoking groups promise”

MATERIALS

- ✓ Nine large sheets of paper: three blank to serve as covers; three belief statements; three behavior statements
- ✓ Masking tape
- ✓ PowerPoint presentation and speaker notes for Session 1
- ✓ Participant binder, especially pages:
 - ❖ 1a, Session 1 PowerPoints

If using optional Activity A:

- ❖ Video tape or disc with truth campaign TV spots
- ❖ Equipment for screening the TV spots
- ❖ Participant binder, especially pages:
 - a. 1b, Optional Activity A, Session 1 PowerPoints
- ❖ Prepared newsprint with headings:
 - a. "Tobacco companies promise";
 - b. "Anti-smoking groups promise"

Write each of the six Belief and Behavior statements below, with the number of the statement, on a separate sheet of newsprint.

Tape them so that sheets can be removed one by one, to reveal the paper underneath. Post papers in three stacks around the room, in the following sequence:

Blank sheet on top, #1, #4 against wall

Blank sheet on top, #2, #5 against wall

Blank sheet on top, #3, #6 against wall

Belief statements:

#1) I believe regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit, and reduces morbidity over time.

#2) I believe regular exercise is most important for people with a history of heart disease or those trying to reduce their weight.

#3) I generally believe in the concept of regular exercise, but think a healthy, active person gets all the exercise s/he needs without a formal routine.

Behavior statements:

#4) I regularly get 30 minutes of moderate cardiovascular or muscle strengthening activity, four or more times every week.

#5) I exercise periodically, when the opportunity arises, about once every week (swimming, jogging, walking, playing sports with friends or family, etc.)

#6) I frequently walk to the refrigerator, around the house, to the corner for a beer.
(I'm not a regular exerciser at all.)

Presentation and Discussion

50 min**TIME** 50 minutes

1. Show slide #1 and follow the speaker notes to introduce the session and its objectives.
 2. Show slide #2: Explain to the participants that for this exercise, they will each wear two hats: one of a health promotion planner and the other, a community member.
 3. Tell the participants that before we decide how to address that goal, we're going to undertake some audience research—involving all of them as research participants!
 4. Advance to slide #3, which is blank but includes speaker notes. Ask a participant to remove the blank sheet from the first set of newsprints and to read aloud belief statement #1. Do the same with the other two sets of statements. Explain that the three posted statements represent beliefs that some people have about exercise.
 5. Ask each participant to stand near the statement that most closely matches his or her own personal belief about exercise. When participants have settled next to a statement, ask:
 - What do you notice about the groups?
 - How many are in each group?
 - How are the groups different from one another? Are they different by sex? Age? Nationality? Language group? Other?
- Typically, most participants will cluster around statement #1. Generally there is little difference among the segments (sub-groups at each statement) in terms of demographic features. The questions above should lead participants to this conclusion.
6. Tell participants: Notice that we can't really say that the groups are particularly different from one another. You've just divided yourselves into segments, or subgroups of the community, *according to your stated beliefs*, about exercise.
 7. For each set of charts, ask a participant to remove the belief statement and read the behavior statement that was behind it. Ask participants to reposition themselves *according to what they actually do* (i.e., that is their own personal current exercise behaviors).
 8. Once they are settled next to a statement, ask:
 - What just happened as people repositioned themselves?
 - How many of you changed places?
 - What can we conclude from this migration that just happened?
- Typically, many participants who were standing near statement #1 will move to a different place in the room to stand near

statement #5 or #6. Point out that people's beliefs don't always match – or predict – their actions.

9. While participants are still standing in their groups, ask:
- How many of you changed places?
 - If you had to pick one audience segment to work with first, which group would you pick?

Discuss participants' rationale for selecting one group over another:

- *Group with most people*
- *People who are already doing some exercise but not reaching the target behavior, because it will be easier to get those to reach the goal*
[Introduce the term of 'target of opportunity', i.e. choosing to work with a group that is numerous and/or initially be more prone to change.]
- *People who are not exercising at all, because they have the greatest need* [Remind participants that they will be held accountable for the objective: number of people who exercise 30 minutes four times a week. If they want instead to help people who are exercising zero times to exercise two or three times a week, they should change their behavioral goal.]
- *People who now exercise four or more times a week, because you need them to maintain that habit if you don't want the number who are reaching the target to "fall back."*
[Point out that you may need to do a "maintenance" project with these exercisers, and that it is likely to be a really different project from that designed for those who occasionally exercise but do not reach the target.]

10. Now ask participants:

- What did you learn about defining a segment to address – a priority group? [Suggest that it is not always necessary or practical to divide by socio-demographic characteristics. During Session 3 they will practice five different ways to define a priority group.]
- What did you learn about prioritizing? [Point out that it can be difficult to decide to focus on one group – because it means leaving another group out. Yet it is necessary to focus on a segment that has something in common in order to tailor a strategic project. Let participants know that during their first team work on case studies, they will practice applying criteria that help planners identify the group + behavior they should address.]

11. Show slide #8 and ask participants:

- How many of you changed places?
- What have we learned from this exercise?

12. Show slide #4 and recap the following themes, which should have been discussed during the activity:

- What people do doesn't always reflect what they know or believe. That's obvious to all of us when we think about our own actions, but sometimes when we're planning health promotion, we forget this basic tenet.
- Which would remind us that just giving people information or raising awareness is generally not enough—

- even convincing them of a new belief may not move people to adopt a beneficial behavior.
- What new ways of segmenting become apparent? [By a belief people share or by a behavior.]
 - Marketers look for targets of opportunity, that is: Where can I have the greatest impact for my investment? We may be more successful at moving the “sometimes exercise” segment to the goal than getting the “almost never exercise” folks all the way there.
 - This activity points us toward the value of doing consumer research. We learned a lot about the community by asking a few quick questions.
- 13.** Ask participants to return to their seats and let them know that you will now cover the most important point of the workshop.
- 14.** Begin by saying:
- If I could send you home with only one main idea, this would be it: All of us do the things that we think will give us something we want. We are after “benefits” or positive consequences of the things we choose to do.
- 15.** Show slide #5 and introduce the exchange principle, the idea that both parties will receive something they want. Health promotion planners need to offer something that people really want and care about in order to help them adopt a behavior.
- 16.** Show slide #6 with the Nike logo and slogan. Ask participants what they see on the slide. Following the speaker notes
- in the PowerPoint presentation, ask what Nike sells and what they offer to consumers.
- 17.** After participants have named some of the benefits that Nike offers, show slide #7 with a list of benefits. Discuss exchange and the need for market research.
- 18.** Using slides #8 and #9, hold a similar discussion on the exchange principle as it applies to marketing Coca-Cola.
- 19.** If you have determined that the participants will be able to relate to the sample television spots from the U.S.-based “truth” campaign to help young people resist a cigarette when offered, you may use the optional video viewing activity to reinforce the exchange principle. In that case, continue with the PowerPoint presentation for Activity A.
- 20.** If you will use optional Activity A, skip slide #10, since it appears at the end of the PowerPoint session for Activity A. If you will **not** use the “truth” campaign spots, close this session by showing slide #10 and summarizing the main points:
- Beliefs are not the same as behaviors
 - Demographic features are not the only way to group people
 - Health promoters may benefit from looking for targets of opportunity
 - The exchange principle means that we must offer people something they want.

ACTIVITY

A

Optional Video Viewing: The “truth” Campaign 15 min

Note

If you believe that participants will be able to relate to the materials in the “truth” campaign, it serves as an effective way to help participants grasp the idea that benefits should be viewed from the point of view of the priority group. The truth campaign, conducted in the state of Florida in 1998, used many of the benefits that the tobacco companies offer young people to sell them cigarettes. The truth campaign used many of these same benefits to motivate youth to refuse a cigarette when offered. Most workshop participants are able to see this point even if they come from non-Western cultures with far less advertising than in the U.S. Some cultural groups, though, may have a hard time relating the truth ads because youth in their countries do not long for independence or rebellion; or because people are not exposed to Western-type advertising.

1. Show slide #1 (of PowerPoint 1b – Optional Activity A Session 1 – truth) and follow the speaker notes to open this activity.
2. With slide #2, describe the Florida tobacco pilot project.
3. Post the newsprint you have prepared with two columns titled:
 - Tobacco companies promise; and
 - Anti-smoking groups promise.

4. With slide #3 displayed, ask participants:
 - Thinking of advertising or marketing materials you have seen produced by the tobacco companies, what benefits do they offer young people if they smoke?

Use the prepared newsprint to list participant responses in the left column. Anticipate responses to include “cool,” independence, rebellion, individuality, belonging, nicotine high, stress relief, thin, sexy.

5. Say, “During the 1970s and 1980s, anti-smoking groups offered some benefits to young people, mainly these:
In the right-hand column, fill in some benefits that the anti-smoking groups offer, including:

- Health
- Keep some adults happy
- Fresher breath

6. Suggest that participants picture themselves – or their child, niece, or nephew – at age 15. Ask:
 - What do young people really care about?
 - Which column offers benefits that matter to young people?

Participants will notice that the benefits the tobacco companies promise far outweigh the benefits offered by anti-smoking groups.

7. Show slide #4 and show that the challenge for the truth campaign was to undermine the benefits the tobacco