Advanced Workshop on Designing for Behavior Change: Focus on Activities

May 2017

Advanced Workshop on Designing for Behavior Change: Focus on Activities

The Technical and Operational Performance Support (TOPS) Program is the USAID/Food for Peace-funded learning mechanism that generates, captures, disseminates, and applies the highest quality information, knowledge, and promising practices in development food assistance programming, to ensure that more communities and households benefit from the U.S. Government's investment in fighting global hunger. Through technical capacity building, a small grants program to fund research, documentation and innovation, and an in-person and online community of practice (the Food Security and Nutrition [FSN] Network), The TOPS Program empowers food security implementers and the donor community to make lasting impact for millions of the world's most vulnerable people.

Led by Save the Children, The TOPS Program draws on the expertise of its consortium partners: CORE Group (knowledge management), Food for the Hungry (social and behavioral change), Mercy Corps (agriculture and natural resource management), and TANGO International (monitoring and evaluation). Save the Children brings its experience and expertise in commodity management, gender, and nutrition and food technology, as well as the management of this 7-year (2010–2017) US$30 million award.

Cover Photo:

Left: Megan Christensen, Concern Worldwide, 2012.

Center: Kelley Lynch, Save the Children, 2010.

Right: Save the Children, 2016.

Contents

Acknowledgements

Abbreviations and Acronyms

AED   Academy for Educational Development

ANR   Agriculture and Natural Resources

BA   Barrier Analysis

CGV   Care Group Volunteer

DBC   Designing for Behavior Change

EBF   Exclusive Breast Feeding

FL   Farmer Leader

FLG   Farmer Leader Group

ITN   Insecticide-treated bed nets

LM   Leader Mother

NGO   Nongovernmental Organization

NW   Neighbor Woman(en)

ORS   Oral Rehydration Solution

QIVC   Quality Improvement Verification Checklist

TOPS   Technical and Operational Performance Support

USAID   United States Agency for International Development

Introduction

During the past decade (2006 – 2016) many nongovernmental organization (NGO) staff have been trained to use the Designing for Behavior Change (DBC) framework to design determinant-based behavior change strategies. Review of completed DBC frameworks and discussions with practitioners indicated a desire and an opportunity for more in-depth discussion and practice in linking the results from their Barrier Analysis studies to effective activities.

In order to give appropriate emphasis and attention to the important step of designing activities that directly link to the results of formative research, The TOPS Program developed this three-day, additional curriculum for experienced DBC practitioners.

Planning for the Workshop

Because this workshop uses an advanced curriculum that requires both a thorough understanding of the DBC Framework and experience using Barrier Analysis (BA), planning well is critical. Workshop organizers need to carefully select facilitators and participants, know their learning needs, and adapt the workshop to those needs. Key planning steps and decisions are listed below.

1. **Selecting Participants and Facilitators**

This training curriculum is designed for those people who have already attended a DBC or DBC/BA course AND have had experience implementing at least one Barrier Analysis study. The training is designed for a maximum of 25 participants that are fluent in English (or the language in which the course will be taught). A fairly high level of formal education is required to understand the concepts in this training course.

The training should be facilitated by a trainer with extensive experience using the DBC framework and the Barrier Analysis. Prior experience with Dialogue Education methods would be helpful.

2. **Workshop Space**

The course should be held in a space with plenty of natural light, plenty of wall space for posting flip-chart paper, and enough room for four or five tables placed in fish-bone fashion around the room with five people per table. At the front of the room there should be space for visual aids to be taped to the wall. The preferred room arrangement is shown below. There should be a place for participants to have breaks, snacks, and meals near the training room.

Preferred Room Arrangement

For Trainer

Front of the training room

5 people

5 people

5 people

5 people

5 people
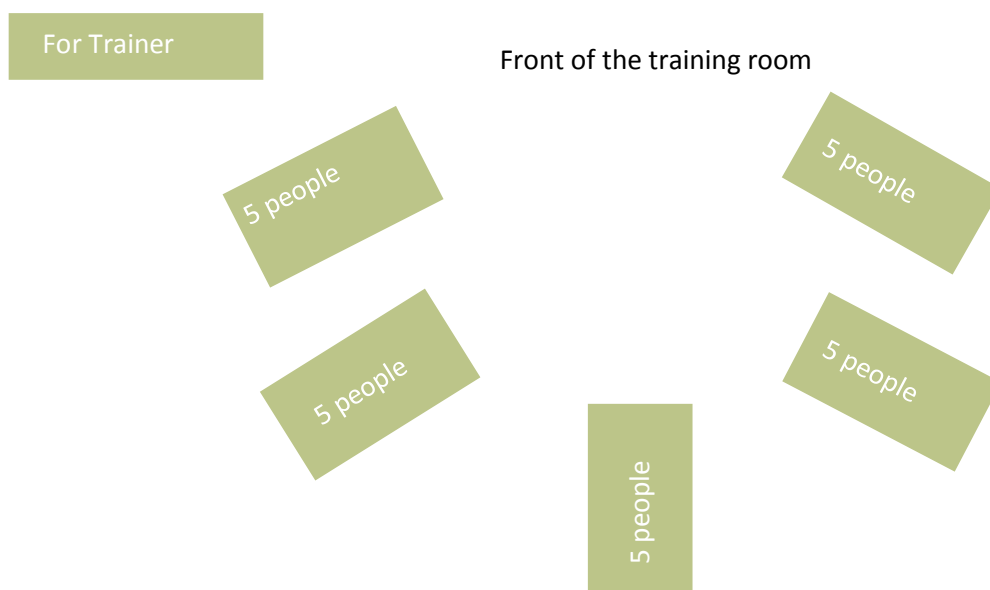
3. Workshop Duration

The course takes place over a three-day period with approximately six hours of class per day. Each day there are mid-morning and mid-afternoon breaks of about 15 minutes each and a lunch break of about 60 minutes.

4. Workshop Content

This curriculum covers the following topics:

- The DBC Framework

- Determinants of Behavior Change

- Barrier Analysis Data

- Bridges to Activities

- Data-driven Behavior Change Activities

5. Workshop Objectives

Achievement-based objectives: By the end of this course, participants will have:

- Reviewed the DBC Framework

- Reviewed the Determinants of behavior change

- Examined guidance for interpreting Barrier Analysis data

- Practiced writing Bridges to Activities

- Listed typical behavior change Activities

- Matched behavior change Activities to Determinants

- Identified Bridges to Activities addressed by given Activities

- Practiced describing a behavior change Activity

- Critiqued a behavior change Activity description using a Quality Improvement and Verification Checklist (QIVC)

6. Workshop Resources

#	Lesson Name	Learning Resources Needed
1	Opening Lesson	- Index cards - one for each participant - Flip charts titled *Norms and Procedures* and *Parking Lot* - Lesson 1 Handout 1: Workshop Purpose and Learning Objectives - Lesson 1 Handout 2: Pre/Post Test - Lesson 1 Flip Chart 1: "Getting to Know You" Questions - Lesson 1 Handout 3: Workshop Schedule
2	Overview of the Designing for Behavior Change Framework	- Flip Chart of the Designing for Behavior Change Framework - Flip Chart with 2 Discussion Questions - Lesson 2 Handout 1: Blank Designing for Behavior Change Framework - Lesson 2 Handout 2: Essential, Need to Know Things about Each Column of the DBC Framework - Lesson 2 Handout 3: Examples of Completed Designing for Behavior Change Frameworks
3	Determinants of Behavior Change	- Post-it notes in different colors – 16 per table of participants - Lesson 3 Handout 1: Determinants that Influence Behavior Change - Learning about Determinants Game Questions - Lesson 3 Handout 2: Match the Determinants - Appendix 3: Key to Lesson 3 Handout 2: Match the Determinants
4	Making Sense of the Data	- Lesson 4 Handout 1: Guidance for Interpreting Barrier Analysis Results - Lesson 4 Handout 2: Making Sense of the Data- Practice - Appendix 4: Key to Lesson 4 Handout 2: Making Sense of the Data- Practice
5	Writing Bridges to Activities	- Lesson 5 Handout 1: Definition of Bridge to Activity and Guidance - Lesson 5 Handout 2: Example Bridges to Activities - Lesson 5 Handout 3: Practice writing Bridges to Activities - Appendix 5: Key to Lesson 5 Handout: Writing Bridges to Activities
6	What are Data-driven Behavior Change Activities	- Lesson 2 Flip Chart 1: DBC Framework - Lesson 2 Handout 1: Definition of a Behavior Change Activity - Lesson 6 Handout 1: Match the Determinants to Activities - Lesson 6 Handout 2: Talking Babies Script - Lesson 6 Handout 3: Bridge to Activities Story LCD Projector, internet to access the videos or laptop computers with internet access
7	Practice	- Lesson 7 Handout 1: Describing Your Behavior Change Activity

#	Lesson Name	Learning Resources Needed
	Describing your Data-driven Behavior Change Activities	Description − Lesson 7 Handout 2a: Dissecting a Behavior Change Activity– an Example − Lesson 7 Handout 2b: Dissecting a Behavior Change Activity- an Example − Lesson 7 Handout 3: Dissecting a Behavior Change Activity- Practice − Lesson 7 Handout 4: Behavior Change Strategy Checklist
8	Closing Session	− Lesson 1 Handout 2: Pre-Post Test − Lesson 8 Handout 1: Post-Training Process Survey − Lesson 8 Flip Chart 2: Tracking Correct Responses from the Pre and Post Tests − Certificates (optional)

Lesson 1: Opening Session

Achievement-Based Objectives

By the end of this lesson, participants will have:

- − Been greeted by the facilitator
- − Established a baseline of their knowledge and comfort levels related to designing effective behavior change Activities
- − Gathered information about fellow workshop participants
- − Shared their expectations about this training
- − Reviewed the training objectives and schedule
- − Listed a set of norms for workshop participation

Time

1.5 hours

Materials

- − Index cards – one for each participant
- − Hand-written flip charts entitled Norms and Procedures and Parking Lot
- − Lesson 1 Handout 1: Workshop Purpose and Learning Objectives
- − Lesson 1 Flip Chart 1: "Getting to Know You" Questions
- − Lesson 1 Handout 2: Pre/Post test

  Lesson 1 Handout 3: Workshop Schedule

Steps

1. Welcome and Introduction to the Workshop

   1a. Explain that people who have been trained to use the DBC framework to design a behavior change strategy often find it challenging to explain exactly how the data derived from the formative research (such as the Barrier Analysis) will be used to promote the Behavior. Often participants will simply mention a behavior change Activity that they already know and say: *This Activity addresses Bridges X, Y, and Z,* without it being clear to the reader precisely *how* this will be done. To be effective the behavior change Activities need to be described in enough detail so that it's very clear in the content of the description how the Bridges to Activities will be addressed.

   1b. Refer participants to **Lesson 1 Handout 1: Workshop Purpose and Learning Objectives** and explain that the purpose of this training is to learn how to select/design and then describe behavior change Activities that clearly correspond to the Bridges to Activities which are revealed by the Barrier Analysis study. Ask participants to individually read the Learning Objectives. Take any questions.

2. Collecting Baseline Information from the Participants (Pre-test)

   2a. Explain that before we begin the training, we would like to collect some baseline data so we can assess the effectiveness of the training when it is finished.

2b. Distribute **Lesson 1 Handout 2: Pre/Post-Test.** Ask each person to circle the word "Pre" and to write his/her name, or some kind of symbol that they will remember, on the test so it can be returned to them on the last day of the course, and so that we can compare Pre- and Post-test scores.

2c. Allow participants to complete the Pre-test by circling the one best answer for each question. Remind them that the test is two-sided. Collect, correct later, and retain them until the Closing Session, when they can be returned to the participant. (The key is located in **Appendix 1**)

3. Introduction of Participants

3a. Display **Lesson 1 Flip Chart 1: "Getting to Know You" Questions**

    i.   Your name

    ii.   Your organization

    iii. Sector (health, agriculture, education etc.)

    iv.   Your job title

    v.   When/where you were trained in the DBC and/or Barrier Analysis (BA)

    vi.   Where and when you conducted a Barrier Analysis Study (choose one)

    vii. A Behavior you studied

    viii. 2 – 3 Bridges to Activities that resulted from that study[1]

    ix.   (Optional) One specific thing you want to learn during the training[2]

3b. Use a creative means (halves of pictures, parts of proverbs) to pair-up the participants so that people introduce themselves to someone they do not already know.

3c. Pass out one index card to each participant and ask them to interview another participant writing the responses to the questions on the index card provided.

3d. When the interviewing is done, ask each participant to introduce the person they met following the questions provided.

3e. Collect the index cards as pairs finish their introductions. These will be used later to assign Behaviors and Bridges to Activities for the Activity description exercise.

4. Workshop Schedule

4a. Review **Lesson 1 Handout 3: Workshop Schedule**, with the participants.

5. Norms and Procedures

5a. Brainstorm with the group the norms and procedures the group wants to follow so that each participant can learn to the best of their ability.

5b. Record these on a flip chart entitled **Norms and Procedures**.

---

[1] Contact participants in advance and ask them to be prepared to share this information

[2] If this is collected, then it could be used during the closing lesson to evaluate the workshop, or put on the Parking Lot as a reminder to cover this topic, if possible.

Note: Set up a flip chart titled **Parking Lot** for lingering questions.

Lesson 1 Handout 1: Workshop Purpose and Learning Objectives

Workshop Purpose: The purpose of this training is to learn how to select/design and then describe behavior change Activities that clearly correspond to the Bridges to Activities which are informed by the Barrier Analysis study results.

Learning Objectives:

By the end of this training, participants will have:

- Reviewed the elements of a well written behavior change Activity description
- Practiced writing a behavior change Activity
- Critiqued at least one behavior change Activity

Lesson 1 Handout 2: Pre-Post Test

Advanced Workshop on Designing for Behavior Change: Focus on Activities
PRE/POST-TEST (circle one)

Name: _____

Please circle <u>the one</u> best answer.

1. The next step after conducting a Barrier Analysis study is:

    a. Write Bridges to Activities

    b. Decide what behavior change Activities to implement

    c. Use the data to develop messages

2. Typically there is one Bridge to Activity for each significant finding on the Barrier Analysis study. What would be a reason for NOT having one Bridge for each significant finding?

    a. Responses to two BA questions are contradictory

    b. The response to a BA question is not actionable

    c. Responses to two BA questions are inconclusive

3. When completing the "Activity column" on the DBC framework there should be…

    a. One activity for each of the Bridges to Activities

    b. Activities for each of the four most powerful Determinants

    c. A few Activities that address most of the Bridges to Activities

4. The most effective behavior change Activities…

    a. Include a mass media element

    b. Include an inter-personal element

    c. Communicate messages through multi-channels of communication

5. When describing your behavior change Activity, the description needs to…

    a. List the key messages

    b. Describe how the gate-keepers will be reached

    c. Describe how the Activity addresses the Bridges to Activities

6. When interpreting data from a Barrier Analysis study…

    a. The percent of the total of Doers or Non-Doers needs to be taken into consideration

    b. It doesn't make a difference who (Doers / Non-Doers) said what

    c. Some data might not be actionable

7. When writing a behavior change Activity description…

    a. Some of the details can be worked out later

    b. It is critical that one or more Bridges to Activities is clearly addressed

    c. One of the most important aspects is who will implement the Activity

8. Which of following Activities addresses the Determinant "negative consequences?"

    a. Picture on a pack of cigarettes showing a mouth cancer victim

    b. Notice on the cigarette pack saying, "smoking is hazardous to your health"

    c. Poster in a high school showing a female student saying, "Who wants to kiss Jake? His breath smells like an ash tray?"

9. Which Determinants are addressed by the Activity – Tying a bar of soap to a hand washing station?

    a. Self-efficacy and access

    b. Cue for action and self-efficacy

    c. Access and cue for action

10. What would be the most appropriate Bridge to Activity for the following data related to the question: Who disapproves of you applying fertilizer to your home garden?
    Response: My mother-in-law: Doers: 15 Non-Doers: 35

    a. This is a trick question – no Bridge to Activity should be written

    b. Increase the perception that mothers-in-law approve of using fertilizer on home gardens

    c. Increase the perception of mothers-in-law that fertilizing the garden is a good thing to do

Lesson 1 Handout 3: Workshop Schedule

DAY 1	DAY 2	DAY 3
Lesson 1. Opening Session 1.5 hours	Lesson 5. Writing Bridges to Activities 1.5 hours	Lesson 6. Describing our Behavior Change Activities 3 hours
Lesson 2. Overview of the DBC Framework 2 hours		Lesson 7. Closing Session 1 hour
Lesson 3. Review of Determinants of Behavior Change 1 hour	Lesson 6. What are Data-Driven Behavior Change Activities? 5 hours	
Lesson 4. Interpreting Barrier Analysis Data 1 hour		

Lesson 2: Overview of the Designing for Behavior Change Framework

Achievement-Based Objectives

By the end of this lesson, participants will have:

− Identified the different parts of the Designing for Behavior Change (DBC) Framework

− Indicated the steps to follow in designing a behavior change strategy

− Reviewed essential items to consider when making the key decisions

− Reviewed a completed DBC Framework

Time

1.5 hours

Materials

− Flip Chart of the Designing for Behavior Change Framework

− Flip Chart with the 2 discussion questions (2a)

− Lesson 2 Handout 1: Blank Designing for Behavior Change Framework

− Lesson 2 Handout 2: Essential Need-to-Know Things about Each Column of the DBC Framework

− Lesson 2 Handout 3: Examples of Completed Designing for Behavior Change Frameworks

Steps

1. Introduction

    1a. Explain that before we begin to look at the behavior change Activities that we want to implement, we should take a bit of time to review the DBC Framework and some of its key elements to make sure we're all on the same page as we progress toward the last column: Activities.

2. Review of the DBC Framework

    2a. Display an illustration of a blank DBC framework with the five columns and the indicator row. Show the flip chart with the two discussion questions mentioned below and ask the participants to work with their tablemates to answer the following two questions: 1) What are the essential *need-to-know* elements of each column? (The things about each column that they explain when they are introducing the framework to others for the first time); and 2) What challenges (per column) have you encountered when introducing elements of the framework? Ask the group to assign a person to take notes and give the groups 20 minutes to complete the task.

    2b. In plenary, and discussing one column at a time, ask each group to share **one** essential *need-to-know* thing about the column, and write this under the column being discussed. Continue to go around the room listing the essential things to know about each column until all essential things have been listed/mentioned. If an essential thing is missed, the facilitator should add it and discuss it, referencing **Lesson 2 Handout 1: Blank Designing for Behavior**

11

Change Framework and **Lesson 2 Handout 2: Essential Need-To-Know Things about Each Column of the DBC Framework.**

2c. In plenary, ask participants to name the challenges they have faced when explaining a column and discuss how to overcome those challenges.

2d. Refer participants to **Lesson 2 Handout 3: Examples of Completed Designing for Behavior Change Frameworks**. Ask participants to refer to one of the examples, and remark how the Activity is described and how it relates to the Bridges to Activities.

3. Wrap up

3a. Wrap up the lesson by explaining that having a good general idea about the elements of the DBC framework is critical to writing effective behavior change Activities, but before we start to discuss Activities, first we'll make sure we all understand the Determinants and the Bridges to Activities.

Lesson 2 Handout 1: Blank Designing for Behavior Change Framework[3]

Behavior[A]	Priority Group or Influencing Groups[A]	Determinants[C]	Bridges to Activities[D]	Activities[E]
To promote this Behavior…	…among this audience… (circle one) Priority group: Influencing groups:	…we will research these Determinants… * These can only be determined by conducting research studies.	…and promote these Bridges to Activities (priority benefits and priority barriers)…	…by implementing these Activities.
Indicator:				Indicators:

A. What is the specific, feasible and effective **Behavior** to promote?

B. Who are the **Priority Groups** and **Influencing Groups**? (Describe in seven ways.)

C. What are the most important **Determinants affecting this Behavior with this group**? (The Determinants are: perceived self-efficacy/skills, perceived social norms, perceived positive consequences, perceived negative consequences, access, cues for action/reminders, perceived susceptibility, perceived severity, action-efficacy, perceived divine will, policy, and culture.)

D. Which **Bridges to Activities** need to be promoted?

E. Which **Activities** will be implemented to address the Bridge(s) to Activities?

---

[3] The DBC Framework is adapted from AED's BEHAVE Framework.

Lesson 2 Handout 2: Essential, Need-to-Know Things about Each Column of the DBC Framework

– **Behavior/Behavior Statement**

- Definition: A Behavior is an action that is observable, specific (time, place, quantity, duration, frequency), measurable, feasible, and that is directly linked to an improved outcome or goal.

- The Behavior is a specific action that the Priority Group members carry out to address a problem they face. A Behavior is also often referred to as a "practice." When Behaviors or practices are done often enough they become habits.

- The Behavior statement should be written in a positive sense, using a verb in the present tense, and mention who needs to do the Behavior or who needs to ensure that a Behavior is done (in the case of a child).

- It should be written so that it shows the details of the Behavior, such as the place (e.g., health clinic), quantity (e.g., meal sizes), frequency (e.g., number of times to apply fertilizer), and duration (e.g., how many months to breastfeed). The statement must be very specific, measurable, and observable.

- Behavior Statement Formulation: The Priority Group + action verb in present tense + the specifics (where, when, quantity, duration etc.).

– **Priority Group:**

- This is the group of people that need to adopt the Behavior in order to benefit from the positive outcome (reduced morbidity, mortality, malnutrition, poor production) or those people who ensure that someone else (such as a baby) practices the new Behavior.

- The Priority Group is usually found among the target audience (e.g., mothers of children under age 5 or farmers).

- The Priority Group is defined in seven different ways: demographics; daily routine; big desires; known barriers; current practices, beliefs and knowledge about the Behavior; stage of change; and gender roles that influence the adoption of the behavior.

- The first three categories are independent of the Behavior; the last four categories are linked to the Behavior.

- The Priority Group description should be very detailed so it can help us better understand the context in which the Behavior will be practiced.

- This description helps us design context-appropriate behavior change Activities.

– **Influencing Group:**

- These are the people that are perceived by the Priority Group to either be in favor of the Behavior or against the Behavior.

- The Influencing Group is identified by conducting formative research among the Priority Group.

- The Influencing Group is usually composed of people close to the Priority Group such as a family member.

- Typically there are only one or two Influencing Groups.

- People that the designers want to work with to promote the Behavior, but who are not identified by the Priority Group, can be called **Resource People**.

– **Determinants:**

- Determinants are categories of reasons why the Priority Group may or may not practice a given Behavior.
- Social Scientists have identified 12 determinants of behavior change: self-efficacy, social norms, positive consequences, negative consequences, access, cue for action, susceptibility, severity, action-efficacy, divine will, policy, and culture.
- The first four on the above list should always be studied as they are more often found to be significant.
- The Determinants are used to create the Barrier Analysis questionnaire, and there is a standard recommended way to ask about each Determinant.
- Formative research, such as a Barrier Analysis study, can be conducted among the Priority Group to find out which barriers to behavior change are the most critical.

– **Bridge to Activities:**

- Bridges to Activities are based on the coded responses given by the Priority Group during the formative research.
- They are more specific descriptions of a change one should make to address the issue revealed by the research.
- A Bridge to Activity usually begins with a directional verb (e.g., increase, decrease, improve, reinforce) and often proposes to change the perception of the Priority Group.
- It is not expressed in percentages.
- For most Determinants it proposes to change the perception of the Priority Group.
- For self-efficacy and cue for action, the Bridge proposes to change the ability/ability to remember of the Priority Group.
- For access, the Bridge proposes to improve the availability of something.
- The Bridges to Activities are always about the Priority Group, so it is not necessary to mention the Priority Group in the wording.
- A Bridge to Activity is written for each of the significant actionable findings revealed by the Barrier Analysis study.

– **Behavior Change Activities:**

- Behavior Change Activities are a series of tasks that program implementers plan, organize, and/or conduct, usually with the Priority Group or Influencing Groups, to address Bridges to Activities.

- Behavior Change Activity descriptions are detailed and include the following elements:
  - What will happen in general using action verbs
  - Who will be invited to participate in the Activity
  - **Content of the Activity and how it addresses a Bridge to Activity**

- o   Who will implement the Activity
- o   Frequency of the Activity
- o   What visual aids/materials/tools are needed
- o   Where the Activity will take place
- The content of the Activity is the most critical part of the description and must be very clear.

Lesson 2 Handout 3: Examples of Completed Designing for Behavior Change Frameworks

Example 1: Agriculture and Natural Resources (ANR) Programs: Poultry Management

Behavior	Priority Group or Influencing Groups	Determinants	Bridges to Activities	Activities
Targeted adult men and women who raise chickens keep them enclosed (penned up) at all times	Adult men and women from families who raise chickens. – These families all have children under 2 years of age or a pregnant or lactating woman at program start-up. – They live in rural villages and own small numbers of chickens, which currently wander freely and sleep in trees. – Both men and women have attended some school. – They all want food security, well-being and education for their children. – They think chickens will not have enough to eat if they are penned up, or they do not know affordable ways to make chicken coops. – Most of the Priority Group is in the awareness (or "contemplation") stage of	**Perceived negative consequences**: – Belief that chickens will stop laying – Belief that it will be more effort – Belief that it will cost more to give chickens food and water **Perceived positive consequences**: – They will not lose chickens to wild animals – Less loss due to illness – Chickens will not damage crops and gardens – It is easy to vaccinate – Farmers can use manure for	1. Reduce the perception that chickens will stop laying eggs if they are penned up. 2. Increase the perception that it is worth the small extra effort/expense to care for penned up chickens. 3. Increase the perception that it will be economically beneficial (less loss, less damage to crops, more fertilizer, etc.) to keep chickens penned up. 4. Increase access to low-cost fencing materials and skills for adapting local materials. 5. Increase the perception that there are inexpensive ways	1. 2. 3. & 5 <u>Testimonials:</u> Identify people who keep their chickens penned up (Doers) and create testimonials (record/video tape these so they are easily repeated) emphasizing the productivity (1) and the value of the extra effort/ expense(2) and the economic benefits (3) and the affordable ways to feed penned up chickens (5). 2. Cross Visits: Invite poultry raisers to visit people who keep their chickens penned up to discuss economical penning and feeding options. 5. <u>Technical Support</u>: Train agricultural extension agents in poultry care (feed, water, vaccine) and construction of enclosures using locally available materials. Collect names of people who commit to penning and

Behavior	Priority Group or Influencing Groups	Determinants	Bridges to Activities	Activities
behavior change.		fertilizer **Access:** – Lack of materials to build an enclosure – Cost of chicken feed	to feed penned up chickens.	arrange for agricultural extension agents to visit them. 4&5. Provide a small loan to one entrepreneur per village/district to produce and sell quality, affordable chicken feed, water and feed containers, and fencing made of local or recycled materials.

Outcome Indicator:

Percentage of poultry raisers that keep their chickens enclosed at all times

Process Indicators:

– Number of testimonials recorded

– Number of poultry raisers who listened to the testimonials/ who participated in cross visits

– Number of agricultural extension agents trained

– Number of poultry raisers consulting the agricultural extension agents

– Number of entrepreneurs selling chicken feed/fencing materials

Example 2: Agriculture and Natural Resources Programs: Reforestation

Behavior	Priority Group Or Influencing Group	Determinants	Bridges To Activities	Activities

Targeted farmers farming on sloped land plant trees	**Priority Group:** Adult farmers, men and women, who farm on hilly land
	
	− Minimal literacy
	
	− Make their living from subsistence farming and seasonal migration to labor on plantations of export crops
	
	− Own less than 4 hectares of land, but some of it is hilly and some of the land is eroded
	
	− Want their children to have a better life and work off the farm
	
	− Want to end the seasonal migration
	
	− Want stable supply of staple foods
	
	− Believe that it will take too long to see the fruits of their labor if they spend the time to plant trees
	
	− Know that their farms are providing fewer harvest results each year
	
	− Some have planted trees, but most feel it is a waste of time, effort, and resources
		Perceived positive consequences:
		
		− Believe that planting trees leads to:
		
		  a. future firewood and building material
		
		  b. controls erosion and landslides
		
		  c. can increase fruit production
		
		Perceived negative consequences:
		
		− Believe they will lose investment of time and effort because saplings die
		
		− Believe the trees will hinder crop production by making shade and taking water
			1. Reinforce the perception that there are several benefits of planting trees (i.e., firewood, building materials, erosion and landslide prevention, fruit production).
			
			2. Increase the ability to properly plant, care for and protect trees (so they survive).
			
			3. Reduce the perceived threat to crop production by showing farmers the best placement identifying other places to plant trees.
				1. Plan with municipal officials to promote fruit trees rather than Neem trees; provide awards to families who plant/ maintain a certain number of trees until they are well-established (also could be done at the community level); and assure there is a long-range plan for financing and maintaining the municipal tree nurseries that provide free or low-cost seedlings, including those for fruit trees.
				
				2. Conduct short demonstrations on tree planting in each sector, including appropriate technology containers for drip irrigation. Repeat the demonstrations in the schools when they plant trees.
				
				3. Mobilize families to spend one day a year planting on communal mountainside land as a social event.

Behavior	Priority Group Or Influencing Group	Determinants	Bridges To Activities	Activities
	– Most are aware of the problem of erosion – Some have learned about tree planting **Influencing Group:** – Municipal authorities			Organize families to take turns watering and maintaining the plantings (could use Food for Work as an incentive for this).

Outcome Indicator:

Percentage of households planting at least __ trees per year

Process Indicators:

– Number of demonstrations conducted in each sector and school in the target area before planting time each year (training session held at a regional teacher training institute)

– Number of seedlings that survive the dry season

Example 3: Maternal and Child Health and Nutrition (MCHN) Programs: Exclusive Breastfeeding (EBF)

Behavior	Priority Group or Influencing Groups	Determinants	Bridges To Activities	Activities
Mothers only give breast milk to their children from birth to 6 months of age	**Priority Group**: Burundian mothers with children 0–6 months of age who − Live in rural setting − Majority are illiterate − Go to church on Sunday morning − Are busy with daily household chores − Want to be perceived as good mothers and wives − After 3 months, they think they do not have enough milk to breastfeed − Exclusively breastfeed until 4 months, but give other foods at that time − Majority are in partial action stage **Influencing Group**: − Mothers-in-law	**Perceived action-efficacy:** − Mothers don't know the relationship between EBF and malnutrition **Perceived divine will:** − Mothers question whether their religious leaders/ traditions support this behavior **Perceived social norms:** − Mothers believe that their mothers, mothers-in-law do not approve of EBF **Perceived negative consequences:** − Mothers believe	1. Increase the perception that exclusively breastfeeding a child will help prevent malnutrition. 2. Increase the perception that religious leaders approve of EBF and that their religious tradition is supportive of EBF. 3. Increase the perception that their mothers-in-law, mothers approve of EBF. 4. Decrease the perception that a child will be hungry or lacking in nutrition if they are exclusively breastfed.	1. Record/write stories about mothers with children with good health/weight who EBF and believe in EBF. Play the recording/read the testimonials on EBF during pre and postnatal consultations, home visits and growth monitoring and promotion sessions. 2. In household meetings, use growth charts to show the difference between several children growing well who are exclusively breastfeeding and contrast them to other children who are underweight who are not EBF. 3. Create and give pastors/priests/imams sermon guides on EBF and train them in their use. 4. During home visits to pregnant women and new mothers, instruct Care Group Volunteers (CGVs) to include mothers-in-law when teaching about EBF. 5. Explain to mothers (via CGVs and home visits) that children cry for many reasons, and crying does not always mean the child is hungry. Use growth charts to show mothers that many children who cry a lot (identify cases ahead of time) are still growing well and therefore are not lacking adequate nutrition. Teach mothers a step-by-step process for comforting a crying

Behavior	Priority Group or Influencing Groups	Determinants	Bridges To Activities	Activities
		that the child will be hungry if not fed other foods at 4 months of age		baby (www.hugyourbaby.org).

Outcome Indicator:

Percentage of targeted mothers who only give breast milk to their infants from birth to 6 months of age

Process Indicators:

- Number of women who heard testimonials
- Number of pastors trained
- Number of CGV and household visits that included the mother/grandmother
- Number of mothers trained to comfort a crying child

Lesson 3: Determinants of Behavior Change

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed a list of key Determinants
- Matched a definition to a Determinant
- Matched a Determinant to a formative research statement from a Priority Group

Time

2 hours

Materials

- Lesson 3 Handout 1: Determinants that Influence Behavior Change
- Four flip charts each with 4 questions about Determinants; see the Learning about Determinants Questions
- 16 small post-it notes for each table (different color per table) each post-it note has the number of the table group #1, #2, #3 etc.
- Lesson 3 Handout 2: Match the Determinants
- Appendix 3: Key to Lesson 3 Handout 2: Match the Determinants

Steps

1. Introduction

   1a. Tell participants that writing data-driven behavior change Activities means that they have to either: 1) have evidence from a secondary source about why the Priority Group is not practicing the desired Behavior; or 2) have conducted some kind of formative research like Barrier Analysis (BA) to identify the barriers to Behavior adoption.

2. What is a Determinant of Behavior?

   2a. Ask:

   - Who can tell us what a Determinant of behavior change is? [Categories of reasons shown to motivate or impede the adoption of a Behavior for a given group of people (the Priority Group)]

   - How many Determinants of behavior change have social scientists identified? [12]

   - In what way does an understanding of the Determinants help us to do prepare to implement a Barrier Analysis study? [A Determinant's primary role is to help us develop the BA questionnaire or to orient the formative research]

   2b. Refer participants to **Lesson 3 Handout 1: Determinants that Influence Behavior Change**. Ask participants if any Determinants require some review/additional explanation/clarification. If no one requires an explanation, ask:

   - What is the difference between social norms and culture?
   - How are positive consequences and action efficacy the same/different?
   - What are the three definitions of cue for action?

Be prepared to give examples from the sectors in which the participants work. See below for some possible examples.

> Social Norms
> It's difficult for me to attend a postnatal consultation within 48 hours of giving birth, because my mother-in-law thinks I should stay at home until the baby is 40 days old.
> Culture
> It's difficult for me to attend a postnatal consultation within 48 hours of giving birth, because new mothers are supposed to stay at home for 40 days after the birth.
> Positive Consequences
> If I keep my chickens penned up, they won't eat my garden.
> Action Efficacy
> If I keep my chickens penned up, they won't poop in the yard and my child won't eat that poop and get sick (environmental enteropathy).
> Cue for Action (two definitions)
> I can remember *when* to apply the organic pesticide, but I can't remember *how* to make it.
> Divine Will
> Behavior focus: My church does not approve of vaccinating children.
> Causation focus: People get sick because someone put a curse on them.

2c. Reviewing Determinants Game[4]: Refer participants to **Lesson 3 Handout 1: Determinants that Influence Behavior Change** and (optionally) give them 10 minutes to review the handout. Explain that flip charts with **Questions for Learning about Determinants Game** (total of 16 questions) have been placed around the room. Each flip chart has several different questions. Working with their table mates and using the Post-its provided, when given the signal, teams should circulate quickly around the room posting the answers to the questions on the sticky side (back) of the Post-its. The first team to finish answering all the questions and all be seated gets extra points. When all tables have finished (are seated) refer them to the key in **Appendix 2: Key to Lesson 3 Handout 1: Learning about Determinants** and ask them to check their answers. Ask each table to count the number of correct responses and then add the points gained for the finish order and declare the winning team. Respond to any questions.

3. Matching Determinants to Formative Research Results

   3a. Explain that while it's important to understand the meaning of the Determinants, it's also important to be able to understand how each Determinant may be reflected in the words of a respondent/ Priority Group member. This understanding will help with the interpretation of the data.

   3b. Refer participants to **Lesson 3 Handout 2: Match the Determinants** and ask them to identify the Determinant that best matches the statement in the right column.

   3c. Refer participants to the key in **Appendix 3: Key to Lesson 3 Handout 2: Match the Determinants** – take questions.

4. Wrap up the lesson by stressing that the following points:

   4a. Knowing about the 12 Determinants helps us to develop the BA questionnaire; to better understand which questions to include on the questionnaires or to skip.

   4b. Understanding how the Determinants might be reflected by the words of a respondent might help us to interpret the data accurately.

---

[4] If your participants have a lot of experience and you feel they already understand all of the determinants well, this activity can be skipped.

Lesson 3 Handout 1: Determinants that Influence Behavior Change[5, 6]

The four Determinants listed below should always be studied when conducting formative research (e.g., Barrier Analysis, Doer/Non-Doer Studies) as they are most often found to be significant, particularly for health/nutrition Behaviors.

1. **Perceived self-efficacy/skills**

   - An individual's belief that he or she can do a particular Behavior

   - A person's belief that they have the knowledge, skills, abilities and confidence necessary to perform a particular Behavior

2. **Perceived social norms**

   - The perception that people important to the Priority Group think that s/he should do/not do the Behavior

   - There are two parts: (1) who matters most to the Priority Group on a particular Behavior, and (2) what he or she perceives those people think s/he should do

3. **Perceived positive consequences**

   - The perception that something positive will happen as a result of doing the Behavior [positive consequences may or may not be the benefit anticipated by the project implementers (using an insecticide-treated bed net [ITN] to prevent mosquitos from buzzing in your ears)]. When the positive consequence *is* related to the anticipated benefit (using an ITN to stop mosquitos from biting, thereby preventing malaria, it is also correlated to the Determinant action-efficacy)

4. **Perceived negative consequences**

   - The perception that something negative will happen as a result of performing a Behavior (Once again this may or may not be related to the negative consequence that the project is trying to address. "I don't want my baby to be malnourished because I'll be viewed as a bad mother." Or "I don't want my baby to be malnourished because he could easily die.")

   Other Key Determinants

5. **Access**

   - The perception that it's easy or difficult to get the thing(s) (e.g., fertilizer, insecticide-treated bed nets, condoms) or services (e.g., veterinary services, immunization posts) needed to practice the Behavior

   - Includes an audience's comfort in accessing desired types of products or using a service

   - Includes issues related to cost, gender, culture, geography, language, etc.

6. **Cues for Action**

   - The perception that one is capable of remembering to do the Behavior when necessary

   - The perception that one is able to remember *how* to do the Behavior correctly

---

[5] This handout is adapted from materials originally developed by AED and for the Food for the Hungry Barrier Analysis manual.

[6] This list of Determinants has been reworked since publication of the 2008 DBC Curriculum to better fit agriculture and natural resource management (ANRM) Behaviors and is somewhat different from the list of Determinants used in the 2008 health and nutrition-focused Barrier Analysis manual.

- Could also be a powerful singular event in the past that reminds the person to practice the Behavior (e.g., a family member dying of cholera, a fatal accident along the road)

7. **Perceived susceptibility/risk**

   - A person's perception of how vulnerable they feel <u>to the problem</u>

   - Example: the belief that one could get malaria

   - Does NOT refer to the Behavior

8. **Perceived severity**

   - Belief that <u>the problem</u> (which the Behavior can prevent) is serious

   - Example: the belief that malnutrition is a serious condition

   - Does NOT refer to the Behavior

9. **Perceived action-efficacy**

   - The perception that by practicing the Behavior one will avoid <u>the problem</u>; that the Behavior is effective in avoiding the problem

   - Example: If a person sleeps under a mosquito net, she will not get malaria

10. **Perceived divine will**

    - The perception that it is God's will (or the gods' will) for him or her to have the problem and/or to overcome it; or that God caused the problem

    - The perception that God/or one's religion approves/disapproves of the practice of the Behavior

11. **Policy**

    - The presence of laws and/or regulations that make it easier/more difficult to practice the Behavior

    - Examples: The presence of good land title laws (and a clear title) may make it more likely for a person to take steps to improve his or her farm land; a policy of automatic HIV testing during antenatal visits may make it more likely for women to have HIV testing

12. **Culture**

    - The perception that the cultural group to which one belongs, permits or discourages the practice of the Behavior

    - May be associated with ethnicity or lifestyle, such as "youth" culture or a condition in life (being pregnant, being a mother of a newborn)

Questions for Learning about Determinants Game

Learning about Determinants Questions
1.   Which Determinants should *always* be studied?
2.   Which Determinant asks about the bad things that could/did happen when you do the Behavior?
3.   Which Determinant asks the priority group if they can get the things they need to do the Behavior?
4.   Which two Determinants **don't ask** about the behavior, but more about the problem?
5.   What is the difference between action-efficacy and self-efficacy?
6.   Which Determinant is about being able to remember to do the Behavior?
7.   Which Determinant might be more important for NGOs working with faith communities?
8.   Which Determinant is about belief that the Behavior is effective in solving the problem?
9.   Which Determinant is about the good things that may happen/did happen after doing the Behavior?
10. Which Determinant is about the belief/confidence that you can do the Behavior?
11. Which is the Determinant that talks about whether the group I belong to agrees that I do the Behavior?
12. Which Determinant is about the belief that someone I care about either approves or disapproves of me doing the Behavior?
13. Which Determinant is about the belief that the problem is serious?
14. Which Determinant is about the belief that there is a law or regulation that favors or hinders the practice of the Behavior?
15. Which Determinant is about the belief that one is vulnerable to the problem?
16. Which Determinant has many different facets – such as cost, geography, distance, language, gender, and culture?

Lesson 3 Handout 2: Match the Determinants

Referring to **Lesson 3 Handout 1: Determinants that Influence Behavior Change**, choose the Determinant that best fits the statement.

Responses From Formative Research	Determinant
1. I don't know how to plant on the contour of the land.	
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want him to think I am foolish.	
3. If I leave the residue on my fields (don't burn it), I will have more insects next year.	
4. If I plant in rows, the wind is more likely to knock down my maize.	
5. They don't sell that pesticide in my village and it's a long walk to the district warehouse.	
6. I don't like to use the clinic because they were mean to me the last time I went.	
7. Working outside the house makes it difficult to exclusively breastfeed my child.	
8. I hate weeding! I can't tell one plant from another.	
9. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	
10. Only children who are born small are malnourished. My child was a good size, so I don't have to worry about that.	
11. I heard that if I don't terrace my land, I could lose topsoil; but there's plenty of topsoil so that's not such a big problem.	
12. Our holy book says that we should always be clean, so my family built a Tippy Tap/handwashing station.	
13. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	
14. Our people have always done it this way.	

Responses From Formative Research	Determinant
15. It's too difficult to have sex with just my wife and no one else.	
16. My husband wants me to plant more cash crops than crops for household consumption this year.	
17. I don't want to plant sweet potatoes this year. Last year I planted them, but everyone else did too, and the price I got for them was very low.	
18. I would use family planning, but they stopped providing the type I like.	
19. I want to build an improved silo this year to prevent rats. They ate a lot of my maize last year.	
20. Having a good animal doctor nearby made it much easier to use animal traction to plow my fields.	
21. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	
22. I tried that, and it took too much time and effort.	
23. Erosion only happens on farms that are on very steep hills. My land is not that steep.	
24. Who cares if my child is underweight? I was small at his age, too.	
25. It is God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	
26. If my child is well-nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	
27. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	

Lesson 4: Making Sense of the Data

Achievement-Based Objectives

By the end of this task, participants will have:

- − Reviewed the Data Interpretation Guidelines
- − Practiced deciding which data is actionable/not actionable

Time

1 hour

Materials

- − Flip Chart entitled: General Rules about which Data Deserve a Bridge to Activity
- − Lesson 4 Handout 1: Advice for Interpreting BA data
- − Lesson 4 Handout 2: Making Sense of the Data- Practice
- − Appendix 4: Key to lesson 4 Handout 2: Making Sense of the Data- Practice

Steps

1. Introduction

   1a. Explain: Since all of you are already experienced in planning and conducting a Barrier Analysis study we will now skip those steps and spend some time talking about what to do once the Barrier Analysis study has been conducted and the data has been coded, tabulated and analyzed.

2. Preparing to Write Bridges to Activities

   2a. Ask: What do we mean by "data analysis" when talking about a Barrier Analysis study? [BA data analysis is a two-step process where you (a) calculate the percentages of each response and then (b) identify those responses where the difference between Doers and Non-Doers is 15% points or more.

   2b. Explain: These responses are considered important and usually we say that a Bridge to Activity should be written for each important response.

   2c. Are there any exceptions to this general rule? Have you come across any exceptions in your work? If so, what are those exceptions? Please share and explain. From the contributions of the participants and the ensuing discussion, write the "General Rules about which Data deserve a Bridge to Activity" on the flip chart.

3. Refer participants to **Lesson 4 Handout 1: Advice for Interpreting Barrier Analysis Results** and review it together, comparing it to the items recorded on the flip chart.

4. Give participants **Lesson 4 Handout 2: Making Sense of the Data – Practice** and ask them to fill it out individually. When they finish, ask them to check their answers with the key in **Appendix 4. Key to Lesson 4 Handout 2: Making Sense of Data – Practice**. Take questions and discuss any issues.

Lesson 4 Handout 1: Advice for Interpreting Barrier Analysis Results

1. Remember that the percentages of Doers and Non-Doers alone are not meaningful. They do NOT mean that X% of the population thinks a particular way. This is because the BA is NOT a population-based study. Only the gap between the Doers and Non-Doers is noteworthy.

2. Generally, responses that have a 15 percentage point difference or higher are worth examining further.

3. If too many of your responses have a 15-point or greater gap, you may want to consider starting with those with the largest gap. The larger the gap between Doers and Non-Doers, the more significant is the response.

4. Another way to prioritize responses is to determine which are not actionable. Some responses reveal an action that might need to be taken later in the behavior change process.

5. If Doers give a response to a question about advantages (positive consequences) that is not the outcome you are looking for, you may be able to use this to promote the Behavior among Non-Doers. It is actionable and should have a Bridge to Activity.

Question/Responses	Doers%	Non-Doers%
1. **Positive Consequences:** What are the advantages of brushing your teeth?		
Having good breath	35	10

6. However, if Non-Doers give a response about advantages (positive consequences) that is not the outcome you want, then this is probably non-actionable since it wasn't a big enough benefit to get them to change their behavior.

Question/Responses	Doers%	Non-Doers%
1. **Positive Consequences:** What are the advantages of giving birth in the health center?		
You get time away from the kids	0	20

7. Likewise, when Non-Doers mention that an Influencing Group approves of a behavior, but Doers don't mention that person, this response is non-actionable. This is because the approval of the Influencing Group has not been powerful enough to motivate the person to adopt the Behavior. Some other barrier must be preventing the person from adopting the Behavior and you should focus on that.

Question/Responses	Doers%	Non-Doers%
1. **Social Norms:** Who approves of you putting compost on your garden?		
My husband	32	50

8. When responses to two different questions give you the same or very similar information, only write one Bridge to Activity.

Question/Responses	Doers%	Non-Doers%
1. **Self-efficacy:** What makes it difficult for you to wash your hands with soap at the five critical times each day?		
Not having soap	23	55
2. **Access:** How difficult is it for you to get soap for handwashing each time you need it?		
Very difficult	23	55
Somewhat difficult	40	30
Not difficult at all	37	15

9. Likewise, in the closed-ended questions (see above) usually if one of the answers is significant, at least one of the others (and sometimes all three) will be significant. In this case you will write only one Bridge to Activity.

10. When Doers express a concern (something that makes doing the Behavior difficult) but Non-Doers do not mention the same obstacle, this is NOT an actionable response at present. This is because Doers have found a way to overcome the obstacle. In this case, programmers should be ready to overcome this barrier once the Non-Doers become motivated to try ORS and they are looking for an appropriate container to mix the ORS in.

Question/Responses	Doers%	Non-Doers%
1. **Self-efficacy:** What makes it difficult to give your child oral rehydration salts (ORS) when s/he has diarrhea?		
Not having the appropriate container	20	0

11. When either Doers or Non-Doers identify a barrier (difficulty) and the response is significant this is usually noteworthy and will merit a Bridge to Activity.

Question/Responses	Doers%	Non-Doers%
1. **Self-Efficacy:** What makes it difficult to feed your child animal source protein foods?		
Too expensive	50	80

12. If Non-Doers give a response to a question about advantages (positive consequences) that is inaccurate (from a technical health or agriculture perspective), you have a choice to make. You can choose to "correct" their misunderstanding, but usually the best use of your time and resources would be to ignore this response and look for responses that represent a real barrier to practicing the Behavior.

Question/Responses	Doers%	Non-Doers%
1. **Positive Consequences:** What are the advantages of giving ORS to your child?		
It prevents malaria	0	20

13. How to make sense of the responses to susceptibility/risk? If the Doers say that they aren't susceptible to the problem, what does that mean? To answer this question, refer to the responses that Doers give to the question about action-efficacy. If Doers agree that doing the Behavior will prevent/avoid the problem, then it's safe to conclude that Doers think they aren't at risk *because* they do the Behavior. In this case you will focus on the Susceptibility response is non-actionable, but you will write a Bridge for the action-efficacy response. If *Non-Doers* say they are not at risk that is an actionable response that requires a Bridge.

Question/Responses	Doers%	Non-Doers%
1. **Susceptibility:** How likely is it that your child will get diarrhea in next three months?		
Very likely	5	65
Somewhat likely	35	35
Not likely at all	60	0
2. **Action-efficacy:** How likely is it that your child will get diarrhea if you wash your hands with soap at the five critical times each day?		
Very likely	13	55
Somewhat likely	30	30
Not likely at all	57	15

Lesson 4 Handout 2: Making Sense of the Data – Practice

Instructions:

- Analyze the data below by calculating the difference between the responses given by Doers and Non-Doers. Circle the responses with a 15 percentage point difference or greater.

- Working with a partner, decide which of the circled responses are actionable and merit writing a Bridge to Activity.

Behavior: Mothers of children 0–23 months wash their hands with soap or ash at the five critical times each day.

Responses	Doers (%)	Non-Doers (%)	Gap	Actionable?
1. Perceived positive consequences: What are the advantages of doing the behavior?				
a. Avoid diseases	90	84		
b. Be clean/hygiene	76	67		
e. Remove bad smell	8	8		
2. Perceived negative consequences: What are the disadvantages of doing the behavior?				
a. None	71	84		
b. Requires money	16	8		
c. Takes time	8	6		
d. People think I'm lazy (don't work)	2	4		
e. Makes food taste strange/bad	10	30		
3. Perceived self-efficacy: What makes it easier to do the behavior?				
a. Access to water	82	69		
b. Access to soap/money for soap	73	78		
c. Access to ash	33	16		
f. Habit/willingness/motivation	18	6		
g. Being aware/knowing how	22	14		
4. Perceived self-efficacy: What makes it more difficult to do the behavior?				
a. No money to buy water	51	35		
b. No money to buy soap	73	78		
c. Not having ash	6	4		
d. No time/too busy	39	16		
5. Perceived social norms: Who approves of you doing the behavior?				
a. Health workers	63	51		
b. My husband	35	63		

Responses	Doers (%)	Non-Doers (%)	Gap	Actionable?
c. Neighbors	25	28		
6. Perceived social norms: Who disapproves of you doing the behavior?				
a. No one	63	63		
b. Elders/local leaders	25	34		
c. My husband	33	55		
7. Perceived severity: How serious is diarrheal disease?				
a. Very serious	88	18		
b. Somewhat serious	10	40		
c. Not serious at all	2	42		
8. Perceived susceptibility/risk: How likely to get diarrhea?				
a. Very likely	78	30		
b. Somewhat likely	14	37		
c. Not likely	8	33		
9. Perceived action efficacy: Will washing hands with soap or ash prevent diarrhea?				
a. Yes	63	27		
b. Maybe	10	24		
c. No	27	49		
10. Access: How difficult is it to get the water you need to…?				
a. Very difficult	33	71		
b. Somewhat difficult	49	24		
c. Not difficult	18	6		
11. Cues for action/reminders: How difficult is it for you to remember to…?				
a. Very difficult	14	14		
c. somewhat difficult	39	47		
d. Not difficult at all	47	39		

Lesson 5: Writing Bridges to Activities

Achievement-Based Objectives

By the end of this task, participants will have:

- Defined Bridges to Activities
- Written Bridges to Activities for a list of Determinants related to a Behavior

Time

2 hours

Materials

- Lesson 5 Handout 1: Definition of Bridge to Activity and Guidance
- The definition of Bridge to Activity from Lesson 2 Handout 2
- Lesson 2 Handout 3: Examples of Completed DBC Frameworks, Example 1 for Agriculture and Natural Resources (ANR) Programs: Poultry Management
- Lesson 5 Handout 2: Example Bridges to Activities
- Flip Charts for Practice Writing Bridges to Activities from Determinants
- Answer Key to Lesson 5 Practice Writing Bridges Game (found in Appendix 5)

Steps

1. Introduction

   1a. Explain that we are now going to review Bridges to Activities, how to write them and how to use them.

2. What is a Bridge to Activity?

   2a. Refer participants to **Lesson 5 Handout 1: Definition of Bridge to Activity and Guidance** and read the definition out loud. Review the different ways to formulate a Bridge depending on the response given by the respondent during the formative research.

   2b. Explain: The details needed to write a Bridge to Activity come from the formative research (Barrier Analysis or Doer/Non-Doer Study) results. Without formative research you cannot write Bridges to Activities. They are both a link between the results of the research (the codes used to summarize the responses given to the Barrier Analysis or Doer/Non-Doer study) and an Activity. There is usually one Bridge to Activity for each significant response given in the study. Some responses, however, essentially mean the same thing so for these only one Bridge to Activity is needed.

   (Example: Handwashing: Self-Efficacy: What makes it difficult? → not having soap. Access: How difficult is it to get soap? → very difficult. Bridge to Activity: Increase the availability of soap.)

3. Ask participants: Why is it recommended not to skip writing Bridges to Activities? Possible answers could include: We need to slow down and think about what the program needs to accomplish; it keeps us from narrowing our focus too quickly; it helps us use the actual words from the Priority Group (gathered during the BA study), and it helps us communicate our rationale.

4. Refer participants to **Lesson 5 Handout 2: Example Bridges to Activities**. Read together the Determinants and corresponding Bridges to Activities. Emphasize that the Bridge to Activity often tells us if we will "increase, improve, reduce, decrease, or reinforce" something. It tells us in what direction we want to affect the change.

<u>Quick exercise:</u> Ask participants what they think were the responses on the questionnaire based on the way the Bridge to Activity was written.

5. Explain that Bridges to Activities are often written using the word "perception" since all of the Determinants are the Priority Group's perception of something. An exception would be for perceived self-efficacy, where the Bridge to Activity would be written as "increase the ability to… and cue for action where the Bridge to Activity would be to "increase the ability to remember to… or remember how to…."

6. Explain that some people are tempted to write Activities in the place of Bridges to Activities, but they are not the same thing. Activities are very specific and include details like *when, where,* and *who.* Bridges to Activities are more general and allow the designer to select among many possible Activities. Bridges to Activities should not be written with an Activity already in mind. Doing that limits the number of options you have to address the issue.

7. Practice Writing Bridges to Activities Game

   – Distribute the prepared Handouts (**Lesson 5 Handout 3: Practice Writing Bridges to Activities from Determinants)** one to each table along with a blank flip chart paper (labeled by team) and strips of tape.
   – Instruct each team to write the Bridges to Activities for the responses/Determinants on their handout and record these on a flip chart as quickly as they can and then post/tape both the handout and the flip chart on the wall.
   – As teams finish post their flip charts on the walls.
   – Refer participants to the **Appendix 5: Key to Lesson 5 Handout 3: Writing Bridges to Activities** and ask each team to check their responses against the key. If time allows, invite the teams to check the Bridges of the other teams against the key.

8. Wrap up the lesson by reminding participants that it is the Bridges that guides <u>the content</u> of the behavior change Activities, which we'll examine in the next lesson.

Lesson 5 Handout 1: Definition of Bridge to Activity and Guidance

Based on the responses given by the Priority Group during the formative research (Barrier Analysis study), Bridges to Activities are more specific descriptions of what the behavior change Activity needs to do to address the issue revealed by the research.

A Bridge to Activity begins with a directional verb (e.g., increase, decrease, improve, or reinforce).

Bridges to Activities are NOT expressed in percentages (even though they sound like indicators).

Bridges to Activities never mention a specific (behavior change) Activity.

The <u>Priority Group</u> is always the subject of the Bridge to Activity (in the end, we always want to change the perception, or the ability or availability to something of the Priority Group). This is even true when talking about the influencing group. → Increase the perception (of the Priority Group) that the Influencing Group approves of XYZ.

The exception to the above rule relates to the Determinant **policy**.

If the policy is detrimental, then the subject of the Bridge to Activity is 'policy makers' → increase the perception *of the policy makers* that the policy needs to be changed to avoid the negative impact.

If the policy is good, then you need to increase the ability of the Priority Group to get their needs met within the parameters of the policy; for example, increase the perception that coming to the clinic on vaccination day is the best way to ensure that your child will get vaccinated.

Formulation of a Bridge to Activity

The behavior change Activity needs to…..

Directional verb (increase, decrease, improve, reduce, reinforce)

+ the perception that…

or

the ability to…/ability to remember… (self-efficacy or cue for action)

or

the availability of…(access*)

*Some responses that relate to the Determinant access many not be about the availability of a product (soap, seeds, ITN). For example, "Increase the number of female doctors" could well be an access issue related to the Behavior *facility delivery* in a country like Afghanistan.

Lesson 5 Handout 2: Example Bridges to Activities

Behavior: Targeted poultry raisers keep chickens enclosed (penned up) at all times.

Determinants	Bridges to Activities
Perceived Negative Consequences	• <u>Increase</u>* the perception that hens will lay well even when penned up. • <u>Increase</u> the perception that the additional expense/effort for penning will result in higher income (cost effective).
Self-Efficacy	• <u>Improve</u> the ability to give chickens adequate feedstuffs and sufficient water so they continue laying.

Perceived Positive Consequences	• <u>Reinforce</u> the perception that penning up chickens:
	  a. decreases losses due to illness and wild animals,
	  b. decreases crop/garden losses due to chickens,
	  c. makes vaccinating them easier, and
	  d. provides useful manure.

Access	• <u>Increase</u> the availability of:
	  a. low-cost fencing materials and
	  b. chicken feed

*could also be written as: decrease the perception that hens will not lay when they are penned up

Lesson 5 Handout 3: Practice Writing Bridges to Activities from Determinants

TEAM A	
Responses from Formative Research	**Determinant**
1. I don't know how to plant on the contour of the land.	Perceived self-efficacy/skills
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want to look foolish by doing that.	Perceived social norms
3. If I leave the crop residue on my fields I will have more insects next year.	Perceived negative consequences
4. The wind is more likely to knock down my maize if I plant in rows.	Perceived negative consequences
5. I don't like to use the clinic because they were mean to me the last time I went.	Access or Perceived negative consequences
6. Working outside the house makes it difficult to exclusively breastfeed my child.	Perceived self-efficacy/skills
TEAM B	
Responses from Formative Research	**Determinant**
7. I hate weeding! I can't tell one plant from another.	Perceived self-efficacy/skills
8. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	Cue to action/ reminders
9. Only children who are born small become malnourished. My child was a good size, so I don't have to worry about that.	Perceived susceptibility
10. My land has a lot of topsoil; so if I lose some topsoil, it wouldn't be so bad.	Perceived severity
11. Our religion says that "cleanliness is next to godliness," so I wash my hands regularly.	Perceived divine will
12. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	Policy

TEAM C	
Responses from Formative Research	**Determinant**
13. We have always drunk water from the river.	Culture
14. It's too difficult to have with just my wife and no one else.	Perceived self-efficacy/skills
15. My husband wants me to plant more cash crops than crops for household consumption this year.	Perceived social norms
16. I would use family planning, but they stopped providing the type I like.	Access
17. I want to build an improved silo/granary this year to prevent rats. They ate a lot of my maize last year.	Perceived positive consequences
18. Water purification tablets are available in the village store.	Access

TEAM D	
Responses from Formative Research	**Determinant**
19. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	Cues to action/ reminders
20. I tried that, and it took too much time and effort.	Perceived negative consequence
21. Who cares if my child is underweight? He's still growing and I was small at his age, too.	Perceived severity
22. It's God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	Perceived divine will
23. If my child is well nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	Policy Perceived negative consequences
24. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	Culture

Lesson 6: Learning about Data-driven Behavior Change Activities

Steps

1. Introduction

   1a. Refer to **Lesson 2 Flip Chart 1: The DBC Framework**. Explain that we have now come to the heart of this training: how to select and describe the most effective behavior change Activities.

   1b. Ask participants to define the term "Activity" in the context of a behavior change strategy. Hear responses.

   1c. Show the explanation of Activity in **Lesson 2 Handout 1: Behavior Change Activity Definitions**. Explain that an Activity is a set of tasks that, when implemented together, will address the Bridges to Activities. Activities typically start with an action verb. Also remind participants that when designing a behavior change strategy, there should be as few Activities as possible to address as many of the Bridges to Activities as possible. This saves money, time, staffing, and reduces complexity. Fewer Activities also makes it easier to implement from both the project and the community's perspective.

   1d. Explain that there are usually two opportunities during the life of a project to develop behavior change Activities: 1) when the project is being designed (prior to receiving funding); and 2) during project implementation – when you determine that the planned behavior change Activities are not effective in changing behaviors. What do we do then? Usually, we can make small changes to our Activities without having to completely start over. Explain that in this lesson we are going to examine our existing behavior change Activities and learn how to modify them to respond to the Bridges to Activities.

2. Behavior change Activities that address specific Determinants/Bridges to Activities

2a. Ask: How many of you have ever been involved or responsible for developing a project proposal? Explain that when project designers are developing a proposal they usually have a good idea of the Behaviors that need to be promoted because they have access to data like the Demographic Health Survey or other similar reports; but often they haven't had the chance to conduct formative research, so they don't have any concrete evidence of what the key barriers/obstacles are preventing people from doing the desired Behaviors or what the motivators might be.

2b. Ask: How do you usually decide what behavior change Activities to propose in absence of data like that provided by the Barrier Analysis? [Usually we propose Activities that we've heard of already and/or we make educated guesses about the barriers.] How do we know which Activities will be the most effective in promoting a Behavior? [At the very minimum, they should remove/minimize the barriers we think are preventing the Priority Group from practicing the Behavior or enhance/maximize the benefits we think will motivate them to practice it.]

2c. Exercise: Ask participants to work with their tablemates to list on flip charts all the behavior change Activities they have heard of or used. Post these on the wall for future use. Explain that only a few Activities are limited to only one Determinant/Bridge; usually *the content* of most behavior change Activities can be modified to address other determinants/Bridges to Activities.

Ask participants to look at the lists of Activities that they've made and identify which Activities seem to address a particular Determinant/Bridge to Activity. [Some Activities will be about distributing something which clearly relates to Access and the Bridge, "increase the availability of…." Point out, however, that sacks of improved seeds could be distributed (access) along with a length of stick to also address cue for action and the Bridge, "increase the ability to remember the space between seed rows." This demonstrates how one Activity can be tweaked so that it also addresses another, or several Bridges to Activities. Ask a participant to explain how any other Activity from the list that also could be modified to address more than one Bridge to Activity.

2d. Practice Matching Behavior Change Activities to Determinants

- Exercise: Refer participants to **Lesson 6 Handout 1: Matching the Determinants to Activities** and ask them to read the Activity Hint and match it to the Determinant that it addresses by writing the letter of the Determinant in the box next to the Activity hint**.**

- Review the results in plenary asking each respondent to explain why that particular Determinant corresponds to the Activity selected

- Ask participants to create the Bridge to Activity that corresponds to the Determinant and Activity.

2d. Using Bridges to Activities to develop more effective Behavior Change Activities

- When formative research is conducted among your Priority Group, you have a better understanding of their perspective and their opinions about why practicing the desired Behavior is difficult or what makes it possible for some to practice the Behavior.

- Explain that once you know what the real barriers and motivators are, the behavior change Activity can more deliberately and strategically address those – and this should be done taking into consideration the context in which your Priority Group lives (second column of the DBC framework).

- Exercise: Video: Use the link provided here (www.youtube.com/watch?v=5Gtio4V1L3o) and show the example of the texting-while-driving behavior change Activity; ask them to watch and then write the Bridge to Activity that corresponds to the Activity.

- Exercise: TV Spot: Tell participants that the project Alive & Thrive uses the results of formative research to design behavior change Activities. One of them is affectionately known as "Talking Babies" which was made as a TV spot in Vietnam. I am going to read the script from the Talking Babies Infomercial. [Alternatively send the participants the link to the TV ad and give them time to view it.] Refer

participants to **Lesson 6 Handout 2: Talking Babies Script**. After listening to/viewing the ad ask the participants to write down the Bridge to Activity(ies) they think resulted in this ad.

Exercise: Story: Explain that we are now going to continue to identify the Bridges to Activity that are addressed in a story that was written to promote the following Behavior: Pregnant women eat iron rich foods at least three times a week.

Ask: How can stories effectively promote behavior change? [Possible responses: listeners can identify with characters in the story but not feel defensive; listeners are allowed to discover the idea for themselves.]

- Refer participants to **Lesson 6 Handout 3: Bridge to Activity Story**. The facilitator reads each section of the story out loud and then gives a few minutes for participants to write the Bridge(s) to Activities (in their notebooks) that they believe correspond to what they heard in that section of the story. Repeat this through to the end of the story.

- Refer participants to the key in **Appendix 7: Key to Lesson 6 Handout 3: Bridge to Activity Story** for this exercise. Ask them to check their work against the key. Take questions.

- Ask participants in which contexts can they anticipate using stories or testimonials to address many Bridges to Activities. Could stories be used to promote agriculture and natural resource management practices/techniques?

Lesson 6 Handout 1: Matching Determinants to Activities

Instructions: Read the Activity Hint and match it with the Determinant that it addresses by writing the letter of the determinant in the box next to the Activity. (This is only an exercise - normally you match *Activities to Bridges.*)

A. Perceived positive consequences/ perceived negative consequences

B. Perceived severity

C. Access

D. Perceived social norms

E. Cues for action/reminders

F. Perceived susceptibility/risk

G. Perceived self-efficacy/skills

H. Culture

I. Perceived divine will

J. Policy

K. Perceived action efficacy

Nutrition/Health/WASH Activity	Answer
• Distribute soap • Conduct outreach for growth monitoring • Train health care providers to be more 'welcoming' • Subsidize the price of mosquito nets	
• Recruit and train well-respected traditional healers to screen for malnutrition and provide nutrition counseling to mothers • Recruit grandmothers to become advocates for the Essential Nutrition Actions (ENA)	
• Create and share testimonials of people who sleep under ITNs and identify the immediate benefits of the practice	
• Tie soap from a string next to the tippy-tap • Distribute a visual aid showing how many meals per day each age of child (6–24 months) should eat	
• Display pictures of mouth cancer victims on the sides of cigarette packets • Ask a villager to calculate the amount of feces a community produces in a year	
• Display illustrations showing the prevalence of a given disease in an area; • Demonstrate a 1:5 ratio (1 in five children have diarrhea) by having mothers count off by 5 and asking every "#2" mother to stand, showing how many would "have diarrhea" according to the 1:5 ratio	
• Work with religious leaders to gain support for equal feeding practices regardless of gender • Produce sermon outlines for religious leaders about the importance of pregnant women eating well even during the fasting month.	
• During Positive Deviance/Hearth, compare weight at the beginning and weight at the end	
• Form breastfeeding support groups where mothers help each other overcome breastfeeding difficulties • After a cooking demonstration, teach mothers about active feeding techniques	
• Work with ministries of industries and local consumer groups to pass regulations requiring and providing standards for the fortification of foodstuffs; for example cooking oil with vitamin A and flour with iron, zinc and B vitamins	
• Write a story about a grandmother who supports immediate breastfeeding even though 'that's not how we used to do it" and use the story to generate discussion around how customs have changed over the years	

Instructions: Read the Activity Hint and match it with the Determinant that it addresses by writing the letter of the determinant in the box next to the Activity.

A. Perceived positive consequences/ perceived negative consequences

B. Perceived severity

C. Access

D. Perceived social norms

E. Cues for action/reminders

F. Perceived susceptibility/risk

G. Perceived self-efficacy/skills

H. Culture

I. Perceived divine will

J. Policy

K. Perceived action efficacy

Agriculture and Natural Resource Management (ANRM) Activity	Answers
• Donate one animal to a family with the understanding that that family will give an offspring to another family. • Persuade local shops to sell seeds and implements. • Agriculture volunteers buy quality seed in bulk to repackage and sell to farmers at affordable prices.	
• Orient village elders and farmers' wives to the benefits of adopting the new practices. • Organize award ceremonies by local authorities for increased production, successful new crops, or best produce or livestock.	
• Create and share testimonials of people who keep their chickens penned up and identify the immediate benefits of the practice.	
• Create a visual aid showing the distance between planted rows. • Model Farmers send text messages to other farmers about date of improved seed sale.	
• Walk around the community to identify the amount of land that has eroded over the past 5 years and is no longer cultivatable. • Analyze the increasing hunger period.	
• Organize a discussion with older farmers about the amount of land lost to erosion, and how practically no one in the community has been able to avoid the problems.	
• Train religious leaders to help farmers realize that crop rotation and "resting the land" are in line with recommendations in their holy scriptures.	
• Compare yields using improved seed and traditional seed. • Compare soil loss between areas where erosion control techniques were applied and areas where they weren't	
• Ag extension agents teach farmers how to construct an improved silo/granary. • Farmer cooperative members learn to make compost.	
• Pass controls and regulations on pesticides that limit the import of illegal products. • Develop rules for animal circulation to prevent the spread of disease. • Promote policies to favor marketing of local production over imports.	
• Write a story about an old farmer who supports the use of modern pesticides even though 'that's not how we used to do it." Use the story to generate discussion around how customs have changed over the years.	

Lesson 6 Handout 2: Talking Babies Script[7]

Older baby: I just finished breastfeeding. So yummy!

Younger baby: Did you drink some water to rinse your mouth?

Older baby: Oh, no. I don't drink even a little bit of water. Just a few drops of water can make us sick.

Younger baby: Really?

Older baby: Breastmilk has enough water and all the nutrients you need.

Younger baby: Mom, I don't need water. Don't worry that I'm thirsty or need to rinse my mouth. Leading health organizations recommend that you feed me only breastmilk for the first six months. Breastmilk has enough water and nutrients for me to grow up healthy and smart.

Chorus of children: Breastmilk— the best for us, proven globally.

This TV ad can be viewed at: www.youtube.com/watch?v=-wIWFlr3xNE

---

[7] From Alive & Thrive program in Vietnam.

Lesson 6 Handout 3: Bridge to Activities Story

Instructions: Read the story and write the Bridges to Activities that correspond to the story.
Behavior: Pregnant women eat iron-rich foods at least three times a week.

Marie and Therese live in the same village and they both grow maize; in fact, their fields are side-by-side. Marie had just given birth to her first baby six months ago and Therese was four months pregnant. One day they met on the path walking back from their fields. The rains had begun and they wanted to get their fields planted quickly.

Marie looked at Therese and said: I noticed that you weren't able to get your whole field planted. You had to rest a lot during the day. What is the matter?

[Show picture of two women walking side by side talking (one woman is carrying an infant), two fields in the back ground, one completely planted, the other only half planted]

Therese explained that she had been feeling exceptionally tired since she got pregnant and that she wasn't able to work as hard as she did before. She said that her whole family was a bit annoyed with her. "I don't know what is the matter!" she exclaimed.

Marie told Therese that during one of her prenatal consultations, the nurse had explained that pregnant and lactating women can get a condition called anemia. Anemia causes people to get tired quickly and it's especially problematic for pregnant women. She said that anemia is caused when you don't eat enough foods that are rich in iron. Iron is like a vitamin – you only need a little of it – but when you don't have it, it causes big problems.

"What kind of big problems?" Therese asked.

"Well, if a pregnant woman doesn't eat enough iron-rich foods, in addition to being tired all the time, she might give birth too early and her baby might be too small. In serious cases there might be birth defects. When I heard this I really made sure that I was eating plenty of iron-rich foods. Marie explained.

Therese was very alarmed by this news and asked: "But what foods have lots of iron? I don't know."

Therese and Marie walked along the path and came to a table where her neighbor was selling some vegetables.

"Let's stop here, Therese, and I'll show you. You see these green leaves? And these beans? Both of these are rich in iron. In fact, my husband has given me some money to buy some so our whole family gets enough iron. He's very proud of how I took care of myself when I was pregnant and now that I'm a mother. And it's not expensive either. Just one bunch of leaves a couple times a week is enough." [Show picture of two women stopped by a kiosk, looking at the vegetables/green leaves]

Marie gave some leaves to Therese to try.

When Therese got home, she explained to her husband about anemia and how important it is to eat iron-rich food. She added the green leaves to their dinner that night, and discovered that they were very tasty. [Show a picture of Therese and her husband/family eating the green leaves looking happy.]

Therese and her husband decided to go back to the same place the next day and ask the vendor how to grow the green leaves so they could grow their own and save some money. [Show picture of Therese and her husband at the kiosk discussing with the vendor.]

Therese began to eat iron-rich foods several times a week and after a few weeks her energy levels increased and she was able to work like before. She gave birth to a healthy baby boy who had a good weight. Everyone in the family was happy.

When Marie came to visit, Therese thanked her for sharing the advice about eating iron-rich foods and explained that they will continue to eat well so she has energy enough to work and to produce enough breast milk for her new baby. Theresa's husband showed Marie the family garden where they are growing lots of vegetables including green leaves. He proudly gave Marie some vegetables from his garden and thanked her for being such a good neighbor and friend of his wife.

 [Show picture of Theresa's husband and Marie beside the garden where green leaves are growing, Therese is in the background breastfeeding her health newborn infant.]

Lesson 7: Practice Describing your Data-driven Behavior Change Activities

Achievement-Based Objectives

By the end of this task, participants will have:

– Practiced writing a behavior change Activity
– Critiqued an Activity description using tools provided

Time

3 hours

Materials

– Lesson 7 Handout 1: Describing your Behavior Change Activity
– Lesson 7 Handout 2a: Dissecting a Behavior Change Activity- An Example
– Lesson 7 Handout 2b: Dissecting a Behavior Change Activity- An Example
– Lesson 7 Handout 3: Dissecting a Behavior Change Activity- Practice
– Lesson 7 Handout 4: Behavior Change Strategy Checklist

Steps

1. Introduction

    1a. Explain: Now that we've learned about the elements of a behavior change Activity description and practiced linking a description with Bridges to Activities, we will now practice writing behavior change Activity descriptions ourselves.

    1b. Tell participants that reviews of completed DBC frameworks and discussions with practitioners indicated a desire and an opportunity for more in-depth discussion and practice in linking the results from their Barrier Analysis studies to Activities and writing clear descriptions of those Activities.

    1c. Remind participants that a behavior change Activity description should be quite detailed. It should identify all the different aspects that one would need to know to implement the Activity effectively – with quality. Refer participants to **Lesson 7 Handout 1: Describing your Behavior Change Activity** and review the list – explain that the most important point is Point #3. The Content. Take questions.

    1d. Refer participants to **Lesson 7 Handout 2a and 2b. Dissecting a Behavior Change Activity – An Example** [Refer ANRM participants to the Farmer Field School example] and ask them to read it individually. Explain that while many details about the Care Group/Farmer Field School approach(es) are missing from this example, it provides information about the key tasks required to organize the Care Group approach and especially the data that informs the content of the Activity.

    1e. Exercise: Ask each participant to select one of the Activities that they know well from the flip charts made during Lesson 6. They should identify a Behavior and up to 3 Bridges to Activities. Then, using the questions in **Lesson 7 Handout 2b: Dissecting a Behavior Change Activity- An Example**, but focusing on question #3, participants should fill in the information they know about the Activity using **Lesson 7 Handout 3: Dissecting a Behavior Change Activity - Practice**. Invite participants with different Activities to share the Content.

Describing our Behavior Change Activities

Attributes of Effective Behavior Change Strategies: Explain that one of the challenges that project designers and project evaluators face is the lack of clear guidance regarding the attributes of an effective behavior change strategy (set of Activities). Despite this gap, from our experience over the decades we can identify the common elements of effective behavior change strategies. Refer participants to **Lesson 7 Handout 4: Behavior Change Strategy Checklist**. Ask participants to review and take comments. Explain that participants can use this checklist when developing/ evaluating their behavior change strategies/Activities.

Exercise 1

Refer Participants to the **Appendix 5: Key to Lesson 5 Handout 3: Writing Bridges to Activities.**

Taking sector specialties into consideration, assign one Bridge to Activity to each participant and ask them to describe a behavior change Activity that addresses that Bridge by writing the answers to the seven questions shown in **Lesson 7 Handout 1: Describing Your Behavior Change Strategy**, but focusing on point #3.

Write responses on a flip chart post and conduct gallery walk (post sheets next to each flip chart and invite observers to make suggestions to improve the description). Allow time for each group to read their comments.

Exercise 2

Using information gathered during the introduction exercise (behavior and barriers) assign a Behavior and 2 – 3 Bridges to Activities to each person/pair/small group and ask them to describe a behavior change Activity(ies) that address/es those Bridges by writing the answers to point #3 of **Lesson 7 Handout 1: Describing Your Behavior Change Activity.**

Write responses on a flip chart (can also be written on a computer and shared electronically), post and conduct gallery walk (post sheets next to each flip chart and invite observers to make suggestions to improve the description). Allow time for each group to read their comments.

Ask participants to share the lessons they learn from this exercise.

3. Wrap-up

   3a. Close the task by pointing out that many behavior change Activities focus on increasing knowledge or simply listing advantages of a Behavior, but we need to keep in mind that for our Activities to be more effective they have to address the Bridges to Activities and how this is done has to be very deliberate. Also remember that most Activities can be adjusted to address more than one Determinant/Bridge to Activity.

Lesson 7 Handout 1: Describing your Behavior Change Activity

Make sure your activity description includes the following elements:

1. Explain what will happen – use an action verb

2. Explain who will be invited to participate in the Activity

3. What is the content of the Activity? Explain how it addresses the Bridges to Activities? What opportunities are there for practicing a skill and inviting the Priority Group to make a commitment to try out the Behavior/take steps to trying out the Behavior?

4. Who is implementing the Activity?

5. How frequently is this Activity being implemented with the Priority Group (others)

6. What visual aids/materials/tools/ etc. are needed?

7. Where will the Activity be implemented?

Lesson 7 Handout 2a: Dissecting a Behavior Change Activity – An Example

Behavior Statement[9]: Pregnant women eat iron-rich foods at least three times a week.

Bridges to Activities: See **Appendix 7**

Name of Behavior Change Activity: Care Groups

Elements of a Behavior Change Activity	Responses
1. Explain what will happen – use an action verb.	Form target women (100% of Priority Group) into groups of 10 – 15 Neighbor Women (NW); NW select Leader Mothers (LM); Train Promoters to train LM; Promoters meet with groups of LM and LM meet with groups of NW to promote behavior change.
2. Explain who will be invited to participate in the Activity.	The Priority Group is pregnant women and mothers of children 0 – 24 months of age.
3. What is the content of the Activity? Explain which Bridges to Activities are being addressed and how. What opportunities are there for gaining a skill and inviting the Priority Group to make a commitment to try out the Behavior?	During the meeting on the importance of eating iron-rich foods, group members will listen to the story shown in **Lesson 6 Handout 2** and look at pictures which highlight these Bridges to Activities: a) increase ability to identify fatigue as a health problem that has a solution; b) increase perception that anemia is common in pregnant women c) increase the perception that anemia in a pregnant woman is a serious condition; d) increase the ability to identify foods rich in iron; e) increase the perception that iron rich foods are readily available; f) increase the perception that husbands approve of women who take care of their health (by eating right); g) increase ability to grow iron-rich foods; h) increase the perception that eating iron rich foods, like green leaves, will prevent fatigue and ensure a healthy baby and happy family.

They will discuss the relevance of the story to their own lives. They will discuss ways they could adopt the behaviors being discussed and how to overcome the barriers they may face. At the end of each meeting each women will be given the opportunity to commit to trying some aspect of the behavior. As part of the meeting there will be an activity that helps the group members leave to select foods rich in iron.

Meetings will be followed up by home visits each month conducted by Promoters to LM and by LM to NW. |
| Who is implementing the Activity? | Coordinators will train and supervise Promoters; Promoters will meet with and supervise LM; LM will meet with their group of NW. |
| How frequently is this Activity being | Promoters will be trained on several modules twice a year; Promoters will attend refresher sessions once a month on one lesson; Promoters |

implemented with the Priority Group (others)?	will meet with LM once a month and LM will meet with NW once a month;
	Monthly home visits will be conducted by Promoters and LM
What visual aids/materials/tools/ etc. are needed?	24 lessons promoting the following behaviors (X, Y, Z) will be developed and accompanied by illustrations. Each Promoter and each LM will have copies of the lessons and illustrations (flip charts).
Where will the Activity be implemented?	Promoters will be trained in the conference room of the NGO; Promoters will meet with the LM in their village (central location) and LM will meet with their NG in a location selected by the group members (probably the yard of one of the members.)

Lesson 7 Handout 2b: Dissecting a Behavior Change Activity – An Example

Behavior Statement: Farmers whose land is erosion-prone construct contour berms in the erosion-prone areas.

Bridges to Activities: a) increase ability to identify erosion-prone land; b) increase the perception that constructing contour berms is a good way to prevent erosion; c) increase the ability to identify where contour berms should be constructed; d) increate the ability to construct contour berms.

Name of Behavior Change Activity: Farmer Field School

Elements of a Behavior Change Activity	Responses
1. Explain what will happen – use an action verb.	**Form** groups of 10-15 farmers with fields on land with slope; They **select** one farmer to be the Farmer Leader (FL) of the group (FLG); **Train** Promoters to train FLs; Promoters **meet** with groups of FLs, and the FL **meets** with his/her FLG in his/her farm to promote the behavior change.
2. Explain who will be invited to participate in the Activity.	The Priority Group is farmers with fields prone to erosion.
3. What is the content of the activity? Explain which Bridges to Activities are being addressed and how. What opportunities are there for gaining a skill and inviting the Priority Group to make a commitment to try out the Behavior?	FLG members will listen to a story and look at pictures about how a farmer with erosion-prone land was able to prevent erosion by constructing contour berms. They will discuss the relevance of the story to their own farming practices. The story and pictures address the following Bridges to Activities: a) increase ability to identify erosion-prone land; b) increase the perception that constructing contour berms is a good way to prevent erosion; c) increase the ability to identify where contour berms should be constructed; d) increate the ability to construct contour berms.

They will discuss ways they could adopt the practice being discussed and how to overcome the barriers they may face. How to construct contour berms will be discussed at a meeting. After each meeting each farmer will be given the opportunity to commit to trying the behavior. As part of the meeting there will be an activity in the FL's field that helps the group members learn to construct a contour berm.

During the growing season field visits will be undertaken by Promoters to FLs and by FLs to FLGs members' farms to support contour berm construction. |
4. Who is implementing the Activity?	Agriculture Coordinators will train the and supervise the Promoters; Promoters will meet with and supervise the FLs of FLGs; FL will meet with and supervise their FLG members; Once a month a random field visits of some FLG members will be undertaken by the Coordinator, Promoters, and FLs.
5. How frequently is this Activity being implemented with the Priority Group (others)?	This activity follows the seasonal calendar of the location. Promoters will be trained on five modules once per cropping calendar. Once the terracing is established (i.e. the hedges are well established on the contour), it will only require maintenance.
6. What visual aids/materials /tools/ etc. are needed?	Five lessons promoting the following steps of the behavior will be developed and accompanied by illustrations: 1. Building an A-Frame 2. Marking the shape of the land 3. Establishing hedge rows of the contour

	4. Types of soil erosion control structures (contour berms)
	5. Harvesting and planting living hedges
	Each promoter and each FL will have copies of the lessons and illustrations (flip charts).
7. Where will the Activity be implemented?	Promoters will be trained in the field of a FL; Promoters will meet with the FLG members in one FL's farm and the FL will meet with FLG members in his/her farm or in a group member's farm.

Lesson 7 Handout 3: Dissecting a Behavior Change Activity – Practice

Instructions: Select a Behavior and write the Behavior Statement. Then decide on up to three Bridges to Activities that would that you know well and describe it by answering the questions in the left column.

The Behavior Statement:

Bridges to Activities:

Name of Behavior Change Activity:

Elements of a Behavior Change Activity	Description
1. Explain what will happen – use action verb.	
2. Explain who will be invited to participate in the Activity.	
3. What is the content of the Activity? Make sure it clearly addresses some of the Bridges to Activities? What opportunities are there for inviting the Priority Group to make a commitment to try out the Behavior/take steps to trying out the Behavior?	
4. Who is implementing the Activity?	
5. How frequently is this Activity being implemented with the Priority Group (others)?	
6. What visual aids/materials /tools/ etc. are needed?	
7. Where will the Activity be implemented?	

Lesson 7 Handout 4: Behavior Change Strategy Checklist

Attributes	YES	NO	More Details
1. Does your behavior change strategy identify the specific audience (s)/Priority Groups[8] that you are working with?			What are those specific audiences?
2. Does your behavior change strategy use a coverage approach that assures that your behavior promotion activities reach at least 80% of the members of all Priority Groups on a regular basis?			
3. Does your behavior change strategy have a list of the specific individual Behaviors to be promoted/practiced?			What are those specific Behaviors?
4. Does your behavior change strategy implement specific Activities for each specific audience/Priority Group?			
5. Does your behavior change strategy implement specific activities to promote specific Behaviors?			
6. Do your behavior change activities reach your specific target audience/Priority Group on a one-on-one/small group basis?[9]			
7. Do your behavior change activities reach your specific target audience/Priority Group at least once a month?			
8. Are the majority of your behavior change activities for key Behaviors informed by formative research data?			What formative research has been conducted? How did the data inform the BC Activities?
9. Are the Behaviors being promoted by people who are respected by the Priority Group? [10]			Who are those promoters?
10. Does your behavior change strategy use channels of communication appropriate to the Priority Group?			What are those channels?

---

[8] Groups that should practice a specific Behavior. Example: Pregnant women attend at least four prenatal consultations.
[9] This may be in addition mass media and other large group activities.
[10] Including peer-selected volunteers

11. Were any visual materials (e.g., flipcharts) or audio methods (e.g., radio scripts) pretested to assure they made sense to the target audience?			
12. Does your behavior change strategy include Activities that go beyond awareness raising/passing messages?			What are some examples?

Lesson 8: Closing Session

Steps

1. Pass out the **Lesson 1 Handout 2: Pre-Post-Test** and the **Lesson 8 Handout 1: Post Training Process Survey**. Ask participants to circle the word "Post" on the test to distinguish it from the Pre-Test. Ask participants to complete the Post-Test first and either write their name on it or identify it using the same symbol as the Pre-test so the facilitator can return the Post-Tests to each person.

2. As participants complete their Post-Test, and begin to complete the Post Training Process Evaluation, correct the Post-Test.[11] Note the number of participants who got the same number of correct responses and put this on **Lesson 8 Flip Chart 2: Tracking Correct Responses in the Pre-and Post-Tests** so the group can see their progress. Return the Pre- and Post-Tests to each participant.

3. Hand out certificates (optional) and congratulate the participants. Distribute contact lists and any final materials.

---

[11] You can also ask participants to correct their own Post Tests by writing the key (**Appendix 1: Key to Pre-Post Test**) on a flip chart facing away from the participants.

Lesson 8 Handout 1: Post-Training Process Survey

1. Please check the box that most closely reflects your opinion.

Training Process and Facilitation	Strongly Agree	Agree	Disagree	Strongly Disagree
The training was presented in an organized and interesting manner.				
The training was relevant to my work.				
The facilitator helped me learn to the best of my ability.				
All members of the group were encouraged to participate.				
I acquired new skills at this training that I can apply directly to my job.				
I was satisfied with the quality of the materials distributed at this training.				

2. Overall, how satisfied were you with the training?

  ❑ Very satisfied

  ❑ Satisfied

  ❑ Dissatisfied

3. To what extent do you expect this training to make a difference in the way you design, organize, and conduct a Doer/Non-Doer Study or Barrier Analysis?

  ❑ No difference

  ❑ Some difference

  ❑ Substantial difference

4. How confident are you that you will be able to apply the ideas and strategies from this training in your work?

    ❑ Very confident

    ❑ Somewhat confident

    ❑ Not very confident

5. What I liked most about the training was:

6. What needs to be improved? Additional comments:

Appendices

Appendix 1. Key to Pre/Post Test

1. The next step after conducting a Barrier Analysis study is:

    a. **Write Bridges to Activities**

    b. Decide what behavior change activities to implement

    c. Use the data to develop messages

2. Typically there is one Bridge to Activity for each significant finding on the Barrier Analysis study. What would be a reason for NOT having one Bridge for each significant finding?

    a. Responses to two BA questions are contradictory

    b. **The response to a BA question is not actionable**

    c. Responses to two BA questions are inconclusive

3. When completing the "activity column" on the DBC framework there should be...

    a. One activity for each of the Bridges to Activities

    b. Activities for each of the four most powerful determinants

    c. **A few activities that address most of the Bridges to Activities**

4. The most effective behavior change activities

    a. Include a mass media element

    b. **Include an interpersonal element**

    c. Communicate messages through multi-channels of communication

5. When describing your behavior change activity, the description needs to....

    a. List the key messages

    b. Describe how the gate-keepers will be reached

    c. **Describe how the activity addresses the Bridges to Activities**

6. When interpreting data from a Barrier Analysis study.....

    a. The percent of the total of Doers or Non-Doers needs to be taken into consideration

    b. It doesn't make a difference who (Doers / Non-Doers) said what

    c. **Some data might not be actionable at present**

7. When writing a behavior change activity description

    a. Some of the details can be worked out later

    b. **It's critical that one or more Bridges to Activities is clearly addressed**

    c. One of the most important aspects is who will implement the activity

8. Which of following activities addresses the determinant "negative consequences?"

   a. Picture on a pack of cigarettes showing a mouth cancer victim

   b. Notice on the cigarette pack saying "smoking is hazardous to your health"

   c. **Poster in a high school showing a female student saying "Who wants to kiss Jake? His breath smells like an ash tray?"**

9. Which determinants are addressed by the activity – Tying a bar of soap to a hand washing station?

   a. Self-efficacy and access

   b. Cue for action and self-efficacy

   c. **Access and cue for action**

10. What would be the most appropriate Bridge to Activity for the following data related to the question: Who disapproves of you applying fertilizer to your home garden?
    Response: My mother-in-law: Doers: 15 Non-Doers: 35

    a. This is a trick question – no Bridge to Activity should be written

    b. **Increase the perception that mothers-in-law approve of using fertilizer on home gardens**

    c. Increase the perception of mothers-in-law that fertilizing the garden is a good thing to do.

Appendix 2. Key to Lesson 3 Handout 1: Learning about Determinants

Question	Determinant
1. Which determinants should *always* be studied?	Self-efficacy, social norms, positive consequences, and negative consequences
2. Which determinant asks about the bad things that could/did happen when you do the behavior?	Negative consequences
3. Which determinant asks the priority group if they can get the things they need to do the behavior?	Access
5. Which two determinants **don't ask** about the behavior, but more about the problem?	Perceived susceptibility and perceived severity
6. What is the difference between action-efficacy and self-efficacy?	Action efficacy is the perception that doing the behavior will solve/prevent the problem; Self-efficacy is the perception that one can do the behavior.
7. Which determinant is about being able to remember to do the behavior?	Cue for action
8. Which determinant might be more important for NGOs working with faith communities?	Divine will
9. Which determinant is about belief that the behavior is effective in solving the problem?	Action-efficacy
10. Which determinant is about the good things that may happen/did happen after doing the behavior?	Positive consequences
11. Which determinant is about the belief/confidence that you can do the behavior?	Self-efficacy
12. Which is the determinant that talks about whether the group I belong to agrees that I do the behavior?	Culture
13. Which determinant is about the belief that someone I care about either approves or disapproves of me doing the behavior?	Social norms
14. Which determinant is about the belief that the problem is serious?	Perceived severity
15. Which determinant is about the belief that there is a law or regulation that favors or hinders the practice of the behavior?	Policy
16. Which determinant is about the belief that one is vulnerable to the problem?	Perceived susceptibility
17. Which determinant has many different facets – such as cost, geography, distance, language, gender and culture?	Access

Appendix 3. Key to Lesson 3 Handout 2: Match the Determinants

Responses From Formative Research	Determinant
1. I don't know how to plant on the contour of the land.	Self-efficacy
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want him to think I am foolish.	Social norms
3. If I leave the crop residue on my fields (don't burn it), I will have more insects next year.	Negative consequences
4. If I plant in rows, the wind is more likely to knock down my maize.	Negative consequences
5. They don't sell that pesticide in my village and it's a long walk to the district warehouse.	Access
6. I don't like to use the clinic because they were mean to me the last time I went.	Access or negative consequences
7. Working outside the house makes it difficult to exclusively breastfeed my child.	Self-efficacy
8. I hate weeding! I can't tell one plant from another.	Self-efficacy
9. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	Cue for action
10. Only children who are born small are malnourished. My child was a good size, so I don't have to worry about that.	Susceptibility
11. I heard that if I don't terrace my land, I could lose topsoil; but there's plenty of topsoil so that's not such a big problem.	Severity
12. Our holy book says that we should always be clean, so my family built a Tippy Tap/handwashing station.	Divine will
13. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	Policy
14. Our people have always done it this way.	Culture

Responses From Formative Research	Determinant
15. It's too difficult to have sex with just my wife and no one else.	Self-efficacy
16. My husband wants me to plant more cash crops than crops for household consumption this year.	Social norms
17. I don't want to plant sweet potatoes this year. Last year I planted them, but everyone else did too, and the price I got for them was very low.	Negative consequences
18. I would use family planning, but they stopped providing the type I like.	Access
19. I want to build an improved silo this year to prevent rats. They ate a lot of my maize last year.	Positive consequences
20. Having a good animal doctor nearby made it much easier to use animal traction to plow my fields.	Access
21. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	Cue for action
22. I tried that, and it took too much time and effort.	Negative consequences
23. Erosion only happens on farms that are on very steep hills. My land is not that steep.	Susceptibility
24. Who cares if my child is a little underweight?	Severity
25. It's God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	Divine will
26. If my child is well-nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	Policy
27. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	Culture

Appendix 4. Key to Lesson 4 Handout 2: Making Sense of Data – Practice

Responses	Doers (%)	Non-Doers (%)	Gap	Actionable?
1. Perceived positive consequences: What are the advantages of doing the behavior?				
a. Avoid diseases	90	84		
b. Be clean/hygiene	76	67		
e. Remove bad smell	8	8		
2. Perceived negative consequences: What are the disadvantages of doing the behavior?				
a. None	71	84		
b. Requires money	16	8		
c. Takes time	8	6		
d. People think I'm lazy (don't work)	2	4		
e. Makes food taste strange/bad	**10**	**30**	**20**	**Y**
3. Perceived self-efficacy: What makes it easier to do the behavior?				
a. Access to water	82	69		
b. Access to soap/money for soap	73	78		
c. Access to ash	**33**	**16**	**17**	**Y**
f. Habit/willingness/motivation	18	6		
g. Being aware/knowing how	22	14		
4. Perceived self-efficacy: What makes it more difficult to do the behavior?				
a. No money to buy water	**51**	**35**	**16**	**N**
b. No money to buy soap	73	78		
c. Not having ash	6	4		
d. No time/too busy	**39**	**16**	**23**	**N**
5. Perceived social norms: Who approves of you doing the behavior?				
a. Health workers	63	51		
b. My husband	**35**	**63**	**28**	**N**
c. Neighbors	25	28		
6. Perceived social norms: Who disapproves of you doing the behavior?				
a. No one	63	63		
b. Elders/local leaders	25	34		
c. My husband	**33**	**55**	**22**	**Y**

7. Perceived severity: How serious is diarrheal disease?				
a. Very serious	**88**	**18**	**70**	**Y (but only needs one Bridge for all three)**
b. Somewhat serious	**10**	**40**	**30**	
c. Not serious at all	**2**	**42**	**40**	
8. Perceived susceptibility/risk: How likely to get diarrhea?				
a. Very likely	**78**	**30**	**48**	**Y (but only needs one Bridge for all three)**
b. Somewhat likely	**14**	**37**	**23**	
c. Not likely	**8**	**33**	**25**	
9. Perceived action efficacy: Will washing hands with soap or ash prevent diarrhea?				
a. Yes	**63**	**27**	**36**	**Y (but only needs one Bridge a. and c.)**
b. Maybe	10	24		
c. No	**27**	**49**	**22**	
10. Access: How difficult is it to get the water you need to…?				
a. Very difficult	**33**	**71**	**38**	**Y (but only needs one Bridge for both)**
b. Somewhat difficult	**49**	**24**	**25**	
c. Not difficult	18	6		
11. Cues for action/reminders: How difficult is it for you to remember to…?				
a. Very difficult	14	14		
b. Somewhat difficult	39	47		
c. Not difficult at all	47	39		

Appendix 5. Key to Lesson 5 Handout 3: Writing Bridges to Activities

Responses from Formative Research	Determinant	Bridge to Activity
1. I don't know how to plant on the contour of the land.	Perceived self-efficacy/skills	Increase the ability to plant on the contour of the land.
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want to look foolish by doing that.	Perceived social norms	Increase the perception that fathers-in-law approve of using fertilizer.
3. If leave the crop residue in my fields, I will have more insects next year.	Perceived negative consequences	Increase the perception that leaving the crop residue on the fields (not burning) will not increase insect problems.
4. The wind is more likely to knock down my maize if I plant in rows.	Perceived negative consequences	Decrease the perception that crops planted in rows will be knocked down by wind.
5. I don't like to use the clinic because they were mean to me the last time I went.	Access or Perceived negative consequences	Increase the perception that health care providers are now friendly.
6. Working outside the house makes it difficult to exclusively breastfeed my child.	Perceived self-efficacy/skills	Increase the ability to continue providing breast milk even when working outside the house.
7. I hate weeding! I can't tell one plant from another.	Perceived self-efficacy/skills	Increase the ability to distinguish a weed from other plants.
8. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	Cue to action/ reminders	Increase the ability to remember the date of distribution.
9. Only children who are born small become malnourished. My child was a good size, so I don't have to worry about that.	Perceived susceptibility	Increase the perception that even children who have a good birth weight can become malnourished.

Responses from Formative Research	Determinant	Bridge to Activity
10. My land has a lot of topsoil; so if I lose some topsoil, it wouldn't be so bad.	Perceived severity	Increase the perception that loosing even some topsoil is a big problem.
11. Our religion says that 'cleanliness is next to Godliness," so I wash my hands regularly.	Perceived divine will	Reinforce the perception that regular hand washing is supported by the religion.
12. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	Policy	Increase the perception that if you show up on vaccination day your child will be vaccinated.
13. We have always drunk water from the river.	Culture	Increase the perception that times have changed and now it's culturally acceptable to drink water from the well.
14. It's too difficult to have sex with just my wife and no one else.	Perceived self-efficacy/skills	Increase the ability to have sex with just your spouse and no one else.
15. My husband wants me to plant more cash crops than crops for household consumption this year.	Perceived social norms	Increase the perception that husbands approve of planting crops for household consumption.
16. I would use family planning, but they stopped providing the type I like.	Access	1 – Increase the availability of the preferred contraceptive method. 2 – Increase the perception that there are other methods that would meet her needs.
17. I want to build an improved silo/granary this year to prevent rats. They ate a lot of my maize last year.	Perceived positive consequences	Reinforce the perception that building an improved silo/granary is a good way to avoid rats.
18. Water purification tablets are available in the village store.	Access	Reinforce the perception that it's easy to treat water because the tablets are readily available in the town story.
19. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	Cues to action/ reminders	Improve the ability to remember how to check a child's breathing when they have a cold.

Responses from Formative Research	Determinant	Bridge to Activity
20. I tried that, and it took too much time and effort.	Perceived negative consequence	Increase the perception that a) one can learn to do the task more quickly; or b) it is worth the additional time/effort to do the task.
21. Who cares if my child is underweight? He's still growing and I was small at his age, too.	Perceived severity	Increase the perception that being underweight is always a serious problem.
22. It is God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	Perceived divine will	Increase the perception that God expects us all to use our skills and knowledge to produce food for our family.
23. If my child is well nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	Policy Perceived negative consequences	Increase the perception among policy makers that the current policy on food distribution needs to be changed immediately.
24. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	Culture	Increase the perception that things have changed a lot since that cultural norm about not eating together was established and now it is accepted.

Appendix 6. Key to Lesson 6 Handout 1: Matching Activities to Determinants

Nutrition/Health/WASH	Answers
• Distribute soap • Conduct outreach for growth monitoring • Train health care providers to be more 'welcoming' • Subsidize the price of mosquito nets	C-Access
• Recruit and train well-respected traditional healers to screen for malnutrition and provide nutrition counseling to mothers • Recruit grandmothers to become advocates for the Essential Nutrition Actions	D-Perceived social norms
• Create and share testimonials of people who sleep under ITNs and identify the immediate benefits of the practice	A-Perceived positive/negative consequences
• Tie soap from a string next to the tippy-tap • Distribute a visual aid showing how many meals per day each age of child (6–24 months) should eat	E-Cue for action
• Display pictures of mouth cancer victims on the sides of cigarette packets • Ask a villager to calculate the amount of feces a community produces in a year	B-perceived severity
• Display illustrations showing the prevalence of a given disease in an area; • Demonstrate a 1:5 ratio (1 in five children have diarrhea) by having mothers count off by 5 and asking every "#2" mother to stand, showing how many would "have diarrhea" according to the 1:5 ratio	F-perceived susceptibility
• Work with religious leaders to gain support for equal feeding practices regardless of gender • Produce sermon outlines for religious leaders about the importance of pregnant women eating well even during the fasting month	I-Perceived divine will
• During Positive Deviance/Hearth, compare weight at the beginning and weight at the end	K-Perceived action-efficacy
• Form breastfeeding support groups where mothers help each other overcome breastfeeding difficulties • After a cooking demonstration, teach mothers about active feeding techniques	G-Perceived self-efficacy
• Work with ministries of industries and local consumer groups to pass regulations requiring and providing standards for the fortification of foodstuffs; for example cooking oil with vitamin A and flour with iron, zinc and B vitamins	J-Policy
• Write a story about a grandmother who supports immediate breastfeeding even though 'that's not how we used to do it" and use the story to generate discussion around how customs have changed over the years	H-Culture

Activity Agriculture and Natural Resource Management (ANRM)	Answers
• Donate one animal to a family with the understanding that that family will give an offspring to another family. • Persuade local shops to sell seeds and implements. • Agriculture volunteers buy quality seed in bulk to repackage and sell to farmers at affordable prices.	C-Access
• Orient village elders and farmers' wives to the benefits of adopting the new practices. • Organize award ceremonies by local authorities for increased production, successful new crops, or best produce or livestock.	D-Perceived social norms
• Create and share testimonials of people who keep their chickens penned up and identify the immediate benefits of the practice.	A-Perceived positive/negative consequences
• Create a visual aid showing the distance between planted rows. • Model Farmers send text messages to other farmers about date of improved seed sale.	E-Cue for action
• Walk around the community to identify the amount of land that has eroded over the past 5 years and is no longer cultivatable. • Analyze the increasing hunger period.	D-Perceived severity
• Organize a discussion with older farmers about the amount of land lost to erosion, and how practically no one in the community has been able to avoid the problems.	F-Perceived susceptibility
• Train religious leaders to help farmers realize that crop rotation and "resting the land" are in line with recommendations in their holy scriptures.	I-Divine will
• Compare yields using improved seed and traditional seed. • Compare soil loss between areas where erosion control techniques were applied and areas where they weren't	K-Perceived action-efficacy
• Ag extension agents teach farmers how to construct an improved silo/granary • Farmer cooperative members learn to make compost	G-Perceived self-efficacy
• Pass controls and regulations on pesticides that limit the import of illegal products. • Develop rules for animal circulation to prevent the spread of disease. • Promote policies to favor marketing of local production over imports.	J-Policy
• Write a story about an old farmer who supports the use of modern pesticides even though 'that's not how we used to do it". Use the story to generate discussion around how customs have changed over the years.	H-Culture

Appendix 7. Key to Lesson 6 Handout 3: Bridge to Activities Story

Story	Determinant and Bridge to Activity
Therese explained that she had been feeling exceptionally tired since she got pregnant and that she wasn't able to work as hard as she did before. She said that her whole family was a bit annoyed with her. "I don't know what is the matter!" she exclaimed. Marie told Therese that during one of her prenatal consultations, the nurse had explained that pregnant women can get a condition called anemia. Anemia causes people to get tired quickly and it's especially problematic for pregnant women. She said that anemia is caused when you don't eat enough foods that are rich in iron. Iron is like a vitamin – you only need a little of it – but when you don't have it, it causes big problems.	**Self-efficacy** Increase ability to identify fatigue as a health problem that has a solution **Susceptibility** Increase perception that anemia is common in pregnant women
"What kind of big problems?" Therese asked. "Well, if a pregnant woman doesn't eat enough iron-rich foods, in addition to being tired all the time, she might give birth too early and her baby might be too small. In serious cases there might be birth defects. When I heard this I really made sure that I was eating plenty of iron-rich foods." Marie explained.	**Severity** Increase the perception that anemia in pregnant women is a serious problem.
Therese was very alarmed by this news and asked: "But what foods have lots of iron? I don't know." Therese and Marie walked along the path and came to a table where her neighbor was selling some vegetables. "Let's stop here, Therese, and I'll show you. You see these green leaves? And these beans? Both of these are rich in iron. In fact, my husband has given me some money to buy some so our whole family gets enough iron. He's very proud of how I took care of myself when I was pregnant and now that I'm a mother. And it's not expensive either. Just one bunch of leaves a couple times a week is enough." Marie gave some leaves to Therese to try. When Therese got home, she explained to her husband about anemia and how important it is to eat iron-rich food. She added the green leaves to their dinner that night, and discovered that they were very tasty.	**Self-efficacy/Access** Increase ability to identify foods rich in iron. Increase the perception that iron rich foods are readily available/not expensive. **Social Norms** Increase the perception that husbands approve of women who take care of their health (by eating the right foods).

Therese and her husband decided to go back to the same place the next day and ask the vendor how to grow the green leaves so they could grow their own and save some money. Therese began to eat iron-rich foods several times a week and after a few weeks her energy levels increased and she was able to work like before. She gave birth to a healthy baby boy who had a good weight. Everyone in the family was happy. When Marie came to visit, Therese thanked her for sharing the advice about eating iron-rich foods and explained that they will continue to eat well so she has energy enough to breastfeed her new baby. Theresa's husband showed Marie the family garden where they are growing lots of vegetables including green leaves. He proudly gave Marie some vegetables from his garden and thanked her for being such a good neighbor and friend of his wife.	**Access** Same Bridge as above **Self-Efficacy** Increase ability to grow iron-rich food. **Action Efficacy/Perceived Positive Consequences** Increase the perception that eating iron rich foods, like green leaves, will prevent fatigue (allow you to work), and ensure a healthy baby and happy family. **Social Norms** Same Bridge as above