

START

Pathways to Change

FINISH

game

A GLOBAL LEADER IN SEXUAL AND REPRODUCTIVE HEALTH

PATHWAYS TO CHANGE

Moderator's Handbook

How we can use the **PATHWAYS TO CHANGE** game to promote behavior change?

Most health professionals are familiar with the important job of providing information about health to the public. Such information is important because if people do not have basic knowledge about health (including threats to health, services available at health posts and centers, etc.) they cannot know how to protect themselves and their families. However, the importance of behavior change in avoiding the risk of disease and illness is less commonly understood. Even when community health workers and peer educators know that change is necessary, the idea of behavior change is often abstract and vague. This makes it difficult to speak to communities about behavior change and to help them change.

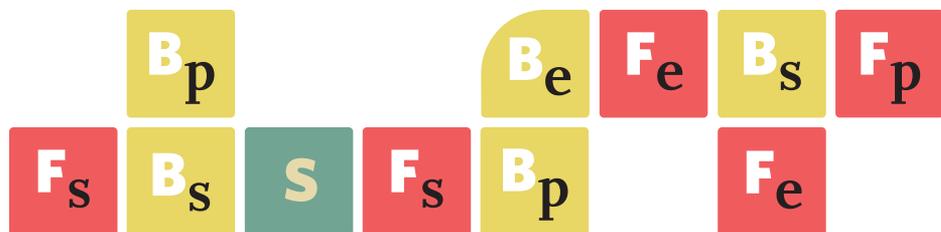
The **PATHWAYS TO CHANGE** game is designed to make the problem of behavior change more understandable to community health workers and peer educators. When they use the game with their communities, it also stimulates thinking that can motivate individuals and communities to change. In other words, the **PATHWAYS TO CHANGE** game has two main functions:

1. When members of the target population play **PATHWAYS TO CHANGE**, they can better understand risky behavior and how it can be avoided. In this sense, it is a *teaching* tool for community members.
2. Playing **PATHWAYS TO CHANGE** can help community health workers and peer educators understand the target population's perceptions of barriers to change and facilitators of change. When the game is used in this way, it is like an informal tool for collecting data. In this sense, it is a *learning* tool for community health workers and peer educators.

When something helps us change our behavior, we call it a *facilitator*.
When something makes it difficult for us to change our behavior, we call it a *barrier*.

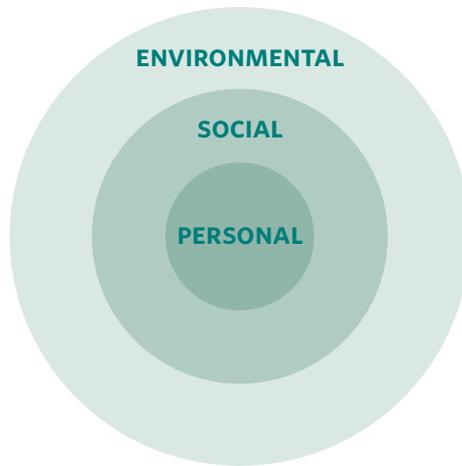
We have already explained why the first function is important, but the second function is equally important. Before community health workers and peer educators can encourage behavior change, they need to know *why* people are behaving the way they are and what is preventing them from changing their risky behavior. We often assume that people engage in risky behavior because they do not know that it is risky. *This is usually not true*. As we frequently see, even when people know that their behaviors are not good, they continue to engage in them for many reasons.

Community health workers and peer educators already know about some of these barriers to change, but hearing about the barriers to and facilitators of change that the community perceives and identifies is also an important part of the behavior change process. This is because the community is made up of the people we are encouraging to change and *only they have the power to make changes*. Understanding their perspective is therefore a key objective of **PATHWAYS TO CHANGE**.



Preparation for Playing PATHWAYS TO CHANGE

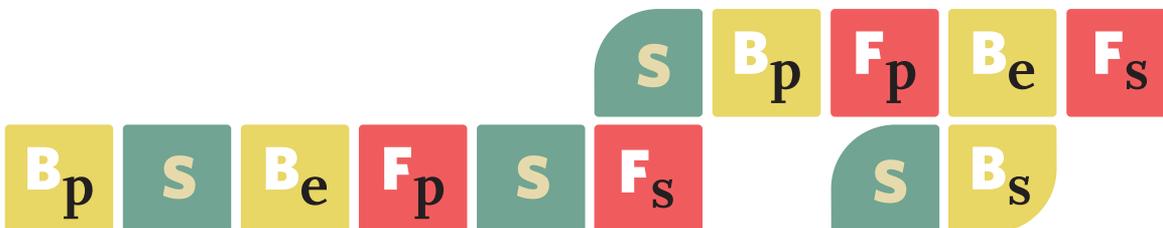
Before the **PATHWAYS TO CHANGE** game can be used effectively, players (community health workers and peer educators using the game for the first time, or members of the target community) will require a quick orientation on some simple ideas. You can use the “behavioral ecology” model (below), which shows the three levels of things that influence behavior: personal, social, and environmental.



Once the participants have looked at the model, the idea can be briefly explained (5 minutes) by giving examples of things that are included in each of the three levels:

1. At the **personal** level, behavior is influenced by things like information, emotions, attitudes, self-confidence, and expectations.
2. At the **social** level, behavior is influenced by things like our community’s expectations and the influence of our friends and family.
3. At the **environmental** level, behavior is influenced by things we have little control over like the availability of services, laws and policies, roads and buildings, etc.

It is not important that players completely understand these ideas during the orientation. The purpose of the game is to make these ideas clearer. When people start playing, it will be easier for them to learn the differences.



The PATHWAYS TO CHANGE Game



GOAL OF THE GAME

The goal of the game is for small teams of players (3–6 people per team) to identify several facilitators that would help a specific character achieve his or her behavior change objective by changing a specific negative behavior, and to identify several barriers that would make it more difficult for him or her to achieve this objective. These barriers and facilitators are then used to create a story about how the character changed his or her behavior.

Note: The teams are not competing against each other—it is not a race to the finish—so many teams can play at the same time.

LEARNING OBJECTIVES

1. Players will debate and discuss with their team members about whether the facilitator or barrier they are describing is personal, social, or environmental. Individuals will see that many ideas are shared, and many others are not shared, by other members of their community.
2. Players will have a better understanding of what is necessary to support behavior change more generally.
3. Players will generate information that reflects what the local population sees as the main barriers to change and facilitators of change in their community as they relate to specific behavior change objectives.

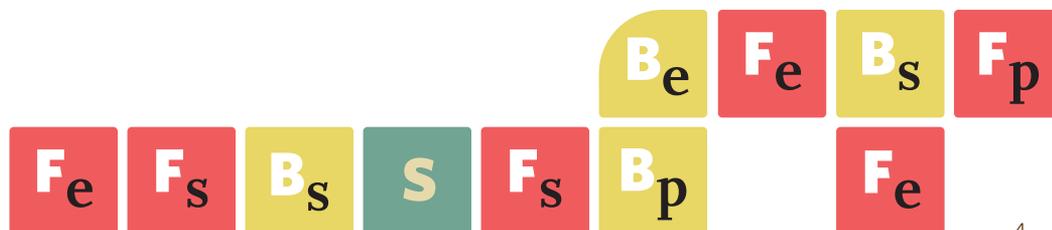
COMPONENTS OF THE GAME

People participating in the game

- Players/team members (3–6 members for each team is a good size because it is big enough to permit discussion but small enough to permit everyone to actively participate)
- Moderator (see page 5)

Equipment/pieces of the game

- The **PATHWAYS TO CHANGE** board (produced either in the local language or in a low-literacy version using symbols)
- A set of character profiles that describe fictional members of the target population's community who have specific behaviors they should change. The profiles should be brief and not provide too much information, but they can include information such as whether the character is married or not, has children or not, is educated, has money, lives with parents, etc. These character profiles can be developed by community health workers and peer educators, or they can be developed at the project management or government level. (See Rule #1 on page 6.)
- A way of choosing a number at random (the easiest way is to roll a dice, but if a dice is not available, you can use small pieces of paper with the numbers 1, 2, and 3 written on them that can be selected from a bag or bowl)



Rules of the Game



1. The Moderator provides each team with a character profile that includes the character's situation, behavioral objective, and family circumstances. Here are some examples:

*Marie is 21 and lives on her own in your community with her two children. She went to high school, but cannot find a good job. Several boyfriends pay some of her bills. **Objective: Insist on using condoms with all boyfriends.***

*Amir is a 45-year-old part-time farmer, but he also works part-time in a mechanic's shop in the district capital, two hours from the farm. His boss is threatening to fire him because he misses so much work. When he is in the capital, Amir uses injectable drugs and visits sex workers. His wife in the rural area and their five children do not know anything about this. **Objective: Seek drug counseling.***
2. Teams take turns rolling the dice/selecting a number and landing on a Barrier, Facilitator, or Setback square. The barrier and facilitator squares also show whether the barrier or facilitator is at the personal, social, or environmental level. The team must identify an appropriate barrier or facilitator for their character's behavior change.

- **Personal barriers and facilitators** are rooted in an individual's personality, intelligence, knowledge, attitudes, and beliefs (for example, a person's shyness, arrogance, willingness to seek help, faith in God).
- **Social barriers and facilitators** are those that arise as part of an individual's interaction with other people, especially family, friends, and acquaintances (for example, the friendly local shopkeeper, the church pastor, their mother or father, an unhelpful nurse).
- **Environmental barriers and facilitators** are the things—often material—that the individual has little control over (for example, the fact that the economy is mainly agricultural, there are no clinics in the village, alcohol is widely available, or condoms are often unavailable).

Of course, many—or even most—barriers or facilitators are not *exclusively* personal, social, or environmental. Someone's illiteracy, for example, is a combination of many factors. But in the game, it is the players' job to decide that a particular barrier or facilitator mainly originates at one of the three levels. The Moderator ensures that the players discuss the topic carefully and come up with a good example of a barrier or facilitator that fits the specific character's situation.

3. When the team and the Moderator agree that the team has identified an appropriate barrier or facilitator, the Moderator writes it down on a piece of paper that lists all the team's barriers and facilitators. The Moderator should also note each barrier or facilitator's level (personal, social, or environmental).
4. If a team lands on a Setback square, the Moderator just writes "setback" on the team's list. This will be used later in the story-writing activity. The next time the team rolls the dice or selects a piece of paper, they must move *backward* and provide the barrier or facilitator for the space they land on. The next time they roll the dice or select a piece of paper, they can move forward again.

A setback is an event that makes it more difficult to change your behavior.



Writing and Using the Stories



By the time both teams have finished playing the game, they will have produced a list of facilitators, barriers, and setbacks associated with their character. This may be enough to meet your goals for this exercise—participants will have learned about and discussed some key concepts and the Moderator will have learned about the perceptions of the target audience. But it is also easy to continue the process and for participants to learn more about behavior change and possibly produce interesting stories that can be used elsewhere.

THE STORY-WRITING ACTIVITY

Once the team has gathered a collection of barriers, facilitators, and setbacks while playing the game, the Moderator will give them time to think of (and write, if they are literate) a story about their character and how he or she achieved his or her behavioral objective. The Moderator may have to read the barriers, facilitators, and number of setbacks to the teams several times to make sure they remember them all. All barriers, facilitators, and setbacks must be used in the story, but the teams may *add* additional barriers and facilitators as they wish.

Note: One hour is probably the minimum amount of time needed. Some teams may want to take more time. If the team wants to present the story as a skit, they may want extra time to practice their roles.

OPTIONAL USE OF THE PATHWAYS TO CHANGE CHART

The purpose of the **PATHWAYS TO CHANGE** chart is to further build participants' understanding of barriers and facilitators that the game provides and encourage them to think about how behavior change unfolds over time. The chart should be used after the Story-Writing Activity but before the Optional Story Competition (page 9). Participants use the chart to draw a line across time to show how the story they have written would look in terms of their character's journey toward achieving his or her behavioral objective. The timeline is on the horizontal axis of the chart, and the Stages of Change are on the vertical axis.

The **Stages of Change** are the five steps that people pass through during the process of behavior change:

- Most people start the change process **Unaware of the Need for Behavior Change**. They are not thinking about change because they do not see that their behavior is risky.
- At some point, the person **Starts to See the Need for Behavior Change**. Something happens, or someone says something to them, or something happens to a friend or relative and this makes the person think about their own behavior.
- After a period of thinking about risky behavior and deciding that they want to change a risky behavior, the person moves to the stage of **Making a Plan to Change Behavior**. Plans are sometimes very simple (“I will get up early to exercise each morning” or “I will not drink coffee before bedtime”), but sometimes they are complicated.
- After a plan has been made, the person may move to the next stage and **Act to Adopt Behavior Change**. This is when they move from thinking and planning to actually taking action to change.
- Finally, if the action to change behavior has succeeded, the person has to try to **Maintain the Behavior Change**. This last step in the change process is often the most difficult.

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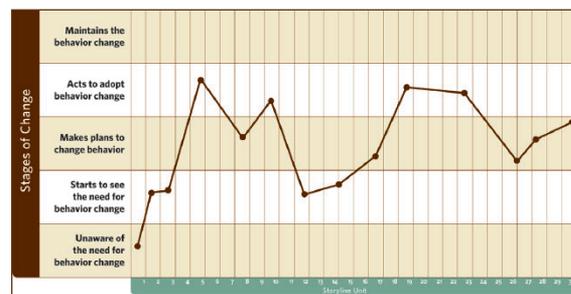
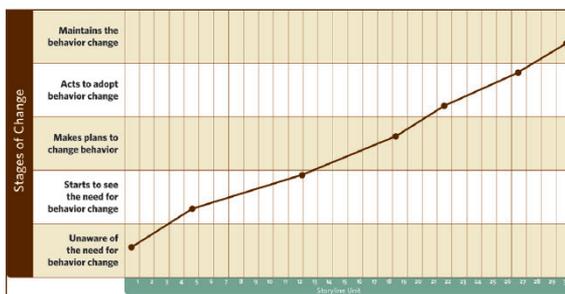


Writing and Using the Stories *(continued)*



OPTIONAL USE OF THE PATHWAYS TO CHANGE CHART *(continued)*

It is important for team members to remember that behavior change does not happen smoothly—few people move from one stage to the next until they succeed. There are frequent setbacks that take people back to an earlier stage. Most groups have included setbacks and barriers in their stories. Before you ask teams to use the **PATHWAYS TO CHANGE** chart, it would be good for you to review the Stages of Change (page 7) and remind them that setbacks and barriers mean that a line showing the character's change will probably not show a straight path through the five stages. After you have explained this, ask them to draw a line that shows their character's pathway to change.



Examples of **PATHWAYS TO CHANGE** charts: *The chart on the left shows a straight, uninterrupted path to behavioral change, which is a very unlikely path. The chart on the right shows a more realistic path to achieving a behavior change objective.*

1. Ask teams to decide on the story's units—meaning, use the scale at the bottom of the chart to divide the story into days, weeks, or months. This may take some time and discussion because the team has probably not given this very much consideration and different members of the group may have had different assumptions about the time it took for the story to be completed.
2. Have the group identify where on the timeline key events in their story happen and make a dot for each event on the Storyline Unit (timeline) axis.
3. Lead the team members in a discussion of what each of these events/dots tells us about the character's stage in the change process. Move the dot from the horizontal axis to an appropriate place on the chart (meaning, at the point where the timeline and the stages of change meet). When all of the key events are positioned on the chart, team members can draw a line connecting the dots. This line represents their character's pathway to change.
4. Explain that lines slanting upward mean that there are facilitators at work, and lines sloping downward mean that the person is being influenced by setbacks and barriers. Ask team members to consider what these might be. This will help them to understand how barriers and facilitators help people move through the change process.

This exercise is a useful teaching tool, but it is also a way to share each team's story with other audiences. By using the chart, they can show others how the character in their story did, or did not, achieve his or her behavioral objective.



Writing and Using the Stories *(continued)*



OPTIONAL STORY COMPETITION

When the stories are written or prepared, participants may enjoy sharing their stories with the other team(s). This can be done as a competition with small prizes for the team(s) that came up with the best story. People often enjoy the drama of skits, so encourage participants to act out/perform their stories as skits. If they do not want to act out a skit, they can just read aloud or orally tell their story.

Each team will be judged by the other teams and the Moderator. They will rate each story as “needs work” (1 point), “good” (2 points), or “excellent” (3 points) on each of the three following criteria:

- Ability of the story to provoke thought or discussion
- How realistic the story is
- The story’s entertainment value

After a team presents their story, the Moderator will ask them to leave the area for a few minutes while the remaining people stay to vote. The Moderator will then calculate each team’s score by totaling the points for the three criteria. If a team’s story is not very good, the Moderator should still be sure to praise the story’s positive qualities.

OTHER USES OF THE STORY

Sometimes, teams produce very interesting stories that others really like. If the Moderator thinks the story is good, he or she may suggest to a program manager or supervisor that the story be used more widely. It might be possible, for example, to record the story for use on the radio using professional actors. It may also be possible to give the script of the story to a street theater group for them to perform as part of their work. Finally, it may be interesting to share good stories with other communities to show how behavior change problems are discussed by other people in other places, different age groups, different genders, etc.

FINAL NOTE TO THE MODERATOR

The purpose of this handbook is to help guide you through the steps of playing **PATHWAYS TO CHANGE** and the activities related to the game. The game and activities are effective teaching tools and there are important ideas that participants need to think about, but don’t forget that this should also be an enjoyable experience for all of you. **So be flexible, keep an open mind, and have fun!**

