## Lesson Plan 6: Developing a Theory of Change

**1 hr 50 min total**

Lesson Description



In this lesson participants develop a Theory of Change for their workshop. They consider what they want to achieve through their workshop, and what participants will need to do and to learn to achieve these results.



Learning Outcomes



At the end of this session participants will be able to:

1. Discuss what they want to achieve through their workshop.
2. Identify what participants will need to be doing after a workshop to achieve the desired results.
3. Identify what participants will need to learn during the workshop to adopt the desired behaviours.
4. Explain why it is important to develop a Theory of Change for a workshop.



Materials



* Flip chart paper
* Marker
* Tape
* 4 colours of paper. At least 20 sheets of each colour
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* CEWT Workbook – 1 per participant
* Theme Music and Speakers
* CEWT Hats
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation

* Write the words Motivation, Learning, Behaviour and Result on separate pieces of paper. Each should be a different colour.
* On a sheet of flip chart paper draw the following series of pictures to illustrate a Theory of Change. The pictures should go from the top to the bottom of the page, with an arrow between each picture: a person planting a seed 🡪 plant growing 🡪 a picture of a fruit 🡪 a picture of food on a plate 🡪 picture of a happy person.
* On the top of a vertical sheet of flip chart paper, draw a picture of someone attending a workshop. You will need one copy of the picture for each small group.
* Cut the sheets of coloured paper into 3 strips. Create 3 strips per sheet of paper by cutting it as shown below. These papers will be used to record participants’ contributions to the Theory of Change
* Select a large section of the wall where you can prepare the Theory of Change as shown below.

**Theory of Change**

Result

Behaviour

Learning

Motivation

* Optional: Write the learning outcomes on flipchart paper

Introduction 5 minutes



1. Present the lesson description or learning outcomes.
2. Post the Theory of Change illustration. This is the picture of a person planting a seed 🡪 plant growing 🡪 a picture of a fruit 🡪 a picture of food on a plate 🡪 picture of a happy person.
3. Ask the participants to observe the picture. Ask a few volunteers to explain what they see in the picture.
4. Ask the participants: “what do you think the picture represents? “*It tells a story of how an activity (someone planting a tree) can lead to a particular result (a person being happy and strong).*
5. Tell participants that this story represents a Theory of Change. It illustrates the assumed outcome (a happy strong person) of a specific input (planting a seed).
6. Tell participants that they are going to develop a Theory of Change for their workshop. Understanding their Theory of Change will help them identify:

* what information they need before designing their workshop
* what content they need in the workshop
* how they can support participants after the workshop

Illustrating the stages of the goal 15 minutes



1. Divide participants into groups of three to five people. Give each group a sheet of flip chart paper with a picture of someone attending a workshop.
2. Tell participants that they are going to create a picture similar to the one about the fruit. Their picture will show what will happen after people attend their workshop. They should draw three steps between the workshop and the ultimate outcome they would like to achieve.
3. Give the groups approximately 5 minutes to create their pictures.
4. Ask participants to share their pictures. Discuss the differences and similarities between the different pictures. Was everyone’s final result the same? Were the steps in between similar?
5. Explain to participants that each of their pictures represents a different category of their Theory of Change.



**The following activities can be done in the large group if there are few participants**

Categories of the Theory of Change 10 minutes



1. Starting from the left side of the wall place the following cards in order: ‘motivation’, ‘learning’, ‘behavior’, and ‘results’’. Leave approximately 50 cm between each card.
2. Tell participants that the cards on the wall represent the different categories of their Theory of Change. Explain the meaning of the 4 categories. Add a one-line description of each category as you explain it.

* Motivation – What motivates participants to attend the workshop and apply what they learned.
* Learning – The knowledge, skills or attitudes participants need to develop during the workshop to adopt new behaviours.
* Behavior –What participants are doing differently after attending your workshop.
* Result – The changes that happen in the long term as a result of your workshop and the new behaviours participants have adopted. There are often a number of different factors outside of your workshop contributing to this result.

1. Provide an example: *A participant is motivated to attend a workshop because they want to reduce illness in their family. They learn about household water treatment in your workshop. As a result, they practice household water treatment, and their health improves.* Explain that this is a simple example; their actual Theory of Change will be more detailed.
2. Ask participants to share an example of each of the categories of the Theory of Change using examples from their pictures where possible.
3. **Optional:** for higher level participants, explain that the categories of their Theory of Change are taken from a method used for evaluating education programs known as Kirkpatrick Framework.

*The Kirkpatrick Framework was first developed in 1959 by Professor Donald Kirkpatrick at the University of Wisconsin. It has been updated and used widely ever since. It shows that for education activities to lead to improved WASH practices, it is not enough for participants to acquire new knowledge and skills. They must apply the new skills and influence the behaviour of others in the weeks or months after the training.*

1. Tell participants that they are going to work backwards. The will identify the result they want to achieve in their workshop, and then define the behaviours, learning and motivation. Ask participants: “Why do you think we are starting with the results, rather than participants’ motivation?” *Because we need to know where we are going before we can decide how to get there*.

Defining the Result 20 minutes



1. Ask participants: “what is the difference between the “Workshop Goal” that you developed in the previous lesson, and the workshop result?” *The workshop goal should be achieved immediately after the workshop. The workshop result is something you hope to see 6 months to a year or two after a workshop.*
2. Explain that the result is the change that they’d like to see in a community as a consequence of the workshop. Since the workshop result is measured 6 months to a few years after the workshop multiple variables, including the workshop, contribute to the result. A few examples of results include:

* *Community members have a handwashing station and use it regularly.*
* *Community member have safely constructed latrines in their homes and use it regularly.*

1. In small groups, ask participants to develop a result for their workshop. Explain that there can be more than one result, but that the results should be limited. They should focus on the most important results.
2. Give each group a few pieces of coloured paper to record their result/s. One result per piece of paper. Hand out the same colour of paper that you used for the “Results” title in the Theory of Change. Post the results under the corresponding title in the Theory of Change.
3. Share the results in the large group. Adjust and reword the results until everyone is comfortable with them.

Defining the Behaviours 20 minutes



1. Ask the participants to think about what participants will need to do after the workshop to achieve the desired results.
2. Ask participants to stand up and mime one of the things that participants will need to do. Ask them to observe each other as they act out their behavior.
3. Ask participants to share what they observed other people doing. As they share, write their ideas on a piece of coloured paper, one idea per piece of paper. The paper should be the same colour as the title “Behaviour” on the Theory of Change. Post the ideas under the title “Behaviour”.
4. Review the behaviours as a group and decide what to keep, what to add and what to discard or reword.

Defining the Learning 20 minutes



1. Explain that they have defined what their participants need to do after their workshop. Now, they need to decide what participants need to learn to adopt the desired behaviours and achieve the desired results.
2. Tell participants that they are going to work in small groups to define what participants need to learn in the workshop to adopt the desired behaviors.
3. Break participant into small groups. Consider using the symbols on the back of their nametags to break them into groups.
4. Give each group a marker and a stack of coloured paper. The paper should be the same colour as the title “Learning” in the Theory of Change. Ask them to put one learning per piece of paper.
5. Ask participants to post their ideas under the title “Learning”. Group similar learnings.
6. Review the learnings as a large group. Ask participant if the learning corresponds with the desired behaviours and results. Make changes as required.

Identifying Motivations 10 minutes



1. Remind participants that when they were discussing the Target Participants they identified some of the things that would motivate their participants.
2. Explain that understanding participants’ motivation, will help them recruit participants and support them to apply what they learned.
3. Ask participants to share what they know/remember about the target participants’ motivation. Record their ideas on coloured paper. The paper should be the same colour as the title “motivation” on the Theory of Change. Record one idea per piece of paper.
4. Tell participants that when they begin developing lesson they should keep in mind these motivations to ensure their lessons address them.

Review 10 minutes



1. Put on the workshop theme music and tell participants to put on their “CEWT Hats”.
2. Ask participants: “in what part of the ADDIE model is the Theory of Change?” *Analyze*
3. Add the step “Create a Theory of Change” to the Analyze section of the ADDIE model.
4. In their CEWT Workshop, in the section titled “Analyze” and the subsection “Define the Goal and the Theory of Change”, ask participants to write a description and example of each category of the Theory of Change.

Reflections on Lesson