



2 hours 35 minutes  
total

## Overview of the of Activities

1. Introduction
2. Defining Behaviour
3. Behavioural Factors and RANAS Framework
4. Goals
5. Review

## Learning Outcomes

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

1. Explain the importance of behaviour in program design
2. Use RANAS to identify potential behavioural factors a program needs to address
3. Justify their small goals in accomplishing the program goal

## Materials and Preparation

- Participant workbook (1 per participant)
- PowerPoint: Introduction to Understanding Behaviour (optional)
- Objects to use as clues for RANAS examples can be found on page 4 of this lesson plan
- Paper or post-it notes and pens
- Prepare: Print 'Values' pictures slides if not using PowerPoint (1 set per group)
- Prepare: Print RANAS word cards found at end of lesson plan
- Prepare: Print or put in PowerPoint CAWST HWTS behaviour Posters appropriate for the region of workshop. Use the 9 posters titled:
  - 'Ability or Self-regulation'
  - 'Affiliate, Norms and Attitude'
  - 'Risk'
  - 'Disgust'
  - 'Comfort'
  - 'Ability'
  - 'Self Regulation'
  - Attitude and Pride'

## Recommended Reading

- Technical Brief: Demand Creation from CAWST Latrine Program Design
- How to do an Audience Analysis

<https://www.thecompassforsbc.org/how-to-guides/how-do-audience-analysis>



## Introduction

1. The purpose of this activity is to get participants engaged in discussion with each other to decide what the most valuable behaviour is in each round, there will be 7 rounds. **(PPT Slide 4)**
2. Split participants into 4 groups (not Panau groups). Give each group 4 cards to choose between, and 5 minutes per round to discuss which behaviour they feel is the most valuable. There is no other context, it is simply the most valuable behaviour. They must keep the card that they choose and discard the rest. **(PPT Slide 5)**
  - Round 1: Collecting water, laughing, helping family, eating **(PPT Slide 6)**
  - Round 2: Using a latrine, cooking food, working in the field, treating water **(PPT Slide 7)**
  - Round 3: Hunting, storing water safely, working hard, sleep **(PPT Slide 8)**
  - Round 4: Handwashing, making money, caring for home, being a friend **(PPT Slide 9)**
  - Round 5: The participants must now choose the most valuable behaviour from the 4 winners they have selected. They will then have 1 card in front of them. **(PPT Slide 10)**
  - Round 6: Combine the 4 groups to make 2 groups. Within the newly formed groups, the participants must decide which of the 2 cards they have is the most valuable. Give the group 5 minutes to discuss and select 1 card. **(PPT Slide 11)**
  - Round 7: The two groups now form to make one large group (everyone in the room). They must decide which of the 2 cards they have is the most valuable. Give the group 5 minutes to discuss and select 1 card. **(PPT Slide 12)**
3. Have the groups return to their seats and ask: “How did that feel?” **(PPT Slide 13)**
4. Acknowledge that this activity may have felt frustrating, and that people may have wanted more instructions or clarity. For instance, maybe they didn’t feel listened too. It is important to debrief after this activity so that people identify how difficult understanding and engaging with others can be.
5. Ask: “What does this activity have to do with a HWTS program design workshop?” You should try to extract the following points:
  - We don’t always share the same definition or understanding of behaviours. There are many factors that can impact how we define a behaviour. For example, I might describe obedience as someone who hears the rules, asks questions, and tries to follow them the best they can. Someone else might describe obedience as hearing the rules and following them exactly. Culture, belief systems, media, and context can impact our definitions.
  - We place a different amount of value on each behaviour, making it hard to align our priorities with those we are working with. Taking the time to appreciate how someone else might value or prioritize a behaviour gives us better insight into how we might influence a change in behaviour.
  - Encouraging discussion when opinions differ will be essential throughout the whole HWTS program design processes. Appreciating what might be influencing people’s opinions and behaviours will help to foster respect, engagement, and trust between program designers and stakeholders.
6. Present the learning outcomes or an overview of the lesson. **(PPT Slide 14)**

## Defining Behaviour



1. Give participants 3 minutes to individually reflect on the following questions: “What is the definition of ‘behaviour’?” Tell them to write down their answer on a piece of paper or a sticky note that they can put up on the wall. **(PPT Slide 15)**
2. After 3 minutes, have individuals stick their papers on the wall (you could use post-its).
3. Read the definitions aloud and discuss the similarities and differences.
4. Explain to participants that defining **behaviour** can be as complex as understanding behaviour itself. CAWST defines behaviour as:
 

**Behaviour** is sometimes also called “practice”, and is the way we act in response to internal and external events.
5. Explain that historically, it was believed that inviting people to change their WASH behaviours was as simple as providing information and “increasing knowledge” about the health risks associated with a behaviour. We are beginning to realize that the reasons for our choice of behaviour are not always so straightforward, and initiating a change is not always easy to do.
6. To try and illustrate this point invite participants to get into groups of 3-4. Hand each group a piece of flip chart paper.
7. Explain that to help us appreciate the complexity of behaviour and the choices people make each group needs to think of a behaviour we do each day.
  - For example, washing hands, brushing teeth, eating food, treating water, exercising, going to work, using the latrine or any other ideas groups might have.
8. Once they identify their behaviour, have participants draw the behaviour on the right side of their flip chart. Encourage participants to draw who else might be involved, what is happening and where. Explain that this picture is now the end of the story, the result.
9. Invite participants to identify the sequence of actions that are involved in completing that behaviour from beginning to the completion of the behaviour. Once they have a list ask them to draw pictures for those actions to complete the story. **(PPT Slide 16)**
  - For example, the steps to wash hands with soap: Decide to wash hands, walk to handwashing facility, wet hands, apply soap, lather and rub hands for 20-40 seconds, rinse hands with water, dry hands, and walk back to where they started.

*Trainer Tip: During the activity encourage participants to consider what other choices are available to the person at each stage of the story.*
10. Give groups 10-15 minutes for this activity. Once groups are finished have them place their pictures on the wall for others to see. Give people 2-3 minutes to walk around and look at each others paper.

11. When the activity is complete, ask: why could understanding these steps be useful to the success of your program? Some responses might be:
  - Helps us appreciate existing conditions that could help or hinder an individual's decisions to act or not act a certain way
  - Helps us understand where interventions could be most useful
  - Helps us understand priorities of people's daily routine
12. Summarize the participants responses by saying "when we take time to appreciating all the smaller actions and decision points required for one behaviour we become aware other priorities or choices and possible barriers, but we also highlight opportunities to intervene.

40 minutes

## Behavioural factors and RANAS Framework



1. Explain that there are many ideas (theories) about why people do or do not change their behaviour. Understanding the wide range of **behavioural factors** that drive our choice of behaviour is important to support effective change interventions. Failure to do so can lead to poor allocation of resources, limited impact, and lead to ineffective programs. **(PPT Slide 17)**  
**Behavioural factors** are perceptions, thoughts, feelings, and beliefs which influence the practice of a behaviour.
2. Remind participants that as they were drawing the story for one behaviour that they might have considered some of these behavioural factors when talking about other choices people might have had in each step.
3. Explain that using a systematic approach to understand behaviour can help guide decision makers and implementers in developing effective HWTS programs that successfully invite a change in behaviour. Various 'behaviour change' models have been created for this purpose, including RANAS, SaniFOAM, and Behaviour Centered Design (BCD).
4. Tell the participants that for this HWTS program design training CAWST has chosen to use RANAS because it provides clear directions on approaches to understanding behaviour and motivating change. It is easy to understand, and we feel that it can be used to directly support change within communities and with stakeholders.
5. Write the acronym "RANAS" on the white board. Explain that each letter in the RANAS acronym represents one behavioural factor. **(PPT Slide 18)**
6. Explain that participants will guess what each factor is, using a symbolic object as a clue.
7. Show the participants the clue and ask them to guess the name of each factor.
8. Put up the title that explains the factor (found at the end of the lesson plan) and provide a short explanation.
  - **Risk:** "Am I at risk?" "I didn't know this is what kept making us sick" **(PPT Slide 19)**
  - **Attitude:** "What does it cost me in time or money?" "What are the benefits to me?" "Do I like it?" **(PPT Slide 20)**
  - **Norms:** "What will others say or think?" **(PPT Slide 21)**
  - **Ability:** "Can I do it?" "I can't afford this" "I am not strong enough" **(PPT Slide 22)**

### Trainer Tip

Possible clues for each behavioural factor could be:

Risk: thumb tack, cutting knife, pin

Attitude: happy face, sun glasses

Norms: Cigarette crossed out, eyes watching people, something everyone wears

Ability: Money, car keys

Self-regulation: Candy, exercise equipment

- **Self-regulation** “How will I manage?” “This is going to be hard, do we need a plan?” (PPT Slide 23)

9. Show CAWST’s Behaviour Posters (choose among the 9 posters) for participants to identify which behavioural factors they might represent. The posters are found online at CAWST’s WASH resources (website above in materials and preparation).

10. For each poster, ask: “What behavioural factor could be influencing their choices?” (PPT Slides 24-30)

*Trainer Tip: Ensure that as you facilitate this conversation you acknowledge that more than one behavioural factor can be identified at a time and may need to be addressed by a program. See ‘Key Point’ one.*

*Trainer Tip: If you are not using the PowerPoint for the large group discussion then print the posters.*

11. Ask participants to move into their Panau groups.

12. Explain that you would like them to return to their PESTLE Analysis and identify behavioural factors that are currently happening in Panau that could be influencing their choice not to buy or use household water treatment and storage.

*Trainer Tip: If people feel they didn’t collect or write enough behavioural information on their PESTLE Analysis invite them to return to the person (card) they originally went to and review it again.*

### Key Points

1. **It is essential to note that behaviour changes are motivated by more than risk. More than one behavioural factor can often be identified at the same time. Understanding behaviour is not always clear.**
2. There are different behavioural factors to motivate people to purchase and use a product.
3. Top-down and supply driven programs often result in inappropriate design, low uptake, and misuse of latrines

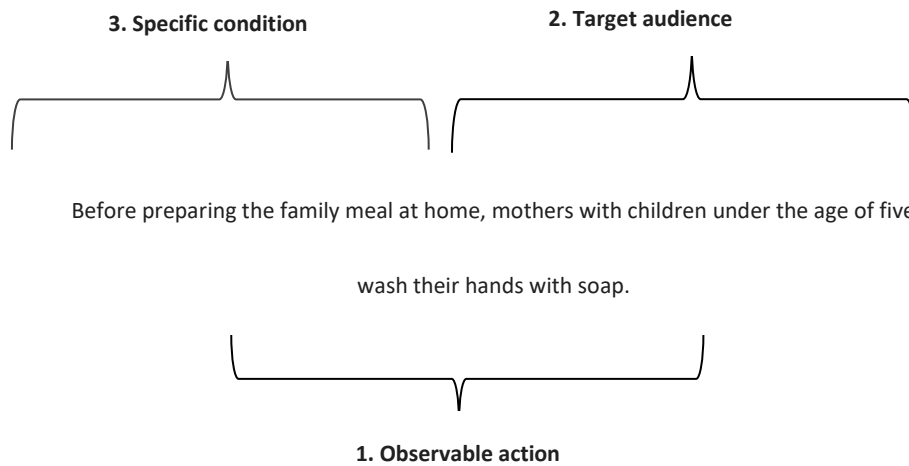
45 minutes

### Goals



1. Explain that a successful HWTS program requires a clearly defined goal. (PPT Slide 31)
2. Explain that CAWST believes the overall goal of a HWTS program should be focused on a change in behaviour— not just the installation of HWTS technologies; so, both installation and use. Ultimately, the targeted households in the district *use* an improved water service correctly and consistently.  
*Trainer Tip: This might spark an interesting conversation on why we have not included “continued” use. There is no right or wrong answer. The question to ask is “How realistic is it to monitor continued use? What does that look like?”*
3. Ask: “Why should the goal be to have households install and use a household water treatment and storage, and not just focus on installing water treatment technologies?”

4. Clarify that the overarching goal for Panau’s HWTS Program is for households and communities to install and use a multibarrier approach to household water treatment and storage correctly and consistently. **(PPT Slide 32)**.
5. Explain that goals that focus on behaviour can be broken down into 3 parts: (1) Observable action, (2) a target audience, (3) a specific condition. **(PPT Slide 33)**.
6. Explain that an **observable action** are the things we see or hear others do. It is not how they feel, but how they express what they are feeling. A **target audience** refers to the group targeted by the goal or by the marketing message. They are the people expected to purchase the product or to perform the behaviour. The target audience may or may not contain the end users of the product or service, but they are the target of our strategy because they have the potential to respond positively (decision making power). A **specific condition** describes the situation when you want the behaviour shown.
7. Write the following sentence on a flip chart or white board, *“Before preparing the family meal at home, mothers with children under the age of five wash their hands with soap”*.
8. In pairs invite participants to review the sentence and decide:
  - What is the observable action?
  - Who is the target audience?
  - What is the specific condition?



9. Review the activity using the guide above to answer the question. Below are two other examples.

A behaviour is:	Example 1	Example 2	Example 3
Action	Drink treated (clean) water	Clean transportation containers	Install and use a multibarrier approach to HWTS

A behaviour is:	Example 1	Example 2	Example 3
Target audience	Elementary school children aged 6-10	Women and children who collect water	Panau households and communities
Specific condition	At school and in the home	Once a week	Correctly and consistently

10. Following example 3 in the chart above write the Panau HWTS program goal on the board. Explain that in this example there are two goals in one, the first is to install and the second is to use.

11. In their Panau groups give them 2 minutes to choose which part of the goal their group would like to focus on. Have them write the answer in their workbook Question 1.

12. Remind groups that:

- **Buying and Installing a HWTS consists of:** people want a HWTS technology, they have money to purchase or they have a location for it and they also buy storage containers and cleaning supplies.
- **Using and Maintaining a HWTS consists of:** people use the technology according to manufacturer, clean it as instructed, use a multibarrier approach, they seek out ways to drink clean water always, they store water safely.

13. Once groups choose which part of the goal they will focus on invite them in their Panau groups to discuss the following question: “What are the smaller actions people will need to do to accomplish your part of the goal?”. Have them write their response in the workbook Question 2. Give 8 minutes.

*Trainer Tip: Remind groups this is similar to the activity they did earlier when they drew the picture, but this time they can just brainstorm all the actions.*

Possible answers:

- Demonstrate steps of a multibarrier approach
- Overcome social norms
- Learn, practice and ask questions about how to maintain the filter
- Keep their storage and water transport containers clean
- They save money for the filter
- Collect water mainly (75%) of the time from a safe water source
- Regularly clean scooping and drinking vessels

14. Continue in the workbook as Panau groups to answer questions 3 “What behavioural factors could be influencing this behaviour? Invite groups to use their PESTLE Analysis and other work they have done to help answer this question. Give 8 minutes.

*Trainer Tip: If people feel they didn’t collect or write enough behavioural information on their PESTLE Analysis invite them to return to the person (card) they originally went to and review it again.*

15. Have each Panau group choose 2 of these smaller actions and in their workbook for question 4 write a goal in the format learned earlier. Give 10 minutes.
16. Explain that writing the goal clearly will help designers to be able to look back at their program and measure if it was successful. Explain that it can be hard to limit the goals to one or two behaviours at once. Although this may be needed, often the size and funding of your program will help determine how many behaviours you focus on at once.

Lastly, have them discuss question 5 in their workbook “Who are possible target audiences to help you reach your goals?” Give 8 minutes. Possible answers:

- Leaders
- Teachers
- Men or Women
- Mothers or fathers
- Healthcare providers
- Students or children

*Trainer Tip: If people are struggling to answer the question help them by asking some of the following questions to guide target audience selection:*

- *Who makes smaller financial decisions within the household?*
- *Who makes large financial decisions in the household?*
- *Whose behaviour has the greatest influence on the family’s health?*
- *Who has influence over decision and practices in the household?*
- *Who drives change in the community?*
- *Who will be expected to maintain the HWTS technology?*
- *Who are the persons to practice the behaviour?*

5 minutes

## Review

1. Add understanding behaviour activities to the workflow table on wall. (PPT Slide 34)

5 minutes

## Review

1. At the end of the lesson give each participant a slip of paper.
2. Ask the participants to write down a “**muddiest point**” (the thing that confused them the most or was the least clear) and a “**clearest point**” (one thing they learned or found very clear and easy to understand)
3. Ask participants to fold the slip of paper and give them to one of the trainers before they leave the room.
4. Review the slips of paper and address the “muddiest points” the next day or later in the workshop.

### Trainer Tip

This review gives participants a safe way to express what they are confused or unclear about. It also gives the trainer an opportunity to see the effectiveness of their lesson and points to clarify.



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# Attitude

Beliefs about costs and benefits, and emotions felt when doing or thinking about the behaviour.

*Ex: The person does not like using a filter because they are slow and cost too much*

# Ability

Ability, and confidence in ability, to adopt the behaviour.

*Ex: The person does not have enough money, or, they do not think they are capable of remembering the steps to keep it clean*

# Self- Regulation

Helps a person to deal with barriers and distractions to keep doing the behaviour.

*Ex: The person forgets, or does not have reminders to help them keep their filter, and storage containers clean*

# Norm

What the community does and thinks about the behaviour.

*Ex: The person does not want to be the only person in the village to use a filter or the multibarrier approach in their home.*

# Risk

Understanding and awareness of the risk.

*Ex: The person does not know why it is important to treat their water.*