

## Lesson Plan: Factors that Influence Behaviour



45 minutes total

### Lesson Description



In this lesson, participants explore different barriers that prevent people from changing behaviour and adopting WASH practices. They will act out common situations through scenarios and will discuss the different reasons that people give for why they are not adopting certain WASH practices.

### Learning Outcomes



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

1. Identify barriers that prevent people in changing their behaviour
2. Identify the 5 categories of factors that influence behaviour

### Materials



- Behaviour Change Scenarios (see end of lesson plan)
- Behaviour Change Factors titles and examples (see end of lesson plan)
- Markers
- Tape
- Sheets of paper

### Preparation



- Read and prepare lesson plan
- Print and cut out the 5 categories of behavioural factors.
- Print and cut out the 4 Behaviour Change Scenarios
- Optional: Write the learning outcomes on flip chart paper

### Introduction

5 minutes



1. Ask participants: "Think of a moment when you wanted to change a certain bad habit" *Some examples include: stop smoking, stop eating bad food, go to bed earlier, get to work on time, stop biting your nails, floss more often, etc.*
2. Ask the participants to discuss with a partner why it was difficult to change that habit.
3. Ask the participants to share some experiences.
4. Present the lesson description or learning outcomes.

### Why are people not already adopting WASH practices?

25 minutes



1. Explain to participants that we have just discussed all the different ways that people can benefit from adopting WASH practices; from health, to safety, to dignity. We



know many reasons why adopting WASH practices can be beneficial; however, some people are still not cleaning their water, using a latrine, or washing their hands. People don't just maintain bad habits because they don't know better, are stubborn or lazy – often there are several factors that influence their willingness and ability to change.

2. Explain to participants that they will try to list different reasons why this happens by working with different scenarios. Explain to participants that they will be answering the two questions of: “Why are certain people still not adopting good WASH practices?” and “What is preventing them from adopting WASH practices?”
3. Explain to participants that they will need to act out a 1-2 minute scenario to the rest of the group.
4. They will have 5-10 minutes to read the scenario and prepare a small skit.
5. Divide the participants into 4 groups and give each group one of the 4 scenarios.
6. Once the groups have prepared their scenarios, ask one group at a time to present their skit.
7. After each presentation, ask the participants: “What were the reasons the family was not doing a good WASH practice?” Write each answer on a separate sheet of paper and stick it on the wall. Each scenario should only have 2-3 reasons.
8. Explain to participants that to make things easier to remember, we can divide all of these reasons into 5 categories of factors that influence behaviour.
9. Explain the 5 categories to the participants. Post the 5 titles horizontally on the wall as you explain them.
  - **Risk:** A person's understanding and awareness of the risk (how likely it is to be affected, and how severe is the impact)
  - **Attitude:** A person's beliefs about the costs (money time and effort) and the benefits (savings, health, other advantages). Attitude also includes the emotions that come about when doing or thinking about the behaviour.
  - **Norm of the community:** What community does and thinks about the behaviour.
  - **Ability:** A person's confidence and ability to adopt a behaviour
  - **Self-control:** How the person can stay committed to the behaviour for the longer term.

**Trainer Note:** For more information on the 5 different categories of factors, please refer to CAWST's *Technical Brief: Behaviour Change*

10. Return to the sheets of paper with the different reasons written on them. Ask the participants, as a large group, to decide which category of factors each reason belongs to.
11. Use the table below and sort the different reasons under the different titles.



Case	Risk	Attitude	Norms of the community	Ability	Self-control
1	The family thinks that untreated water does not harm you		No one in the community treats their water		
2		People think they don't have enough water (if it is only a perception)		Not enough water (if this is true)	They forget to wash their hands
3		<ul style="list-style-type: none"> <li>• They do not like the taste of chlorine</li> <li>• They don't think that it is worth buying</li> </ul>		They do not know how to treat their water	
4	They don't know that feces is a risk to their health	They think that latrines cost a lot of money and takes a long time to build	No one in the community is using a latrine		

12. Explain to participants that they will be using this guide later, when you discuss ways to influence behaviour change.

---

### Review

**10 minutes**



1. Ask the participants to think back of the habit they thought about in the introductory activity.
2. Ask them to discuss with a partner why the habit was so difficult to change, and which category of factors that reason falls under.
3. Ask a few participants to share with the larger group.

---

### Reflections on Lesson

## Behaviour Change Scenarios

### Scenario 1

You arrive at a household and ask the head of the household if he has water to drink. You observe that the water is taken from a water pump without any treatment. When you ask them why they do not treat their water, they answer that they **have always used the water** without treatment and have never had a problem. In addition, they say that **everyone in the community drinks** directly from the taps without treating it.

### Scenario 2

You arrive at a household and they invite you to eat with them. You observe that the lady of the house does not wash her hands before preparing the food, and no one washes their hands before they start eating. When you ask them why, they answer that they are very busy and do not have time to wash their hands, so they **often forget**. In addition, they explain that they **don't have enough water** to waste on washing their hands.

### Scenario 3

You arrive at a household and they offer you water to drink. You did not see them treat their water before giving it to you, so you ask them how they treat their water. They answer by saying they do not treat their water. **No one in the family knows how** to treat their water safely. When you offer advice and explain them about using chlorine, they reply by saying they do not use chlorine because they **do not like the taste**. In addition, they insist that they **do not have enough money** to buy chlorine, and there is **no place nearby to buy it**.

### Scenario 4

You arrive at a household and you really need to use a latrine. You ask the household if you can use their latrine. They say that they do not have one, and that you should simply do as they do and go into the bushes. You ask them why they don't have a latrine, and they say that it **requires too much time to build**, and that they **don't have enough money** to buy one. They believe that their feces are a great way to fertilize the soil and that it **does not cause any harm**. Besides, **no one in the community** uses a latrine.

# Risk

Understanding and awareness of the risk.

*Ex: The person does not know why it is important to use a latrine.*

# Attitude

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

*Ex: The person does not like using a latrine because they can simply go in a field, and because latrines smell bad*

# 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 latrine.*

# 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 or using a latrine*



# Self-Control

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 latrine clean*

