



---

## Lesson Description



In this lesson, participants will cover the 3<sup>rd</sup> principle of a household visit: Influencing Behaviour Change. They will discuss strategies that a Community WASH Promoter can use to try to influence someone to adopt good WASH behaviours.

---

## Learning Outcomes



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

1. Discuss strategies to influence a household to adopt good WASH behaviours

---

## Materials



- Flip chart paper
- Behaviour Change Flower (see end of lesson plan)
- Behaviour Change Techniques Guide (see end of lesson plan)

---

## Preparation



- Print copies of the Behaviour Change Techniques Guide
- Draw large Behaviour Change Flowers on 4-5 flipchart papers. Write one of the different behaviours in the middle of each circle.
  1. Not using a latrine (they have one)
  2. Not treating drinking water
  3. Not washing their hands after using the latrine
  4. Not using a latrine (they *do not* have one)
  5. Not storing water safely
- Optional: Look at the RANAS table that has been created throughout the workshop. Choose 5 different reasons, 1 from each category of RANAS, and write them in the petals for each behaviour.
- Optional: Write the learning outcomes on flip chart paper


---

## Introduction: Mix and Match Problems and Solutions

10 minutes



1. Explain to participants that you will be giving a card to everyone. Written on each card is either a problem or a solution. The people with the problem cards will go around the room and present their problems to the people who have solutions. The goal of the activity is to find your corresponding solution. Make sure you randomize the handouts to make it more difficult for participants to find their match.

2. Explain to participants that they will have 5 minutes to stand up and try to find their match.
3. Ask participants: "What happened when you presented a solution to a problem that did not match?" *It was funny and was not an effective solution.*
-  4. Explain to participants that when trying to influence behaviour change, it is important to try to provide solutions and advice that matches the barrier that is preventing someone from adopting a WASH behaviour.
5. Present the lesson description or learning outcomes.

---

## Influencing Behaviour Change

60 minutes






1. Ask the participants to raise 3 fingers. Refer back to the 'hand on the wall' of the principles of a household visit.
2. What is the third finger? *Influence.*
3. Explain to participants that this is the step where they must try to influence the household to adopt a better WASH behaviour.
4. Explain to participants that they must choose a strategy that matches the reasons why the household has not already adopted the WASH behaviour.
5. Give the example: "If someone says they do not want to use the latrine because it is dark, hot, and smelly, advising them that using a latrine is important will not be very effective. As a CWP, you must advise them in a way that will directly relate to the reason why they are not using a latrine to be the most effective at changing behaviour.
6. Explain to participants that they have identified different reasons for not adopting WASH behaviours in the 'Factors that Influence Behaviour' lesson earlier in the workshop.
7. Explain to participants that they will now be working in groups to try to think of strategies that directly address the reasons that were given for the person not adopting certain WASH behaviours.
8. Use one of the prepared Behaviour Change Flowers as an example and stick it on the wall for everyone to see.
9. Explain that in the middle of the 'Behaviour Change Flower' is a 'WASH Behaviour' that we would like people to change. Each Behaviour Change Flower has a different WASH behaviour.
10. Explain to participants that the small petals on the flower are the reasons why people are not adopting the behaviour.



### Trainer Note:

Option A: Look at the RANAS table that we have been creating throughout this workshop. Choose 5 different reasons, 1 from each category of RANAS, and write them in the petal for each behaviour.

Option B: Ask participants to choose their own reasons for each category of why the WASH behaviour does not exist.

11. Explain to participants that they will need to work together as a team and write several ideas of strategies they could use as a Community WASH Promoter to try to influence behaviour change for each specific reason.
12. Explain to participants that the important thing to remember is that the strategies you choose need to directly address the reason that the person has given, or that you have discovered, for not adopting the WASH behaviour.
-  13. Divide the participants into groups of 3-4 and give each group 1 of the flipchart papers with the diagram of a Behaviour Change Flower.
14. Explain to participants that they will have 15 minutes to fill out their Behaviour Change Flowers.
15. After 15 minutes, ask participants to put down their markers and pay attention to your next instructions.
-  16. Explain to participants that the people who have developed RANAS have also created a guide to help us find strategies for each category of factors of RANAS.
17. Hand out a copy of the Behaviour Change Techniques Guide to each participant.
18. Ask participants to return to their Behaviour Change Flower and compare it with the strategies of the Behaviour Change Techniques Guide. Explain to participants that they may want to add 1 or 2 new strategies for each petal of their flower.
19. Give them another 10 minutes to read the guide, compare it with the ideas they have come up with, and add a few new ideas to their flower if they have them.
20. Ask each group to stick their Behaviour Change Flower on the front wall of the room and to present their ideas to the larger group.
21. When each group has presented, ask the rest of the participants if they had other ideas of strategies they could use to help influence behaviour change of the household.
-  22. Once all the groups have presented, explain to participants that there are many ways a Community WASH Promoter can support a family or community to adopt good WASH practices. Their role consists of a lot more than giving information on the risks associated with bad WASH behaviours.

---

## Review

5 minutes

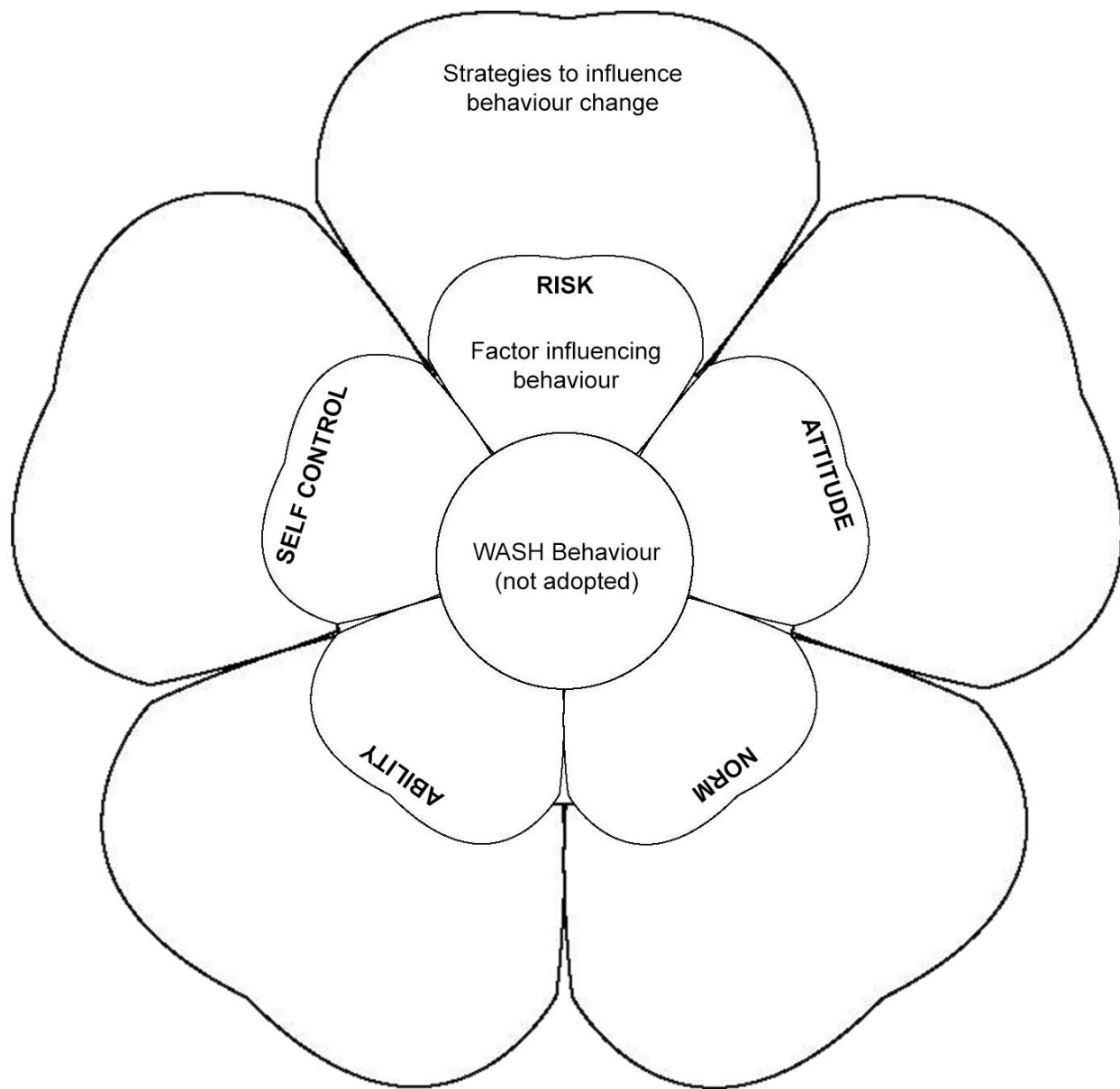


1. Ask participants to read all the strategies on the Behaviour Change Flowers on the wall. They will need to come to the front and draw a star next to their favourite 3 strategies they have learned today that they could use when visiting households.

---

## Reflections on Lesson

I need a hammer.	Here is a hammer.
I would like to eat a banana.	Here is a banana.
I need to drink some water.	Here is some water.
I would like to eat chicken.	Here is some chicken.
I don't know how to dance.	I will show you how to dance.
I need a shirt to keep warm.	Here is a shirt to keep warm.
I need a wrench.	Here is a wrench.
I need a nail.	Here is a nail.
I need credit for my phone.	Here is some phone credit.
I need a spoon to eat my soup.	Here is a spoon.
I need a knife to cut my food.	Here is a knife.
I don't like mosquitos.	Here is a mosquito net.



## Behaviour Change Techniques Guide

<b>RISK – A person’s understanding and awareness of the risk.</b>
1. Present facts and information about the risk to their health, safety, or security.
2. Highlight a fear of the <u>consequences</u> of the risk; if they do not adopt the behaviour.
3. Present information or stories about the <u>likelihood</u> of something bad happening.
<b>ATTITUDE – Beliefs about the costs and benefits, and emotions related to behaviour.</b>
4. Provide information and advice on the costs and the benefits of a behaviour. Ex: someone does not want to spend money on soap, or chlorine tablets; explain that the cost of chlorine is much less than the cost of medication needed when you are sick.
5. Describe the <u>positive</u> feelings related to the behaviour (safety, respect, dignity, pride, etc.)
6. Describe the <u>negative</u> feelings related to the consequences of performing the behaviour (disgust, embarrassment, etc.)
7. Use a reward for adopting the behaviour.
<b>NORM in Community – What the community does and thinks of the behaviour.</b>
8. Discuss how others in the community are already adopting the behaviour and they will be left out if they don’t also do it.
9. Discuss the importance of declaring a change for the betterment of the whole community and getting everyone to join, discuss how the household can be a leader. Ex: ask household who already adopted the behaviour to tell others and put a poster or star on the house.
10. Ask them if other people would approve or disapprove of their behaviours.
11. Organize support from the community. Ex: making a community plan to stop open defecation.
<b>ABILITY – A person’s ability, or perception of ability, to adopt the behaviour.</b>
12. Teach them how to do something, or demonstrate the behaviour yourself.
13. Help them gain access to the things they need. Ex: talk to merchants in the market.
14. Give them feedback on their behaviours (doing it correctly/incorrectly), and give compliments to motivate them.
<b>SELF-CONTROL – Barriers, distractions, or supports to continue the behaviour.</b>
15. Encourage them to plan ahead; ex: buying chlorine or soap in bulk.
16. Offer feedback on how well they have done since adopting the behaviour.
17. Help them create reminders to keep doing the behaviour and avoid unwanted behaviour.
18. Help them anticipate and plan for regrets and failures.
19. Discuss how adopting the positive behaviour is now part of their identity and they are role models for other in their community.