

Social and Behavior Change Workshop Series

3. The Creative Hat

May 2024

Supporting Donors



Note: This webinar is made possible by the generous support of all of our donors, however, the contents are the responsibility of the GNC and the individual presenters and do not necessarily reflect the views of these donors.

AGENDA: OVERVIEW



- Recap and feedback
- The Elephant, The Rider and The Path
- Conversation on creative solutions
- Story-telling for behavior change
- Checklist for material development



The Elephant, The Rider and the Path - A Tale of Behavior Change

<https://www.youtube.com/watch?v=X9KP8uiGZTs>

Objectives:

By the end of this session we aim to

- Have an enhanced understanding of creative solutions for SBC.
- Practice effective story-telling as an approach for behavior change.
- Build an understanding on developing effective communication materials.

CHALLENGES & CREATIVE SOLUTIONS

Conversation with Mr Rajkumar Jha, a Creative Communications Expert!

Key Takeaways:

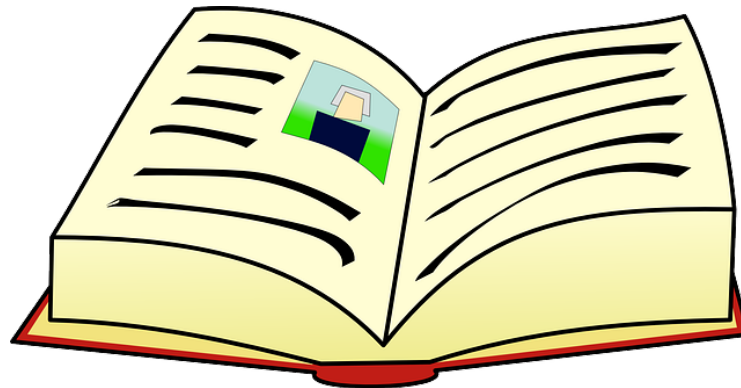
- Need to **spend time in the community observing behaviors** to make changes. Ask questions: Is it natural? Is it reoccurring? Is there a reason to change or not to change the behavior?
- If you can't spend this much sustained time with the community, try to **understand from the people who live there**, such as the frontline staff, community leaders, teachers etc.
- **Use words/phrases understood or commonly used by the intended audience.** The community may not understand "malnutrition" but they understand the difference between "weak" and "healthy" children.
- The **content for communication materials must come from the people.** Try to simplify in practical language and use some emotional element that touches their heart. **Be conscious of how gender is portrayed** in the visuals.
- For the mother-in-law, **make the communication relatable** and more generic – about every woman, including her daughter "every pregnant woman needs x, y, z", the baby is the next generation, your lineage, connect her to her past experience as a mother, make her feel important socially. Use emotional stories.



STORY-WRITING

Most stories have these same steps*:

1. There was a time when
2. And every day.....
3. Until one day.....
4. And because of this.....
5. And because of this.....
6. Until finally.....
7. And ever since that day.....



* Brian McDonald, the author of *Invisible Ink: A Practical Guide to Building Stories that Resonate*

TYPES OF STORIES



Closed-ended Stories: promote a specific behavior to solve a particular problem



Open-ended Stories: generate many possible solutions to a complex problem

STORY #1. BLOOD WORMS

There were once two brothers named Ahmed and Mohammed. The two brothers decided to go visit some relatives who live in a distant village. During their visit, each day they would walk to the river each day to bathe, they talked about how surprising it was that hardly anyone else frequented the river. They asked their neighbor, Mr. Ali, about the situation, and he told them that each family had their own well. Ahmed looked at Mohammed and frowned but said nothing. Later the two brothers talked about how unsociable this was for each family to have their own well instead of gathering at the river! After some time, both brothers began having belly pains and soon started noticing blood in their urine. Ahmed grabbed his brother by the arm, looked him in the eyes in a panic, and said, "Brother, the people are poisoning us! They don't like visitors here!" They went to the village chief to complain.

The chief told them that, years ago many of the people in the village had belly trouble and blood in their urine.

Neighbors accused each other of putting curses on their household and started fighting among themselves.

Fortunately, a health worker came by and advised them that the disease came from tiny creatures living in pools and streams where people bathed. These baby worms went through the skins of the bathers and traveled through the blood to their bellies. The villagers also learned that the eggs of the worms were passed in people's urine or feces, and would be washed by rain into the pools.

Upon the advice of the health worker, everyone began to use shovels to bury their feces, built latrines, and stopped urinating in the river. Soon, no one in the village complained of belly pain and bloody urine. The two brothers followed the example of the rest of the villagers, and soon became healthy again. After that, whenever they had a problem, they were sure to first discuss it with their neighbors to see what they could learn from them.

STORY #2. AMINA'S STORY

Amina is pregnant. She wakes up early and she works hard all day. Sometimes she lifts heavy things. She doesn't have any help. She has no time to rest. In the afternoon Amina sees her pregnant friends on their way to the health facility for their antenatal visit, but she doesn't join them. She continues to work. One day while working in the fields, Amina notices blood on her clothes. She washes her clothes but doesn't tell anyone about the blood because she doesn't know any of the danger signs to look for when she's pregnant.

The next morning Amina wakes up with a lot of blood on her mat. She calls to her husband to get help. Amina's husband runs around the village looking for transportation. He finds that most of the men are in the fields. It takes him a long time. By the time he has found help and comes back to the house he sees that....



KEY MESSAGES FOR MATERIALS



Messages are effective when they are simple, memorable, easily understood, culturally appropriate and meaningful to the audience.



A message typically reflects

1. A desired action from the audience (which should be small/doable)
2. The key promise or benefit if they perform the action.



Who is the audience and what are their needs, motivations and barriers to change?



What action does the program want the audience to take?



Why should the audience take the action?

CHECKLIST FOR COMMUNICATION MATERIALS

- ☐ Is it scientifically accurate?
- ☐ Are the messages simple and appropriate for the audiences?
- ☐ Do the messages and materials address key barriers identified from the formative research?
- ☐ Is the tag line appealing from the audience's perspective and easy to remember?
- ☐ Do the messages clearly state the action that audiences should take?
- ☐ Do the messages/visuals reinforce unequal gender roles or stereotypes?
- ☐ Does the message/visual create stigma against a group of people?

Thank You
Next workshop:
Measuring Change

Looking for support in Nutrition in Emergencies?

	Type of supported needed	Provider
1	I want remote or in-country in depth technical support	GNC Operations Team
2	I want to hire a consultant directly	GNC Consultant Rosters
3	I want quick technical advice	GNC HelpDesk
4	I want peer support	www.en-net.org

Visit: <https://nutritioncluster.net/> and click "Request Support"

How to Access Support

Request support on coordination, information management, integration for nutrition outcomes or technical nutrition in emergencies assistance.

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it will take less than 5 minutes
(it will pop up when you close the webinar)