Shifting Social Norms as Part of Social and Behavior Change: Training Curriculum

SAMPLE TRAINING AGENDA

Social Norms Training Agenda – Module 1

**[DATE]**

**[VENUE LOCATION]** or **[LINK]**

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| **Time** | **Section** |
| **2 Hours** | **Session 1** |
| **10 mins** | **Introductions and Workshop Overview*** Introduce curriculum objectives (if audience is participating in full curriculum), and Module Objectives - core social norms concepts of, how norms can influence program outcomes, and why this is important
* Before the first Section, include personal/self-reflection intro session, where participants can reflect on how social norms relate to their technical work and lives, both personally and programmatically.
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| **45 mins**  | **Section 1: Social Norms and Their Relation to Behavior*** Introducing social norms concepts, starting with a reflection on a photo or video on what social norms it represents
* Plenary and Breakout activity options for understanding norms, beliefs, attitudes, and behaviors; and descriptive and injunctive norms
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| **5-10 mins** | **Break [optional]** |
| **30 mins** | **Section 2: Why Norms Matter in Social and Behavior Change Efforts** * Introduction to three conceptual approaches on social norms and how norms influence health behaviors,
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| **30 mins** | **Section 3: How Social Norms-Shifting Approaches Fit Into And Bring Additional Value to SBC*** Presentation of 2 or more case studies illustrating why social norms are important to behavior change interventions
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| **2 Hours** | **Session 2** |
| **20 mins** | **Section 1 Recap: Social Norms and Their Relation to Behavior*** Recap of concepts
* Introduction to the eight features of social norms, and activity on the eight features of social norms
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| **50 mins** | **Section 4: Theories of How Norms Influence Behaviors*** Present different disciplines and theories that underpin how norms change leads to behavior change – and common elements across theories
* Optional slides to allow a deep dive into specific theories
* Facilitator can add activities to allow participants to reflect on how these theories apply to or underpin their own work
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| **50 mins** | **Section 5: Developing and using program theories of change.** * Discuss why clear theory of change is key for norms-shifting approaches
* Facilitator can add activities to allow participants to work with their own or a sample theory of change, and elucidate how norms-shifting approaches will work and lead to desired outcomes.
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