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. |
| **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 |
| **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, |
| **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 |
| **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 |
| **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 |
| **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. |

