



Foundations of Behaviour Change: Body, Voice and Space

CORE GROUP: A selective group of development professionals from a TfaC partner organisation

INSTRUCTORS: TfaC Lead Trainers

LENGTH: 40 hours / 1 week

LOCATION: Host country of partner organization

ACCREDITATION: OCN Level 3

AIM: To equip trainees with knowledge, awareness and skills in the foundations of behaviour change.

ASSESSMENT: 100% coursework

1. **Body, Voice and Space workshops (80%):** 32 hours of physical workshops covering the foundations of behaviour change, including an exploration of perceptions and habit behaviours, and awareness of body, voice and space, and physical, vocal and spatial patterns of behaviour.
2. **Methodology seminars (10%):** 4 hours of seminars involving taught presentations, group work and discussions.
3. **Independent Learning (10%):** 4 hours of Learning Journal reflection tasks and set readings.

MODULE DESCRIPTION:

The **Foundations of Behaviour Change: Body, Voice and Space** training module guides trainees through the process of becoming aware of how they habitually use their bodies, voices and space to communicate, and how this affects their social and personal relationships.

Trainees are then encouraged to try out using their bodies and voices in more confident, balanced and assertive ways in the safe and fun environment of the workshop, and are also encouraged to practise these new behaviours in their lives. We call this a 'rehearsal for reality', since trainees are supported to adopt these new behaviours in critically important real life situations, like negotiating challenging relationships and communicating in more confident and assertive ways.

Finally, trainees are equipped with the knowledge and skills to train others in Foundations of Behaviour Change, including how to plan workshops, facilitate activities, and monitor and evaluate the impact of their work. Analysis, reflection, and critical evaluation of trainees' own work, and the work of the group as a whole, constitute three key methods for learning and professional/personal growth throughout the training period.

Over the course of the week, trainees take part in 5 **Methodology Seminars** and 15 **Participatory workshops**. This module draws on Theatre for a Change's unique and well established canon of physical activities and participatory learning techniques that are designed to empower participants - through increased self-esteem, assertiveness, and increased communication and leadership skills - to become their own agents of change in their relationships and in the wider community.

MODULE ASSESSMENT:

Work is broken down into three areas:

1. **Workshop participation:** participating actively in workshops using physical approaches to explore the foundations of behaviour change.
2. **Seminar contribution:** attending presentations, engaging in group work and participating in discussions based on set readings.
3. **Learning Journal reflections:** writing or drawing tasks based on each workshop, designed to help trainees reflect on their experiences.

See Assessment Criteria for details on how trainees will be assessed.

Body, Voice and Space Workshops

This workshop series enables trainees to develop a level of physical, vocal and spatial awareness that allows them to critically reflect on, and eventually change, the way they use their bodies, voices and space to communicate in challenging situations. Trainees are assessed by the Lead Trainers, who note observable and measurable abilities that meet the module's assessment criteria. At points during the training, trainees will be asked to demonstrate particular skill sets by leading activities, sharing creative work, and critically evaluating and reflecting on their own contributions, and the contributions of their peers. Lead Trainers will assess the ability of trainees based on the **skills shown** in the **development and delivery** of these activities. Trainees' ability to analyse and critically reflect on their own work will be observed through continuous **reflection discussions** throughout each workshop, and at the end of each training day, as well as through the trainees' learning journals which will be collected and reviewed at the end of the training period.

Methodology Seminars

Seminars provide a safe space to learn and discuss key aspects of the foundations of behaviour change. Lead Trainers use PowerPoint presentations and handouts to deliver key information and guide group discussions based around set-readings. Trainees also engage in participatory learning activities and group work designed to stimulate learning around the topics at-hand.



Lead Trainers assess seminar contributions by noting and observing trainees' engagement with group work, their ability to take part in group discussion, and their awareness of key issues and facts around the topic areas. Trainees are assessed in their overall contribution across all seminars. Trainees are expected to spend **2-4 hours** reading the articles and excerpts provided throughout the training week.

Learning Journals

All trainees are provided with a 'Learning Journal'; a booklet with a double page spread for each workshop where they are asked to write the answers to set questions or draw pictures to reflect on their experiences throughout the training period. A typical Learning Journal page contains an outline of the activities for each topic, a lined-space for written reflection and blank space for drawings:

<p>Club Topic: Facilitation Skills.</p> <p>Date:.....</p> <p>Practise using the Facilitation Skills of observation, listening and practising behaviour change in your workshops and future trainings.</p> <p>Activity: Write answers to these questions and draw a picture on the next page.</p> <p>Q: What are the skills of a good facilitator?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>Q: How do you plan to use your Facilitation Skills in the future?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>																																													<p>Activity: Draw yourself as a facilitator and label all the aspects of you that make you a good facilitator.</p> <div style="border: 2px solid black; height: 350px; margin-top: 10px;"></div>
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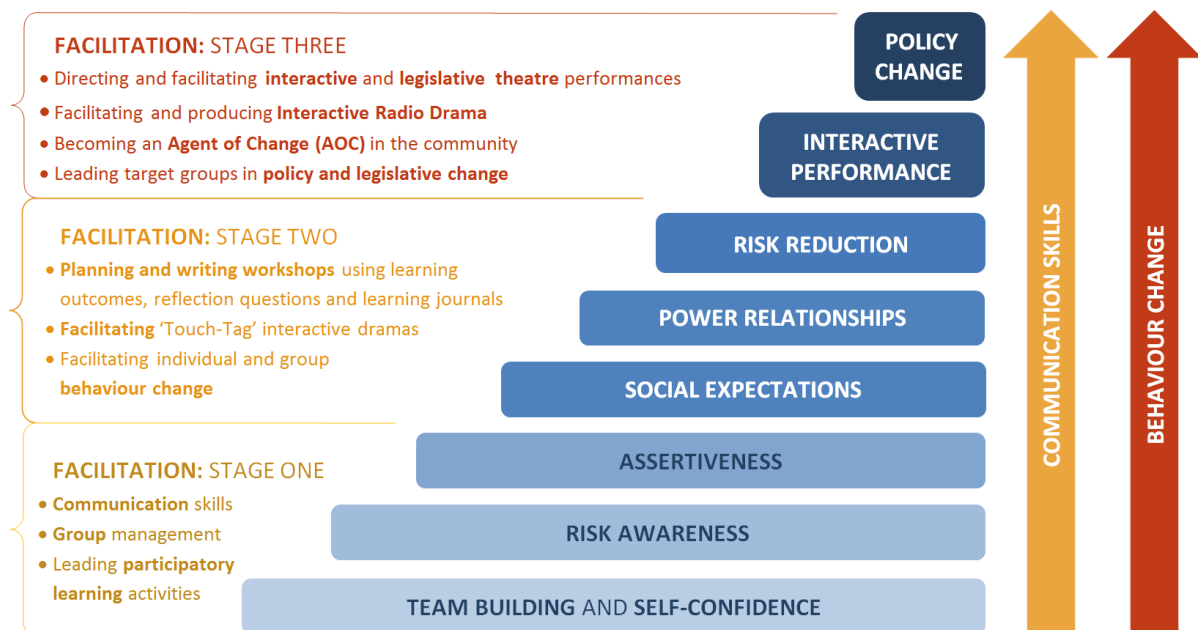
Passing the Foundations of Behaviour Change: Body, Voice and Space module

Trainees either pass or fail the OCN Accredited Qualification in Foundations of Behaviour Change: Body, Voice and Space based on clearly achieving the OCN Assessment Criteria. This decision is made after examination by a TfaC Lead Trainer, internally verified by a second TfaC Lead Trainer, and externally verified by OCN.

Trainees are passed **provisionally** for **one year**. In order to achieve a full pass, trainees must then provide evidence that **they are actively engaged in applying what they have learned throughout the training in their daily life** - eg by becoming aware of habit behaviours and attempting to transform them. At least three months should pass between the end of the training, and when trainees submit evidence of their application of their learning in daily life. This evidence can be provided through the trainees' learning journals, accompanied by other creative ways of documenting this application including, but not limited to, videos, photos, songs, poems, stories, and other creative forms of expression.

TfaC Facilitation Stages

The **Foundations of Behaviour Change: Body, Voice and Space** training module lays the foundation for TfaC's broader programme for facilitator training. This module is recommended to be taken before any other module covering Facilitation, Behaviour Change, Legislative Theatre and/or Interactive Radio Drama.





Sample Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR INTRO TO COURSE (1/2 hr)	SEMINAR TFAC METHODOLOGY (1/2 hr)	SEMINAR 6 STEPS TO BEHAVIOUR CHANGE (1/2 hr)	SEMINAR GENDER (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	TEAM-BUILDING (2 hrs)	REFLECTING ON HABITS, PERCEPTIONS AND BEHAVIOUR CHANGE (2 hrs)	REFLECTING ON THE BODY AND BEHAVIOUR CHANGE (2 hrs)	REFLECTING ON THE VOICE AND BEHAVIOUR CHANGE (2 hrs)	REFLECTING ON SPACE AND BEHAVIOUR CHANGE (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	HABIT BEHAVIOURS (2 hrs)	AWARENESS OF BODY (2 hrs)	AWARENESS OF VOICE (2 hrs)	AWARENESS OF SPACE (2 hrs)	USING BODY, VOICE AND SPACE DIFFERENTLY (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	PERCEPTIONS AND BEHAVIOUR CHANGE (2 hrs)	THE BODY AND BEHAVIOUR CHANGE (2 hrs)	THE VOICE AND BEHAVIOUR CHANGE (2 hrs)	SPACE AND BEHAVIOUR CHANGE (2 hrs)	REFLECTING ON LEARNING FROM THE WEEK (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Evaluation: Participants complete an evaluation of the training and a self-reflection questionnaire.