Facilitating Change
Using the *SASA!* Process

(2 hours)

Objectives

- Guide participants in understanding the stages of change.

- Link the stages of change to the four SASA! phases.

- Guide participants in realizing that people's feelings during a process of change affect their success in making the desired change.

- Practice a positive, benefits-based approach for facilitating change.

Competencies

By the end of this session, participants will be able to:

☞ List the stages of change.

☞ Give an example of personal behavior change using the stages of change.

☞ Define "community norms" in easy to understand words.

☞ Describe how knowing the Stages of Change helps us in preventing violence against women.

☞ Describe each SASA! Phase in relation to each stage of change.

☞ Describe some motivators and barriers to change and how they apply to prevention work.

☞ Explain what a "positive benefits approach" means.

Staff Skill Building Library

Stages of Change

Preparations

- Write out the five "Stages of Change Stories," found at the end of these instructions. Write each sentence separately, as shown, onto pre-cut strips of flipchart. Gather the sentences for each story in random order, and then clip or staple them together so that they do not get mixed up with sentences from the other stories.

- Tape together two vertical sheets of flipchart, end to end, to make one long sheet of flipchart. Write the title "Stages of Change" and the following content along the left side.

  1) Pre-Contemplation: the person does not identify the issue as a problem
  2) Contemplation: the person begins to identify the issue as a problem
  3) Preparation for Action: the person seeks information, support and alternatives for making a change
  4) Action: the person begins to make a change in her/his life
  5) Maintenance: the person sustains the change

Steps

1. Introduce "PREP Session 1 — Facilitating Change using the SASA! Process":

   "Welcome to SASA! In this session we will spend time thinking about how change happens and then connect these ideas with the SASA! process. Understanding how change happens can help us be more effective in facilitating change in the community."

2. Ask participants to divide themselves into five groups, by counting off from one to five until everyone has a number, and then grouping themselves by number.

3. Give each group a stack of randomly organized sentences for one of the "Stages of Change Stories."

4. Explain: *"These pieces of flipchart make up a story. The task for each group is to read these sentences and determine their correct order. Make your decisions based on your own experiences of making change, or based on what you have witnessed in others. When finished, tape the pieces in order on the wall. You will have 5 minutes to complete this task."*

5. Ensure there are no questions and begin.

6. Alert the groups when **2 minutes** remain.

7. Call "*stop!*" when **5 minutes** have passed.

8. Ask the groups to tape their stories on the wall.

9. Explain: "*Each group will present their story and explain why they chose the order they did*."

10. After each presentation ask:

    a. "*Why did you choose to put the pieces in this order?*"

    b. "*Do the other groups agree with this order?*" If there is disagreement, discuss and come to an agreement about the correct order for the story.

11. After all presentations have been given, ask the group: "*Examine these stories and think to yourself about the similarities between them?*"

12. Give the group a few moments in silence to think, then explain:

    a. "*I am now going to talk you through a process of remembering and imagining one of your own experiences of making a change. At the end of this exercise you will share this experience with your neighbor, so imagine an example from your life that you feel comfortable sharing.*"

    b. "*Now make yourself comfortable, close your eyes and listen carefully to what I say. Create pictures in your mind as I read.*"

13. Once everyone has closed their eyes, read the following directions slowly to the group. When you see the word "pause" take a deep breath and silently count to five to let a few seconds pass:

    "*Please take a minute to think about a change in your own life—something that you decided to change yourself, not something that was forced on you by someone else or by circumstances. (pause) What was that change? Do not say it out loud; just think about it to yourself." (pause)*

    Try to remember in detail the process you went through during that change. What issue did you begin to identify as a problem? (pause)

    What made you feel that you needed to change something about yourself or your lifestyle? (pause)

    What did you do next? Did you have information? Did you learn more about the issue? (pause) Who did you talk to? Did you get support from anyone? (pause) Did you try to think of alternatives to that behavior? (pause)

    Did you change right away or did it take time? Did you try many different approaches to changing? Try to remember what those approaches were. (pause)

    How did it feel to accomplish that change? (pause) What did you do to try to sustain the changes you had made and not go back to the old ways?" (pause)

14. Tell participants to open their eyes and then ask: "*Now please turn to your neighbor and tell her or him about the change you made in your life—and the process you went through to make that change. After **3 minutes** I will ask you to switch roles of teller and listener.*"

Validation Option: Activity in Training

This activity allows for group validation of the competency:

☑ Give an example of changing behavior using the stages of change.

During group brainstorm, are 1-2 participants able to share their stories of change in a way that reflects the Stages of Change? If so, then they as a group have demonstrated the competency. If not, further training is recommended.

15. After **3 minutes** ask participants to switch roles, so the other person can describe her/his process of change as well.

16. Call "*stop!*" after another **3 minutes** have passed.

17. Ask: "*Would anyone like to describe their process of change to the group?*"

18. Invite a few participants to share their stories, probing them along the way as follows:

    a. "*What kind of change did you make?*"

    b. "*How did you become aware that you needed or wanted to make a change?*"

    c. "*Who and what supported you in making that change?*"

    d. "*What actions did you take to be successful in making that change?*"

    e. "*How did you make sure you sustained that change over time?*"

19. Hang the flipchart on the wall displaying the Stages of Change.
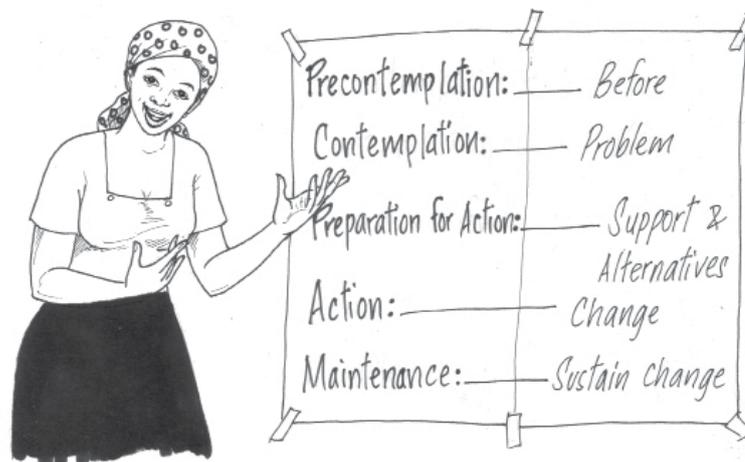
20. Summarize as follows:

   a. "*People making a change in their lives go through a common process, which has five stages*." Read the stages and descriptions on the flipchart.

   b. "*Think back to the stories that we organized, as well as to your own experience of change. Do these stages reflect the process in these stories and in your own lives?*" Discuss.

21. Explain: "*SASA! is a process of creating change within a community. If we know how individuals typically change, then by scaling these stages up to the community level we become more skillful in facilitating community-wide change*."
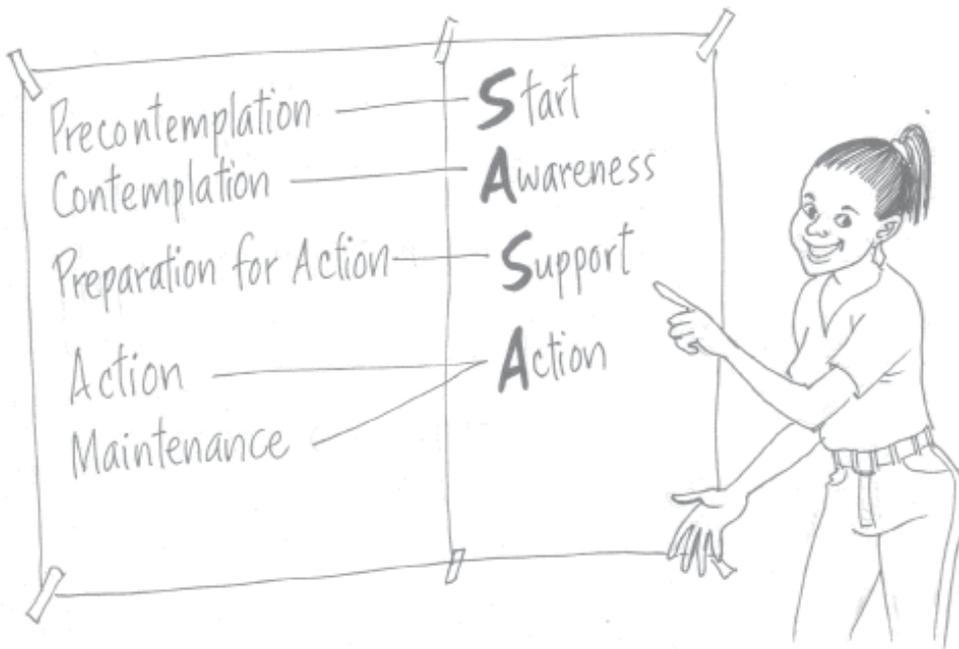
22. Explain: "*SASA!, as you know, means NOW! in Kiswahili. It is also an acronym for the four phases of the SASA! process. S-A-S-A!*"

23. On the right side of the flipchart write the phases of SASA! Draw arrows from each stage of change to its corresponding phase in SASA!

   Note: Link both "action" and "maintenance" in the stages of change to "action" in the SASA! process. Explain to participants: "*In the SASA! process, the action and maintenance stages have been combined into one*."

24. Ask participants: "*Please return to your original groups and the story you ordered. Discuss among yourselves how the SASA! phases would fit with your story. Write Start, Awareness, Support, and Action next to the appropriate sentences.*"

25. Once the groups are finished, ask participants to return to the large circle for discussion. Ask:

   a. "*Why is it important in our work to recognize how people change?*"

   b. "*Do community programs sometimes jump into action before raising awareness and generating support? What effect does this have?*"

   c. "*Do some programs get stuck year after year raising awareness? What effect does this have?*"

d. *"How can being systematic—using a step-by-step approach—to facilitate change in the community be more effective in helping us achieve our goals?"*

26. Summarize key points:

a. *"Change is a process. It is not an event that happens and finishes immediately."*

b. *"Most people go through a similar process when they change. The steps in this process are fairly predictable."*

c. *"Understanding how individuals change can help us become better at facilitating change across the community."*

d. *"A community goes through a similar change process as individuals when changing its thinking and behavior."*

e. *"SASA! is designed to help us be effective in facilitating change within individuals and within the community."*

Stages of Change Stories

Story 1:

- Paul smokes a pack of cigarettes a day.

- Paul coughs a lot in the morning and wonders if it could be because of smoking.

- Paul learns from his doctor that smoking causes lung cancer and thinks about quitting.

- Paul stops smoking.

- Paul has not smoked for a year and does not cough anymore.

Story 2:

- Sabi has heart palpitations when she carries heavy loads.

- Sabi wonders whether her palpitations could be linked to her weight.

- Sabi's friend tells her that being overweight causes high blood pressure. They talk about how to reduce weight.

- Sabi decides to put less oil in her food and take smaller portions.

- Sabi seldom has heart palpitations now. She feels great and weighs five kilos less.

Story 3:

- Mary and John are married, and although John loves Mary, he sometimes slaps her when he gets annoyed.

- John's grandfather notices and talks with John about respecting Mary. John realizes that it is not right to slap Mary.

- John and Mary talk. John commits to not slap Mary and to treat her with more respect.

- John sees that Mary is happier and likes to be around him more.

- Mary and John talk about their experience in the community.

Story 4:

- Sarah has sex with Samwel in exchange for school fees and some money for clothes.

- Sarah hears radio programs about transactional sex and realizes that this is not the way it is supposed to be.

- Sarah talks to her friend who gives her the advice to stop seeing Samwel.

- Sarah breaks it off with Samwel. She looks less fancy, but she feels much better about herself.

- Sarah joins with other friends and they organize a meeting with teachers and parents to talk about how to support girls to stay in school.

Story 5:

- Aminah beats her son, Ali, when he does not come home from school on time.

- Ali begins to withdraw from Aminah and the family.

- At her women's group, Aminah tells friends about the change in Ali. They share experiences and other ways of disciplining children.

- Aminah tells Ali that she will no longer beat him, but if he doesn't come home on time with a good reason then he will have to do extra chores.

- Aminah tells her women's group the following week that Ali was late only once and he washed dishes that night. He is more interactive with the family.

Validation Options

Validation is another way to say "assessment" or "pre/post-test". It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.

2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and 'X' for each competency.

3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

	Suggested Validation Methods								
	Group Validation *Use if it is sufficient for the group, as a whole, to demonstrate the competency*					**Individual Validation** *Use if essential for each participant to demonstrate the competency her/himself*			
Competency *(Specific skill)*	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
List the stages of change. *Note: Validation Images included in the module are another special option for individual validation.***		X	X	X	X		X	X	X
Give an example of personal behavior change using the stages of change.**	X	X	X	X	X		X	X	X
Define "community norms" in easy to understand words.**		X	X	X	X		X	X	X
Describe how knowing the Stages of Change helps us in preventing violence against women.		X	X	X	X		X	X	X
Describe each SASA! Phase in relation to each stage of change. *Note: Validation Images included in the module and mentioned in the above competency are another special option for individual validation.*		X	X	X	X		X	X	X
Describe some motivators and barriers to change and how they apply to prevention work.		X	X	X	X				
Explain what a "positive benefits approach" means.		X	X	X	X		X	X	X

*Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

Validation Questions

List the Stages of Change.

Describe one real-life example of change, naming each of the stages of change.

What will you say if someone in the community asks you: What are "community norms"?

How can knowing the stages of change help in preventing violence against women?

Validation Questions

Which stage of change matches with which SASA! phase:

Pre-contemplation   Awareness
Contemplation   Action
Preparation for Action   Start
Action / Maintenance   Support

What is a "positive benefits approach" to violence prevention?

Name 2 motivators and 2 barriers to behavior change.

Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning.*

Validation Images

What did you learn from this training about the following competencies?

❑ List the stages of change.

❑ Describe each *SASA!* Phase in relation to each stage of change.

In order to show what you know, put in order the below images, based on which comes first in the Stages of Change. Label each with the following labels:

• No. 1, No. 2, No. 3, No's. 4-5

• Start, Support, Action, Awareness

Number (Circle one) No. 1   No. 2   No. 3   or No's 4-5

Phase (Circle one) Support   Action   Start   Awareness

Number (Circle one) No. 1   No. 2   No. 3   or No's 4-5

Phase (Circle one) Support   Action   Start   Awareness

Number (Circle one) No. 1   No. 2   No. 3   or No's 4-5

Phase (Circle one) Support   Action   Start   Awareness

Number (Circle one) No. 1   No. 2   No. 3   or No's 4-5

Phase (Circle one) Support   Action   tart   Awareness