



# Urban Adolescent Sexual and Reproductive Health Social and Behavior Change Communication: An Implementation Kit

## Acknowledgements

---

The USAID-funded Health Communication Capacity Collaborative (HC3)—based at the Johns Hopkins Center for Communication Programs—would like to acknowledge Allison Mobley, Joanna Skinner, Rena Greifinger, Alessia Radice and Erin Portillo for authoring this implementation kit with additional feedback from Mohamad Sy-Ar and pretesting organizations in Benin and Madagascar. HC3 also thanks Katie Kuehn and Kim Martin for their editing support, Kerstin Diehn for her layout and design assistance and Harunah Lubwama for his illustration work. Finally, HC3 extends its gratitude to Hope Hempstone, Zarnaz Fouladi and Andrea Ferrand at USAID-DC, and to the USAID Missions in Benin and Madagascar for their invaluable guidance and support.

This I-Kit is made possible by the support of the American People through the United States Agency for International Development (USAID). The Health Communication Capacity Collaborative (HC3) is supported by USAID's Office of Population and Reproductive Health, Bureau for Global Health, under Cooperative Agreement #AID-OAA-A-12-00058. HC3 is based at the Johns Hopkins Center for Communication Programs (CCP).

### *Contact Information*

Johns Hopkins Center for Communication Programs  
111 Market Place, Suite 310  
Baltimore, MD 21202  
USA

Telephone: +1-410-659-6300  
Fax: +1-410-659-6266

[www.healthcommcapacity.org](http://www.healthcommcapacity.org)

© 2015, Johns Hopkins Center for Communication Programs

# Table of Contents

---

Acronyms.....	4
---------------	---

## **PART 1: CONTEXT AND JUSTIFICATION ..... 5**

### **About the Implementation Kit..... 6**

What is the Purpose of the Implementation Kit?.....	6
Who is the Audience for the Implementation Kit?.....	6
What Does the Implementation Kit Include? .....	7
How Should the Implementation Kit be Used?.....	7
Adaptability of the Implementation Kit.....	7
Implementation Kit Icons and Meanings “Key” .....	8

### **Focus on Adolescent Sexual and Reproductive Health ..... 9**

Who are Adolescents?.....	9
Why Focus on Adolescents? .....	11
What is Unique about <i>Urban</i> Adolescents? .....	12
What is Sexual and Reproductive Health?.....	12
Resources .....	13

### **Introducing a Fictional Setting..... 15**

The City of “Zanbe” .....	15
“Bright Star” NGO.....	16
Cast of Characters .....	16

### **Social and Behavior Change Communication and Theory ..... 18**

What is Social and Behavior Change Communication? .....	18
What Influences People’s Behavior?.....	20
SBCC Theories.....	22
Lessons Learned From Successful SBCC Urban Adolescent Programs .....	29
Resources .....	32

## **PART 2: ESSENTIAL ELEMENTS OF SBCC PROGRAMS FOR URBAN ADOLESCENTS ..... 35**

### **Essential Element 1: Collecting Helpful Information about Urban Adolescents..... 37**

1. Determine the Sexual and Reproductive Health Problem.....	38
2. Use Primary and Secondary Research.....	38
3. Make Sense of the Research Collected.....	42
<i>Worksheet #1: Making Sense of Primary and Secondary Research .....</i>	<i>43</i>
<i>Worksheet #1: Making Sense of Primary and Secondary Research: Zanbe Example .....</i>	<i>48</i>
Resources .....	53

<b>Essential Element 2: Navigating the Urban Environment for Youth</b> .....	<b>62</b>
1. Conduct a Community Mapping or Urban Assessment .....	63
2. Identify Potential Priority Partners.....	63
Worksheet #2: Urban Assessment.....	65
Worksheet #2: Urban Assessment: Zanbe Example.....	70
Worksheet #3: Community Mapping.....	76
Worksheet #3: Community Mapping: Zanbe Example.....	78
Resources .....	80
<b>Essential Element 3: Segmenting Your Audience</b> .....	<b>81</b>
1. Choose Your Intended Audience .....	84
Worksheet #4: Segmenting Your Audience.....	86
Worksheet #4: Segmenting Your Audience: Zanbe Example.....	89
2. Identify Primary and Secondary Audiences .....	92
Resources .....	93
<b>Essential Element 4: Creating an Audience Profile</b> .....	<b>94</b>
1. Review the Data Collected on Priority Audience Segments .....	96
2. Summarize Key Information and Create Audience Profile(s).....	98
Worksheet #5: Summarize Key Information about your Audience .....	100
Worksheet #5: Summarize Key Information about your Audience: Zanbe Example .....	105
Worksheet #6: Audience Profile .....	110
Worksheet #6: Audience Profile: Zanbe Example.....	115
3. Pretest Profiles with the Audience .....	121
Resources .....	121
<b>Essential Element 5: Establishing Behavioral Objectives and Indicators</b> .....	<b>122</b>
1. Consider and Set Behavioral Objectives.....	123
2. Make Behavioral Objectives SMART.....	123
Worksheet #7: Behavioral Objectives .....	125
Worksheet #7: Behavioral Objectives: Zanbe Example .....	127
3. Establish Behavioral Indicators.....	130
Worksheet #8: Behavioral Indicators.....	132
Worksheet #8: Behavioral Indicators: Zanbe Example .....	135
Resources .....	137

<b>Essential Element 6: Identifying Communication Channels in the Urban Environment .....</b>	<b>138</b>
1. Consider Communication Channel Pros and Cons for Using with Urban Youth .....	139
2. Find Available Channels Reaching the Intended Audience .....	147
Worksheet #9: Day in the Life.....	148
Worksheet #9: Day in the Life: Zanbe Example.....	151
Worksheet #10: Reviewing Available Communication Channels .....	153
Worksheet #10: Reviewing Available Communication Channels: Zanbe Example.....	155
3. Select a Combination of Lead and Supportive Channels .....	157
Worksheet #11: Selecting Communication Channels.....	159
Worksheet #11: Selecting Communication Channels: Zanbe Example .....	163
Creating Surround Sound and Message Reinforcement.....	167
Resources .....	169
<b>Essential Element 7: Developing Messages for Urban Adolescents.....</b>	<b>177</b>
1. Develop a Creative Brief .....	178
Worksheet #12: Creative Brief.....	179
Worksheet #12: Creative Brief: Zanbe Example .....	182
2. Understand the Language Used by the Intended Audience .....	185
Worksheet #13: What Youth Say .....	186
Worksheet #13: What Youth Say: Zanbe Example .....	188
3. Pretest to Get the Language and Visuals Right for Urban Adolescents.....	190
Resources .....	192
<b>PART 3: CHALLENGES AND STRATEGIES FOR IMPLEMENTING YOUR PROGRAM FOR URBAN ADOLESCENTS.....</b>	<b>193</b>
Challenges and Strategies for Implementation .....	195
<b>PART 4: SHARING WHAT YOU'VE LEARNED .....</b>	<b>202</b>
<b>GLOSSARY .....</b>	<b>204</b>
<b>REFERENCES .....</b>	<b>210</b>



## Acronyms

---

<b>BCC</b>	Behavior Change Communication
<b>CDC</b>	Centers for Disease Control and Prevention
<b>DHS</b>	Demographic Health Survey
<b>HC3</b>	Health Communication Capacity Collaborative
<b>I-Kit</b>	Implementation Kit
<b>IPC</b>	Interpersonal Communication
<b>IRB</b>	Institutional Review Board
<b>KAB</b>	Knowledge, Attitudes and Behaviors
<b>LGBTQ</b>	Lesbian, Gay, Bisexual, Transgender and/or Questioning
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDG</b>	Millennium Development Goal
<b>MOH</b>	Ministry of Health
<b>NGO</b>	Non-Governmental Organization
<b>PSI</b>	Population Services International
<b>SBCC</b>	Social and Behavior Change Communication
<b>SMS</b>	Short Message Service
<b>SRH</b>	Sexual and Reproductive Health
<b>SRHR</b>	Sexual Reproductive Health and Rights
<b>SSA</b>	Sub-Saharan Africa
<b>STI</b>	Sexually Transmitted Infection
<b>USAID</b>	United States Agency for International Development
<b>YPISA</b>	Young People's Information and Services Advocacy