

# CONTENT STRATEGY AND PLANNING

**WHAT PURPOSE DOES  
YOUR CONTENT  
SERVE?**





# **WE CREATE CONTENT TO...**

**CHANGE MINDS AND BEHAVIOURS**

**CONNECT WITH PARTNERS**

**SHARE AND BUILD SKILLS AND  
KNOWLEDGE**

**ADVOCATE FOR NEW WAYS**

**DRIVE PARTICIPATION**

**INFLUENCE DECISION MAKERS**

**MOBILISE COMMUNITIES**

**DEMONSTRATE OUR SOLUTIONS**

**ADVERTISING SERVICES**

**DECONSTRUCT MASTER NARRATIVES**

# HOW DOES CHANGE HAPPEN?

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"Go for Behaviour, Not Just Awareness Change: A problem will not go away simply because someone knows about a behaviour. That awareness has to be translated into an action, a behaviour, to have an impact on the problem. "

People in Need, Behavioural Change toolkit

**MEANINGFUL  
RELATIONSHIPS THROUGH  
CONTENT BUILD OVER TIME,  
AND ARE DYNAMIC...LIKE  
SOME OTHER THINGS**

# RELATIONSHIP FLYWHEEL IN CAUSE "MARKETING"



## SUPPORT + ADVOCACY

Growth over time, more participation, regular positive sentiments, recurring actions, advocacy

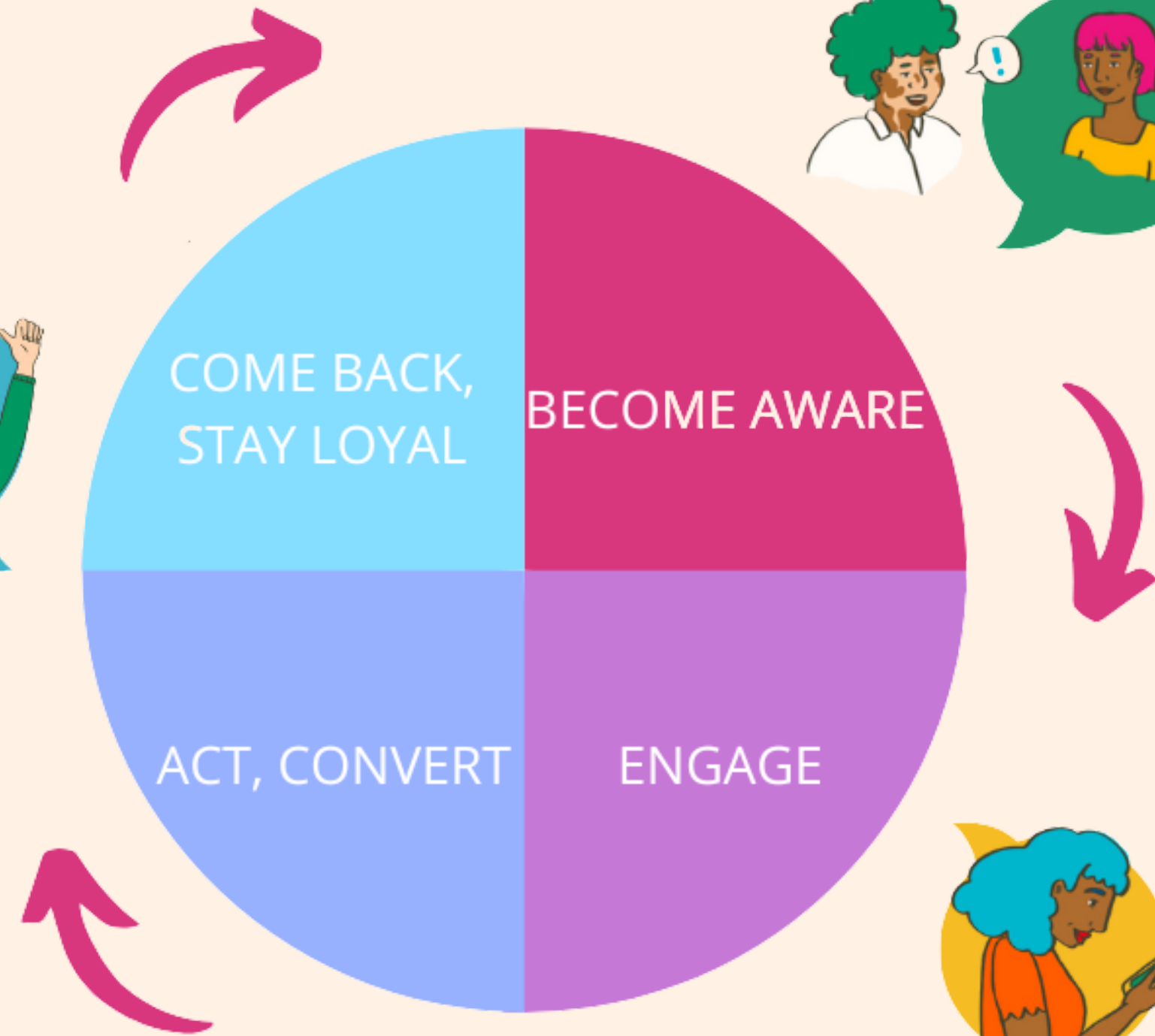


**AWARENESS:**  
Views, reach  
word of mouth

**INTEREST:**  
Likes, shares,  
views, community  
management  
comments, DMs,  
follows, clicks,  
attendance,  
questions, opens...

## ACTION/ CONVERSION:

Link clicks, completed online action, donations, signatures, attendance,



# HOSTAGE RELEASE NEGOTIATION

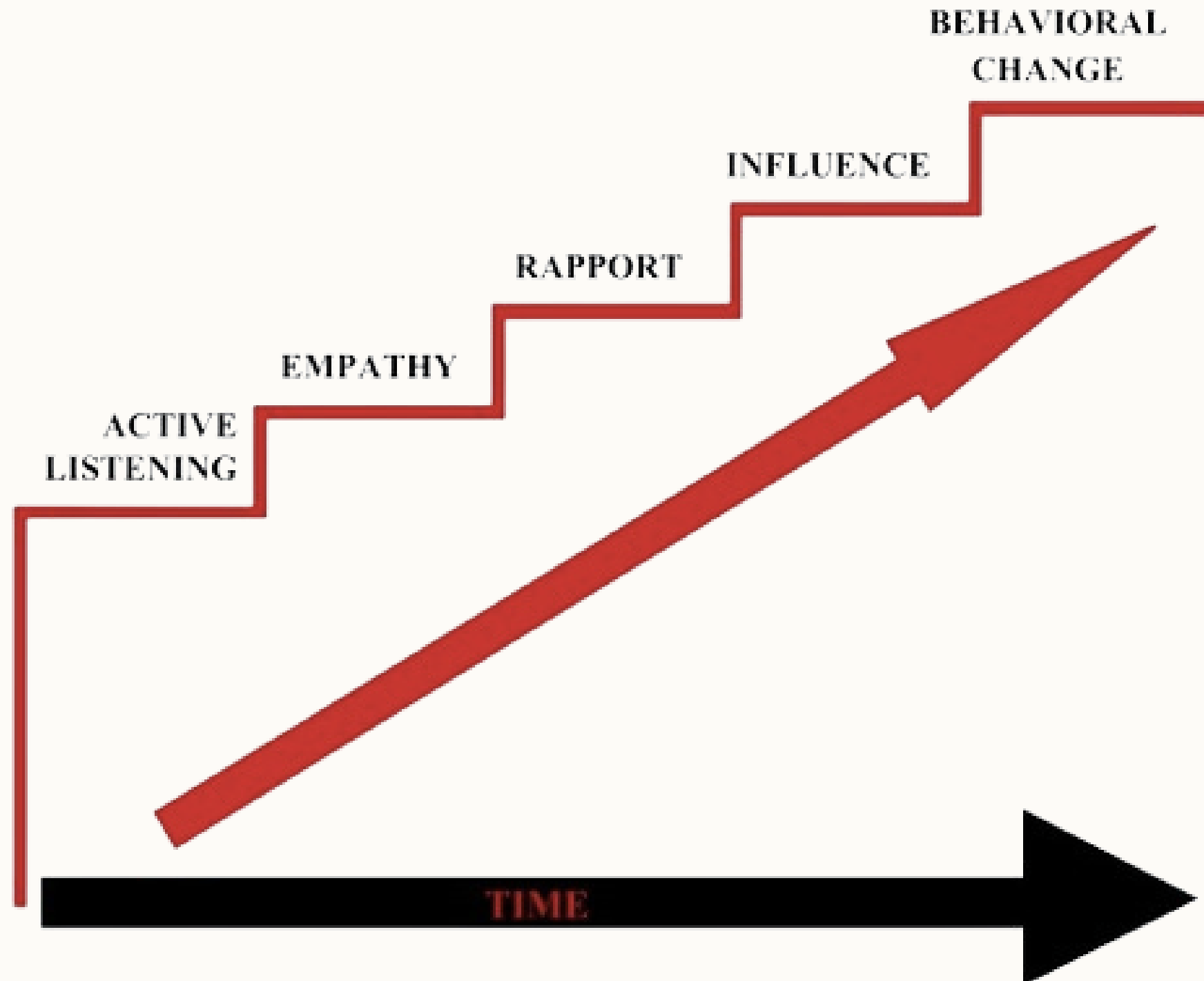
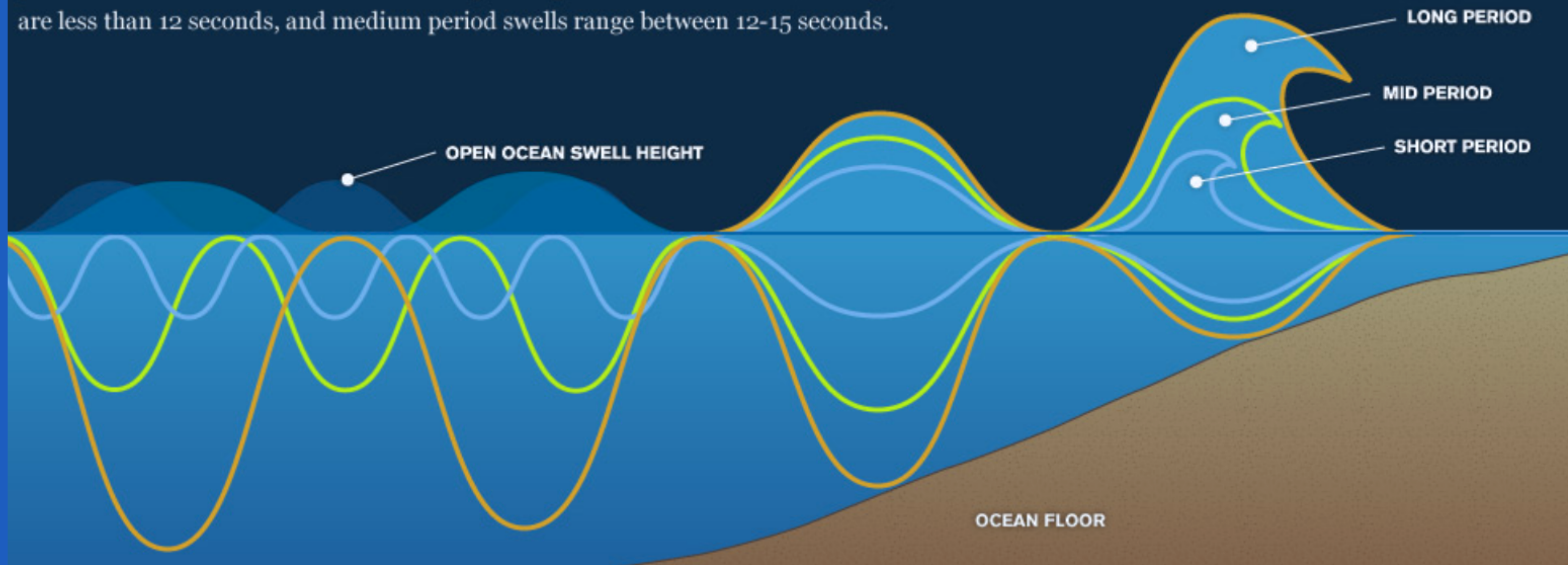


Fig. 2. Behavioral change stairway.

# HOW WAVES ARE CREATED

## SWELL PERIOD VS. SURF HEIGHT

In the middle of a storm fetch, there will be a very confused sea of combined short and long swell periods. The longer period swells will travel much faster out of the storm fetch area across the ocean, so a swell cycle arriving at a surf spot will begin with the long period waves arriving first, and then the shorter period waves filling in behind. For most big-wave spots, longer period swells are those with 16 seconds or greater periods between waves; short period swells are less than 12 seconds, and medium period swells range between 12-15 seconds.



## Stages of Change Model

According to this model, people go through six stages to change their behaviour.<sup>15</sup> In order for our work to be effective, **we need to ensure that our activities target the prevailing “stage of change”**. For example, if people think that the water in the local ponds look clean and is therefore safe to drink (i.e. they see no problem), focusing on water treatment methods (solution to a problem) first would not be the best thing to start with.

Let's have a look at what these six stages are and what implications they have for our programming:

*If your target population is largely in this stage of change ...*

*... focus on the following:*

- |  |  |
|--|--|
| <b>1) Pre-contemplation:</b> people do not think that their behaviour poses a problem and have no intention of, or interest in, changing it ( <i>for example, a person defecates in the open and thinks that it is no problem</i> )                        | <ul style="list-style-type: none"><li>▪ raising awareness about the problem</li></ul>  |
| <b>2) Contemplation:</b> people are aware of the problem related to their behaviour and consider taking action, weighing the pros and cons ( <i>for example, a person defecates in the open despite being concerned about the health risks it poses</i> )  | <ul style="list-style-type: none"><li>▪ highlighting a behaviour's benefits, increasing social pressure, helping people to make plans</li></ul>                    |
| <b>3) Preparation:</b> people are motivated to change their behaviour to solve the problem, see the benefits and plan to take action ( <i>for example, a person is convinced of the latrine's benefits but lacks the materials for its construction</i> )  | <ul style="list-style-type: none"><li>▪ reducing barriers that make the behaviour more difficult such as lacking know-how or high costs</li></ul>                  |
| <b>4) Action:</b> people started practicing the behaviour, experiencing its benefits as well as costs, such as time, effort, money, opinions of others ( <i>for example, a person started using a low-cost latrine that requires regular maintenance</i> ) | <ul style="list-style-type: none"><li>▪ assisting with solving problems, providing feedback on results, facilitating social support</li></ul>                      |
| <b>5) Maintenance:</b> people practice the behaviour, requiring some effort to continue in the long-term ( <i>for example, despite the maintenance efforts, a person kept using the latrine for at least 6 months</i> )                                    | <ul style="list-style-type: none"><li>▪ ensuring pre-conditions for sustainability (see page 22 + <a href="#">Annex 12</a>), reminders and reinforcement</li></ul> |
| <b>6) Termination:</b> people are not tempted to stop practicing the behaviour and are able to maintain it in the long-term ( <i>for example, a person is comfortable with using the latrine and disagrees with defecating in the open</i> )               | <ul style="list-style-type: none"><li>▪ taking advantage of positive cases to encourage others to follow their example</li></ul>                                   |



&



present:

# A NARRATIVE ARC

Designed & Illustrated by:  
Tamsin Lotz



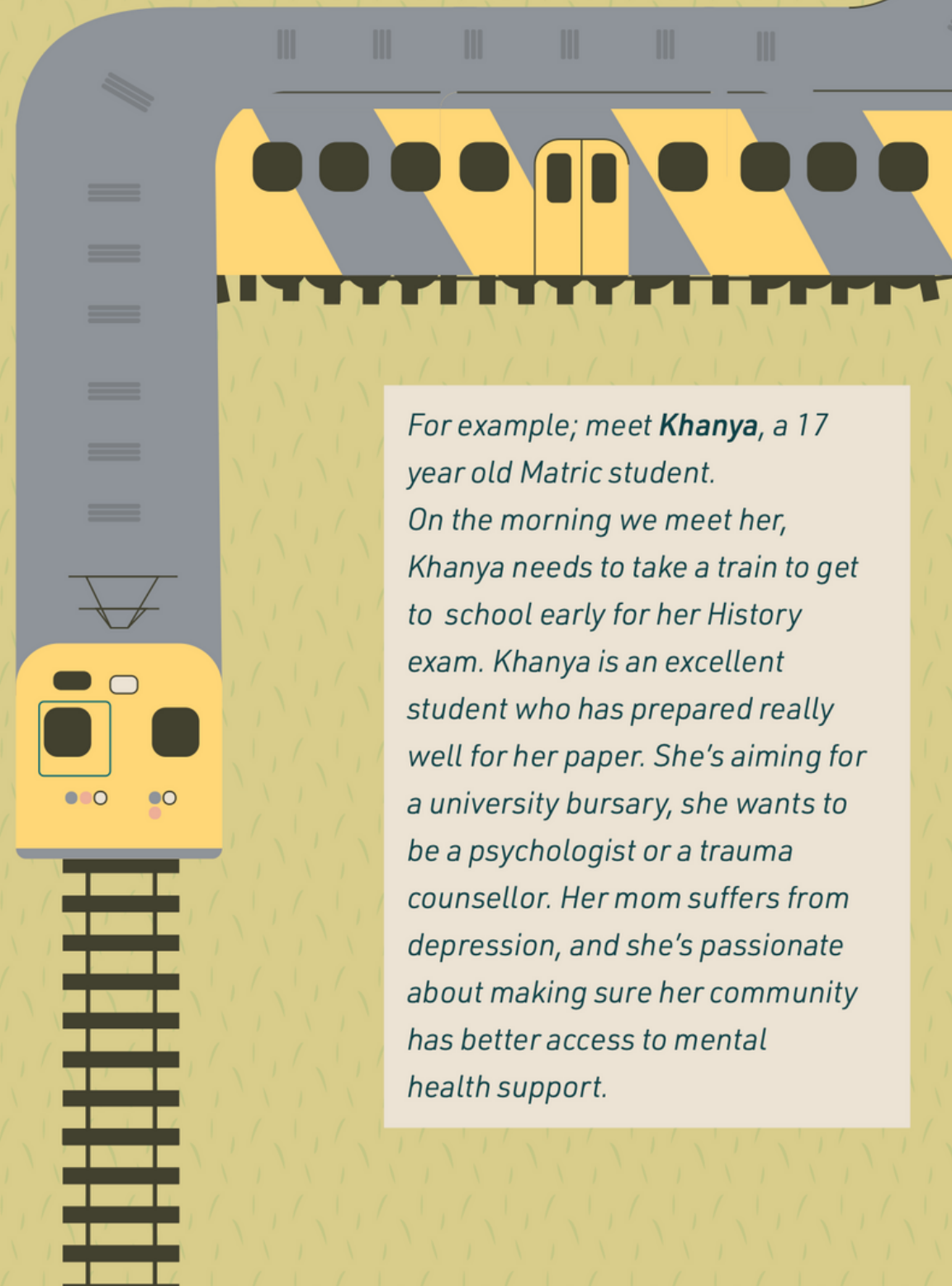
## INTRODUCTION

The introduction to a story is important because it establishes the world of the story, the context and surroundings, as well as of course, the characters.

Throughout the story we would most likely follow the journey of the

### PROTAGONIST,

the lead character person who the story is about. Like all of us, our protagonist has wants, needs and problems. A good introduction introduces us to our protagonist, their world and their central problem and needs. A good introduction should give us the information that helps our audience get to know, and most importantly care about our characters.



*For example; meet **Khanya**, a 17 year old Matric student. On the morning we meet her, Khanya needs to take a train to get to school early for her History exam. Khanya is an excellent student who has prepared really well for her paper. She's aiming for a university bursary, she wants to be a psychologist or a trauma counsellor. Her mom suffers from depression, and she's passionate about making sure her community has better access to mental health support.*



## 2

# COMPLICATIONS

A story wouldn't be exciting if the character's didn't have any complications/conflicts. Hearing a story about someone having a very normal, average day where nothing particularly good, bad or funny happens is not very interesting at all. We need to give our protagonist interesting problems that they will either

surmount/conquer,  
or that will get the better of them.

Complications/conflicts are usually presented to our characters to help them learn something about themselves. It's the kind of "what doesn't kill you makes you stronger" philosophy. This might sound a little cruel, making our poor characters go through hardships, but it does make for a compelling story. Even in our own lives, challenges are what makes us grow and learn.



*So, Khanya, after pushing herself extra hard the night before, getting almost no sleep, wakes up late after missing her alarm.*



# 3

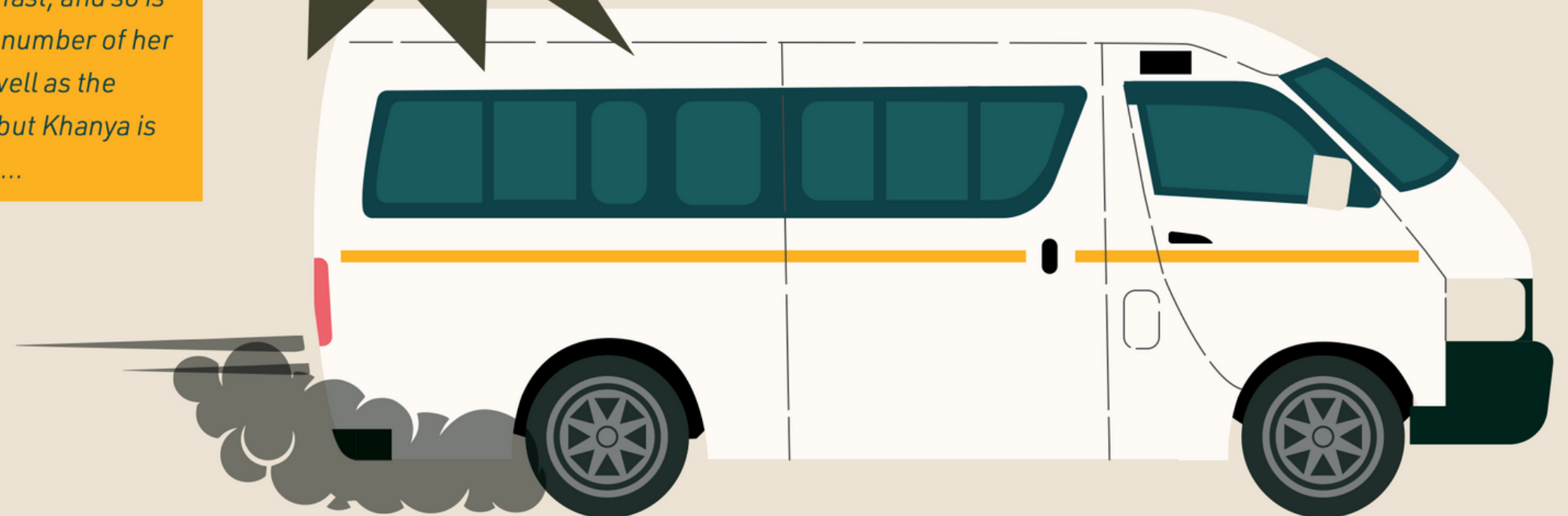
## CLIMAX

You'll know you're at the climax if you find yourself asking,

"What the Hell Now?"

Before the climax, the action has been rising steadily. The climax is the point of the story where the major conflict/complication reaches the highest point of intensity. This is where you should have your audience on the edge of their seats, desperate to find out what happens next!

*Khanya rushes out of the house, down to the train station. Of course, the next train is two hours delayed, thank you PRASA! Khanya needs to take a taxi, but she doesn't have any extra cash, only her monthly train ticket Khanya only has the money she had been saving to get her mother to her first appointment at a local counselling hub. If she pays the taxi fare, she won't have enough money for her mom's session. The taxis are speeding by fast, and so is the time. She has the number of her favourite teacher as well as the number of the clinic, but Khanya is scared to ask for help...*



4

# DENOUEMENT/ RESOLUTION

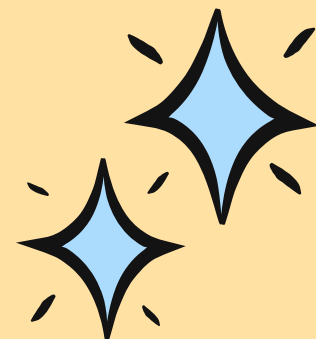
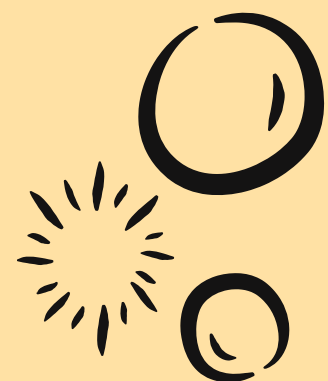
Much like in real life, stories don't always end happily, however to be satisfying to an audience our stories need to come to some sort of resolution. The translation of the French denouement means "the final part of a story where the strands of the plot are drawn together". A story could end tragically or triumphantly or even in an anti-climax. For Khanya's sake, we'll end this story with a happy ending...

*Khanya works up the muster to ask for help, whatsapps the counselling hub and tells them her situation. A staff member from the counselling NGO calls back immediately, she tells Khanya not to worry. The counselling hub's services are there to help her, she tells Khanya that she can pay whatever she can afford and that in times of need Khanya deserves to be cared for by her community. Khanya jumps in the taxi and gets to school just in time to file into the school hall with her classmates and slay the exam.*

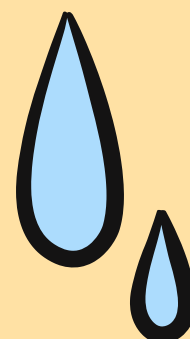
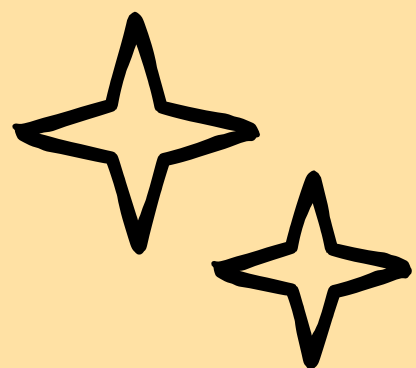


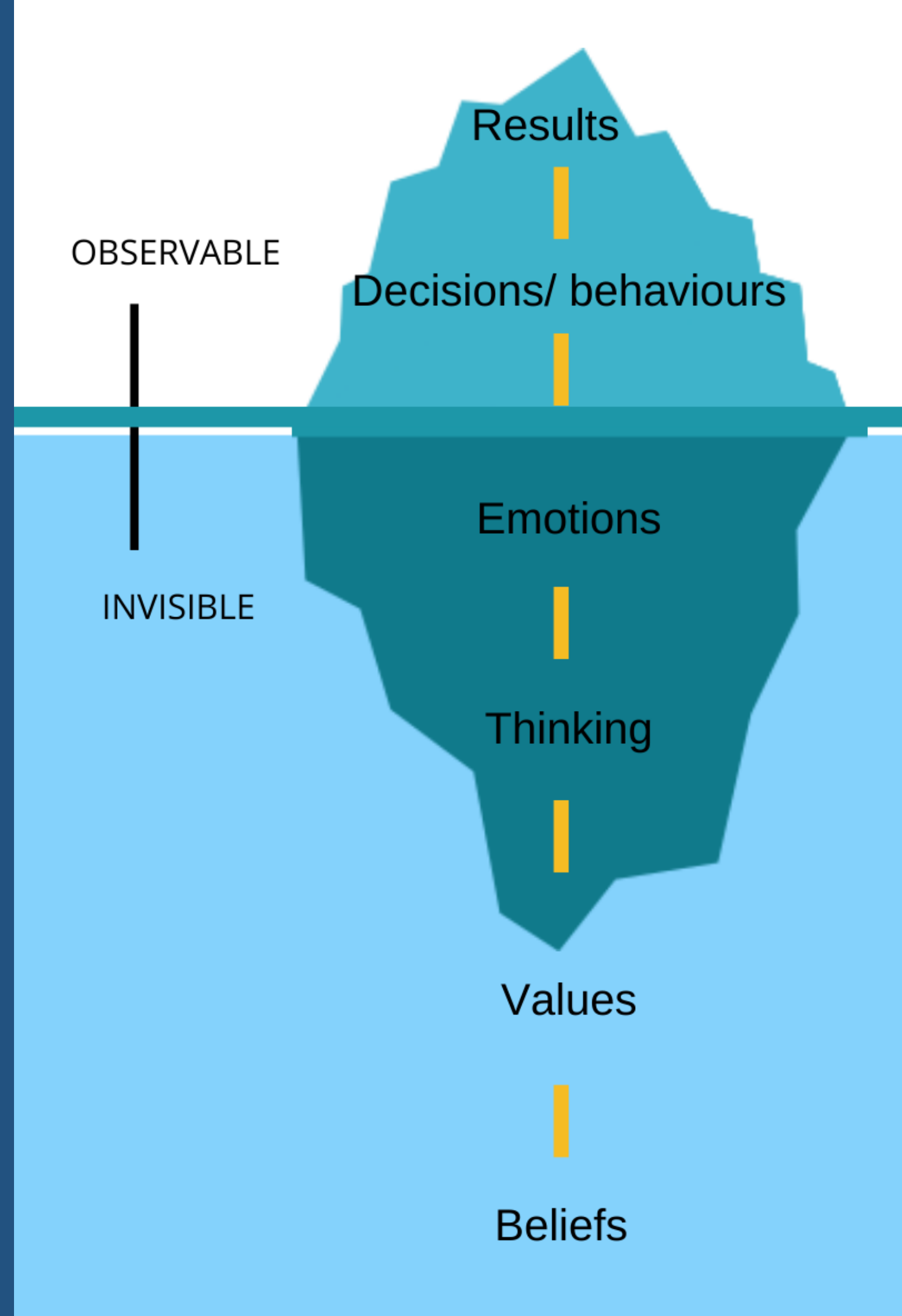
**PLEASE DON'T WORRY! THE COUNSELLING HUB IS HERE TO HELP!**





**CONTENT SHOULD BE  
EMPATHIC, CURIOUS,  
AUDIENCE CENTRIC**





Results

OBSERVABLE

Decisions/ behaviours

Emotions

INVISIBLE

Thinking

Values

Beliefs

# Nomfundo

## Digitally-Disconnected



Nomfundo is a 63-year-old woman who looks after her three grandchildren.

She doesn't have an Internet-enabled phone of her own but uses her sister's phone sometimes.

Her main channel of communication with her grandchildren's school is through letters that they physically take home.

She thinks the high number of dropouts in her neighborhood is because children are too lazy to study.

Linked Goal: Wants her third child to stay in school (the other two have dropped out).

Needs from us: how to ensure this happens. Also information showing her how multiple role-players should and can work together (as she currently doesn't see education as a shared responsibility).

# Attitudes and behaviours

towards dropout

She thinks the high number of dropouts in her neighborhood is because children are too lazy to study.

Blames inattentive teachers and bullying for learners not always feeling safe at school.

She doesn't see education as a shared responsibility that involves different role-players in the education ecosystem. In general, she thinks schools need to do more to keep learners safe and in school.

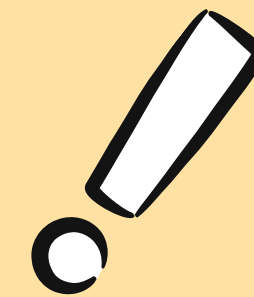
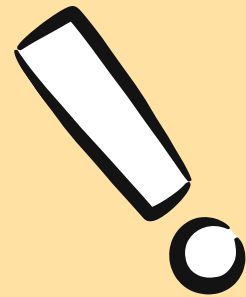
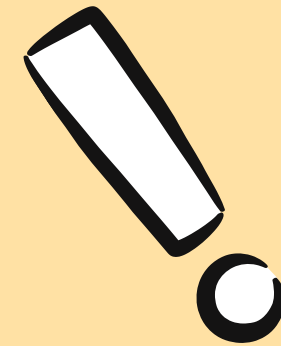
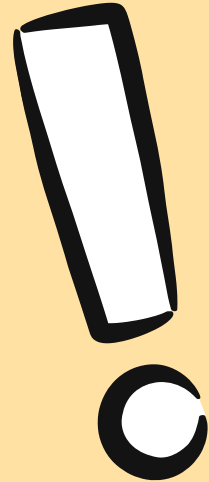
Believes that dropout leads to youth unemployment and social ills

**PAIN POINTS:** Doesn't see it as a shared responsibility. Doesn't have an Internet-enabled phone of her own

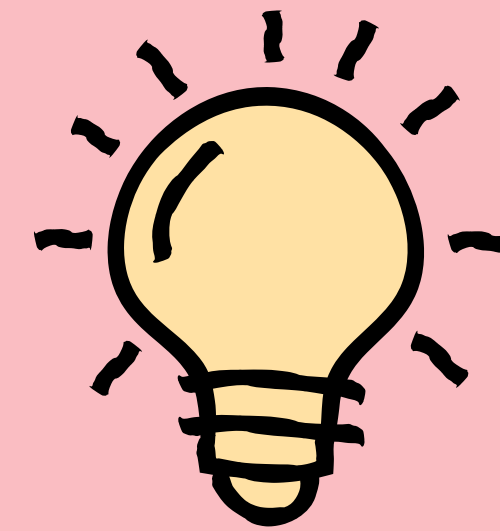


**NEEDS:** to understand dropout as a process of disengagement and to understand how role-players can and should work together.

**CONTENT SHOULD BE  
ENGAGING, "SCROLL-  
STOPPING",  
CONSISTENT BUT  
VARIABLE**



# STORIES, FOR THE BASELINE



## **MOVE US**

MRI machines show that descriptive and figurative language lights up neurological regions that incite action

## **ENCOURAGE EMPATHY**

Stories help stimulate parts of the brain that help us intuit others' thoughts and emotions.

## **HELP US REMEMBER**

Powerful and emotional stories release dopamine, which helps us remember with accuracy.

## **PROMOTE COOPERATION**

Our brain produces oxytocin after listening to a character driven story. Oxytocin helps to spark cooperation.

# CHANGE-ORIENTATED CONTENT STRATEGIES



Interviews

Usable resources,  
tools

Campaigns

Framing,  
metaphors

Live  
conversations

Stories  
(drama)

Thought  
leadership articles

Online learning,  
workshops

Data and  
graphics

Big pic stories

Learning  
materials

Interactive content  
– polls, graphics

**Bertha House**

**National Geographic**

**EhWoza**

**Planned Parenthood**

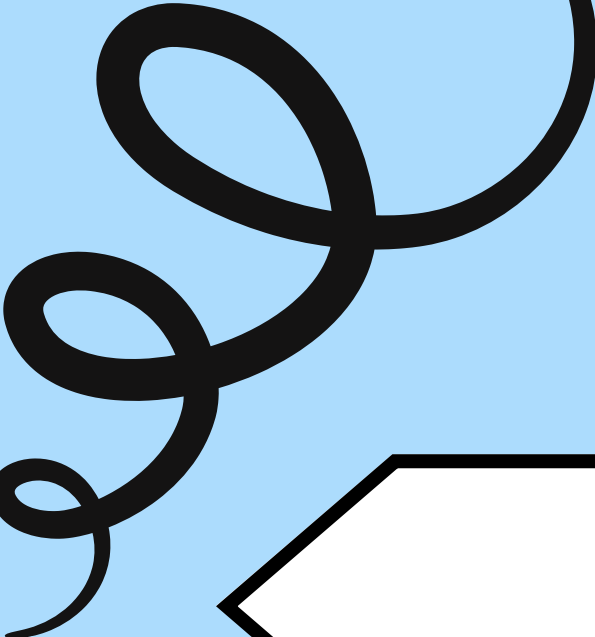
**Eko (was SumofUs).**

**Daily Maverick**

# THEMES, TOPICS

Which topics will you choose to organise your content? Then, break them down into subtopics/ themes

<b>THEME/TOPIC (IN LINE WITH CORE GOALS AND FOCUS AREAS)</b>	<b>SUBTOPICS/SUBTHEMES/ STORIES/ ANGLES</b>
Gender equity	List everything that could go in here – stuff you want to create content about (granular)
Climate justice	
Open data	
Organised poor	
Etc.	



**THEME**

Audience

Audience

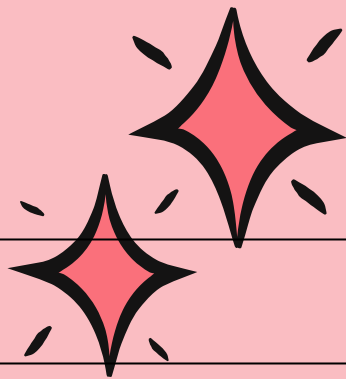
**AUDIENCE**

Theme

Theme



# REGULAR SCHEDULE



	CHANNEL	MON	TUES	WED	THUR	FRI
<b>WEEKLY (SHORT CYCLE)</b>	FB	Topic/ audience community management	Topic/ audience community management	Topic/ audience community management	Topic/ audience community management	Topic/ audience community management
	Tiktok	Topic/ audience				
	Twitter	Topic/ audience				Topic/ audience
	Web	Topic/ audience article		Topic/ audience		Topic/ audience
<b>MONTHLY (LONG CYCLE)</b>	Newsletter	Monthly newsletter topic/ audience				
	Op-Ed	topic/ audience				
	Intvus	topic/ audience				
<b>QUARTERLY</b>	Web	Special project/ publication				
<b>ANY TIME</b>	Any time	Urgent news/ org updates				

