



AED's "Exercise" Exercise (Using Doer/Non-Doer Analysis)

Objectives

Through this exercise, participants will have:

- distinguished between information-based health education and behavior-based prevention;
- reviewed the basic principles of behavior change planning, segmentation, benefits and barriers, determinants of behavior;
- practiced strategic planning based on behavioral data.

Time Needed

About 45 minutes but can be expanded or condensed a bit as time allows.

Set-up

Write each statement on a separate piece of flipchart paper (you don't need to leave any room for participants to write on the paper... it's text only)

Tape the statements one on top of the other so that sheets can be removed one by one, to reveal the sheet underneath. Hang up papers in three stacks around the room, in the following sequence:

Blank sheet, #1, #4, blank sheet
Blank sheet, #2, #5, blank sheet
Blank sheet, #3, #6, blank sheet

Belief statements:

1) I believe regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit, and reduces morbidity over time.

2) I believe regular exercise is most important for people with a history of heart disease or those trying to reduce their weight.

3) I generally believe in the concept of regular exercise, but think a healthy, active person gets all the exercise he/she needs without a formal routine.

Action statements:



- 4) I regularly get 30 minutes of moderate cardiovascular or muscle strengthening activity, 4 or more times every week.
- 5) I exercise periodically, when the opportunity arises, about once every week (swimming, jogging, walking, playing sports with friends or family, etc.).
- 6) I frequently walk to the refrigerator, around the house, to the corner for a beer. (I'm not a regular exerciser at all.)

Facilitator Instructions

Turn to the papers around the room...

Say: Together, we'll run through an exercise that will illustrate some of the fundamental principles of behavior-based prevention strategies.

Let's pretend: We operate a community health promotion program that aims to increase community use of prevention. Our research has shown that adults who exercise regularly (4 times a week, 30 minutes each time) have fewer serious medical problems. So our goal is to get more adults to exercise regularly. The community we are concerned with is the CREDIT WITH EDUCATION COMMUNITY. Because we are fundamentally committed to involving our community in planning, it's appropriate that together, as a group, we plan our education strategy.

What should we do to educate our community to exercise more?

If the group doesn't offer (or summarize if they do offer): to plan our program, we need to know what factors will most influence our community's exercise behavior.

Explain that there are **three belief statements** posted on the walls. Have participants read them out loud. Ask each participant to **stand near the statement that most approximates his/her beliefs**. Observe and comment. Demographic observations? By profession? Gender? Region? Other?

(Facilitator Note: Group immediately forgets their mission and starts to give their own beliefs.)

Belief statements:

1) I believe regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit, and reduces morbidity over time.

2) I believe regular exercise is most important for people with a history of heart disease or those trying to reduce their weight.



3) I generally believe in the concept of regular exercise, but think a healthy, active person gets all the exercise s/he needs without a formal routine.

Now have them **read the action statements** and ask folks to reposition themselves according to what they actually do. Any differences? Observe and comment. Demographic observations? By profession? Gender? Region?

Action statements:

4) I regularly get 30 minutes of moderate cardiovascular or muscle strengthening activity, 4 or more times every week.

5) I exercise periodically, when the opportunity arises, about once every week (swimming, jogging, walking, playing sports with friends or family, etc.)

6) I frequently walk to the refrigerator, around the house, to the corner for a beer. (I'm not a regular exerciser at all.)

Make the point that what we think and believe is often quite different from what we do.

[Put up instruction sheet.]

On the form provided, each person should **answer the seven questions** that explore what they feel are the **benefits of and barriers to regular exercise**. You will have 10 minutes.

Two important things to keep in mind:

1.) Answer according to YOUR OWN THOUGHTS AND FEELINGS. Don't try to represent others; just what you think.

2.) No matter how much you actually exercise, you are merely listing the benefits of and barriers to doing the behavioral objective: exercising four times a week, 30 minutes a time. So even if you don't exercise, you are listing what good things would happen if you DID exercise regularly.

Then we'll take a break, and I have some volunteers to help us quickly analyze the surveys.

Now think back to our original mission. [review it]

Let's pretend: We operate a community health promotion program that aims to increase community use of prevention. Our research has shown that adults who exercise



regularly (4 times a week, 30 minutes each time) have fewer serious medical problems. So our goal is to get more adults to exercise regularly.

How would you target your program to attain this program goal?

Things that come up include whether to target the group needing the most change, or those most primed for change, or even reinforcing good behavior. Usually this is a good opportunity to talk about numbers (start where most people need change) or those most at risk (though fewer in number). Make sure to talk about identifying the key factors that distinguish Doers from Non-Doers, not to “pick” something to promote that doesn’t seem to be the key difference between doing and not doing.

Review the concepts of exchange, benefits and barriers, doers/non-doers. Underscore how this helps prevention planners develop a program strategy.