

# Community Action Training

## Community Action Model

### Creating Change by Building Community Capacity

---

<b>Estimated Time</b> (no. of minutes)	20 minutes
<b>Session Overview</b> (narrative)	Facilitator uses lecture format to provide an overview of the Community Action Model and the discreet steps involved in the process.
<b>Learning Objectives</b>	Increase understanding of the steps in the Community Action Model process and general timeline.
<b>Facilitator Preparation</b>	<ol style="list-style-type: none"><li>1. Review the following narrative description of the steps in the Community Action Model and the related information in “lessons learned”.</li><li>2. Think about how long the Community Action process might take (6 mos, 1 year, 2 years). This might be predetermined by a funding source, by a community group’s predetermined goals or by policy makers. Integrate the timeline into your presentation (ie: how many months should each step take).</li><li>3. Think about other information you should integrate into the lecture. For example, has your community concern or health issue already been determined (violence prevention, food security, asthma). Integrate concrete examples into your lecture.</li><li>4. Review the attached materials entitled, “8 States of Change”.</li></ol>
<b>Materials/equipment needed</b>	Enlarged graphic of the Community Action Model process. Overhead of the Community Action Model process which outlines examples for each step.
<b>Handouts</b>	Case Study: “Community Capacity Building Process and the San Francisco Tobacco Free Project.”

---

# Community Action Training

---

**Time** (in min) **Training Activities**

---

15

1. **Learning Objectives** – introduce the lesson’s learning objectives.

2. **Lecture:** Facilitator introduces the lecture and uses the enlarged graphic of the CCB process to describe the steps as outlined below. NOTE: examples are for a tobacco prevention program.

## Step 1: Training the Advocates (Skills and Knowledge)

### Name the Issue

### Choose the Area of Focus

This is the first step in the process where you lay out a framework for the work you will do over the course of the project’s term. During this step your group dialogues about its concerns and issues and chooses its area of focus. This generic curriculum contains the activities that you will need to implement this step and following steps. The training component is fluid and should be tailored to your group’s needs. The initial training should provide the participants with a clear and concrete understanding of the Community Action process.

Ongoing trainings should follow on an as-needed basis. For example, if, six months into your project, your group decides to advocate for a policy at the city level, it may decide to do a press event to get media coverage and public support for the policy action. To prepare the group you may decide to do the “media advocacy” skill building activity in Section Three of the curricula.

*Example: A group of youth advocates at a community based organization were funded by a tobacco control group. They said that many of their friends were smoking “bidis”. They chose to work on “bidis”, Indian cigarettes that local youth were smoking..*

## Step 2: Define, Design and Do the Community Diagnosis

This is the step where the advocates begin to design their diagnosis or action research. This means that they outline the types of research they will do to find out more about their issue and then design the tools to conduct this research. The type of research activities they might conduct include: key leader interviews, on the street surveys, counting objects (ads, billboards, items in retail establishments), purchase surveys, media surveys, researching existing records (city/local policies, codes), and using the Internet and/or local library to find out information among others. Then they make the appropriate tools to do their research and do it!

# Community **Action** Training

*Example: This group designed a diagnosis that had three prongs. The first was to go to the internet and local library to find out more about bidis; where they came from, health effects and other pertinent information. The second was to interview their peers in schools/ centers about perceptions and use of bidis. The third was to conduct a purchase survey to see if minors could buy bidis. They then outlined their questions about bidis and designed two survey tools, one for the peer survey and one for the purchase survey. They surveyed over 400 of their peers and did the purchase survey at 100 stores in selected neighborhoods.*

## **Step 3: Analyze the results of the Diagnosis and Prepare**

This is the step where the advocates have completed the action research and begin to collect their data, analyze it and prepare their findings for two reasons. First, in step 4 they will use their findings to begin to dialogue about potential **activities** and **actions**. Secondly, they prepare their findings for use in presentations to other community groups, policy makers and the media. They may want to prepare charts, handouts, briefings, and speaking points with their findings.

*Example: This same group of youth advocates collected and analyzed their findings. They discovered that youth in their community were able to illegally purchase bidis twice as easily as brand name cigarettes. They also found that 70% of bidis contained no warning labels. Finally, they found that more than half of the youth surveyed thought that bidis were safe to smoke. They prepared a packet of information including background information, survey tools and results. They prepared poster boards graphically illustrating the above.*

## **Step 4: Select the Action and/or Activity and Implement**

This is the step where the advocates use their findings to list a series of **activities** and **actions** that would provide solutions to the issues they have chosen to address. The facilitator carefully goes over the definitions of **activities** and **actions**.

**Activities:** are educational interventions that lead up to and support actions and include such things as health fairs, peer education programs, murals, production of educational materials etc.

**Actions:** meet three criteria; they are achievable, long-term or sustainable, and compel another entity to do something to change the environment (place people live) for the well-being of all. Actions may many times involve policy level change.

# Community **Action** Training

The facilitator tailors this part of the lecture based on the timeline, resources and desired goals of the project that will be worked on. For example while a longer –term project may focus on completing an action by the end of its term (generally, a year long project can potentially complete an action). A short –term project, on the other hand, may choose an action and then focus on completing one or two of the activities that lead to the completion of that action within their timeline.

*Example: The youth advocates decided to file a complaint with the Federal Trade Commission regarding the lack of warning labels on bidis. This later resulted in FTC requirements to bidi importers for warning labels. They ensured that local enforcement included bidis and they began a campaign to raise awareness regarding the link between bonded child labor in India and bidi production.*

NOTE: see “Actions for Health” for examples of Actions and Activities.

## **Step 5: Enforce and Maintain the Action**

This is the step where the advocates have successfully completed an activity and/or action and now reflect on how well their efforts will be maintained over the long term and enforced by the appropriate bodies.

*Example: The youth advocates work with the appropriate local authorities to ensure that bidis are included in compliance checks regarding sales to minors of tobacco and regarding the presence of warning labels.*

### **Lessons Learned:**

The facilitator briefly reviews some of the lessons learned by past Community Action Model projects that advocates can consider.

- ◆ Ongoing technical assistance with others and trainings are key.
- ◆ Resources (if possible) for stipends to maintain a core of advocates and minimize turnover, materials, and other items to support the process are also essential.
- ◆ Concrete examples of potential actions that meet the above criteria should be integrated as often as possible in early trainings and discussions and then throughout the process as well.

---

# 5

**3. Discussion:** Facilitator initiates brief discussion about the process by asking for questions or comments.

# Community Action Training

