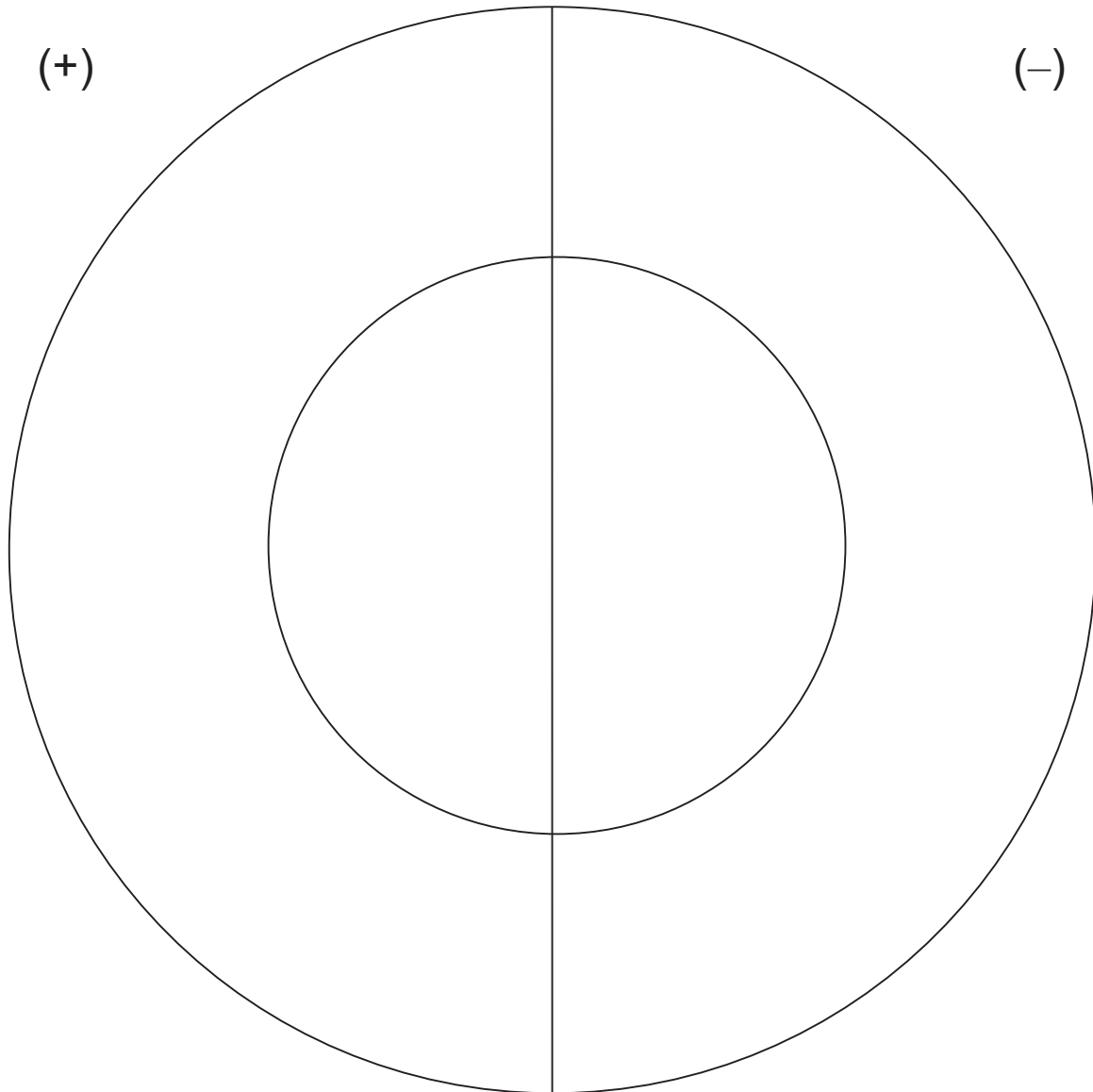


Activity 1:
Identifying Group Players



Carrying It Forward

Reflect on ways to use lessons learned about engaging (or limiting opposition from) the identified parties in your home organization or community, and the value of doing so. Are there individuals or groups you should be sure to include? Others with whom it is not in your best interest to engage at all? To distance yourselves from? To persuade to join the effort? When assembled will the organization look like your community? Are there groups missing? Overrepresentation by some? Is there sufficient diversity of opinion? Sufficient representation by race or ethnicity? By income/power? What groups are particularly important to have represented? How will we apply these issues in our home organization or community?

Activity 2: Doing a SWOT Analysis

The easiest method may be to simply create a listing:

Positives

Strengths:

Assets:

Resources:

Opportunities:

Prospects:

Negatives

Weaknesses:

Limitations:

Restrictions:

Threats:

Challenges:

Or, you could utilize a chart, for example:

Internal		External	
<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>

Activity 3: *Imagine: But Why? Why Not?*

Time: 25 minutes

Goal: This exercise is designed to help participants understand the “root” causes of the problem that must be addressed, in order for their dreams to be realized.

Steps:

1. Participants should pair up with another member of the group. For 3–5 minutes, one participant will ask questions, listen and record while the second responds. The pair then switches roles for another 3-5 minutes.
2. During this activity, ask the following questions and record the key points. For each reason or explanation for why the ideal does not currently exist, the questioner continues to probe to greater depth to get at the root, or more systemic causes, of the current reality.

“What is one dream or ideal that you have for your community?”

“Why is that dream NOT a reality today?”

“But why? / Why not?” (a deeper reason)

“But why? / Why not?” (even deeper reason)

Etc., etc., as needed.

3. If time allows, the paired participants may convert their analyses to create a “tree” diagram while talking to visually depict the “root causes” and their links to identified problems or goals. To complete the tree, work from the top DOWN to the roots. (opposite page)
4. After both parties have queried each other, the facilitator reconvenes the large group. On a large piece of newsprint or board, the facilitator records each persons’ dream and the root cause(s) they believe are at the heart of (or in the way of) that dream.
5. If possible, spend time talking about the themes or common causes that seem to be contributors to multiple community problems and goals. Look for patterns, points that overlap, and similarities and differences. See if anyone in the group wishes to add elements to their “root cause tree” based on ideas from others.

Activity 4: Imagine: But Why? Why Not

Carrying It Forward

Think about the process you have just participated in. Do the problems or goals you originally identified seem more or less difficult to address as you consider their root causes? How can you determine, for certain, whether the root causes you've brainstormed are actually contributing to the problem, and whether or not they can be changed? How might you use this information to formulate solutions, interventions, strategies and tactics for achieving your goal? How will you engage others to work on both the presenting problem and its root causes? How many similar themes occurred in your group about root causes of problems in your community? How would you use this or a similar technique in your home organization to ensure that you're working on the more important and feasible issues?

Dream: Youth are healthy, active, and contributing members of the community				
Why doesn't this dream exist today?	School drop-out		Juvenile delinquent	
But why?	Subjected to teasing at school	Reactive passive or aggressive behaviors	School absences	Use of chemicals (ATOD) for joy/escape
But why?	Slow to learn	Limited energy	Frequent illness	
But why?	Poor eating habits	Inadequate clothing & outerwear	Limited access to healthcare	
But why?	Living in family and/or neighborhood poverty	Undereducated single parent with minimum-wage employment		
Some root causes	Concentrated poverty and neglect			

Activity 5: Identifying Agents of Change

Problem or Goal:				
Type of Factor	Specific Candidate Factor	How It Contributes to the Problem or Goal	Potential Targets of Change	Potential Agents of Change
Personal	1. Knowledge & Skills:			
	2. Experience & History:			
	3. Biology & Genetics:			
Environmental	4. Support & Services:			
	5. Access, Barriers, & Opportunities:			
	6. Consequences of Efforts:			
	7. Policies & Living Conditions:			

Activity 6: A Strategies Mix

Types of Behavior Change Strategies:	Specific Changes to be Sought (In Program, Policy, or Practice)
a. Providing information and enhancing skills	1. 2.
b. Modifying access, barriers, and opportunities	1. 2.
c. Changing the consequences (incentives and disincentives)	1. 2.
d. Enhancing services and supports	1. 2.
e. Modifying policies and broader systems	1. 2.

5. Come back together as a large group, where each small group's recorder will share the lists of potential changes generated. These community and system changes can be considered by all group members against the five criteria of consistency, goodness of fit, resistance and barriers, whether those who are affected are reached, and whether they are likely to be effective in achieving results.
6. The group can attempt to prioritize the potential strategies, keeping in mind that a broad mix of strategy types, affecting varied levels and sectors, will be more likely to advance your mission. Unless it is clear that a brainstormed strategy is entirely not feasible or irrelevant, it should not be removed from the list entirely, maintaining a record of the full range of possibilities.

Carrying It Forward

Reflect on the process of generating strategies. Did having a variety of strategies help you see beyond typical solutions? Are the possible interventions consistent with evidence of "what works"? How did listening to the ideas of others help you see what is important and possible? How might you use this process to identify varied strategies that increase the likelihood of success?

Activity 7: A Strategies Mix

Time: 30 minutes

Goal: Participants will have the opportunity to identify a broad list of potential strategies that their initiative might undertake, consistent with its vision, mission, and objectives and reflecting relevant personal and environmental factors and known “best practices.”

Steps:

1. To help guide your thinking, refer to products generated in earlier modules:
 - a) Your table of candidate personal and environmental (risk and protective) factors
 - b) Your list of targets of change, agents of change, and potential community sectors
2. Form small groups of 4-5 members each who share a particular vision, mission, and objectives and list of candidate personal and environmental factors, targets and agents of change and sectors. Select a facilitator and a recorder.
3. Begin to think about specific targets (e.g., all children in the communities, families at particular risk) that could be reached by your initiative through specific sectors (e.g., schools, faith communities). Consider options that would address varied situations, and complete the following to the best of your ability (e.g., universal approaches for all people affected, targeted approaches for those with multiple risk factors).

Category of Target:	Specific Targets:	Sectors Through Which They Could Be Reached:
Individuals and Families	Universal: Targeted:	
Organizations and Sectors	Universal: Targeted:	
Whole Communities	Universal: Targeted:	
Broader System	Universal: Targeted:	

Activity 8: Action Planning

Action Step (What will be done)	Person(s) Responsible (By whom)	Date Completed (By when)	Resources Required (At what costs)	Communication/ Collaborators (Who else should know about this)
1.				
2.				
3.				
Etc.				

Activity 9:
Identifying Community and Cultural Elements That May Affect Adaptation

SPECIFIC CULTURAL GROUP: _____

INTERVENTION TO BE ADAPTED: _____

Specific Aspects of Cultural Difference	Specific Adaptations of Intervention Components and Elements (e.g., to fit differences in values, beliefs, traditions, interests, experiences, competence, language, power)
Historical Issues:	
Economic and Political Issues:	
Culture and Tradition-Specific Issues:	
Service Orientation:	
Religion:	

Activity 10:
Setting Conditions Under Which “What Works” Can Actually Work

Some Conditions for Success	Plan for Assuring This in Our Situation
1. Practices that are sound and well developed	
2. Knowledge and skill of local implementers and local leadership	
3. A clear sense of mission or belonging to this effort	
4. Access to people who have implemented the successful program	
5. Technical assistance	
6. Adaptation to reflect the local context	
7. Local involvement in planning, implementing, and adapting the intervention	
8. Adequate resources (e.g., people, money, time)	
9. Documentation and feedback on implementation	
10. Outcomes matter when judging success of the effort	