

# PART 7: COMMUNITY ACTION PLAN TASK LIST

This is the list of tasks for Part 7: Community Action Plan  
Check them off as you complete them.

## TASKS

- 7-1  Analyzing Action Plan Survey Data
- 7-2  Assembling Part 1 of Plan: Research Area Background
- 7-3  Targeting an Issue for Action
- 7-4  Brainstorming Action Options
- 7-5  Developing Part 2 of Plan: Setting Action Goals
- 7-6  Creating Part 3 of Plan: Communication Strategy
- 7-7  Post-Surveying Team
- 7-8  Thinking about your Future Actions

In this part, your team will focus on developing a local Community Action Plan. This plan will outline the research you conducted, the actions the team thinks people need to take in the community, and a communications plan to share your plan with local community members.



7-1

# Analyzing Action Plan Survey Data

Welcome to **Part 7: Community Action Plan**. In Tasks 1-3, 2-2, 3-7, 4-7, 5-6, and 6-6 you analyzed survey data from the team and the community regarding what people think about food and nutrition. Now the team must analyze the data from the last part of the survey, which will be useful when developing your Community Action Plan.

## Objective



In this task, the team will be analyzing the survey results from part 7 of the surveys. This analysis will help the team better understand the following questions from the question map in Task 1-10:

- What do people in our local community think and know about food and nutrition?
- What are ways we can share and communicate our action plan with the local community?

1. Go to the Task 7-1 folder and get the Analyzing the Action Plan Survey Data instructions and questions.



2. Gather all the surveys completed in Task 1-3 and Task 2-2.

3. In this task, the team will only look at part 7 of the surveys: Action Plan.

4. As a team, determine how to compile the answers to part 7 for all of the surveys collected in Task 1-3 and Task 2-2. You want to analyze the compiled data for all surveys. Develop your own method for compiling the data for part 7, or use one of the methods in the instructions.

5. Create some graphs about this compiled data. Be creative!

6. Use the graphs and compiled data to answer these questions:

- What interesting patterns do you see in the data from the survey questions in part 7?
- Which questions did most people agree about?
- Which questions did people have different responses for?



### Research Tip

As you may have noticed, the survey is broken into the same parts as this research guide. Analyze only the results from that part of the survey while working on that Part of the guide to make the analysis more manageable.



## 7-1

7. Discuss how this survey evidence could be useful when thinking about the question, **What do people in our local community think and know about food and nutrition?**
8. Discuss how this survey evidence could be useful when thinking about the question, **What are ways we can share and communicate our action plan with the local community?**
9. Discuss how this survey evidence could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**
10. Select two or three questions from these survey questions, write a claim, and provide the supporting evidence for the claim based on the question and the data evidence collected. For example:
  - Social media is the most common place where people in the community are receiving their information about food and nutrition.
  - Many individuals in our community are not aware of food services or programs to support them.
11. What evidence supports your claims? As a team, share some claims you created and the evidence that supports each claim, using this data.

Hooray! You completed Task 7-1. Check it off the task list. *Go to Task 7-2!*



7-2

# Assembling Part One of the Community Action Plan: Research Area Background

In Part 1 through Part 6 your team learned many things about food and nutrition in your community. Now you must finish your work. To do this, you must create an action plan for your community. In Task 1-7, you learned about the action plan, which will be focused on creating solutions to the problem question: **How do we ensure good nutrition for all?**


There are many possible solutions to this problem. This is why you conducted research to learn more about the problem in your community. Now you must suggest decisions and actions you think people should take in the community. The action plan will help communicate your solutions. All of the team research was done to help you complete this Community Action Plan.

## Objective



In this task, the team will assemble the first part of your action plan. This part involves assembling and organizing all of the research you have already completed in Part 1 through Part 6.

This analysis will help the team better understand the following question from the question map in Task 1-10:

- **What data from our community research could help inform our action plan?**
1. Go to the Task 7-2 folder to read the details for Assembling Part One of the Action plan: Research Area Background. 
  2. Read through the details of the first part of the action plan again as a team. Ask questions about any parts that are not clear. Remember, don't worry!
  3. Use all the work you have completed in Part 1 through Part 6 to assemble and organize this part of your Community Action Plan.

Hooray! You completed Task 7-2. Check it off the task list. *Go to Task 7-3!*



## 7-3

# Targeting an Issue for Action


In Part 1 through Part 6 of your research, the team has learned about many issues related to food and nutrition around the world and in your community. Being aware of and understanding the variety of food and nutrition issues is a helpful first step when deciding what actions to take. The next step is deciding which specific food and nutrition issue your team is going to focus your action plan on to address the problem question: **How do we ensure good nutrition for all?**

There are many issues you can focus your Community Action Plan on to work on this question. Only you can make that decision. This is why you conducted research to learn more about the problem in your community. Now you must decide which issue you would like to take action on.

## Objective



In this task, the team will brainstorm and create a list of all food and nutrition related issues globally and in their community. Then the team will use this list to select the issue their action plan would like to target.

1. Go to the Task 7-3 folder to get the EcoTeen Action Article and Brainstorming and Selection Sheet. 
2. Read the EcoTeen Action Article about teens taking action on issues about food in their community. Use the discussion questions in the task folder to discuss the issue that team identified in their community.
3. Using the Brainstorming and Selection Sheet, as a team document all the different food and nutrition issues in your community that team members learned about during your research. All issues should be considered during this brainstorm. No issue is too small to consider at this time!
4. Using the list from the team brainstorm, determine which issue the team or several smaller groups would like to focus their action plan on.
5. Outline why you have selected this particular issue for your Community Action Plan. Understanding your reasons for why your action plan is focused on this issue will be helpful when developing your action plan and communicating it to others.



## 7-4

## Brainstorming Action Options

In Task 7-3 the team made a decision about what issue you will be taking action on as part of your Community Action Plan. The next step is to get creative and brainstorm all the different actions you could take to address the issue you selected. Considering all of the many options, both big and small, before making a big decision about your action plan is an important step in addressing the problem question: **How do we ensure good nutrition for all?**


## Objective



In this task, the team will brainstorm and create a list of different actions they could take to work towards their identified food issue. Then the team will use this list to select the actions they would like to implement in their action plan.

This analysis will help the team better understand the following question from the question map in Task 1-10:

**• What actions do we think people should take to address the local food issues?**

1. Go to the Task 7-4 folder to get the EcoTeen Action Article and Brainstorming Action Options sheet. 
2. Read the EcoTeen Action Article about teens taking action on issues about food in their community. Use the discussion questions in the task folder to discuss the issue that team identified in their community.
3. Using the Brainstorming Action Options sheet, as a team document all the different actions the team could take to address the issue you chose in Task 7-3. All actions should be considered during this brainstorm. No action is too small to consider at this time!
4. Using the list from the team brainstorm, determine which action the team or several smaller groups will focus their action plan on.
5. Outline why you have selected this particular action for your Community Action Plan. Understanding your reasons for which actions you will implement will be helpful when communicating your action plan to others.

Hooray! You completed Task 7-4. Check it off the task list. *Go to Task 7-5!*





## 7-5 Developing Part Two of Your Action Plan: Setting Action Goals

In Task 7-2, you assembled and organized all the research you have already completed. In Task 7-3 and Task 7-4 you identified the issue you want to address in your Community Action Plan and brainstormed actions you could implement as part of your plan. It is one thing to do research and another to set concrete goals to help people take action on that research. But it is important to use the information you collected to figure out what actions you will take to help address the problem question: **How do we ensure good nutrition for all?**


There are many possible answers to this question. This is why your team must now decide on some goals for what to do next.

### Objective



In this task, the team will assemble the second part of your action plan. You will decide on the actions you think people should begin taking in the community to address the problem question. **This analysis will help the team better understand the following questions from the question map in Task 1-10:**

- What actions do we think people should take to address the local food issues?
- How can we begin enacting our action plan locally?

1. Go to the Task 7-5 folder to read the details about assembling part two of the action plan: Setting Action Goals. 
2. Read through the details again as a team. Ask questions about any parts that are not clear. Remember, don't worry!
3. Use all the work you have completed up to this point to assemble and organize this part of your Community Action Plan, following the directions in the task folder.

Hooray! You completed Task 7-5. Check it off the task list. *Go to Task 7-6!*



7-6

## Creating Part Three of Your Action Plan: Communications Strategy

In Task 7-2 and Task 7-5, you assembled and developed parts one and two of your Community Action Plan. However, if no one outside of your research team knows about your plan, can it make an impact? No way! Next, you will need to develop a plan to creatively communicate your action plan with your community.

There are many possible ways you can communicate with your community. Be creative!

### Objective



In this task, the team will assemble the third part of your action plan. This part involves creating a communications strategy to communicate your plan to others. **This analysis will help the team better understand the following question from the question map in Task 1-10:**

- **What are ways we can share and communicate our action plan with the local community?**

1. Go to the Task 7-6 folder to read the details for Creating Part Three of Your Action Plan: Communications Strategy.



2. Read through the details plan again as a team. Ask questions about any parts that are not clear. Remember, don't worry!

3. Use all the work you have completed throughout Parts 1 through 6 to assemble and organize this part of your Community Action Plan.

Hooray! You completed Task 7-6. Check it off the task list. *Go to Task 7-7!*





## 7-7

## Post-Survey Team

Congratulations!

You have completed your Community Action Plan.


Give yourself a pat on the back.

One last thing you must do is post-survey the team.

## Objective



In this task, you will take the same survey you took in Task 1-3, and compare the answers in the two surveys. The objective is to look at how your ideas about the questions may have changed or remained the same since you started working on your research.

1. Go to the Task 1-3 folder to get the survey you took in Task 1-3. Use the same version of the survey the team used for the team survey in Task 1-3. 
2. Each team member should complete the survey again.
3. Compare and contrast the team's answers to the surveys between Task 1-3 and Task 7-7.
4. Identify any questions where your answers have changed. Why do you think your answers changed from Task 1-3 to Task 7-7?
5. Identify any questions where your answers have not changed. Why do you think your answers have not changed from Task 1-3 to Task 7-7?
6. How could this information be useful when thinking about the problem question: **How do we ensure good nutrition for all?**

Hooray! You completed Task 7-7. Check it off the task list. *Go to Task 7-8!*



## 7-8 Thinking About Your Future Actions

Congratulations!

You have completed all the parts of this Research Guide.

Give yourself a pat on the back.

But this does not mean you are finished.

Food and nutrition are still a major problem for many people in large parts of the world.

Your research has really just started.

Think about this:

- Are there any questions that are still not answered about food?
- Is there anything else you still need to learn to help more people with food-related issues in your community and the world?

There is always something new to learn to help others.

This new understanding will continue to change the decisions you make.

Think about how you can continue to make things better for the world.

Hopefully, these issues are clearer to you now.

How can you help them become clearer to other people around you?

How can you help someone in a different community learn more about this problem?

Just remember, every community is different. The same answer is not always right for every place in the world.

But the question remains the same:

**How do we ensure good nutrition for all?**

Be creative.

Ask questions.

Make a plan.

Explore the world around you.

Be open-minded.

And most important, think about how we can work together to make the world a better place.







# Smithsonian

## SCIENCE

*for Global Goals*

**Smithsonian Science for Global Goals (SSfGG)** is a freely available curriculum developed by the Smithsonian Science Education Center (SSEC) in collaboration with the InterAcademy Partnership. It uses the United Nations Sustainable Development Goals (SDGs) as a framework to focus on sustainable actions that are student-defined and implemented.



Attempting to empower the next generation of decision makers capable of making the right choices about the complex socio-scientific issues facing human society, **SSfGG** blends together previous practices in Inquiry-Based Science Education (IBSE), Social Studies Education (SSE), Global Citizenship Education (GCE), Social Emotional Learning, and Education for Sustainable Development (ESD).



developed by

## Smithsonian

*Science Education Center*

in collaboration with

**iap** SCIENCE  
HEALTH  
POLICY  
the interacademy partnership



## Task 7-1. Analyzing the Action Plan Survey Data

### Options for Compiling Survey Data

First your team must compile the answers from the community surveys to all of the questions from part 7: Action Plan. The team has already looked at the other parts of the survey in earlier tasks.

Here are some options for compiling the answers to the survey questions. But, as always, if you have a different method you prefer, do that!

#### Option 1

#### Option 1

Hand out a blank survey to each person.

Go through each question and team members can raise their hands to vote for the answer they prefer. Some team members can count up the votes and others can write down the totals for the team.

#### Option 2

Write the questions on a board, paper, or computer where tallies can be compiled. Tally the responses and share the results.

#### Option 3

If you did the survey digitally or online, you should be able to see and export the results for each question.

#### Option 4

Create your own way of compiling survey data.

### Graphing Survey Data

How could you graph parts of these survey results?

Which questions could you graph?

If you have the resources, pick some questions to graph that you think would be useful.

How would these graphs be useful when supporting claims with evidence?





## Community Food Survey—Compiled Data

Use this blank survey to compile data.

### Part 7. Action Plan

Are you aware of food services or programs in your community?		
Yes	No	Unsure
If yes, which services?		

Where do you receive information on food and nutrition programs in the community? (check all that apply)				
Personal experience/observation	Family/friends	School/university	Television	Radio
Print/newspaper	Social media	Internet	Mobile phone	Doctors/health workers
Government	Other	Unsure		

Which source(s) do you most trust for accurate information about food and nutrition? (check all that apply)				
Personal experience/observation	Family/friends	School/university	Television	Radio
Print/newspaper	Social media	Internet	Mobile phone	Doctors/health workers
Government	Other	Unsure		

Do you currently take any action to help you, your family, or your community related to local food issues?		
Yes	No	Unsure
If yes, what action?		







## Task 7-2. Assembling Part One of the Community Action Plan: Research Area Background

The team will now begin developing your action plan. Overall, this action plan will outline how you will address and communicate the problem question: *How do we ensure good nutrition for all?*

The Community Action Plan will have three parts. Tasks 7-2 to 7-6 will help you complete each part of the plan.

1. Task 7-2: Research Area Background, including all the evidence you have collected (This part involves organizing what you have already done during your research.)
2. Task 7-3: Targeting an Issue for Action (This part involves figuring out what issue in your community you would like to focus your action plan on addressing.)
3. Task 7-4: Brainstorming Action Options (This part involves brainstorming a variety of actions you and your team can build your action plan around.)
4. Task 7-5: Setting Action Goals (This part involves figuring out and deciding on what actions you or your team would like to take and setting goals for taking those actions.)
5. Task 7-6: Communications Strategy (This part involves figuring out how you will communicate to other people about your research and your action plan.)

Task 7-2 focuses on assembling the research area background of the Community Action Plan. This involves assembling and organizing the information you have already collected about your research area.

Provide a brief overview of your location and research site, based on the research you have conducted. This will help other people who are looking at your plan now and in the future. This involves organizing what you did during your research. Include the following:

1. **Research location physical description:** Provide a brief description of your physical location. Include your position within your community, your country, and the world.
2. **Team and local culture description:** Provide a brief description of your team and any local culture your team identified during your research. Include your team's identity map from Task 1-5 as part of this description.
3. **Map of research site:** Provide a map of your research site and any important information you collected concerning the site that would be useful to understanding your plan. If possible, include pictures of your research site.
4. **Evidence and claims:** Organize and share all of the evidence you collected during your research and any claims you developed.



Task 7-3 Targeting an Issue for Action—EcoTeen Action Article

## How to foster food sustainability in your school, community, and beyond!

August 2, 2019 | Matthew Capuano-Rizzo and Garreth Bartholomew

### Start small

Shades of green surrounded us as Garreth and I descended a trail in Shenandoah National Park toward one of several waterfalls along our eight-mile route. We had arrived with several other of our friends and a few parents the previous day and observed the leaves of the trees around us coated with droplets of rain that had been falling intermittently throughout the day. As rising seniors, I started our summer conversation with future plans, as does any stranger when he hears that you are between the ages of 14 and 20. Unlike most of our peers, however, Garreth was focused on the actions he would take during senior year to improve our school community rather than his professional trajectory afterwards. “Food and Hunger Task Force” echoed through my mind as Garreth explained his vision for uniting the school community around realization of the United Nations’ second Sustainable Development Goal. Food waste served as our principal concern, and I shared my experience working with DC Central Kitchen and their efforts to promote economic development through food, while eliminating waste. My recent interaction with CEO Michael Curtin echoed through my mind; “There’s no reason why you can’t start what we’re doing here in your schools and communities.”

We first needed to understand the impact of George C. Marshall High School’s 2,173 students in areas such as food waste. Holding a food waste audit on November 20, we instructed students to place their food waste in the trash can corresponding to their class and we added a miscellaneous bin for faculty and staff. With only 60% of the student body present on the Tuesday before Thanksgiving break, we found that Marshall wasted more than 100 pounds of food, with the freshman class recording the most waste at 23 pounds. Inquiring with the school registrar led us to find that 17% of our school population receives free or reduced-price lunch. The variance of our food waste and our school’s need led Garreth and me to embark on different paths in achieving the Task Force’s goal of reducing food waste and insecurity.

### Involve as many people and organizations as possible

At the onset of senior year, I did not envision leading five different clubs and honor societies. It just sort of happened that way. I thought I love French and Social Studies and English and I’m already leading Octagon and Writing Center, so why not add on a few more? While such a decision led to many nights organizing Google Classroom announcements and planning events, involvement in many organizations facilitated their partnership in Food and Hunger Task Force events, as well as others such as a Mental Health Seminar and Meditation.





My first project was The Share Table, a table in front of the trash cans and recycling bins on which students may place unopened packages and uneaten fruits and vegetables. After many meetings with leaders of the Second Story, Octagon Club, Key Club, Marshall PTSA, National Honor Society, Student Government Association, and the purchasing of a small refrigerator with Octagon Club funds, I implemented the Share Table on March 1st. Donations from the table would be taken by PTSA volunteers on Tuesday mornings to the teen shelter Second Story's



office to be given to at-risk youth. Throughout the year, National Honor Society members, and volunteers from Octagon, Key Club and Marshall's leadership class staffed the table, making announcements about eligible food and encouraging donations. We recovered nearly 90 pounds of food in the Share Table's first year.

At the conclusion of the last lunch, volunteers place leftover food in the refrigerator located in the cafeteria and PTSA volunteers transport donations in the cooler situated to the left of the refrigerator. In the spring, we organized a school-wide waste audit, with recyclable and trash values in addition to food waste data. I publicized the event to the English, French, and Social Studies and National Honor Societies as well as the Octagon and Key Clubs. We recorded more



than ten volunteers per lunch sorting waste and found a 30% reduction in food waste, from 100 to 70 pounds, despite a higher percentage of the student body present. The involvement of several school organizations unsurprisingly led the audit to run with increased efficiency than our fall audit in which Garreth, myself, and a few others sorted a school's worth of waste.

*Lily Toruteva, a Social Studies and French Honor Society member, poses with our separation station in the middle of the George C. Marshall High School cafeteria.*



## Believe

Most of what we accomplished in our final year of high school, I never thought would be possible. We are often conditioned to accept the barriers of precedents and regulations and do not move past the initial indignation of these barriers' existence. After being stymied by administration in my efforts to raise money for my friend Vivian's relative's charity in Mexico, I isolated my fundraising operations to Trick-or-Treat for UNICEF. Unfazed, however, by county and state regulations on the activity, Garreth organized a school-wide benefit concert for the organization Food for Others to provide summer meals to Fairfax County students. The concert raised \$857 for summer meals, contributing to around 8,570 meals for kids over the summer!



*Garreth Bartholomew circulates in the school courtyard as Marshall's student-led jazz group The Brassholes prepares to play at the Marshall Rocks Benefit Concert.*

Regardless of whether you are already a leader of a club or have recently joined the environmental movement, we all have a responsibility and a role to play in preserving the future well-being of our planet and all that inhabit it. All issues connect to environmental issues and we

must recognize the social consequences of issues such as food waste, plastic pollution, and climate change to ensure we respond to address the scale of the problems we have created. Instead of dividing stakeholders into "part of the problem" and "part of the solution," we can unite in the reshaping of our economy and way of living in which our present use of resources does not diminish our future quality of life. Such an approach encourages citing actions, governments, and corporations that perpetuate these issues, but also provides an alternative to undesirable behavior and fosters cooperation.

Together, we can, quite literally, turn the tide. We just have to believe.





*World Wildlife Fund intern and Smithsonian Folklife Festival Sustainability Coordinator Anna Johnson and Matthew Capuano-Rizzo of Eco-Teen Action Network demonstrate how to perform a waste audit at an Eco-Teen Action Network Open House on April 18, 2019.*

### Discussion Questions

1. What was the primary issue these teens identified that they wanted to address?
2. What actions did they choose to address the issue?
3. Why did they choose those actions?
4. What were some of the effects of their actions on the issue?

**Task 7-3. Targeting an Issue for Action—Brainstorming and Selection Sheet**

Around the circle, brainstorm and document all of the food and nutrition related issues that you are aware of from your research, such as malnutrition and obesity. Think about global issues but also local community issues you learned about during your research. No issue is too small to consider!





The issue our action plan will target is . . .

We have selected this issue to focus our action plan on because . . .



**Task 7-3 Targeting an Issue for Action—EcoTeen Action Article**

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August 2, 2019 | Matthew Capuano-Rizzo and Garreth Bartholomew

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### Task 7-5. Developing Part Two of Your Action Plan: Setting Action Goals

The team will continue developing your action plan. Overall, this action plan will outline how you will address and communicate the problem question: *How do we ensure good nutrition for all?*

The Community Action Plan will have three parts. Tasks 7-2 to 7-6 will help you complete each part of the plan.

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2. Task 7-3: Targeting an Issue for Action (This part involves figuring out what issue in your community you would like to focus your action plan on addressing.)
3. Task 7-4: Brainstorming Action Options (This part involves brainstorming a variety of actions you and your team can build your action plan around.)
4. Task 7-5: Setting Action Goals (This part involves figuring out and deciding on what actions you or your team would like to take and setting goals for taking those actions.)
5. Task 7-6: Communications Strategy (This part involves figuring out how you will communicate to other people about your research and your action plan.)

Task 7-5 focuses on setting the action goals of the Community Action Plan. This involves developing the actions you think people should begin taking to address the problem question in your community. Complete the following, based on the research you have conducted.

It is important to set local goals to help people act on the plan. For example, part of your plan could be to work with a local food bank to help collect food for people who cannot easily access food throughout the year. Another part of the plan could be to educate various people in your community about the problem.

Setting local action goals will help you determine what actions need to be taken now and in the future, who is responsible for taking them, and how your team will monitor the actions to determine their effectiveness over time. Think about the following questions as you work through this task:

- Who do we need to help us with this action plan?
  - What do we need to do?
  - What skills do we have already that can help us, and what else do we need?
  - How will we know if our plan is working?
1. Develop a list of action goals that could be carried out by various people in your community. Consider the following when creating your action goals: What type of action is needed and what is the action meant to address? Provide a description of the action. Some examples might include:





- Education action goals: Create and hand out brochures to educate the community about food issues. This action will increase the knowledge of people in your community members about local and global food problems.
  - Advocacy action goals: Create posters to advocate for a group of people experiencing food insecurity. Write letters to local officials and community leaders concerning food-based issues and the effect on various people and groups in your community.
  - Physical action goals: Monitor your research site weekly or monthly, based on data collected. This action could collect and document long-term changes in your community regarding a specific issue.
  - Be creative and develop your own goals for your community!
2. What skills do we already have that will help us implement this action plan?
  3. Who is responsible for the action: yourself, team member, whole team, specific community member(s), all community members?
  4. Action schedule or timeline: When and how often must the actions take place? What is the first step we are going to take, and when? Will there be a second step? When will it take place? If there is more than one action, which should be done first, second, third? Create an order for all your actions, so the team knows where to start.
  5. Action monitoring: How will the action goals be documented or monitored over time to determine their effectiveness? How will you determine whether the action is working effectively? Create a strategy to monitor progress toward your goals over time.
  6. How will we know if the action plan is working? Identify some indicators that your team can use to determine whether or not your plan is having any effect on the problem.





### Task 7-6. Creating Part Three of Your Action Plan: Communications Strategy

The team will continue developing your action plan. Overall, this action plan will outline how you will address and communicate the problem question: *How do we ensure good nutrition for all?*

The Community Action Plan will have three parts. Tasks 7-2 to 7-6 will help you complete each part of the plan.

1. Task 7-2: Research Area Background, including all the evidence you have collected (This part involves organizing what you have already done during your research.)
2. Task 7-3: Targeting an Issue for Action (This part involves figuring out what issue in your community you would like to focus your action plan on addressing.)
3. Task 7-4: Brainstorming Action Options (This part involves brainstorming a variety of actions you and your team can build your action plan around.)
4. Task 7-5: Setting Action Goals (This part involves figuring out and deciding on what actions you or your team would like to take and setting goals for taking those actions.)
5. Task 7-6: Communications Strategy (This part involves figuring out how you will communicate to other people about your research and your action plan.)

Task 7-6 focuses on creating a communications strategy for the Community Action Plan. This part involves communicating all parts of your plan with your community. Complete the following, based on the research and action goals you have worked on.

If no one outside of your research team knows about your plan, can it make an impact? Of course not! You will need to develop a plan to creatively communicate parts of your action plan to your community. Make sure you include social, ethical, environmental, and economic perspectives on the problem your action plan is working to address. How will you educate others about your evidence, claims, decisions, and action goals?

**Be creative.** For example, this plan might include:

- Making posters or art projects to communicate parts of your plan.
- Writing a song or a one-act play to communicate parts of your plan.
- Writing and recording a public service announcement (audio or video) to communicate parts of your plan.
- Creating a social media campaign to communicate parts of your plan.
- Speaking at a public event about the issue and your action plan.
- Come up with your own ideas!





Before you select and develop your communications strategy, think about the following:

- What is your primary communications goal?
- With whom do you want to communicate? Who are your targeted audiences?
- What do you know about the audience(s) you want to communicate with?
- What more should you learn about the audience(s) or consider before developing your communications strategy?
- What are the benefits of your action plan that you believe are of interest to your target audience(s)?
- What are the key messages you would like to convey to your audience(s)?
- What communication tools would best help you accomplish your goal with the target audience(s)? For example:
  - Newspaper items
  - Online strategies
  - Mail
  - Publications
  - Public speaking
  - Public events
  - Advertising
- What kind of financial and human resources do you have to accomplish your communications strategy?

Each team should consider the following when developing their communications strategy:

- Present social, ethical, environmental, and economic considerations for the audience.
- Support all claims with evidence (data and statistics, expert opinions, personal and secondhand experience).
- Support all suggested actions using claims that are supported by data and evidence.
- Clearly explain, demonstrate, and show all aspects of your action goals.
- Clearly outline how the plan will be monitored for effectiveness over time. Discuss how the plan can be adjusted if it is not working or needs to be improved.

Using all of this information, select and develop your communications strategy. Use the following sheet to help guide the development process.

