PART 7: COMMUNITY ACTION PLAN

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

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.
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.

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?
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!
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!**
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.

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.
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!
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!**
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!

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!
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!**
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.
Notes:
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).