As you learned in Task 1-6, the team 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 question. This is why you must conduct research to learn more about the problem in your community. Then you can suggest decisions and actions you think people should take. At the end of your research, the team will need to create and communicate a Community Action Plan. All of the team research will help you create the Community Action Plan.

**In this task, the team will learn more about the Community Action Plan you will make in the future.**

1. Go to the Task 1-7 folder to read the details of the Community Action Plan. There is only one version of the Community Action Plan.
2. Read through the details of the action plan as a team. Ask questions about any parts that are not clear. Remember not to worry. Research is not easy. Sometimes things might not work out the way you planned. Learning how to work through the problem is part of the challenge and fun.
3. Read the Ask the Team reading, with stories about when things did not work out during research projects and action plans. Think about how your team can work together when things do not work out as planned to reach your research and action plan goals.

Hooray! You completed Task 1-7. Check it off the task list. **Go to Task 1-8!**
Task 1-7. Understanding the Community Action Plan

This document details the Community Action Plan your team will create at the end of your research. The team will not be creating this plan now. However, understanding what you will be working toward completing at the end of your research is helpful even before you begin. Read through this plan so the team understands everything you will need to complete by the end of your work. Then, as you are doing your research, think about how the information you are gathering could be useful for this final action plan and to address the problem question: How do we ensure good nutrition for all?

The Community Action Plan will have four parts.

1. **Research area background, collect evidence, and develop an integrated management plan:** This part involves organizing the research you have already completed.
2. **Targeted action plan issue:** This part involves figuring out what specific food issue you will focus your action plan on, after you finish step 1.
3. **Action plan goals:** This part involves figuring out what you want your action plan to accomplish.
4. **Communications strategy:** This part involves figuring out how you will tell people about your research, action plan, and goals.

**Research Area Background**

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

1. **Research location description:** Provide a brief description of your physical location where you conducted your research. Include the 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 the evidence you collected during your research and any claims you developed.
Targeted Action Plan Issue

You will need to provide a brief overview of the issue that your action plan will target or focus on, based on your community research. While you are conducting your community research you may identify a variety of food-based issues in your community. After you have identified some of these issues, you will need to select which issue you will focus your action plan on. You will also need to include all the specific details of the issue and why you selected it to focus on. Consider including:

- Who will your action plan target?
- What specific issue will it target?
- What are the characteristics of the local issue you plan to target?
- Why are you selecting this issue to build your action plan?

Action Plan Goals

Setting local action plan goals will help you determine what actions need to be taken now and in the future, who is responsible for taking them, and how the actions will be monitored to determine their effectiveness over time.

1. Develop a list of action goals that various people in your community could work toward as you implement the parts of your action plan. When creating your action goals, think about what type of action is needed and what issue the action meant to address. Provide a description of the action. Some examples include:
   - **Education action goals:** Create and hand out brochures to educate the community about food-based issues in the community. This action will increase local knowledge and spark actions of community members concerning food- and nutrition-related issues.
   - **Advocacy action goals:** Create posters to advocate for a group of people at risk related to food-based issues. Write letters to local officials and community leaders concerning food issues and their effect on different groups of people in your community.
   - **Physical action goals:** Monitor your research site weekly, monthly, yearly to continue adding to the data set you will collect throughout this research guide.
   - Be creative and develop your own goals for your community!

2. Who is responsible for the action: self, team member, team, specific community member(s), all community members?

3. Action schedule or timeline: When and how often does the action need to take place?

4. Put the actions in order: If you have a list of action goals, which ones would you recommend be done first, second, and third? Create an order for all of your actions so the team knows where to start.
5. Monitoring: How will the action goals be documented or monitored over time to determine their effectiveness? How will your team determine whether the action is working effectively? Create a strategy to monitor these goals over time.

Communications Strategy

If no one outside of your research team knows about your plan, can it make an impact? You will need to develop a plan to creatively communicate parts of your action plan to your community. Make sure you include the social, ethical, economic, and environmental parts of the problem. How will you educate others about your evidence, claims, decisions, and action goals?

Be creative! This plan can include making:

- Posters or art projects to communicate parts of your plan
- A song or a one-act play to communicate parts of your plan
- A public service announcement (audio or video) to communicate parts of your plan
- A podcast about your research and action plan
- A video about your action plan
- A social media campaign to communicate parts of your plan
- Be creative—come up with your own ideas!

After you have developed your communications strategy, you will need to share with and present this information to your community. This can include parents, educators, administrators, local community members, and other team members.

Each group should include the following when communicating with community members.

- Present social, ethical, environmental, and economic considerations for the community.
- Support all claims within the plan with evidence (data and statistics, expert opinion, personal and secondhand experience).
- Support all suggested actions using claims and evidence.
- Clearly explain, demonstrate, and illustrate parts of your integrated management plan.
- 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.
Tell us about a time when a project or something in your life did not work out as planned.

**ANDREA the ANTHROPOLOGIST**
National Museum of Natural History, Smithsonian Institution

Lots of times things do not work out the way we expect. Grants you work on for months do not get funded, data gets destroyed or lost, results are lackluster. The three most important notions I keep in mind when faced with hurdles are: first, stay optimistically supportive for yourself. If you don’t, who will? Second, let yourself be surprised by an unexpected turn of events. Some of the best moments I’ve had in science were those I did not anticipate. And third, and the hardest for me to remember, is that failure is a part of success and not the opposite of it. Keep trying, keep learning, and you will find the joys in the accomplishments themselves, regardless of the outcome.

**ASHLEY the HISTORIAN**
National Museum of American History, Smithsonian Institution

As a historian, I am constantly applying for grants to acquire money to support my research efforts in archives and in the field. Rejection is a common occurrence. It is difficult to receive a letter or e-mail notifying you that your project will not be funded. Managing my attitude, though, helps. I could become sad and angry that my project was rejected. Or I could focus on applying to a different opportunity or adjusting my project to appeal to a broader audience. There is always room for growth. And, as I’ve been told many times, when one door closes, another door opens.

**CARLOS the GLOBAL HEALTH MANAGER**
Johnson & Johnson, São Paulo, Brazil

In 2012 I did not lead a balanced life and weighed almost 100 kilograms. I realized that was not in line with my values of life, because I asked people to be healthy and I was not. I lost more than 20 kilograms. I know how difficult it is to lead a regulated life, but this only happens when we create habits and we have a purpose and a mission to fulfill!
Tell us about a time when a project or something in your life did not work out as planned.

MIKE the ZOO NUTRITIONIST
Smithsonian National Zoological Park and Conservation Biology Institute

I guess mostly everything worked out just fine, given where I am and what I am doing. I am fortunate enough to have a position where there is always work to do, and always something new that arises (whether we want it to or not). Part of the operation I oversee is quite consistent—the unrelenting need to make diets for the animals in our collection. This provides some measure of consistency of purpose for myself and our team. Beyond that very concrete consistency is a different type of consistency: A live animal collection is constantly growing, changing, evolving, so there is relentless change. Every single animal is changing physiologically through its life, and we are responding to those changes daily. With more than 2,000 individuals, that can be an ongoing challenge.

SABRINA the CURATOR
National Museum of Natural History, Smithsonian Institution

The most important teacher in my life passed away when I was still a student. Finishing the work that we started together helped me to honor all that he did for me and feel confident that I could continue without him.

JENNIFER the MUSEUM CURATOR
National Air and Space Museum, Smithsonian Institution

Like many young people, when I first got started in my career, I thought I should be getting more responsibility up front, that people should trust me more to do my job and give me more opportunities. While I knew I was capable, not everyone I encountered knew what I could do. It took many years of hard work to gain people’s trust and respect, and eventually I was given chances to work independently and advance into new roles. I had to learn to have patience with my colleagues and myself to see the longer term of my career path.