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# Resident Leadership Academy Facilitators Guide

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Welcome to the Facilitator Guide!

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”
- World Health Organization

You have embarked on a grand adventure. Empowering people to find their purpose and rebuild their communities can be satisfying and meaningful work. Your time, commitment, and efforts will help improve the lives of many.

This facilitator guide is designed to assist you with your task of facilitating and guiding the Resident Leadership Academy (RLA) participants through their training and Community Improvement Project (CIP). In order for you to use it fully you will need to:

1. Become very familiar with the workbook. It is highly suggested that you read it thoroughly, complete the activities yourself (practice with friends, family, and co-workers, who can fill the role of group members), and review each section immediately before you facilitate the group. The guide and the PowerPoint presentations are designed to build upon the overview in the workbook rather than duplicate all of the information. Please adapt them to your RLA!

2. Roam around the Deep Dive, there is no need to click on every link but you should have a good idea of what is in there in case someone in your RLA requests additional information or has a question you cannot answer. Remind the RLA participants about the Deep Dive also. You may even find a topic that you become passionate about!

3. Mention the availability of the RLA Resource Library often. There is a set of full-length movies and books available for you and the RLA participants to check out. Consider bringing a few selections (a movie and a book), to every training to remind residents that this resource is available to them. Some of the movies are mentioned in the workbook and there may be some interest in them.

4. The thumb drive that you received along with the facilitator guide has digital copies of the facilitator guide, participant workbook, PowerPoint presentations, and a digital library. The Digital Library includes full-length research articles, fact sheets, icebreaker activities, and other tools to support your leadership and facilitation of the RLA. Some of these files are available via the links in the Deep Dive and some are not. This enables you to email information directly to residents so they can download files directly onto their computers.

5. Lastly, there is a special section called Community Assessment Tools in the back of this binder. In this section you will find tools for assessing different aspects of community health such as a walkability audit and park safety audit. Your RLA may choose one or more of them to assess their community for their CIP.

“You really can change the world if you care enough.”
-Marian Wright Edelman
Background of the Resident Leadership Academy

The RLA training began in 2012, as a program of Live Well San Diego, the history of which is described in detail in the Resident Leadership Academy Participant Workbook. After a highly successful pilot program and subsequent RLA cohorts across the County of San Diego, the project continues to make positive changes that promote health. This curriculum has been designed in response to the input of RLA participants, graduates, facilitators, and San Diego County subject matter experts gathered through focus groups, interviews with individuals, and surveys.

The RLA is a 9-session specialized, comprehensive curriculum that empowers community residents to reduce health disparities and inequities by encouraging healthy eating, physical activity, and public safety. The sessions can be taught in 8 – 10 weeks, depending on the community’s availability and needs.

Aims and Objectives

- Work in a public-partnership (county and community-based organizations) to engage up to 20 residents in a 20-30 hour training curriculum that empowers communities to improve the quality of life in underserved neighborhoods.
- Facilitate the selection and identification of a CIP(s) to address public safety, healthy food access, and/or physical activity opportunities in underserved communities.
- Cultivate the leadership of local residents and partner with organizations to implement their CIP(s) beyond the formal training process.
- Use community celebration events or town hall meetings to engage local leaders, media, and the general public in the projects identified during each RLA, and to support completion of these projects.

Evaluation of RLA Process

There are many good reasons for a community group to evaluate its efforts. When done properly, evaluation can improve efforts to promote health and development at any level -- from a small local nonprofit group to a statewide or even national effort. Evaluation offers the following advantages for groups of almost any size:

- Collecting information about how things are done and the results of those activities help us to understand how community initiatives develop and offer lessons to other groups that they can benefit from.
- Providing ongoing feedback can improve community work by encouraging continuous adjustments of programs, policies, and other interventions.
- By involving community members, people who have not had a voice may gain the opportunity to better understand and improve local efforts.
- Evaluation can help hold groups accountable to the community and to the grant makers who provide funding. Conversely, it can also help hold grant makers accountable to the communities that they serve.

Evaluation Plan Overview

1. Participant Knowledge and Satisfaction (RLA Pre and Post Survey)
• Process: Participants fill out the pre-survey at the beginning of the first session and the post-survey at the end of the last training session. These can be found in the evaluation section of this guide.

2. Participant Skills and Knowledge Application (RLA Facilitator Section Assessment Record)

• Process: Participants should complete all of the exercises in the workbook including the Social-Ecological Model (SEM) Exercises and Reflection Questions at the end of each section and subsection. Facilitators should periodically collect the participants’ workbooks and fill in the tick sheet titled “RLA Facilitator Section Assessment Record,” found in the Evaluation Tools section of this guide on page 108. The purpose of this is to assess whether or not participants are able to apply the knowledge and skills they are learning to their community using the different levels of the SEM.

3. Participant Check-In

• Process: At the beginning of each RLA session, facilitators will ask participants to review what they have learned in the previous session, what they liked, and what they want more information on. Facilitators will record the check-ins and use them to guide their facilitation, make adjustments as necessary, and show the impact of the program.

4. CIP Effectiveness - Optional (CIP Plans and Photo Essays)

• Process: Request participants to photo document their entire RLA and CIP process and email their favorite photos to the facilitator. The facilitator will compile the photos and share them with the group in an additional training session. A content analysis of photos will be conducted throughout the RLA process. During the photo debrief, the facilitator will present the preliminary analysis to the participants. Through the photo debriefing process, participants will work with the facilitator to finalize the analysis and choose photos for a photo essay showing the success of their work.

Who Should Facilitate a RLA?

1. Community-Based Organizations (CBOs) are closely connected to residents in high need neighborhoods. They traditionally serve underserved and under-resourced areas, and have a unique interest in providing not only the necessary services to meet the evolving needs of people living in disparate conditions, but an interest in enacting processes which promote self-sufficiency and leadership skills in the communities they serve.

2. Government Entities in coordination with CBOs that have a neighborhood focus. Enlist the support of trusted CBOs to serve as the hub of activities for administering the RLA training series, and depend on the staff of the CBO to recruit and maintain
RLA Background

the participation of volunteers, and to provide ongoing support to the residents’
group after the training series is completed.

3. **Two Person Teams** are recommended for facilitating the RLA training series. Ideally, select teams of two with bilingual English/Spanish or other appropriate language depending on your community.
Facilitation Tips

Practice Self-Reflection and Awareness

As the facilitator, ask yourself:

- What do I bring to the group? What challenges me?
- What behaviors or personality traits am I most familiar or comfortable with?
- What behaviors challenge me?

Facilitation Dos and Do Not’s

Do

- Use inclusive language. For example, not automatically using an opposite gender pronoun for someone’s partner before they have identified their gender and using person first language like “a person with a disability” rather than “a disabled person.”
- Ask for clarification if you are unclear about a participant’s intent or question.
- Treat participants with respect and consideration.
- Provide sufficient time and space for participants to gather their thoughts and contribute to each conversation.
- Share information in a casual/conversational style (avoid reading facilitator notes)
- Be authentic. Be yourself!

Do Not

- Allow only the dominant or more verbal participants to take over the conversation.
- Use language that will exclude certain groups from understanding the context of the discussion or make them feel uncomfortable.
- Overgeneralize behavior or have stereotypical expectations of participants.
- Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
- Discourage alternate views.

Facilitation Goals

- Try to keep the group on task without rushing them.
- Ask follow-up questions and paraphrase comments for everyone to consider.
- Ask the contributor for further clarification and/or elaboration when needed.
- Re-visit past contributions and incorporate them into subsequent discussions.
- Encourage others to add their reactions or ideas to build upon someone else’s comments.
- Do not be afraid to admit your own ignorance or confusion if you do not know something – invite others to provide resources and use the opportunity to discuss how one might go about researching the issue with the group.
- Discomfort and silence are okay, but balance this with a clearly stated context and purpose.

Eight Key Things to Remember

1. Do not wait until the last minute to drive to your meeting location. Take into account traffic patterns.
2. Start preparations for the following session the day after the previous one.
3. Maintain consistent contact with the members of the residents’ group throughout the RLA training series.
4. Make sure you have enough copies of all of the materials you are going to need for the sessions week to week.
5. Make sure that the facilities are open and that food/refreshments are provided.
6. Check your technical equipment: make sure that your laptop computer has sound, you have access to a DVD player if necessary, your projector is working properly, you have access to the internet, and/or you have your thumb drive with your presentations ready.
7. Make sure to track attendance weekly. Do not graduate anyone that has missed more than two sessions.
8. Have Make-Up Sessions. It is inevitable that some of your participants will miss a session or more, you will want to give those that missed an opportunity to learn the information that they were not there to receive. This process of offering make-up sessions helps facilitators review the content once again, and the participants will remain together not feeling as if some learned more than others. It is recommended to schedule your make-ups in groups so you are not doing make-ups for persons individually.
Learning Objectives:

1. Identify chronic health issues in our communities.

2. Introduce the social-ecological model and how to apply it to promote health.

3. Understand social determinants and their impact on health.
SECTION 1: OVERVIEW

Session 1: Orientation, Social Determinants of Health, and Community Improvement Plan Overview

Length: 2.5 hours

Session Highlights:

Orientation: After the group is welcomed and is offered a brief orientation, the facilitator shares the history of the Resident Leadership Academy (RLA) and the role the County of San Diego plays via the Live Well vision. The expectations of the training are outlined and emphasized: completing all workbook assignments prior to the training sessions, the importance of self-reflection as a tool of leadership development, and the existence of the additional resources available via the Deep Dive, Digital Library, Resource Library, and the facilitators themselves. The facilitator outlines the key facts that are the foundation for public health: chronic health issues are identified, the group is introduced to the social-ecological model (SEM), and explores how the SEM applies to community health.

Social Determinants of Health: Participants get an overview of the concepts of social determinants of health, health disparities, and health equity. They will begin to think about how these concepts impact their individual health and the health of their community.

Community Improvement Project (CIP) Overview: Introduction of the Community Improvement Project model for community change. The facilitator leads a discussion on the ways a CIP could positively impact individual and community health. Other RLAs are used as case studies in order for the participants to learn how other neighborhoods have taken on this challenge successfully. Participants begin to consciously think of ways the CIP model could be applied to their personal neighborhood situations.

Note: This session may extend to two sessions depending on the content. There are good videos including Unnatural Causes and/or you can contact RLA graduates and facilitators to come in as guest speakers or a panel to share their experience.

Learning Objectives:

1. Identify chronic health issues in our communities.
2. Introduce the Social-Ecological Model and how to apply it to promote community health.
3. Understand social determinants and their impact on health.

Special Considerations:

- Many of the fact sheets from the large nonprofits (e.g., American Lung Association) are available in Spanish and available online.
- Many of the Centers for Disease Control and Prevention and County of San Diego’s fact sheets and infographics are available in Spanish and available online.
Section 1: Overview

- Network with other facilitators to find success stories that resonate with your neighborhood.
- The Resource Library contains a book on icebreakers that you can check out to get some team building ideas.
- The Deep Dive contains an article on the importance of lifelong learning (page 109) that can be shared with participants.

Reminders:

- Distribute and collect the Participant Pre Survey.
- The facilitator should have thoroughly read both the Participant Workbook and the Facilitator Guide, and have an idea of the materials and resources available in the Deep Dive, Digital Library, and Resource Library.
- The Participant Workbook provides foundational information and should always be used in its entirety. All of the PowerPoint presentations are editable; they can and should be tailored to the community and facilitator.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can help you customize your presentation.
Materials Check Off Sheet

- LCD projector and screen or projection surface
- Computer with Microsoft PowerPoint installed
- Cables to attach the projector to the computer
- Facilitator thumb drive with PowerPoint presentations and Digital Library
- Participant workbook
- Markers
- Pens
- Additional sheets of paper
- Name tags
- Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- Video(s) you are showing from the Digital Library
- A DVD Player or CD drive on the computer to view the video(s)
- Speakers
- Photo/video release forms (enough copies for everyone to sign)
- Camera and/or video recording device
- Light refreshments with healthy food options

Optional materials:

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- W-9 forms if you are offering participants a stipend for their participation
Session 1: Overview

Slide 1

**Overview:** This is your introduction to the group and your chance to make an impression and begin to set the tone and camaraderie for the group.

- Welcome everyone to the group.
- Introduce yourself, your professional, and/or personal background that relates to the Resident Leadership Academy (RLA) training, and something you are looking forward to about the RLA.
- Acknowledge the hosting organization if applicable for providing space, refreshments, or other resources.

Slide 2

**Overview:** Continue your introduction to the group.

- This is a weekly training comprised of a minimum of nine sessions, but can be up to ten separate meetings. Each session lasts 2-2.5 hours. In addition to the training, there will be time spent outside of the training sessions to implement a Community Improvement Project(s) (CIP).
- Discuss your expectations for the training, such as starting on time, reading assigned sections, doing homework, and active participation. This is a group learning process and since they are the experts on their community they are the most important voices in the room.
Overview: Introduce the objectives for this section of the training. This section will provide you with foundational knowledge about chronic health issues in the County of San Diego and what our community members, organizations, and government are doing to address health and wellness in the county. The training will prepare them to take up leadership roles in the community.

Overview: We will have short activities at the beginning of each session to help you connect with one another, and explore your leadership skills.

Group Discussion: Go around the room and have each participant answer these questions. If you have late arrivals please ask them to introduce themselves with this information if you are at a natural break during instruction or before the first break.
Overview: The RLA is an effort initiated in San Diego County that is designed to engage and support community members like you in creating healthier neighborhoods. Congratulations on being part of the solution! The basic concept behind the RLA is to engage residents in activities that can lead to healthier neighborhood environments. RLA participants will learn ways to involve local grassroots networks in Community Improvement Projects (CIPs) to make positive change in your community.

As you participate in the RLA, you will work with the whole group to create and implement one or more Community Improvement Plans (CIPs). The project(s) will enable you to gain experience in carrying out projects that result in positive changes in your neighborhood. The intent of the curriculum is to help support the group’s efforts, and build leadership skills, for future CIPs.

Overview: The training portion of the RLA follows this model:

- **Section 1** gives you an overview of the RLA, chronic health issues, and the underlying causes of those health issues.
- **Section 2** provides specific strategies you can use to create change in your community that support health.
- **Section 3** provides information on how to take action by working with your neighbors, government agencies, decision-makers, and community-based organizations to create positive and effective change.
- **Section 4** helps you to evaluate the impact your project is having on your community, and how to celebrate success strategically.
Your workbook is a tool. It contains an overview of the topics that we will expand upon in the trainings so please read the assigned sections ahead of time. There are activities for you to do throughout the workbook that will help you to think about how the topics are connected to one another and how they apply to your community.

**Group Discussion:** In looking at the contents of the training, which parts sound the most interesting?

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**Overview:** In 2010, the Board of Supervisors adopted a vision called *Live Well San Diego*. This vision to advance the health, safety and overall wellbeing of the region is being built with community involvement in three parts.

- The first component – **Building Better Health** – was adopted in July 2010. Building Better Health calls for improving the health of all residents and supporting healthy choices.

- The second component – **Living Safely** – was adopted in October 2012. Living Safely calls for ensuring residents are protected from crime and abuse, neighborhoods are safe, and communities are resilient to disasters and emergencies.

- The third phase – **Thriving** – was adopted in October 2014, calls for promoting a region in which residents can enjoy the highest quality of life.
Overview: This video was produced by Live Well San Diego to give an overview of the entire vision. The work you do in your RLA is connected to a network of activities happening around the entire county.

https://youtu.be/LSk0Gxl5dyQ

Overview: Live Well San Diego is San Diego County’s vision to achieve healthy, safe and thriving communities. Live Well San Diego involves everyone. Only through a collective effort—in which all of us work together toward a shared purpose—can meaningful change be achieved in a region as large and diverse as San Diego County.

The County has adopted four approaches for realizing the Live Well San Diego vision:

1. **Building a Better Service Delivery System** – Improve the quality and efficiency of County government and its partners in the delivery of services to residents, contributing to better outcomes for clients and results for communities.

2. **Supporting Healthy Choices** – Provide information and resources to inspire county residents to take action and responsibility for their health, safety, and well-being.

3. **Pursuing Policy and Environmental Changes** – Create environments and adopt policies that make it easier for everyone to live well, and encourage all individuals to get involved in improving their communities.

4. **Changing Culture from Within** –
**Increase understanding among County employees and providers about what it means to Live Well and the role that all employees play in helping county residents Live Well.**

**Slide 10**

**Overview:** The main goal of Live Well is to address the 3-4-50 concept.

**Group discussion:**
1. Discuss the three behaviors that contribute to disease. Ask about individual behaviors and how many of us, or people we know, eat fast food, watch too much TV, or smoke currently or have in the past?
2. Discuss the four chronic diseases. How many participants have close friends and family members that have been touched by the diseases listed?
3. Discuss the 50% of deaths. Does this surprise them? Why or why not?

**Facilitator Tip:** Remember, and remind the group, that participants should share based on their own comfort level. Do not call on individual people; allow them to participate in the manner they choose.
Section 1: Overview

Slide 11

Overview: Ask the group to look at the statistics in their workbook. This is a good time for a very quick statistics lesson.

Group Discussion: Think about the math when you hear statistics, for example 10% is one in ten people or ten in 100 people. That means if there were 20 people in a group, 10% would mean that two of them would have a chronic disease.

Suggested Activity: Do the math comparing some common statistics or those in the graph to how many people are in the room. Go through each statistic and have the corresponding number of people stand.

Slide 12

Overview: One important way we address and prevent disease is through the use of public health strategies.

https://www.youtube.com/watch?v=oQkGx6gRGIY

This is an alternative or additional video that provides a broad definition of public health from a global perspective.

https://www.youtube.com/watch?v=oy1CAMObRzc

Slide 13

Overview: Help the group to make connections between the broad definition of public health explained in the video and what Live Well San Diego is implementing via the RLAs.

Group Discussion: What is public health? What role can the RLA take within public health? What is the role of the larger society or systems like government, public utilities, or nonprofit organizations?
**Activity:** There are a variety of public health strategies and services all around us everyday. Have the group call out all of them that they can think of and write them on flip chart paper. Some less common ones: sewage, garbage trucks/waste management, busses/mass transit, lead paint and mold control, etc.

**Overview:** Summarize the basic difference between public health’s focus on preventing disease and injury in comparison to healthcare that focuses on individualized treatment of disease and injury.

**Overview:** This is the public health model for preventing disease and injury and promoting health and safety. It provides a simple framework for addressing public health issues. Refer participants to page 5 of their workbook and remind them that the workbook will become their trusted companion throughout the RLA process.

Summarize each of the four steps and highlight that it is a process that may begin over and over through adjustments to the interventions in response to community trends, effectiveness of the program, and changes in society such as laws, technology, and economics.
**Group discussion:** How is this model different from a traditional healthcare model?

Using lung disease as an example:

1. How would a doctor look at the issue, when would they discover it, and what interventions would they provide?
2. How would a public health practitioner look at the issue, when would they discover it, and what interventions would they provide?

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**Slide 16**

**Overview:** Review this example.

**Slide 17**

**Overview:** The Social-Ecological Model (SEM) was adapted as a framework for public health in the 1970’s from Urie Bronfenbrenner’s Ecological Systems Theory and is a foundational model for creating change because it addresses the different spheres of influence that affect individual health and decision-making. It is also one of the foundational building blocks of this training and the CIP. Ask them to review the SEM in their workbook, found on page 6.

**Individual** – Biological and personal history factors, personal beliefs, and behaviors that...
Protect health.

**Relationships** – A person’s closest relationships including partners, family members, and friends.

**Community** – Settings including schools, workplaces, and neighborhoods.

**Society** – Broad societal factors including social norms and the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.


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**Slide 18**

**Overview:** This activity gives the group an opportunity to apply the public health model to chronic disease in their community.

**Activity:** Break into groups and give each group one of the four chronic health issues. Try to get the groups to be odd numbers with no more than seven per group. Ask them to use the model on page 5 of their workbook to come up with their own example that addresses the community level of the SEM.

**Facilitator Tip:** Pay attention to the dynamics of the groups. The size of groups can often influence the group’s dynamics. For example, in too large of a group a single person may begin to “lecture” and in even numbers people may begin to set-up teams.
Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group. Participating in the stretching activity is optional and modify if needed.

Group discussion: Name some reasons why healthy Americans benefit everyone, for example:

- Productive at work (less sick days).
- High cost to society, prevention is cheaper than treatment (think the costs of health screening versus being in the hospital).
- Impact of the environment from pollution to safety (asthma, second-hand smoke, trucking in food from across the country).

Overview: Your workbook contains the World Health Organization's broader definition of health on page 10 (According to the World Health Organization, “health is a dynamic state of complete physical, mental, spiritual, and social well-being and not merely the absence of disease or infirmity.”). Ask someone to read it and do a quick yes or no poll of whether they agree.

Facilitator Tip: Restate that their manual is truly a WORKBOOK, and you will
assume that they will have done their homework before class, and that the materials reviewed in class will not repeat information but will build upon it. This is the only class that you will be presenting the information that is directly in the workbook. Reinforcing this ideal will make the facilitating role easier and a lot more fun. You will be able to creatively enhance the training materials via the Deep Dive, Digital Library, Resource Library, and with guest speakers.

Source: United States Public Health 101, slideshow presentation, November 2013

Overview: There is a common misconception that the real reasons we are unhealthy are due to genetics and individuals making poor decisions about their health, including things like what they eat, how much they exercise, and whether or not they smoke.

Overview: This video connects healthcare systems to the SEM and the social determinants in a way that is easy to understand.

https://www.ted.com/talks/rebecca_onie_what_if_our_healthcare_system_kept_us_healthy
Overview: Explain the difference between health equity and health disparity, which is “…a particular type of health difference that is closely linked with economic, social, or environmental disadvantage.”

Source: Healthy People 2020, Office of Disease Prevention and Health Promotion, Department of Health and Human Services.

Overview: This video series provides a great example of health determinants and health disparities. We will watch a clip now.

http://www.unnaturalcauses.org/?replay=true

Overview: Direct the group to the definition of social determinants on page 7 of their workbook. Here is the very long and technical version from the Centers for Disease Control and Prevention (CDC), the federal agency that is tasked to protect and promote the nation’s health:

“The complex, integrated, and overlapping social structures and economic systems that are responsible for most health inequities. These social structures and economic systems include the social environment, physical environment, health services, and structural and societal factors. Social determinants of health are shaped by the distribution of money, power, and resources throughout local communities, nations, and the world.”
Slide 26 (continued)

**Group Discussion:** Work with the group to break this down into laymen’s terms that make sense to them.

**Facilitator Tip:** Reinforce that this is new information and throughout the training they will learn to break down complex topics in order to apply practical solutions.

Slide 27

**Group Discussion:** Why is education a social determinant?

There are many answers but a few include: impacts earning potential, broadens employment options, and increases health literacy (ability to understand your health issues and treatment options).

**Facilitator Tip:** There are a wide variety of possible answers for social determinants. Pay attention to your time on these slides. There are so many possibilities. When you get a good variety of answers move on.

Slide 28

**Group Discussion:** Why is employment a social determinant?

Possible answers include: hazardous work environments, provision of healthcare, and employee wellness programs.
**Group Discussion:** How is income a social determinant?

Possible answers include: healthy food, living in a clean and safe neighborhood, the ability to walk and play outside, and that poor neighborhoods may have more industry that causes pollution.

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**Group Discussion:** Why is having healthcare a social determinant?

Possible answers include: access to preventive care, health screening to provide early detection of disease, and health insurance protects your incomes and assets in the case of a major illness or injury.

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**Group discussion:** How is oppression and discrimination a social determinant?

Possible answers include: hiring discrimination, lower salaries, and bias by medical professionals.

Photo Sources:
Top right image http://glutendude.com/celiac/celiac-discrimination/
Bottom right image: http://www.sipherdburkelaw.com
Overview: In this video clip, the lives of a CEO, a lab supervisor, a janitor, and an unemployed mother illustrate how class shapes opportunities for good health. Those on the top have the greatest access to power, resources, and opportunity – and thus the best health. Those on the bottom are faced with more stressors – unpaid bills, jobs that do not pay enough, unsafe living conditions, exposure to environmental hazards, lack of control over work and schedule, and worries over children – and the fewest resources available to help them cope.

DVD: Unnatural Causes: In Sickness and in Health

Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group. Modify the stretches if necessary and participation is optional.

Overview: State the goals of the Resident Leadership Academy (RLA).
Overview: Direct the participants to Model A and Model B on page 12 of their workbook looking at Model A first. The goal is for them to begin to incorporate what they are learning.

Quick poll: Do you think the residents in Neighborhood/Model A are generally healthy or unhealthy?

Overview: Direct the participants to Model B on page 12.

Quick poll: Do you think the residents in Neighborhood/Model B are generally healthy or unhealthy?

We do not know the answer for sure but we can make some fair assumptions based on what we have learned.

Overview: Direct the participants to answer the questions on the slide in small groups.

Facilitator Tip: Ask the group to think in terms of the social determinants of health; the conditions in which people are born, grow, live, work and age.

Source: World Health Organization
**Overview:** Here is an example of a successful RLA with a youth led group who implemented a photo voice project to create a more walking friendly, or walkable, neighborhood.

**Activity:** Ask the participants to answer the questions in their workbook on page 14.

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**Overview:** Linda Placita is the result of a successful CIP completed by RLA participants in Linda Vista with Bayside Community Center.

**Activity:** Ask the participants to answer the questions in their workbook on page 15.

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**Overview:** Another successful RLA in National City.

**Activity:** Ask the participants to answer the questions in their workbook on page 16.
Overview: Watch this video on leadership for some end of the night motivation! Drew Dudley calls on all of us to celebrate leadership as the everyday act of improving each other’s lives.

https://www.ted.com/talks/drew_dudley_everyday_leadership

Overview: Revisit the idea that the workbook will be their best friend throughout this process. The more they use it the better their experience will be! Let them know that if they want more information on social determinants, you have got a load of resources to share!
Learning Objectives:

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

2.1 Supporting Health: Every Day In Every Way
2.2 Land Use
2.3 Active Transportation
2.4 Food Systems
SECTION 2: STRATEGIES

Sessions 2.1 – 2.4

Session 2.1: Supporting Health: Everyday in Every Way

Length: 2 – 2.5 hours

Session Highlights:

This section starts with a group activity that helps participants identify their individual leadership and communication style. The concept of health determinants is revisited through practical applications in the life of Ciara, whose “day in the life” story is on page 23 in the corresponding section of the workbook. Through the repetitive use of the Social-Ecological Model (SEM) Activity the participants begin to think in terms of preventive strategies around chronic diseases at different levels and ways they can help their communities become healthier.

Learning Objectives:

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

Special Considerations:

- The Deep Dive contains many materials on smoke-free/tobacco free environments including current data, public awareness and advocacy campaigns, community assessments, and retail strategies.
- Consider having a guest speaker from a local health clinic to talk about local healthcare services and the Affordable Care Act.
- This is a good time to reinforce the need to read and do the activities in the workbook so that the group can use the time in training sessions to discuss the practical applications of the strategies.

Reminders:

- Beginning with this section, participants should have already reviewed the workbook sections and completed the activities before the training session. Avoid using training time to reiterate general information in the workbook. Instead use this time as a community to answer any questions, go more deeply into the ideas presented that the participants are interested in, and discuss how the information applies to their community along with solutions for improving health through environmental and policy changes.
- Remember to collect the workbooks periodically to complete the assessment tool to evaluate the participants’ ability to apply new knowledge to the SEM and to identify strategies to increase health in their community.
Section 2: Strategies

- Use the materials checklist on the following page to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.
Materials Check Off Sheet

Make a copy of this check off sheet for each session.

☐ LCD projector and screen or projection surface
☐ Computer with Microsoft PowerPoint installed
☐ Cables to attach the projector to the computer
☐ Facilitator thumb drive with PowerPoint presentations and Digital Library
☐ Participant workbook
☐ Markers
☐ Pens
☐ Additional sheets of paper
☐ Name tags
☐ Sign-in sheet with contact information
☐ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
☐ Video(s) you are showing from the Digital Library
☐ A DVD Player or CD drive on the computer to view the video(s)
☐ Speakers
☐ Photo/video release forms (enough copies for everyone to sign)
☐ Camera and/or video recording device
☐ Light refreshments with healthy food options

Optional materials:

☐ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
☐ W-9 forms if you are offering participants a stipend for their participation
SESSION 2: STRATEGIES

Supporting Health: Everyday in Every Way

Slide 1
Overview: Welcome to our next session.

Slide 2
Overview: Brief review of agenda.

AGENDA

Section 2: Supporting Health: Everyday in Every Way
Icebreaker/Review
Health Systems
Home and Neighborhoods
Workplace
Marketplace
Conclusion

Slide 3
Overview: This is a fun, non-scientific activity to get participants thinking about their own leadership and communication styles, to get to know one another, and to begin to learn how they will work together as a team using the variety of natural strengths in the group.

Activity:
1. Before class print out the shape descriptions in the Ice Breaker section of the Digital Library.

2. Ask the participants to pick the first shape they are attracted to then get into groups with other participants who picked the same shape.
Section 2: Strategies

Slide 3 (continued)

3. Read the description of each shape out loud to the entire group. You can find the descriptions in the Ice Breaker section of your Digital Library.

4. Then have the groups discuss the questions on the slide.

5. After about ten minutes mix up the groups so that they are in “mixed-shape” groups and have them discuss the same questions.

6. After about ten minutes bring the entire group back together and ask for a volunteer to talk about their observations.

Slide 4

Overview: Time for a basic review. Also ask if there were any “aha” moments since the last time you met. If appropriate, have a very brief group discussion.

Slide 5

Overview: Review the learning objectives.

WHAT DID WE LEARN IN SECTION 1?

- Social Determinants
- Health Equity
- and Health Disparities
- Community Improvement Project

SECTION 2: STRATEGIES

LEARNING OBJECTIVES:

1. Identify health determinants and how they affect health.

2. Identify changes that can be made in communities to improve health.
Overview: The participants “met” Ciara in their workbook homework. Direct participants to their workbook to quickly review her story on page 23.

Group Discussion: Could you relate with Ciara? What were some of the barriers she faces in making healthy decisions? What were some of the things that supported her making healthy decisions? Ask if any participants are willing to share some of the things that challenge or support their ability to make healthy decisions.

Overview: The healthcare system is big and complex. There are many factors that impact how individuals, communities, and societies use the healthcare system. This is an opportunity to break down the health pyramid in laymen’s terms. The overall goal is to show that focusing efforts on upstream approaches such as community and policy changes are better models because they decrease the need for treatment by decreasing the incidence of chronic diseases.

Overview: The Affordable Care Act (ACA) is a government policy that attempts to make our complex and expensive healthcare system more accessible and easier to manage for all Americans.

https://www.youtube.com/watch?v=wMuXcuudvCc
Slide 9

Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

Slide 10

Overview: Revisit Ciara and talk about the group’s answers about her health determinants in the workbook.

Slide 11

Group Discussion: Ask for a few participants to share their answers.

Facilitator Tip: This was an activity in the reading assignment from last week. If they did not complete it let them know that you will revisit these workbook activities in class.
Overview: At this point the trainings will shift to strategies rather than a review of the reading. Help guide the group in thinking about their own neighborhood and keeping them at the community rather than individual level.

Group Discussion: Thinking about the SEM, what are some community level strategies for increasing community access to healthcare?

Some answers may include bringing screenings into the community, putting together a list of preventive classes and services that are already in the neighborhood, and pairing people together (in particular seniors and those with disabilities, a chronic health issue(s), or an emerging health issue) to attend doctor appointments.

Facilitator Tip: This may be an opportunity to have a guest speaker from a local health clinic to talk about how to enroll people in their neighborhoods in ACA and offer links to free services. It’s also a good opportunity to briefly mention the concept of patient advocacy (individuals taking control of how they receive healthcare services) and remind people about further information in the Deep Dive.

Overview: This connects access to healthcare with oppression and discrimination as a social determinant.

[Hyperlink to external source]
Slide 14

**Group Discussion:** Thinking about the SEM, what are some community level strategies for increasing health in homes and neighborhoods?

Some possible answers include limiting exposure to mold and lead, smoke free Multiunit Housing (MUH), parks and faith organizations, and exposure to pollution through industry in neighborhoods.

**Facilitator Tip:** The next slides include group discussion. Assess how much time you have, and adjust the discussion for each slide accordingly.


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Slide 15

**Group Discussion:** Thinking about the SEM, what are some community level strategies for increasing health through workplaces?

Some possible answers include enforcement of safety standards and provision of proper protective equipment, walking meetings, providing healthy snacks and a water dispenser, and employee wellness programs.
Group Discussion: Thinking about the SEM, what are some community level strategies for increasing health through the marketplace?

Some possible answers include bringing fresh food to small markets in food deserts, curbing advertisements of unhealthy food, alcohol, and cigarettes, enforcement of not selling tobacco and alcohol to minors, and tobacco retail licensing.

Overview: Communities that support and encourage healthy behaviors including exercise, eating right, and not smoking help residents get healthy and stay healthy.

Overview: This is a resident led success story that removed tobacco from this multiunit housing complex.

Group Discussion: What health determinants did this RLA address? What was the solution? How do you imagine the group participants made decisions about what strategy to use? What challenges do you think they faced?
Overview: Tobacco prevention efforts aimed at community and policy change have decreased the rate of smoking by about 50%. Even so, smoking is still the number one cause of preventable death. This video series shows lots of examples of community level changes that RLAs can think about for their own communities.

https://www.youtube.com/watch?list=PLxdDQiAI50j9dvC6FgZII7dHbevdQz86&v=Cfcv6QRss_c

Overview: Answer any lingering questions and/or take the time to address issues that you think may remain unclear. Remind participants that the sections are an overview and there is more information about each topic in the Deep Dive.
Session 2.2: Land Use

Length: 2 – 2.5 hours

Session Highlights:

In this session land use topics, such as built environments, community plans, and redevelopments, are described. These issues are addressed within a community organizing framework; land use is presented as a complex issue that can be understood by reaching out to experts, seeking support from elected officials and developing an advocacy campaign (that requires leadership skills). This session should address the role of public health input into the land use planning process, which should be tailored to the specific neighborhood and city of the Resident Leadership Academy (RLA) participants.

Learning Objectives:

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

Special Considerations:

- Consider a guest speaker from the City or the County’s Planning Departments.
- Consider a field trip to a local planning meeting to observe or speak during the public comment portion.
- Located in the Digital Library is a Land Use glossary that has an exhaustive list of terms.
- In the Digital Library, note that Change Labs Solutions offers a set of group activities that may interest participants who want a deeper understanding of land use issues and practice working with the different complexities of decisions related to land use.

Reminders:

- Prepare ahead of time! To be the most beneficial to participants, the facilitator should prepare information about land use planning, local players, and opportunities for public comment that are specific to the neighborhood and city of the RLA participants. The information in the workbook is only a framework; tailor this section to make it more practical for participants to understand the first steps in making change in their neighborhood.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.
Materials Check Off Sheet

Make a copy of this check off sheet for each session.

- LCD projector and screen or projection surface
- Computer with Microsoft PowerPoint installed
- Cables to attach the projector to the computer
- Facilitator thumb drive with PowerPoint presentations and Digital Library
- Participant workbook
- Markers
- Pens
- Additional sheets of paper
- Name tags
- Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- Video(s) you are showing from the Digital Library
- A DVD Player or CD drive on the computer to view the video(s)
- Speakers
- Photo/video release forms (enough copies for everyone to sign)
- Camera and/or video recording device
- Light refreshments with healthy food options

Optional materials:

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- W-9 forms if you are offering participants a stipend for their participation
Session 2.2: Land Use

Slide 1

Overview: Welcome to our next session!

Facilitator Note: An alternative for this session is to have a guest speaker come in from the planning commission or local official’s office to talk about Land Use in their community.

Slide 2

Overview: Brief review of agenda.

AGENDA
Section 2.2: Land Use
Icebreaker/Review
Community Planning
Crime Prevention Through Environmental Design (CPTED)
Built Environments
Safer Communities
Conclusion

Slide 3

Overview: Use the resources in the Digital Library to choose an icebreaker activity for your group.

Group Discussion: Did anyone have any “aha” moments this week? If the facilitator had an “aha” moment, share it here.

Facilitator Tip: Choose an ice breaker and other activities based on your observations of the group and community.
### Slide 3 (continued)

There may be emerging ideas or areas that you can support or help develop a skill with the right icebreaker activity (found in the Ice Breaker section of your Digital Library or borrow the book, *Great Group Games* from the Resource Library). If you have not already done so, connect with other facilitators to share ideas, challenges, and successes.

### Slide 4

**Overview:** Basic review of the previous section.

**Group Discussion:** Check in with the group to see if they have any questions from the last session. Ask about any of the connections they may have noticed or ideas they might have had from their readings of Section 2.1 Supporting Health and Section 2.2 Land Use about how both effect their neighborhood.

### Slide 5

**Overview:** We are working our way through strategies that support health on a community and society level. Give the group a reminder that they are doing high level learning about complex issues, so this is a great place to ask questions and think through challenges together.
Overview: Land Use and community planning are very complicated, but help make it practical for the group by using laymen's terms and by referring to further information in the Deep Dive. This activity in particular is related to Active Transportation and Land Use so it is also a preview for the next reading assignment and training session.

Group Discussion: Discuss the question above and then expand to get to the underlying reasons behind why we make the decisions we make.

1. For those who drove, why did you drive? Explain that, as the facilitator, you want to understand a little more about the community context, e.g., was the location too far away to walk? Is transit unreliable, too expensive, or not available in the community? Are there bike lanes and good sidewalks?

2. Our meeting here today is just one example of getting from place to place, how often are you able to utilize different modes of transportation? Why or why not?

3. Discuss the ways the built environment influences transportation decisions and how our communities are designed that either expands or limits our transportation choices.
Overview: Review what land use and community planning are and emphasize that the community planning process includes a public hearing. This is the point in the decision-making process that is designed for hearing the voices of the community. If people do not speak up it is less likely that their needs will be met.

Group Discussion: Discuss what they learned about land use in their reading. Did they have any ideas about how land use and built environment decisions were being made in their community and how they are being implemented? Talk about what parts of their neighborhoods they enjoy and what improvements they would like to see.

Overview: It looks complicated and frankly, it is complicated. Remind your group that they are part of a supportive team of people working together. You do not have to know all of the answers to begin making positive changes in your community.

Overview: Review built environments.

Group Discussion: Ask for any observations about this photo and the built environment it represents.
Slide 10

Overview: Review built environments.

_hat: Group Discussion: Ask for any observations about this photo and the built environment it represents. How are the land use and community planning decisions different here versus the picture from the previous slide?

Slide 11

Overview: In order to influence the community planning process you have to first learn about the plans for your neighborhood. These are some of the ways to access your area’s plans and planners.

_hat: Facilitator Note: Do some research ahead of time for your group so that you can help them connect with the right local resources. You can also load up some of the information on your computer ahead of time to show the group what they will be looking at, and some of the main websites they may access depending on what they choose for their Community Improvement Project (CIP).

Slide 12

Overview: Most cities have their major planning documents, like the general plan, online. The files are very large, so sometimes the general plan is broken into different sections before it is posted on the website. If your group decides on a CIP that involves land use you may want to begin to think about who among you loves research and details and might be interested in taking the lead on doing this research for the group.

_hat: Facilitator Note: Replace this photo with the screen shot of your city’s website.
Overview: This is an example of redevelopment. This example is a brownfield, which is a property that may involve complicated redevelopment efforts due to the presence or potential presence of a hazardous substance, pollutant, or contaminant.

Group Discussion: Discuss recent and/or current developments or redevelopments in their neighborhood.

Source: http://www.epa.gov/brownfields/about.htm

Overview: After discussing this, tell the group there is a great video series on page 106 of the Deep Dive resources for adults and children called “Little Kids, Big City” that explains zoning in more detail.

Group Discussion: What do you think Commercial zoning means? Residential? Mixed use? How do you think these regulations affect your neighborhood now and in the future?

Source: www.investopedia.com/terms/z/zoning-ordinance.asp

Group Discussion: What kind of zoning do you think this building has? Why? What were your clues? Thinking of the health determinants that you learned about last week, do any of these examples support the health of residents?

Facilitator Tip: Take photos of different buildings and places in the local neighborhood like parks, apartments, mixed use developments, etc. and discuss them and how they effect community health.
**Slide 16**

**Facilitator Tip:** Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

**Slide 17**

**Overview:** Part of the reason land use and community planning is so complex is because there are a lot of interested parties.

**Group Discussion:** Discuss what is happening in the group’s neighborhood. What do they wish was happening or not happening?

**Slide 18**

**Group Discussion:** Discuss the case study in the workbook about urban sprawl. Discuss how that relates to San Diego and their neighborhood. Some ideas to address include stress and time spent commuting, effects on activity levels, and contribution to greenhouse gasses and climate change.

Picture on top right side from: http://bungalowhouseplans.com/craftsman-house-plans-blog/a-retro-fit-of-suburbia/
Overview: Again, remember that your RLA is a team and bet that there are some natural researchers out there.

Facilitator Tip: They have already reviewed these steps in theory. Make this discussion practical. One option is to discuss the steps and then put the participants in small groups to identify how they would apply the steps in their own community using a land use CIP idea (it does not have to be the CIP they ultimately work on). There is a lot of discussion in the following slides. Check on your time and manage the discussion on each slide accordingly. Depending on the group you may spend more than one session on this topic.

Overview: Otherwise known as neighborhood organizing: talking to people, listening and sharing your concerns, and analyzing the information you received.

Group Discussion: Discuss the value of having a well-organized plan. How does it help? Who should develop it and who should have a copy of it?

Hint: the answer to the last two questions is EVERYONE!
Slide 22

**Overview:** Discuss different ways to frame a message. Think about who you are trying to influence. In this case, it is elected city officials and community planners. How can you deliver your message in a way that makes them pay attention?

**Facilitator Tip:** Let people know there are actual strategies already created that they can find in the Deep Dive and that you have in the Digital Library.

Slide 23

**Overview:** We are learning that everything is interconnected so think outside the box and get creative about who your partners can be.

**Group Discussion:** Who are the players in your neighborhood and why? Get some examples of non-traditional partners. For example, why would the neighborhood pastor, Imam, or other faith leader be interested in a partnership with the owner of a local fast-food franchise?

Slide 24

**Overview:** Focus on relationships. At the end of the day, it comes down to a human being (or a small group of them) making a decision.
Slide 25: 7 STEPS TO UNDERSTAND AND INFLUENCE LAND USE

7. BE PERSISTENT AND PATIENT

**Overview:** Persistence is one of the most potent weapons at your disposal and it is low-cost! Land use changes can take years to complete so patience is necessary for this type of change strategy.

Slide 26: SOCIAL CONNECTEDNESS

- Relationships are important
- Builds social capital
- Linked to increase health
- Contribute to the prevention of chronic disease

**Group Discussion:** How does social capital help you? What social capital do you contribute to friends, neighbors, and families?

Slide 27: CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN

**Overview:** Review Live Well San Diego’s goals, safety is a primary issue, this is a tool that can help people address it

**Facilitator Tip:** You may choose to use the law enforcement perspective on Crime Prevention Through Environmental Design (CPTED) video located in the Deep Dive or have a guest speaker (law enforcement, neighborhood watch captain, or architect/urban planner).
Group Discussion: Discuss examples in their neighborhood and potential ideas to improve CPTED.

Facilitator Tip: If you are not familiar with the neighborhood, take time to explore the community so you have some examples to share and can be more familiar with the examples presented by the group.

Group Discussion: Discuss examples in their neighborhood and potential ideas to improve CPTED.

Overview: Shows that how a community is built affects people’s health.

http://www.cdc.gov/healthyplaces/healthy_comm_design.htm
Overview: RLA Success! These boxes in El Cajon, painted by local artists, add beauty and a sense of pride to the neighborhoods and prevents graffiti.

Group Discussion: Any outstanding questions? Let the group know that if they want more information you can email them more resources, or use your thumb drive to put materials from the Digital Library onto their computer. And ask them to share if they come across good information to add to the library.
Session 2.3: Active Transportation

Length: 2 – 2.5 hours

Session Highlights:

Health determinants are revisited through an active transportation lens. A variety of transportation methods and their connection to community health are explored in this session. Walking, biking, cars, buses, and other forms of mass transportation are analyzed in the ways they positively and negatively impact community health. The ability to walk often and freely in neighborhoods is directly impacted by the built environment. Crime Prevention through Environmental Design (CPTED) is introduced as a method that increases the sense of safety within neighborhoods and business districts and acts as a catalyst to get people walking (and biking and skating) more.

Learning Objectives:

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

Special Considerations:

- There are a variety of videos that address this subject listed in the Deep Dive.
- Use the photos in the presentation (or replace them with photos from around the neighborhood) that show specific examples of areas that provide support for or create barriers to active transportation. Participants could also bring in or post their own photos on a shared Flickr album or other online photo-sharing tool that can be shown in the training session.
- It is highly recommended that participants use the walk audits and other community assessment tools to assess their neighborhoods for areas of improvement.
- Participants can use their cellphones to document active transportation issues in their neighborhoods. Part of this session could be used to do the Circulate San Diego walking scorecard in teams. This activity has been very popular with past RLA participants.
- This is a good place in the training to discuss safety, community connectedness, police and other emergency services, and crime prevention in the neighborhood. If there is interest in the topic of community trauma the facilitator can provide further research or seek out a guest speaker about the Adverse Childhood Experience Study (ACE) or other Trauma-Informed Community experts.

Reminders:

- If you have not already done so, set a date and begin planning a graduation celebration for participants. Give them plenty of time to invite their loved ones and other support people. Invite important partners in the community including community leaders, community partners, government officials, and staff from...
community-based organizations and government agencies. Think about acknowledging the successes and contributions of each participant in a meaningful way during the graduation celebration.

- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.
Materials Check Off Sheet

Make a copy of this check off sheet for each session.

☐ LCD projector and screen or projection surface

☐ Computer with Microsoft PowerPoint installed

☐ Cables to attach the projector to the computer

☐ Facilitator thumb drive with PowerPoint presentations and Digital Library

☐ Participant workbook

☐ Markers

☐ Pens

☐ Additional sheets of paper

☐ Name tags

☐ Sign-in sheet with contact information

☐ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see

☐ Video(s) you are showing from the Digital Library

☐ A DVD Player or CD drive on the computer to view the video(s)

☐ Speakers

☐ Photo/video release forms (enough copies for everyone to sign)

☐ Camera and/or video recording device

☐ Light refreshments with healthy food options

Optional materials:

☐ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused

☐ W-9 forms if you are offering participants a stipend for their participation
Session 2.3: Active Transportation

**Slide 1**

*Overview:* Welcome to our next session!

**Slide 2**

*Overview:* Brief review of agenda.

**Slide 3**

*Facilitator Tip:* choose an icebreaker activity from the Digital Library, or get an idea from another RLA facilitator for suggestions on icebreakers that were successful in their groups.
Slide 4

**Group Discussion:** There are a lot of connections between Land Use and Active Transportation so this conversation might take a little longer than other section reviews.

Slide 5

**Overview:** Review the learning objectives.

**SECTION 2: STRATEGIES**

**LEARNING OBJECTIVES:**

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

Slide 6

**Overview:** Active transportation is how people move about under their own power. It is walking, cycling, wheelchairs, and skateboards; it is whenever you use your own muscles to move forward. Active transportation makes you healthier, it is inexpensive, and it is good for the environment.

**Group Discussion:** How much movement is in your life? What method of active transportation do you use and why?
Slide 7

**Overview:** This video gives an overview of active transportation as it relates to city planning and how important it is to healthy people and sustainable communities.

https://www.youtube.com/watch?v=dT93bnZk7U8

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Slide 8

**Overview:** Great overview of active transportation that features Gil Penalosa and the 8-80 Cities concept.

https://vimeo.com/118453984

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Slide 9

**Group Discussion:** Break down the sections of this slide and talk about what each of these sections look like in San Diego and in the participants’ neighborhood. What supports active transportation and what does not? What could change to make active transportation more accessible? Start small but it is ok to think big also.

Some topics that might come up are: Cost and convenience of public transportation, safe neighborhoods, cost of having a car, and the effects of greenhouse gasses on the environment.

Source: Hidden Costs of Transportation
Slide 10

Overview: Talk in more detail about SANDAG’s role in the community and who is a part of SANDAG.

Facilitator Tip: This may be a good place for a guest speaker, like a transportation planner, SANDAG representative, or staff member from Circulate San Diego.

Slide 11

Overview: Direct the participants to the comparison of Clairemont and Normal Heights.

Group Discussion: Were they surprised by the outcome of the study? What do they think the results would be if they compared their neighborhood to Normal Heights?

Slide 12

Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.
Section 2: Strategies

Slide 13
Overview: Walkability affects everyone in the neighborhood.

Group Discussion: Discuss the concept of completing a walk audit.

Slide 14
Overview: There are lots of reasons to promote walkability in neighborhoods.

Group Discussion: Get a few neighborhood examples from participants.

Slide 15
Overview: Walkability looks different for everyone.

Group Discussion: Ask one person in the group to respond to the question, why care about walkability?
Overview: Walkability promotes social connectedness.

**Group Discussion:** Ask a participant, what walking activities they could organize in their neighborhoods and/or workplaces?

Overview: Make a connection to CPTED and social connectedness (i.e. neighbors who are connected to one another are the best security, having each other’s back).

**Group Discussion:** Ask two participants for a neighborhood example.

Overview: This is why business leaders can be great partners in your RLA, there is a place for everybody.

**Group Discussion:** Ask two participants for a neighborhood example.
Slide 19

**Overview:** Make a connection with the overall goal of public health and how climate change affects health.

**Slide 20**

**Overview:** Relate the information above to the participants’ neighborhood.

**Group Discussion:** Ask two participants for a neighborhood example.

**Slide 21**

**Facilitator Tip:** Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.
Slide 22

**Overview:** Walkable neighborhoods increase health by increasing physical activity.

- **Group Discussion:** Think about the impact of walking 70 minutes a week over time. What would the benefits be in a week, in a month, and in a year? Limit the discussion to a few responses.

Slide 23

**Overview:** The following slides go more into detail and provide specific examples of walkability.

1. Good Sidewalks
2. Safe and Easy Street Crossings
3. Traffic Calming
4. Safety, Comfort and Beauty
5. Great Places to Walk

Slide 24

**Overview:** Introduce the concept of a walk audit and the value of taking pictures of walkability issues in your neighborhood.
Slide 25
Overview: There are five steps to a walkable community.

STEP 1: GOOD SIDEWALK DESIGN
Commercial Areas
- Pedestrian Zone: sidewalks are level, unbroken, and at least 8 feet wide
- Buffer Zone: trees, mailboxes, outdoor seating, lighting, etc.
- Curb Zone: ADA ramps at street crossings

Slide 26
Overview: The five steps to a walkable community continued.

Group Discussion: Why is this safer?

Facilitator Tip: Research traffic accidents and injuries in the neighborhood to share with the group.

Slide 27
Overview: The five steps to a walkable community continued.

STEP 2: SAFE AND EASY STREET CROSSINGS
- Crosswalks can be painted for high visibility or decorated and textured with brick or pressed concrete
- Raised Crosswalks
Slide 28

Overview: The five steps to a walkable community continued.

Group Discussion: Thinking about the 8-80 video we watched how do the lessons learned apply to these photos?

Slide 29

Overview: The five steps to a walkable community continued.

Group Discussion: This is a traffic calming strategy. Why do you think it works?

Slide 30

Overview: The five steps to a walkable community continued.

Group Discussion: Why do you think this one works?
Section 2: Strategies

Slide 31
Overview: The five steps to a walkable community continued.

5 STEPS TO A WALKABLE COMMUNITY

STEP 3: TRAFFIC CALMING
Traffic Calming Tool: Traffic circle or Roundabout

Slide 32
Overview: The five steps to a walkable community continued.

5 STEPS TO A WALKABLE COMMUNITY

STEP 3: TRAFFIC CALMING
Traffic Calming Tool: Islands or Curves

Slide 33
Overview: The five steps to a walkable community continued.

5 STEPS TO A WALKABLE COMMUNITY

STEP 3: TRAFFIC CALMING
Traffic Calming Tool: Diagonal Parking

Group Discussion: How do you think this works to slow traffic and increase safety?
Slide 34

Overview: Everyone deserves to be able to walk in a safe and comfortable environment. That is health equity in action.

Slide 35

Overview: Beauty pulls you to enjoy it, which encourages people to move and encourages healthy behaviors.

Group Discussion: Get a few neighborhood examples from participants.

Slide 36

Overview: The five steps to a walkable community continued. Can you see the differences in walkability between this slide and the next two?
Slide 37

**Overview:** The five steps to a walkable community continued. Can you see the differences in walkability between this slide and the last one?

**Group Discussion:** What is different?

---

Slide 38

**Overview:** The five steps to a walkable community continued. Can you see the differences in walkability on this slide and the last one?

**Group Discussion:** What is different now?

---

Slide 39

**Overview:** The five steps to a walkable community continued. Can you see the differences in walkability between this slide and the next two?
Overview: The five steps to a walkable community continued. Can you see the differences in walkability between this slide and the last one?

Group Discussion: What is different?

Overview: The five steps to a walkable community continued. Can you see the differences in walkability between this slide and the last one?

Group Discussion: What is different now?

Overview: Remind the group to think about walkability in relation to their CIP.

https://www.youtube.com/watch?v=EZejDwjNxRg
Slide 43

**Overview:** Similar to walkability, bikability is how easy and safe it is to ride a bike in or through a neighborhood.

**Group Discussion:** Discuss examples in their neighborhood.

---

Slide 44

**Overview:** Explain what the walkability audit homework is and provide some instruction. Participants with smart phones can use the Circulate San Diego app www.circulatesd.org/bestwalk and also have printed copies available for those who do not have smart phones.

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Slide 45

*This curriculum was supported by the Cooperative Agreement Number 5X0655-01, funded by the Centers for Disease Control and Prevention through the County of San Diego, Health and Human Services Agency. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*
Session 2.4: Food Systems

Length: 2 – 2.5 hours

Session Highlights:

In this session the food system infrastructures are outlined: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal. All of which are connected to current public health outcomes. The lack of affordable fresh food, and the availability and affordability of processed and fast food and its consumption, are discussed along with negative impacts on community health. The facilitator should elicit discussion and possible solutions from the group that are specific to their neighborhood.

Learning Objectives:

1. Identify health determinants and how they affect health.
2. Identify changes that can be made in communities to improve health.

Special Considerations:

- There are several full-length informative and entertaining documentaries about food systems; they can be checked-out from the Resource Library.
- This can be a sensitive topic for individuals who lack the time and/or resources to afford or prepare fresh, whole, and/or organic foods. Take care to deliver this information in a way that shows sensitivity to individual limitations and helps to guide the group into practical solutions that are achievable.

Reminders:

- Remember to collect the workbooks to complete the assessment tool periodically to assess participants’ ability to apply new knowledge to the Social-Ecological Model (SEM) and by identifying strategies to increasing health in their community.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.
Materials Check Off Sheet

Make a copy of this check off sheet for each session.

☐ LCD projector and screen or projection surface
☐ Computer with Microsoft PowerPoint installed
☐ Cables to attach the projector to the computer
☐ Facilitator thumb drive with PowerPoint presentations and Digital Library
☐ Participant workbook
☐ Markers
☐ Pens
☐ Additional sheets of paper
☐ Name tags
☐ Sign-in sheet with contact information
☐ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
☐ Video(s) you are showing from the Digital Library
☐ A DVD Player or CD drive on the computer to view the video(s)
☐ Speakers
☐ Photo/video release forms (enough copies for everyone to sign)
☐ Camera and/or video recording device
☐ Light refreshments with healthy food options

Optional materials:

☐ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
☐ W-9 forms if you are offering participants a stipend for their participation
Session 2.4: Food Systems

Slide 1
Overview: Welcome to the next session!

Slide 2
Overview: Brief review of agenda.

Slide 3
Overview: Icebreakers help the group get to know one another and get them warmed up to participate in group discussion.

Facilitator Tip: choose an icebreaker activity from the Digital Library or get an idea from another RLA facilitator for suggestions on icebreakers that were successful in their groups.
Section 2: Strategies

Slide 4

Overview: Quick review of last week.

Group Discussion: Did you have any new observations about your neighborhood and ways that it could support better health through the strategies you are learning?

How are the four strategies you have learned and read about so far connected?

Slide 5

Overview: We know we need to move around (under our own power) to get healthy and stay healthy, and to move around we need fuel. That is food! What we eat, how that food is created, and how it gets to our table is very important.

Slide 6

Facilitator Tip: There are a lot of documentaries and films in the Resource Library on food systems. Review a selection of them and use a combination in this session based on the interests of your group. Keep the clips to 5 – 20 minutes in length. There are some suggestions throughout this PowerPoint but please customize the content to your RLA participants. Do not forget to add the video clip title to the PowerPoint slide.
Slide 7

Overview: A food system includes all of the processes and infrastructure involved in feeding a population: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items.

Group Discussion: Discuss how reading this section may have expanded how they think about food. What information surprised them?

Slide 8

Overview: Highlight the differences between a conventional and sustainable food system.

Group Discussion: Can anyone make any connections to social determinants here? Any connections with the SEM and the levels that are represented here? Where does change have to happen to affect the influencers identified?

Slide 9

Overview: Review the definitions of local and regional in the workbook.
Overview: Although much of America’s food systems are conventional there is a movement toward more sustainable systems. For example, many neighborhoods have started community gardens.

Overview: Healthy food makes us feel healthier. You are what you eat.

Group Discussion: How do you feel after you eat a fast food meal? After a home-cooked meal featuring fresh vegetables?

Image on left from: memecenter.com
http://www.memecenter.com/fun/678250/
you-are-what-you-eat

Image on right from: totalwellnesstnetwork.com
http://totalwellnessnetworks.com/you-are-what-you-eat/

Overview: More marketing often equals more sales. This is from the United States Department of Agriculture website.

Group Discussion: Discuss the impact of marketing? What if a bigger share went to the farmers? What would the system look like? What if farmers had a million-dollar marketing budget?

Activity: Break the group into smaller groups and have them make a commercial for fruits and vegetables and present it to the group. This is meant to provide levity and have them think critically about advertising.
Section 2: Strategies

Slide 13

Overview: Government policies influence people’s accessibility to healthy foods.

Group Discussion: What level of the Social-Ecological Model (SEM) is this? What are some specific, community level strategies to improve your local food system?

GOVERNMENT POLICIES
- Over 100 years old
- Subsidies
- Often unhealthy products are made with inexpensive crops like sugar and corn

Slide 14

Overview: Take a moment to revisit the main reason we are here, which is to combat the chronic diseases that are impacting our communities. Obesity increases the chances that a person will get type 2 diabetes, lung disease, cancer, and heart disease.

Group Discussion: Did the connection between advertising, government policy, processed foods, and obesity rates surprise anyone? What are their thoughts on how it affects their neighborhood and family?

Prevalence of Obesity Among U.S. Adults Aged 20-74

- 2000-2002: 17%
- 2003-2004: 20%
- 2005-2006: 22%
- 2007-2008: 24%
- 2009-2010: 26%
- 2011-2012: 28%
- 2013-2014: 30%
- 2015-2016: 32%

Slide 15

Overview: Relate the concepts here to what is happening in the participants’ neighborhood around food systems.

Facilitator Tip: Do some research on local food policies and ordinances. Bring these to the group and facilitate a discussion about how they affect community health.

LOCAL FOOD PRODUCTION POLICIES
- City & County Ordinances
Slide 16

**Overview:** Food, Inc gives one perspective on our current food system and how it affects the health of people, community, business, and the environment.

*Facilitator Tip:* Food Inc. is available for check out from the Resource Library. Please choose a clip that suits your group that is no more than 20 minutes.

https://www.youtube.com/watch?v=5eKYyD14d_0

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Slide 17

*Facilitator Tip:* Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

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Slide 18

**Overview:** Business practices of the agriculture and food industry affect our health.

*Group Discussion:* Anything you can add? How does this affect your neighborhood and family?
**Slide 19**

**Overview:** Our food system affects more than the health of the individual consumer.

**Group Discussion:** Quickly brainstorm some ideas with the group, impacts on animals, environment, etc.

**Slide 20**

**Overview:** Food waste is a big contributor to pollution and climate change. Talk about composting as a strategy to reducing food waste.

**Facilitator Tip:** An option for a guest speaker may include a representative from the San Diego Food Systems Alliance, a local farmer, or a master composter. You could even invite a composter to teach the group how to make their own home composting system.

**Slide 21**

**Overview:** Define food environments:

- Food desert: a neighborhood characterized by insufficient access to grocery stores
- Food swamp: a lot of high-energy, low nutrient foods compared with healthy options (such as an area with a lot of fast food restaurants).

**Group Discussion:** Do either of these apply to your neighborhood? If so, why?

**Facilitator Tip:** If you are not familiar with the neighborhood, do some research about the availability of fresh food in the neighborhood.
Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

Overview: These are the characteristics of a healthy food system, which is our goal.

Overview: The following are samples of cultural differences in food environments. Note that these are generalizations and not representative of every individual from a certain culture.
Section 2: Strategies

Slide 25
Overview: An example of food systems and consumption in Italy.

Slide 26
Overview: An example of food systems and consumption in Japan.

Slide 27
Overview: An example of food systems and consumption in Ecuador.
Slide 28
Overview: An example of food systems and consumption in Bhutan.

Slide 29
Overview: An example of food systems and consumption in Mexico.

Slide 30
Overview: An example of food systems and consumption in Egypt.

Group Discussion: What did the American table look like compared to other cultures? Do you see yourself and your family? As you look at these examples, could Americans adopt any of these strategies?
### Slide 31
**Overview:** A day spent with a Bhutanese family and their Garden in Atlanta, GA.

[https://vimeo.com/36220762](https://vimeo.com/36220762)

### Slide 32
**Overview:** Our food system has changed over time. Take time to talk about the differences the group found when talking to elders and others about their own food history.

**Group Discussion:** Ask the participants who did this activity what they learned.

**Facilitator Tip:** Make sure to do the activity yourself to model participation and to contribute to the discussion.

### Slide 33
**Overview:** Food histories and current consumption is influenced by history and culture.


**Facilitator Tip:** Soul Food Junkies is available for check out from the Resource Library. Please choose a clip that suits your group that is no more than 20 minutes. Or as an alternative choose a podcast that suits your group from the Kitchen Sisters Hidden Kitchens series available at [http://www.kitchensisters.org/hidden-kitchens/](http://www.kitchensisters.org/hidden-kitchens/)
Overview: There is broad interest and movement among communities nationwide to create policy, systems, and environmental changes, which support a healthy food system. With a nation deeply engaged in making change, we are starting to see positive change. Working together to bring healthy options to communities, working with government officials to change policies that support healthier neighborhoods, and working with employers to establish incentives that encourage healthier behaviors are making our communities healthier.

Activity: Break the group into small groups and give each group a piece of flip chart paper. Ask the group to brainstorm community level changes they could work on that would create a healthier food system in their neighborhood. Ask participants to pick a spokesperson to share their ideas. Place a star on any of the strategies that are repeated across groups. Have a large group discussion about their upcoming CIP and encourage thoughtful discussion about specific ideas the group and/or individuals in the group might have for their CIP.

Overview: First Lady Michelle Obama leveraged her popularity to change policies and tapped into the Nation’s political will. The Let’s Move! Campaign changed policies in business practices (Walmart selling more fruits and veggies) and school systems (policies created for better school lunches).


Slide 36

Overview: First Lady, Michelle Obama, visits City Heights Garden and addresses obesity.

[Video Link](http://www.kpbs.org/news/2010/apr/16/first-lady-addresses-obesity-city-heights-speech/)

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Slide 37

Overview: Answer questions and review homework.

Facilitator Tip: This section has a lot of content and lots to discuss. You may choose to spread it over two sessions.

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Slide 38

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3.1 Civic Engagement
3.2 Community Improvement Project Planning and Implementation

Learning Objectives:

1. Understand what civic engagement is and how to influence the decision-making process.

2. Create an implementation plan for a Community Improvement Project.
SECTION 3: TAKING ACTION

Sessions 3.1-3.2

Session 3.1: Civic Engagement

Length: 2 – 2.5 hours

Session Highlights:

The group explores the concepts of everyday leadership. Group discussion helps the participants identify the ways that they are leaders within their circles of families, friends and neighborhoods. These skills and traits are transferrable and are key in planning and implementing the Community Improvement Project (CIP). Consider having the group work together to complete one of the community assessments provided in this guide. This is a good first step toward practicing new skills including communication, consensus building, and community activism and is also an opportunity to collect important data that will contribute to CIP implementation. Participants will become actively engaged in their communities, thereby becoming civic leaders. This section also gives a brief overview on the role of government at the levels of federal, county and city.

Learning Objectives:

1. Understand what civic engagement is and how to influence the decision-making process.
2. Create an implementation plan for a Community Improvement Project (CIP).

Special Considerations:

- Consider providing time to acknowledge each participant and give time for the group to recognize and appreciate each other’s strengths.
- Consider a field trip to a government meeting (i.e. City Council or Planning Commission) to observe or make prepared public comments.
- Consider inviting a representative from an elected official’s office to be a guest speaker to talk about the role of government.

Reminders:

- Acknowledge and congratulate participants on how far they have come! They have already put in a lot of time and energy and acknowledging their leadership and the way they are applying new skills will help to keep them motivated.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.
Materials Check Off Sheet

*Make a copy of this check off sheet for each session.*

- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- □ Pens
- □ Additional sheets of paper
- □ Name tags
- □ Sign-in sheet with contact information
- □ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

*Optional materials:*

- □ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation
Session 3.1: Civic Engagement

Slide 1

Overview: Welcome to the next session!

Slide 2

Overview: Brief review of agenda.

Image from: http://www.wcpss.net/carrollms

Slide 3

Overview: Review the learning objectives.

LEARNING OBJECTIVES:

1. Understand what civic engagement is and how to influence the decision-making process.
2. Create an implementation plan for a Community Improvement Project (CIP).
Slide 4

Overview: Use the resources in the Digital Library to choose an icebreaker activity for your group.

Slide 5

Overview: Revisit the strategies that we have learned about:

- **Food Systems** – Starting a community garden
  Connect those to what we learned about:
  - **Land Use** – Creating a bike lane
  - **Active Transportation** – Getting a sidewalk repaired to improve walkability
  - **Supporting Health** – Promoting smoke-free public spaces

**Group Discussion:** In what ways do the strategies in Section Two intersect? Ask people if they have any early thoughts about a possible Community Improvement Project (CIP). What made them decide to go in that direction? Tell us about some of the ideas you have on the Social-Ecological Model (SEM) Activities you have been doing in your workbook.
Slide 6

**Overview:** Civic engagement is defined as working to make a difference in the civic life of our communities by promoting the quality of life in communities through both political and non-political processes.

**Group Discussion:** What does civic engagement mean to you? Possible answers are voting, attending public hearings, and signing a petition for or against something that affects your neighborhood or state.


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Slide 7

**Overview:** The “Three Branches of Government” explained as the “Three Brothers of Government.”

[https://www.youtube.com/watch?v=buQQuyWFtZU](https://www.youtube.com/watch?v=buQQuyWFtZU)

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Slide 8

**Overview:** Discuss the broad roles of policy makers in larger society.

**Group Discussion:** Quiz the group on the titles at each level:

- **Federal** – President, Congresswoman, or Secretary of Agriculture
- **State** – Governor, Assemblyman, or State Attorney General
- **County** – Supervisor, Chief Administrative Officer or Sheriff
- **City** – Mayor, Councilmember, or Police Chief

Image from: [http://education.mnhs.org/northern-](http://education.mnhs.org/northern-)
### Slide 8 (continued)

<table>
<thead>
<tr>
<th>Slide 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview:</strong> These are all governed by their own elected officials within the larger county, state, and federal governments.</td>
</tr>
<tr>
<td><strong>Source:</strong> <a href="http://www.sandag.org">www.sandag.org</a></td>
</tr>
</tbody>
</table>

### Slide 10

<table>
<thead>
<tr>
<th><strong>Municipalities and Tribal Nations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 18 municipalities, or incorporated cities and 18 Native American Reservation in San Diego County.</td>
</tr>
<tr>
<td><strong>Overview:</strong> Most CIPs start at the local level of government. Community groups can make significant health impacts and improvements at the local level.</td>
</tr>
</tbody>
</table>

#### Group Discussion:
Discuss why local level change is effective. A couple of points to cover are access to local decision makers and the time it takes for some projects to come to fruition, even local projects.

### Slide 11

| **Overview:** Local leaders are important change-makers. Approaching them with your CIP and the issues it addresses is a great start to making change. The following exercise will help you prepare to have a quick and direct conversation with them. |
| **Suggested Activity:** Break the group into pairs and have them role-play a meeting with an elected official suggesting a community improvement strategy in their neighborhood. Give each person 10-15 minutes. Imagine you only have 10 minutes with the elected official: |
| **1. Introduction (2 minutes)** |
Section 3: Taking Action

2. State the issue (3 minutes)
3. Propose the solution (3 minutes)
4. Ask for support (2 minutes)

Ask participants to share how it went with the larger group.

Facilitator Tip: As a facilitator this will give you insight on the participants’ attitudes toward working with government and any unspoken fears they may have. Note that this activity takes at least a half an hour. Depending on your group you may want to skip it, however it gives very good practice on how to present a CIP and the issue it addresses. If you do not feel like you have time to do it in class you can assign it as homework.

Slide 12

Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

Slide 13

Overview: Lakeview parents make a difference.

https://www.youtube.com/watch?v=saUjx_WTvMY
**Slide 14**

**Overview:** This is a snapshot of Civic Organizing. You can familiarize yourself more with different types of organizing including the three presented here by looking at [http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf).

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**Slide 15**

**Overview:** This is a snapshot of Community Building.

Source: [http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf)

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**Slide 16**

**Overview:** This is a snapshot of Consensus Building. Think about consensus building as we go through the next slides on leadership and creating community change.

Source: [http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/24165_Chapter1.pdf)
Slide 17

Overview: These are the steps in theory to leadership using consensus building as a community-organizing model.

7 STEPS IN CONSENSUS ORGANIZING

- Step 1: Establish your Group of Community Leaders
- Step 2: Build Relationships
- Step 3: Conduct a Community Analysis
- Step 4: Design and Implement Win–Win Projects
- Step 5: Share Information
- Step 6: Develop Strategies and Implement an Action Plan
- Step 7: Build Leadership within the Group

Slide 18

Overview: Have a general discussion on what leadership means, remembering the video from our first night about everyday leadership. Leadership is a verb not a title! People have different ways of leading and different strengths, each of them are valuable. A team that draws from and utilizes the full range of different strengths and skills of their membership will generally be stronger than the one that relies on one person to follow.

Group discussion: This is what is happening right now, you are all leaders in your own way. Through this training you have already begun the process! Ask them to share how their perception of themselves as leaders has changed or strengthened throughout the training so far.

Facilitator Tip: This is a great time to acknowledge the different strengths of each group member. Take some time to think about each participant and highlight something great that you have noticed about them and share it in front of the group. Be sure to highlight every group member.
Slide 19

Overview: The group has read these steps in theory. Guide this section to be practical in order for them to see how they can apply these steps during their CIP process.

Slide 20

Overview: Talk about the community assessment tools available to them (there are some tools already identified in this guide). Also talk about the value of a SWOT analysis, which they will do during the CIP planning process. The SWOT analysis on page 74 identifies strengths and weaknesses within the group and opportunities and threats within the larger environment.

Slide 21

Overview: Define a win-win as a situation where everyone benefits. Describe an example of a CIP that was a win-win and name the stakeholders involved.

Group Discussion: Ask the participants if they have already identified any strategies or have any CIP ideas that could be a win-win.
Section 3: Taking Action

Overview: Share information about the project in ALL manners available. Social media is cheap, but it is only one way. Do not discount the “old school” methods of press releases, flyers, phone calls, and knocking on people’s doors for a neighborly chat! Think about everyone you need to reach and what methods of communication they use.

Group Discussion: Identify those within your RLA that have a strength and interest in social media, writing, and/or designing newsletters and flyers.

Overview: Having a well thought out plan keeps you on track and brings clarity to the goal.

Overview: Build on the strengths and interests of each individual in the group to assign tasks. This is an on-going process. Life happens and people will ebb and flow within the RLA.
Slide 25

Overview: Everyone in this group has leadership skills. Everyone has strengths that contribute to a successful CIP. Combining them and using them effectively promotes success.

Activity: Create a list of roles and responsibilities and write each one on a piece of flip chart paper on the wall. Have the group write their name on the different roles they think they can help with and/or would be best at. Then have them go around again and have them write their cohorts’ names on the roles and responsibilities they think other group members would be good at. Sometimes others see talents in someone else that they do not see in themselves.

Slide 26

Overview: Community advocates in the heavily industrial city of Richmond, California, successfully worked to improve local air quality by documenting the effects of diesel truck traffic in residential neighborhoods and mapping new routes for the polluting vehicles.

https://www.youtube.com/watch?v=AH2Q1vOMsBM

Slide 27

Overview: Refer the group to Paulo’s story in the workbook.

Group Discussion: Did anyone see himself or herself in Paulo’s story? If so, why?
Section 3: Taking Action

Overview: There are a few important things to remember about this process:

1. Play to your individual strengths and the strengths of the rest of your group.

2. Learn by getting involved and asking questions. You do not have to understand the entire process and know all of the players before you start.

3. Have patience. This is a learning process and like any other skill you have to practice.

Image from: http://kevinlhagan.com/where-are-you-looking/

Slide 29

Overview: Next week we will begin planning our CIP! We want to get ideas from everyone and we know everyone already has a lot of great ideas in their SEM Activities and reflection questions. Please bring your favorite ideas to the next session and get ready to practice your consensus building skills.

Homework

1. Fill out the Root Causes worksheet to be collected next session.
2. Review all your SEM activities and reflection questions and bring at least one idea for a CIP to the next session.
3. Read Section 3.2 CIP Planning and Implementation and Section 4 Evaluation

“Please do NOT do the activities!”

Questions?

Comments?

Concerns?
Session 3.2: CIP Planning and Implementation

Length: 2 – 2.5 hours

Session Highlights:

The planning of local Community Improvement Projects (CIP) begins in earnest via an extensive group activity and discussion. This is a planning session that uses the concept of Strengths, Weaknesses, Opportunities, and Threats or a SWOT analysis as the basis for sound, reality-based project development.

Learning Objectives:

1. Understand what civic engagement is and how to influence the decision-making process.
2. Create an implementation plan for a Community Improvement Project.

Special Considerations:

- There are lots of different ways to contribute to the success of the project and to provide leadership. The savvy, dominant leader is not the only style of leadership and is not always the most effective. Look for and acknowledge different leadership approaches and pay attention to the ways people use their influence within the group and community.
- Consider having a guest speaker from a previous Resident Leadership Academy (RLA) to talk about their planning experiences.

Reminders:

- This is a community led project. The facilitator is a sounding board and information gatherer for the group to support the leadership and decisions of the group.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.
Materials Check Off Sheet

Make a copy of this check off sheet for each session.

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- Video(s) you are showing from the Digital Library
- A DVD Player or CD drive on the computer to view the video(s)
- Speakers
- Photo/video release forms (enough copies for everyone to sign)
- Camera and/or video recording device
- Light refreshments with healthy food options

Optional materials:

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- W-9 forms if you are offering participants a stipend for their participation
**Session 3.2: CIP Planning and Implementation**

**Slide 1**

**Overview:** Welcome to our next session. Tonight we begin to plan our Community Improvement Project (CIP)!

**Slide 2**

**Overview:** Brief review of agenda.

**Slide 3**

**Overview:** Tonight is all about putting what the group has learned into practice. This is a planning session. The group will be working together to plan and implement their CIP. Use the planning tools and make sure everyone in the group has a copy of the completed plan. Having this in hand helps to keep the project on track and keeps the group clear on their goals and responsibilities.

**Activity:** This entire session is a planning activity. It will require good facilitation skills to keep everyone on track. Move through the activities and tables in order and give the group time to come to a consensus before moving to the next task.

### Agenda

<table>
<thead>
<tr>
<th>Section 3.2: CIP Planning &amp; Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icebreaker/Review</td>
</tr>
<tr>
<td>SMART Objectives</td>
</tr>
<tr>
<td>Community Analysis</td>
</tr>
<tr>
<td>SWOT Analysis</td>
</tr>
<tr>
<td>CIP Tools</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>

**Learning Objectives:**

1. Understand civic engagement and how to influence the decision-making process.
2. Create an implementation plan for a Community Improvement Project (CIP).
Facilitator Tip: Keep an eye out for counterproductive behaviors like individual group members taking over, lack of engagement with the group, or participants not being heard because it will decrease buy in from the participants and potentially lead to lack of commitment to the project. This is a big project that requires a lot of planning. Think about splitting this process over two sessions.

Overview: There is a lot of planning and group process tonight so it might be nice to do something quiet and centering. One idea is to bring oranges for everyone and do Thich Nhat Hanh’s Orange Meditation (http://www.chetday.com/mindfuleating.htm).

Overview: Review from last week and ask the group to keep what they learned in mind to apply to their CIP.

WHAT DID WE LEARN ABOUT CIVIC ENGAGEMENT?
- People are experts in their own lives
- Meets the needs expressed by the residents and builds their capacity and power
- Is focused on improving the community at large
Overview: Choosing a CIP is no easy task! We will use everyone’s ideas that they brought from their SEM Activities and reflection questions to choose a CIP as a group using the criteria above. It is a good idea to start with a neighborhood level, win-win project in order to build teamwork among the group and build a foundation for additional CIPs or more complex improvements later.

Activity: Before class hang up several pieces of flip chart paper around the room, at least two per RLA member. Instruct the participants to write one CIP idea per piece of paper. Everyone should have brought at least one idea per their homework from the last session. After every project idea is written, combine any ideas that are the same or very similar and discuss them as a group using the criteria above. Then have the group put the projects in the order that they would like to complete them. For example, number one will be the first project they work on, number two is the second project, and so on.

Overview: This is a vital step to planning. Do not skip it because you might miss very important information that will help you in implementing your CIP.
Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

Activity: Put up a piece of flip chart paper with each section of the SWOT (Strengths, Weaknesses, Opportunities and Threats) and the description including whether it is internal or external. Have the participants write their ideas about each one on the papers. Over the next four slides you will do the following for each section of the SWOT: ask four participants to present each of one of the sections to the group. Ask if there is anything missing and add the missing items the group comes up with.

Overview: Strengths help you achieve your goal. They come from within the group and community.
Slide 11

Overview: Weaknesses also come from within your group and community. Identifying weaknesses is important so that you can address them and/or find a way to compensate for them.

Slide 12

Overview: Opportunities are outside of the group. They help the project succeed.

Slide 13

Overview: Threats also come from outside of the group. Anticipating potential threats to the project will help you strategize ways around or through them.
### Slide 14

**Overview:** Having a clear action plan keeps everyone on track and clear about the tasks for which they are responsible.

**Activity:** Work with the group to fill in the action plan on page 79. Each person should also fill out the action plan and the SWOT in their own workbook to have a guide and example for later projects.

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Potential Partners</th>
<th>Responsibility/ Duration</th>
<th>Community/ Stakeholders</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Slide 15

**Overview:** Great job! That was a lot of work! Review the homework for next week. Especially thinking about how you will contribute to the CIP.

**Homework**
- Review your planning tools again
- Think about how you will contribute to the CIP

- **Questions?**
- **Comments?**
- **Concerns?**

### Slide 16

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Learning Objectives:

1. Identify the types of evaluation and the key concepts of each.
2. Apply the five steps of the evaluation process to your Community Improvement Project.
3. Create a strategy to share the results of your Community Improvement Project.
SECTION 4: EVALUATION AND CELEBRATIONS

Session 4.1 – 4.2

Session 4.1: Evaluation

Length: 2 – 2.5 hours

Session Highlights:

A broad overview of the purpose and methods of evaluation are presented. The role of stakeholder identification and inclusion within the Community Improvement Project (CIP) and the CIP evaluation process are outlined. The importance of identifying and setting clear goals and sharing CIP results (both positive and negative) are connected to the sustainability of the group and the long-term success of the CIP. Discuss how to publicly and strategically celebrate the completion of both the Resident Leadership Academy (RLA) training and later the CIP. The end of this presentation includes an overview slide on how you will publicly celebrate the success of your CIP. You will do this planning with the last PowerPoint for 4.2 when you get closer to the end of CIP completion.

Learning Objectives:

1. Identify the types of evaluation and the key concepts of each.
2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
3. Create a strategy to share the results of your Community Improvement Project (CIP).

Special Considerations:

- This is an exciting night because it is your last formal training. You should be having a graduation celebration for participants within a week of this session.
- This is the last formal session of the training. In order to maintain group connection, CIP implementation should begin immediately. One way to continue connections within the group is to offer continuing training on topics of interest to the group or those related to the chosen CIP. One simple way to do this is to use the DVDs available in the Resource Library and host a movie screening with healthy snacks either provided or potluck style with a short guided discussion at the end. Another option, have a book club using one of the books provided in the Resource Library that participants can borrow (or check out from the local library) and then get together to discuss what they learned.
- Reminder: The County’s evaluation experts are available to support the RLA’s evaluation efforts.

Reminders:

- Distribute and collect the Participant Post Survey.
Section 4: Evaluation and Celebrations

- Complete the assessment tool of the activities in the workbook.
- The RLA does not have to end here. The group holds a lot of information and they probably have a lot of ideas for future CIPs. They can repeat the CIP planning and implementation process over and over to benefit their communities with support, resources, and a place to meet.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.
Materials Check Off Sheet

*Make a copy of this check off sheet for each session.*

- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- □ Pens
- □ Additional sheets of paper
- □ Name tags
- □ Sign-in sheet with contact information
- □ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

*Optional materials:*

- □ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation
Session 4.1: Evaluation Process

Overview: Welcome to the next session!

Slide 1

Overview: The topic for tonight is evaluation. Evaluation is like cooking—it can be simple or it can be complicated. Think about steaming some fresh vegetables from your garden or cooking an elaborate sauce that takes all day. We all know people that cook like that! We are going to take our time with each slide. Like cooking, knowing the basics can take you far.

Slide 2

Overview: It is icebreaker time. This subject can be a bit intimidating; you might consider an icebreaker that is fun and a little goofy to loosen people up.
Section 4: Evaluation and Celebrations

Slide 4

**SECTION 4: EVALUATION**

**LEARNING OBJECTIVES**

1. Identify the types of evaluation and the key concepts of each.
2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
3. Create a strategy to share the results of your Community Improvement Project (CIP).

---

Slide 5

**WHAT IS EVALUATION?**

- A process
- Understanding what something does
- And how well it does it

---

Slide 6

**WHY IS EVALUATION IMPORTANT?**

- Success or failure
- Are resources spent well
- Any changes need to be made

---

**Overview:** Review the learning objectives.

---

**Overview:** This is critically important to getting support both in sweat equity and financial resources; people want to be a part of projects that are successful. This includes projects that make mistakes but are able to correct themselves. Just like the ability to self-reflect and change course makes successful leaders, projects that are able to do the same attract support too!

---

**Overview:** Evaluation is important for many reasons.

**Group Discussion:** As a leader, how would this information affect your motivation and the sustainability of your efforts? How will other stakeholders respond to this information?
Slide 7

Overview: These are the five basic steps to the evaluation process.

- **Group Discussion:** Ask group to provide examples of each step.

Slide 8

Overview: Remember, stakeholders are people and groups that have an interest in the success of the project. Make a list, be willing to add and take away from it at any point in your progress. Keep good notes!

Slide 9

Overview: The next five slides go over some examples of key stakeholders.
**Slide 13**

**Overview:** Examples of key stakeholders.

**STEP 1: KEY STAKEHOLDERS**

- Community Residents:
  - Cultivating elected champions
  - Sharing community priorities
  - Public-private partnerships

**Activity:**
- Break into small groups to fill out the activity in their workbooks. Though they will be able to work as a team to talk about questions and share ideas, they should all fill out the activities fully in their individual workbooks.

**Slide 14**

**Overview:** Identify the stakeholders related to your CIP.

**Activity:** Break into small groups to fill out the activity in their workbooks. Though they will be able to work as a team to talk about questions and share ideas, they should all fill out the activities fully in their individual workbooks.

**INSTRUCTIONS:**
- Answer the following questions in your workbook:
  1. Who are potential stakeholders in your community?
  2. How can we get them involved?

**Slide 15**

**Facilitator Tip:** Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.

**BREAK TIME**

**TAKE a stretch BREAK**
Slide 16

**Overview:** Define your goals.

Image from: http://daveschoenbeck.com/build-quarterly-business-plan-8-steps/

Slide 17

**Overview:** Define your goals.

**Activity:** Keep your small groups together throughout this session. Again, everyone should do the activity in their own workbook also.

*Remember the Deep Dive has additional resources!*

Slide 18

**Overview:** The pieces of information that you gather to meet your outcome(s) are called indicators and are an important part of your evaluation plan.
**Section 4: Evaluation and Celebrations**

**Slide 19**

**Overview:** Remember that the “goal” of your evaluation is what you want to learn from the evaluation for your CIP (before, during, and/or after the project), so indicators are just the pieces of information you need to meet that goal. Your evaluation plan answers how successful your outcome is.

*Facilitator Tip:* Facilitator could draw this as a diagram on the board to make it clearer.

**INSTRUCTIONS:**
1. Identify your indicators by plugging your goals into the boxes.
2. List information you need to meet your goals.
3. Circle the piece of information you think will be most helpful.

**Slide 20**

**Overview:** Evaluation is stronger when it includes BOTH numbers and stories, so make sure to think of both types of data for each indicator.

**INSTRUCTIONS:**
1. Plug your indicators from the previous activity.
2. Think of tools to measure each indicator.

**Slide 21**

**Overview:** Planning how you will collect and store your data will save you lots of time (and potentially headaches!) later.

**THE EVALUATION PROCESS**

**STEP 4: DATA COLLECTION**

Data Collection System

- **Data Collection**
- **Data Analysis**
- **Data Storage**

- Personal
  - Written
  - Oral
- Numerical
  - Written
  - Oral
- Mixed
  - Written/Oral
  - Oral/Written

- Personal and Numerical
  - Written/Pictures/Text
  - Paper/Record/CD
  - Written/Oral

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**COUNTY OF SAN DIEGO**

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**Slide 22**

**Overview:** Ask the group to think of appropriate and accessible options. What tools/processes best fit your project? What tools are easiest for your team to access? What role would each person play in each step of the process? These are not set in stone, but it is good to start somewhere with a plan.

**Instructions:**
- Brainstorm Your Data Collection System
  - Which data collection tools do you like?
  - Where should your data be kept?
  - How will your data be analyzed?
  - Who should collect, store, and analyze your data?

**Slide 23**

**Overview:** Yes, celebration is **A PART OF** evaluation! Sharing your results does not just have to be handing out a boring report (just kidding, reports are important too); it can also be throwing a block party to share with your community and key stakeholders. Talk to the group about how strategically celebrating your CIP will help gain supporters for more community involvement. Also let them know that though this is the last formal training session, you will be having a celebration planning session (using PowerPoint 4.2) near the end of completing the CIP.

**Slide 24**

**Overview:** You used a lot of brain power tonight!
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Slide 25
Session 4.2: Celebrations

Length: 2 – 2.5 hours

Session Highlights:

During this session we will plan a community celebration to share the results of the Community Improvement Plan. The timing of this session depends on your group and the CIP. It may follow the last session quickly or it may be a few months until you can celebrate completion of the first CIP. Use this session to pull on the connections the participants have made and to gain support for continued action.

Learning Objectives:

1. Identify the types of evaluation and the key concepts of each.
2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
3. Create a strategy to share the results of your Community Improvement Project (CIP).

Special Considerations:

- Be sure to take time to give participants lots of praise for working hard, and for a job well done.
- Before you go into the session be aware of any budget, neighborhood, or cultural considerations in planning and implementing the celebration.

Reminders:

- Ensure that every participant filled out the post survey and that you have filled out the assessment tool reviewing the Social-Ecological Model (SEM) activities and reflection questions from each participant’s workbook. This may be your last chance to be with some of the participants.
**Materials Check Off Sheet**

*Make a copy of this check off sheet for each session.*

- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
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- □ Additional sheets of paper
- □ Name tags
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- □ Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

**Optional materials:**

- □ Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation
Session 4.2: Celebration

Slide 1
Overview: Welcome to the last session!

Slide 2
Overview: Brief review of agenda.

AGENDA

- Section 4.2: Celebration
- What is a Strategic Celebrations
- Planning our Celebration

Slide 3
Overview: Use the resources in the Digital Library to choose an icebreaker activity for your group or ask each person to share their favorite part of their Resident Leadership Academy (RLA) experience.
**Slide 4**

**Overview:** Review the learning objectives. Today’s focus is on learning objective 3.

**LEARNING OBJECTIVES**
1. Identify the types of evaluation and the key concepts of each.
2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
3. Create a strategy to share the results of your Community Improvement Project (CIP).

---

**Slide 5**

**Overview:** Briefly review steps 1-4. Today is all about celebration.

**THE EVALUATION PROCESS**
1. Involve key stakeholders
2. Determine evaluation goals
3. Identify pieces of the project elements you can track that will help meet the goals
4. Decide on a data collection, analysis, and reporting plan
5. Share the results and celebrate

---

**Slide 6**

**Overview:** It is party time. Remember to keep your activities consistent with your goals to increase health. Think about healthy snacks, transportation, and maybe even some fun physical activities depending on your CIP. Celebrating strategically is the key to making this a useful step in the CIP process.

**SHARING AND CELEBRATING**
- Stakeholder Participation
- Clear Message
- Recognition
- Timeliness
- Appropriateness
Section 4: Evaluation and Celebrations

Slide 7

**Overview:** Plan the invitation list. Have you invited all of your current and potential stakeholders?

**Group Discussion:** Who will be on the guest list? How will you make their participation more meaningful than just showing up? Can they be involved in the planning or have a special activity in the day? People are more motivated to attend and promote the event if they have a role in it.

**STAKEHOLDER PARTICIPATION**
- Involve a wide variety
- Contribute meaning to project

Slide 8

**Overview:** Think about the 8-80 metaphor that applies here: Can someone 8 years old and 80 years old understand your message? Do all key people involved in planning and putting on the event know what the message is? You do not want someone getting caught off guard with a question they either do not know the answer to or do not know where to direct people for the answer.

**CLEAR MESSAGE**
- Clear, concise, and consistent
- Educate key stakeholders

Slide 9

**Facilitator Tip:** Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.
Section 4: Evaluation and Celebrations

**Slide 10**

**Overview:** Recognition should be a part of the celebration. There is nothing more special than being thanked for your efforts! Even those who have not been very involved yet, but who you want to motivate to be more involved, can be thanked in some small and appropriate way.

**Group Discussion:** Who should receive public recognition at the event and what should be said about their contribution? Write this down.

**Slide 11**

**Overview:** Timing your celebration to be soon after project completion is best for keeping momentum and excitement up.

**Slide 12**

**Overview:** Remember to support the *Live Well* goals! Is your event healthy, safe, and accessible?
Section 4: Evaluation and Celebrations

Slide 13

**Overview:** Work as a team to decide how best to celebrate the RLA’s accomplishments.

**Activity:** Group members can work together to plan their celebration but everyone should fill out their individual workbook answers as a guide and as a reminder for future CIPs and celebrations.

**Facilitator Tip:** This should be a practical exercise that results in a plan for the actual celebration and recognition of the group’s CIP.

---

Slide 14

**Overview:** Past RLAs have celebrated in a variety of ways from ribbon-cuttings to block parties to cultural celebrations.

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Slide 15

**Overview:** Thank you! You worked hard and accomplished so much. This does not have to be the end. You have learned so much about promoting and improving health that you can continue to repeat the CIP process as many times as you want with the RLA group you have already established or with others.
Welcome to the Deep Dive!

If you are interested in learning more about the topics that were covered in the workbook and presented in the training sessions, this section is for you!

This section is loaded with research articles, fact-filled websites, podcasts to listen to, and videos to watch. The resources are organized by workbook section: Overview, Strategies, Action, and Evaluation and Celebrations.

Take your time and learn at your own pace. Some of the language may be new to you, but you have learned enough about the concepts that you will be able to figure it out. Having a dictionary handy while reading complex materials can be a good idea. There are some great free dictionary applications that you can download to your smart-phone if you have one.

Make use of your library card and librarians. Some of the videos, books, and articles may be available for you to check out. Most libraries are connected to the libraries at local colleges and universities so you can get additional materials if you are willing to order them and wait. Libraries also have computers available so you can view the websites listed.

Your RLA facilitator is a great resource! They have additional information available for you in a digital format that can be copied directly onto your computer and/or emailed to you. We love paper-less options; saving paper is great for the environment.

There is a RLA library of materials available to you as well. It is filled with books and full length movies that you can borrow. Maybe you could arrange a viewing night and members of your RLA could watch the movies together.

Lastly, in your exploration of the topics you may find some great information that is not listed here, please save it and share it with your RLA facilitator and other participants. If you are excited about what you have learned chances are others will be too.
Section 1: Overview

Section 1 Overview: Available Research

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2836340/


More statistics on health disparities and inequalities about obesity can be found on the National Institutes of Health’s website.
http://www.niddk.nih.gov/health-information/health-statistics/Pages/overweight-obesity-statistics.aspx

More statistics on health disparities and inequalities about cancer can be found on the National Cancer Institute website.
www.cancer.gov

More statistics on health disparities and inequalities about cancer can be found on the National Cancer Institute website.
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2367222/

Peer-reviewed article on cardio-vascular health
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2367222/

More statistics on health disparities and inequalities about diabetes can be found on the American Diabetes Association website.

CDC Fact sheet on minority health and diabetes.

More statistics on health disparities and inequalities about lung disease can be found on the American Lung Association website.
http://www.lung.org/lung-disease/disparities-reports/burden-of-asthma-on-hispanics/
More statistics on social determinants as it relates to *levels of education* can be found on [http://www.pewsocialtrends.org/2013/08/22/chapter-3-demographic-economic-data-by-race/](http://www.pewsocialtrends.org/2013/08/22/chapter-3-demographic-economic-data-by-race/)

More statistics on social determinants as it relates to *getting and keeping a job* can be found on [http://csgjusticecenter.org/reentry/posts/researchers-examine-effects-of-a-criminal-record-on-prospects-for-employment/](http://csgjusticecenter.org/reentry/posts/researchers-examine-effects-of-a-criminal-record-on-prospects-for-employment/)

More statistics on social determinants as it relates to *type of work someone does* can be found at Lifting As We Climb: Women of Color, Wealth, and America’s Future, Insight Center for Community and Economic Development, Spring 2010. [www.mariko-chang.com/LiftingAsWeClimb.pdf](http://www.mariko-chang.com/LiftingAsWeClimb.pdf)

More information on social determinants as it relates to *how much money a person earns* can be found here: [www.racialwealthgap.org](http://www.racialwealthgap.org) [www.expertsofcolor.org](http://www.expertsofcolor.org).

Racial discrimination in hiring practices: University of Chicago, School of Business. [http://www.chicagobooth.edu/capideas/spring03/racialbias.html](http://www.chicagobooth.edu/capideas/spring03/racialbias.html)


**Section 1 Overview: Additional Websites**

Appendices: Deep Dive

San Diego Health Statistics.
http://www.sandiegocounty.gov/hhsa/programs/phs/community_health_statistics/

National Diabetes Prevention Program infographic.

About Equity in Public Policies.
https://www.youtube.com/watch?v=zEL67OLXWiw

Heart Disease and Stroke.
http://www.heart.org/idc/groups/heart-public/@wcm/@hcm/@ml/documents/downloadable/ucm_429240.pdf

School to Prison Pipeline.
http://www.vox.com/2015/7/30/9075065/school-to-prison-pipeline-study

Cal EPA Environmental Justice Update.
https://oehha.ca.gov/environmental-justice

Climate Change, Health, and Equity: Opportunities for Action.

Climate Action Progress in the San Diego Region.

Pope Francis’ Letter on Climate Change, 2015.
Laudato-si-inglese
https://www.documentcloud.org/documents/2105201-laudato-si-inglese.html

Local Climate Change information in both English and Spanish, University of San Diego.
https://www.sandiego.edu/climate/discover-more/resources.php

Health Impacts of Climate Change, National Institute of Health.
http://www.niehs.nih.gov/research/programs/geh/climatechange/health_impacts/

Leadership Style Quiz.
http://listening2leaders.com/shape-quiz-learn-colleagues/

Section 1 Overview: Newspaper and Magazine Articles

Recent drop in early childhood obesity rates.
Many poorer areas of L.A. get less trash service, analysis show
Los Angeles Times, August 14, 2015.

Black teens who commit a few crimes go to jail as often as white teens who commit dozens

Section 1 Overview: Videos

Climate 101 with Bill Nye
Provides a clear explanation of Climate Change (4 min 33 sec).
https://www.youtube.com/watch?feature=player_embedded&v=3v-w8Cyfoq8

Climate change in Porterville: effects of drought and asthma (2 min 47 sec).
https://amp.twimg.com/v/7d6cd0bd-2441-4ec7-a7f5-28abf2a13771

What if our healthcare system kept us healthy?
TED Talk Rebecca Onie (16 min 27 sec)
Connect healthcare to SEM and social determinants.
https://www.ted.com/talks/rebecca_onie_what_if_our_healthcare_system_kept_us_healthy

National Diabetes Prevention Program (5 min 28 sec).
http://www.cdc.gov/diabetes/prevention/features.htm

What is Public Health? (3 min 12 sec).
https://www.youtube.com/watch?v=oy1CAMObRzc
Section 2: Strategies

Section 2: Supporting Health: Available Research


Key State-Specific Tobacco-Related Data and Rankings
Data from the Campaign for Tobacco-Free Kids, January 22, 2015 Loma Schmidt.
https://www.tobaccofreekids.org/facts_issues/

New Studies Detail the High Costs of Smoking in America, and the Comparative Bargain of Convincing People to Quit, Myers, Matthew L., President Campaign for Tobacco-Free Kids, (2014).

Section 2: Supporting Health: Newspaper and Magazine Articles


Obamacare: 70 percent of previously uninsured Californians now have health plans
San Jose Mercury News, July 30,2015 Tracy Seipel.
http://www.mercurynews.com/health/ci_28562918/obamacare-70-percent-previously-uninsured-californians-now-have?source=infinite

Section 2: Supporting Health: Videos/Podcasts

Medical doctor are experts on the population, but you are the expert on yourself
TED Talk (17 min 03.) Talithia Williams: Own your body’s data.
http://www.ted.com/talks/talithia_williams_own_your_body_s_data

Can Healthcare Be Cured of Racial Bias
NPR Podcast (5 min 17 sec).
http://www.npr.org/sections/health-shots/2015/08/20/432872330/can-health-care-be-cured-of-racial-bias?sc=tw

Section 2: Land Use: Available Research

A comprehensive reports that explores the connections between health and the built environment (housing, workplaces, parks, etc.) through an urban planning lens.
Primary Sources for CPTED.

Primary Sources for CPTED.

**Section 2: Land Use: Websites**

Governor’s Office of Planning and Research.

How to Create and Implement Healthy General Plans.
Change Lab Solutions.

**Section 2: Land Use: Books**

Designing Healthy Communities, Richard J. Jackson with Stacy Sinclair, Jossey-Bass.


**Section 2: Land Use: Videos**

National Geographic’s World’s Smart Cities: San Diego (46 min).

8 80 Cities
Introductory Video (1 min 18 sec).
[https://vimeo.com/118453984](https://vimeo.com/118453984)

Designing Healthy Community- Interview with Richard Jackson, MD on the Tavis Smiley Show (23 min 32 sec).
Big Kids, Little City (14 videos totals about 1 min 30 sec ea.)
Series of short videos for kids explaining land use and environmental issues.
https://www.youtube.com/watch?v=9UHTgcHy22A&index=10&list=PLjD0Mnwna3y3uy4HU3ADhrvgd1Mx2QCgp

CPTED through a Law Enforcement lens (10 min 56 sec).
https://www.youtube.com/watch?v=Xetxsxy1nK8

Ellen Dunham-Jones’ TED Talk (19 min 16 sec)
Retrofitting suburbia.

Section 2: Active Transportation: Additional Websites

Bikeability Scores.
https://www.walkscore.com/bike-score-methodology.shtml
downloaded 8/21/2015

Section 2: Active Transportation: Newspaper and Magazine Articles

Community Organizing for Bikeability.
http://m.sfweekly.com/thesnitch/2015/07/30/this-is-what-happened-when-bicyclists-obeyed-traffic-laws-along-the-wiggle-yesterday

Section 2: Active Transportation: Videos

Gil Penalosa: Mobility as a Force for Health, Wealth and Happiness
TED Talk December 2014 (16 min 45 sec).
https://www.youtube.com/watch?t=512&v=vKfuSdQDTA8

https://www.ted.com/talks/janette_sadik_khan_new_york_s_streets_not_so_mean_any_more

Walkability through a urban planning/land use lens (2 min 26 sec).
https://www.youtube.com/watch?v=EZejDwjNxRg

Jeff Speck’s TED Talk about what makes a Walkable City (18 min 46 sec).
https://www.youtube.com/watch?v=uEkgM9P2C5U

Section 2: Healthy Food Systems: Additional Websites

Fertile Ground: Sowing the seeds of change in Canada’s food system
Report about how to mobilize local communities.
http://www.thetablecfc.org/fertile-ground-sowing-seeds-change-canadas-food-system
Building the Case for Racial Equity in the Food System.
http://www.centerforsocialinclusion.org/building-the-case-for-racial-equity-in-the-food-system/

Data and information about food security.
http://blogs.ext.vt.edu/farm-to-table/category/health/

Black Mothers are discouraged from breast feeding.

**Section 2: Healthy Food Systems: Newspaper and Magazine Articles**

Food Waste.

**Section 2: Healthy Food Systems: Books**


**Section 2: Healthy Food Systems: Videos/Podcasts**

NPR podcast (2 min 8 sec)
Why Processed Food is Cheaper Than Healthier Options.
http://www.npr.org/2013/03/01/173217143/why-process-food-is-cheaper-than-healthier-options

Episode 90: Refugee Garden (6 min 7 sec)
Located on the Lexicon of Sustainability’s Website.
http://lexiconofsustainability.com/food-day/

Hidden Kitchens
Podcasts about different food culture (average 8 min ea.)
Kitchen Sisters at NPR.
http://www.npr.org/series/91851784/hidden-kitchens-the-kitchen-sisters

Soul Food Junkie (full length movie available in library)
Connects soul food to chronic diseases (2 min 13 sec).
http://www.pbs.org/black-culture/shows/list/soul-food-junkies/

Take Part- Celebrities read food labels (1 min)
Website contain information on healthy food systems.
Section 3: Taking Action

Section 3: Taking Action: Civic Engagement

U.S. Government Explained in 5 Minutes (4 min 49 sec).
https://www.youtube.com/watch?v=buQQuyWFtZU

City Government (Municipal)

Map of San Diego City Council Districts with contact information for each member
Place to insert zip code to find your City Councilmember.
http://www.sandiego.gov/citycouncil/

County Government

Map of San Diego County Supervisor Districts with contact information for each member.
http://www.sandiegocounty.gov/general/bos.html

State Government

Enter your address and find both your State Assembly Member and your State Senator and their contact information.
http://findyourrep.legislature.ca.gov/

Website contains a list of California State Agencies.
http://www.ca.gov/Agencies

Federal Government

Enter your zip code and find your U.S. Congress member and their contact information.
http://www.house.gov/representatives/find/

California gets two Senators that serve the entire state, insert state name to get their contact information.
http://www.senate.gov/senators/contact/

Section 3: Taking Action: Available Research

Midwest Academy Strategy Chart
Easy to use strategy for organizing an advocacy campaign.
www.midwestacademy.com

http://www.sagepub.com/sites/default/files/upm-binaries/24166_Chapter4.pdf
Success in Policy Campaigns: Five Phases to Victory.


A paper on how leaders move people to action.
Theory of Aligned Contributions, An Emerging Theory of Change Primer, by Jolie Bain Pillsbury, Ph.D., Edited by Vicki Goddard-Truitt, Ph.D.

**Section 3: Taking Action: Additional Websites**

Empower Congress in Los Angeles
Model of neighborhood-driven improvement and civic engagement.
http://empowermentcongress.org/

15 Steps to Cultivating Lifelong Learning.
http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivate-lifelong-learning.html

Active Living Research
Best practices, information and data promoting active transportation.
http://activelivingresearch.org/toolsandresources/all

Health literacy.
http://books.nap.edu/openbook.php?record_id=10883
http://www.health.gov/communication/literacy/

Aging and Independent Services (County Website) has fitness and chronic disease self-management class schedules.
http://millionhearts.hhs.gov/be_one_mh.html

Change Lab Solution’s tobacco control strategies and programs based upon best practices, and the latest information on tobacco use.
http://changelabsolutions.org/tobacco-control

Center for Tobacco Policy provides advocacy and policies for the tobacco retail environment.
http://center4tobaccopolicy.org/

Americans for Non-Smokers Rights (ANR)- easy reference for information about local, state and national laws.
http://no-smoke.org/

Smoke free San Diego, Easy reference for information about local, state, and national laws including: ---MTS –Metropolitan Transit System banning ESDs on all Buses, Trolleys, Bus

Appendices: Deep Dive
Stops, and Transit Centers; which cities in San Diego County already have TRLs or Smoke-free outdoor dining, or ESD ordinances.  
http://www.smokefreesandiego.org/

Tobacco Control Resource Program (TCRP) works to increase awareness, reduce youth access and provide referrals to cessation programs.  
http://www.sandiegocounty.gov/hhsa/programs/phs/tobacco_control_resource_program/index.html

Healthy Food Access Portal Policy Link  
Information, funding opportunities and strategies for retailers.  
http://www.policylink.org/focus-areas/healthy-food-access-portal

Section 3: Taking Action: Assessment Tools

CDC's Healthier Food Retail: Beginning the Assessment Process in Your State or Community.  

CDC's Healthier Food Retail: An Action Guide for Public Health Practitioners.  

Retail Program-Policy, Systems and Environmental Change in (PSE) Resources Contains strategies for policy development and change.  
https://archive.cdph.ca.gov/programs/cpns/Pages/RetailPSE.aspx

Healthy Community Assessment Tool (HCAT)  
Ranks and compares neighborhood levels of health.  
http://hci-sandiego.sandag.org

Leadership Skills Assessments.  
http://www.mindtools.com/pages/article/newLDR_50.htm

Leadership Assessment Tools.  
http://www.kellogg.northwestern.edu/faculty/uzzi/htm/teaching-leadership.htm

Section 3: Taking Action: Newspaper and Magazine Articles

16 million fewer uninsured since Obamacare Study finds.  
The Hill, 8/12/15  
Bias in Healthcare.  

**Section 3: Taking Action: Books**


**Section 3: Taking Action: Videos/Podcasts**

Expanding Smoke-free Communities  
Community Video Stories.  

The Modern Healthcare System in the United States (6 min).  
[https://www.youtube.com/watch?v=S9zRjkkgv9Qo](https://www.youtube.com/watch?v=S9zRjkkgv9Qo)

Exploring Unconscious Bias in Academic Medicine (29min and 24 sec)  
Association of American Medical Colleges.  
[https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html](https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html)

Keynote address by Angela Glover Blackwell at the Equity Matters in Collective Impact, 2015  
Addresses leadership and social equity issues; include case histories from Oakland, CA.  
[https://www.youtube.com/watch?v=zEL67OLXWiw](https://www.youtube.com/watch?v=zEL67OLXWiw)

Leadership and high performing teams  
Margaret Hoffman: Why it’s time to forget the pecking order at work  
TED Talk May 2015.  
[https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work#t-284843](https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work#t-284843)

Everyday Leadership (6 min 7 sec)  
TEDTalk Drew Dudley, September 2010.  
[https://www.ted.com/talks/drew_dudley_everyday_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

I’m Just A Bill Schoolhouse Rock  
Cartoon that explains the federal legislative process.  
[https://www.youtube.com/watch?v=nlka6fTnDnI](https://www.youtube.com/watch?v=nlka6fTnDnI)
Section 4: Evaluation and Celebrations

Section 4: Evaluation and Celebrations: Available Research


Section 4: Evaluation and Celebrations: Tools

How to guide on creating an evaluation plan
Creating a Culture of Healthy Living

Community Development Evaluation Manual
NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STATTS)

Community Evaluation Story Map (Guidebook)
NeighborWorks America, 2006

Healthy Corner Store Network - includes evaluation resources and stories from the field
Resources that help local markets sale healthier foods
http://www.healthycornerstores.org/

Section 4: Evaluation and Celebrations: Additional Websites

NeighborWorks America
http://www.successmeasures.org/about-success-measures

Share Measurement: Advancing Evaluation of Community Development Outcomes
Maggie Grieve, Author downloadable pdf

Lessons from Youth-Serving Organizations
Winkler, M. K, Thedos, & Grosz, T. (2009) Urban Institute
http://www.urban.org/research/publication/evaluation-matters
Evaluation Household Energy and Health Intervention
World Health Organization
RLA Participant Pre-Training Survey

Date:         Trainer:
Location:

You are asked to complete this survey at the start of your RLA experience and a similar survey on the last day of the training. Please complete this survey to the best of your abilities. We are not testing what you know as an individual; we are using this evaluation tool to learn about the effectiveness of this training for entire groups. We do not request your name for this survey but do ask you complete some questions regarding yourself to be able to connect your pre- and post-survey to each other, for the purpose of understanding the change in knowledge among participants from the start to the end of the training.

Month you were born:

Your address (number only, no street names):

City/town you were born in:

What is your connection to this city/neighborhood? (Check all that apply)
  ○ Resident
  ○ Work in the area
  ○ Frequently in the area for personal reasons (shopping, activities with friends/family, etc.)
  ○ Other
    
    Specify other:

Please check off how often you agree with each of the statements below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know how to maintain and/or improve my health and the health of my family.</td>
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<td></td>
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<tr>
<td>2. I understand how to access resources to improve my community.</td>
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<td>3. I know the strengths and weaknesses of my community.</td>
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<tr>
<td>4. I understand the role different people and groups play in my community.</td>
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<td>5. I am a leader in my community.</td>
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<tr>
<td>6. I recognize that there are several different ways to show leadership.</td>
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<tr>
<td>7. I know how to get others to listen to my ideas and opinions.</td>
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<tr>
<td></td>
<td>I know how to listen and understand the opinions and ideas of others</td>
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<tr>
<td>9</td>
<td>I know how to get different people and groups to find common ground or come to a decision.</td>
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<tr>
<td>10</td>
<td>I know how to make plans for a project and then see them through.</td>
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</tbody>
</table>

Please answer the following about your expectations for the training.

1. I am here to (check all that apply)
   - [ ] Learn how to improve my health and the health of my family.
   - [ ] Develop my leadership, community organizing, and advocacy skills.
   - [ ] Learn about how to make a change in my community.
   - [ ] Meet other community members with similar concerns.

Please share what skills, knowledge, and/or strategies you most hope to learn or develop through the training:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. I learn best by (check all that apply)
   - [ ] Reading information.
   - [ ] Doing activities.
   - [ ] Watching others.
   - [ ] Listening to others speak.
RLA Participant Post-Training Survey

Date:        Trainer:
Location:

You were asked to complete this survey at the start of your RLA experience and now this similar survey as you complete this training. We do not request your name for this survey but do ask you complete the questions regarding yourself in the same way as you did the pre-survey so that we can connect your pre- and post-survey to each other, for the purpose of understanding the change in knowledge among participants, as a group.

Month you were born in:

City/town you were born in:

Your address (number only, no street names):

Please check off how often you agree with each of the statements below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
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</thead>
<tbody>
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<td>9. I know how to make plans for a project and then see them through.</td>
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</tbody>
</table>

Please answer the following about your experience with the training.

1. The training helped me to (check all that apply)

  ○ Learn how to improve my health and the health of my family.
○ Develop my leadership, community organizing, and advocacy skills.

○ Learn about how to make a change in my community.

○ Meet other community members with similar concerns.

2. Please share what skills, knowledge, and/or strategies you were most happy to learn or develop through the training:

3. What was missing? Please discuss the knowledge or skills you hoped to learn or develop that were not addressed in the training:

4. During the training, I felt I learned best by (check all that apply)
   ○ Reading information.
   ○ Doing activities.
   ○ Watching others.
   ○ Listening to others speak.

Please list the manual sections, activities, speakers, and/or videos that you most enjoyed and/or learned the most from:
**RLA Facilitator Section Assessment Record**

The focus of assessment for each section is for participants to have understood the material enough to make connections to their life and community. Recollection of specific information is not important, the overall concepts and how they relate to one another is the goal. Please read through the reflection questions and SEM activity in sections 1-3, and the activities embedded in each of the evaluation steps in section 4. Count or put a tick mark for every response that displays at least a partial understanding of the question and the material. Participants need to keep a hold of their workbooks so we suggest that you periodically collect the workbooks and do your tallies during a video or when you have a guest speaker or have a co-facilitator do them.

<table>
<thead>
<tr>
<th>Section</th>
<th>Reflection Questions</th>
<th>Number of people that gave an appropriate response</th>
<th>Number of people that did NOT gave an appropriate response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 – Overview</td>
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<tr>
<td>SEM Activity</td>
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<tr>
<td>Section 2.1 - Health Access</td>
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<tr>
<td>Reflection Questions</td>
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<tr>
<td>SEM Activity</td>
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<td>Section 2.2 - Land Use</td>
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<td>Reflection Questions</td>
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<td>SEM Activity</td>
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<td>Section 2.3 - Active Transportation</td>
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<tr>
<td>Reflection Questions</td>
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<td>SEM Activity</td>
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<td>Section 2.4 - Food Systems</td>
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<td>Reflection Questions</td>
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<td>SEM Activity</td>
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<tr>
<td>Section 3.1 - Policy &amp; Community Organizing</td>
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<td>Reflection Questions</td>
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<td>SEM Activity</td>
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<td>Section 3.2 - CIP Planning &amp; Implementation</td>
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<td>Reflection Questions</td>
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<tr>
<td>Section 4 – Step 1</td>
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<tr>
<td>Stakeholder Activity</td>
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<td>Section 4 – Step 2</td>
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<tr>
<td>Evaluation Goals, “What do I want to learn?”</td>
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<td>Section 4 – Step 2</td>
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<tr>
<td>Defining your CIP goals</td>
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<td>Section 4 – Step 3</td>
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<tr>
<td>Defining Indicators Activity</td>
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<tr>
<td>Section 4 – Step 4</td>
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<tr>
<td>Indicator &amp; Data Collection Activity</td>
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<td>Section 4 – Step 4</td>
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<tr>
<td>Data Collection System Activity</td>
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<td>Section 4 – Step 5</td>
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<tr>
<td>Celebration Planning Activity</td>
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</table>
Putting the Pieces Together: Root Cause Mapping Activity

Now that you’ve explored the Social Determinants of Health and strategies to promote health, we will explore a case scenario to see how all of the pieces fit together and identify opportunities for collaboration. Below is “Jason,” a hypothetical child who is in the hospital. The chart below conveys the kind of causal chain that a root cause map illustrates:

Why is Jason in the hospital?
Because he has a cut on his leg and it got infected.

But why does he have a cut on his leg?
Because he was playing in the junkyard next to his apartment and he fell on some jagged steel.

But why was he playing in the junkyard?
Because his neighborhood is run down. A lot of kids play there without supervision.

But why does he live in that neighborhood?
Because his dad is unemployed and his mom is sick so they can’t afford a nicer place to live.

But why is his dad unemployed?
Because he doesn’t have much education and he can’t find a job.

Root cause mapping is a structured process for identifying key factors contributing to community health problems. It can help you identify methods for correcting or eliminating these underlying factors and promoting improved outcomes. This method involves repeatedly asking “why?” to help people identify the social determinants of the issues they seek to address, opportunities for change, and overlapping roles that various sectors may play in contributing to healthy environments.
The sample map below shows causal factors of obesity.

Source: *Health in All Policies*

This is just one example of how you can complete a root cause map and is not intended to be an inclusive map of all of the root causes of obesity. For example, this diagram does not include root causes like stress, institutionalized racism, genetics and biological factors, healthcare, or the marketing environment. Moving from left to right, the root cause map expands, showing opportunities to identify specific policy or programmatic changes that could address those causes.
Draw Your Map

In the blank root cause map below, consider a family member, friend, or community member you know that is struggling with one of the chronic diseases discussed in section

1. List that disease in the box on the far left labeled Health Outcome.
2. Then go through each of the boxes, left to right, identifying the factors contributing to their health outcome and the causes that are at the root of those factors.
3. You can draw additional branches or boxes if needed, as well as identify agencies or organizations that have influence over these root causes and write them directly on the map.

Health Outcome:

- Contributing Factor 1:
  - Root Cause 1:
  - Root Cause 2:
  - Root Cause 3:
  - Root Cause 4:
  - Root Cause 5:

- Contributing Factor 2:

- Contributing Factor 3:
RESIDENT LEADERSHIP ACADEMY
COMMUNITY ASSESSMENTS
Community Assessments

Community assessments allow you to measure the places in your community that either promote or create barriers to good health. Assessments are usually specific to certain topics, for example, access to fresh produce and healthy foods; walkability or bikeability; community safety; or tobacco advertisements and availability to minors. They are a good way to find out areas that need improvement to support healthy residents. Through doing community assessments, you can also find strengths in your neighborhood and build relationships with business owners, schools, and/or government officials to help in supporting your Community Improvement Project (CIP).

The following walkability audit was created by Circulate San Diego and is part of your homework during the Resident Leadership Academy (RLA) training. There is also the BestWALK app you can use to do the assessment if you have a smartphone. There are more community assessments available through your facilitator that assess tobacco in neighborhood stores, accessibility to fresh foods, and neighborhood and playground safety. In addition to those provided, you can search the internet to find community assessments.
Do You Enjoy Walking In Your Community?

Walkability Guide

Use this guide to learn more about walkability and how you can make your community safer to walk.

Promoting Walkable Communities

San Diego

walksandiego.org
About This Guide

WalkSanDiego believes every resident of the San Diego region should be able to walk safely in his/her community. Many people would like to make their neighborhood more pedestrian friendly but don’t know how. The Walkability Guide was created to help you. Read on to learn about five important ingredients of a walkable community and tips for working with your city to get what you want. Pages 4-7 also outline a Walkability Checklist which you can fill out for your neighborhood and submit to your city.

Five Important Ingredients To A Walkable Community

What makes a community more walkable? There are 5 basic ingredients to make your neighborhood a place where people of all ages and abilities have safe, enjoyable, and easy access to their community on foot.¹

1. Good Sidewalks

The basic design of a good sidewalk should include:

- **Pedestrian Zone**: wide, level sidewalks in good condition where pedestrians can walk and wheelchairs can roll
- **Parkway or Buffer Zone**: allows for vegetation and/or street furniture and buffers pedestrians from vehicles
- **Curb Zone**: border between the street and sidewalk with ramps for disabled and others to access sidewalk

2. Safe & Easy Street Crossings

Street crossings should be available every 300 feet (about half the length of a block) and should include:

- **Painted or Decorative Crosswalk**: makes crosswalk easier to see
- **Stop Bar**: painted line that stops cars before entering the crosswalk
- **Curb Extension/Bulb-out**: reduces pedestrian crossing distance; makes pedestrians more visible to drivers
- **Median/Island**: provides a halfway refuge point that allows pedestrians to cross safely

3. Traffic Calming

Street improvements can slow vehicle speeds, increase pedestrian safety, and allow for smooth traffic flow:

- **Curb Extension/Bulb-out**: slows the speed of turning vehicles
- **Road Diet**: slows traffic by reducing number of lanes and lane widths
- **Other**: roundabout, median, pedestrian island, and diagonal parking

Photo: D. Passmore

4. Safety, Comfort & Beauty

Street enhancements make walking feel safer, more comfortable and more inviting:

- **Pedestrian Lighting**
- **Landscaping & Trees**
- **Clean & Well-maintained Sidewalks**
- **Amenities**: such as drinking fountains, bathrooms, and benches
- **Public Art**

Photo: SANDAG

5. Great Destinations

A community is more vibrant and desirable if it has great walking destinations, like:

- **Shopping**: stores, markets, restaurants, etc.
- **Services**: clinics, post office, bank, etc.
- **Transportation**: trolley, bus stop, train
- **Recreation**: parks, gardens, etc.

Photo: SANDAG
Did you know a pedestrian is killed in a traffic collision every 109 minutes in the U.S.? WalkSanDiego wants you to be safe. Here are some tips:

- Obey all traffic signals and signs.
- Walk on the sidewalk. If there isn’t one, walk on the left side of the street to face oncoming traffic.
- Use crosswalks if available, or cross at an intersection.
- Before crossing the street, (1) stop, (2) look left, right, and left again, and (3) listen for oncoming vehicles, and (4) make eye contact with drivers to make sure they see you.
- Be alert while crossing. Don’t be distracted texting or talking on the phone.
- Be cautious around parked cars and driveways.
- Be predictable, don’t run suddenly out into the street.

Be safe. Stay within the crosswalk if available.
Walkability Checklist

Conduct a walk audit and look for the 5 ingredients to a walkable community. To conduct a successful walk audit, complete the following steps:

Step 1 Choose your walk route and write the location on the lines below.

Step 2 Read through all sections of the checklist to know better what you’ll be looking for.

Step 3 Start your walk. Check the box next to the problem(s) you find and write the street location in the space provided. Repeat for each section.

Step 4 Add the total number of boxes checked in each section and write the correct number in the Neighborhood Walkability Score section on page 7 for a total walk score. Areas with poor walkability will get a higher score and areas with good walkability will get a lower score.

Locations

Beginning Address: ___________________________ Ending Address: ___________________________
Street #1 ___________________________ Street #2 ___________________________
Street #3 ___________________________ Street #4 ___________________________

Section 1: Sidewalks

Check the box below and write the location in the space provided if you found a problem such as:

☐ No sidewalks or paths ___________________________

☐ Sidewalks were broken or cracked ___________________________

☐ Sidewalks were blocked by poles, signs, plants, vehicles, etc. ___________________________

☐ Sidewalk was not continuous ___________________________

☐ Sidewalk interrupted by many sloped driveways making it difficult to proceed ahead smoothly ___________________________

☐ Sidewalks were not wide enough for two people to walk together side by side (at least 5 feet across) ___________________________

☐ Sidewalk did not have a parkway (grass or trees) separating it from the street ___________________________

☐ Intersections did not have curb ramps for wheelchairs, strollers, and wagons ___________________________

☐ Other problems ___________________________


Total Number of Problems: 0 1 2 3 4 5 6 7 8 9
Section 2: Street Crossings

Check the box below for each problem you find and write the location in the space provided:

☐ The road was too wide to cross easily

☐ Traffic signals made us wait a long time

☐ Traffic signals did not give us enough time to cross the street

☐ The crosswalk was not marked or was poorly marked

☐ I had to walk too far (more than 300 feet) to find a safe, marked crossing

☐ There was no median on the street to provide a safe place to cross a wide street

☐ The crossing did not have a pedestrian activated button

☐ Other problems:

Total Number of Problems: 0 1 2 3 4 5 6 7 8

Section 3: Driver Behavior

Check the box below if drivers did the following things and write the location in the space provided:

☐ Did not yield to people crossing the street

☐ Turned into people crossing the street

☐ Were driving too fast to make you feel safe

☐ Sped up to make it through traffic lights or drove through traffic lights

☐ Did not stop at stop signs

☐ Stopped inside of the crosswalk

☐ Did not look when backing out of driveways

☐ Other problems:

Total Number of Problems: 0 1 2 3 4 5 6 7 8
Section 4: Safety

Check the box below for each problem that made you feel unsafe and write the location in the space provided:

☐ People loitering outside of buildings
☐ Presence of panhandling and/or homeless
☐ Speeding vehicles
☐ Insufficient or no lighting
☐ Vacant lots or rundown buildings
☐ Unleashed and/or noisy dogs
☐ Graffiti
☐ Other problems

__________________________________________
__________________________________________
__________________________________________

Total Number of Problems: 0 1 2 3 4 5 6 7 8

Section 5: Comfort and Appeal

Check the box below for each problem you find and write the location in the space provided:

☐ No grass, flowers, or trees
☐ Not enough lighting to make you feel safe
☐ Bus stop did not have shelter or shade
☐ Bus stop did not have a bench
☐ Lots of litter or trash and/or cigarette butts
☐ Dirty air due to automobile exhaust
☐ Bad smells or odors
☐ No place to sit and rest along my route
☐ Other problems

__________________________________________
__________________________________________
__________________________________________

Total Number of Problems: 0 1 2 3 4 5 6 7 8 9
Section 6: Pedestrian Behavior

Check the box below for each problem you find and specify the location(s) where it was difficult to:

☐ Find a marked crosswalk

☐ See drivers and/or be seen by drivers

☐ Walk on the sidewalk because of overgrown bushes/plants/trees

☐ Make it across the street before the light changed

☐ Cross multiple, sloped driveways

☐ Locate the pedestrian push button

☐ Other problems:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total Number of Problems: 0 1 2 3 4 5 6 7

Neighborhood Walkability Score

Write your total scores below from the previous sections, and add those numbers to get your total neighborhood walkability score.

Section 1 + Section 2 + Section 3 + Section 4 + Section 5 + Section 6 = Total Walkability

0-9 Very walkable Celebrate! You have a great neighborhood for walking

10-19 Walkable Good. Some improvements can be made.

20-29 Somewhat walkable Okay. The neighborhood needs work to improve walkability.

30-39 Not very walkable It needs a lot of work. Use this guide to help make change.

40-49 Not walkable at all Start working. Your neighborhood is not safe to walk.

Date __________________ Name __________________

Read further to see how you can get involved.

This walkability tool is adapted from the YEAH! Training Manual (www.ourcommunityourkids.org) and was created from the following:

The Pedestrian and Bicycle Information Center Walkability Checklist
By the California Department of Health Services’ California Nutrition Network for Healthy, Active Families for the Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention Project.

Environmental Assessments developed by Samuels & Associates (www.samuelsandassociates.com) for the Healthy Eating, Active Communities Program.

The Boyle Heights Walkable Neighborhoods for Seniors Project Walk Audit Form by Safe & Healthy Communities Consulting.

WalkSanDiego input from ongoing community walk audits.
How Can I Help Make My Neighborhood More Walkable?

**Short Term:**

- Call your city and give them a copy of your Walkability Checklist. They rely on community members like you to know where problems are located and are required to respond.

- Have your friends contact them, too, to emphasize the safety concern. Look on the back of this Guide for city contact information.

- For specific problem areas, ask city staff to meet you at the site and assess together.

- Some cities have a committee to discuss these kinds of problems. Find out which cities have these committees at www.walksandiego.org.

- Stay in touch with the city to find out what solutions are proposed and when they will be put in place.

- Contact your councilperson about your concern.

- Report illegally parked cars, graffiti and unsafe drivers to police.

- Contact WalkSanDiego for more information at walksandiego.org or 619-544-9255.

**Long Term:**

- Get involved with a local community planning group to talk more about safe walking and to work together for change.

- Contact your city’s Planning Department and ask for information about existing community groups.

- Keep working with the city to ensure the problem is addressed. Get other neighbors involved to emphasize the safety concern.

- Gather a group of interested neighbors to create a coalition and monitor pedestrian safety issues within your community.
Benefits of Walkable Communities

Did you know that people who live in walkable neighborhoods make four times as many walking and biking trips, three times as many transit trips, take fewer car trips, and drive fewer miles?\(^1\) In a walkable community, cars and traffic speeds are slower and more controlled making it a safer place for walking.\(^2\) Read on to learn more about the many benefits of walking.

### Health

**Walkable communities promote physical activity and good health.**

- Children who walk are more active and develop a sense of independence contributing to a life-long habit of walking.\(^2\)
- Walking 30 minutes per day can reduce the risk of obesity, cancer, heart disease, high blood pressure, and diabetes, and improve your mood and mental performance.\(^3,4\)
- Seniors living in a walkable community have greater mobility and independence, which helps reduce falls and gives them more energy for the things they enjoy.\(^5\)

### Economic

**Walkable neighborhoods financially benefit the people who live & work there.**

- People that live in a walkable community can walk to buy groceries, do their laundry, and other errands close to their home which supports local businesses and saves money that would otherwise go towards gas.\(^4\)
- There are fewer cars on the road reducing the need for spending city funds on road improvements.\(^2\)
- Residential property values are more likely to increase in walkable communities.\(^6\)
Crime Prevention & Safety

Walking puts more ‘eyes on the street’.

- Walking in your neighborhood helps prevent crime because there are more people around looking out for one another.7
- A walkable community means a pedestrian is less likely to get hit by a car and injured.6

Community Strength

Walking in your neighborhood builds a sense of community.

- People in walkable neighborhoods have a greater level of pride and sense of ownership.8
- Walking in your neighborhood allows you to interact with neighbors, forming connections and social support.3,8

Environment

Think globally, act locally.

- If there are more people walking, there are fewer cars on the roads and less traffic congestion, less air and noise pollution, and less gas being used, which creates a healthier world for all of us.3

References:
Resources

Contact your city’s traffic engineer to tell them about your walkability concern. Tips for what to say when working with the city and more detailed information on city contacts can be found on WalkSanDiego’s website, www.walksandiego.org.

City of Carlsbad 760-602-2730
City of Chula Vista 619-691-5026
City of Coronado 619-522-7383
City of Del Mar 858-755-3294
City of El Cajon 619-441-1653
City of Encinitas 760-943-2298
City of Escondido 760-839-4595
City of Imperial Beach 619-423-8311
City of La Mesa 619-667-1144
City of Lemon Grove 619-825-3810
City of National City 619-336-4350
City of Oceanside 760-435-4373
City of Poway 858-668-4668
City of San Diego 619-527-7500
City of Santee 619-258-4100 x 167
City of San Marcos 760-744-1050 x 3229
City of Solana Beach 858-720-2470
City of Vista 760-726-1340 x 1383
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