

# People's Academy for Community Engagement

*A Pilot Program of Seattle Dept. of Neighborhoods*

## Session One: Approaches to Leadership & Introduction to Inclusive Outreach and Public Engagement

3 Hours

*Notes: Discussion should still take place about whether to have orientation or not. Extra time should be set aside if no designated orientation to the program. Orientation should include an overview of what the year will look like, roles of the facilitator, roles of the participants, and the syllabus of the institute and ground rules as a group. Should specifically talk about how the popular education model is different than other models of learning and why we chose this method.*

**Homework** – given prior to attending first session: Come with examples of effective leaders and be prepared to discuss why you think they are a good leader.

| Topic   | Purpose, Extra Information, Points of Clarification, and or Examples  | Suggested Activity  |
|---|---|---|
| <b>In the beginning...</b> <ul style="list-style-type: none"> <li>• Check in</li> <li>• Food</li> <li>• Name Tags</li> <li>• Circulate around the resource tables.</li> </ul> | <ul style="list-style-type: none"> <li>• Orient participants to institute</li> <li>• To get to know each other in an informal way.</li> <li>• Set the tone of a fun, creative workshop.</li> <li>• Get settled</li> </ul>   |   |
| <b>What is a leader?</b>  | <ul style="list-style-type: none"> <li>• Setting the stage for the group and the participatory model</li> <li>• Common responsibilities of a community leader</li> <li>• Ethics and wisdom of leadership</li> </ul>   | First have participants write answer and seal in envelope to open at end of institute. Class discussion   |
| <b>Ice breaker</b>  | To further develop relationships and to set the tone of the session   | Come up with class example to follow throughout entire institute  |
| <b>Leadership as service</b>  | Servant-Leader Model contrasted with Leader-Follower Model<br><br>Outline different leadership styles through story-telling<br>Participants identify what kind of leader they are<br><br>Kouzes/Posner: <ul style="list-style-type: none"> <li>• Model the Way</li> </ul> | Examples of effective leaders are presented by participants from homework assignment and discussed. Discuss the handout from p. 22 on "The Five |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Inspire a Shared Vision</li> <li>• Challenge the Process</li> <li>• Enable Others to Act</li> <li>• Encourage the Heart</li> </ul> <ul style="list-style-type: none"> <li>• Importance of building and maintain relationships <ul style="list-style-type: none"> <li>- Leadership is a relationship between those who aspire to lead and those who choose to follow.” P.20 Kouzes/Posner</li> </ul> </li> </ul> <p>Share examples from NDC’s of how strong community relationships fostered leadership</p> | Practices and Ten Commitments of Leadership.”<br>Small group discussions on examples. What type of interaction do you prefer? How do you foster relationship building? |
| <b>Diversity in leadership roles</b>                   | <ul style="list-style-type: none"> <li>• Leaders who reflect and represent their constituents.</li> <li>• Empowering historically underrepresented communities.</li> </ul>  | Discussion: What does diversity mean to you?   |
| <b>Prevent burnout as a leader; Exercise self care</b> | <ul style="list-style-type: none"> <li>• Importance of delegating</li> <li>• Remembering why you got involved</li> <li>• Taking “me-time”</li> <li>• Time management</li> <li>• Diversifying projects and duties</li> </ul>   |  |
| <b>Bow out gracefully</b>                              | <ul style="list-style-type: none"> <li>• How to bow out gracefully</li> <li>• How to handle transitions</li> <li>• Develop new leaders</li> </ul>   |  |

## Session One (cont’d): Inclusive Outreach and Engagement

| <b>Topic</b>  | <b>Purpose, Extra Information, Points of Clarification, and or Examples</b> | <b>Suggested Activity</b>  |
|---|---|--|
| <b>In the beginning...</b> <ul style="list-style-type: none"> <li>• Check in</li> <li>• Food</li> <li>• Name Tags</li> <li>• Circulate around the resource tables.</li> </ul> | Purpose: To convey the value of including different                         | Pre-class assignment:<br>Attend a district council, CNC, neighborhood/community council meeting.<br><br>Review the City’s RSJI information (on website). |

|   |  |  |
|---|--|--|
| <p><b>History of RSJI, purpose, etc.</b></p>  | <p>Race the power of illusion snippet?</p>   |  |
| <p><b>Ice breaker</b></p>   | <p>Understand the struggles (of both sides) when integrating different groups for one purpose and/or event.</p>  | <p>Guess Who's Coming to Dinner? exercise</p>  |
| <p><b>Who are the HUCs (historically-underrepresented communities) in your community?</b></p> | <ul style="list-style-type: none"> <li>• This helps define and identify the topic and need of Inclusive Outreach and engagement.</li> <li>• "Commoncensus" using census data and common knowledge of who has a presence in your community.</li> </ul>  | <p>Exercise or discussion: Mapping...where and who are they.</p>                                       |
| <p><b>Inclusive outreach and engagement</b></p>   | <p>Pros and cons of outreaching and engaging inclusively</p> <p><b>What's the value, the why?</b><br/>Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p> <ul style="list-style-type: none"> <li>• Value and purpose of inclusiveness</li> <li>• Making everyone feel that they are a part of the community</li> <li>• Involving people in the decisions that affect them is important</li> <li>• Helps diversify thinking and solve problems in new and creative ways</li> <li>• Finding common ground, values, aspirations, needs, dreams, etc. will help to be effective in working with diverse population</li> <li>• Social Justice</li> <li>• Empowering those who feel they do not have a voice contributes to society</li> </ul> | <p>Discussion where participants list pros and cons.</p>   |
| <p><b>The onions of culture: cross-cultural communication</b></p>                             | <ul style="list-style-type: none"> <li>• The outer layer you see may be different than the core values you don't see.</li> <li>• Be humble and gracious;</li> </ul>  | <p>Game: phrases in different languages? e.g. Where is the bathroom?<br/>"It's rude to be on time"</p> |

|   |  |   |
|---|--|---|
|   | <p>don't assume. Be willing to learn (continuously).</p> <ul style="list-style-type: none"> <li>• Ask, don't assume.</li> <li>• Don't force assimilation.</li> <li>• Learn how to accommodate.</li> <li>• Actions</li> <li>• Facial expressions</li> </ul>   | <p>What are customs of your culture? Don't make list of other cultures.</p> |
| <p><b>Different models reaching out to groups</b></p>   | <ul style="list-style-type: none"> <li>• Trusted Advocate Model (Annie E. Casey)</li> <li>• SPU's model</li> <li>• Involving All Neighbors</li> <li>• Public Outreach Liaisons</li> <li>• Ally/Co-Ally/Alliance</li> <li>• Ally is a person of power helping people</li> <li>- Co-ally is someone who a person who belongs to the group</li> </ul> |   |
| <p><b>Tools and methods of engagement</b><br/><i>(could move topic to session two if not enough time)</i></p> | <ul style="list-style-type: none"> <li>• Translation</li> <li>• Interpretation (equipment, interpreters)</li> <li>• Gathering around food</li> <li>• Providing Childcare</li> <li>• Hosting meetings in safe and familiar places to community</li> </ul>   |   |
| <p><b>Tools and methods outreach</b><br/><i>(could move topic to session two if not enough time)</i></p>      | <ul style="list-style-type: none"> <li>• One particular way doesn't work with every community</li> <li>• Ask the community of the preferred method of being outreached tool</li> <li>• Face to face</li> <li>• Newsletter and papers</li> <li>• Phone calls</li> </ul>   |   |

**Homework:** Visit a community meeting and evaluate how inclusive it is (give worksheet).

## Session Two: Inclusive Outreach and Public Engagement (continued from Session One)

### & Community Organizing

In this session, we hope to familiarize group members with the array of community resources and partnerships available, inform group members of the resources available online, in the media, and in their communities that can be used as a means of communication as well as organization tools. This session will allow group members to learn how to develop and use outreach plans as well as identify the differences between outreach and engagement and when to use one over the other.

*Learning Objectives:*

- *How to identify and use community resources and partnerships (POLs)*
- *How to use and apply online communication and organizing tools*
- *How to develop and use and outreach plan*
- *To distinguish between outreach and Engagement.*

| Topic  | Purpose, Extra Information, Points of Clarification, and or Examples  | Suggested Activity   |
|--|---|--|
| <b>Understanding IOPE</b>  | Evaluate IOPE strategies which participants observed outside of class at a meeting  | Discuss homework assignment<br>Ask again: <b>What's the value, the why?</b><br>Why include people of different backgrounds, ages, races, abilities, gender, religion, class? |
| <b>Outreach and Engagement</b><br>• Differences between O&E -When to use one and not the other | To differentiate between outreach and engagement and to learn when one is more effective than the other.<br><br>One method brings one type of people together. It is necessary to choose the right method for the right audience and to utilize various methods to reach a diverse group of people<br><br><b>Outreach:</b> Activities intentionally employed to make contact and potentially develop working relationships with specific individuals and/or groups for purposes, but not restricted to, sharing | IOPE guide as homework/at home reading<br><br>Developing and outreach or engagement plan<br><br>Long term or short term  |

|   |  |   |
|---|--|---|
|   | <p>information, education, or service provision.</p> <p><b>Community Engagement:</b> Activities that intentionally enable community members to effectively engage in deliberation, dialogue, and action on public issues and in the design and delivery of public services. Developing and sustaining a working relationship between government and one or more community groups to help both understand and act on the needs or issues that the community experiences.</p> <p>Create culturally relevant materials</p> <ul style="list-style-type: none"> <li>• Various methods of Outreach and Engagement <ul style="list-style-type: none"> <li>- Story Telling</li> <li>- One on one interviews</li> <li>- Campaign</li> <li>- Networking</li> <li>- Website</li> <li>- Enewsletter</li> <li>- Email listserv</li> <li>- Facebook/twitter</li> <li>- Brochure</li> <li>- Flyer</li> <li>- Phone</li> <li>- Door to door</li> <li>- Presentation</li> <li>- Meeting or workshop</li> <li>- NDCs</li> <li>- NSC</li> </ul> </li> </ul> |   |
| <p><b>Identify resources and partnerships</b></p> <ul style="list-style-type: none"> <li>• Asset Mapping</li> <li>- Existing resources e.g. POLs</li> <li>- Discuss allies</li> </ul> | <p>To orient group members of the available resources and partnerships</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Meeting places</li> <li>• Points of interest</li> <li>• Large employers</li> <li>• Popular hangout places or stores</li> <li>• Parks</li> </ul>   |   |
| <p><b>Build capacity of community Groups</b></p>  | <ul style="list-style-type: none"> <li>• Foster collaboration by promoting cooperative goals and building trust. p.277 Kouzes/Posner</li> <li>• Maintaining presence in community, e.g.</li> </ul>   | <p>Civil rights example or other from history</p> |

|  |   |   |
|--|---|---|
|  | <p>regular meetings, blogs, articles in local paper</p> <ul style="list-style-type: none"> <li>• Reaching out to other local groups to see where collaboration can occur</li> <li>• Develop a supportive structure</li> <li>• Formulate a strategy</li> <li>• Assess facilitating and limiting forces</li> <li>• Identify the influentials</li> <li>• Establish relationships</li> <li>• Obtain resources (materials and money)</li> <li>• Evaluate accomplishments</li> <li>• Tell your story to inspire action</li> <li>• Start small with a project that's realistic and achievable</li> <li>• Build on what's already successful in the community</li> <li>• Sustain leadership, keep new members coming, and existing members engaged</li> <li>• Focus on outreach in beginning as well as project development to ensure participation and support</li> <li>• Meet with elected officials to share project, solicit support</li> <li>• Develop broad base of resources to draw upon, e.g. NMF, OED, etc</li> </ul> |   |
| <p><b>Building and sustaining members, leaders and HUC involvement</b><br/><b>Expand to RSJI</b></p> | <p>How do you sustain involvement?</p> <ul style="list-style-type: none"> <li>• Having a shared vision/mission, develop as a group and use as a touchstone throughout project</li> <li>• "Founder's Syndrome" What is it and how to overcome it</li> <li>• Term limits, rotations, and succession planning</li> <li>• Recognizing contributions on regular basis</li> <li>• Celebrating small successes along the way</li> <li>• Recruiting personally is effective</li> <li>• Asking what skills they need to learn/improve on and supporting their development through training, etc</li> </ul>   | <p>Who is in your audience and how do you communicate with them?</p> <p>How have you seen people grow as leaders? How have you seen leaders recognized or rewarded?</p> |
| <p><b>Communication and organizing via the internet, media, and community announcements</b></p>      | <ul style="list-style-type: none"> <li>• To learn about various ways of maximizing communication and planning over the internet</li> <li>• Facebook</li> <li>• Twitter</li> <li>• Doodle</li> <li>• Surveymonkey (lots)</li> <li>• Google tools (Google doc, Google calendar)</li> </ul>  | <p>Outreach Tool Kit</p>  |

|   |   |   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>• Dropbox</li> <li>• Evite</li> <li>• Listserv</li> <li>• Community announcement pages and entities</li> <li>• Blogs</li> <li>• Use media (calendars, press releases, online newspapers, adversarial)</li> <li>• Public access TV</li> <li>• Public service announcements</li> <li>• Ethnic media</li> <li>• Newsletter</li> </ul>         |   |
| <p><b>Organizing and keeping accurate records</b></p> <ul style="list-style-type: none"> <li>• Using updated mailing lists</li> <li>• Consistent records – what works?</li> </ul> | <p>To learn who your contacts are and how to keep them informed</p> <p>To be able to identify the who the key members of your group</p> <p>To learn the importance of transparency in your process – maintain your credibility</p> <ul style="list-style-type: none"> <li>• Keeping minutes and agendas</li> <li>• Finances and invoices</li> <li>• Website up to date</li> </ul> | <p>Organizational tools and/or worksheets</p> |

**Homework:** Review access to community resources online, look at government websites. (give list of questions)



## Session Three: Accessing Government

3 Hours

Notes on the Session: Homework should be assigned in previous session to learn about or refresh information about the various levels of government, check and balance system and also to fill out the “Who Represents You” worksheet. Session should focus on discussion about how to navigate power structure, various methods of interacting and networking with the government, and on the budget process. Encourage Council members, Representatives, or other political figure to be a guest.

| Topic   | Purpose, Extra Information, Points of Clarification, and or Examples  | Suggested Activity                                       |
|---|---|--|
| <p><b>City Government</b></p> <ul style="list-style-type: none"> <li>• Executive Branch                             <ul style="list-style-type: none"> <li>◆ City Departments</li> </ul> </li> <li>• City Council</li> <li>• Judicial</li> <li>• Jurisdictions and Responsibilities</li> <li>• Budget Process</li> <li>• Path of Policy</li> <li>• Interacting with the city</li> </ul> | <ul style="list-style-type: none"> <li>• Online tools and helpful websites</li> <li>• Examples of policy process (how an idea from a community turned into a policy)</li> <li>• District Coordinators</li> <li>• Frequently used terms: Bill, Ordinance, Referenda, Initiative, Resolutions, Code, Sly</li> </ul>                         | <p>How a bill is passed school house rock? Jeopardy?</p> |
| <p><b>King County</b></p> <ul style="list-style-type: none"> <li>• Executive Branch (Executive)</li> <li>• Metropolitan King County Council</li> <li>• Judicial</li> <li>• Jurisdictions and Responsibilities (public health)</li> <li>• Budget Process</li> <li>• Path of Policy</li> <li>• Interacting with the county</li> </ul>   | <ul style="list-style-type: none"> <li>• Online tools and helpful websites</li> <li>• Examples of policy process (how an idea from a community turned into a policy)</li> </ul>   |  |
| <p><b>Washington State</b></p> <ul style="list-style-type: none"> <li>• Executive Branch (Governor)</li> <li>• Legislature</li> <li>• Judicial</li> <li>• Jurisdictions and Responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• EG. Lobby Days in Olympia with different special interest groups (political parties, environmental, union, cause, etc.)</li> <li>• Online tools and helpful websites, EG. Telephone Hotline</li> <li>• Examples of policy process (how an idea from a community turned into a policy)</li> </ul> |  |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Budget Process</li> <li>• Path of Policy</li> <li>• Interacting with the state</li> </ul>  |  |   |
| <p><b>Port of Seattle</b></p> <ul style="list-style-type: none"> <li>• Commissioners</li> <li>• Executive</li> <li>• Divisions</li> <li>• Jurisdictions and Responsibilities</li> <li>• Budget Process</li> <li>• Path of Policy</li> <li>• Interacting with the port</li> </ul>                  | <ul style="list-style-type: none"> <li>• Online tools and helpful websites</li> <li>• Examples of policy process (how an idea from a community turned into a policy)</li> </ul>  |   |
| <p><b>Federal Government</b></p> <ul style="list-style-type: none"> <li>• Executive Branch</li> <li>• Legislature</li> <li>• Judicial</li> <li>• Jurisdictions and Responsibilities</li> <li>• Budget Process</li> <li>• Path of Policy</li> </ul> <p>Interacting with the federal government</p> | <ul style="list-style-type: none"> <li>• Online tools and helpful websites</li> <li>• Examples of policy process (how an idea from a community turned into a policy)</li> </ul>  |   |
| <p><b>The District Council system</b></p>   | <ul style="list-style-type: none"> <li>• To learn the different rules and functions of the City Neighborhood Council, District Council, and Neighborhood and community councils.</li> </ul>  | <p>Find out who your NDC is and how to contact them</p>   |
| <p><b>Advocate for change</b></p> <ul style="list-style-type: none"> <li>• Public Testimony</li> <li>• Generating Support for your Cause</li> <li>• Forming New Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• To introduce our group members to the way they can advocate for change, and how using public testimony can be an effective way in generating support.</li> </ul>  | <p>Share your story.<br/>Organize a mock event.</p>   |
| <p><b>Forging community partnerships and engaging key decision makers</b></p>   | <ul style="list-style-type: none"> <li>• Why is having a relationship with community partners and key decision makers important? How do you establish those relationships? How is it beneficial for them to be in a relationship with you?</li> <li>• Create unique relationships on a personal level</li> </ul> | <p>Make an appt. with a local representative. Come up with and use a unique approach to get to know your legislator/representative.</p> |

|   |   |   |
|---|---|---|
|   | <p>(coffee chat) before introducing your agenda or asking for something</p> <ul style="list-style-type: none"> <li>• Making an in office appt and having a prepared 90 second statement of purpose and all to action</li> <li>• Writing effective letters</li> <li>• Site visits – they visit your project, social visit</li> <li>• Send them invitations to your events</li> </ul>   |   |
| <p><b>Community level problem and issue solving</b></p> <ul style="list-style-type: none"> <li>• What has happened previously in city history?</li> <li>• Online research – key websites include City Clerk</li> <li>• Research Room</li> <li>• District Coordinators as resources and referral tool</li> </ul> | <p>Learning historical context and to know where to go if problems arise.</p> <ul style="list-style-type: none"> <li>• e.g. there is a piece of property that is an “eye sore” within a community. Who owns it? What can be done about it?</li> <li>• If there is an issue then you need to know where to go for information and history. Once you know the background you have several options of solving the problem.</li> <li>• Civic engagement by political pressure and lobbying is one method of getting results.</li> <li>• Creating your own project to combat the issue is another way.</li> <li>• Often there are pre-existing issues within our community that have created barriers in coming together for current issues. Learn to identify ongoing issues, and decided whether addressing these issues can complement your action plan focus, or become a hurdle.</li> </ul> | <p>What are the various methods of finding information?</p>   |
| <p><b>Analyze accessibility of government resources</b></p>   | <p>Understand the ways people can communicate their ideas and concerns to governmental entities, the challenges they may face, and how to overcome them.</p>  | <p>Discuss homework assignment<br/> <b>Ask again: What’s the value, the why?</b><br/> Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p> |

**Homework:** Talk with an NDC regarding a problem in the neighborhood. Research what’s being done to address it by community groups and what government’s role is in the project.

## Session Four: Event Planning and Meeting Facilitation

3 Hours

Notes on the Session: *Purpose of this session is to share the best practices of event and meeting planning. The success of a cause can be measured by the success of the planning of the meetings and events*

| Topic  | Purpose, Extra Information, Points of Clarification, and or Examples   | Suggested Activity   |
|--|--|--|
| <p><b>Examine ways to address neighborhood issue at the local level and what role gov. plays</b></p>   | <p>Understand the complexities and multiple layers involved in addressing a neighborhood issue.</p>  | <p>Discuss homework</p>  |
| <p><b>Meeting 101</b></p> <ul style="list-style-type: none"> <li>• What is needed to plan a meeting?</li> <li>• What is a good meeting?</li> </ul> | <ul style="list-style-type: none"> <li>• Define purpose of the meeting</li> <li>• Select which format of meeting you should use</li> <li>• Once you have a purpose, evaluate if you really need to meet</li> <li>• Determine your budgetary needs</li> <li>• Greeting members and make them feel welcome—even late comers</li> <li>• Assessment of need</li> <li>• Laying out of the ground rules of participation.</li> <li>• Recap prior meeting</li> <li>• Providing refreshments when possible</li> <li>• Start on time, end on time</li> <li>• Review agenda and set priorities for a meeting.</li> <li>• Encourage group discussions</li> <li>• Encourage feedback ideas</li> <li>• Keep conversation focused on the topic</li> <li>• Have someone keep meeting minutes</li> <li>• Incorporate a bio break/break time</li> <li>• Summarize agreements reached at the meeting.</li> </ul> |  |
| <p><b>Meeting formats</b></p>  | <p>Some Examples of Meeting formats if the group cover it</p> <ul style="list-style-type: none"> <li>• Community meeting</li> <li>• Public meeting</li> <li>• Fundraiser</li> <li>• Group meeting</li> <li>• Board meeting</li> <li>• Event</li> <li>• Party</li> <li>• Town hall</li> <li>• Round tables</li> </ul>   | <p><b>Suggested Discussion:</b><br/>Have folks identify what kind of meeting formats there are. Why people get involved.</p> |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Community forums</li> <li>• Neighborhood walk/visit</li> <li>• Work group/task force</li> <li>• Focus Group</li> </ul>   |  |
| <p><b>Methods of decision making</b></p> <ul style="list-style-type: none"> <li>• Roberts Rules of Order</li> <li>• Consensus building</li> </ul> | <ul style="list-style-type: none"> <li>• Go over pros and cons</li> <li>• In your past experience, what types of decision-making methods have you participated in?</li> <li>• What model does the government use? Robert's Rules. Refer folks to groups that do teach it.<br/><a href="http://www.jurassicparliament.com/training.html">http://www.jurassicparliament.com/training.html</a></li> <li>• Cross-cultural communication (see IOPE session)</li> </ul> <p><b>Ask again: What's the value, the why?</b><br/>Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p> |  |
| <p><b>Location, location, location.</b> (for both meeting and events)</p>   | <ul style="list-style-type: none"> <li>• ADA accessibility as practice.</li> <li>• Appropriate venue for your type of meeting (size, shape, bathrooms, setup, cost, special equipment)</li> <li>• Parking, accessibility to transit.</li> <li>• Childcare (extra room that is child safe)</li> <li>• Visit potential sites before booking</li> <li>• Appropriate size</li> <li>• ADA accessible</li> <li>• Set up needs (chairs, podium, AV equipment)</li> </ul>   |  |

|   |   |   |
|---|---|---|
| <p><b>Event planning 101</b></p>                                      | <ul style="list-style-type: none"> <li>• Define the event purpose</li> <li>• How many people do you need to make it happen?</li> <li>• Does the event serve a need?</li> <li>• Do you have the resources to make it happen?</li> <li>• Have you identified your target audience?</li> <li>• Select an event date that is not in conflict with other major events in the community or religious observances</li> <li>• Select their planning committee members</li> <li>• Event cost estimates, what can you afford?</li> <li>• Compile your mailing list</li> <li>• Send out save the dates</li> <li>• Develop a press release/marketing plan.</li> <li>• Do you need a special permit?</li> <li>• Finalize your design</li> <li>• Mail out invitations at least two weeks in advance</li> <li>• Assign event duties to volunteers</li> </ul> | <p>Give timeline sample or template</p> |
| <p><b>Timelines (use project management tools and techniques)</b></p> | <ul style="list-style-type: none"> <li>• Begin planning for small meetings 3-6 months. Major events you will want to plan 6 months to a year out.</li> <li>• Establish deadlines</li> <li>• Set small goals</li> <li>• Assign duties</li> <li>• Meeting timelines throughout the year</li> </ul>  |   |
| <p><b>Post meeting and event work</b></p>                             | <ul style="list-style-type: none"> <li>• Thank you notes</li> <li>• Announcement of follow-up meeting.</li> <li>• Event debrief (with committee)</li> <li>• Documenting process with record keeping including expense and who did what.</li> </ul>  |   |

**Homework:** Get list of current Neighborhood Matching Fund projects. Interview applicant regarding process, community organizing, project planning, etc.

## Session Five: Community Project Management, Resource Development, & Problem Solving

*3 Hours*

| Topic   | Purpose, Extra Information, Points of Clarification, and or Examples   | Suggested Activity  |
|---|--|---|
| <b>Creating Innovative solutions for improving neighborhoods</b>  | <ul style="list-style-type: none"> <li>• Identify passions and interests of individuals and community</li> <li>• Apply talents/interests to improving neighborhoods</li> </ul>   | Discuss homework  |
| <b>Planning a community project</b>   | <ul style="list-style-type: none"> <li>• Explore how combined interests lead to community building project idea</li> <li>• Develop a draft project narrative: project idea of assessed needs, resources (including people, places and things), organizing tools, project community building description and outcomes.</li> <li>• Risk analysis- assessing vulnerabilities</li> </ul>   | <b>Exercise:</b> Paper Airplane round robin with speed flights of fancy ideas.                                |
| <b>Identifying and utilizing community resources</b>  | <ul style="list-style-type: none"> <li>• Map your Neighborhood/Community</li> <li>• Identify strategies for connecting to outside resources: one person, one leader, neighborhood group, Neighborhood project, or Neighborhood</li> <li>• Identifying Community connectors</li> </ul> <p><b>Ask again: What's the value, the why?</b><br/>Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p>  | <b>Exercise:</b> Show examples of completed Asset Maps and give instructions for mapping homework assignment. |
| <b>Resource Development</b> <ul style="list-style-type: none"> <li>• What are existing unused or underutilized resources in the community</li> <li>- Opportunities for partnership and allies</li> <li>• Neighborhood Matching Fund</li> <li>- Small Sparks Fund</li> <li>- Small and Simple Projects Fund</li> </ul> | <ul style="list-style-type: none"> <li>• Looking at community's assets, resources, events and how you might collaborate to further develop your project and build community. E.g. participate in an annual neighborhood event (pm)</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Perhaps a school building is only used during the day – can partnerships be made to cover for security, maintenance, etc.</li> <li>• Are there unused pieces of property? (i.e. shoreline street end program – problem solving privilege and access to government acquirement and POF)</li> <li>• Can a problem area turn into an asset? (i.e.</li> </ul> | Brainstorm: Business, Institution, Government resources – underutilized and utilized                          |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>- Large Projects Fund</li> <li>- OED business district</li> <li>- Technology matching fund</li> <li>- Waterway matching fund?</li> <li>- Parks opportunity fund</li> </ul> | <p>Fremont Troll)</p>  |   |
| <p><b>Grant Writing &amp; Fundraising</b></p>   | <ul style="list-style-type: none"> <li>• Developing a scope of work</li> <li>• Dedicating volunteers to goals</li> <li>• Identifying resources</li> <li>• Developing budget</li> <li>• Creating a fundraising Plan</li> <li>• Researching funding opportunities</li> <li>• Assessing geography of funding-what is hot and not!</li> <li>• Creating draft timeline for funding opportunities and flow chart of possibilities</li> </ul>   | <p><b>Exercise:</b> Flow Chart/Timeline drafting- Share techniques</p>  |
| <p><b>Neighborhood Matching Fund</b></p>  | <ul style="list-style-type: none"> <li>• City organization and City funding options</li> <li>• The NMF and purpose, Resource Match</li> <li>• Developing relations with NMF Project Managers- advise on best practices, local mentors, sample successful projects</li> <li>• Developing relations with District Coordinators to create network of support</li> <li>• Basics on project types</li> <li>• Basics on the application process</li> <li>• Fundamentals on filling in the blanks.</li> </ul> | <p><b>Exercise:</b><br/> 1) Find your mentors. Identify Community Connectors<br/> 2) Fill out a Small Sparks application draft in teams</p>                             |
| <p><b>Implementing a Community Project</b></p>  | <ul style="list-style-type: none"> <li>• Steering committee and volunteer fundamentals</li> <li>• Ongoing Outreach to greater community</li> <li>• Transparency in project development and implementation</li> <li>• Clear goals and timeline with identified scope that is mutually agreed upon.</li> <li>• Marking project mileposts</li> <li>• Reporting procedures</li> <li>• Checking in with each other and funders</li> </ul>   | <p><b>Exercise:</b> Shared experiences roundtable.</p>  |
| <p><b>Building and Sustaining Momentum</b></p>  | <ul style="list-style-type: none"> <li>• Mobilization transforming into sustainable empowerment</li> <li>• Neighbor Trusts: investing in your community over time, building the investment and ability to withdraw for action without bankrupting yourselves</li> <li>• How to develop enthusiasm beyond single issue campaigns</li> </ul>   | <p><b>Exercise:</b> Brainstorming on- 1) Hot Sparks for energizing communities (Rewards tossed out for out of the box ideas.)<br/> 2) Crazy downers you have heard.</p> |



|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Fun and Food and Celebration</li> <li>• Share Successes (branding and marketing)</li> <li>• Acknowledging the activists</li> <li>• Group renewal with new blood and ideas</li> <li>• Being adaptable and inclusive</li> </ul> |  |
|--|--|--|

## Session Five (cont'd): Problem Solving

In this session we hope to learn how to recognize and work around the existing problems and history within the city, smaller neighborhood communities and with each other. This session will allow group members to research some of the history and problems that have become barriers to connectivity amongst communities working together. Participants will also learn valuable tools in conflict resolution as well as how to work with difficult people and techniques in dealing with problems that arises in meetings.

Learning Objectives:

- How to identify existing problems within communities and methods of turning them into assets.
- Learn to research the history of the groups we are working with
- To distinguish between conflict engagement and conflict resolution
- How to deal with a difficult person
- How to avoid and handle common problems that occur in meetings

| Topic  | Purpose, Extra Information, Points of Clarification, and or Examples   | Suggested Activity  |
|--|--|---|
| <p><b>Conflict Management</b></p> <ul style="list-style-type: none"> <li>• What causes conflict?</li> <li>• What gets in the way of progress?</li> </ul> | <p>Identifying difficult characteristics:</p> <ul style="list-style-type: none"> <li>• Talkative</li> <li>• Hesitant</li> <li>• Argumentative</li> <li>• Inattentive</li> <li>• Idea Zapper</li> <li>• Negative</li> <li>• Tangential</li> <li>• Rigid</li> <li>• The “Last Resort” Poor Listening</li> <li>• Lack of Focus</li> <li>• Repetition</li> <li>• Competition for Best Idea</li> <li>• Verbosity</li> </ul> | <p>Remember a time when you had to deal with a difficult person, how did you deal with this person?</p> <p>Assign people roles and the rest of the class doesn't know roles until they are identify</p> |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Passivity or Shyness</li> <li>• Rambling</li> <li>• Lack of Information</li> <li>• Personal Attacks</li> <li>• Pollyanna – too agreeable</li> </ul>  |   |
| <p><b>Conflict Resolution</b><br/>How to deal with difficult individuals in a professional and effective manner</p> <p>Learn how to avoid common problems in meeting and solutions and techniques in handling them</p> | <p>To learn effective ways to deal with chronically difficult people</p> <ul style="list-style-type: none"> <li>• Set ground rules in beginning</li> <li>• Reaffirm shared goals/values/mission</li> <li>• Utilizing neutral 3<sup>rd</sup> party mediator, ombudsperson, or facilitator is effective in some cases to resolve conflicts</li> <li>• Recognizing the value of hearing different opinions</li> <li>• Pulling out shared values/goals</li> <li>• Personality conflicts best handled outside of group setting</li> <li>• Techniques for resolving conflict</li> <li>• Conflict often occurs because people care</li> <li>• When to use a third party management.</li> <li>• Is conflict good? When is conflict good?</li> </ul> <p><b>Ask again: What's the value, the why?</b><br/>Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p> | <p>Mediation role play with participants giving feedback</p> <p>Communication styles questionnaire</p> <p>Come up with examples of each and brainstorm solutions</p> <p>Role play scenarios</p> |

**Homework:** Assett Mapping of community – in groups of 3-5 people who live in same area. Presentations will be made at the celebration at the end of the curriculum.

## Session Six: Public Speaking and Effective Communication

3 Hours

The goal of this session is to give the opportunity for participants to become more comfortable and confident around public speaking.

| Topic  | Purpose, Extra Information, Points of Clarification, and or Examples   | Suggested Activity  |
|--|--|---|
| <p><b>In the Beginning...</b></p> <ul style="list-style-type: none"> <li>• Check in</li> <li>• Food</li> <li>• Name Tags</li> <li>• Circulate around the tables</li> </ul>   | <ul style="list-style-type: none"> <li>• To get to know each other in an informal way.</li> <li>• Set the tone of a fun, creative workshop.</li> <li>• Get settled</li> </ul>  |   |
| <p><b>Ice Breaker</b></p>  | <ul style="list-style-type: none"> <li>• To further develop relationships and to set the tone of the session</li> </ul>  |   |
| <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Verbal and Non Verbal</li> <li>• Body language, eye contact, expression of voice.</li> <li>• Diversity and communication (between cultural groups)-cross cultural non verbal</li> <li>• Active Listening               <ul style="list-style-type: none"> <li>- Affirmation</li> <li>- Summarizing</li> <li>- Practice nonverbal and eye contact.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A lot of miscommunication happens when one or more parties have not listened accurately or have not felt heard</li> <li>• Conflict management covered in session 5</li> </ul> <p><b>Ask again: What's the value, the why?</b><br/>Why include people of different backgrounds, ages, races, abilities, gender, religion, class?</p> | <p><b>Activity: Two Minute Round Robin</b><br/>In pairs – one person talks for two minutes about a time when they felt listened to. After, partner spends one minute summarizing what they heard. Discuss exercise's process.</p> |
| <p><b>Communication tools</b></p> <ul style="list-style-type: none"> <li>• Writing Talking Points</li> <li>• Effective Letters and emails</li> <li>• Newsletters               <ul style="list-style-type: none"> <li>- Aesthetic (spacing, font, size)</li> <li>- Ink and Paper</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Utilizing communication tools effectively can improve the abilities of achieving success</li> </ul>   |   |
| <p><b>Public speaking</b></p> <ul style="list-style-type: none"> <li>• Giving Public Testimony -practice</li> <li>• Group Presentation</li> <li>• Effective Speaking and Verbal argument</li> <li>• The basics (avoid distracting habits, no ums, ahs, and likes; thank you in the end; develop your thesis, etc).</li> </ul>  | <ul style="list-style-type: none"> <li>• Many people feel uncomfortable about speaking in public – gauge group pulse</li> </ul>  |   |

## **Session Seven: Lessons Learned, Graduation and Celebration!**

Combine 2 classes and report out on learnings and asset mapping

\*\*\*\*

DRAFT