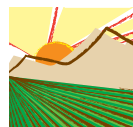


# POWERFUL PEOPLE:

Building Leadership for Healthy Communities

## Session 1: Leadership Orientation & Introduction to Creating Healthy Communities



*Central California*  
REGIONAL OBESITY  
PREVENTION PROGRAM

Healthy Environments • Healthy Choices • Healthy People

## Overview

### SESSION OBJECTIVES:

- Understand the leadership program's goals and objectives
- Understand how the environment affects personal and community health
- Gain a basic understanding of local health and obesity trends
- Gain a basic understanding of the obstacles to healthy eating and active living in the community
- Identify how to make healthy eating and active living more accessible in the community
- Understand how to create change through advocacy

### SUMMARY

Individual responsibility alone can't solve the obesity crisis and fails to address the root causes. The evidence suggests that environmental and policy factors impact obesity and community health more than individual approaches. In fact, efforts to address obesity have demonstrated that the promotion of healthy eating and active living through policy and environmental change efforts is very beneficial to community health.

In this session, participants will learn about the host organization/group offering the *Powerful People* program, review the goals and objectives, and get an overview of the health and obesity trends in their community. Through the facilitated discussion and group exercises, they will better understand the origins of obesity and its related chronic diseases, as well as discuss how these trends relate to their personal/family's health. The group will analyze statistics and evidence explaining why residents of some neighborhoods live longer and healthier lives than those in other neighborhoods. They will also identify the factors they believe are shaping their choices for healthy eating and active living. By the end of this session, the group should walk away with a basic understanding of their local environment's key obesity trends, and why changing their environment and the policies that govern it, is a way to address the obesity epidemic.

### Activity 1 — Introduction to the Leadership Program

Participants will learn about the goals and objectives of the *Powerful People* program, duration of the program, and topics to be covered. By reviewing the Program Overview, Curriculum Map and Training Calendar (refer to Handouts A, B and Appendix 1.2), participants will get a sense of the level of commitment that is required in order to get the most out of the program. Participants will also learn that a central part of the program is experiential. They will need to engage in advocacy and policy change that will increase access to healthy food and/or opportunities for active living in their community. Finally, participants will be asked to make a formal commitment to finishing the program and participating in the related policy project (see Appendix 1.1).

### **Activity 2 — A Healthy Community**

Participants are asked to share their personal vision of what would make their community healthier. They will share ideas in the context of improving access to healthy food and active living opportunities. The purpose of this exercise is to ground the conversation about access to healthy food/beverages and opportunities for physical activity in the participant's personal surroundings and experiences, as well as bringing out their own visions of what assets are needed or should be expanded in these areas. This process also gives the group an opportunity to build their working relationship and prioritize what changes are most important to making their community healthier.

### **Activity 3 — Agency Introduction and Local Health Issues**

*Agency Introduction and Local Health Issues* is a PowerPoint presentation that introduces participants to the mission of the host agency as well as the local or regional health and obesity trends. The group will reflect on the link between social and demographic information and community health status. This presentation will emphasize the concept of community driven advocacy and policy change efforts as the key to talking about the obesity epidemic — changing “what surrounds us” to improve opportunities for healthy eating and active living. Lastly, this presentation will include concrete examples of ways in which community groups have achieved policy, system or environmental changes that have improved access to healthy food and active living opportunities.

### **HOMEWORK**

In the homework assignment, participants will gather and analyze data from their own neighborhoods to identify features of their local economic, built, social and service environments that promote or threaten health.

The participants will be asked to develop ideas for a group project around a key obesity prevention issue that they consider a top priority. Participants will also bring a newspaper, magazine or other printed article that addresses an issue of concern to them in their local community.

## At-A-Glance

### SESSION OBJECTIVES:

- Understand the Leadership Program's goals and objectives
- Understand how the environment affects personal and community health
- Gain a basic understanding of local health and obesity trends
- Gain a basic understanding of the obstacles to healthy eating and active living in the community
- Identify how to make healthy eating and active living more accessible in the community
- Understand how to create change through advocacy

### FACILITATION & SESSION DETAILS:

Trainer: \_\_\_\_\_

Co-Trainer/Support: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Location: \_\_\_\_\_

Duration: \_\_\_\_\_

Guest(s): \_\_\_\_\_

### MATERIALS & EQUIPMENT:

- Laptop/Projector
- Flip Chart Pad and Easel
- Note Paper for Participants
- Markers
- Name Tags
- Pens/Pencils
- Sign-in Sheet

### HANDOUTS:

- Participant Agenda
- Handout A  
Leadership Program Overview
- Handout B  
Curriculum Map
- Handout C  
A Healthy Community Worksheet
- Handout D  
Homework
- Handout E  
Baseline Assessment Letter
- Handout F  
Evaluation

### APPENDICES:

- Appendix 1.1— Sample Commitments Pledge
- Appendix 1.2— Sample Training Calendar
- Appendix 1.3— Sample Child Care Release
- Appendix 1.4— Sample Session #1 PowerPoint  
Agency Overview & Local  
Obesity Trends
- Appendix 1.5— Sample Adult/Child  
Publication and Media Release  
Form
- Appendix 1.6— Sample Pre/Post Interview  
Questions

### LOGISTICS:

- Child Care
- Healthy Food and Water
- Travel Support
- Other \_\_\_\_\_

## Trainer Annotated Agenda

### SESSION OBJECTIVES:

- Understand the Leadership Program’s goals and objectives
- Understand how the environment affects personal and community health
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ACTIVITY	TIME	PROCESS	TIPS & RELATED INFORMATION
Welcome & Introductions	15 min.	<ol style="list-style-type: none"> <li>1. Welcome participants and introduce yourself. Explain your involvement in the program/agency and discuss why you’re providing the training here and now. Why is this training important?</li> <li>2. Say a few words about the obesity epidemic and its impact on the community’s health and well-being. Share a personal or anecdotal story of how obesity has touched you/your community.</li> <li>3. Ask people to introduce themselves and briefly share how obesity or related illnesses like diabetes, heart disease or hypertension has touched their life or their family’s life.</li> <li>4. <b>Group Development Activity:</b> The goal of this group development activity is for the participants to explore the factors that make it easy or difficult for them to maintain their health or their family’s health. Start this exercise by having participants pair up together. Efforts should be made to have people pair with someone they do not already know. One participant will prompt the other in answering the questions at the top of page 5. Make sure to allow enough time for each participant to ask and answer the questions.</li> </ol>	<p>Be prepared to cite key obesity statistics in your community.</p> <p>Look up local information and contact local health department staff.</p> <p>Distribute Participant Agenda.</p>

ACTIVITY	TIME	PROCESS	TIPS & RELATED INFORMATION
Welcome & Introductions	<i>Cont.</i>	<ul style="list-style-type: none"> <li>• What are the things in your community that help you to eat healthy?</li> <li>• What are the things that make eating healthy difficult?</li> <li>• What are the things in your community that help you in being physically active?</li> <li>• What are the things that make being physically active difficult?</li> </ul> <p>It is helpful to have the trainer also talk about assets and challenges from their own community in order to create a safe environment for sharing. Note: ground rules should be discussed in advance of this exercise.</p> <p>Have each participant take a few minutes to share their responses. The trainer should capture the comments on four separate sheets of butcher paper. One will capture all the assets to eating healthy, another will capture the challenges to eating healthy. Separate sheets for the assets and challenges to physical activity should be kept. Take enough time to make sure each participant has an opportunity to respond. Record comments. As the trainer, take another few minutes to talk about what common themes emerged (both positive and negative). Are there more challenges than assets? Does there seem to be an inequity in the issues presented? These notes should be preserved for reflection and future discussions. As an option, they can be transcribed and shared back with the participants.</p>	

ACTIVITY	TIME	PROCESS	TIPS & RELATED INFORMATION
<p>Activity 1: Introduction to the Leadership Program</p>	<p>30 min.</p>	<ol style="list-style-type: none"> <li>1. Review the Leadership Program’s purpose. Emphasize that solving the obesity epidemic requires changing our environments, systems and policies so that we make the healthy choice the easy choice.</li> <li>2. Note that the program’s purpose is to build on their experience and skills as experts in their own community’s needs, and to make them better advocates for changing their food and built environments.</li> <li>3. Let participants know they will get a lot of handouts. Distribute the Curriculum Map and Sample Commitments Pledge. The commitment pledge is optional and should be catered to your training program. Have the group read through both forms and ask if there are questions. Have participants sign and return pledges.</li> <li>4. Briefly review Training Calendar and Curriculum Map with the group. Your agency will need to develop program training dates (see Appendix 1.2). This calendar should site the date, time, and location of your sessions.</li> <li>5. Distribute Child Care Release (if applicable). Please feel free to cater this form to your program needs. For all participants who are bringing children to the sessions, explain the purpose of the child care release and have them sign and return it. Before using the Child Care Release form, please consult with your organization’s legal representative to find out if the sample form will be suitable for participant’s needs.</li> <li>6. Another form that you might want to consider using in this session is the Adult/Child Publication and Media Release Form. This release will be useful if you are planning to take photos of the leadership participants and their children for reporting purposes. Before using the Media Release Form, please consult with your organization’s legal representative to find out if the sample form will be suitable for participant’s needs.</li> </ol>	<p>Have some examples at hand that describe policy, systems or environmental change effects.</p> <p>Distribute Handout A, Leadership Program Overview.</p> <p>Distribute Handout B, Curriculum Map. See Appendix 1.1 for Sample Commitment Pledge.</p> <p>Distribute a Training Calendar. See Appendix 1.2 for Sample Calendar.</p> <p>For Sample Child Care Release, see Appendix 1.3.</p> <p>See Appendix 1.5 for Adult/Child Publication and Media Release Form.</p>

ACTIVITY	TIME	PROCESS	TIPS & RELATED INFORMATION
<p>Activity 2: A Healthy Community</p>	<p>20 min.</p>	<ol style="list-style-type: none"> <li>1. Put up two sheets of flip chart paper, one titled A Healthy Community: Food/Beverage Environment, and one titled A Healthy Community: Built Environment.</li> <li>2. Explain that the next activity is where we get to imagine what it would be like if everyone in our community had access to healthy food and physical activity opportunities. Emphasize that the group can also bring up existing assets in their community that they want to keep or expand.</li> <li>3. Have each person in the group share at least one existing or possible asset that would help increase access to healthy food/beverages and active living. Encourage participants to keep notes on their worksheet if they wish.</li> <li>4. The purpose of this activity is to share what our priorities are in making our community healthier and using that to get to know each other as well as focus on our group's work.</li> <li>5. Emphasize the need to advocate for policy and environmental change as a means of helping as many people as possible have access to healthy food/beverages and opportunities to be physically active.</li> </ol>	<p>Tip: Notes from this exercise can be used in Session 2 as a starting point for choosing a group project.</p> <p>Distribute Handout C, A Healthy Community Worksheet.</p>
<p>Activity 3: Agency Introduction and Local Health Issues</p>	<p>40 min.</p>	<ol style="list-style-type: none"> <li>1. Start the PowerPoint presentation by presenting an overview of your agency and talk about the purpose of the leadership training.</li> <li>2. Explain that part of the program's mission is for the group to develop a better understanding of local public health trends related to the obesity epidemic.</li> <li>3. Emphasize the need to advocate for policy and environmental change as a means of helping as many people as possible have access to healthy food/beverages and opportunities to be physically active.</li> </ol>	<p>Refer to PowerPoint presentation in Appendix 1.4 as a sample.</p> <p>Optional: Provide copies of presentation as a handout.</p> <p>Tip: Allow and encourage all participants to ask questions.</p>



ACTIVITY	TIME	PROCESS	TIPS & RELATED INFORMATION
Homework	5 min.	<ol style="list-style-type: none"> <li>1. Distribute the homework handout. Ask participants to bring ideas for a possible group project to the next session.</li> <li>2. For the next session, participants will need to bring a report or a printed (newspaper, magazine, or online article) news clip related to community health or obesity issues.</li> </ol>	Distribute Handout D, Homework: Community Assessment.
Baseline Assessment Letter (Optional)	5 min.	<ol style="list-style-type: none"> <li>1. Let participants know that evaluation is central to the success of the program. Add that the assessment letter you are giving them is a way to capture a snapshot of their self-image as leaders now, and you will read the letters again at the end of the program to see if their perception has changed.</li> <li>2. Distribute Baseline Assessment Letter and envelope. Ask participants to fill out the letter template, put it in an envelope, seal it and return it to you.</li> </ol>	Distribute Handout E, Baseline Assessment Letter.
Evaluation	5 min.	Distribute Session Evaluation. Ask participants to complete and return. Note: During the first session we filmed pre-interviews of participants. This is optional, however, we have included pre- and post-session interview questions in Appendix 1.6. Pre- and post-interviews are used to document the personal transformation of participants.	Distribute Handout F, Evaluation.
End Session		Thank participants for their participation. Remind them of the next session date and make sure their contact information has been collected through sign-in sheets or registration forms.	

# Participant Agenda

## SESSION OBJECTIVES

### We will learn:

- The leadership program's goals
- How where we live affects our health and the health of the community
- The trends in local health and obesity
- Things that make it hard for us to eat healthy food and be physically active and how we can change them
- What would make healthy eating and active living more accessible in the community
- How to create change through advocacy

### Welcome & Introductions

- Name and Why Are You Here?
- Group Development Activity

### Introduction to the Leadership Program

- Commitment Pledge
- Review Training Calendar & Curriculum Map
- Child Care Release
- Media Release

### A Healthy Community

### Agency Introduction and Local Health Issues

### Prepare for Next Meeting

- Homework
- Next Meeting Date

### Session Evaluation

- Baseline Assessment
- Pre Interview Questions

### End of Session

## Handout A: Leadership Program Overview

### THE LEADERSHIP PROGRAM TRAINS NEW LEADERS TO:

- Organize
- Speak in public
- Work with the media
- Do research
- Change environments and policies
- Working with institutions
- Influence decision-makers
- Improve access to healthy food and physical activity opportunities
- Partner with schools, local governments and other agencies

### OUTCOMES

Participants will learn about:

- Leadership and advocacy
- Obesity and health disparities
- The causes of health outcomes
- Politics and policies
- Healthy eating and active living
- Networking
- Evaluation

## Handout B: Curriculum Map

TOPIC	OBJECTIVES
<b>Session 1</b>  <b>Leadership Orientation &amp; Introduction to Creating Healthy Communities</b>	<ul style="list-style-type: none"> <li>• Understand the leadership program’s goals and objectives</li> <li>• Understand how the environment affects personal and community health</li> <li>• Gain a basic understanding of local health and obesity trends</li> <li>• Gain a basic understanding of the obstacles to healthy eating and active living in the community</li> <li>• Identify how to make healthy eating and active living more accessible in the community</li> <li>• Understand how to create change through advocacy</li> </ul>
<b>Session 2</b>  <b>Assessing Your Community’s Health</b>	<ul style="list-style-type: none"> <li>• Identify and map factors that are promoting or limiting healthy eating and active living in the community</li> <li>• Prioritize the most important areas that need to change in order to make healthy eating or active living more accessible to community members</li> <li>• Select a group project that would increase access to healthy eating and active living opportunities for community members</li> </ul>
<b>Session 3</b>  <b>Building Consensus</b>	<ul style="list-style-type: none"> <li>• Improve understanding of the relationship between leadership and conflict resolution</li> <li>• Learn and practice decision-making and consensus building</li> <li>• Learn and practice how to recognize and understand conflicts in your group</li> <li>• Learn and practice identifying and resolving group conflicts</li> </ul>
<b>Session 4</b>  <b>Addressing Community Problems Through Advocacy</b>	<ul style="list-style-type: none"> <li>• Understand what “advocacy” is and how it is different than other ways of dealing with community problems</li> <li>• Understand how to identify your advocacy team, allies and opponents</li> <li>• Understand the relationship between advocacy and local government</li> <li>• Increase your ability to communicate your group project and recruit new supporters</li> </ul>

TOPIC	OBJECTIVES
<p><b>Session 5</b> <b>Knowing Your Local Government &amp; Politics</b></p>	<ul style="list-style-type: none"> <li>• Understand the basics of local government and how decisions are made</li> <li>• Learn how to contact local government officials and decision-makers</li> <li>• Identify potential allies and opponents in your advocacy project</li> <li>• Be more familiar with your community’s local politics</li> <li>• Understand collaboration</li> </ul>
<p><b>Session 6</b> <b>Building Your Case</b></p>	<ul style="list-style-type: none"> <li>• Identify what information you need to build support for your advocacy project</li> <li>• Understand where available information can be found</li> <li>• Identify reliable sources of information</li> <li>• Identify if information does not exist and may need to be collected</li> </ul>
<p><b>Session 7</b> <b>Delivering An Effective Advocacy Message</b></p>	<ul style="list-style-type: none"> <li>• Learn how to create and deliver an effective message</li> <li>• Understand how your local media can help you build awareness for your cause</li> <li>• Learn how to work with your local media</li> <li>• Understand what a press release is and how to create one</li> <li>• Learn how to continue your communications efforts</li> </ul>
<p><b>Session 8</b> <b>Convening Successful Meetings</b></p>	<ul style="list-style-type: none"> <li>• Learn how to plan and organize a meeting</li> <li>• Practice how to conduct a meeting</li> <li>• Practice participating in meetings that relate to the change you want to make</li> </ul>
<p><b>Session 9</b> <b>Working With Decision-Makers</b></p>	<ul style="list-style-type: none"> <li>• Learn to identify who can make the change you want</li> <li>• Understand the decision-maker’s power and limitations</li> <li>• Understand a spokesperson role and identify your group’s spokesperson or spokespeople</li> <li>• Develop talking points</li> <li>• Practice presenting your project to a decision-maker</li> <li>• Practice asking the decision-maker to take specific actions</li> </ul>

TOPIC	OBJECTIVES
<b>Session 10</b> <b>Sustaining Advocacy Efforts</b>	<ul style="list-style-type: none"> <li>• Learn methods to keep community groups engaged, motivated and prepared for long-term work</li> <li>• Understand how to follow up with decision-makers</li> <li>• Understand how to plan for next steps with decision-makers after meeting with them</li> </ul>
<b>Session 11</b> <b>Building Relationships With Allies</b>	<ul style="list-style-type: none"> <li>• Learn the importance of recognizing allies</li> <li>• Identify appropriate ways to recognize your allies</li> <li>• Plan two or three recognition activities</li> </ul>
<b>Session 12</b> <b>Evaluating &amp; Celebrating Your Work</b>	<ul style="list-style-type: none"> <li>• Reflect on leadership development training, process and skills</li> <li>• Learn methods to evaluate the group project</li> <li>• Understand how to tell your success story</li> <li>• Establish a long-term vision</li> <li>• Plan a celebration</li> </ul>

## Handout C: A Healthy Community Worksheet

Imagine what your community would be like if it were healthier. What would it look like if all the people had healthy food and beverages? What would it look like if everyone had opportunities to be physically active?

Take notes on what you think. Take notes on what others think.

HEALTHY FOOD/BEVERAGES	PLACES TO BE PHYSICALLY ACTIVE

## Handout D: Homework

### COMMUNITY ASSESSMENT

1. What are some health issues in your community? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Think of a change you would like to see. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. What project could you work on that improves community health? Share your idea(s) at the next meeting. The group will vote for one project. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. What is your family's experience with obesity and obesity-related diseases? Share your experience in 1-2 minutes. Prepare and practice! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Bring a newspaper, magazine or online article that shows a community health concern that is important to you. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Handout E: Baseline Assessment Letter

My name is \_\_\_\_\_

1. I consider myself a leader (circle one):

Yes                  No

2. By participating in the *Powerful People* training, I expect to: \_\_\_\_\_

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3. By participating in these trainings, I expect to improve: \_\_\_\_\_

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## Handout F: Evaluation

Read each question and check the column that best represents your answer.

	NOT AT ALL	A LITTLE	A LOT
1. I know the program's goals and objectives.			
2. I understand how the environment affects personal and community health.			
3. I understand the trends in local health and obesity.			
4. I understand the things that make it hard to eat healthy and be active in my community.			
5. I can identify what would make healthy eating and active living easier in my community.			
6. I understand how advocacy can create change.			

### ADDITIONAL COMMENTS:

1. What was one important thing that you learned from this session? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What topics for future meetings would help you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. How could we improve this session? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Do these accommodations work for future meetings?

	CIRCLE ONE	IF YOU ANSWERED "NO," PLEASE EXPLAIN WHY?
Meeting Place	Yes / No	
Meeting Time	Yes / No	
Child Care	Yes / No	
Food/Beverages	Yes / No	

Thank you!