

Communicating *for Change*

7

Training Allies in
Strategic Media Advocacy



Communicating for Change | Module 7: Training Allies in Strategic Media Advocacy
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Center for Healthy Communities

Foreword

The California Endowment recognizes that no single policy or systems change will achieve our goals. Rather, we believe that many policy, system and organizational changes are necessary at the local, state and national levels to achieve these goals. We also believe that everyone has a role to play and that all organizations can contribute to a change process.

In order to help build the capacity of our partners to elevate our collective goals and put forth solutions, The Endowment's Communications and Public Affairs Department and the Center for Healthy Communities have developed *Communicating for Change* as part of the Center's Health ExChange Academy. The *Communicating for Change* series is designed to provide advocates with the resources they need to effectively use media advocacy and other strategic communications tools to ensure that their policy goals for improving the health of California's underserved communities remain in the spotlight.

Special thanks are due to the team at Berkeley Media Studies Group and all the other partners who participated in the design of this curriculum, which we hope will help you amplify your voices for change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert K. Ross', with a stylized, flowing script.

Robert K. Ross, M.D.
President and Chief Executive Officer
The California Endowment

Curriculum Introduction

The California Endowment's *Communicating for Change* training series will help advocates learn to engage the news media strategically. Whether the goal is increasing state funding for physical education programs or requiring hospitals to provide language access services, advocates can harness the power of the news media to amplify their voices, reach policymakers and advance their policy goals.

This seven-session training series, which combines advocacy case studies with hands-on activities and group worksheets, will help advocates develop the skills to engage the news media effectively. The goal is to learn how media advocacy strategies can best support policy-change efforts to create healthier communities.

This manual is for participants of the seventh training session of the *Communicating for Change* curriculum, Module 7: *Training Allies in Strategic Media Advocacy*. The topics for the other six training sessions are listed on the next page. We hope you enjoy this training and that it helps you reach your goals of creating healthier communities across California.

CURRICULUM OVERVIEW

Module 1: *Making the Case for Health with Media Advocacy*

Module 1 introduces how to use media advocacy strategically to advance policy. Participants will learn to recognize the news media's role in shaping debates on community health. They will clarify their overall strategy and learn how it relates to a media strategy, a message strategy and a media access strategy. This will be the basis for subsequent trainings.

Module 2: *Planning Ahead for Strategic Media Advocacy*

Module 2 takes participants through each step of developing a media advocacy plan: setting goals and objectives, identifying strategies and tactics, assessing resources, determining timelines and specifying who will do what. Participants will learn to integrate communications planning organizationally and plan for timely, proactive news coverage.

Module 3: *Shaping Public Debate with Framing and Messages*

Module 3 explains framing—what it is and why it matters—and helps participants apply that knowledge to developing messages in advocacy campaigns. Participants will practice framing a range of community health issues to support policy change.

Module 4: *Creating News that Reaches Decision Makers*

Module 4 explores different news story elements so participants can get access to journalists by emphasizing what is newsworthy about their issue. Participants will explore how to create news, piggyback on breaking news, meet with editorial boards, submit op-eds and letters to the editor, and develop advocacy ads.

Module 5: *Engaging Reporters to Advance Health Policy*

Module 5 gives participants intensive practice being spokespeople for their issue, including on-camera training. Participants will learn to anticipate and practice answering the tough questions reporters ask.

Module 6: *Targeting Audiences with New Communication Tools*

Module 6 gives participants a tour of new communications tools, including blogs, e-flicks and viral marketing, so they can tailor their advocacy communications to specific goals and audiences.

Module 7: *Training Allies in Strategic Media Advocacy*

In Module 7 those who want to train others in their organizations learn interactive techniques for teaching media advocacy.

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Introduction

1

Now that you have built your own media advocacy skills by participating in the *Communicating for Change* training series, you can help your organization become more strategic by conducting a media advocacy training session for your staff and allies.

This final session of the *Communicating for Change* training series can help you develop a plan for conducting that training and for developing your own training skills. In this module, you will learn how to assess the needs of your group, set learning objectives, design a training session based on adult learning theories, choose skill-building activities, conduct an effective training session, and evaluate its success.

You can draw on the *Communicating for Change* curriculum to develop the content of your media advocacy training. You may choose to help your group learn the importance of integrating media strategies with your overall advocacy plan (as in Module 1) and/or build particular media advocacy skills such as developing a message (Module 3), planning a media event (Module 4), or speaking with reporters (Module 5).

Whatever skills you prioritize, leading an effective media advocacy training session will take work, but it can strengthen your organization's ability to advance your goals. When your colleagues learn to plan media efforts by working through the layers of strategy, for example, your discussions will be streamlined and your decisions more strategic. (See table on the next page for a review of the Layers of Strategy.)

As the media advocacy skills of your colleagues grow, you will be more effective, individually and collectively, in making a compelling case for change to policymakers through the media.

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.”

– Chinese proverb

LEARNING OBJECTIVES FOR MODULE 7

By the end of Module 7 participants will:

- **List techniques for assessing the needs and readiness of colleagues for learning about media advocacy;**
- **Recognize the difference between information sharing, education and training;**

- Discuss approaches to how adults learn;
- Describe elements of an effective training session and the skills of an effective facilitator;
- Plan a media advocacy training session with their organization; and
- Conduct a media advocacy training session.

MEDIA ADVOCACY LAYERS OF STRATEGY

OVERALL STRATEGY



- Define the problem you want to address.
- Clarify the policy solution for which you will advocate.
- Identify the target with the power to make that change.
- Name the allies who can help make your case.
- List the advocacy actions you will take to influence the target.

MEDIA STRATEGY



- Identify the best methods to communicate with your target.
- Decide whether or not engaging the media will advance your overall strategy.
- Find the media outlets that will best reach your target audiences.
- Compile the media tactics you will employ.

MESSAGE STRATEGY



- Frame the issue to reflect your values and support the policy goal.
- Create a message that describes the problem, the solution and why it matters.
- Develop a plan to assess and improve the effectiveness of your message.
- Decide who will convey your message.
- Identify the materials you will need to make your case.

MEDIA ACCESS STRATEGY



- Determine when media attention could affect the policy process.
- Figure out how you will gain access to the media.
- Prepare newsworthy story elements to offer reporters.
- Establish a plan for capturing and reusing coverage.

Deciding Your Goals

2

The first step in planning a media advocacy training session with your colleagues is to think about what people already know and what media activities they may be asked to do in the future. Does your group need information, education and/or skill development at this stage? The definitions below can help clarify your goals:

- **Information-sharing** is disseminating material in a one-way communication style such as a presentation, with little discussion or group interaction.
- **Education** enables people to gain the knowledge needed to perform a specific task or understand a particular issue. Education goes beyond information-sharing by encouraging participants to discuss the material with the facilitator. This leads to a deeper understanding and greater retention of the material.
- **Training** enables people to develop the skills needed to perform an activity successfully. Training sessions include the thoughtful use of information-sharing, educational discussions and practical application of content to promote skill-building and critical analysis of ideas. Training uses adult learning theory to create interactive learning sessions where participants can develop new skills.

As part of the Module 7 training, you participated in all three types of learning and saw the strengths of each approach for meeting different goals. In developing the training for your organization, you may decide to first share the media advocacy approach through a presentation or group discussion. Or, if your colleagues are ready to build media advocacy skills, this guide can help you design an interactive training session that combines a range of teaching approaches based on adult learning theories.

Think about what people already know and what media activities they may be asked to do in the future.

3

Planning Your Training

*All of the information
you gather will help
you to make a stronger
training plan*

Time spent planning and practicing your training will pay off when you gather your colleagues together for the session. To plan the training, consider who should participate, assess the assets and training needs of your group, write the objectives for the session and draft a training agenda.

INVOLVING KEY LEADERS

Talk with leaders of your organization, who can offer insight into the group's advocacy goals, activities, media skills, group dynamics and training needs. Gaining their support for the training can increase the success of your efforts if, for example, they encourage staff to participate and support staff in applying their new media advocacy skills after the training.

ASSESSING THE NEEDS OF YOUR GROUP

To create an appropriate, effective training session, determine what experience participants bring and consider what other information or skills they may need to be successful in their media advocacy efforts. This sounds like a simple idea. But too often trainers overlook this step and end up with a session that doesn't work well for the participants. Hearing from participants in advance can help trainers:

- *Design appropriate learning objectives and session activities;*
- *Decide if they have the knowledge or skills to meet the participants' training needs;*
- *Identify experiences in the group that can facilitate peer learning;*
and
- *Build investment and active participation in the training as participants see their concerns taken seriously.*

Since you are conducting a training session with colleagues, you also bring a perspective on the priorities of the organization and what media advocacy capacity it needs to build to advance the policy agenda. Com-

pare your ideas to the responses from the group and plan accordingly. You may be surprised by what you learn in the needs assessment. Staff may welcome the session as an opportunity to build a collective media advocacy agenda, as well as the skills to carry it out. Or you may find that staff want to develop different media advocacy skills, depending on the role they will play in the campaign. All of the information you gather will help you to make a stronger training plan.

An effective needs assessment should:

- *Be designed with input from key members of the group;*
- *Involve a range of people in the organization, particularly potential participants;*
- *Be a learning experience for the participants;*
- *Be culturally and topically relevant;*
- *Ask about participants' current knowledge and skills as well as learning goals; and*
- *Take the input of participants seriously by using what they say to craft the agenda.*

Types of Needs Assessments

Choose a needs assessment format that will work best with your organization. Some options include:

- *Interviews with potential participants and/or key members of the group;*
- *Discussion and brainstorming at group meetings;*
- *Surveys and questionnaires; and*
- *Pre-tests on training content.*

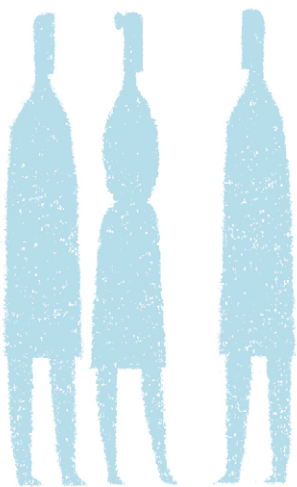
Sample Needs Assessment Questions:

Design a needs assessment that helps you figure out what participants already know and what they want to learn about media advocacy. The type of training you design will depend on how much experience participants already have. Perhaps your colleagues are new to media advocacy and will benefit from an introductory session on how to apply these strategies to support their policy advocacy goals. In this situation, you may ask needs assessment questions such as:

- *What are your top advocacy priorities?*
- *What, if any, are the organization's future media plans?*
- *Have you (and/or the organization) effectively engaged the media to support policy advocacy in the past? If so, how?*
- *What are the media-related strengths of the organization?*
- *What challenges do you or the organization face in working with the media?*

If colleagues want training in media advocacy skills, ask them to rate their level of experience, as well as interest, in learning specific skills (for example on a scale from 1 to 5). Ask colleagues to help build the list so it is relevant to your organizational and staff needs. The list of skills could include:

- **Crafting a media advocacy plan:** How to develop media advocacy strategies, timelines, and work plans.
- **Getting to know the media:** How to monitor your local news sources, develop a media list, and develop relationships with reporters.
- **Framing your public health issue:** How to talk about your issue in ways that emphasize prevention and policy solutions.
- **Shaping the story:** How to provide a journalist with the story elements that will help tell the story from your perspective.
- **Planning media events:** How to design a media event that will attract reporters' attention and interest.
- **Basic media relations:** How to write news releases, compile press kits, etc.
- **Responding to journalists:** What to do when a reporter calls, and how to focus your answers on what you want to say.
- **Arguing and counter-arguing:** How to make an effective case for your policy goals in the media, and anticipate the opposition's arguments.
- **Linking to breaking news:** How to call attention to your issue by linking it to another story that is getting covered in the news.
- **Pitching stories to reporters:** How to present a newsworthy story or event that reporters will want to cover.



- **Visiting editorial boards:** How to approach a newspaper’s editors about writing an editorial supporting your group’s policy or position.
- **Writing letters to the editor:** A quick and effective way to extend the debate on news coverage of issues that concern you.
- **Writing op-ed pieces:** A highly visible way to influence debate among decision-makers.

By offering training in a broad range of media skills, you may find that your colleagues choose items that don’t match your expertise. You may bring in outside help or rely on another colleague to lend their expertise for certain topics.

If your colleagues want to concentrate the training session on one topic, tailor the needs assessment to ask very specific questions. For example, if the training will focus on becoming a better spokesperson you might ask:

- *Have you been interviewed by a reporter? If so, about how many times?*
- *What interview tips would you give colleagues?*
- *Have you had a challenging interview situation? Please describe.*
- *What questions are difficult to answer?*
- *What are your strengths as a spokesperson?*
- *What interview skills would you like to improve?*
- *What topics would you like addressed in this spokesperson training?*

You could brainstorm needs assessment questions for any media advocacy skill area. Look at the *Communicating for Change* curriculum materials for ideas on what skills might help your group achieve your media advocacy objectives. Then ask colleagues which skills they are interested in building.

The most important aspect of any needs assessment, of course, is what you do with what you learn. Summarize the results of the assessment (see worksheet on page 32) and use the information to shape the training objectives, design and activities.

DEVELOPING OBJECTIVES FOR THE SESSION

Learning objectives are the road map for your training design. By setting your destination in advance—what you hope participants will understand or be able to do after the session—you give yourself a way to evaluate what to include.

Determine the learning objectives based on what you hear in the needs assessment about participants’ interests and skills, as well as practical considerations such as the size of the group and the time you’ll have for the session.

Your training objectives should include the full range of outcomes you hope participants will accomplish, including knowledge, attitudes, and skills. Objectives should be “SMART”: Specific, Measurable, Achievable, Realistic, Time-limited. They should describe what participants will be able to do at the end of the training session and be appropriate to the time frame and media advocacy experience of your participants.

As you may remember from participating in the *Communicating for Change* training series, there are a wide range of media advocacy skills you could focus on in your training. Below are samples of learning objectives you could develop for your group. For our three-hour media advocacy trainings, we focus on achieving only three to five learning objectives. You may choose fewer, especially if you are working with a group that is new to media advocacy or if you are teaching a difficult lesson or skill. The worksheet on page 33 provides a template for listing your learning objectives.

Sample Learning Objectives

By the end of this training, participants will be able to:

- *Describe the news media’s role in shaping debates on community health.*
- *Recognize the value of engaging the news media strategically to support advocacy goals.*
- *List the four layers of strategy involved in a media advocacy approach.*

- ***Identify their organization’s communications strengths and areas for growth.***
- ***Describe what framing is, and how it works in our heads and in the news.***
- ***Identify when the news frames health issues in terms of individual responsibility and how that can limit discussion of community-level policy solutions.***
- ***Identify the three components of a core message.***
- ***List five tenets of newsworthiness.***
- ***Develop newsworthy story ideas that could advance an overall advocacy strategy.***
- ***Create a list of potential news hooks that could attract a reporter’s attention.***
- ***Pitch a news story.***
- ***Identify potential spokespeople who can advance their advocacy goals.***
- ***Link their personal or professional experiences to the need for policy change.***
- ***Plan what materials they will need to make their case publicly with the news media.***
- ***Brainstorm the questions reporters are likely to ask and develop potential responses.***
- ***Create story elements such as social math and media bites.***
- ***Draft a media advocacy plan to support their advocacy efforts.***

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DEVELOPING LEARNING OBJECTIVES

*In 1956, Benjamin Bloom and his colleagues developed a system for classifying cognitive objectives. There are six levels, organized in increasingly difficult levels of mental abilities, with **knowledge** being the lowest level and **evaluation** the highest. Below are definitions for each and sample verbs you could use when writing objectives in each level. Your training may include objectives and activities at multiple levels.*

KNOWLEDGE: (the recognition and recall of information)

Define	List	Name	Recall
Record	Relate	State	Identify

COMPREHENSION: (understanding the meaning of information)

Describe	Discuss	Explain	Interpret
Locate	Recognize	Review	Translate

APPLICATION (the ability to use information)

Apply	Employ	Demonstrate	Illustrate
Operate	Practice	Compute	Determine

ANALYSIS (the ability to break knowledge into parts and see their relationships)

Calculate	Compare	Contrast	Examine
Analyze	Distinguish	Diagram	Classify

SYNTHESIS (the ability to put parts together to form new ideas)

Collect	Construct	Create	Design
Formulate	Organize	Plan	Propose

EVALUATION (the ability to judge the worth of an idea, theory, or information)

Assess	Choose	Decide	Prioritize
Evaluate	Appraise	Select	Rank

DESIGNING A TRAINING AGENDA

Once you establish the learning objectives, you can sketch out a training agenda that will meet those objectives. One important factor will be how much time you have for the training. Will your group reserve an hour during a normal staff meeting, devote a whole day to building media advocacy skills, or something in between? Refine your objectives to be achievable within the timeframe. Next, design a training session that includes a clear agenda with a variety of teaching methods based on principles of adult learning.

What do we know about how adults learn?

People learn in many different ways. Some learn best by reading, some by watching, some by listening and some by doing. Balancing activities so people have an opportunity to watch, listen and be active can help participants learn most effectively. This is why we included a range of teaching styles and activities when we designed the *Communicating for Change* curriculum. We wanted to engage people by addressing how they learn, not just what they need to learn. (See sidebar and resources section for more on theories of adult learning).

Once you are familiar with the principles of adult learning, you can start building a training agenda to meet your learning objectives in a way that will engage participants effectively.

We recommend developing two agendas, a trainer's agenda that identifies specific objectives for each of the detailed activities, and a less-detailed participant's agenda. On the following three pages are samples of both that we developed for the Module 1 *Communicating for Change* training session.

The schedule is the best place to start crafting the participant agenda. Put the start time at the top of the paper and the end time at the bottom. If the training is going to be longer than three hours, block out when the breaks will be. Include a lunch break if the training goes all day. Reserve enough time for introductions and a conclu-



How Adults Learn

Being an effective trainer requires understanding how adults learn best. The tips below are based on the work of Malcolm Knowles, a pioneer in the field of adult learning. Many tips, of course, apply to training participants of any age.

- **Adults are self-directed.** Trainers must actively involve participants in the learning process and serve as facilitators, guiding them in gaining knowledge and skills, rather than simply supplying them with facts.
- **Adults come to the training session with skills and life experiences.** Training should draw out participants' knowledge about the topic, and connect the learning activities to that knowledge base. Adults learn best when they are treated as equals with expertise to share.
- **Adults have well-established values, attitudes, and beliefs.** Recognizing this is central to gaining participant respect and participation. Adults need to learn in an atmosphere that accommodates diversity and differing viewpoints.
- **Adults are goal oriented.** Adults appreciate an educational program that is organized, has clearly defined elements, and demonstrates how it will help them achieve their goals.
- **Adults need a comfortable learning environment.** Adults often approach new learning apprehensively, feeling the potential for criticism is high. The training environment, therefore, should be non-threatening and focused on the supportive learning of each participant.
- **Adults learn best when they participate actively in their learning experience.** Teaching in a range of methods creates opportunities for people to discover their own insights, practice new skills, and share their knowledge and experiences with others.

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sion. You can now fill the space in between the introductions, conclusion and breaks with activities to meet the group’s learning objectives.

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After you have selected the activities, you can create a more detailed trainer’s agenda using the same skeleton. Across the top, create headings to identify who will be responsible for the portion of the training described, the time it will start, the description of the activity, the objectives that activity is fulfilling, and materials you’ll need to conduct the activity. A template is included in the worksheets section of this manual on page 34.

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SAMPLE PARTICIPANT AGENDA

COMMUNICATING FOR CHANGE CURRICULUM

Module One: Making the Case for Health with Media Advocacy

Participant Agenda

Date and Location

Time	Agenda
8:30	Registration and Breakfast
9:00	<p>Welcome and Introductions Activity: What is the News to You? <i>An activity to get to know each other and how the news covers our advocacy issues</i></p>
9:30	<p>An Overview of Media Advocacy <i>A brief presentation on developing media strategies to support policy advocacy goals</i> Case Study: Using the News to Get Policymakers’ Attention (Golden Gate Bridge Suicide Barrier) Case Study: Save Your Strength for Solutions (Breast Cancer Fund Bus Shelter Advertisements)</p>
10:15	<p>Where the Frame Leads, the Solutions Will Follow <i>A look at why issue framing matters for advocacy</i> Activity: Framing in Action <i>A small group activity to explore how the news frames health and social issues</i></p>
11:15	<p>Media Strategies in Action Case Study: Strategies for Success (Campaign for Safe Cosmetics)</p>
11:30	Q&A
11:50	Evaluation and Next Steps
12:00	Adjourn
	<i>There will be a fifteen-minute break during the training.</i>

TRAINER'S AGENDA

(page 1)

Time	Who	Activity	Objective	Materials
8:30	ALL	<i>Registration and Breakfast</i>		<i>Sign-up sheets Name tags Food and Drinks</i>
9:00	Trainer 1	<p>Welcome and Introductions</p> <p>Power points: <i>Module Introduction Health Exchange Academy Today's Trainers Goals Today</i></p>	<ul style="list-style-type: none"> • Describe the TCE Health Exchange Academy. • Introduce the training team. • Review the learning objectives. 	<p><i>Computer Power points Projector DVD player DVD of news clips Handouts (agenda, participant manuals, activity sheets, Layers of Strategy handout) Table toys</i></p>
9:10	Trainer 2	<p>Activity: What Is the News to You?</p> <p>Participants interview each other, asking what issue they have talked about recently because it was in the news. Trainer asks participants to introduce themselves as they share their news topics. Trainer debriefs the activity by introducing the idea that the news media often set the public agenda.</p> <p>Power points: <i>Key Functions of the News Rough and Tumble</i></p>	<ul style="list-style-type: none"> • Discuss how news coverage influences the public agenda. • Introduce the idea that how an issue is covered is important. • Foster group participation by ensuring that everyone speaks early in the workshop. 	
9:30	Trainer 1	<p>An Overview of Media Advocacy</p> <p>Case Study: Using the News to Get Policymakers' Attention (Golden Gate Bridge Suicide Barrier)</p> <p>Power points: <i>Media Advocacy Definition Layers of Strategy Golden Gate Bridge newspaper clip</i></p>	<ul style="list-style-type: none"> • Provide an overview of developing media strategies to support policy advocacy goals. • Describe the media advocacy layers of strategy. 	<p><i>DVD of Golden Gate Bridge TV news clip</i></p>
10:00	Trainer 1	<p>Case Study: Save Your Strength for Solutions (Breast Cancer Fund Bus Shelter Advertisements)</p> <p>Power points: <i>BCF/A Sight to Shock BCF/Editorial cartoon BCF/Ruth Rosen op-ed</i></p>	<ul style="list-style-type: none"> • Demonstrate the importance of having an overall advocacy strategy before seeking media coverage. 	

TRAINER’S AGENDA

(page 2)

Time	Who	Activity	Objective	Materials
10:15	Trainer 2	<p>Where the Frame Leads, the Solutions Will Follow</p> <p><i>Activity: Framing in Action</i></p> <p>In small groups, participants will examine one news article and discuss how the problem is framed. They will look for whether policy solutions are mentioned and whether individuals are held solely responsible for solving the problem. Trainer will debrief by transitioning into a discussion and presentation on framing in the news media.</p> <p>Power points: <i>Drunk Driving</i> <i>The Need to Reframe</i> <i>Alternative Frames</i> <i>Hey Parents, take charge set (2)</i> <i>Breast feeding set (3)</i></p>	<ul style="list-style-type: none"> • <i>Explore how the news media frame health and social issues.</i> • <i>Demonstrate basic concepts about framing.</i> • <i>Illustrate why issue framing matters for advocacy.</i> 	<p>Newspapers (5 copies of 5 newspapers)</p> <p>Activity worksheet</p>
11:00	ALL	<p>Break</p> <p>Trainer will raffle off prizes to participants who arrive back on time.</p>		<p>Raffle tickets</p> <p>Prizes</p>
11:15	Trainer 1	<p>Media Strategies in Action</p> <p><i>Case Study: Strategies for Success (Campaign for Safe Cosmetics)</i></p> <p>Power points: <i>Paid Ad from Campaign for Safe Cosmetics</i></p>	<ul style="list-style-type: none"> • <i>Describe how media strategies are employed in the context of a campaign for policy change.</i> 	
11:30	Trainer 1	<p>Q & A</p> <p>Power points: <i>Review of Communicating for Change curriculum sessions</i></p>	<ul style="list-style-type: none"> • <i>Offer time for participants to ask questions, offer insights, get feedback on their own plans.</i> • <i>Introduce the other sessions of the Communicating for Change curriculum.</i> • <i>Conduct participant evaluations.</i> 	<p>Evaluations</p> <p>Participant manuals</p>
11:50		Evaluation and Next Steps		
12:00		Close		

CHOOSING TRAINING ACTIVITIES

Select your training activities based on your learning objectives. You should include a balance of teaching methods that help participants integrate new information, practice new skills and discover new insights.

Each section of the training should meet a specific learning objective, while building on the lessons of the previous section and setting a foundation for the section to follow. For example, before each skill-building activity, you will want to teach (or draw out from the group) the information they will need to complete it, so build in that time.

The table on the strengths and limitations of different teaching methods can help you create a training session that includes a range of teaching strategies to keep your participants engaged and allow for the range of adult learning styles in your group.



STRENGTHS AND LIMITATIONS OF TEACHING METHODS

ACTIVITY	STRENGTH	LIMITATION
LECTURE	<p>Possible to have a large audience. Speaker can share expertise.</p> <p>Easy way to present a lot of material in a short time.</p> <p>Could include interesting stories, visuals, and/or videos.</p> <p>Can be made more interactive with time for participant questions.</p>	<p>Expert may not be a good speaker.</p> <p>Audience is passive and may zone out.</p> <p>Difficult to gauge if participants are learning.</p>
PANEL OF EXPERTS	<p>Allows experts to present different information or opinions.</p> <p>Can promote stimulating discussion.</p> <p>Frequent change of speakers can be more interesting for audience.</p>	<p>Experts may not be good speakers.</p> <p>Personalities may overshadow content.</p> <p>Often speakers take longer than expected, leaving little time for questions or discussion.</p>
DISCUSSION	<p>Encourages participants to share ideas and expertise.</p> <p>Participants hear a wider range of experiences and learn from each other.</p> <p>The group can build on or debate ideas.</p> <p>Discussion can build common understanding or goals.</p> <p>Small group discussions can reduce stress of speaking in a large group.</p>	<p>Requires skilled facilitation.</p> <p>A few people can dominate. Best with small groups so everyone can speak.</p> <p>Small group discussions may lose focus without clear goals or facilitation.</p>
BRAINSTORMING	<p>Generates many ideas quickly.</p> <p>Allows for creative ideas.</p> <p>Encourages full participation because all ideas are recorded equally.</p>	<p>Can lack focus.</p> <p>All ideas must be recorded accurately.</p>
GAMES	<p>Interactive and engaging.</p> <p>Allows for fun in the learning process.</p> <p>Offers participants a chance to work together, may build group cohesion.</p>	<p>Competitive games may not be fun for some participants.</p> <p>Many games are culturally based and not familiar to all.</p>
SKITS/ROLE PLAYS	<p>Presents issues in an engaging way.</p> <p>Can be fun way to practice new skills.</p> <p>Participants can practice different roles.</p> <p>Offers participants a chance to work together, may build group cohesion</p>	<p>Participants may be too self-conscious to participate.</p> <p>Requires clear instructions.</p> <p>Need time for set-up and discussion afterwards.</p>
HANDS-ON ACTIVITIES	<p>Can be fun way to build new skills.</p> <p>Allows people to learn by doing. Reinforces content by having participants use what they learn to achieve a goal.</p> <p>Offers participants a chance to work together, may build group cohesion.</p>	<p>Requires clear goals and instructions.</p> <p>Must be appropriate for the skill level of participants and the time available.</p> <p>Groups need to be small. Requires that trainer be skilled in the task and knowledgeable.</p>

Look back at the sample training agenda provided earlier. We offer this introductory session (Module 1: *Making the Case for Health with Media Advocacy*) when our needs assessments show that participants are new to the media advocacy approach. Our learning objectives for the session are to have participants:

- ***Explore the role of the news media in shaping community health debates;***
- ***Learn the value of engaging the media strategically to advance advocacy goals;***
- ***Practice examining news coverage of health and social issues critically; and***
- ***Get to know other California advocates.***

We designed a training session that balances presentations of key media advocacy principles with illustrative advocacy case studies and hands-on activities. As shown on the trainer’s agenda, each section of the session has specific learning objectives that together help participants learn how to apply media advocacy strategies to support their policy advocacy goals. The mix of teaching styles throughout the day helps participants stay engaged and practice applying what they learn immediately in group activities.

The tables that follow provide a range of media advocacy activities designed to teach many different lessons and skills. You will recognize some from the *Communicating for Change* series. Perhaps one of these activities will be ideal for helping your group learn the lessons or skills needed to pursue their overall strategy, media strategy, message strategy or access strategy. Or perhaps these sample activities will just be the jumping-off point to get your creative juices flowing. In either case, think through the objectives, instructions, materials and debriefing of each activity you select or design.

SAMPLE MEDIA ADVOCACY ACTIVITIES

SAMPLE ACTIVITY #1 EXPLORING THE NEWS MEDIA INSTRUCTIONS FOR TRAINERS

Objective: The objective of this activity is to help participants understand the role of the news media in influencing the public agenda in our society. This warm-up activity will also set a model for group participation by ensuring everyone speaks early in the workshop.

WHAT YOU'LL NEED

This activity can be done verbally or with a simple worksheet and pens. The activity takes approximately 30 minutes.

INTRODUCE THE ACTIVITY

Explain the objective of the activity and that they will be interviewing two–three of their colleagues about recent news coverage.

CONDUCT THE ACTIVITY

Instruct participants to take this opportunity to walk around the room and talk to participants they don't already know about what issues they have learned about recently in the news media. Ask them to consider topics where their only knowledge came from the media, rather than personal or professional experience. After 5–10 minutes ask the group to reconvene for discussion. Participants can record their notes on worksheets or simply report back to the group from memory.

PROCESS THE ACTIVITY

Begin the group discussion by asking participants to introduce themselves and say what issue they (or someone they interviewed) learned about through the news media. Hear from as many participants as time permits and then ask everyone else to say their name and organization. Ask the group to reflect on the range of issues their colleagues mentioned and then ask why it is important for an issue to be covered in the news. Build on the points the group raises to emphasize that the news media are a powerful force in our society because they both set the agenda for what the public and policymakers discuss and largely shape what we understand about issues with which we have no personal experience. Emphasize that if participants want policymakers to take action on their issue, it is important not only that it appears in the news but also that it is discussed in a way that supports their goals.

continued on next page

SAMPLE ACTIVITY #2 EXPLORING NEWS FRAMES INSTRUCTIONS FOR TRAINERS

Objective: *The objective of this activity is to help participants understand how issues are framed in news stories. By the end of the activity, they will have analytical skills that help them see below the surface in news stories to understand the effects of how the problem and solutions are presented.*

WHAT YOU'LL NEED

Depending on the size of the group, you'll need multiple copies of several different newspapers. You can use the whole paper or just the front sections. If you can, get enough papers for every participant to have one, but it's fine if participants share. Try to get a variety of papers so different groups have different news sources (e.g., *The New York Times*, *USA Today*, *San Francisco Chronicle*, *The Sacramento Bee* and the local newspaper in your training location). Develop an activity worksheet using the questions below. This activity will take 30–45 minutes.

INTRODUCE THE ACTIVITY

Explain the objective of the activity and that participants will be working in small groups to discuss one news story on a health or social issue.

CONDUCT THE ACTIVITY

Divide the participants into groups of three–five and give everyone in the group a copy of the same paper. Each group should pick a spokesperson, though all will be free to participate in the subsequent discussion. Ask them to work together to pick one news story on a health or social issue and answer the questions below from the activity worksheet. They will have 20 minutes.

- What problem or issue is discussed?
- According to the news report, who is affected by the problem?
- According to the news report, who is responsible for solving it?
- Are any policy solutions discussed?
- If not, what policy solutions do you think could have been included?

PROCESS THE ACTIVITY

Ask the participants for their general reflections about the activity. Is this the way they normally read the paper? Then ask each group about their news story: What issue was the focus of your story? Who was held responsible for solving the problem? Did a policy solution get discussed? What aspects of the issue were not covered? What would your letter to the editor say to fill those gaps? Who could the reporter have interviewed to better understand the environmental factors and population-level solutions to this problem?

SAMPLE ACTIVITY #3 PIGGYBACKING BY THE BEAT INSTRUCTIONS FOR TRAINERS

Objective: The objective of this activity is to help participants understand the structure of beats in newspapers and how their issue can be framed for each beat. In addition, participants will see what constitutes newsworthiness in each section. By the end of the activity, they will have analytical skills that help them see how different aspects of their issue can apply to different aspects of the world as seen from the point of view of reporters—by beats. As a result, they'll understand that they have a broader range of opportunities to pitch stories.

WHAT YOU'LL NEED

Depending on the size of the group, you'll need multiple copies of several newspapers from the same region published on the same day. If you can, get enough papers for every participant to have one, but it's fine if participants share. Separate the sections of the paper (Business, Local, Front, Entertainment, etc.). Develop an activity worksheet using the questions below. The exercise will take about one hour, depending on the number of participants.

INTRODUCE THE ACTIVITY

Explain the objective of the activity to the group and that they will be working together to closely examine the newspapers and answer specific questions.

CONDUCT THE ACTIVITY

Divide the participants into small groups and give everyone in the group the same section of the paper. It can be from the same paper or different papers; for example, the group working on the Business section might use the Business sections from three or four different papers, or just from one paper. Each group should pick a spokesperson, though all will be free to participate in the subsequent discussion. Ask them to work together to answer the following questions from the activity worksheet:

- Look at every story on the front page of the section. Why is it there? Who is the audience that will be most interested in or affected by the story? Identify the byline, dateline, headline and subhead line.
- Examine the range of stories in the section. Which are breaking news and which are ongoing or “evergreen” stories?
- Are there any stories in the section that have a connection to your advocacy issue, whether or not it is mentioned directly in the story? If so, what is the issue, and how does it relate?
- How would you describe the connection between your issue and the particular story to the reporter who wrote the story?
- What other aspects of your issue would be relevant to this section of the newspaper? How might you create news to get a story like that in the paper?

After 15 minutes, ask the groups to stop work and compare what stories are on the respective front pages, discussing why they think those stories got “front-page real estate.” Ask at least one group to identify the byline, headline, and dateline of a story. Ask the groups whether they found stories in their section that connect to their issue, and whether they identified story ideas about their issue that would be relevant to the writers and editors who decide what goes in that section of the newspaper.

PROCESS THE ACTIVITY

Ask the participants for their general reflections about the activity. Do they think they will look at news the same way in the future? Will they think of their issue any differently? Do they see new opportunities to pitch stories about their issue to reporters covering different beats?

continued on next page

SAMPLE ACTIVITY #4 PRACTICE INTERVIEWS INSTRUCTIONS FOR TRAINERS

Objective: The objective of this activity is to help participants learn to develop a core message and practice making their case for policy change with reporters. By the end of this activity, participants will understand the types of questions reporters are likely to ask and what it will take to pivot from those questions to answers highlighting their policy goal.

WHAT YOU'LL NEED

Develop a message development worksheet and an interview activity sheet containing the questions below. You may want power point slides to illustrate a core message and highlight interview tips. This activity will take 30–45 minutes.

INTRODUCE THE ACTIVITY

Explain the objective of this activity and that participants will first work individually to develop a core message that supports their policy goal and then in pairs to practice their interview skills.

CONDUCT THE ACTIVITY

Introduce this activity by describing what a core message looks like and perhaps by showing a sample core message on a power point slide. Emphasize the importance of succinctly answering the three questions on the message development worksheet: What is the problem? What is the solution? Why does it matter? Give participants five minutes to write a core message. Explain that they should focus on one policy goal they want to discuss in their interview. As participants are writing the core message, circulate through the room answering questions. Once participants have written a core message, ask them to break into pairs for the interview activity. Explain that each person will take a turn playing the reporter and the advocate. The interviews will last five minutes and you will let them know when to switch roles. Let them know that when playing the reporter they can ask any questions they like, including the sample questions on the interview activity sheet. After each participant has been interviewed, ask the participants to reconvene for a group discussion.

Sample reporter interview questions can include:

- How serious is this problem and who is affected?
- Why are you proposing a policy solution—shouldn't people just take more responsibility for their health?
- With the state in a budget crunch right now, can we afford your solution?
- Who opposes your proposal and what will they say?

PROCESS THE ACTIVITY

Ask participants for their general reflections about the activity. What was it like to be interviewed? What were the most challenging questions? Why? What information or responses do they want to prepare before the next interview? What interview tips would they offer their colleagues? You can build on this discussion by offering participants a range of interview tips.

Once you have filled in your agenda with activities, review the whole package to be sure everything flows logically, that you have a variety of training techniques, and that a significant portion of the training is interactive. Ask for feedback from your colleagues or potential participants to make sure you're on the right track before the training day. The tips below can help you check your plans:

- *Plan to engage people right away, in the first 20 minutes. For example, make group introductions interesting and relevant to the training topic.*
- *Check to see that each activity, and the combination of activities overall, fulfills clear learning objectives.*
- *Consider whether you have a good balance of teaching strategies throughout the day. Use interactive activities to keep participants engaged, facilitate learning and provide opportunities for applying the information and practicing skills.*
- *Schedule activities given the typical energy level of groups at different times of the day (for example, the beginning of the day, when participants feel refreshed, is a better time for covering didactic information; the end of the day or after lunch, when participants feel tired, is a time when active participation can help concentration).*
- *Make sure you have enough time to process each activity. Discussing what was experienced and learned can take twice as long as “doing” the activity.*
- *Don't ask small groups to simply report back their discussion to the large group. Pose questions to participants that ask them to build on their new insights.*
- *Plan for how you will wrap up the session, leaving enough time for questions, discussion and next steps.*



4

Conducting Your Training

All you have done to carefully plan the session will pay off on the training day.

Now that you have carefully planned an agenda to meet the participants' learning objectives, prepare for the training day itself. Develop all the materials, make the practical arrangements, and practice delivering the session in advance. The following tips on effective facilitation and the logistical checklist in the worksheets section of this manual will help you get ready.

FACILITATING THE TRAINING

As the trainer, you will be managing many things simultaneously, including:

- *Coordinating logistical details throughout the day;*
- *Establishing a comfortable, trusting and effective learning environment;*
- *Encouraging participation and facilitating group learning;*
- *Keeping track of and staying on schedule;*
- *Helping participants plan for how to apply their new skills to their work.*

All you have done to carefully plan the session will pay off on the training day. We've also provided a few tips to help you facilitate a successful session. Remember, being an effective trainer takes practice so ask for help when you need it, work with the participants as collaborators, and allow yourself to build skills over time.

CREATE A COMFORTABLE LEARNING ENVIRONMENT

- *Reserve a room with comfortable chairs and easy temperature control.*
- *Arrange the room so participants can see the trainer and other participants easily.*

- *Create space so you can walk around the room interacting with participants, rather than talking from a podium all day.*
- *Test the equipment beforehand, so you can focus your attention on the participants.*

SET A GOOD TONE FROM THE START

- *Acknowledge the skills and experiences of participants and encourage everyone to share their insights throughout the day.*
- *Review the learning objectives so participants know upfront what they will gain from the session and how their input influenced the training design.*
- *Ask the group if they want to establish ground rules for group behavior such as giving everyone a chance to participate, respecting individual differences and maintaining confidentiality.*
- *Express your enthusiasm for helping everyone learn new skills in a supportive environment.*

FACILITATE ACTIVE LEARNING

- *Introduce each topic by explaining how participants can apply the lessons and skills to their work.*
- *Link each section of the training to the next by emphasizing how it fits within the overall learning objectives.*
- *Provide clear instructions and check in with small groups throughout each activity.*
- *Create opportunities for participants to share ideas and experiences.*
- *Stimulate discussion through open-ended questions.*
- *Provide support and feedback when participants contribute to the discussion.*
- *Be flexible and respond to group suggestions.*
- *Respond honestly to criticism, feedback and questions.*
- *Provide accurate information in easily accessible language.*
- *Manage time by politely moving the discussion along, bringing participants back to the topic.*



Handling Challenging Training Situations

In any training session, you can encounter a challenging situation or participant. We offer some general suggestions below, but above all remember that it takes practice to handle these situations well. Try to learn about the group dynamics in advance and consult colleagues and other trainers for suggestions. Do your best, remembering that your goal is to conduct an effective media advocacy training for all participants.

When group energy is low:

- Take a break for people to stretch and move around the room.
- Switch to an activity that involves group participation.
- If possible, make the room more comfortable by opening windows, having participants change seats, or other things that get the blood flowing.
- Provide energy-building snacks throughout the training.

If participants return late from breaks:

- Build in enough break time throughout the day.
- Remind people before the break when the session will begin again.
- Ask volunteers to gather participants back to the room.
- Offer incentives for those arriving back on time, such as a raffle for prizes.
- Start on time to respect participants who are ready.

If a participant states inaccurate information:

- Correct misinformation politely, offering resources on the topic.
- If the statement is an opinion rather than a fact, invite other participants to share their perspective or experience as time allows.

If several people are talking among themselves and not paying attention:

- Provide opportunities for people to participate throughout the day.
- Consider setting group agreements at the beginning of the training so it is clear what respectful behavior is expected by the group.
- Ask people to refrain from side-talking and/or stand beside them while facilitating.



- Consider taking a break or starting a small group activity.
- Ask the participants in private if they want to discuss something with you or the group.

If one group member is dominating or disrupting the session:

- Thank the verbal participant for contributing and ask to hear from people who have not yet spoken.
- Speak to the verbal participant during a break to see if something about the session is upsetting them.
- Draw out the other group members or break into small group discussions.

BUILD YOUR TRAINING SKILLS

- *Practice your presentation and training delivery so it feels natural.*
- *Do whatever makes you calm and focused before the training.*
- *Be yourself and present in your own style.*
- *Take time to get to know and connect with the group.*
- *Remember that the participants’ experiences and perspectives are assets you can draw on.*
- *Review the tips on how adults learn so you can engage the participants fully.*
- *Express your enthusiasm for the training topics.*
- *Practice responses to tough questions or situations.*
- *Dress comfortably and appropriately.*
- *If you feel shaky, breathe deeply and hang in there.*
- *Plan for how you will wrap up the training and follow up with participants.*

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Evaluating Your Training

Since you'll be conducting this training session with your colleagues, you may receive feedback in many ways over time.

Evaluation is another important aspect of media advocacy training. You can learn from participants' responses to questions such as:

- **Did you accomplish the objectives you established for the training?**
- **What worked well?**
- **What needs some improvement?**
- **What additional training do the participants want?**
- **How would you like to strengthen your own knowledge or skills?**
- **Are any changes or systems needed at the organization to help people put their new skills to use?**

All of this, and more, can be learned from conducting an evaluation of your training. You can conduct an evaluation in several different ways.

Many trainers like to have an evaluation questionnaire to hand out to participants at the end of the session. This gives you something concrete to review as you assess the success of the training and plan for future trainings. Offering participants the opportunity to complete a written evaluation gives them the chance to reflect on the session and give you thoughtful, possibly anonymous feedback.

Other trainers prefer to hear verbal feedback at the end of the sessions. You can use some combination of written and verbal feedback as well. One approach to gathering verbal feedback is the "What worked and what needs to be changed" technique. On a piece of butcher paper, the trainer puts a + on one side of the paper, draws a line down the middle and puts a triangle (symbolizing change) on the other side of the line. The trainer asks participants what worked in the training and what

needs to be changed for next time, and records the responses. Another technique is to ask participants to share one thing they will begin to use immediately, or one thing they learned that surprised them. Included below is a sample evaluation form with different types of questions and ways to rank responses.

Since you'll be conducting this training session with your colleagues, you may receive feedback in many ways over time. As you move forward in building the media advocacy plans and skills of your colleagues, it is important to listen to their reactions to each training effort before planning your next steps.



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MEDIA ADVOCACY TRAINING EVALUATION
(Sample)

Date and Location

Please take a few minutes to give us your thoughts about this training.
 Evaluations are anonymous so please be frank. Thank you.

*How useful were each of the following parts of the training? Please circle your answer.
 Please write in anything else you would like us to know about each part of the training.*

	Very useful				Not useful
Warm-up Activity: (Name)	5	4	3	2	1
Presentation: (Subject)	5	4	3	2	1
Case Study: (Name)	5	4	3	2	1
Activity: (Name)	5	4	3	2	1
Overall, how useful was this workshop?	5	4	3	2	1

What have you learned in the workshop? Will you do anything differently now?

In general, what worked well in the workshop?

Who do you think could benefit from this training?

In general, what could we improve in the workshop?

What additional media advocacy information or skills are you interested in learning?

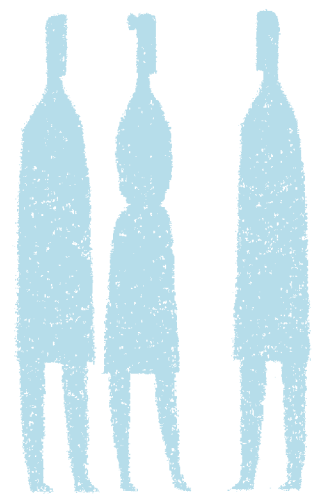
Please add any other comments that can help us improve our training for future participants.

Conclusion

6

We hope this seventh training session and participant manual of the *Communicating for Change* series have helped you think through what kind of training you could lead to build the media advocacy skills of your colleagues. Conducting a training session can reinforce what you have learned in the earlier media advocacy sessions, while finding creative and effective ways to share that knowledge with others. Building on the *Communicating for Change* materials, you can design, implement and evaluate a training program that is tailor-made for your allies and advocacy campaign. Enjoy this opportunity to build the skills of your colleagues so that together you can use media advocacy to promote policies that create healthy communities.

Conducting a training session can reinforce what you have learned in the earlier media advocacy sessions, while finding creative and effective ways to share that knowledge with others.



7

Resources

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Worksheets

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1. Pre-Training Needs Assessment Results

The learning goals of the group include:

The policy topics participants work on are:

The media advocacy experience of participants includes:

There will be ____ participants including:

Participant expertise/experiences we can draw on are:

Special considerations for facilitating this session include:

2. Learning Objectives Worksheet

Learning Objectives

By the end of this training, participants will be able to:

1.

2.

3.

4.

5.

3. Trainer's Agenda

TIME	WHO	ACTIVITY	OBJECTIVE	MATERIALS
START TIME				
		Welcome & Intros		
		Warm Up Activity		
		Break		
END TIME				

Trainer's Planning Checklist

Pre-training Planning

- Decide who will plan and deliver the training
- Conduct a needs assessment (if there is interest, proceed with your planning)
- Set a training date and time
- Secure a location
- Invite participants
- Determine the learning objectives
- Develop a training agenda, including activities
- Invite feedback on the training plan (revise accordingly)
- Develop and copy training materials, including activity worksheets
- Confirm date, time, location, and directions with participants and colleagues
- Practice delivering the training in advance

Logistical Arrangements

- Make a list of all equipment and materials you will need
- Arrange for audio-visual equipment
- Arrange for any food or drinks
- Decide how the room should be set up and by whom
- Arrange for parking or accessible transportation
- Secure translators, if needed

Materials Needed (revise as appropriate)

- Participant list
- Sign-in sheets
- Name tags and/or table tents
- Participant packets (agenda, activity sheets, etc.):
- Equipment (laptop, projector, screen, extension cords, microphone, etc.)
- Supplies (tape, scissors, index cards, butcher paper, easel, etc.)
- Refreshments (cups, napkins, plates, utensils, paper towels, etc.)
- Trainer packet (agenda, activity instructions, power points, videos, etc.)



Center for Healthy Communities