

Leadership PLENTY[®]

*Condensed Modules
Workbook*



Pew Partnership
FOR CIVIC CHANGE

Condensed modules prepared on behalf of LeadershipPlenty®
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Introduction

Using the Condensed Modules

When a group finds it impossible to meet for a full training day, there are essentially three approaches that can be taken:

- 1.** You can deliver the modules in their entirety over two sessions.
- 2.** You can cut time from individual activities by eliminating some steps, or reducing the discussion time, for instance.
- 3.** You can deliver the condensed modules provided here.

The condensed modules offer an alternative way to achieve the goals of Leadership Plenty® in roughly three hours per module. We have attempted to maintain the integrity of the full-length modules by assuring that most, if not all, objectives are still addressed; retaining as much variety among the activities as possible; and continuing to adhere to sound adult education practices such as identifying and building on participants' life experience and knowledge. You should be aware that using the condensed modules entails certain costs:

- The richness of group discussion may be lost
- There is less social time for crucial relationship-building tasks.
- There is less opportunity to tap into all participants' learning styles.

Each condensed module represents just one possible way that the content and instructional processes can be modified; you may want to refine the condensed modules further or develop your own.

The condensed modules can only be understood in reference to the complete Facilitator's Guide in your LeadershipPlenty® binder. Make sure you keep the two sets of material together at all times.

These condensed modules represent a supplemental aid to the binder, not a substitute.

“Homework” has been added to each condensed module to encourage active engagement with key leadership concepts between training sessions. If relying on the condensed versions, we encourage participants to maintain a journal throughout the training series. Journal assignments are located in the “Homework” section of each condensed module.

Module One

How this module differs from the full version

All of the learning objectives found in the full version are still addressed; however, participants devote less time to the basic task of identifying their own personal leadership skills, gifts, and talents. Two activities (*What Spice Am I?* and *Working Together With Energy and Imagination*) have been eliminated entirely. As a result, participants also have less opportunity than in the full version to explore the broad range of skills that are possessed by members of the training group. The *River of Life* activity has been modified slightly to address some of these important concepts.

Objectives:

- 1. To connect prior community experiences with the desire to participate as leaders.
- 2. To recognize individuals’ leadership skills as part of the “plenty” in LeadershipPlenty®.
- 3. To understand the need to balance personal reflection and community action.

Guiding Questions:

- 1. What have been our personal experiences of community involvement?
- 2. How can we creatively use our individual skills to strengthen community leadership?
- 3. What individual and group techniques help us balance personal reflection and community action?

Session Overview

Introduction	15 Minutes
Icebreaker	30 Minutes
Connecting Personal Experience to Leadership and Change Efforts	60 Minutes
BREAK	15 Minutes
The concept of “leadership plenty”	15 Minutes
Balancing Reflection and Action	75 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 45 Minutes</i>

45 Minutes – *Introduction and Icebreaker.* Conduct these activities as they are described in the full-length version.

60 Minutes – *Connecting Our Personal Experience to Leadership and Change Efforts.* Carry out the *River of Life* activity as presented on pages 9-10 of the module. Adapt

the activity by 1) asking participants to make note somewhere in their drawing of the personal traits, behaviors or qualities they demonstrated in community change efforts depicted in their “River of Life”; and 2) when debriefing this activity, pose some of the discussion questions about traditional and nontraditional leadership skills that are suggested by the flip chart illustration on page 12.

15 Minutes – *Break*

15 Minutes – *The Concept of LeadershipPlenty®*. Refer to the section called *Searching for Community Leaders: Looking Within* on pages 10-11. Share each of the points about leadership that are made in this section. Then, engage the group in a discussion about how people from all walks of life work to improve the community (see flip chart illustration on page 11).

75 Minutes – *Balancing Reflection and Community Action*. Give participants about 15 minutes to read and discuss Handout #1 using the questions found on page 14. Then, carry out the *Action Sandwich* activity as it is described on pages 14-16.

15 Minutes – *Evaluation and Closure*. Ask a volunteer or two from the group to sum up the work accomplished in this module. Conclude the session with a whip around the room in which each person shares one unique leadership skill they can use to effect change in the community.

Have participants complete a session evaluation form before they leave.

Homework

For two weeks following the training, instruct participants to pay close attention to the skills, gifts, and talents they demonstrate routinely at home and at work. Ask them to note in their journal how these could be applied to community problem solving.

Module Two

How this module differs from the full version

Each of the learning objectives found in the full version are still addressed. However, because two activities (*Resource Scavenger Hunt* and *Connecting Emerging and Established Leaders*) have been eliminated entirely, participants will miss out on experiential learning intended to solidify key leadership concepts in the module. Group discussion has been expanded to incorporate points made in the missing activities.

Objectives:

- 1. Participants will learn to distinguish between an asset-based approach and a deficit-based approach to community development.
- 2. Participants will learn positive, creative and non-traditional ways to recognize and work with leadership assets within their organizations and the greater community.
- 3. Participants will experience the synergistic power of bringing the community’s assets together.

Guiding Questions:

- 1. What difference will it make to look at our community through its assets rather than its deficits?
- 2. How can we go about discovering undervalued assets in our community?
- 3. What happens when we bring the leadership assets of our community together?

Session Overview

Introduction	15 Minutes
Icebreaker	30 Minutes
Assets v. Deficit Approach to Community	55 Minutes
BREAK	15 Minutes
Creative Ways to Recognize Leadership Assets	30 Minutes
The Power of Synergy	35 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

45 Minutes – *Introduction and Icebreaker.* Conduct these activities as they are described in the full-length version.

55 Minutes – *Assets v. Deficit Approach to Community.* Give a brief overview of the

deficit approach to community change as presented on page 10 of the module. Follow this with the *News Article Critique* activity and fish bowl debriefing on pp. 10-11 to shift the focus to an assets approach to community change.

15 Minutes – *Break*

30 Minutes – *Creative Ways to Recognize Leadership Assets*. Refer to the section called *Asset-Based Community Leadership* on page 12. Share each of the points about leadership that are made in this section (see flip chart illustration on page 12). Then, engage the group in a discussion about creative ways to recognize leadership potential in the community, emphasizing the key points in the debriefing section on page 13. Finally, broaden the discussion to include the need for emerging and established leadership to work together by posing the discussion questions at the top of page 14.

35 Minutes – *The Power of Synergy*. Conduct the *Brainstorming* activity as described in the full version.

15 Minutes – *Evaluation and Closure*. Review the three objectives covered in the session today. Ask for volunteers to share one specific thing they learned about each objective that they can take back and use in their community.

Have participants complete a session evaluation form before they leave.

Homework

Encourage participants to go back into the community with eyes open to the potential for assets-based leadership. Ask them to record in their journal over the next two weeks at least ten leadership assets that they had not previously recognized.

Module Three

How this module differs from the full version

This abbreviated module can only minimally address the learning objectives found in the full version. Two powerful experiential activities – *The Venn Diagram* and *Listening Dyad* – are not included in this version. Group discussion has been expanded to encourage the reflective dimension of the missing activities.

Objectives:

1. To recognize our backgrounds and experiences and to understand the effect this has on working in groups.
2. To learn the predictable stages of group development.
3. To develop ways of communication that make group dynamics work effectively for community change.

Guiding Questions:

1. How do my experiences and background affect my participation in groups?
2. Are the dynamics in our group normal?
3. How can we communicate better in a diverse group?

Session Overview

Introduction	15 Minutes
Icebreaker	20 Minutes
Storytelling – Round One	15 Minutes
Thinking About Our Own Identities	30 Minutes
BREAK	15 Minutes
Storytelling – Round Two	20 Minutes
Stages of Group Development	30 Minutes
Communication for Community	
Change: Listening	25 Minutes
Evaluation and Closure	10 Minutes
<i>Total Time</i>	<i>3 Hours</i>

35 Minutes – *Introduction and Icebreaker*. Conduct these activities as they are described in the full-length version.

15 Minutes – *Storytelling: Round One*. Follow the activity as presented on p. 7 of the module, abbreviating the process by asking the members of each triad to share only the major details of their stories that time permits.

30 Minutes – *Thinking About Our Own Identities*. Bring the group into a discussion of cultural diversity, referring to the flipchart points on p. 8. To stimulate the reflection process of the omitted *Venn Diagram* activity, pose the second and third discussion questions on p. 9 to the group for discussion.

15 Minutes – *Break*

20 Minutes – *Storytelling: Round Two*. Follow the activity as described in the full version of the module, limiting triad time and group discussion time to 10 minutes each

30 Minutes – *Stages of Group Development*. Give participants Handout #2 and present the content as described on p. 11 of the module. Then ask for a volunteer to share a meeting anecdote from one of the triad stories. The full group will then analyze this experience according to the stages of group development. Repeat the process to discuss as many experiences as time allows and debrief the experience.

25 Minutes – *Communicating for Community Change: Listening*. Although you will not be conducting the *Listening Dyad* activity, you can flipchart the guidelines listed on the Handout #3 and lead a discussion about active listening. Then allow participants a few moments to reflect on how these guidelines could improve meeting situations in their communities. Finally, ask for volunteers to share some of their insights with the group.

10 Minutes – *Evaluation and Closure*. Review the three objectives covered in the session today. Ask for volunteers to share one specific thing they learned about each objective that they can take back and use in their community.

Have participants complete a session evaluation form before they leave.

Homework

Provide participants with a copy of Handout #1 *Our Different Backgrounds and Experiences (Venn Diagram)*. Create a corresponding handout that includes enough background information about cultural identity (see flip chart on page 8) and instructional detail (see page 9) so that participants can do the activity with two friends.

Module Four

How this module differs from the full version

This module is intended to deliver a substantial amount of content, much of which cannot be covered in a condensed version. Therefore, the basic principles will be overviewed and discussed in the sessions with the expectation that participants will get much of the detail from the handouts that they take home with them. The three objectives are addressed and all meeting techniques are demonstrated. Two of the techniques (*Identifying Possibilities* and *Polling Method to Prioritize Options*) have been combined into one activity and a third is covered in the Icebreaker.

Objectives:

1. Identify purposes for holding meetings.
2. Acknowledge conflict and tension as an integral part of group work.
3. Identify techniques for holding productive meetings that accomplish group purposes.

Guiding Questions:

1. What can meetings accomplish?
2. How do conflict and tension play an integral role in group dynamics?
3. What are some techniques for facilitating productive meetings that promote group work?

Session Overview

Introduction	15 Minutes
Icebreaker	30 Minutes
Meeting Nuts and Bolts	45 Minutes
BREAK	15 Minutes
Identifying Possibilities / Prioritizing Options	45 Minutes
Negotiating Consensus	30 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

45 Minutes – *Introduction and Icebreaker*. Introduce the session as described in the full-length version. Adapt the icebreaker by asking participants to write on their cards not only 1) the type of meeting they attended but also 2) what they considered the meeting's purpose to be and 3) whether they thought this purpose was fulfilled. In the debriefing, point out that they have just demonstrated a *Getting Acquainted Technique* and cover points 1-3 in the section on p. 12.

45 Minutes – *The Nuts and Bolts of Meeting Planning*. Begin by referring participants to Handout #2, as described in the module. Then cover the basic points of this session following to the flip chart outline on p. 8 and making reference to the other handouts (nos.3-8) when appropriate. The facilitator is encouraged to read carefully through the materials to determine the most important points to emphasize, since the time is limited. Replace the debriefing by handing out a printed version of the discussion questions on p. 11 for participants to consider on their own.

15 Minutes – *Break*

45 Minutes – *Two Techniques*

1) SLIP METHOD FOR IDENTIFYING POSSIBILITIES. Follow the technique/activity as described on p. 13 with the following modification. Substitute the individual writing time with a group brainstorming session, writing participants' ideas onto a flip chart, then, with their help, sorting the ideas into categories on separate sheets of chart paper. Post these sheets on the wall.

2) POLLING METHOD TO PRIORITIZE OPTIONS. Transition into the technique/activity on p.15-16. Once the voting has been tabulated, quickly debrief the two techniques for identifying and prioritizing options in meetings, based on discussion questions posed on pages13-14 and on page16.

30 Minutes – *Technique: Negotiating Consensus*. Begin this activity by briefly acknowledging that conflict and tension are natural to group work (see p. 14). Then carry out the technique/activity as described on p. 17. Reduce the number of group conferences by omitting step #3.

15 Minutes – *Evaluation and Closure*. Use the wall posters to review the main points of the session. Then go quickly around the room and have each participant name a technique learned today that they can use in future meetings.

Have participants complete a session evaluation form before they leave.

Homework

Encourage participants to observe carefully the dynamics of the next community meeting they attend. How could the techniques learned today have been incorporated into the meeting? Would the results have been different? Ask them to journal their observations and reflections.

Module Five

How this module differs from the full version

This module covers the three objectives but some of the content is presented without the opportunity for experiential learning and reflection. Two of the activities, (*Stories of Positive Conflict* and *How We Decide*) have been eliminated, but the basic principles of these activities are covered elsewhere. Group discussion time is also limited.

Objectives:

1. To recognize conflict and learn about its causes.
2. To look at conflict as an integral part of making decisions.
3. To develop strategies to manage conflict and to move forward with group work.

Guiding Questions:

1. How can we make conflict work for us instead of against us?
2. What strategies will help us work through conflict?
3. What happens if we can't reach consensus?

Session Overview

Introduction	15 Minutes
Icebreaker	20 Minutes
Function and Causes of Conflict	40 Minutes
BREAK	15 Minutes
Managing Conflict to Make Decisions	30 Minutes
Managing Conflict (cont'd)	30 Minutes
Managing Conflict (cont'd)	30 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

35 Minutes – *Introduction and Icebreaker*. Conduct these activities as they are described in the full-length version, limiting the *Human Continuum* activity to 20 minutes by limiting the number of “light-hearted statements.”

40 Minutes – *Function and Causes of Conflict*. Carry out the *Conflict Analysis* activity as presented on pages 11-12 of the module.

15 Minutes – *Break*

30 Minutes – *Managing Conflict to Make Decisions*. This session combines three sections of the module, so discussions must be short and to the point. Introduce the session by distributing Handout #2 and briefly describing the four group decision-

making processes. You may find the *Introduction* on p. 12 to be helpful. Then conduct the *Conflict Resolution Strategies* activity as described on p. 14 in the module, replacing the debriefing with the *Demonstration* as described on p. 15.

30 Minutes – *Managing Conflict* (cont'd). Debrief the previous set of activities by combining the discussion points in the debriefings on p. 14 and 16.

30 Minutes – *Managing Conflict* (cont'd). Carry out the *Modified Consensus Decision Making* activity as described on p. 16-17. Reduce the time given to group conferences by omitting step #3.

15 Minutes – *Evaluation and Closure*. After reviewing the main points covered in the session, allow a few moments for participants to reflect on insights into conflict that were gained today. Ask for volunteers to name one way that they now see conflict differently.

Have participants complete a session evaluation form before they leave.

Homework

Ask participants to investigate what strategies people in their community use to manage conflict. What approaches are they taking then their group seems unable to move forward? Journals can be used to record the findings.

Module Six

How this module differs from the full version

Each of the learning objectives is addressed in this version. Much of the small group activity is eliminated, however, reducing the opportunity for individual participation. Additionally, less time is devoted to problem solving of real community issues. The *Identifying Partners* activity is omitted but its basic concepts are incorporated into another activity.

Objectives:

1. To understand why partnerships are necessary to solve complex community problems.
2. To identify different types of community partners who can form an effective partnership.
3. To become familiar with organizing an effective community partnership.

Guiding Questions:

1. Who do we need to help us find solutions to community problems?
2. How can we minimize the risks and maximize the rewards that come with partnerships?
3. How can we organize an effective partnership?

Session Overview

Introduction	15 Minutes
Ice-breaker	30 Minutes
Why Should We Form Community Partnerships?	40 Minutes
BREAK	15 Minutes
Managing Risks of Community Partnership	25 Minutes
Organizing a Community Partnership	60 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 20 Minutes</i>

45 Minutes – *Introduction and Icebreaker.* Conduct these activities as they are described in the full-length version.

40 Minutes – *Why Should We Form Community Partnerships?* Carry out the *Sorting Through the Issues* activity on pages 9-10 of the module with the following adaptation. Omit the small groups, having the full group discuss Steps 1-3 and debrief as presented during the first 20 minutes of the activity. Then, distribute Handout #1 and modify

the instructions in the *Identifying Partners* activity on page 11 for a large group activity. Handout #2 can be reproduced on a flip chart for the group to complete together.

15 Minutes – *Break*

25 Minutes – *Managing Risks of Community Partnership*. Briefly introduce this session by presenting the six key points listed on page 13 (Stop short of asking participants to identify from their experience reasons for not seeking out partnerships.) Then, using the remaining time, carry out the *Managing Risks* activity on pages 14-15.

60 Minutes – *Organizing a Community Partnership*. Follow the introduction and *Building a Community Partnership* activity, as described on pages 15-16 of the module. Once the small groups are formed, ask each to select one issue or problem from those identified in *Sorting Through the Issues*. Finally, allow time for the small groups to visit each other's posted work, eliminating the debriefing at the end of the activity.

15 Minutes – *Evaluation and Closure*. Conduct the debriefing of the previous activity on page 16. Conclude the session with a whip around the room in which each person shares one idea from the session that he or she could apply to current community work.

Have participants complete a session evaluation form before they leave.

Homework

For this session's journaling, suggest that participants follow the spirit of the "Tip" at the bottom of page 17 to transition from today's work to Module Seven. Specifically, ask that they look at partnering efforts in their community in terms of how those efforts can help to accomplish goals.

Module Seven

How this module differs from the full version

The three phases of the module's objective are explored, however, participants devote less time than in the full version to the nuts and bolts of developing an action plan. Discussion and reflection are minimized here as well, to deliver as much content as possible in the time allowed.

Objective:

To explore the three phases of the community action process: finding a starting point, mapping the journey, and revising the course when necessary.

Guiding Questions:

1. How do leaders go about planning and actually getting started on a community change project?
2. How can we identify and achieve realistic goals along the way?
3. How do we know if our action plan is working and how can we change our plan if necessary?

Session Overview

Introduction	15 Minutes
Issue Profile Introduction	30 Minutes
Phase One: Finding a Starting Point	45 Minutes
BREAK	15 Minutes
Phase Two: Mapping the Journey	45 Minutes
Phase Three: Revising En Route	45 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 30 Minutes</i>

45 Minutes – *Introduction and Issue Profile Introduction.* Conduct these activities as they are described in the full-length version on pages 9 and 10.

45 Minutes – *Phase One: Finding a Starting Point.* Carry out the *State Core Values* activity as presented on pages 10-11 of the module. Then, lead an abbreviated version (20 minutes) of the *Creating a Shared Vision* activity on pages 12-13. Rather than dividing into small groups, adapt this activity for the full group, having volunteers come forward to contribute to one large group drawing, posted on the wall.

15 Minutes – *Break*

45 Minutes – *Phase Two: Mapping the Journey*. Conduct a modified version of the *Talk-To-Action-Journey* activity by going through the content for Phase Two in Handout #1, pages 14-15. Handout #5 and the activity at the top of page 16 will be covered in the next section.

45 Minutes – *Phase Three: Revising En Route*. Set up the final activity of the module by distributing Handout #5 and giving participants 25 minutes to complete the worksheet in small groups. Follow the directions for this activity at the top of page 16. Then, carry out a shortened version of the *Moving the Plan Forward* activity as described on Pages 16 and 17 of the module, by limiting the time each group has to discuss its model and eliminating the brainstorming and discussion at the end of the activity.

15 Minutes – *Evaluation and Closure*. Follow the suggestions given in the full version of the module. However, rather than asking the group to discuss strategies for overcoming obstacles, refer them to the “Homework” assignment.

Have participants complete a session evaluation form before they leave.

Homework

Ask participants to return to their communities and observe potential obstacles to moving from talk to action. Then, ask them to journal strategies of overcoming these obstacles.

Module Eight

How this module differs from the full version

The learning objectives of the original module are addressed here, however, participants have less time for the experiential learning component. *The Human Continuum* activity has been omitted entirely, reducing the opportunity for participants to share their backgrounds and opinions and relate them to the content. Because the *Evaluating a Program Step-by-Step* activity has been shortened, exposure to some of the key concepts of evaluation may be limited.

Objectives:

1. To explore the purpose and value of evaluating what you do.
2. To understand the basic steps of program evaluation.
3. To gain experience using program evaluation as a key management tool.

Guiding Questions:

1. What is evaluation and why should we evaluate?
2. What has to be in place before we're ready to evaluate?
3. How do we go about evaluating our projects or programs?

Session Overview

Introduction	10 Minutes
Sharing Evaluation Experiences	35 Minutes
Getting Ready to Evaluate	30 Minutes
BREAK	15 Minutes
Evaluating a Program Step-by-Step	90 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

10 Minutes – *Introduction*. Conduct the introduction as described in the full-length version.

35 Minutes – *Sharing Evaluation Experiences*. Adapt the icebreaker by limiting the *Penny Analogy* to 15 minutes, being sure that the main points on page 7 and 8 are made. Then, open the discussion to personal experiences with a transition to the *Talking About Evaluation* activity.

30 Minutes – *Getting Ready to Evaluate*. Cover the material in the *Getting Ready to Evaluate* section as described on pages 10 and 11 of the module.

15 Minutes – *Break*

90 Minutes – *Evaluating a Program Step-by-Step*. Conduct the *Evaluating a Program Step-By-Step* activity as described on pages 11-13 in the module. Monitor the small groups' progress through the steps to contain the activity within the time frame allowed. Regardless of each group's ability to complete the worksheet, devote the last ten minutes of the activity to debriefing.

15 Minutes – *Evaluation and Closure*. Follow the *Summing It Up* activity on pages 13-14 with this adaptation. Ask for a volunteer to take the role of outsider and ask the first guiding question of the group (see flip chart diagram on page 14). Then ask for two more volunteers to do the same for questions 2 and 3. Omit the group discussion.

Have participants complete a session evaluation form before they leave.

Homework

Suggest to participants that they return to the community and pose the variations of the Guiding Questions from page 14 to people that have experience with evaluation. Ask them to note what they learn from these conversations in their journals.

Module Nine

How this module differs from the full version

The learning objectives are covered here as in the full version, although much of the content is presented with less opportunity for participants to reflect and to apply their learning to a real life situation. The *Developing a Message* activity is omitted, and its small group experiential learning opportunity limited to a group discussion. The *Working With the Media* activity is restricted to a brief lecture on its content.

Objectives:

1. To understand the reasons to communicate with the larger community about your work.
2. To learn how to develop an effective message about a community program.
3. To identify ways to reach different audiences with your message.

Guiding Questions:

1. Why does our group need to communicate about its work to the larger community?
2. How do we inform others about the importance of this work?
3. How do we communicate our message to different audiences?

Session Overview

Introduction	10 Minutes
Ice-breaker	30 Minutes
Reasons to Communicate	35 Minutes
BREAK	15 Minutes
Message Development	15 Minutes
Identifying Ways to Communicate	
Your Message	45 Minutes
Working With the Media	15 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours</i>

40 Minutes – *Introduction and Icebreaker*. Conduct these activities as they are described in the full-length version.

35 Minutes – *Reasons to Communicate*. Present the content on page 9 and carry out the *Group Discussion* activity as described on page 10 of the module.

15 Minutes – *Break.*

15 Minutes – *Message Development.* Present the content on pages 11 and 12 of the module. Then, distribute Handout #2 and adapt the *Developing a Message* activity on pages 12 and 13 into a full group discussion around the flipchart information on page 11. This will give participants an opportunity to apply their learning to a community situation.

45 Minutes – *Identifying Ways to Communicate Your Message.* Divide participants into groups of 3-5. Follow the directions for the *One Size Doesn't Fit All* activity on page 14 with this modification. Limit small group work to 30 minutes, rather than the 45 allowed in the full version.

15 Minutes – *Working with the Media.* Present the content from page 15 and 16. Although no time is allowed for a full discussion, participants should be encouraged to ask questions of clarification as the material is presented. Be sure to refer them to the supplementary resource materials for this module, particularly *The Publicity Kit*.

15 Minutes – *Evaluation and Closure.* Close with a quick review of the nine modules, following suggestions given on page 16 and 17 of the module.

Have participants complete a session evaluation form before they leave.

Homework

Encourage participants to return to their organizations with an eye to finding opportunities for opening up communication with the larger community. They may want to record ideas in their journals for future planning.

Notes

