PODER EN SALUD
BEST PRACTICES TOOLKIT
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INTRODUCTION

Informed by research and experience, "PODER en SALUD" (Power in Health) engages teens across the country to create change. The impact is profound. The experiences are emotional. The lessons are unforgettable.

For more than three decades, NYLC has empowered young people to lead campaigns that make measurable differences in their schools, their communities, and beyond. NYLC uses a service-learning approach that embeds the issue area more deeply within a school or after-school program’s culture, and connects to academic goals.

PODER en SALUD increases the capacity of Latinx communities to effectively respond to the impacts of COVID-19 within their communities. Students take action by working in teams, creating bilingual campaign messaging to promote COVID-19 vaccination, and reaching out to involve school and community partners. PODER en SALUD students bring people together — and they save lives.

PODER en SALUD: Best Practices Toolkit was designed with you in mind. It is a guide to carry out your own PODER en SALUD campaign to address COVID-19 in your community.
Creating A Team

The best thing you can do to build community awareness, both in and outside of schools, on COVID-19 is to create a team that includes community members as well as students. With a strong team creating powerful campaigns, outreach will be exponentially more effective. There are three steps to follow in order to create a strong team.

Step 1: Recruit Adult Partners/Promotores

To help provide guidance for your project, it is critical to find adults who share your interest in addressing COVID-19. PODER en SALUD adult partners can be teachers, parents, student activities advisors, counselors, administrators, or community partners.

Below are questions that can help you build a quality youth-adult partnership team. Review and discuss these questions as a group to create consensus.

- What type of assistance is needed from each partner?
- What are the different expectations for each partner?
- How often will you meet?
- When and where will you meet?
- For how long will you meet?
- Who is responsible for scheduling meetings?
- How will you decide what to discuss at meetings?
- Who is responsible for keeping meetings on track?
- What is the best way to contact each partner?
- If problems arise, how will they be solved?
- Are there any concerns either partner would like to discuss/resolve?
Step 2: Recruit Young People/Promotores

Recruit a diverse team of young people who are excited to share public health messages in a variety of ways, across a variety of platforms and media. Be sure to obtain basic contact information like an email address and phone number. Here are some examples of the types of team members that might be helpful:

- People from different grades
- People from different schools or after-school programs
- People with different skill sets (writers, graphic artist, videographer, etc.)
- People from different clubs (academic, athletic, etc.)

Step 3: Hold Your First Meeting

Find a convenient time for everyone. Online tools like Doodle polls are great for coordinating dates and times. Often, it’s best to choose a time every week (or every other week) when all are available to meet. Be sure to include all partners. Following are general guidelines for the meeting.

Running Effective Meetings

- Icebreakers and Energizers: these activities help you laugh and get comfortable with your team.
- Team-Building: these activities help teach how to work together to solve simple or complicated tasks. They also aid in building trust.
- Self-Exploration: these activities help you learn more about yourself, the areas where you excel, and your areas for growth.
**More on Running Effective Meetings**

PODER en SALUD is all about shared youth-adult decision-making, planning, and program implementation. Consider using these tips at the first meeting:

- Meet in advance of the meeting to develop meetings agendas and assign roles.
- Set ground rules, expectations, and norms. Establish agreed upon expectations for behaviors (norms) during the meeting. Consider brainstorming these norms during the first meeting and posting them in a visible location for the duration of the project.
- Develop a meeting agenda. If adults are participating in the meeting, have them get involved as well. A learning component will help the group understand the project details, vaccination information, and impacts of COVID 19. Consider inviting experts or guest speakers who might have something to share about COVID-19 or the community. A skills-building section on communication platforms or approaches that will help the team create messages geared toward the community is also important.
- Always add a final reflection or wrap-up. This step is important to review the learning, consider next steps, and build continued connections with the group. This can be as simple as asking: “What do you know now that you didn’t know before?”
- Follow-up. Determine who will follow-up with anyone who has volunteered to work on something before the next meeting. This builds commitment and a sense of group responsibility.
- Consider processes for decision-making/consensus-building. Be aware of the importance of hearing from all group members. In a cross-age meeting, be sure to listen to student opinions and concerns. Well-intended adults can often too quickly voice their opinions, inadvertently discouraging young people.
GETTING STARTED

Meeting Notes Template
Taking notes is important to keep your group organized and on the same page, to keep a record of the work done and decisions made by your group, and to follow up on ongoing projects. Be sure to capture:

Date:
Convened by:
Attendees:
Topics:
Goals:
Discussion/Notes:

Next Steps (next meeting date) & Roles:
Icebreakers, Energizers, & Team Builders

To make a change in a school or community, there must be opportunity for relationship-building among the leadership team. One of the best ways to do this is by starting sessions with icebreakers, energizers, and team-builders. These activities help people learn about each other and break down barriers. Ask participants if they know some activities that they can lead. These are just a few to get you started.

**SILENCE IS GOLDEN ICEBREAKER**

Optimal Number of Participants: 10-30  
Materials: Space for standing in a circle  
Directions: Welcome everyone to the session and let them know that each session will begin with a warm-up. The goal is for others to contribute their favorite warm-ups later in the program.

Note that for each game, the facilitator introduces themself and names the game, then gives directions and asks if anyone has questions. After the game, reflection questions help the group process the experience.

Have everyone stand in a circle and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order, according to their first names.

Once done, have everyone say first names to ensure that the order is correct. A second round can be done on birthdays, again with no speaking. A good challenge is NOT to have participants share their birthdays aloud ahead of the line-up.

Reflection Questions:
- Why do we do this? Have you done this in other ways? Who wants to lead an activity at our next meeting?
HEALTH NAME GAME ICEBREAKER

Optimal Number of Participants: 10-30
Materials: Space for group of 6-30 to stand in circle
Time: Approximately 15 minutes

Directions: Because the focus of this name game is health, ask that each person first say their name, and then think of a word that relates to health and begins with the same letter as their first name. For example, if your name is “Miguel” you might say “marathon.” If the group is new to the topic, start with a brainstorm of what good health and well-being means to them.

Reflection Questions:
  • What did you notice during the game?
  • Did anything surprise you?

(Be sure to have a strategy to reclaim the attention of the group. Often saying “If you can hear my voice, clap once!” starts getting participants’ attention, followed by “If you can hear my voice, clap twice!” Three times should gather everyone’s attention. Or use some sort of noise-maker.)
SNOWSTORM ENERGISER

Number of Participants: 10-30
Materials: Paper, writing utensils
Time: 10 minutes
Directions:

- Have participants stand in a circle.
- Ask everyone to write down one thing that's going well, and one area where they need help.
- Have everyone crumple their papers and toss their "snowballs" to/at another person.
- Have one person start by reading what's on their snowball. Try to provide answers to the questions as a group.
- Then have the person who wrote that question read their snowball.

Reflection Questions:
- What have we learned?
- Where do we need to do some work?
- What can we celebrate?
Give everyone a pen/pencil and a piece of paper. Then, brainstorm as a group 3-5 questions that everyone will ask of the other. They might be questions like: Where were you born? What’s your first memory of a doctor or health care provider? What’s the worst thing about a doctor visit? What’s the best? Have everyone find a partner. Have each pair pick one speaker for the first round to be interviewed by the other person. The interviewer should ask questions about the person for a minute straight while taking notes on things they thought were interesting about the other person. Once the minute is over, have them switch roles and do the same thing.

If time, have partners introduce each other, highlighting the most memorable parts of the interviews.

Reflection Questions:
- What was your first impression of your partner?
- What made you have that impression?
- How has your impression changed based on your interview?
You are now part of a national group of Latinx-identified and Latinx-serving organizations who have come together to address the COVID-19 pandemic through a collective effort to provide accurate, timely information, education, and resources to ensure the health, well-being, and prosperity of your communities.

Your team will develop and distribute a multilingual, multi-media COVID-19 communication and/or education products that are carefully and thoughtfully designed to address a specific Latinx segment of the community.

To help you get started, consider the following:

**WHAT WORKS**

- Pre-testing messages to understand how target audiences respond.
- Communicating information the audience does not already know.
- Communicating why it is important to care.
- Communications that are culturally, linguistically, and situationally relevant.

**WHAT DOESN’T WORK**

- Slogans that simply tell people to behave in a certain way to avoid certain outcomes, without offering meaningful reasons why.
- Messages that evoke fear will not only fail but may drive your audience away from the behavior you want to change.
GETTING STARTED
LEADERSHIP COMPASS

It is important to know and be able to communicate your preferred leadership style when working with people of other styles. Knowing how you and others lead contributes to harmony and efficiency in a group setting, and allows each team member to complement one another by utilizing their unique strengths. Like a directional compass, the Leadership Compass has four directions, or ways in which people approach work. Many of us have a resting place where we tend to be most comfortable. Some of us may work in different directions at different times.

Read each sentence carefully. Using the scale given below, indicate how typical each sentence is of your behavior in a school or work group. It is important to keep this frame of mind, as behavior in a school or work-related scenario often differs from behavior in personal situations.

1. I like to determine the course of events. ______
2. I enjoy challenges presented by difficult people and situations. ______
3. People and relationships are primary for me in any group. ______
4. I am practical, dependable, and thorough when I take on something. ______
5. I make decisions early. ______
6. I need to see the big picture before I work on the details. ______
7. I am a team player. ______
8. I am good at planning and identifying needed resources. ______
9. I do not like to put things off. ______
10. I love to think about ideas and possibilities. ______
11. I trust my own emotions and intuition in search of an answer. ______
12. I move carefully and follow procedures and guidelines. ______
13. I am comfortable being a leader. ______
14. I enjoy experimentation and creativity. ______

7: Very Typical  5: Frequently  3: Seldom  1: Never
15. I am supportive and nurturing to my colleagues and peers. ______
16. I make decisions using logic and data analysis. ______
17. I am not stopped when refused. ______
18. I want much information before making decisions. ______
19. I am able to focus on what is happening in the present moment. ______
20. I am introspective and self-analytical. ______
21. I like a quick pace and getting things done. ______
22. I have a strong intuitive awareness. ______
23. I enjoy helping others to feel important and useful in a group. ______
24. I am often the person who can find a fatal flaw in an idea or project. ______
25. I will take charge in a group when others do not seem to know what to do. ______
26. I am always looking for new and better ways to do things. ______
27. I care as much about how things are done (the process) as what is done (the outcome). ______
28. I can take what resources exist and get the most out of them. ______
29. I am able to form action plans easily and do not need long discussions of issues. ______
30. I am effective at helping people identify the mission and purpose of a task. ______
31. It is easy for me to see all sides of an issue. ______
32. I like dealing with specifics and details of a project. ______
GETTING STARTED
LEADERSHIP COMPASS SCORING

Transfer your scores into the following table. For example, if you answered "very typical" to the first statement, you would write "7" next to number 1. Add up your total for each column and record your scores in the bottom row of the table below. Then, check for your highest total. Circle your primary direction on the compass at the bottom of the page.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
<th>East</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
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<td>9.</td>
<td>10.</td>
<td>11.</td>
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<td>13.</td>
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<td>17.</td>
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<td>21.</td>
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<td>25.</td>
<td>26.</td>
<td>27.</td>
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<tr>
<td>29.</td>
<td>30.</td>
<td>31.</td>
<td>32.</td>
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</tbody>
</table>

Diagram of compass directions.
LEADERSHIP COMPASS ANALYSIS

When considering the best strategies for teamwork related to your primary direction on the compass, ask yourself the following questions:

- What is your direction’s greatest strength? What is your greatest weakness?
- What is one tip that others can follow to work best with this direction?
- Moving forward knowing what everyone’s leadership style is, how will this benefit the group? How will it challenge the group?
- What can we do to accommodate everyone’s leadership style?

<table>
<thead>
<tr>
<th>NORTH</th>
<th>SOUTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitfalls when taken to excess...</td>
<td>Pitfalls when taken to excess...</td>
</tr>
<tr>
<td>• May be bogged down by need to press ahead.</td>
<td>• May be bogged down when relationships and others' needs are compromised by project.</td>
</tr>
<tr>
<td>• Seems not to care about process.</td>
<td>• Has trouble refusing requests.</td>
</tr>
<tr>
<td>• May get defensive/argumentative.</td>
<td>• Internalizes difficulty and assumes blame.</td>
</tr>
<tr>
<td>• May lose patience; pushes for quick decision.</td>
<td>• Prone to disappointment when relationships are perceived as secondary to project.</td>
</tr>
<tr>
<td>• May get autocratic; plow over others during decision-making process.</td>
<td>• Has difficulty confronting anger.</td>
</tr>
<tr>
<td>• May be impulsive; go beyond limits.</td>
<td>• Immersed in the present; loses track of time.</td>
</tr>
<tr>
<td>• Sees in terms of black and white.</td>
<td></td>
</tr>
<tr>
<td>• Not heedful of others' feelings; may be perceived as cold.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUGGESTIONS FOR WORKING WITH...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present our case quickly, clearly, and confidently.</td>
</tr>
<tr>
<td>• Let person know their payoff and their role.</td>
</tr>
<tr>
<td>• Highlight the challenge of the task.</td>
</tr>
<tr>
<td>• Provide plenty of autonomy.</td>
</tr>
<tr>
<td>• Stick with established timelines.</td>
</tr>
<tr>
<td>• Give positive public recognition.</td>
</tr>
<tr>
<td>• Involve during tasks requiring motivation, persuasion, and initiative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitfalls when taken to excess...</td>
</tr>
<tr>
<td>• Remember the process; primary importance lies in quality of relationships.</td>
</tr>
<tr>
<td>• Justify your decisions using values and ethics.</td>
</tr>
<tr>
<td>• Appeal to relationships between you and others.</td>
</tr>
<tr>
<td>• Listen; allow emotional expression and intuition into logical arguments.</td>
</tr>
<tr>
<td>• Be aware of person's difficulty to refuse you.</td>
</tr>
<tr>
<td>• Provide positive reassurance often.</td>
</tr>
<tr>
<td>• Display appreciation for the person's abilities and efforts.</td>
</tr>
</tbody>
</table>
## Pitfalls when taken to excess...

<table>
<thead>
<tr>
<th>EAST</th>
<th>WEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>May be bogged down by too much vision – or lack thereof.</td>
<td>May be bogged down by excessive information.</td>
</tr>
<tr>
<td>May miss critical details &amp; lose focus.</td>
<td>May be stubborn, entrenched in own position.</td>
</tr>
<tr>
<td>Poor follow-through on projects.</td>
<td>May be indecisive; may collective unnecessary data and get mired in extraneous details.</td>
</tr>
<tr>
<td>May become easily overwhelmed.</td>
<td>May appear cold and withdrawn compared to the work styles of others.</td>
</tr>
<tr>
<td>May lose track of time.</td>
<td>Tendency for watchfulness and observation..</td>
</tr>
<tr>
<td>Tends to be highly enthusiastic at project start, but burn out before completion.</td>
<td>May remain withdrawn and distant.</td>
</tr>
<tr>
<td>May develop a reputation for being undependable.</td>
<td>Resists emotional please and change.</td>
</tr>
</tbody>
</table>

## Suggestions for working with...

<table>
<thead>
<tr>
<th>EAST</th>
<th>WEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show appreciation and enthusiasm for ideas.</td>
<td>Allow ample time for decision-making.</td>
</tr>
<tr>
<td>Listen and be patient during brainstorming sessions.</td>
<td>Provide verifiable data, objective facts and figures.</td>
</tr>
<tr>
<td>Avoid critical statements; refrain from judging ideas shared.</td>
<td>Do not be put off by critical rejections.</td>
</tr>
<tr>
<td>Allow and support divergent thinking.</td>
<td>Minimize emotional expression; use logic when possible.</td>
</tr>
<tr>
<td>Provide a variety of tasks.</td>
<td>Appeal to tradition, history, and procedure.</td>
</tr>
</tbody>
</table>
SKILLS INVENTORY

“Know What You Know”

To figure out who does what, it is helpful to start by identifying what you already know or would like to learn out of this experience. Think broadly about all your areas of expertise, and use the space below to record them. Have each team member do the same. Maybe you love social media. Maybe you’re a great note-taker. These skills can be the building blocks of your project plan. Star those areas you’d be most interested in offering the project. Rank your level of experience on a scale of 1 to 4, 1 being relatively inexperienced and 4 being very experienced. Hang onto these sheets as they will help in the planning process.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Can Do</th>
<th>Can Teach</th>
<th>Exp. Level</th>
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</thead>
<tbody>
<tr>
<td>Languages (be specific)</td>
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<tr>
<td>Sports (be specific)</td>
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<tr>
<td>Public Speaking</td>
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<tr>
<td>Mentoring</td>
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<tr>
<td>Computer Skills</td>
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<td>Photography</td>
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<tr>
<td>Videography</td>
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<tr>
<td>Event Planning</td>
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<td>Budgeting</td>
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<tr>
<td>Writing</td>
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<td></td>
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<tr>
<td>Other (be specific)</td>
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</table>
THE SERVICE-LEARNING PROCESS

Service-learning is a youth-led process that has clear benefits for all involved. It is often referred to by its acronym, “IPARD” which stands for Investigation, Planning & Preparation, Action, Reflection, and Demonstration.

**Investigation:**
Through research and inquiry, young people and their partners identify a genuine community need, and its root causes. In this case, the need has been identified as community outreach to address COVID-19 prevention that is culturally appropriate and accessible in Spanish.

**Planning and Preparation:**
Based on that research, young people identify a realistic and meaningful project with clear goals, timelines, roles, and follow-up steps. In this project the larger timeline has been developed by the national program lead. Locally, teams will develop their own timelines to meet those deadlines.

**Action:**
Participants implement their plans on COVID-19 prevention messaging, collecting evidence of their project’s efficacy and impact.

**Reflection:**
Throughout the project, participants assess what is working, what could be done better, and how they are addressing the root cause of the need for this vaccination outreach.

**Demonstration:**
Participants showcase what they have learned and the impact they have had, sharing the news with stakeholders and community partners.
INVESTIGATION

Any service-learning project begins with an exploration of both the issue and the people affected by it: an investigation known as the “Community Inquiry Process” (CIP) in PODER en SALUD terms. (See the gold box below.) For this project, the issue is COVID-19 prevention in Latinx communities.

First, let’s begin with some important terms:

- **The Centers for Disease Control and Prevention (CDC)**
  The national public health agency of the United States, this federal agency that supports work through the Department of Health and Human Services, which is headquartered in Atlanta, Georgia. For the purposes of PODER en SALUD, the CDC both provides the funding for the sites and also will approve of the communications messages you develop.

- **Health “Promotores”**
  This is your team of young people and adults, health promoters, who will both develop and distribute the messages to prevent the spread of COVID-19.

These two groups of people are key to the investigation process.

---

**Overview of Investigation Steps:**

1. Identify who on the team will develop the survey/focus group/interview questions.
2. Develop questions.
3. Decide whether to do a survey, focus group, or one-to-one interviews to gather answers to the questions.
4. Identify who will conduct the survey, focus group, or interviews.
5. Review and compile the information collected.
6. Conduct online research.
7. Identify trends and analyze results.
8. Prepare a summary of findings.

**Online Resources:**

- US Census
- Local Depts. of Health
- CDC website
- 500 Cities/Places Project
THE SERVICE-LEARNING PROCESS

INVESTIGATION

So, it’s time to start understanding the deeper needs of your school and community. As mentioned, there are at least three ways to do this.

1. Conduct Surveys:
Develop a simple survey as a systematic way to collect information from a small group of individuals about their attitudes, views, and behaviors on key issues. Surveys can be administered in-person, online, or by phone.

2. Conduct Focus Groups:
Convene a small group of students and/or community members and facilitate a discussion on what people see as important issues in their community. Ask questions similar to those you would ask in a survey, making sure that the questions are "open" (require full-sentence answers) rather than "closed (able to be answered in one word).

3. Conduct Key Informant Interviews:
Meet one-to-one with people who would have opinions to offer on this topic: local young people, business owners, faith leaders, parents, etc. Check your community map for ideas.

You may choose up to nine respondents for your inquiry process.

Sample questions are available through the PODER group site at nylc.org!

In all cases, use consent forms, available through nylc.org and the PODER group site.
INVESTIGATION

Interviewing Tips:

1. Know the topic well.
2. Contact the person 1-2 weeks ahead of time and be flexible and polite in requesting their time. Try to set up an in-person interview. If that doesn’t work, offer the option of a phone or online interview, and be sure to have another person with you to record the highlights of the conversation.
3. Develop questions ahead of time and rehearse them with a partner. Have both people practice their roles. Slowing down an interview is helpful to both the interviewer and the person being interviewed.
4. Arrive early so that you can ensure an optimal environment.
5. Be organized. Be sure to have a pen, pencil, notepad, and recording device.
6. Introduce yourself and explain your project.
7. During the interview, ask for clarification when needed.
8. Look the person in the eye when asking questions.
9. Listen carefully to the answers so that you don’t inadvertently ask a question that was already answered.
10. Conduct the interview like a conversation. One question should lead logically to the next.
11. Conclude by asking if there’s anything they'd like to add.
12. Thank them sincerely for their time.
THE SERVICE-LEARNING PROCESS

INVESTIGATION

A key aspect of this service-learning experience is identifying potential community partners – both those who can help the project and those who need the information.

This diagram includes sectors of the community worth considering. Use the diagram to brainstorm possibilities.

- **Community Organizations** (Churches, Senior Centers, Libraries, Arts) (information recipients, venues)
- **Government/Elected Officials** (allies; venues; policy advice)
- **Businesses** (donations; advertising; publicity)
- **Law Enforcement** (data; allies; speakers)
- **Health Care** (data, experts, allies, venues)
- **Parents** (chaperones; transportation; funds)
- **School Administration + Teachers** (other students; content expertise)
- **Universities & Colleges** (expertise; venues; volunteers)
- **Media** (publicity; public service announcements)
Analysis of Root Problem

From the information you've gathered, analyze what you now see as the core problem and write that in the center box. Add what you understand to be the causes of the problem, and list those along the roots of the tree. In the branches of the tree, list what you understand are the results of the problem.

results of the problem...

The Problem:

root causes...
Analysis of Possible Solution

On this version of the tree, write your proposed solution to the problem in the center box below, then list the ways you intend to address the problem in the roots of the tree. Add the anticipated results in the branches of the tree.

Expected results of the solution...

The Solution:

ways to achieve the solution...
THE SERVICE-LEARNING PROCESS

PLANNING & PREPARATION

Using the completed solution/problem tree analysis, it’s time to plan and prepare for your project.

**STEP #1: Create S.M.A.R.T. Goals**

It’s important to set manageable short-term goals in to guide the team toward achieving the bigger goal: the solution.

S.M.A.R.T. goals help identify the most important aspects of a service-learning project, as well as clarity on who does what by when.

As you may know, SMART Goals are:

- **Specific:**
  - Include details about what you will do, who will help, and how you will do the task.
  - These tasks should be clear to anyone reading the Action Plan.

- **Measurable:**
  - How will you know you’ve accomplished your goal?
  - What is your timeline for doing so?

- **Attainable:**
  - Is the short-term goal something that can be done?
  - Is other assistance needed?

- **Relevant:**
  - Do you have the needed resources, knowledge, and time?
  - Will the short-term goal get you closer to the end goal?

- **Timely:**
  - Does the timeframe for action seem realistic?
  - What other steps will be happening simultaneously?

---

**PODER en SALUD S.M.A.R.T. Goals Examples**

- Identify nine community members for focus group by X date.
- Develop first draft of survey by X date.
- Conduct five (of the nine total) interviews by X date.
- Develop five TikTok messages in Spanish for review by CDC by X date.

**NON-S.M.A.R.T. Goals**

- Develop pro-vaccination messages.
- Talk with principal.
- Post messages to Instagram.
THE SERVICE-LEARNING PROCESS
PLANNING & PREPARATION

Step #2: Develop an Action Plan

Building on your S.M.A.R.T. Goals, break down your project step-by-step. Consider both the natural strengths and interests of your group (as identified in the Leadership Compass activity and "Know What You Know" Skills Inventory on page 14) when deciding who does what. Check these responsibilities against the deadlines so that everyone has a role and no one has too much to do.

<table>
<thead>
<tr>
<th>Task/S.M.A.R.T. Goal</th>
<th>Team Member(s)*</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
</table>

*Note that you may want to divide people up into committees, if you have a larger group. Committees such as Marketing, Fundraising, and Outreach can be helpful.
## PLANNING & PREPARATION (CON'T.)

<table>
<thead>
<tr>
<th>Task/S.M.A.R.T. Goal</th>
<th>Team Member(s)</th>
<th>Due Date</th>
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THE SERVICE-LEARNING PROCESS

PLANNING & PREPARATION

Step #3: Develop a Budget

To keep finances under control, you should know all the supplies and resources you may need when you action-plan – including their status. (Are they secured or not?) Below are questions to consider:

- What resources do you already have? (They can be listed as "in-kind").
- What additional resources do you need?
- How will you secure these additional resources?
- Who can help or might consider a donation?

<table>
<thead>
<tr>
<th>Description of Expenses</th>
<th>Estimated Cost</th>
<th>In-Kind Donation</th>
<th>Status</th>
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<tbody>
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**Total Expenses**
Once you have received approval and piloted your messages, it's time to launch your work! All the ideas, planning, phone calls, meetings, and preparation for your project are about to pay off.

This step is all about you and your team, based on the project you developed. Be sure to document the experience, as this will provide valuable information for reporting and for future projects. By recording what was done in a number of ways participants have materials to draw from for articles, community impact statements, and letters to the editor – for example.

Writing
Keep a journal or learning log, writing about each time you participate in a service action. These logs can be invaluable sources accounting for the time invested, daily activities, and records of what worked well and what needed adjusting.

You may also want to ask community partners to keep a log of their activities, recording their own observations.

Data Collection
Keep track of relevant data, for example: how many messages were developed? How much money was raised and/or spent? How many people attended public events?

In some cases, it's appropriate to ask participants and community partners to fill out evaluation forms. When students compile the results, this is a powerful form of reflection.

Multimedia Recordings
Take photos and/or videos to document memorable moments in the process. These are also powerful forms of reflection and help when sharing the story.

Drawing
Sketches, charts, and diagrams can also assist in describing service-learning events and outcomes.
Before, during, and after the campaign, it’s important to think critically about your actions. Be honest about what you experienced. You may do this individually or as a group.

**S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats) Analysis**

This analysis will help you identify the positive and negative factors in your project that may either support or prevent success.

### THE SERVICE-LEARNING PROCESS

#### REFLECTION

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Helpful to achieving your goal</th>
<th>Harmful to achieving your goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong> qualities of you/your group</td>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>What did you do well?</td>
<td>What did you do well?</td>
<td>Where did you struggle?</td>
</tr>
<tr>
<td>What resources did you have?</td>
<td>What resources did you have?</td>
<td>What could you have improved?</td>
</tr>
<tr>
<td>What did others perceive as your strengths?</td>
<td>What did others perceive as your strengths?</td>
<td>What could you have avoided?</td>
</tr>
<tr>
<td><strong>External</strong> qualities of your environment</td>
<td><strong>Opportunities</strong></td>
<td><strong>Threats</strong></td>
</tr>
<tr>
<td>Where are the opportunities ahead?</td>
<td>Where are the opportunities ahead?</td>
<td>What obstacles did you face?</td>
</tr>
<tr>
<td>What trends are you aware of?</td>
<td>What trends are you aware of?</td>
<td>Are there other groups that you might be competing with?</td>
</tr>
<tr>
<td>Who else could help you achieve your next step goals?</td>
<td>Who else could help you achieve your next step goals?</td>
<td>What would you do if you have trouble securing additional resources?</td>
</tr>
</tbody>
</table>
What was the most effective part of your project? What are you most proud of?

What was the least effective part of your project? What are you disappointed in?

What new understandings have you gained about the issue you addressed?

What questions do you still have?

What have you learned over the course of the project?

How does what you learned in this project connect to other learnings?

How has what you learned changed your thinking?

Think about the people you encountered during your service.
What actions or words from them are the most memorable to you?

What do you think the people you worked with learned from you?
What did you learn from them?

How did the members of your team work together? What did you learn about each other in the process?

How do you think about your community differently as a result of this project?

What would you do differently next time?

What follow-up work is needed?

What are some possible next steps?
THE SERVICE-LEARNING PROCESS

DEMONSTRATION

Showcase your impact and all you have accomplished! Demonstration is necessary to show stakeholders, partners, and others that it is possible to prevent COVID-19 and promote good health. It also offers opportunities to expand interest in the next stages of the project.

You can demonstrate your success in many ways. The best demonstrations use information, artifacts, stories, and data to tell the story of the project. Use the following ideas to share your experiences more broadly with your local, national, or global community.

Events
Events can range from formal informative gatherings to large celebrations or parties. Use these as opportunities to both showcase what has been accomplished, and to encourage attendees to support future efforts. Of course, there are many logistics to consider when planning (food, space, entertainment, budget, prizes, etc.)

Portfolio or e-portfolio
A portfolio is a comprehensive report on the project; they can be created individually or as a team, online or as physical documents. A webpage makes a great portfolio because it allows your team to share their story, give live updates on the project, and share with visitors how to get involved.

Conference presentation
Conferences offer wonderful opportunities to demonstrate to new audiences the work your team has done. It is important to remember that submission deadlines for workshops are often many months ahead of the event. Be mindful of their timelines. One relevant conference is NYLC’s annual National Service-Learning Conference. For more info visit nylc.org
 DEMONSTRATION (CON'T.)

Traditional Media
Sending a press release to television, radio, and newspaper outlets addresses the "What? What? Why? When? How?" of your story. These outlets are always looking for "good" news, so be strategic when contacting them.

Social Media
Of course, this may have been the heart of your campaign. But there is no reason to stop now! Summary photos and videos – even of celebrations – are great ways to increase involvement and grow the project to a new phase.

Community Leaders
Specific outreach to those who make decisions related to the issue is always beneficial. If they have not already become involved in the project, share the outcomes with them. Set up meetings with politicians to help grow interest in the next phases of the project.
CONGRATULATIONS!

YOU HAVE COMPLETED THE PODER EN SALUD PROJECT!

But you are not necessarily done, yet...

There is always another need -- another way to tackle your community's most critical issues.

The world awaits your talents and passions!

PODER EN SALUD IS A NATIONAL PROJECT OF PROCEED, INC., THAT IS 100% SUPPORTED UNDER BBHLCC TO RESPOND TO COVID-19 WHICH IS SUPPORTED BY THE CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) OF THE U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS) UNDER CDC/HHS AS PART OF A FINANCIAL ASSISTANCE AWARD TOTALING $2,300,000 WITH 100% FUNDED BY CDC/HHS. THE CONTENTS ARE THOSE OF THE AUTHOR(S) AND DO NOT NECESSARILY REPRESENT THE OFFICIAL VIEWS OF, NOR AN ENDORSEMENT BY, CDC/HHS, OR THE U.S. GOVERNMENT.

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