

*Community  
Action  
and  
Injury  
Prevention* 2

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*A Guide to support individuals and their community groups who are taking action to prevent injury.*

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*Injury Prevention -*

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<b>THE ACTION STEPS</b>				
	<b>STEP 1 - ORGANIZE</b>	→ Communicate your concern	→ Act on motivation → Talk with friends and colleagues → Follow-up on contacts	
		→ Champion the cause	→ Prepare yourself to raise the issue → Start record-keeping	
		→ Form an Action Group	→ Organize gathering of a cross-section of people → Develop a working group → Decide on structure	
		<b>STEP 2 - ASSESS</b>	→ Analyze the problem	→ Get the facts → Make the facts relevant
			→ Assess your community	→ Consult the community → Learn about past history → Get to know the community environment and what influences it → Identify barriers → Research your issue → Look beyond your community → Consider priorities
			<b>STEP 3 - PLAN</b>	→ Define a goal, target and objectives

**THE ACTION STEPS**

**STEP 4 - ACT**

- Develop your strategy
  - Develop interventions and activities
  - Mobilize support, resource and materials
  - Prepare a budget
  - Write a request for support
  - Design and implement an evaluation
  - Communicate and publicize your message
  - Develop a media campaign



- Map your Action Plan
  - Describe the direction of the project
  - Review the plan
  - Finalize the plan

- Implement your plan
  - Carry out your activities

**STEP 5 – REVIEW, RENEW, RETURN**

- Follow-up
  - Write letters
  - Analyse your findings

- Share your results
  - Compile a promotional package
  - Write a brief report
  - Use the prepared documentation

- Review your progress, renew commitment, return to *Action Step 1*
  - Rejoice in your accomplishments

# **COMMUNITY ACTION STEP 1: ORGANIZE**

- o COMMUNICATE YOUR CONCERN*
- o CHAMPION THE CAUSE - TAKE ON THE CHALLENGE*
- o FORM AN ACTION GROUP*

## **COMMUNICATE YOUR CONCERN**

Community action begins when people come together to discuss a particular issue. It can be informally around a kitchen table, over a back fence or at a party, or more formally within an organization.

### **Act on motivation**

Many times the motivation for this gathering is a shared reaction to a critical incident: a death, an injury, a "near miss." Sometimes, it is to solve a particular problem - such as making bicycle helmets more acceptable to children.

Or the incentive may be more general, guided by the request or desire to be proactive: a professional is asked to develop action around a specific injury concern or a community group wants to address injury prevention in general.

### **Talk with friends and colleagues**

Informal discussion helps to define concern, understand people's commitment to the issue, begin the flow of ideas and develop other contacts.

### **Follow up on contacts**

Find out who else might have an interest in the problem you have identified. Your activity can be likened to a pebble dropped in the pond, with ever increasing circles of interest growing as injury is acknowledged as a common concern.

## **CHAMPION THE CAUSE - TAKE ON THE CHALLENGE**

Starting either as an individual concerned about injury or as part of a group, where do you begin?

### **Prepare yourself to raise the issue**

As you build personal confidence, and increase support within a small circle of people, you will begin to gain confidence about your ability to raise the issue and will develop a sense of how ready your community is to address the concern.

You may discover that a recent incident has focused community opinion, as indicated by views of writers to your local paper and callers to open-line radio, or sense that people are waiting for someone to "get the ball rolling."

Or, you may find that interest is limited and it will take more time to move through the steps. You will need to spend more time making and developing contacts. You might also consider working with another group until you have been able to establish what you consider to be a critical mass of support. When you feel you have sufficient support, carry on with the process from that point.

### **Start record-keeping**

As soon as you begin to make enquiries and connections, start a contact list. Keep information on:

- o people contacted, date and time spent
- o degree of interest expressed
- o offers of resource or assistance
- o people to call again
- o additional names

[This record keeping will become invaluable when others want you to recall "how it all started."](#)

### **FORM AN ACTION GROUP**

As you follow up on suggested contacts, you will find that you are not alone in your concern. Your list is beginning to reflect a cross-section of concern and expertise. Using some of the suggestions that follow, organize a gathering of 7-10 people from your contacts to form a core or action group.

### **Organize a gathering of a cross-section of people**

*People with a specific concern:* Those whose lives have been affected by injury or people who have expressed an interest in the well-being of the community, or in the safety of their families will likely be interested in your concern.

*Professionals from the community:* People who deal with the complex aftermath of injury have a strong interest in preventing it. You may want to include in your group, some of the people who work in:

hospitals  
 health units  
 district health councils  
 voluntary health agencies  
 fire departments  
 ambulance services  
 legal services  
 insurance businesses  
 religious organizations  
 schools/colleges/universities

*Police:* Police participation provides expertise and credibility for your group. Include community service and traffic officers.

*Local media:* A local media representative will help you develop effective methods for communicating your message to the community and to the group whose activities you want to target.

*People who have the capacity to influence others:*

- o Those whose opinion or expertise is respected by others.
- o Those whose position or personality gives them a public profile.
- o Role models who can attract the attention of the target group.
- o Those whose position gives them the capacity to open doors or move an issue forward.

*People who represent agencies, associations, businesses and industry which have a stake in the safety of the community or the issue at hand.*

[If you started this process as an individual, you will have rallied enough support and are now a member of a group. All references to "you" from now on can also be read to refer to the group.](#)

### **Develop a working group**

As a group, you now have group decisions and choices to make about who you are and how you will become organized. At this time you may experience some of the characteristic growing pains of group development.

Your first few meetings as an action group or coalition are most important. Group members are likely to be enthusiastic and action oriented. They will expect their time and effort to be spent in a worthwhile manner. However, they will also want to be part of the group development process.

A balance needs to be established between maintaining a comfortable pace at which the group can evolve as a cohesive unit and

moving progressively towards action. This expectation can be acknowledged and addressed with an agenda that allows adequate time to accomplish the following tasks:

- o to get to know each other
- o to introduce the specific concern
- o to decide on organizational matters
- o to define some initial action tasks

It may take a few meetings for people to feel comfortable in this new group. You can start by sharing concerns, stories and collective knowledge about injury, including facts, figures and testimonials, if appropriate and available. You can also consider who else to involve, some broad goals, a name for the group, and approximate time commitment.

Discussion about the group decision-making process, organization and record keeping and potential funding sources will take some time. Deciding on and delegating immediate tasks, providing a contact list and determining date and place to meet again sets the expectation that the process will continue.

### **Decide on a structure**

Moving an issue forward is a co-operative process that requires a diverse and broad base of support. The development of a concern from issue to action can be accomplished using a variety of organizational structures.

1. Organize as an independent action group, incorporating broad community representation.

2. Join an organization that is already well established. Such groups are often willing to take on issues relevant to their purpose.

- o Home and School Associations are very interested in children's safety in sports and cycling.
- o Religious or cultural groups are often involved in seniors' issues.
- o Alcohol and drug groups are concerned with drinking and driving.
- o Student organizations are concerned with adolescent safety.

3. Develop a coalition. Aspects of your group's work may overlap or coincide with that of other groups. Occasionally you will require cooperation or approval from people outside your group (municipal government, school board etc.). The issue might also be too large for one group to manage.

A **coalition** is a group of individuals who represent various organizations working together for a common cause.

Coalitions are becoming popular and are recognized as an effective means of dealing with issues. They can present a common front, create additional impact and unite several points of view about a particular problem.

If you decide to develop a coalition, aim to recruit individuals who are able to make decisions for the organizations they represent. Having to wait for outside approvals can delay decision making within your new group and may effect its enthusiasm and motivation.

### **SUMMARY**

By the end of Step 1 you will have:

- o communicated your concern for injury and now understand the readiness for action within a small portion of your community
- o organized a broad-based action group or coalition
- o begun to act on immediate tasks

## COMMUNITY ACTION STEP 2: ASSESS

- o **ANALYZE THE PROBLEM**
- o **ASSESS YOUR COMMUNITY**

Your initial discussions with a small circle of contacts indicated support for the view that injury prevention deserved increased attention. In order to develop a comprehensive plan that includes the community, you will need more specific information about the incidence of injury and how injury is perceived in your community.

### **ANALYZE THE PROBLEM**

Intuitive knowledge of the fabric, history and culture of your community will give you a sense of how it will react to an issue. You need to back up this intuition with fact.

### **Get the facts**

Gather information or data to describe the injury situation in your community before you consider intervening. From this, you can develop a accurate picture of what needs to be changed, and establish a starting point or baseline from which change can be measured.

In determining the incidence of injury, consider:

Who is being injured and why?

What is the extent of the problem in your community?

Agencies that collect injury information should be able to help you find what you need. There may be members of your group who represent these agencies. Local information may be available to you from your:

- o health unit
- o hospital
- o ambulance service
- o police service
- o district health council
- o sports associations

### **Make the facts relevant**

Statistics and incidence rates of injury can be difficult to understand. You will need to make the numbers relevant to your community. Activities that will assist you to illustrate the incidence and effect of injury locally and regionally, are:

- o monitoring the radio and tv for mention of local "accidents" or crashes
- o maintaining a file of pertinent local newspaper and magazine articles
- o creating a collage of pictures and statistics to emphasize the size of the injury problem in your community.

**ASSESS YOUR COMMUNITY****Consult the community**

Gather information about how the larger community perceives injury and its potential for prevention. You can do this by drawing up a very short list of questions that will help you determine the nature of your challenge and what the community will support. You will want to know what injuries are a concern, what people think should be done about them, whether they would like the community to take a specific action and ideas about how they might help or what might be tried. This activity does not need to be a difficult or complicated task.

- ask each group member to poll opinion within their own circle of acquaintances
- interview a cross-section of the community in person or by phone. If you have a particular concern in mind, be sure to include people whose activities or behaviours are part of this concern
- include some information about your group. While you are scanning community perception you are also using the opportunity to generate awareness of what your group is doing

**Learn about the past history of injury prevention initiatives in your community.**

This will help to avoid repetition of past mistakes and provide opportunity to build on what has been successful.

**Get to know your community environment and what influences it.**

Conducting community research will reveal who is a stakeholder in the issue and whose broad interests may overlap with yours. It will also assist in preventing duplication of services, decrease competition for scarce resources and avoid dispute over "ownership" of an issue or a name.

Draw up a list of organizations and groups in your community, noting their purpose and their interest in the injury prevention issue, their resources and the potential relationship with your group. The list will become your database. It can be used to plan ways of working together, to develop effective partnerships or coalitions and to identify sources of resources.

Speak with your police and local Ministry of Transportation offices. The notion of partnerships and shared approaches to many injury problems, especially related to road safety, is welcomed by these groups. Their resources include expertise as well as materials for promotion and education.

Community resources come in many forms:

- o volunteer time and expertise
- o professional assistance
- o participation of other groups
- o professional participation
- o political and civic support

- o phone and photocopy privileges
- o office or meeting space
- o donations of materials or product
- o sponsorship
- o support from local foundations

### **Identify barriers**

Community assessment will also help to identify barriers to progress on your issue. It is important to determine how these barriers can be overcome.

- o develop a vision or purpose that will unify individual concerns.
- o look for ways to entice the support or participation of those who might not be considered traditional partners.
- o determine how local business supports the activity with which you have a concern and how it can become involved in changing the injury picture (i.e., What role can snowmobile dealers play in decreasing snowmobile injury, what can local pubs do to decrease drinking/driving injury?)

### **Research your issue**

As you start work on an issue, you will probably want to know more about it. As a group, research your topic. Call upon the expertise within your group or coalition for assistance in finding the information you need.

Determine if there is policy relevant to your concern or potential legislation:

- o in place but not enforced
- o that helps or hinders your intentions
- o that would benefit from the additional support of your group.

Some of this information can be obtained through the local library, elected officials (federal, provincial and municipal), government agencies and discussion with advocacy groups. This inquiry will help to determine the form and degree of advocacy your group will consider.

**Look beyond your community** to what neighbouring communities are doing and how other groups have approached similar issues.

As your group completes Step 2, you have gathered considerable information about your community:

- o the picture of injury in your community
- o opinion and perception of injury prevention
- o who has a stake in the issue
- o who has a more general interest
- o what has been done
- o current activities
- o who can help and in what way

Your community assessment has been valuable for looking at the issue in the context of the larger community.

### **Consider priorities**

Using the results, you may choose to narrow or broaden the focus accordingly, to develop priorities that reflect what the community can and will do, to improve the current injury situation.

## PRIORITY THEMES FOR INJURY PREVENTION

The Ministry of Health, in discussion with injury prevention specialists and community representatives, has identified four injury prevention themes for Ontario. The themes were identified by a complex process that examined their impact on society and considered the availability of prevention strategies.

As you assess your community, you may find that one of these themes is your concern as well. The community stories that accompany this guide reflect these themes.

However, you may also discover that the interests of your group and your community differ. The *Action Steps* are designed to be helpful in guiding you through the community action process, for whatever injury prevention concern you choose.

Your group will now have enough information to set specific goals and decide how to reach those goals.

The priority theme areas are:

1. Motor vehicle occupant injuries in the 16-24 year old population.
2. Cycling injury in the 5-15 year age group.
3. Falls in the older population.
4. Motor vehicle occupant injury in all ages, with attention to occupant restraints and impaired driving.

## COMMUNITY ACTION STEP 3: PLAN

- o *DEFINE A GOAL, TARGET AND OBJECTIVES*
- o *CONSIDER INTERVENTIONS*

parents become secondary targets when the concern is for childrens' behaviour or environment. Caregivers are secondary targets when concern is for the well-being of frail elderly persons.

### *DEFINE A GOAL, TARGET AND OBJECTIVES*

#### **What do we want to achieve for the long term?**

The fact gathering and consultation which you have now completed provides insight into community understanding of the issue at hand. As you aim for community ownership of the issue and a commitment to action, the goal you choose should reflect your community's expressed needs, concerns and capacity.

[You will also have learned the position of stakeholders. The goal you choose will serve as a vision that will rise above individual and group desires, to focus all energy on a common purpose.](#)

#### **Define a goal**

Your goal, or statement of overall purpose will describe your intention for long term improvement in an injury problem. It will also be used to communicate your mission to the public and to maintain your focus.

#### **Identify a target population**

The target population is the group to which you direct your attention. It may be specified by age, activity, locality, need, or potential for impact.

Sometimes it is necessary also to target the people who are responsible for the environment or make decisions for those who are your primary interest. For example,

#### **Define objectives**

Objectives detail the changes that are to occur as a result of your efforts. They form the basis of the eventual evaluation process and indicate how a program will achieve its goal. They should be stated in terms of:

*What specific behaviours do we want to see changed?*

*What environmental changes do we want to make for the target population?*

*What results do we expect?*

*How much time is required for these results to occur or how much time are we allocating?*

As well, several objectives may relate to the achievement of a single goal (such as helmet use and skills training as individual

objectives in a child cycling injury prevention program). If you think of objectives as *indicators of success* that are *SMART*, their importance is easier to comprehend:

**S**pecific to a target population

**M**easurable

**A**ttainable

**R**ealistic and

**T**ime-limited

### CONSIDER INTERVENTIONS

In injury prevention, the specific measures used to achieve program objectives, and in turn the goal, are called interventions. Three types of intervention provide you with a variety of approaches. You can achieve your objectives through persuasion, requirement, or protection.

o Persuasion uses education to develop desired behaviour change.

o Requirement employs the enforcement of existing legislation or the development of new laws and regulations to create a safe environment.

o Protection uses design and technology to create an environment in which protection is engineered.

All three of these interventions can be employed simultaneously as you look at the ways in which to build a strategy for your community. For example, in the effort to prevent burn injuries to children:

o manufacturers may develop flame-retardant textiles for children's clothing (protection).

o government may enforce regulations that these textiles be used in locally manufactured children's clothing (requirement)

o at the same time, consumers need information to understand, accept and use the regulations when buying children's clothing (education)

Community groups can participate directly in the persuasion approach to injury prevention. They can support and request legislative and enforcement solutions to problems identified in their community and insist that existing legislation be enforced.

They can investigate, recommend, support and employ technological solutions and insist on appropriate and proportional research.

For more information on this, refer to the Injury Prevention Overview section.

### SUMMARY

At the end of Step 3, you have

- o a community centred and supported goal
- o an understanding of the activities that are used individually or in combination to reach a goal
- o objectives firmly set
- o a target population

With a well planned approach, you are not likely to be led off track by strong opinion or individual agendas. You can proceed with confidence to develop and carry out a strategy.

## COMMUNITY ACTION STEP 4: ACT

- o *DEVELOP YOUR STRATEGY*
- o *MAP YOUR ACTION PLAN*
- o *IMPLEMENT YOUR PLAN*

The transition point between planning and action is not precise, as each step contains elements of the other. Action Step 4 illustrates the progression from internal group planning to external community planning and activity development.

### ***DEVELOP YOUR STRATEGY***

A strategy is a comprehensive plan for meeting a program's goals and objectives.

Components of a strategy include:

- o interventions and activities
- o mobilization of support, resources and materials
- o evaluation design and implementation
- o communication and publicity plans

An ***Action Plan*** is developed as the strategy is developed. It serves to map out each component of your strategy, breaks the whole into achievable portions and outlines timeliness and responsibilities.

### **Develop interventions and activities**

Choose interventions and activities for meeting your stated objectives. Give yourselves the opportunity to brainstorm ideas for activities. Provide an opportunity for everyone to express thoughts and potential solutions. Expand on everyone's ideas without censure.

Once the ideas are on the table, you will need to narrow the focus to select interventions most appropriate to your

situation. As you make these choices, the most important consideration is that the types of intervention and related activities be compatible with your goal, objectives and target population.

As this is your first project, you might also consider activities that:

- o are easiest or most likely to succeed
- o are most likely to receive community attention and support
- o can partner with or make use of local resources
- o can collaborate with or piggy-back on other community events and activities as you develop experience, and build support through exposure.

### **Mobilize support, resources and materials**

#### *Mobilize community support*

As a new group looking for promotion or funds, you will want to solicit letters of support or introduction, or acquire a stamp of approval from people in your community who have the capacity to influence. You can also seek official recognition, such as a mayor's declaration that a specific time period be dedicated to your goal.

*Mobilize community resources and materials*

Now that you have activities chosen, you can determine what kinds of support you need (money, materials, volunteer help, and/or professional consultation). In your earlier assessment you have noted what resources are available in the community. Now that you know what you need, where to find it, and how to get it, it is time to rally that support.

**Prepare a budget**

Prepare a budget before you proceed with activities that cost money. Knowing what you want to do, what it will cost, what you can raise and what you still need, will make the search for financial support easier. Goods and services or donations-in-kind are easier to obtain than money. They will go a long way in supporting your activities if you are creative with their use. If you have not been able to attract sponsorship, or some form of start-up funding, you might consider:

- o partnerships
- o cooperative ventures
- o piggybacking on other projects

[As you prepare your budget, note the value of all donations in funds, or "in kind" as well as volunteer hours. A record of this information provides you with numbers that can be used to express community response.](#)

**Write a request for support (financial or in-kind)**

Since you are trying to mobilize action and empower your community, it is reasonable and advisable to look for sponsorship within your community. You will need to prepare a written request. This request should be brief but include:

- o your goal, target population and objectives
- o the specific activity

- o how you will measure success
- o the number of expected participants
- o the type and amount of support required (in volunteers, money or material)
- o an indication of support already received
- o the potential benefit for the sponsor.

**Design and implement an evaluation**

An evaluation of your project will help you determine the outcome or what was accomplished. It will also describe the process or the way in which you approached the problem.

Evaluation designs can range from the simple keeping of good records to a complex design that is strict in its research methods. Depending on the needs of your group and your funding agency, you can determine whether there is a need to involve a research consultant. Remember that in your action group or coalition there may be someone who has the required skills or access to these services.

*Outcome evaluation*

You will want to know what was accomplished. An outcome evaluation based on the objectives set for the program will serve this purpose. It is described in measurable terms and indicates whether you met your stated goals and objectives.

Evaluation questions will be determined by your objectives. Questions can range from fact-gathering, such as:

<p>How many people participated? How many items were purchased?</p>
-------------------------------------------------------------------------

to functional considerations, such as:

<p>Were our objectives realistic and reachable?</p>
-----------------------------------------------------

### *Process evaluation*

Taking stock or conducting an inventory of what is happening as the program is carried out, is something you do naturally, without referring to it as evaluation. It becomes the basis of a process evaluation, especially if you keep good notes. It is measured against your action plan and describes the way in which you approached the problem, how time and resources were managed and how well the approach worked. It gives you the opportunity to make adjustments as the need becomes apparent.

Questions posed in this kind of evaluation include inquiries about direction and satisfaction:

- o Did we meet deadlines?
- o Did we stay within budget?
- o Did we stay in touch with the target group?
- o Were the volunteers properly trained?

Depending on the activities you choose, you may also need to design survey questions that can measure participant and volunteer satisfaction with the process and outcome. You will also need to develop a method for distributing and collecting these surveys.

### **Communicate and publicize your message**

Develop a communications plan that provides a means for publicizing your injury concern, sharing your message, enlisting support and empowering your community.

### **Develop a media campaign**

The media is a powerful partner in delivering your message to a specific population or to a diverse group. Their unique capacity to assist in raising awareness

or educating the public about specific issues should be tapped. There are resource manuals available for media campaigns.

Some of your action group may have access to public relations or media services. They may be able to provide assistance with this part of your activities.

### **MAP YOUR ACTION PLAN**

#### **Describe the direction of the project**

The *Action Plan* that you develop will serve as a map that describes the direction of the overall project. It is used to list your objectives or indicators of success; describe the interventions and activities; document tasks, responsibilities, and timelines; and record comments about adjustments made or needed. The information recorded on this map or plan will help you to answer the "Did we do what we said we were going to do?" question when you evaluate.

As you develop any activity, you will need to consider specific planning issues. Some that have proven important to other groups include:

o timing issues, such as coordination or conflict with other community events and/or holidays, a campaign timed to provide incentives for change when change is most likely, such as bicycle safety at the beginning of the cycling season

o an alternate plan for crucial but changeable elements such as weather and celebrity appearances

o a format that best serves your intentions, such as one large intervention or small cumulative events

- o an approach that appeals to the target population, community and the media
- o an approach that is *practical* if it involves distribution of a product or demonstration of product use
- o follow-up activities if the use of a product or activity needs monitoring or service support
- o sites where people can be reached, that are accessible, where activities that result in injury occur, where prevention strategies can be applied, implemented or reinforced
- o provision for volunteer training
- o organization of a clean-up/tear-down crew

**Review the plan** with those who need to be informed.

o find out whose support can make or break your efforts. Keep all parties informed of your intentions.

o find out whose support or approval you might need when making a public statement

o determine if a special permit (especially insurance) or authorization is needed for your activities

o post your action plan so that each person's part is acknowledged and the integration of activities, tasks and responsibilities is illustrated. Potential frustration of overlooked details and incorrect assumptions can be limited by the scrutiny of many people.

o make sure that as many activities and responsibilities as possible are delegated throughout the action group, coalition members and volunteers.

### **Finalize the plan**

You will want to ensure that necessary training has been completed and that everyone involved, particularly volunteers, knows what is expected of their participation.

### ***IMPLEMENT YOUR PLAN***

#### **Carry out your activities**

The bulk of the work is in the planning. With proper attention to detail, carrying out the planned intervention can be enjoyed by all who have contributed to its evolution.

## ***COMMUNITY ACTION STEP 5: REVIEW, RENEW AND RETURN***

- o ***FOLLOW-UP***
- o ***SHARE YOUR RESULTS***
- o ***REVIEW, RENEW, RETURN  
TO ACTION STEP 1***

### ***FOLLOW-UP***

#### **Write letters**

The most important follow-up activity is early feedback to sponsors and participants. Initial feedback may be verbal but follow-up with letters that document participation and appreciation is crucial to ensure future support.

Carry out and complete your evaluation as planned. Analyze your findings.

### ***SHARE YOUR RESULTS***

**Compile a promotional package.** Save all media clippings. If you keep them in a photograph album, it will become a useful promotional package and historical record of events. *Hint:* One community has developed a video and photographic record of the activities they have conducted over the years. This form of documentation is a useful tool because it can be done inexpensively by a member of your group. This method creates a visual demonstration of ideas and procedures and can be used as training for media presentations.

**Write a brief report.** Use the information from your *Action Plan* and the questions you have regularly posed to document your steps and actions, to record changes and findings and to make recommendations.

### **Use the prepared documentation**

- o to report results to participants and sponsors
- o to assist/share with other communities wishing to put similar plans into action
- o as a "group resume" when seeking future support
- o to guide future planning

### ***REVIEW YOUR PROGRESS, RENEW COMMITMENT AND RETURN TO ACTION STEP 1***

#### **Rejoice in your accomplishment**

It is time to consider the next project, especially as community momentum and trust have been established and the group process has matured through focused activity and accomplishment.

### ***CHECKLIST FOR COMMUNICATIONS CONSIDERATIONS***

- ✓ Choose a short statement or slogan that clearly conveys your message.
- ✓ Use it frequently in your conversation with the public and on all print information.
- ✓ Develop a logo, if budget allows.
- ✓ Develop a fact sheet with information about the injury concern and your action group.
- ✓ Train a number of people to become members of a speakers bureau. Make sure that a consistent message is delivered.
- ✓ Petition your municipal council to proclaim a day or week to support your cause.
- ✓ Develop a delivery system that will ensure that your message and materials reach the people you want to target.
- ✓ Study your target audience for information that you can use to make your message and activities relevant. Learn about:
  - o internal and external barriers to behaviour change
  - o role models, likes and dislikes
  - o perception of the problem
  - o preferred publications and media
  - o where they spend time
  - o how they spend time

### ***CHECKLIST FOR A MEDIA CAMPAIGN***

- ✓ Develop a contact list for electronic and print media and managers of public and private spaces.  
Note
  - o audience size
  - o submission deadlines
  - o audience by whom this mode is used
- ✓ Write a media release to advertise your cause for public service announcements (PSA's) or to perk the interest of your local media.
- ✓ Place your messages in the mode and location that offer best opportunity to reach the target population.
- ✓ Develop a media kit that highlights your activity and provides facts.
- ✓ Invite your local media to report on your activities
- ✓ Choose one person to be the official media spokesperson for the group. The spokesperson should be:
  - o familiar with the goal of the group
  - o a credible figure to the target population and for the goal.

## EVALUATION QUESTIONS

You can now describe what you have done in measurable terms. The questions for which you want answers are:

1. What did we do that worked and why?
2. What did we do that did not work and why?
3. What needs to be changed?
4. How can we improve our project?
5. What else needs to be done?
6. What was not anticipated but should be accounted for in future projects?
7. How can we continue to build upon this project?
8. Was the budget accurate?
9. How many volunteers were involved and how was their time and skill used? Did we have enough assistance?
10. What was collected in the way of resources?
11. Can a dollar value be estimated for volunteer participation and resources donated? This estimation will provide hard numbers about costs and can indicate how a small input can reap large rewards.)
12. What was accomplished?
13. How many hand-outs were distributed?
14. How many and what kind of sales were made, if purchase of particular items was part of the activities?
15. How many people participated?
16. What kind of media participated and what is their circulation or audience draw?
17. Were our objectives realistic and achievable?
18. How else might our goal be reached?

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## **PUBLICITY TOOLS**

<b>MEDIA</b>	<b>POSTERS</b>	<b>DIRECT</b>	<b>WORD OF MOUTH</b>
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Community radio Television	Simple/bold Small enough Range of sizes Colour (if possible)	Informal groups to mail at minimal cost  Suppliers (to agency)	Associations  Friends
Cable Television Newspapers Newsletters			

### **VEHICLES**

News releases News conferences Interviews Event ceremonies Telephoned reports	Community groups Community centre Mailing to media Store windows Companies, schools, Libraries	Handed out at shopping centres (need permission) Distributed through organizations/stores /churches/schools	Fitness classes Conversations Presentations Luncheons
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### **SUPPORT INFORMATION**

Personalities Photographs Press kit Deadline information "Hook" or aspect which makes event newsworthy	Event logo Time, plac Major attractions Place Contact for more information (phone number) Sponsors	Time, place, as with poster Registration forms	Well-defined event and simple, concise information
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<b>OTHER COMMUNICATIONS TOOLS</b>
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Billboards  Mobile signs  (cars, trucks, vans, buses, etc.)  Public service announcements Banners Buttons Bumper stickers	T-shirts Outdoor billboards Sun visors Inserts: grocery bags Sweatshirts Pencils Memo pads newspapers Calendar Letter openers Church bulletin boards	Supermarket bulletin boards  Restaurant place mats Mall displays  Community information centres Handbills Sandwich boards	advertising flyers
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## **TASK CHECKLIST**

*This checklist can be used to develop a checklist specific to your activity.*

### **A**

Advertising, guidelines for  
Age limits, participants  
Agenda, committee  
Aim of event  
Announcements: radio, TV, newspapers  
Audit

### **B**

Bank Account  
Banners  
Booking event site  
Brochure information (re event):  
    activities  
    contact for additional information  
    date  
    event committee  
    objective, name (theme)  
    place  
    schedule  
    sponsors  
    target group  
    time  
    registration  
    waiver form  
Budget for event, committee budgets

### **C**

Ceremonies, opening and closing  
Certificates  
    media  
    participants  
    sponsors  
Chart for wall (tasks)  
Clean-up  
    closing  
    opening  
Committees  
    chairpersons  
    formation  
    meetings  
    members of  
    responsibility  
    rules of meetings  
    T-shirts  
Community involvement, degree of  
Company participation  
    donations  
    sponsorship  
Confirmation letters (guests, speakers)

### **D**

Display aids  
Display booths, types

Equipment (sample)  
    bulletin board  
    clipboards  
    measuring wheel  
    megaphone  
    stopwatches  
    tempora (to mark course)  
    time sheets

Equipment  
    rental  
    sources  
    sponsorship  
    type (i.e., timing)  
Expense control  
Expense forms

### **F**

Facility  
    criteria  
    layout  
    rental  
    renting authority  
    requirements  
    types of  
Feeding Participants  
    (before, during, after event)  
Follow-up correspondence  
Follow-up to  
    committees  
    media  
    meetings  
    volunteers  
Food for  
    media  
    meetings  
    participants  
    spectators  
    volunteers  
Funding  
    monetary  
    non-monetary

### **G**

Government  
    correspondence  
    liaison  
    licences required  
    resources  
    support (grants, equipment)

### **I**

Identification  
    buttons  
    chairpersons  
    clothing

coordinators  
participants  
volunteers  
Information booth  
Information workshops  
Insurance coverage  
Insurance, waivers for volunteers, participants

**L**

Legal services required  
Letterhead and logo for event  
Letters to

participants  
special guests  
sponsors  
volunteers

Liaison

government  
participants  
press

Lifestyle

activities  
booths  
events

**M**

Map of facility  
Master organization chart  
Media

coverage  
interviews  
participation  
promotion

Medical first aid

Meetings of committees  
how long, how often,  
where, objectives  
Money: amount, sources,  
when required

**O**

Organization  
control centre

**P**

Participation certificate  
Photographs of event  
Poster information (re event)  
contact for more information  
date  
name  
objective (theme)  
place  
time  
Pre-event activities  
Press releases  
Programs  
information  
design  
printing

Promotion  
community  
target groups

**Q**

Questionnaires, surveys  
collection  
design  
distribution  
objective  
tabulation (\$) for computer time

**R**

Recruiting - responsibility  
Registration  
area for  
closing date  
confirmation of  
fees  
form  
procedures for day of event

Research

articles  
events  
manuals  
reports

Results

confirmation  
display  
press report  
tabulation

**S**

Sponsors  
how many  
restrictions

**T**

Team  
challenges  
participants  
relays  
Transportation requirements

**U**

Unions

**V**

Volunteers

**W**

Wall-chart (countdown to event)  
Washrooms  
Water  
Weather contingencies



