

PHABC Summer School

July 27, 2012

Facilitator Instructions

Exercise 1 – Community Garden Logic Model - In Pieces

Materials:

- A complete set of cards and headers cards for each group of 4 - 5 people
- An answer sheet for each participant with the completed logic model

Instructions:

- Divide participants into groups of 4 – 5 people
- Give each group one set of well shuffled cards (mix the larger set of cards with the header cards so that each groups gets all the pieces required to complete one full logic model)
- Do not give them the answer sheets
- Have each group go to a separate space where they have a large flat working surface. The floor is usually best because the whole model is quite large (the finished model will be about 6 feet by 7 feet and will require enough room around it for people to move about)
- The groups will then need to put together the logic model for the community garden
- Once a group has finished you can give each participant in the group the answer sheet and allow them to discuss amongst themselves.

Tips:

- Different groups will take different approaches and take different amounts of time to work through this. This is fine because the process is as important as the final product.
- When a group seems to be about half way through remind them that the logic of a logic model moves both horizontally but also vertically – i.e. activities that occur early in the program will appear above those that occur later.
- You can use the answer sheet as an aid if you want to give hints to groups that are really stuck. That said, the “answer” sheet is really just a guide. Groups may have things in a different order (vertically) and often this is ok – we will debrief this as a whole at the end of the exercise.

Exercise 2 – Indicator Rating Activity

Materials:

- One activity sheet for each person

Instructions:

- Divide participants into groups of 3-4 (no larger)
- Have the groups work through the worksheet together, rating each of the indicators, for each of the four important indicator components (Direct, Useful, Understandable, Practical) and choosing the “best” indicator for each of the outcomes.
- If there is time (some groups will work faster than others), have them move on to generating one outcome and four possible indicators for one of the group member’s programs, and then follow the process above

Tips:

- Different groups will take different approaches and take different amounts of time to work through this. This is fine because the process is as important as the final product
- There is no right answer for which indicator is the “best”, although some are certainly better than others – each person will weight the importance of Direct, Useful, Understandable, and Practical differently....the disagreement is an important part of this learning.