



**Alberta Food Matters and
Growing Food Security in Alberta Network present:**

Community Building for Food Security Facilitator Guide



A Workshop that will include:

**Community Capacity Building and Asset Mapping©
(CCBAM©)**

AND

**“Thought About Food? A Workbook on Food
Security and Influencing Policy”**

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www.cbr-aimhigh.com **AND**

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The Facilitator Guide

1. Preparation – getting everything ready

A well-planned workshop requires detailed preparation and is time-consuming but essential. Set aside a couple of days to arrange all the details, prepare the materials, and to prepare yourself for the facilitation.

a. Prep checklist

The following is a checklist of some of the materials needed to facilitate the workshop. It's a good idea to get it all ready to go at least two days prior to the workshop in case the duplicator breaks down or the little green people get into your computer!

Workshop Prep Checklist

Done/In	Item
	To Arrange
	Food – Guidelines to workshop organizer
	TV/VCR/DVD, flip chart stand and paper, overhead projector and screen
Materials to Bring or have provided	
	Workshop sign-in sheet OR registration list from last day
	Evaluation forms for workshop Day 1 and Day 2
	Releasing Individual Capacities
	Workshop binders
	Flip chart stand and Flip chart paper
	Stereo and music
	Table cloth
	Candy
	Camera
	Balloons
	RAFF ribbons and pins
	Let's Connect board and paper
Books, binders, videos, and reports	
	"Thought about Food?" Binder
	CCBAM© workshop binder
	McKnight red and green books (x2)
	Oldenburg
	Erasmus
	OurBook is YourBook
	Wilkinson – Unhealthy Societies
	Tosterud Article
	McKnight Video (2 copies)

Flip chart/overheads	
	Third Place
	Alberta Map (optional)
	Welcome with names of facilitators
	Key words
	Spiral
	Steps
	Dependent/independent/interdependent
	RAFF
	Reciprocity
Facilitation Aids	
	Felt pens (1 good set and others)
	Masking tape – 2 rolls
	Name tags
	Stickers
	Stickies – 2 colours
	Cue cards – lots, different sizes
	Community picture paper (11x17)
	Community Crossword
	Scissors
	Hole punch
	Stapler
Facilitation activities and handouts	
	Activities (numbers, “Are you sound-minded”, “something I have done”)
	Walkabout instruction sheets
	“How to build community” (Syracuse Cultural Workers)(20)
	Positive Ways (20)
	I am thankful for

b. Equipment

Call ahead to ensure that the facility where the workshop is being held has the proper equipment. Not all of the following may be needed, but you never know.

The equipment that should be arranged ahead of time includes:

- TV/VCR/DVD,
- Tables and chairs,
- Overhead projector and screen
- LCD machine and computer – send Power Point ahead of time
- Flip chart stand, paper, and markers.

c. The Binder

The workshop binder should support all of the activities of the workshop. The binder should be organized in such a way as to be effectively used as a reference for participants during and after the workshop.

At minimum, the workshop binder should include:

- A table of contents
- An outline for the two days
- Overheads and content to complement the CCBAM© discussions and the entire “Thought about Food?” workbook
- Samples of CCBAM© community work – asset maps
- References for all documents and resources mentioned in the workshop

Note: All Workshop binder contents can be freely copied. All we ask is that you please cite the source when you reproduce it.

2. Creating the Environment I – The Room and Food

a. Room setup

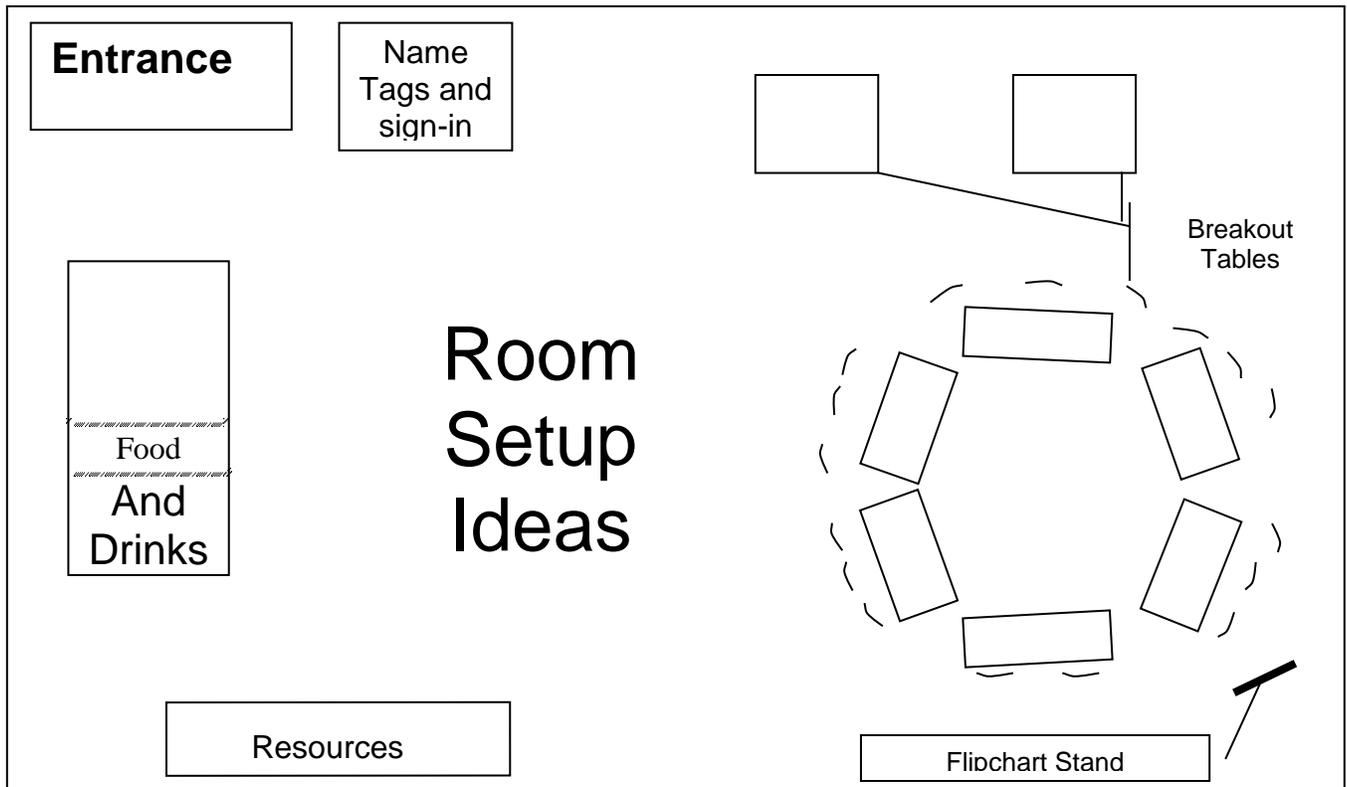
The ideal room is one that has a good mix of natural light and wall space. You should allow at least an hour for room setup prior to the start of the workshop, even more if you are preparing food too. Some ideas for setting up a room include (see diagram below for more ideas):

- Set up your tables so that people can see each other when they are talking – a circle or oval is the best.
- Have space for breakout groups or activities
- Have tables for food, resources, and sign-in sheets and nametags.
- Put up the pre-made flip charts and posters ahead of time.

Here is a brief room setup checklist.

- The first thing to do is to start the coffee – especially if it’s in a perk.
- Arrange tables and chairs in circle (or the best you can do)
- Arrange tables for food, resources, and sign-in sheets and nametags.
- Lay out food and juice, etc.
- Lay out the nametags and stickers along with the sign-in sheet, pens and markers
- Put up the prepared flip charts, posters, and anything else that can go on the walls.
- Cue up the video/DVD if you’re using one.
- Put out markers, candy, and an inspirational sheet on each table.
- Prepare any flip chart headings that you’re going to use – expectations, play rules and for the CCBAM Activity (Our Groups, Our Gifts) and for the Food Security part of the workshop (maybe Activity 1.1, 1.2 3.1 etc).

Room Setup Ideas



b. Arranging the Food

Food is an important part of the Community Building for Food Security workshop. Remember RAFF!! If you don't hear comments about how good the food was on your workshop evaluation forms, consider making some revisions. Food is a conversation starter, and it is also a draw for the workshop when food is provided. Use local or traditional foods if possible to support your community and foster the food security concept of "buying local" as well ensure the food is nutritious. The following are some ideas for food and refreshments for a full-day workshop:

	Food	Refreshments
Morning – Pre-workshop	Muffins, fruit, yoghurt, cheese	Juice, coffee, water, hot water for tea
Morning break	Muffins, fruit, and cheese, maybe something sweeter – pecan buns, cinnamon buns, Danishes	Juice, coffee, water, hot water for tea

	Food	Refreshments
Lunch Break	Lunch should be vegetarian or you should offer a vegetarian option. Some ideas include: <ul style="list-style-type: none"> • Vegetarian chili and buns • Pasta and salad • Soup and sandwich • Wraps and salad You should also have a dessert item, such as squares or cake.	Juice, coffee, water, hot water for tea
Afternoon Break	Fruit, cheese and something sweet, such as cookies.	Juice, coffee, water, hot water for tea

3. Facilitation Tips – The “Dos”

a. Logistics

Provide participants with an overview of the proceedings of the day, including the goals for the day and timelines of what happens when. One idea is to write the agenda for the day on a flip chart. Explain the location of the facilities (bathrooms, where smoking is allowed, etc) and provide some background on your experiences, credentials, and how you got here.

b. Expectations

Provide the group an opportunity to state what they hope to get out of the day, and write these on flip charts to put on the wall (remember to refer back to these at the end of the workshop as an indicator of how much the group accomplished). Some questions for eliciting expectations include:

- What do you hope to get out of today?
- What new things do you hope to be able to take home with you today?
- What did you come hoping to learn?
- If you were thinking of something different than has been said by others so far, now is the time to share it.
- “I came because...”

c. Play Rules (see Resources and Samples)

Play rules basically allow the group to set any rules about conduct. Write these on flip charts and post as well. Some questions that help elicit play rules include:

- What are the rules that will help us work and play better and more effectively together today?
- What are the rules that we will abide by for the day?
- What will make you more comfortable to participate freely?

Some examples of play rules: everyone can participate, listen, feel free to challenge others' ideas, be open, take turns, respect the time frames, respect each others' views, etc...

d. Recording – using flip charts

Here are some tips on recording using flip charts and markers (source: University of Guelph, www.tdg.uoguelph.ca/pi.pdrc/facbox.html):

- **Write in large letters, and space your words far apart** so that they are easy to distinguish from each other.
- If you **always use blue, dark green, or black ink it is easier to see**. Only use light green and orange for emphasis. Migraine sufferers frequently have difficulty dealing with red ink - as do many others who are colour blind or who just have difficulty in seeing it. Never use yellow – it is impossible to read. The fruit-flavoured Mr. Sketch markers are good because they are non-toxic, won't bleed through paper, and come in lots of colours.
- Always **use the words of the person making the comment**. If you paraphrase you will be accused of meddling in content. If you cannot use the exact words because you don't understand what was said or it was phrased badly, ask for words you can use. This will also allow other people to get an idea of what was said - if you don't understand it, probably neither do some others.
- **Alternate colours as you write down different points** -- this is easier for the eye to catch/distinguish the information. Switching color combinations when switching discussion topics helps make it clear which pages go with which topic. This helps both during the session when trying to locate a point and also when transcribing those sheets later on.
- When taping pages up on the wall, **use pieces of tape about 3 inches long and use them VERTICALLY a couple of inches in from each side**. Do not put the tape on at an angle. When you take them down, you will find that the tape can either be folded neatly over the back and out of the way, or can be used to tape relevant pages together. In either case, the tape will not get in your way and cause a great mess.
- And of course, **ripping off the tape strips in advance** of the session and attaching to the side of the flipchart easel is an absolute must!

e. Brain sailing

Helping a group generate ideas can be one very valuable task of a facilitator. This can be useful in arriving at the question (**Step 1**) or generating ideas for planning.

Materials – 5X8 cards (recipe cards), blue stickie, coloured markers, coloured dots

ASK THE QUESTION THAT YOU WISH TO BRAINPOP ABOUT and then...
(Have the question written in **BIG PRINT** on flip chart paper on the wall)

**SET THE CRITERIA the IDEAS MUST MEET – affordable, possible, positive- review
the criteria with the ideas – Pace on FLIP CHART paper on the wall**

Ask the participants to:

- Individually print three ideas on three different cards – one idea per card – five words or less, in **BIG PRINT**
- Then get in groups of three
- Once in three then chat and discuss the ideas that each has and choose the five best ideas - write each on a card in **BIG PRINT**
- Get in sixes, chat and discuss the ideas and choose the top 5 and print in **BIG PRINT** one per card
- Gather the ideas from the groups
- Place these cards on the wall, reading them out as you go.
- Have the groups clump the ideas according to those that are similar – ask for clarification as you clump if there are ideas that aren't clear to the whole group.
- Title the clumps

A variation or addition to this is to choose the top ideas by having each participant choose three by placing a dot on each of the three

f. Working with the group – tips and cues

Here are some things to keep in mind as you facilitate a group through community building:

- The personality challenges – the dominator, the agitator, the silent one, the conciliator (always be sure everyone has a say, and that discussion is evenly distributed among the group – maybe use 'pass the feather') if you have a 'dominator')
- In conflict - those who accommodate, collaborate, confront or avoid
- Having the participants do the work
- Everyone plays
- Internal checks to see how everyone is doing – eyes, body language
- Keeping on the time track
- Keeping in tune with the group and the mood changes (perhaps vary the activity from individual to group work or have a fun activity).

4. Creating the Environment II – Relationship Building

The primary role of the facilitator of the Community Building for Food Security workshop is to help the group experience community building in the workshop setting. If the group can experience community building in the workshop setting, then they will be much more able

to recreate the feeling in their community. As such, you have to model how to do that in the workshop setting. This includes things like:

- Greet people at the door when they come in.
- Have food and beverages ready for people to munch on.
- Have nametags and a sign-in sheet
- Get people doing things – maybe have newsprint on the wall that people can draw on, have a community crossword, put stickies on people’s backs as they come in and then have them guess who or what they are by asking yes/no questions.
- Have lots of stuff up on the wall – pictures, stuff to read and look at – make it a stimulating and fun environment.
- Have some quiet music to create a welcoming atmosphere
- The room setup and food are both important factors – see above.

a. Introductions

Once the workshop has started, and the logistics and details are out of the way, the group needs to introduce themselves. In creating the relationship-building environment, building common ground is a necessary first step. To do this, don’t focus on “hats” or job titles. Rather, focus on getting people to see each other as people. A good introduction will help you do this. Here are some ideas for building common ground:

- Where did you get your name?
- What is your favourite childhood game?
- Where do you live now?
- What is your favourite food and/or drink?
- If you were going to open any business, what would it be?
- Where were you born?
- Where would you like to travel the most?
- Who do you like to spend time with the most?
- What would be your perfect way to spend your time?
- What treasure/s is/are in the neighbourhood you think others may not know about?
- What is the last thing you do before you leave the house in the morning?
- What is your favourite thing about living/working in this area?
- What was one of you parents/grandparents/aunt /uncle favourite sayings?

b. Activities for mixing the group

Here are some ideas for games and activities that help the group get to know each other better and have some fun throughout the workshop. See **Resources Section pages 31-33**, for detailed instructions for the following games.

- Something I have done
- Stickies on the back
- Head and shoulders, knees and toes (with balloons)
- The Song Game
- Snowball Game

- People Bingo
- The Group Juggle
- Toilet paper
- The Alphabet Game
- A Quickie Opener

Feel free to develop your own game or activity to keep the group having fun and getting to know each other better. Another idea is to do something outside if the weather is nice.

5. Hints and Activities to Convey “The CCBAM © Thinking”

The purpose of Day 1 is to bring everyone to a common understanding of what Community Building is and how it is a key component in addressing Security. In order to convey key Community Building concepts the following are activities and discussions that will help the group achieve a common understanding, experience community building, and have some fun.

a. Community Pictures

There is little or no point in trying to define what community is. Rather, the activity of drawing pictures together allows people to express what community means to them in pictures and symbols.

Get people into groups of two or three, depending on the number of participants. Provide them with markers (try to discourage the use of yellow or orange – these colours don’t copy well) and tell them to draw a picture together (*talk about it together and draw it together*) of what community means to them. They can use symbols, stick men, or whatever. It isn’t an art competition so don’t be shy. Try to get them to avoid the use of words, because those can be misinterpreted. While they are drawing, draw a picture yourself.

Once they’re done drawing, allow each group a moment to explain what their picture is all about. As they are explaining, you can write up the themes or elements of what community means to them. When they are done explaining, have them hang their picture on the wall. Emphasize the commonalities between the pictures, and identify those things that help people feel that they are part of a community.

b. Dependent – Interdependent – Dependent

These three words are a starting place for discussion about Community Development, Community Building, Asset-based Community Development, and Asset-based Community Building. You can ask a few questions to get the discussion rolling:

- What is the relationship between these three ideas / words when a community is successful.
- Which is the best situation?

- On which of these does our culture place the most emphasis?
- “givers”, “takers”, and “do-fors”

The idea of this discussion is to arrive at the idea of “interdependence” as the description of successful community or when community is “happening”. You can bring in the ideas of giving and taking, people who have labels, etc.

c. Groups – up on the wall

This activity lays the foundations for finding out what resources the workshop participants have. It is a good idea to get them to put up their groups early in the day (i.e.: at the same time as you hand out the binders).

Instructions:

- Write your name on each of the three post-it notes you have.
- On each “stickie,” write one group to which you belong – this could be from recreation, family, work, or other parts of your life. These groups could be informal or formal.

For Example:

<p>Name</p> <p>One group I belong to</p>

- You should have three stickies that look like this
- Post the three stickies on the wall on the “Our Groups” flip

d. One-on-one Interviews and gifts

The one-on-one interviews, or “Releasing Individual Capacities”, provide the group a hands-on opportunity to experience the conversation as a tool for community building. Prepare a set of questions in advance as a guide for conversation (see below). This activity will take about 30 – 40 minutes.

- Have the participants pair off, attempting to mix them up a bit – people who don’t know each other or have not talked to each other yet are the best.
- Ask them to have a conversation with each other, using the questions on the sheet as a guide. Make sure that all the pairs are interviewing each other, and not just writing their own answers on the sheet.
- Midway through the conversation, provide each person with three post-it notes. Interrupt the chatting – it should be a dull roar by now – and instruct the group that they should write the name of the person they are interviewing on each stickie,

along with one thing they learned about that person – a gift, talent, something neat, etc. Once the conversations are done, have them put those stickies on the flip chart sheet on the wall.

- Once the group has completed the interviews and put up their stickies, bring the whole group together to introduce the people they interviewed, sharing one neat thing they learned about the person, and the answer to the question – “What is one special or neat thing you would like to see happen in your community.”
- Record the answers to the last question on a flip chart (you’ll use these later to come up with themes for the civic entrepreneur exercise.)

Sample conversation-guiding questions:

- Where were you born?
- Who makes up the family in your household or those near you? (kids, wife, husband, partner, grandparents, brothers/sisters, parents, aunts, uncles, friends, pets etc)
- What is your favorite thing to do in your community? Who do you like to do it with?
- Where is your favourite place to go in your community? Who do you go with?
- What musical and artistic abilities do you have?
- Have you ever dreamed or thought of opening your own business? What would it be?
- What do you like the most about your community?
- What are some things that people say you are good at?
- **And always include: What would be one special or neat thing you would like to see happen in [your community]_____?**

e. Discussion Guide for Key Community Building Concepts

The order of these discussions varies from group to group – the workshop is never the same twice. Let the participants guide the order of the discussion, and work in the activities (one-on-one interviewing, civic entrepreneur, etc) to break up the discussion and to help convey the content.

➤ **Reciprocity**

Reciprocity is the exchange – interchange – two way street that makes community happen. This usually leads in from the discussion about interdependence. It means providing everyone with the opportunity to feel what it’s like to be a “giver,” not just a taker. No matter what the situation, you should always be looking at “how can this relationship be reciprocal?” Some questions to guide people at thinking about reciprocity and its role in community building include:

- What’s the difference in the feeling between giving a gift and receiving a gift?
- What is the situation in a service provider-client relationship? Is it reciprocal?
- Other ideas?

➤ **Third Place**

The idea of the “third place” can often generate a lot of discussion. It is sometimes fun to have people guess what the third place is. (Reminder: first place is home, second place is work/school, and third place is hangout place. See binder overhead for qualities.). Some additional qualities about a third place is that it’s locally owned, the owner/proprietor makes the effort to introduce people and help new relationships develop, and the third place provides a site for local exchange and mutual support. These are also places to go to find out what’s going on in the community.

Some questions for discussion about the third place include:

- Do any of you have a third place? Where is it? Describe it.
- Can you see how a third place can contribute to community building?
- Can you build a third place intentionally in your community? Can it be imposed?
- Story about Wally and the Skyrose Restaurant and Pizzeria in Drayton Valley.

➤ **Asset Focus**

The asset focus is emphasized clearly in McKnight’s video. This concept is sometimes implied up until the video makes it clear. Other times (especially with a group of service providers) it needs to be stated clearly and repeatedly emphasized. Some ways of introducing it are through the discussion about exchange – in order for two-way exchange to happen, you have to believe that everyone has gifts, and that the way to exchange is to discover their gifts. This mean shifting the focus from viewing people by what their label or need is, and trying to find out what they can contribute. Some ideas for discussion include:

- “Your gift is your key to your community.”
- Labels
- The cup – is it half full or half empty? The answer is yes. It is both...
- Everyone (communities too) has both gifts/assets/talents and scars/deficiencies
- Asset-based Community Building
- Asset mapping

**Asset-based Community Building – Asset-based Community Development –
Community Building:**

Communities developing and renewing friendships and relationships through their purposeful discovery, connection, mobilization, and celebration of the skills, gifts, and interests of their local people and groups.

RAFF- The concept of **RAFF** is central to community building. It is a practical concept that people can use in everything they do, regardless of how “asset-focused” it is. Mention that it came out of research – 15 communities interviewing each other and asking why they were successful in their asset-focused community building. The results were interpreted by people from communities in Swan Hills, AB, and are the source for the concept of **RAFF**.



- **Relationships.** No matter what’s going on – a gathering, a party, or a big meeting – there should always be opportunities for people to meet each other, have a conversation, and build new relationships or renew and enjoy old ones.
- **Action.** Make sure that everyone can have a piece of the action. Everyone has a gift or a talent that they can contribute, and it is important to find ways that everyone can give their gift.
- **Food.** When people get together, always have good food – not just donuts and coffee, but really good food. This is hard to commit to, but try to make it happen – we all enjoy sharing good food. Food provides a way that everyone can contribute (try a potluck!), and usually sparks lively conversation (mmm ... what’s this – it tastes great!).
- **Fun.** If it isn’t fun, people won’t come back. Fun is an essential element of community building activities.

Questions for discussion of **RAFF** include:

- Have you ever been to a meeting where you didn’t have any food, fun, or get to meet anyone? Where you didn’t feel like you accomplished anything?
- How can you use **RAFF** in what you’re doing now to make it better?
- Where have you used **RAFF**?
- Remember that in order to include everyone; it is important that childcare, transportation, and food are available in order to **RAFF**.

f. Discussion Guide for the McKnight Video (if using)

The video can sometimes be difficult for people to ingest and digest. Some key ideas to get across is that this is an extreme example, but that the concept is the same – conversation and building relationships is the key. Some questions for discussion include:

- So what did you think of that?
- What are the key thoughts you took away from the video?
- Any questions about what’s happening in Prince George now?
- Any questions about the Ottawa-Carleton Foundation?

g. Civic Entrepreneur Exercise Instructions

The civic entrepreneur exercise (or “action and slogan” exercise) builds on the activities of day one, including the groups and gifts of the participants. The point of this exercise is to bring all the ideas together, and to bring community building alive for the workshop

participants. The sharing at the end is also meant to help the group think about asking the positive question, not assuming you know your community, and ASKING – having the conversation.

- Pull three or four themes from the list of special or neat things the participants would like to see happen in their community (you recorded these during the sharing from the one-on-one interviews). These themes can be general (i.e.: youth, environment, third places, celebration, get-togethers, seniors, etc.) or specific (find a larger facility, start a business, raise money, etc.). The general themes work best, but the “special or neat things” shared by the group should guide you. This step and the next one can be done by the facilitators during a break.
- Create a separate flip chart sheet with the following headings: Theme (at the top of the page), Action (below the theme, and leave some space below it for them to write), and Slogan (leave some space for writing below it).
- Once you have chosen the themes and created the flip charts, get the participants to break into equally sized groups to work on these themes. Allow the participants to choose which group they would like to work on, but make sure they break into groups of roughly equal sizes.
- Once the groups have formed, instruct each group to come up with an action that fits within that theme, and then describe it with two sentences. The action should be specific enough that people can “see it”.
- Then they should develop a catchy slogan that would be good for advertising the event or garnering interest – people would know what it is and it is catchy.
- Give an example of what you mean (i.e.: theme=environment, action=park clean-up day, slogan=pick it up/pick-me-up).
- Tell them they have ten minutes to come up with their action, describe it, and give it a catchy slogan. As the groups are working on this, you can walk around and nurture their creativity and answer any questions.
- Once the groups have done that, have them share their action and slogan.
- Next, get the groups to revisit the groups and gifts on the walls (on stickies) to see how both the participants gifts and groups they belong to can help make their action happen. Don’t let them take down the stickies – everyone has to share.
- Give them another 10 minutes to do this and then get them to share how they planned to use the groups and gifts of people in the room.
- Once the groups have shared, randomly choose some groups and gifts from the wall and ask each group in turn how that group or gift can help them. The point is to show how any gift can be used and you never know what a group has until you ask. You can conclude by asking how the action/slogan groups can help each other.

NOTE: The quiz, “What’s Your Guess” (p. 13 Community Building for Food Security Workshop), goes well after the civic entrepreneur.

h. The What's Your Guess Quiz

This exercise reinforces that anything can be anywhere, and that you never know until you have a conversation where the resources in the community are.

- Ask the participants to look in their binders for the quiz (p. 13).
- Get them to draw a line between the community resource in the left-hand column and where that resources was found in the right-hand column (just like a matching quiz in school.)
- There will be puzzled frowns and silence as the group does this. When they have either given up or are done, you can ask: "What do you think the point of this exercise was?" – too see that anything can be anywhere – and you *never know until you have a conversation*
- Then you can go through the actual answers.

i. Historical Scan

The historical scan is a brief conversation that can actually occur at any point in the workshop. It is ideal for groups who need to establish some common understanding of what has gone on up until this point (level the playing field), and may be appropriate to do at the beginning of the second day or midway in day 1. It normally takes between 20 and to 30 minutes. You don't need to record, but rather just keep the conversation moving and don't let the group dwell on any one idea or negative for very long. The following is a generic set of questions that can be used as a guide for the historical scan.

Focused conversation about _____ organization and the history

What do we know about its formation, its actions/role?

Objective Questions

- How did _____ come about?
- Where is the _____ area?
- What are the significant steps in _____ growth?
- What are the _____ goals and Objectives?
- Who are members of _____?
- How often does it meet?
- How long has it been in action?
- When was the last meeting?
- Who drew up the agenda?
- Who attended the meeting?
- What were the discussions about?
- What are some actions/programs?
- Who are the staff of _____?

Reflective Questions

- What are your thoughts about these actions?

- How do you feel about them?
- What has been the most frustrating?
- What has worked well?
- What have you seen in other groups that are similar to this one?

Interpretive Questions

- What are the significance, the purpose and the implications of the actions?
- The most significant?
- The trend?

Decisional Questions

- What can we do about this? How can we build on what we have done? What can we commit to?

Some additional questions that can conclude the historical scan...

- How can _____ use ABCB effectively to pursue its goals?
- How can _____ support others in using ABCB as well?

j. Building Blocks

A conversation about building blocks in the community is a valuable contribution to the groundwork of community building, and is usually done at the end of day 1, but can also happen early in Day 2. It provides the group with an opportunity to express where community building is already happening in the community – or could be happening with some support. You can use the building blocks to begin relating CCBAM© to food security. Questions to ask in getting at building blocks:

- Where is community building happening already in _____? (keep in mind: RAFF, reciprocity, interdependence, asset focus)
- What are some seeds or things that are going on that could support community building? (activities, initiatives, people, organizations, etc.)

k. Review of the CCBAM© model and asset mapping

6. How to use CCBAM© to Address Food Security

Asset Focus

- Good strategy to help community recognize their strengths despite Food Security issues.
- Identify strengths and use them to build momentum toward resolving Food Security issues.
- The CCBAM© concepts will strengthen efforts to address Food Security concerns in the community and ultimately lead to more **sustainable actions**. Refer back to the key concepts and building blocks as the group works through the Thought About Food? Workbook.

- Create an asset map as the relationships are built and grow.

Reciprocity

- This concept fits well within Section 3 of the Thought About Food? Workbook, especially to highlight why Short Term Relief strategies may not be effective.
- Also fits within Policy sections of Thought About Food? Workbook. For policies to be effective the community must be part of the solution. Policy makers must understand this.

RAFF

- **R** – Build relationships within the community and with people and groups that can help address Food Security Issues.
- **A** – Work together to address Food Security issues. All parties must be included.
- **F** – Obvious focus with Food Security issues, but don't forget its ability to bring people together and create common ground.
- **F** – Food Security is a serious concern, but don't forget the power of fun and humour to strengthen relationships and put people at ease.

Example: Activity 3.1 and 3.2 – Have group reflect upon the food security programs and projects using the “RAFF lenses” in addition to discussion of the pros and cons. This may also be an opportunity for rural communities to reflect on existing food security strategies. This may help them find community building direction.

7. The Tosterud CAFÉ' approach

The CAFÉ approach is another technique that can be used to engage citizens and comment the CCBAM model and process.

The goal of CAFÉ is to help build a community of citizens that can perform and function as a development organization which consciously and continuously seeks new opportunities for the community, including economic opportunities. CAFÉ's primary methodology is to facilitate citizen involvement and ownership of the development process. Equally important, CAFÉ objectives and strategies are determined and tailored by the citizens themselves. This ensures that they reflect the characteristics of the community, such as its culture, traditions, history, reputation, business mix, volunteerism, leadership, and demographics. Another important characteristic of CAFÉ is that, not only is it educational and skill building, it is also fun.

The ultimate mission of CAFÉ is to leave in place a citizen development tradition of community opportunity awareness, creation, discovery, and pursuit. CAFÉ communities will be communities with proactive citizens who are agents not victims of change. CAFÉ communities will be populated by citizens who have both the passion and the skills to make their communities better places to live, work, and raise a family. Look at the various activities to see which one/s fit for your group.

8. Thought About Food? Workbook

Refer to Facilitator Notes on pages xii to xvi in the 'Thought About Food?' Workbook. Also refer to the Facilitator Notes in each section.

9. Evaluation of the CB for FS workshop

Hand out the evaluation form for the workshop, asking people to provide any thoughts that they might have. See sample evaluation in **Resources and Samples**.

The GFSA has developed a Logic Model as a guide for the project evaluation. A summary of the participants' workshop evaluations must be submitted to the GFSA Project Coordinator within two week of the workshop in your community.

10. Follow-up to the CB for FS Workshop

GFSA SEED money

The Seed money available through the GFSA funding from the POPH fund will be available to each community upon receipt of an Action Plan. Making use of the Action Plan Template Worksheet 5.5 from the "Thought About Food?" Workbook the plan must also include a detailed budget. There is \$2,550.00 of seed funds available for each community to allay expenses such as child care and transportation for community members to be part of community conversations (up to \$550.00) and \$2,000 for action plan follow up.

11. Workshop Follow-up

The follow-up communication to the workshop is a very important task that helps participants remember what happened, and to remind them of what they promised to do. The following is a typical workshop follow-up:

- All written flip charts that get written during the workshop are transcribed, including the groups and gifts on stickies, and/or in the asset map form.
- Community pictures are duplicated (not in colour).
- The participant list is transcribed.
- The workshop evaluations are transcribed
- Once the workshop materials have been transcribed and proofed for mistakes, each participant receives a 3-holed copy in the mail.
- Participants receive the following with a cover letter: transcripts from the workshop, the participant list, copies of the community pictures, a certificate, and a RAFF ribbon.

Community Building for Food Security

Facilitator Resources



Samples & Ideas

SAMPLE PLAY RULES

Source: The Facilitator's Toolbox, University of Guelph
www.tdg.uoguelph.ca/pi/pdrc/facbox.html

- Respect each other
- Attach ideas not people
- Be specific
- Comments made here stay here
- Comments belong to the group
- One person talks at a time
- Be punctual
- Avoid passing judgment and killer phrases like "we already tried that" and "it will never work" and "yes, but . . ."
- Be support of the other team members and their contributions
- Silence and absence is consensus
- Practice active listening
- Keep discussion relevant
- No side talking
- One conversation at a time
- No backtracking for people who are late
- No beepers/cellular phone
- 5-minute rule (any one can call 5 min--to close out a discussion going no where)
- Define acronyms
- Everyone is equal
- One person speaks at a time
- Allow people to change
- Balance consistency with flexibility
- Check assumptions before acting
- Criticize ideas, not people
- Do not retaliate
- Follow through
- Interact
- Keep an open mind
- Keep communication lines open
- Share responsibility
- Respect each other
- Attach ideas not people
- Be specific
- Comments made here stay here
- Comments belong to the group
- One person talks at a time
- Be punctual
- Avoid passing judgment
- Avoid killer phrases like "we already tried that" and "it will never work" and "yes, but..."

SAMPLE PLAY RULES - Continued

- Be supportive of the other team members and their contributions
- Silence and absence is consensus
- Practice active listening
- Keep discussion relevant
- No side talking
- One conversation at a time
- No backtracking for people who are late
- No beepers/cellular phones
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- Everyone is equal
- One person speaks at a time
- Allow people to change
- Balance consistency with flexibility
- Check assumptions before acting
- Criticize ideas, not people
- Do not retaliate
- Follow through
- Interact
- Keep an open mind
- Keep communication lines open
- Share responsibility
- Speak for yourself
- Speak up
- Be open to the ideas of others
- Take responsibility for your own learning
- Keep things specific, real, here.
- Full confidentiality
- You have the right to pass
- Be as open as possible but honor the right of privacy.
- Information discussed in our group is confidential.
- Respect differences.
- Don't discount others' ideas.
- Be supportive rather than judgmental.
- Give feedback directly and openly;
- You are responsible for what we get from this team experience.
- Ask for what you need
- Use your time wisely
- Focus on our goals, avoiding sidetracking, personality conflicts and hidden agendas.
- Start and end meeting on time.
- Absenteeism permitted if scheduled in advance with the leader.

- Review and agree on agenda at start of meeting and then stick to it.
- Publish agenda and outcomes.

SAMPLE PLAY RULES - Continued

- Everyone is expected to help facilitate the meeting.
- Critique/evaluate meeting.
- Everyone is expected to participate and to respect and support the right to be heard.
- 100% focus and attention while meeting.
- Be willing to forgive.
- Share air time
- Phones and/or pagers on vibrate, instead of ring or beep
- Be open to new concepts and to concepts presented in new ways.
- One person talks at a time.
- Job titles are left at the door.
- Build self-esteem.
- No finger pointing - address the process not the individual.
- Rotate responsibilities
- Frequently check for understanding - summarize and/or paraphrase
- Work towards understanding consensus.
- Include everyone in the discussion
- Do not accept the first idea - go for the second and even better the third.
- Start and end on time.
- Everyone is responsible for the success of the meeting.
- Have fun
- Communicate, communicate, communicate
- Don't interrupt someone talking.
- No killer statements (don't shoot down ideas).
- Be open to ideas
- Everyone participates.
- Differences or conflicts are handled positively.
- Share your knowledge.
- Be honest.
- Ensure everyone participates at least every hour.
- Provide key point notes to participants.
- Respect each person.
- Share responsibility
- Criticize only ideas, not people.
- Keep an open mind.
- Question and participate.
- Attend all meetings.
- Listen constructively.
- Ask a question when you have one.
- Feel free to share an illustration.
- Request an example if a point is not clear.
- Be an "Adventurer" not a "Prisoner".
- Practice active listening.
- Be a team player.

- Be yourself.

SAMPLE PLAY RULES - Continued

- Ask questions.
- Relax.
- Make mistakes.
- Have a different opinion.
- Listen alertly and take accurate notes.
- Participate enthusiastically.
- Confine your discussion to the current topic.
- Give freely of your experience.
- Appreciate other points of view.
- Keep confidences and assume others will.
- Share the limelight.
- Say "Thank You".
- Stay focused on the task and the person of the moment.
- Ask why.

SAMPLE

R.A.F.F. It Up!
I've Got It – You've Got It



Friendships and relationships, new and old, are important to all of us to live full and happy lives. This questionnaire is a simple way to assist you in talking and connecting so you can discover the interests and talents that may lead to new friendships.

Name: _____

Where were you born?

In what community do you live?

Who makes up the family in your household or those near you? (Kids, spouse, brothers/sisters, parents, aunts, uncles, friends, etc)

What is your favorite thing to do? Who do you like to do it with?

What musical and artistic abilities do you have?

Have you ever dreamed or thought of opening your own business? What would it be?

What has been your most unique work or volunteer experience?

What are some things that people say you are good at?

SAMPLE

R.A.F.F. It Up!
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Friendships and relationships, new and old, are important to all of us to live full and happy lives. This questionnaire is a simple way to assist you in talking and connecting so you can discover the interests and talents that may lead to new friendships.

Name: _____

Where were you born?

In what community do you live?

Who makes up the family in your household or those near you? (Kids, spouse, brothers/sisters, parents, aunts, uncles, friends, pets, etc)

What is your favorite place to go in your community? Who do you go with?

Have you ever dreamed or thought of opening your own business? What would it be?

What would be one special or neat thing you would like to see happen in your community?

Activities for Mixing the Group – Detailed Instructions

- **Something I have done**

This is a good mixing exercise we often do in day 2, and is a good reminder that you might think you know people in the group, but there is always more to learn.

Prepare in advance slips of paper that have “Something I have done or something I am interested in ...” written on them. Distribute these slips of paper to the group and ask them to write something they have done or something they are interested in doing that they think no one else in the group would guess – and ask them not to put their names on it. Collect the completed slips in a bag or hat, and then redistribute the slips to each member of the group. Ask them to ensure it isn’t their own before they accept one. They must then find the person who wrote their slip of paper by asking “yes or no” questions and having conversations with people in the group. This is good to do over a lunch break – and it’s fun to have everyone introduce or tell whom he or she found once the group gets back together.

- **Stickies on theBack**

This is a good mixing exercise for the beginning of the day, particularly the second day or with a group that knows each other a bit already. Prepare in advance a series of labels or something that will adhere to people’s backs that have words written on them. The words can be consistent with a theme, such as community building words, places/people/things in the local community, or anything fun. Place the labels on people’s backs as they enter the room – so that they can’t see them – and give them the instructions that they must discover who/what they are by asking others in the group only yes/no questions (like 20 questions). Once the person has guessed who/what they are, they place their label on a sheet of paper and write their name beside it. .

- **Head and Shoulders, Knees and Toes (with balloons) – or hokey-pokey**

This is a good after-lunch exercise that will get the blood moving, but is safe and open to people of varying mobility and interest. Be careful that everyone is comfortable with balloons before you introduce it (some people are deathly afraid of them!).

Get the group into a circle, standing (or if you can’t stand, then sitting is fine). Distribute three or four balloons, depending on the size of the group. Invite someone who knows the words and tune to “Head and shoulders, knees and toes” to start singing, and while the group is singing and doing the actions, they have to keep the balloons in the air. You could also do this with “The Hokey Pokey” or any other song with actions.

- **The Song Game**

Have each participant write a word on a slip of paper – it can be any word, no restrictions (unless you’re working with a group for whom cursing is an issue). Collect the words into a hat or basket, and then divide the group into two teams. The host then reads out the words, and the object of the game is for each team to come up with a song – and actually sing it – that contains the word that you read out. The first team to sing a recognizable song containing that word wins the point.

Activities for Mixing the Group – Detailed Instructions (continued)

- **Snowball Game**

This is a variation on the “something I have done” game. Have each participant write on a full sheet of paper something they have done or are interested in doing that they think no one else in the room would know about – ask them not to put their names on it. Once they have done this, have them crumple the sheet of paper up into a little ball. Designate a spot for everyone to throw their balls of paper – this could be the centre of a circle or a corner of the room. Then have the participants retrieve a ball (not their own). Their task then is to find the person who wrote the sheet of paper they retrieved, but asking questions of people. You will find people guessing, checking out handwriting, and doing anything to avoid talking to each other. You can reflect on this to show how conversation does not always come naturally to us. This is good to do over a lunch or coffee break.

- **People Bngo**

This game is best played on day 2 or with a group who has some level of comfort with each other. Create a bingo card ahead of time, but rather than putting numbers in the squares, write qualities, experiences, talents, and interests that people might possess (you can brainstorm these – the possibilities are endless). For example:

- Have red socks on.
- Have been to Australia
- Have an older brother
- Interested in knitting
- Is over six feet tall
- Knows how to play cricket

Make enough “bingo cards” for all participants, and instruct them that they have five minutes to get signatures in each square – the first person to get their card filled should yell bingo! You can give out prizes for the winners. This exercise encourages conversation, asking questions, and discovering things about each other. It’s also fun!

- **The Group Juggle**

Start with all participants in a circle, standing. Have 4 to 10 objects tucked into your pockets. Begin with one object; toss it to one person, asking them to say their name and then toss it to someone who has not yet received it. After everyone in the group has received it, ask that it be tossed back to you. Now explain that this is a _____ test (memory, IQ, training whatever fits your program or provides comic relief), that you will toss again, keeping the same sequence, and this go around will be timed. Start timing as you toss the first object and keep pulling objects out of your pockets, throwing them to the same person, and end the timing when the last object has returned to you. Announce the time as the 'benchmark' and explain that competition in their industry is getting fierce and they are going to cut the time in half (or let them choose a goal). Start again, announce the time, encourage a signification reduction and observe the process the group uses to find solutions.

Activities for Mixing the Group – Detailed Instructions (continued)

The size of the group is not a major factor in determining the time, nor is the number of objects (aha, one of the limiting paradigms!). Sometimes it helps to ask the group to refresh its knowledge of the rules (there's only one), especially if they have assumed lots of rules. It has been amazing to watch groups struggle with this seemingly simple exercise as they whittle their time from 1 or 2 minutes to 3 seconds (yes, 3, but don't tell them that, just

challenge them to significantly improve their performance. HINT: The participants move to touch the objectives instead of the objectives being tossed to them.

- **Toilet Paper**

Pass a roll of toilet paper around. Ask each participant to take as many squares of the toilet paper as they would like. Do not tell them what it is for.

Once everyone has their squares of toilet paper, tell everyone that the idea now is that they have to share one thing about themselves for each square of toilet paper they took. They get to pick what they share, and it can be personal or not, etc. If the group is familiar with each other, ask them to share something they think the rest of the group wouldn't know.

- **The Alphabet Game**

1. Give each person a letter on a post-it, and ask them to place it somewhere on the front of their bodies (you might want to give more vowels, no x's, z's, q's. You can also make the vowels a different color than the consonants).
2. Give them five minutes to form one word with at least 3 other letters/people (a minimum of 4 letters/people per word)
3. At the end of 5 minutes, take a look at all or some of the words formed, depending on the time you have.
4. Give each word-group a sheet of flip-chart paper and ask them to form a sentence using that word to describe their expectations of the course (if done at the beginning) or how they felt about the course (if done at the end).

- **A Quickie Opener**

1. Ask the participants to each draw 2 pictures.
2. The first – as they see how the community group/organization is now.
3. The second – if this workshop is successful, how will it look in 10 years.
4. They then comment on the differences.

**The CAFÉ Approach:
New Tools to Foster Citizen Involvement in the Community
Development
Process in Small Rural Towns.
Robert J. Tosterud, School of Business University of South Dakota**

Building citizen participation is a prerequisite for community economic development. In order to participate in development activities, local residents must have a level of trust and feelings of reciprocity with their neighbors. Otherwise, collective action will not occur. A challenge for community developers is to help residents strengthen their relationships and improve communication so that people can work together effectively.

This may be particularly challenging in small towns that have been stunned by adverse changes to their economy and institutions. In these communities, once bustling main streets, church socials and weddings, high school proms and football games are mere nostalgic memories. Future hopes seem dim and collective action may appear fruitless. Of course, the irony is that these struggling communities are most in need of community economic development.

South Dakota has more than its fair share of struggling small towns. With a 2000 population density of less than 10 persons per square mile, South Dakota is among the most rural states in the U.S. Thirty-two of South Dakota's 66 counties - almost one-half - showed declines in population between 1990 and 2000. Thirty of those 32 counties had populations of fewer than 10,000 people. South Dakota has about 100 towns with fewer than 1,000 people. These communities need citizens who care, get involved, take responsibility, and are capable of implementing community economic development strategies.

The purpose of this paper is to share with community development practitioners a community development resource tool which has had some success in stimulating citizen involvement and ownership of the community development process in selected South Dakota small towns. The Community and Family Enterprises, or CAFÉ strategy, continues to evolve and improve as participant communities get deeper into the program and new communities are added.

CAFÉ Philosophy and Tools

The underlying philosophy is that community development strategy must have a broad citizen base, be compatible with the community's culture and traditions, and be seen to be building upon the community's inherent strengths. Central to that small town culture and traditions are its institutions - schools, churches, farm and commodity organizations, service clubs, senior citizen and youth groups, and, most importantly, family and friendships.

The goal of CAFÉ is to help build a community of citizens that can perform and function as a development organization which consciously and continuously seeks new opportunities for the community, including economic opportunities. CAFÉ's primary methodology is to facilitate citizen involvement and ownership of the development process. Equally important, CAFÉ objectives and strategies are determined and tailored by the citizens themselves. This ensures that they reflect the characteristics of the community, such as its culture, traditions, history, reputation, business mix, volunteerism, leadership, and demographics. Another important characteristic of CAFÉ is that, not only is it educational and skill building, it is also fun.

The ultimate mission of CAFÉ is to leave in place a citizen development tradition of community opportunity awareness, creation, discovery, and pursuit. CAFÉ communities will be communities

with proactive citizens who are agents not victims of change. CAFÉ communities will be populated by citizens who have both the passion and the skills to make their communities better places to live, work, and raise a family.

CAFÉ Process and Tools

To facilitate learning and momentum, the CAFÉ program is composed of a series of events, workshops, and surveys spanning an 18 to 24 month period. All of these activities have the common objectives of facilitating citizen communications and interaction, skill development, awareness of community conditions, confidence, and unity, all essential attributes of successful development. In a sense, CAFÉ is a long-term, continuing education program on a community-wide scale.

The process starts with the CAFÉ facilitator being invited into the community. It is important that the community initiate this first contact to ensure community ownership in the process. Following this first contact, the facilitator must perform an assessment of the community and make a judgment relative to its “fitness” for the model. For example, a community that is self-sustaining may not need the help of CAFÉ. On the other hand, a community's needs may be beyond the scope of the CAFÉ process. Demographic trends, particularly the average age of the population as well as trends in retail sales and property taxes, are illuminating. Asking town officials about the physical condition of the town's sewer system, water lines, and roads is important as well. Evidence of substantial deferred maintenance on infrastructure is also significant. Once a community is identified a good CAFÉ candidate, it begins the following five step process:

Step 1. The facilitator meets with development company/chamber/select citizen group to describe CAFÉ. If there is a mutual interest, go to the step 2 meeting, requiring each participant to bring with them three friends.

Step 2. The facilitator meets with an expanded, more diverse, group to describe CAFÉ, usually about 25 to 30 people. A community “Business Inventory” survey is completed during this meeting and the [“Perceptions and Evidence of Change” survey](#) is distributed. The business inventory survey identifies what businesses are not available in the community and are therefore possible business opportunities. The “perceptions” survey is designed to gauge community strengths and weaknesses as perceived by the community's adults and youth. To get as broad a representation of the community as possible, attendees are asked to take home and distribute copies to their neighbors, and high school officials take copies to distribute to students.

Step 3. A community potluck supper is held, during which the [CAFÉ program and “Menu”](#) is introduced and survey results released and discussed. As the community business survey revealed “business opportunities,” citizens are asked during the potluck supper to provide their judgments as to which of these business opportunities would have the greatest chance of success in their community (0 – 10 probability). These results are tabulated and published in the newspaper. Citizens interested in exploring any of these identified business opportunities are asked to contact the CAFÉ facilitator for assistance.

The results of the “Perception and Evidence of Change” survey are also revealed during the potluck supper. The results of this survey are greatly anticipated by citizens as it contrasts youth and adult perceptions of such community conditions as quality of education, retail and job opportunities, openness of community leadership, and judgments on the future of the community.

During the potluck supper, individual citizen/attendees select or “vote” their preferences for six CAFÉ events and six workshops which when totaled will constitute their community's [CAFÉ program](#). This vote also secures a list of volunteers as each citizen is asked to place their name

and phone number next to three of the six events and three of the workshops they selected. This list is extremely valuable to any community development effort, especially in light of the method in which it was obtained (volunteered).

Step 4. At this point in the process, leaders (including youth) are identified for each event and workshop. These people are brought together to form the CAFÉ committee and develop an event/workshop schedule for the community.

Step 5. Finally, the first event or workshop is held.

As there should be balance in all things, the CAFÉ program alternates fun with work. Fun events such as a community talent show, farmer and rancher appreciation night, intergenerational sports challenge, and ethnic festival are important to community-building and unity. In addition, these events have been used as fund raisers. The primary role of the facilitator with respect to events is to provide ideas and contacts in communities who have completed the same event.

Workshops are the educational or skill-building dimension in the CAFÉ process and are staffed and conducted through a collaboration of a variety of local, state, university, non-profit, and volunteer organizations. The list of these resources is also expanded as more and more communities have experience in conducting workshops. Examples of workshops include leadership training, entrepreneurship, conflict management, grant writing, and identifying community priorities.

Premises Underlying the Approach

Underlying the practice of any profession, including that of community development practitioner, are foundation principles and premises (such as the “Community Development Society’s Principles of Good Practice”, www.comm-dev.org).

The CAFÉ model is founded on the following 13 premises:

1. A community must have “potential” and the necessary physical infrastructure and capacity to be successful. Some communities have limited economic potential and not every small town can (or should) be saved. The CAFÉ model is only applied in communities where there is a good probability that the effort can make a difference.
2. The relationship between the business establishment and the community is symbiotic, characterized by an extreme degree of mutual dependency. As goes the community, so goes business, and visa versa. A new business in town raises the value of all community assets, publicly or privately owned.
3. Development opportunities are created and discovered internally and are supportive of and consistent with community values, institutions and traditions. They must be seen to be within the communities “comfort level” and to strengthen the fabric of the town. Opportunities cannot be defined and imposed by external or alien forces no matter how “expert.”
4. CAFÉ applies the “CASE” method of economic development where “C” stands for business Creation (entrepreneurship), “A” for business Acquisition, “S” for business Strengthening, and “E” for business Expansion. While a comprehensive development strategy calls for all four approaches, initial efforts are directed at helping existing businesses get stronger and expand (after all, a business saved is a business earned) complemented with entrepreneurially-trained citizens “growing their own” businesses.

5. Community development precedes economic development. Economic development must emphasize private sector, profit-centered job creation. Ultimately, economic development is about entrepreneurship: job, income and wealth creation.
6. A successful community is one which consciously and continuously creates opportunities for its youth. Opportunities include social, cultural, and political, as well as economic. The youth need to know that they will be the primary beneficiaries of the development effort.
7. The uniqueness of each community must be identified, appreciated and incorporated into the development process. Superficial, generic, one-size-fits-all development strategies don't work in the long term. Each CAFÉ community chooses its own path to community and economic development.
8. The process must assist citizens to discover and apply their talents and recognize their obligations. At the very center of the CAFÉ process is volunteer identification and involvement.
9. Success is pursued through learning, and people learn primarily through their interactions with other people. Testing ideas is learning, taking positions is arguing.
10. The burden and responsibility for community development outcomes must clearly and squarely rest on the shoulders of the citizenry of the community. The best result is the belief on the part of citizens that they could have achieved success without external facilitators.
11. Citizen-versus-citizen conflict is guaranteed and a well thought out and well- publicized process of conflict resolution is required. However, an active, objective, constructive, and appreciated program critic is a necessary component to a successful community development effort. Make criticism part of the solution.
12. CAFÉ is designed to create its own resources, the trained citizen. The absolute best small town community and economic development program is neighbor-helping-neighbor.
13. The first 12 don't matter if many residents do not see themselves as stakeholders in the community and, as a result, *really* don't care about neighbors, the place, or the future. Citizens need to see and appreciate that they personally have something to lose from inactivity and something to gain from pro-activity.

It is important to highlight that a major accomplishment of the CAFÉ strategy is the identification of new volunteers for the development initiatives of the community. -A typical volunteer list garnered during the event and workshop selection process consisted of about 15 to 30 names per event and workshop depending on the attendance at the potluck supper. These names are essential to anyone trying to facilitate or promote a community development initiative. This list also identifies potential future community leadership.

Alcester, the most senior CAFÉ community, has shown some new business and job growth during this period, although no claim is made that this is a direct consequence of the CAFÉ program. - Irene has experienced some business closures. It is too early in the program development and application stage to identify, let alone claim, attributable outcomes. All CAFÉ communities will be monitored in the future relative to participation at events and workshops and business and job growth. Additional surveys, including exit surveys, are being drafted.

<p>Appendix A: Perceptions and Evidence of Change Survey Instrument PERCEPTIONS AND EVIDENCE OF CHANGE IN MY COMMUNITY</p>
--

You are **not required** to complete this survey.

By completing it and handing it in you are consenting to its use.

Do not put any personal information on this form, including your name.

Please place a “+” sign after the word or phrase if you think the situation in this community is good or getting better, a “0” if neutral or no change, or a “-” if bad or getting worse.

- POPULATION? ____
- JOB OPPORTUNITIES? ____
- DIVERSITY OF ECONOMY? ____
- AGING POPULATION? ____
- ABANDONED BUILDINGS? ____
- RETAIL SHOPPING? ____
- HOUSING? ____
- RECREATION? ____
- YOUTH ATTITUDE TOWARD COMMUNITY? ____
- ATTITUDE OF COMMUNITY TOWARD YOUTH? ____
- ELDERLY ATTITUDE TOWARD COMMUNITY? ____
- ATTITUDE OF COMMUNITY TOWARD ELDERLY? ____
- ATTITUDE RE CHANGE/GROWTH? ____
- FRIENDLINESS? ____
- VOLUNTEERISM? ____
- PROPERTY VALUES? ____
- LAZINESS? ____
- APATHY? ____
- CONFLICT? ____
- COMPLAINING? ____
- FACTIONS/CLIQUEs? ____
- QUALITY OF LEADERSHIP? ____

- LEADERSHIP OPENNESS? ____
- COMMUNITY “POLITICS”? ____
- JEALOUSY AND RESENTMENT? ____
- UPKEEP OF HOUSES AND YARDS? ____
- CULTURAL ACTIVITIES? ____
- CHURCH ACTIVITIES? ____
- “OUT-SHOPPING”? ____
- COMMUNICATING? ____
- “NEIGHBORLINESS”? ____
- GIVING APPRECIATION, THANKS? ____
- OVERALL APPEARANCE? ____
- PLACE TO LIVE? ____
- PLACE TO RAISE A FAMILY? ____
- SAFE PLACE? ____
- CARING ABOUT ONE ANOTHER? ____
- FUTURE? ____

Appendix B : The CAFÉ Menu

(If you make use of this instrument, please alert the author, Robert Tosterud, at btosteru@usd.edu)

EVENTS ARE TO TAKE PLACE EVERY OTHER MONTH DURING THE YEAR

IN ADDITION TO THE KICK-OFF “MEET AND GREET” POT LUCK SUPPER, THE COMMUNITY IS TO CHOOSE 6 EVENTS FROM THE FOLLOWING 12

1. *Community Talent Show.*
Opportunity for citizens to demonstrate their talents, from singing to playing an instrument to what-have-you. Solo or groups encouraged. Can be used as a fund-raiser for a community project.
2. *Wild Game Feed.*
Indigenous species only please! Walleye, pheasant, venison, ?.
3. *Youth Appreciation Night.*
Treat the kids to a pizza party and invite a local youth band to provide the entertainment.
4. *Ethnic Festival.*
Entertainment and food representing the ethnic heritage of the community.
5. *Comedy Club.*
There are a number of individuals and teams in the area who are great comedians and provide a wonderful evening full of laughs.
6. *Leadership Appreciation Night.*
An opportunity for the community to thank each other and those who made special contributions during the year including politicians and leaders of volunteer, social, cultural, veteran, and religious organizations.
7. *Farmer and Rancher Appreciation Night.*
Farmers and ranchers remain the economic backbone of most of our small communities.
8. *Heritage Night.*
An opportunity for the elderly to bring to a gathering old photos and other mementos of the community to be used to assemble a community scrap book. Donations can be made to the town museum at the same time. At some later time, the scrap book can be formally presented to the next generation. Can be youth sponsored.
9. *Job Fair.*
This event provides a wonderful opportunity for area youth to meet and connect with area business owners.

10. Intergenerational Sports Challenge.

“Yesterday's” versus “Today's” basketball stars. Add cheerleaders for extra fun!

11. Special Holiday Celebration.

Pick a holiday, any holiday, and make it extra special with a parade, bake sale, music, games in the park, even speeches! School reunions fit here too.

12. Invent an Event.

Start a new tradition.

WORKSHOPS Appendix C: Events and Workshop Ballot.
--

Please look over the list of 12 possible events carefully. Circle 6 events which you think will best benefit the community. Now choose 3 of those and write in your name and phone number following “I’LL HELP!” to volunteer to help organize those events. THANKS!!!

1. Community Talent Show.

Opportunity for citizens to demonstrate their talents, from singing to playing an instrument to what-have-you. Solo or groups encouraged.

(I’LL HELP! _____)

2. Wild Game Feed.

Indigenous species only please! Walleye, pheasant, venison?.

(I’LL HELP! _____)

3. Youth Appreciation Night.

Treat the kids to a pizza party and invite a local youth band to provide the entertainment.

(I’LL HELP! _____)

4. Ethnic Festival.

Entertainment and food representing the ethnic foundations of the community.

(I’LL HELP! _____)

5. Comedy Club.

There are a number of individuals and teams in the area who are great comedians and provide a wonderful evening full of laughs.

(I’LL HELP! _____)

6. Leadership Appreciation Night.

An opportunity for the community to thank each other and those who made special contributions during the year including politicians and leaders of volunteer, social, cultural, veteran, and religious organizations.

(I’LL HELP! _____)

7. *Farmer and Rancher Appreciation Night.*

Farmers and ranchers remain the economic backbone of most of our small communities.
(I'LL HELP! _____)

8. *Heritage Night.*

An opportunity for the elderly to bring to a gathering old photos and other mementos of the community to be used to assemble a community scrap book. Donations can be made to the town museum at the same time.
(I'LL HELP! _____)

9. *Job Fair.*

This event provides a wonderful opportunity for area youth to meet and connect with area business owners.
(I'LL HELP! _____)

10. *Intergenerational Sports Challenge.*

"Yesterday's" versus "Today's" basketball stars. Add cheerleaders and a pep band for extra fun!
(I'LL HELP! _____)

11. *Special Holiday Celebration.*

Pick a holiday, any holiday, and make it extra special with a parade, bake sale, music, games in the park, even speeches!
(I'LL HELP! _____)

12. *Invent an Event.*

Start a new tradition.
(I'LL HELP! _____)

With the help of some friends, workshops are sponsored by the USD School of Business.

Workshops occur during those months when events are not taking place.

Please choose and circle 6 which you believe will best meet the needs of your community and then write your name and address next to 3 of your choices indicating your willingness to help.

1. *Entrepreneurship.*

Learn the basics on how to identify and pursue new business opportunities in the community.
(I'LL HELP! _____)

2. *Family Business Dynamics.*

The business as a family and the family as a business. Survival lessons.
(I'LL HELP! _____)

3. *Leadership Training.*
Fundamentals of taking responsibility. Somebody has to do it.
(I'LL HELP!_____)

4. *Personal finance.*
A financially healthy community is composed of financially healthy citizens.
(I'LL HELP!_____)

5. *Starting/Strengthening Volunteer Organizations.*
Everybody needs to be a volunteer.
(I'LL HELP!_____)

6. *Economic and Public Finance Issues.*
Smart citizens make for smart communities.
(I'LL HELP!_____)

7. *Living in a Healthy Environment.*
Steps you and your community can take to feel better.
(I'LL HELP!_____)

8. *Conflict Management.*
Change brings conflict. Better know how to deal with it.
(I'LL HELP!_____)

9. *Identifying Community Priorities.*
Discussion and debate without arguing. Possible?
(I'LL HELP!_____)

10. *Grant Writing.*
Getting more than your fair share.
(I'LL HELP!_____)

11. *Post Café.*
Maintaining the momentum.
(I'LL HELP!_____)

12. *Workshop Wish.*
Design your own workshop.
(I'LL HELP!_____)

COMMUNITY CAPACITY BUILDING & ASSET MAPPING

Community: _____ - Day 1 - Date: _____

← In order to ensure that Day 2 is as successful as today...
Please give us some feedback. 😊

SAMPLE

I LIKED ...

COMMENTS:

IDEAS I HAVE THAT WOULD MAKE DAY 2 OF THE WORKSHOP MORE VALUABLE...



WHAT IS THE MAIN IDEA ABOUT COMMUNITY BUILDING/ASSET-BASED COMMUNITY DEVELOPMENT THAT YOU WILL TAKE FROM THIS DAY?

[Dotted-line response box]

A QUESTION I STILL WANT ANSWERED IS...

COMMUNITY CAPACITY BUILDING & ASSET MAPPING

Community: _____ - Day 2 - Date: _____

WE APPRECIATE ANY FEEDBACK
YOU GIVE US. THANKS!!

SAMPLE

I LIKED ...

COMMENTS:

I STILL WOULD LIKE TO
KNOW MORE ABOUT

IF I WERE RUNNING THIS WORKSHOP I WOULD...

AS A RESULT OF THIS WORKSHOP
THE ACTION I WILL TAKE IS...



HOW WOULD YOU KNOW COMMUNITY
BUILDING WAS HAPPENING IN
YOUR COMMUNITY?