Community Engagement and Action Projects

Participant Guide

*Garden-based education can serve as a catalyst for addressing food security and hunger; climate change; sustainable energy; childhood obesity and nutrition; food safety; and youth, family and community development. The widespread appeal of gardening provides opportunities to use gardens to connect with diverse audiences. Cornell Cooperative Extension is part of the USDA’s* [*National Institute of Food and Agriculture Cooperative Extension System*](https://landgrantimpacts.tamu.edu/extension)*, consequently CCE Master Gardener Volunteers are uniquely linked to Cornell University and positioned to provide best practices for creating successful gardening experiences grounded in research-based knowledge.*

**By actively participating in this Community Engagement and Action Projects session, you will:**

* **Reflect** on your identity.
* **Acknowledge** that community engagement is essential to identifying collaborative solutions.
* **Identify** the steps you will take to complete an action project.

**Before Session**

READ:

* Fact Sheet *Qualities of an Active Contributor to a Peer Learning Network* (2 pg handout provided)
* Learning Styles as a Myth (1 web page) <https://ctl.yale.edu/LearningStylesMyth>
* Page 1 of Action Project Planning Worksheet (12 pg handout provided)

WATCH:

* The six short videos (~ 30 minutes total) on the Cornell Garden-Based Learning's 'Effective Community Engagement' web page. Consider the reflective questions under each video and prepare to discuss some of these in class. <http://gardening.cals.cornell.edu/program-tools/planning-organizing/effective-community-engagement>
* The very short “ins and outs of public events” videos (~ 15 minutes total) from Colorado State MGV Program, <https://spark.adobe.com/page/6h23TrCM8wMr5/>
* Constructing Learning Objectives posted on TechSmith’s SCREENCAST.COM Service (~ 5 minute video) <http://www.screencast.com/t/31O8Yjxu>

DO:

* Worksheet *Your Identity Pie Chart* (1 pg handout provided)

THINK:

* How might elements of your identity impact your role as a peer educator? And your contributions to a peer learning network?
* What inspires you to learn and reach beyond your garden gate to connect with individuals and families in your community?
* What do you think you bring to the CCE Master Gardener Volunteer experience? Consider broadly your experiences, knowledge, skills, attitude, and passions.

**Opening and Introduction**

* Facilitator reviews housekeeping, ground rules, learning objectives, and class flow.

**Reconnect**

* Form listening pairs for discussion of the questions listed under the THINK prompt above. Then the whole group creates a wall of post-it notes listing their experiences, knowledge, skills, attitude, and passions.

**Effective Community Engagement Discussion Hands-on Activity**

* Engage in small group activity and whole group discussion.

**Action Project Discussion**

* Facilitator introduce Action Projects using the Action Project Planning Worksheet.

**Garden-Based Learning Outreach Scenarios Hands-on Activity**

* Engage in small group activity and whole group discussion.

**Conclusions**

* Facilitator leads group activity to find out where people are from and leads reflection on key take home points and any lingering questions.

**Program Feedback**

* Share your insight to help us improve the program, report results, & plan for the future.

**Knowledge Check**

* Assess what you now know. Be motivated and empowered to share your knowledge with your peers and to learn more.

**After Session**

REFLECT:

* What happened?
* What was my response to what happen? How do I make sense of it?
* How does it relate to other things I know?
* What can I conclude?
* What might I do differently next time?

LEARN MORE:

* Building Community: A Tool Kit for Youth & Adults in charting Assets and Creating Change <http://www.theinnovationcenter.org/files/BuildingCommunity_ToolKit.pdf>
* Community Tool Box University of Kansas (<https://ctb.ku.edu/en> ) specifically at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main>
* Community Development Society (<https://www.comm-dev.org/>) Community Capitals Asset Identification Worksheet <http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/communitycapitalstodevelopassets-emeryfeyflora2006.pdf>
* ABCD Model for Writing Objectives <https://ccconlineed.instructure.com/courses/837/pages/abcd-model-for-writing-objectives>

**Campus Links:**

* Cornell Cooperative Extension <http://cce.cornell.edu/>
* Cornell Garden-Based Learning <http://gardening.cals.cornell.edu/>
* Cornell University Library, Portal for Cornell Cooperative Extension

<http://guides.library.cornell.edu/cce_portal>

**Looking for Cornell people and resources?** Don’t google, try the Cornell web search:<http://www.cornell.edu/search/index.cfm>



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