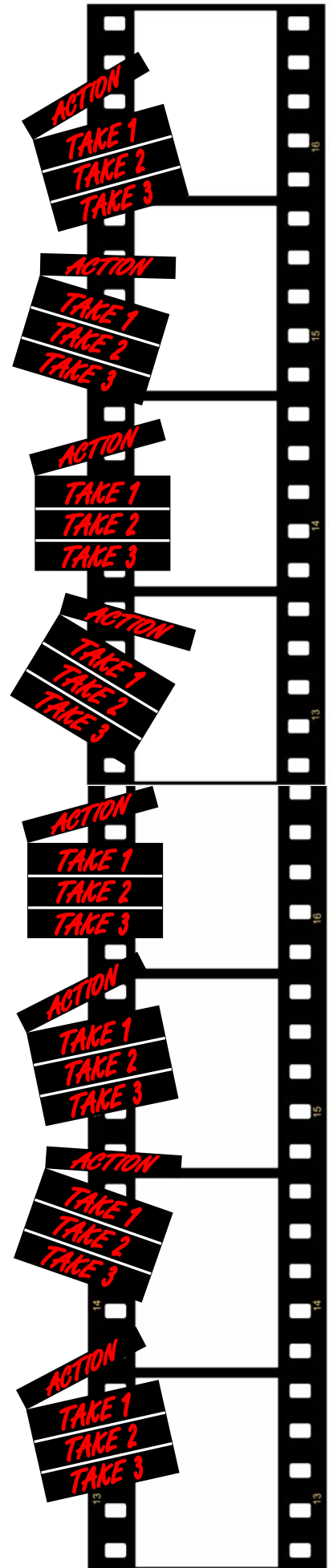


ACTION PLANNING PACKET

Teens taking

TRACTION

to prevent
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ACTION PLANNING PACKET

I. PROBLEM IDENTIFICATION:

The process of Action Planning begins with the team identifying the Problem they would like to address in their school and community. The entire team needs to participate in this activity. Brainstorming is a process that has been found to be a successful way to accomplish this task.

The following is a list of BRAINSTORMING RULES:

- Establish a time keeper.
- Set & maintain a time limit (additional time may be negotiated).
- Establish a recorder (use flip charts so entire team can see ideas as posted).
- All ideas are recorded.
- Generate as many ideas as possible (no right or wrong ideas).
- All ideas are encouraged and nothing is “too far out in left field”.
- No clarifying, justifying or discussing.

BRAINSTORMING PROCESS:

1. Establish time keeper, time limit, and recorder.
2. Brainstorm for set time (Remember, there are no right or wrong ideas).
3. Clarify brainstorming ideas, if needed. Make sure all team members have the same understanding of all ideas. You can also group similar ideas under one idea.
4. Prioritize the list.
 - Determine how many votes each team member will receive.
 - Each team member is given a pen or marker and physically votes for themselves.
 - Tally top scores (NOTE: if point values are very close, the team may choose to narrow the choices and revote).
5. Reach Consensus
 - Make sure the entire team agrees to the final choice. It's important that every team member is invested in the action plan from the beginning.

Now you are ready to begin identifying the Problem by brainstorming:

- STEP 1:** Brainstorm a list of strengths of your school & community. Post these.
- STEP 2:** Brainstorm a list of weaknesses of your school & community. Pose these.
- STEP 3:** Brainstorm problems the team would like to address.
- STEP 4:** Clarify brainstorming ideas, if needed. Make sure all team members have the same understanding of all ideas brought up during brainstorming.
- STEP 5:** Prioritize the problems:
- Determining how many votes each team member will be given.
 - Each individual team member physically votes for themselves.
 - The item(s) receiving the greatest number of points are considered to be the priority of the team.
- STEP 6:** Identify the problem (based on the prioritized item)
- STEP 7:** Reach team CONSENSUS.

(** After the choices have been made, it is important to conduct a verbal check with all team members to make sure everyone is in agreement.)

ONCE THE TEAM HAS REACHED A CONSENSUS AND IDENTIFIED THE PROBLEM OF GREATEST CONCERN THAT THEN BECOMES THE "IDENTIFIED PROBLEM" WITHIN THE PROBLEM STATEMENT OF THE TEAM ACTION PLAN.

Problem Identification Example: Not enough students at U.S.A. High School wear their seat belts when driving and riding in vehicles.

II. PROJECT DEVELOPMENT:

Project development is the actual process of writing the GOALS, OBJECTIVES, STRATEGIES and JOB CHART. The team must now develop GOALS and OBJECTIVES for the problems they have identified. JOB CHARTS can then be created to accomplish this task.

- STEP 1: GOALS** - Broad solution statements that are not very specific or detailed, but the general direction of what the team wants to accomplish. Often times this is the opposite of the Problem ID.

From the example above:

"Not enough students at U.S.A. High School wear their seat belts when driving and riding in vehicles."

NOW, flip it into a goal statement...

"Increase the number of students wearing their seat belts at USA High School."

STEP 2: OBJECTIVES - Develop OBJECTIVES for the established goal. Some goals may require more than one objective. If so, individual action plans should be created for each objective. The objective is what the team wants to do.

(Objectives are measurable activity statements. They are very specific.)

Brainstorm possible objectives that the team could do, following the brainstorming rules above. Once the team has reached a consensus, they can use the following template for writing the objective for their goal.

“WHO will do WHAT to/for WHOM, by WHEN, and HOW will the results be measured?”

WHO? – Who will carry out the activity?

WHAT? – What is the activity to be carried out?

WHOM? – Who is the target group?

WHEN? – Date this activity will be carried out?

HOW MEASURED? – How will the project be evaluated?

- **Example:** *The TRACTION team will conduct activities at the school on seatbelt use to educate the students at U.S.A. High School by October 30, 2016. The team will conduct a pre and post seat belt survey to measure the results.*

WHO? - *TRACTION team*

WHAT? – *Conduct activities at the school on seatbelt use*

WHOM? – *To educate the students at U.S.A. High School*

WHEN? - *By October 30, 2000*

HOW MEASURED? - *Pre and post seat belt surveys*

Try not to use the word “and”. If you use the word “and”, you have probably written two objectives. Be realistic - what is really attainable?? Start small and work your way up to bigger things. You can always write more action plans. **REMEMBER, PLANNING IS CONTINUAL AND ONGOING!!**

STEP 3: RESOURCES - The team needs to brainstorm the resources that might help their project succeed! Think about the things that might be available in the school and community!

Answer these questions:

- What resources are available to us?
- What can we develop to assist us?
- What are some resources that we haven't been using that might be helpful? (People, places, things, etc.)

STEP 4: OBSTACLES - It is helpful to brainstorm the obstacles that might prevent a successful project. (You do not need to prioritize these!)

Answer these questions:

- What got us here??
- How did the problems we identified arise? (You may not have answers to these! It's okay.)
- What is keeping us from correcting the problem?
- What might delay or hinder the success of the project?

After completing these lists, your team will have a better understanding of what must be accomplished in order to complete the planned project.

STEP 5: STRATEGIES - This stage of ACTION PLANNING involves the identification of strategies needed in order to accomplish the goals and objectives listed in the ACTION PLAN. In other words, what will facilitate moving from “here” (our problem statement) to “there” (the goal)?

- Brainstorm anything that might need to be done to finish the objective.
- Examples of strategies might include:
 - a. Meet with School Administrators for permission.
 - b. Conduct pre-seatbelt survey of students
 - c. Plan first organizational meeting

STEP 6: JOB CHART - Once strategies are listed, the specific tasks need to accomplish those should be listed. Tasks include all of the logistical details you can think of that must be completed. They need to be written in the order in which they will be accomplished. Once these tasks are actually listed, then a specific job chart can be created and each team member can volunteer to be responsible for the “job”. The target date of task completion should also be listed.

III. IMPLEMENTATION:

Now it's time to actually implement your ACTION PLAN!! Implementation involves doing your project, monitoring progress, and modifying as necessary. It is up to your team to put your plans to work. If you assess your needs, plan well, and have a soundly developed ACTION PLAN, this step should be relatively easy.

IV. EVALUATION:

Once your project has been completed, don't forget to evaluate your ACTION PLAN. Evaluation involves collecting information about whether or not you achieved your objectives or did what you said you were going to do. It also involves reporting this information to other individuals or organizations that may have assisted in the planning or funding of your program. Your evaluation then becomes information you can use for your next ACTION PLAN.

Keep several copies of your ACTION PLAN for your team. You will be asked to share your team ACTION PLAN with the TRACTION Community. Turn in one completed copy of your team's ACTION PLAN to your team facilitator by the final conference dinner.

AFTER COMPLETION OF YOUR TRACTION ACTION PLAN, PLEASE FILL OUT THE *PROJECT REPORT FORM*, WHICH IS INCLUDED IN YOUR NOTEBOOK, AND RETURN TO:

**MoDOT Highway Safety
Attn: Kacey Buschjost
PO Box 270
Jefferson City, MO 65102**

**OR
Kacey.buschjost@modot.mo.gov**





ACTION PLAN

1. **PROBLEM IDENTIFICATION** (State problem briefly and clearly.)

2. **GOAL** (What do we hope to achieve?)

3. **OBJECTIVE** (In order to work effectively toward reaching the goal, **WHO** will do **WHAT** to/**for WHOM** by **WHEN** and **HOW** will the results be measured?)

4. **OBSTACLES** (What might stand in the way of achieving the goal?)

5. **RESOURCES** (What people, places, or things might help with achieving the goal?)

6. **STRATEGIES** (List the tasks that may be necessary to do in order to achieve the goal.)

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ACTION PLAN

1. PROBLEM IDENTIFICATION (State problem briefly and clearly.)

Not enough students at U.S.A. High School wear their seat belts when driving and riding in vehicles.

2. GOAL (What do we hope to achieve?)

Increase seat belt use among the students at USA High School.

3. OBJECTIVE (In order to work effectively toward reaching the goal, WHO will do WHAT to/for WHOM by WHEN and HOW will the results be measured?)

The TRACTION Team will conduct activities at the school to educate the students on seatbelt use by November. The team will conduct a pre and post seat belt survey to measure the results.

4. OBSTACLES (What might stand in the way of achieving the goal?)

No money

Lack of student support

No place to meet

5. RESOURCES (What people, places, or things might help with achieving the goal?)

Advisors to help

Time!!!

School administrators

6. STRATEGIES (List the tasks that may be necessary to do in order to achieve the goal.)

Meet with school administrators for permission.

Conduct a pre-seatbelt survey of students.

Plan first organizational meeting.

Develop funding proposal for civic groups.

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PROJECT FORM

This form is to be filled out after each TRACTION Action Plan is implemented.

High School Name: _____

Action Plan Problem Statement: _____

Action Plan Goal Statement: _____

Activity planned: _____

Date(s): _____ Location: _____

Number of Students Involved: _____ Number of Advisors Involved: _____

Other Groups Involved: _____ Cost of Project: _____

How Financed: _____ Guest Participants: _____

Briefly Describe the Project/Event: _____

Was Project Evaluated? Yes _____ No _____

Results of Evaluation: _____

Reported by: _____ Position: _____ Date: _____

Additional Comments: _____

Keep (1) copy of this for your records & send (1) copy to Kacey Buschjost at:

MoDOT Highway Safety
PO Box 270
Jefferson City, MO 65102
OR
Kacey.Buschjost@modot.mo.gov