

## **Step One: Pre-planning and Project Management**

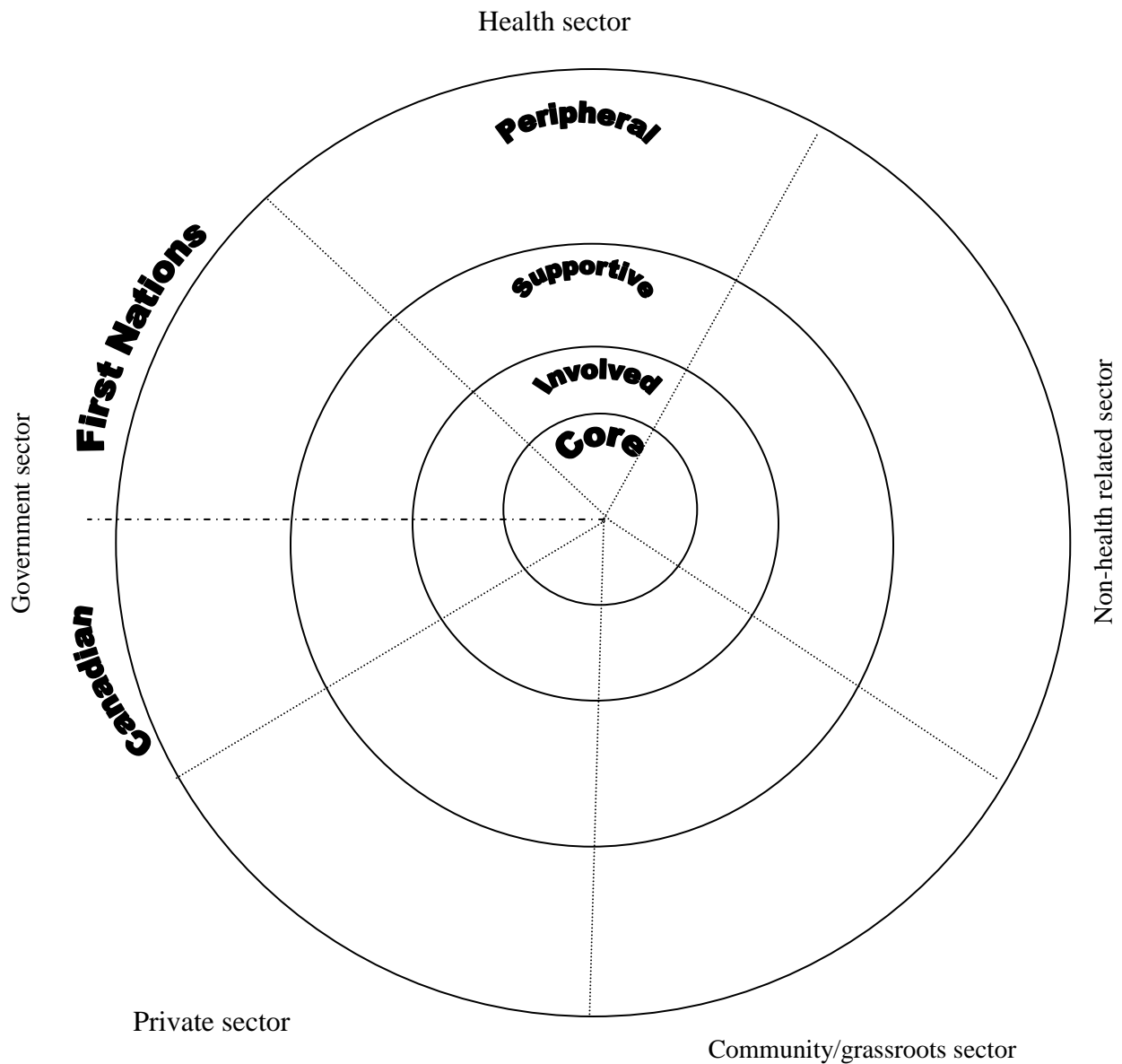
Participation Brainstorming

- Who should be involved and how? (use this page to organize your thinking)
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## Step One: Pre-planning and Project Management

Identify STAKEHOLDERS who are the core, more involved and peripheral (think of organizations and individuals).

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**Core** on the situational team

**Involved** frequently consulted or part of the process

**Supportive** providing some form of support

**Peripheral** need to be kept informed

## Step Two: Situational Analysis

### Stakeholder Perspectives

- List those individuals and organizations who have a stake in your project or the issue(s) addressed by your project. What are the view of the stakeholders? (Who wants it? Who doesn't? Who has clear ideas?)
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Stakeholder

Views

### Literature and previous experience

- What does the literature say about similar types of projects and how they should be designed? (list some of the things you know already and what previous evaluations related to your topic have stated.)
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### Health-related data

- List the health data and information relevant to your issue (from available demographic and health status information)
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## **Step Two: Situational Analysis**

### **Mandates**

- List the groups and organization with a mandate related to your intended project. Identify those who might be interested in working together.
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### **Vision**

- List those who have ideas directly related to your project, and what these are. Highlight the ones you have to pay attention to.
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### **PEEST**

- Examine the political, economic, environmental, social and technological factors that may affect your project.
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## **Step Two: Situational Analysis**

### Information Gaps

- What are your information gaps? What would you like to know?
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### Possible design features

- Identify possible aspects of your project that need to be considered in any design, including audiences, activities, timelines, etc.
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## Step Three: Identify Goals and Objectives

### Goal of the Project

- State what you want to achieve in concrete positive terms and who the audience of your plan is.
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### Key Factors and Objectives

- Identify the key factors that will contribute to the achievement of the goal (e.g. culture, food prices, local markets, income, age, mobility all affect access to nutritious, affordable and acceptable food.) Take each factor and turn it into an objective.
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Factor

(e.g. trauma and abuse)

Objective

(e.g. parents and caregivers have effective parenting skills)

## Step Three: Identify Goals and Objectives

Factor (continued)

Objective (continued)

## Step Four: Strategies and Activities

### Brainstorm Potential Strategies

- For each objective from the previous worksheet, generate a list of possible ideas for health promotion strategies – include those that are general population support strategies as well as those which will work with specific individuals, families and/or organizations. Give some attention to budgets, skills, effectiveness, etc.

Objective  
(e.g. All Yukon First Nations  
Youth have healthy sexual  
attitudes and behaviours)

Possible Activities or Strategies  
(e.g. Establish youth peer groups; develop a media  
campaign; increase access to condoms  
and contraceptives; provide a forum for youth)

1.

2.

3.

4.



## Step Four: Strategies and Activities

### Best Strategies and Specific Activities

- Select the best strategies and identify specific activities along with the implementer (who will make the activity happen.)

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Strategy	Activity	Implementer
(e.g. to protect those who want to live without tobacco)	(e.g. help those who do not use; develop role models; deal with peer influences; create resources)	(e.g. Social marketing manager, project coordinator, youth leaders)
1.		
2.		

## Step Four: Strategies and Activities

Strategy  
3.

Activity

Implementer

4.

## Step Four: Strategies and Activities

Strategy

Activity

Implementer

5.

6.

## Step Five: Indicators

➤ Identify Outcome and Process Indicators.

Objective  
(e.g. All Yukon First Nations  
Youth have healthy sexual  
attitudes and behaviours)

Objective 1

Outcome Indicators  
(e.g. reports of life satisfaction from youth; youth  
use and refer their friends to peer groups; media  
campaign targets boys and girls)

Outcome Indicators

Objective 2

Outcome Indicators

Strategies and Activities

Process Indicators  
(e.g. # of life satisfaction reports distributed and  
collected; # of attendees to peer group; # and type  
of media resources developed)

GOAL

OBJECTIVE 1

OBJECTIVE 2

OBJECTIVE 3

OUTCOME  
INDICATORS

OUTCOME  
INDICATORS

OUTCOME  
INDICATORS

STRATEGIES AND  
ACTIVITIES

STRATEGIES AND  
ACTIVITIES

STRATEGIES AND  
ACTIVITIES

PROCESS  
INDICATORS

PROCESS  
INDICATORS

PROCESS  
INDICATORS

RESOURCES

RESOURCES

RESOURCES