

## 5

## Level 2 (Advocates-in-Training)



This chapter builds off of the foundational training from Level 1 to deepen the knowledge of the Advocates-in-Training about the Duwamish seafood contamination issues.

They will identify their “compass” to guide personal outreach ideas, develop skills to plan and conduct at least one community outreach or engagement action in their community.

By the end of Level 2, they graduate as a Public Health-Certified CHA who supports Public Health through raising awareness and promoting the safer options to contaminated seafood consumption, co-designing culturally-appropriate IC tools to promote, and collecting community input and insights to inform the Program planning.

The CHA will also engage with agency decision makers to educate them on the community feedback and recommendations.

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## 5.1 Engaging Advocates-in-Training

During Level 2, we apply JHA's Critical Health Literacy model (see Chapter 2): guided by the participant's compass (passion), he/she will build capacity (knowledge, skills) related to promoting healthy seafood consumption and take action (outreach, community engagement and advocate to decision-makers).

**Group Make-Up:** Participants have been recruited from those who completed Level 1 training. An ideal size is 6-8 members so that the Facilitator can engage closely with and support the learning of each Advocate-in-Training.

**Compensation:** The process of compensation will depend on the organization that is contracted by Public Health to administer the compensation or stipends. Level 2 participants can be paid an hourly stipend (\$20 per hour) for active participation in Level 2 activities, including training, homework, outreach planning, community engagement event, documenting outreach reflections and community feedback, and informing decision-makers (e.g., US EPA's Duwamish Fisher Consortium).

**Timeline:** Approximately 10 weeks. The following hours are provided as guidance, but may be adjusted based on the Facilitator's prior knowledge, skills and experience related to this area.

- Teaching modules (~ 4 weeks)
- Outreach planning (~ 2 weeks)
- Outreach & Engagement (~ 3 weeks)
- Opportunity to present to Public Health and other decision makers (1 week)

### Main Facilitator Activities in Level 2:

- ✓ Develop Participation Agreements (signed by each participant)
- ✓ Train-the-Trainer workshop for Facilitators by Public Health (2-3 days)
- ✓ Draft training schedule
- ✓ Module planning (weekly)
- ✓ Training workshops (weekly)
- ✓ Follow-up & debrief with Public Health
- ✓ Provide recommendations to improve the training manual
- ✓ Evaluation support

## 5.2 Level 2: Module 1 - Introduction

**Goal:** Welcome, review what we learned in Level 1 and what participants want more in-depth learning on in Level 2, review models, empowerment, roles and responsibilities, and expectations (what this program does and does NOT cover, group norms; take pre-test, fill out forms (participant agreements, timesheets, photo permission, etc.).

### Objectives:

1. Discuss what was learned from level 1 and reasons for becoming a CHA.
2. Describe goal of the Level 2 training.
3. Describe overview of the program.
4. Describe roles and expectations.
5. Explain the Critical Health Literacy approach (tree model) and its link to their passions, knowledge, skills and taking action
6. Define the team's definition for community empowerment.

### Materials & Supplies:

- ✓ See General Materials Checklist in Appendix

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Module – 3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief– ½ to 1 hour

### Background Preparation for Facilitator:

Much of this discussion can be guided by the findings from evaluation at the end of Level 1. Meet with Public Health and review the evaluation results. Assumption is that we have given all entering Level 2 participants a knowledge test either at the end of Level 1 or between Level 1 and 2.

Please review the materials in Appendix X to prepare for this module. Review Chapter 2 or discussion with Public Health to better understand the overall goal for the CHA Training and Outreach. This will help you understand the difference between Level 1 and Level 2. Appendix has a suggested PowerPoint, but you can revise/adapt it as long as you achieve the objectives above.

In past, multicultural groups have met for training at the same time and same space so that they can get to know each other, share ideas, and understand that they are not working in a vacuum. This is an option. The Duwamish fishing community is highly diverse ethnically/culturally. Supporting each other can give more power to make changes together.

## Module 1

**Level 2 – Module 1**  
**Agenda: Introduction****WELCOME (15 mins)**

- Icebreaker- Team Building - Name game and personal strength
- Purpose – get to know the each other’s names and one strength that each individual brings to the project. Pair up with someone from the other cultural group. Spend two minutes together to share name and a few personal strength/s that the other brings to the project. You will present the other person’s name and strength to everyone.
- Today’s agenda (5 min)

**CHA TRAINING & OUTREACH (Groups separate for the rest of Module)**

- What is a CHA in your own mind and why have you decided to become one? (15 min)
- What are some of the most important things you learned from Level 1? (15 min)
- Project background/overview – (30 min)
- Presentation of the models and our goals and objectives.
  - Goals
    - Review aspects of Tree model and ask questions (Knowledge).
    - What did we miss?
    - (Compass) What kind of outreach ideas do you have? What are your preferred ways to reach out to your community? What types of people are you more connected to in your community (e.g., fishers, moms, seniors, youth, etc)?
    - (Tools/skills). What do you want to learn to help you take action that can improve or make a difference in your community’s health?
    - Action – Here is what we hope - what does success look like right now?

## Module 1

## Level 2 – Module 1

### Agenda: Introduction (cont.)

#### ROLES AND EXPECTATIONS (20 mins)

- Review MOAs
- Amount of time expected
- Payment
- Responsibilities
- Group norms setting sticky note activity - on time, listening, confidentiality, decision making, participation, expectations
- Schedule
- Questions

#### ACTIVITY #1: Defining Community Empowerment

Using sticky notes, each individual writes down what they think on their own. Then discuss it as a group.

- What does community mean to you? Make up a definition as a group. (15 min)
- What does empowerment mean to you? (35 min)
  - Give an example of what it has felt like to be empowered as an individual
  - Give an example of what it has felt like as a community. Make up a definition as a group. (edits in different colors)
  - Share definitions with other cultural group/s.
  - Individual participants write definition in notebook

#### WRAP-UP & REFLECTIONS (20 mins)

- Questions or concerns?
- Homework/Reflection – (5 min)
  - Review the materials in your notebook and return with 2-3 questions.
  - Reflect on what you did during this session and be prepared to report on what feels new or different from before
- Admin – participant agreements, sign-in sheets, timesheets, scheduling, etc. (10 min)

## 5.3 Level 2: Module 2 – Duwamish Seafood Contamination and Health (Part 1)

**Goal:** This is intended to deepen the participants' knowledge so they can accurately raise awareness and promote healthy seafood options using existing outreach tools and materials. They will also learn to collect community feedback to improve the effectiveness of the Duwamish Seafood Consumption IC Program.

### Objectives:

1. List the benefits of eating seafood.
2. Explain different types of pollution in the urban environment.
3. List some chemicals that are a problem in seafood.
4. Explain how supermarket seafood is regulated.
5. Explain how the Duwamish River got polluted.
6. Explain the difference between resident seafood and salmon and why salmon is safe to eat.
7. Explain what is being done to clean up the river.
8. Explain the leftover contamination and the need for institutional controls to protect people who eat the resident fish.
9. Describe 3 elements that make a good elevator speech (health message).

### Materials & Supplies:

- ✓ See General Materials Checklist in Appendix
- ✓ Examples of current and draft outreach materials and tools
- ✓ Root cause analysis instructions (see Appendix)
- ✓ List of resident seafood in Duwamish with pictures (see Appendix)
- ✓ NIEHS lesson plan materials
- ✓ Elevator speech template (see Appendix)

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Module – 3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief– ½ to 1 hour

### Background Preparation for Facilitator:

Please review the materials in Appendix X to prepare for this module. It is always a good idea to review Chapter 2 to ensure that you understand PHSKC's ultimate goals for this project. There is an accompanying PowerPoint presentations that you are welcome to revise as long as you achieve the objectives above.

## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

## AGENDA OVERVIEW (5 mins)

The topics we will cover:

- Ice Breaker
- Health: why is seafood healthy to eat?
- Review the different types pollution and contamination
- Supermarket seafood
- How did the Duwamish River become polluted?
- What are we doing to clean up the river?
- What about leftover contamination (institutional controls)?
- Messaging

## ICE BREAKER &amp; CHECK-IN (10-15 mins)

- What outstanding questions do you have from the previous module (L2M1), that came up during your reflection? Do you have any new thoughts or ideas about our empowerment activity?

## ICE RECAP &amp; RESPOND TO QUESTIONS (5 mins)

- Facilitator and Public Health can work together on preparing the responses.

**Note-taker:** Write up a standing “parking lot” (questions that are not quite on topic but need to be answered) on large note pad (CHA can cross off if answered, CHA can facilitate this parking lot throughout level).

## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

**ACTIVITY #1: Why is Seafood Healthy to Eat? (15 mins)**

- Have a blank paper, and ask for responses then ask: Why is seafood healthy to eat? Slide X
  - Fish and shellfish are delicious and healthy to eat. Fish are a good source of lean protein and are low in saturated fat. This is especially important for people with high cholesterol. Eating fish can help your body fight illness and disease and keep your insulin levels healthy if you have diabetes.
  - Eating fish that are high in good fats (Omega-3-fatty acids), such as salmon, may prevent heart disease in adults and improve brain growth in babies and children.

**ACTIVITY #2: What is Chemical Pollution? How does chemical pollution get into our environment? (20 mins)**

- Pollution is ubiquitous (found all over the world in small(ish) amounts)
  - What are some examples of pollution problems you know about from your life experiences?
  - What kind of pollution? (chemical? biological?...)
  - What was the source of pollution? (Where did it come from?)
  - How did it reach people?
  - How have you dealt with the contamination problem in the past as an individual?
  - As a society, how are we dealing with pollution/contamination?



## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

## ACTIVITY #2 (cont.)

- Seafood pollution (slides): Chemical pollution gets into our environment from all the sources shown below. You cannot see, smell or taste most of this pollution in water, mud and fish. You may see smoke coming from factories or garbage in the water, but harmful chemicals are too small to be seen with your naked eye.
  - Examples of chemical pollution that get into the environment and seafood: Slide X
    - Mercury is a naturally occurring metal and used in some household products, such as thermometers and batteries.
    - PCBs (polychlorinated biphenyls) are man-made chemicals that were used as coolants and lubricants in electrical equipment. They are banned now but very persistent in the environment.
    - Arsenic is naturally present at low levels in rock and soil and industrial activities (Asarco smelter in Tacoma) have spread additional arsenic over much of the Puget Sound region.
    - Other types of toxics that get into our environments: lead in housing from old paint and water pipes or nearby smelter/industrial activities, pesticides in fruits/vegetables, etc.
  - What are some general methods you have heard about to avoid these chemicals/contamination in seafood?

## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

**ACTIVITY #3: Seafood from Supermarkets – What are the healthy options? How do I know it's safe to eat? (30 mins)**

- Seafood is regulated on several government levels (Chain of distribution: Harvester, Processor and Wholesaler)
  - Federal regulations (US Food and Federal Drug Administration - FDA) (chemical contamination levels)
  - WDFW regulations on sport vs. commercial
  - Health department regulations (bring in health inspector as guest speaker)
- Frequently asked questions by the community:
  - Activity – if these questions are not asked, they can be posed and reviewed
  - Is our seafood safer in different markets? ACTION/ ACTIVITY: “Root cause analysis” —why does one buy seafood from smaller seafood markets?
  - How do we know where seafood comes from and whether it is contaminated?
  - How do I know which fish are safe to eat?
  - Review WA Department of Health (WDOH) pocketsize guide. Is there other common seafood that you buy at markets that are is not included in this WDOH Healthy Seafood Market Guide? (Note: WDOH plans to update this in the future (and may collect new seafood data).
  - At the market, what is the difference between farmed and wild salmon? Farmed salmon or wild caught salmon? Wild salmon are better sources of healthy fats and have lower levels of certain chemical pollutants.
- Is there health difference between fresh and frozen fish? It does not matter. Fresh fish should not smell spoiled. If it's frozen, look for crystals. If you see them it means the fish has been thawed and refrozen which affects quality.

## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

## ACTIVITY #4: How did the Duwamish River become polluted? (20 min)

- Boat tour review – what do you remember from the boat tour or anything else from Level 1 about how the river became contaminated? Have participants share points what they remember/know on this topic, note-taker write on PowerPoint slide/large notepad, facilitator/other participants have chance to adjust/revise list.

**Note to Facilitator:** Help fill the key info that participants miss.

- Different sources of pollution for Duwamish River (Ecology & Public Health's Source Control Graphic). PCBs are in mud of LDW.
- Activity: Demonstration of how pollution travels
- Modify NIEHS lesson plan in appendix X ([https://www.niehs.nih.gov/health/assets/docs\\_f\\_o/lesson\\_water\\_508.pdf](https://www.niehs.nih.gov/health/assets/docs_f_o/lesson_water_508.pdf))
- Why is some resident seafood harmful to eat? (10 min)
- Why is salmon safe to eat? Resident fish vs. salmon
- Review list of resident seafood in Duwamish with pictures that people catch.

## ACTIVITY #5: How is the Duwamish River being cleaned up? (10 min)

- What do you remember from the boat tour about the river being cleaned up? Write down what is remembered and add to it if necessary.
- What types of cleanup do you remember and where on the river did you see it?
- Who is responsible for the river cleanup? (Pyramid of agencies in charge of cleanup)

## Module 2

## Level 2 – Module 2

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 1)

**ACTIVITY #6: What happens with the leftover (residual) contamination? What is an Institutional Control (IC)? (10 min)**

- Residual contamination will last for many years after active cleanup (LDW will still have an advisory).
- Results of US EPA's LDW Fisher Study – Who is the Duwamish fishing community?
- Institutional controls – mechanisms to protect populations from residual contamination. Example in the past has been fish advisory signs but they have not been effective. Show an example sign (slide X). Why do you think that is? We will discuss this in more detail on our field trip.

**ACTIVITY #7: Health Messaging – Creating an Elevator Speech (Part 1) (20 mins)**

- What is it?
- What is the general approach, why is it effective?
- Watch some examples:
  - Katharine Hayhoe on Climate Change  
<https://www.youtube.com/watch?v=PGmk-4bpIVs>
  - Elevator pitch examples  
<https://www.youtube.com/watch?v=uyxfERV5ttY>
- Develop an outline—what goes into an elevator speech? Background, so what? What to do about it—action?

**WRAP-UP & REFLECTIONS (20 mins)**

- Homework – elevator speech part 1 (explain to a family member in 1 min each)
  - What is it?
  - What is the general approach, why is it effective?
- Prep for Field trip (10 min)
  - Overview route on map
  - Arrange carpool and meet up location
- Admin – timesheets, scheduling, etc.

## 5.4 Level 2: Module 3 – Field Trip to Duwamish Fishing Sites

**Goal:** Observation trip to take participants out to Spokane Street bridge and two other fishing sites, if possible (e.g., Duwamish Waterway Park, Des Moines, Terminal 86, Seacrest, Alki/West Seattle, other favorites from CHA-fishers) to gain a better understanding of fisher behaviors or fishing culture at the different sites; site amenities and features; advisory signs, and rules and regulations. This knowledge can help some participants better engage with fishers about the healthy options.

### Objectives:

1. Describe the Spokane Street bridge and reasons people fish there; why this is such a popular place to fish and what they are fishing for
2. Identify on map where other fishing sites are located relative to Duwamish River
3. Explain why institutional controls are needed and the use of advisory signs
4. Explain the Duwamish fishing rules and regulations map
5. Compare and contrast amenities or other features at fishing sites
6. Discuss ideas of how to engage fishers as a target audience

### Materials & Supplies:

- ✓ Van and/or cars for transporting, carpool sign-up
- ✓ Map of fishing sites (directions)
- ✓ Target populations wheel (most at risk populations for eating contaminated seafood)
- ✓ Map of KC Fish Advisories & Duwamish fishing rules
- ✓ Check off sheet of different amenities/features at fishing sites
- ✓ FAQ sheet of Institutional controls and signage (that is on river)
- ✓ See General Materials Checklist in Appendix

### Required Time:

- To be determined based on number of sites visit and travel time (2-3 hours)

### Background Preparation for Facilitator:

Reading materials are located in Appendix X (including information on US EPA's LDW Fisher Study Report). Consider inviting "experts" with you on this trip (such as, Certified CHA's, WDFW, fisher friend, etc.)

## Module 3

## Level 2 – Module 3

### Agenda: Field Trip to Fishing Sites

#### WELCOME (15 mins)

- Meet at a certain location to drive / carpool to fishing sites.
- What questions or concerns do you have from last time?
- What did you learn from working on elevator speech? Does anyone want to share what they did?
- Why do you think we are doing this field trip? If we had to draw a picture of our most vulnerable or those people who are most exposed to consuming contaminated seafood from the Duwamish, who would they be? (Discuss target wheel?)
- Review fishing regulations map. What do you think rules and regulations have to do with health?

**Note to Facilitator:** If WDFW expert and others/fishers are attending this site tour, ask experts to review the maps and explain major fishing rules, then discuss with the experts on the following questions: What are some important rules related to fishing in the Duwamish River? How about salmon fishing the local waters (including the Duwamish)?

#### ACTIVITY #1: Signs of Fish Consumption Advisories and Institutional Controls (10 min)

- Warm-up: Think of a time/ share example of a healthy option that you chose (i.e. quit smoking ad, recycling/composting), what was it? Where did you hear/see it? And what about it made you follow it? Or not follow it?
- What is an institutional control? A non-engineered method to prevent humans from exposure to leftover (residual) contamination (sign).
- What is a Seafood Consumption Advisory? It is a recommendation issued on a fact sheet or sign (not a law) to limit or avoid eating certain seafood caught from specific local waterways due to chemical pollution. Washington State Department of Health (WDOH) establishes these advisories as guidelines that you can follow to protect your health from chemical pollution in fish. Reminder that we are focusing on LDW.

## Module 3

## Level 2 – Module 3

### Agenda: Field Trip to Fishing Sites

#### ACTIVITY #1 (cont.)

- Special Duwamish River Advisory: The special advisory for the Duwamish River warns the public to not eat the native fish, shellfish and crab (“resident seafood”) because of the chemical pollution. WDOH recommends salmon as the healthiest choice to eat from the river because they spend a short time in the river. This advice is especially important for women who are or may become pregnant, nursing moms, and children.
- Consumption advisory vs. fishing regulation: Why can I still get a license to catch resident seafood from the Duwamish when there is a health warning?
  - Seafood consumption advisories are not law. Similar to tobacco smoke, the health departments recommend people not to smoke cigarettes. But they do not outlaw smoking.
  - WDFW is a different agency than WDOH. WDFW provides the licenses and the mission of their agency is about conserving the fish and wildlife resource.
- How do you think fish consumption advisories affect your health? How do you respond/react to health advisories? Do you follow advisories in making choices? What kind of message and what format do you think would be helpful for your community to receive the message?
- What is the mode of message? (paper, website, video, etc.).
- Who do you think the audience is? How would you categorize the topics of tools/messages (health, rules, cleanup, etc.)?
- What is purpose of these tools? (Education, raising awareness, etc.)

## Module 3

## Level 2 – Module 3

### Agenda: Field Trip to Fishing Sites

#### ACTIVITY #2: Visit Spokane Street Bridget and Two Other Sites

- Who were the fishers? (demographics?)
- Did you see any advisory signs? Do you think the fishers see/understand the signs? Why or why not? What is good/bad about signs? What would make it better?
- What were the fishers catching? Resident seafood vs. salmon?
- Do you think the fishers know the rules?
- What do you observe about each fishing site? What makes a fishing site better or worse? What recommendations can be made to decision makers?

#### WRAP-UP & REFLECTIONS (20 mins)

- Respond to questions on bottom of fishing sites form
- Elevator Speech (Part 2) to engage a fisherman
  - Approaching a fisher – how would you engage or get their attention in a meaningful way (do it without scaring or irritating him/her)
- Admin – timesheets, scheduling, etc.



## 5.5 Level 2: Module 4 – Duwamish Seafood Contamination and Health (Part 2)

**Goal:** Enhance health knowledge related to Duwamish seafood contamination. Practice outreach messaging. Discuss healthy options to promote depending on the target audience. Focus on the LDW Superfund Site and how to protect your health from the contamination in the river.

### Objectives:

1. Name the types of people who are at most risk to get sick from eating contaminated seafood from the Duwamish River.
2. Demonstrate skill in elevator speech (health messaging).
3. Demonstrate skill in explaining the information in two outreach tools,
4. Identify target population groups for messaging.

### Materials & Supplies:

- ✓ Examples of current and draft outreach materials and tools
- ✓ See General Materials Checklist in Appendix

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Module – 3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief– ½ to 1 hour

### Background Preparation for Facilitator:

Please review the relevant materials in Appendix X to prepare for this Module. There is an accompanying PowerPoint presentation that you are welcome to revise as long as you achieve the objectives above. Meet with Public Health to prepare for this workshop and ask any questions you do not understand – and expect your team might ask. But do not feel pressure to know all the technical information (that will come with experience) – Public Health (or JHA) will be at all trainings and outreach events to support in answering any questions.

## Module 4

## Level 2 – Module 4

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 2)

## AGENDA OVERVIEW (5 mins)

The topics we will cover:

- Who is most at risk from contamination?
- Risk and health effects from contamination
- Tools for outreach, community engagement, and health promotion
- Messaging and target audience: who do you want to prioritize?

## RECAP &amp; RESPOND TO QUESTIONS

- Recap and respond to questions from Module 2 and 3 (5-10 min)
- Note-taker/assistant: write up a standing “parking lot” on large note pad (CHA can cross off if answered, CHA can facilitate this parking lot throughout level 2)

## CHECK-IN (10-15 mins)

- Pair-share—one person gives elevator speech and the other asks questions and gives feedback, then switch.

## ACTIVITY #1: What is risk and who is most at risk from eating seafood from LDW? (40 mins)

- Review SDOH model (Chapter 2)
- What is your risk? (Effect x Exposure). What are your risk factors? How do risk factors work? (risk cup). How do toxics and exposure affect your health? Who is most affected?

## ACTIVITY 1A: Who is most at risk?

- Risk is higher during different developmental periods: 0-6 years old, 7-15 years old, 16+, women and men of childbearing age, pregnant and nursing mothers, elderly, and immune compromised (we need to include a risk meter here to show relative risk for developmental periods in general (although this can change based on chemical)).

## Module 4

## Level 2 – Module 4

**Agenda: Duwamish Seafood Contamination & Health (Part 2)****ACTIVITY 1B: Demonstrate Your Risk Game**

- Give each participant a cup and place a pile of skittles or m&ms on a central plate on the table. Ask them to identify some of the factors that would go in their cup to increase their exposure to toxic chemicals (e.g., do you live with a smoker? Are you exposed to other chemicals? Do you have high stress... if yes, add 3 skittles to the cup). If they are doing some beneficial actions, remove some from the cup (e.g., Do you exercise regularly? Do you get lots of sleep? Do you have a good job and you don't worry about making ends meet? If so, remove 3 skittles from the cup). At the end they can see how full their cups are. The number of candies reflects their risk – the more candy in the cup, the larger the risk.

**ACTIVITY 1C: Will eating contaminated resident seafood from Duwamish make me sick?**

- What are the health effects of consuming these chemicals? Discuss the health effects of eating LDW chemicals versus the other chemicals exposures and life events that impact your risk cup. If you do get sick, which skittle was it that caused your illness? Answer: likely it is not just one event/exposure, but the combined effects of all of the skittles in your cup. Eating Duwamish fish may significantly increase the number of skittles in your cup (add 5 instead of 3), but there are other factors impacting your cup, that is why we are all different in our response to toxic chemicals.

**ACTIVITY 1D: Share and Learn**

- Share and learn an experience when you did not feel the effect until later (i.e. getting cold, stress, a chronic disease).

## Module 4

## Level 2 – Module 4

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 2)

**ACTIVITY 2: How to Protect your Health? Practice using outreach tools (30 min)**

Review existing tools that encourage healthy options. List that was divided by category, message, audience, purpose, etc. Discuss which tools were best for your culture/community and which ones might be missing. Is there anything new since then? Let's practice using 2 tools that interest you based on your compass.

**TOOL #1: WDOH Supermarket Guide questions. (10 min)**

- What is the main message of this guide?
- When would you use this tool? (Who is the audience?) How would you walk them through reading this guide?
- What kind of fish do you buy? Where do they come from? Where do they fall in the DOH guide?
- Which seafood from the supermarkets are safest for pregnant/nursing moms?
- Would you use this tool? Why or why not?
- How can it be improved?

**TOOL #2: Public Health's King County Fishing Map Guide questions (10 min)**

- What is the main message of this map?
- When would you use this tool? (Who is the audience?) How would you walk them through reading this guide?
- What do you fish for/catch? Where do you usually go? What is the advisory for that catch at that location?
- Review the advisory info for the Duwamish River: where else can you fish that has the same seafood but is safer to eat than from the Duwamish River?
- Would you use this tool? Why or why not?
- How can it be improved?

**ROLE PLAY ACTIVITY:**

- Introduce yourself using elevator speech
- Practice discussion this tool with someone on your team (who represents someone at an outreach event). Switch.
- Debrief – how did the role play go? What worked? What do you need to practice?

## Module 4

## Level 2 – Module 4

## Agenda: Duwamish Seafood Contamination &amp; Health (Part 2)

**MESSAGING & TARGET AUDIENCE (15 mins)**

- Who should we prioritize?
- Target audience activity- Take out a blank sheet of paper and colored pens and draw:
  - Which people are most exposed to eating contaminated seafood from the Duwamish? Least? Or in between?
  - Who do you think you can reach out to using your networks?
  - Introduce Public Health’s target audience wheel – does this make sense?

**HOMEWORK (5-10 mins)**

- Option 1: Pick a tool and practice it with someone you know. Report back on how it went.
- Option 2: Work on your elevator speech to your target audience identified in messaging/audience activity.
- Admin – timesheets, scheduling, etc.

## 5.6 Level 2: Module 5 – Outreach & Community Engagement Planning

**Goal:** Participants will have gained a significant amount of knowledge from the past four modules in Level 2. This last module is to prepare the participants for action. They explore their own compass and begin to build their skills for plan and conduct a specific outreach or engagement activity.

### Objectives:

1. Discuss their own progress/empowerment since Level 2 started.
2. Explain the engagement process.
3. Describe their own individual strengths and those of the team.
4. Describe their own role (facilitators and CHAs) in the “big picture” of the entire fisher program.
5. Describe the individual and/or team outreach plan.
6. Explain how to fill out an outreach form including the collection of feedback for the outreach effort.

### Materials & Supplies:

- ✓ Outreach template
- ✓ Empowerment evaluation
- ✓ Copies of engagement field forms
- ✓ Blank paper for drawing
- ✓ Colored pens for exercises
- ✓ See General Materials Checklist in Appendix

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Module – 3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief– ½ to 1 hour

### Background Preparation for Facilitator:

After this Module, there will be 2-3 weeks where the Advocates-in-Training practice their chosen outreach activity. The Facilitator can share examples of prior outreach activities from the Vietnamese and Latino CHAs groups or ones you have done yourself (if experienced). Facilitator will support your team in build the skills needed for outreach and engagement. Public Health can also provide support in building the team’s skills.

Facilitators and CHA may meet once or twice per week at a convenient time to:

1. Develop an Outreach & Engagement Action Plan (see below)
2. Review “Ethics” -principles, confidentiality, approaching people, appropriate outreach, safety, when you don’t know something say so, etc.
3. Develop and practice skills to do the activity.
4. Debrief on what the team learned from the activity with Public Health.
5. Develop recommendations, prepare presentation, and practice to present to decision makers (optional).

## Module 5

## Level 2 – Module 5

### Agenda: Outreach & Engagement Planning

#### CHECK-IN & REFLECTIONS (15 mins)

- Icebreaker- Team Building - Name game and personal strength
- Purpose – get to know the each other’s names and one strength that each individual brings to the project. Pair up with someone from the other cultural group. Spend two minutes together to share name and a few personal strength/s that the other brings to the project. You will present the other person’s name and strength to everyone.
- Today’s agenda (5 min)

#### EVALUATION (20 mins)

- Administer empowerment measurement/evaluation to measure progress in empowerment after knowledge but before outreach.

#### RECAP & NEXT PHASE (30 mins)

1. Where we have been in the past 4 weeks
  - What have we done?
  - What has gone well?
  - What would we do differently?
2. What are we doing next?
  - Review the tree components (we have just finished knowledge and are going to spend today on compass and skill building towards action)
  - Explain the schedule for next 2-3 weeks:
    - Plan and conduct community engagement
    - Presentation of other groups on outreach results
    - Present and or engage with decision makers about our recommendations (not required of all CHAs)

## Module 5

## Level 2 – Module 5

### Agenda: Outreach & Engagement Planning

#### ACTIVITY #1: Compass – Capacity Inventory (20 mins)

Take out a piece of paper and write down the answers to these questions. Then discuss as a group

- What positive qualities do people say I have that I can bring to this project?
- What is my passion (or biggest interest) in this project?
- What skills do I have that I can bring to this project?

#### ACTIVITY #2: You Role – Where do you see in the “Big Picture”? (30 mins)

Grab a blank paper and some markers:

- Draw yourself in the middle: What is your role?
- Draw the folks/organization you work with or interact with on this project: What are their roles?
- Draw arrows between the people/organizations, if they connect and how do they connect? (outreach, collaboration, etc.)
- Share with group. If time, share with other groups, if together

#### ACTIVITY #3: Develop Outreach & Community Engagement Action Plan (30 mins)

This activity involves planning the outreach and engagement events. Most of the planning will occur between facilitator and the group in scheduled weekly or biweekly meetings over the next 2-3 weeks. This activity is an introduction to materials to get some initial ideas down.

- Six step outreach form
- Target audience activity (draw your own)
- In order to do this engagement event, what new skills do I want/need to learn?

#### WRAP UP & HOMEWORK (10 mins)

- Review the materials and prep for first team meeting with Facilitator.
- Ask participants to select any 2-3 materials to learn more about.
- Admin – timesheets, scheduling, etc.