**Austin/Travis County Health Department**

**Developing Objectives**

**FACILITATOR’S GUIDE FOR TABLE TOP DISCUSSIONS**

The purpose of the table top exercises is to stimulate and guide conversation and capture ideas for the objectives for the identified priority health areas. Results of these conversations will be compiled and synthesized, and used to guide the next workgroup meeting.

Workgroup members have been assigned to this priority area. They will remain in this room for the rest of the working session but will have an opportunity to comment on the work of other workgroups through structured, interactive exercises.

*Exercise 1: Developing Objectives (45 minutes)*

Your task for this exercise is to help the group develop 3-4 DRAFT objectives for your identified priority area/goal.

1. Use the flipchart page template provided with PRIORITY AREA: xxx, GOAL: XXX, and OBJECTIVES: 1, 2, 3, 4.
2. Reread the final goal statement to the group.
3. Share the definition/example of an objective (see written example and information below):

OBJECTIVES…

* Describe the steps that will take place in order to achieve the change(s) described by your goal.
* Break down goal statement into manageable parts -- typically 2-4 action-oriented phrases to further break down/specify what you are trying to achieve in each goal.
* Are SMART: Specific, measurable, achievable, realistic, time-bound.
* GOALS and OBJECTIVES describe the “WHAT” of your plan. GOALS are broad and OBJECTIVES lend specificity and precision to the goal.

1. Objectives should be written using the following format:
   1. By (date), xx% of middle and high schools will not offer sugar sugar-sweetened beverages or less healthy competitive foods.
   2. By (date), increase to ## the number of primary care providers who screen adolescents (12‐18 years of age) for depression.
   3. By (date), increase the number of schools participating in a comprehensive Farm to School Program from # to #.
2. INDIVIDUAL WRITE, PAIRS DISCUSSION, TABLE TOP: You can start by asking workgroup members to write objectives individually, then share/compare with a partner, then share/compare as a large group. As you note ideas, ask: Who else has something similar?
3. Probes:
   1. What do we mean by this objective? How would we break it down into its three most important parts? Or what are the three biggest ideas that feed into this goal statement?
   2. Sometimes it helps to literally break the goal statement out into clauses and ask: What do we mean by this clause? What are we trying to achieve here?
4. As you near the end of 45 minutes, reread objectives and ask for agreement/consensus on major ideas. THE OBJECTIVES DO NOT HAVE TO BE PERFECT!
5. Capture DRAFT objectives on your prepared flipchart. These should be written in NEAT, LARGE, CLEAR letters as other groups will be reading your chart and offering comments! Please post your flipchart page where directed on the wall/easel.
6. Facilitator will bring flip chart with final goal statement and draft objectives to the other meeting rooms to share with other workgroups.

*Exercise 2: World Café (20 minutes)*

*During this portion of the objective-setting exercise, you as a facilitator will rotate to four other tables for 5 minutes each to gather feedback and comments on the goal statement. For each round:*

*1. Read the goal statement.*

*2. Ask:*

*a. What do you like?*

*b. What needs to be added?*

*c. What needs to be clarified or changed?*

*Capture these ideas on a flipchart page. For each successive round, share the suggestions/ideas/comments and star (\*) or check the ideas/comments that tables cite in common.*

*Exercise 3: Developing Final Objectives (45 minutes)*

1. Review the feedback received through the Like, Change, Add activity
2. Incorporate feedback as appropriate and write each objective in final form.

Make sure that final objectives are written using the following format:

By (date), xx% of middle and high schools will not offer sugar sugar-sweetened beverages or less healthy competitive foods.

OR

By (date), increase the number of schools participating in a comprehensive Farm to School Program from # to #.

By (date), increase to ## the number of primary care providers who screen adolescents (12‐18 years of age) for depression.