Community Engagement, Solidarity & Citizenship
First Quarter- Module 5: The Value of Undertaking Community Action Modalities

Name of Learner: ____________________________
Grade & Section: ____________________________
Name of School: ____________________________
Development Team of the Module

**Writer/s:** Mariejane G. Revil

**Editor:** Florence S. Gallemite, Marirose Breto

**Evaluators:** Perga A. Cadiente
- Florence S. Gallemite
- Dr. Jephone Yorong

**Illustrator:** Name of illustrator/Photographer

**Layout Artist:** Peter Alavanza, Name of layout artist

**Management Team:**
- Dr. Isabelita M. Borres, CESO III
- Dr. Eugenio B. Penales
- Sonia D. Gonzales
- Dr. Ella Grace M. Tagupa
- Dr. Jephone P. Yorong
- Florence S. Gallemite
Target

Communities do not just sprout up for no reason. Quoting the German philosopher Gottfried Wilhelm Leibniz’ second principle. “There must be a sufficient reason for its existence.”

This module recognizes the value of undertaking community action modalities. After going through this module, you are expected to:

• Recognize the value of undertaking community action modalities.

Review

Essay / Explanation. Write your answer on your answer sheet. Write the difference of the following:

1. Rural - Urban

2. Local – Global

3. Physical Space – Virtual Social Space
Community action is a manifestation of a collective grasp and ownership of a situation that generally has an effect on them. Such situation touches their sense and sensibilities as individuals and as a group.

The important ingredients of community action:

1. **Common context** – People live in a similar setting and/or locality
2. **Common experience** – People encounter a comparable experience individually or collectively.
3. **Common understanding of an issue** – People have more or less a similar view of the issue at hand.
4. **Common analysis** – People went through a process of analyzing the issue and may have a similar take on the issue, partly or in a whole.
5. **An acceptable standard** – People usually establish a minimum standard in undertaking an action together.
6. **An action that is acceptable to the community** – People discuss and agree on what action to take, who will take the lead, who will do the supporting roles, and who will do other tasks.

The ingredients identified above are what we call the “MUST Dos” in planning a community action.

The first ingredient, **common context**, as it is the base in building a common lens. The members of the community must come from a familiar, if not a similar, milieu or setting.

The ingredient is **common experience** gives the members of the community a sense of being one, thus creating a common sentiment. This drives the community to stick together in pursuing the same cause.

The next ingredient, **common understanding of an issue**, elevates the community relationship from a “feeling” level to a “thinking” level. It translates the emotional state to a more objective view of the situation.

The fourth ingredient, **common analysis**, puts the community members’ understanding of the issue to a certain perspective based on core values and principles. This ingredient may strengthen or break community relations. For
example, those who promote the reproductive rights law will form another. Their selection is based on a certain principle and perspective on the right to life.

The fifth ingredient is an acceptable standard. This ingredient paves the way for a process of reaching compromises, setting minimum standards, and targeting bottom lines. Often because of differences in core values and principles, the community will target minimum standards. These targets or processes must always be present and cannot be compromised.

In community action or development, there are four general phases of community organization process, which were cited by Andres (1988):

1. **Issue identification, analysis, and dissemination** – this phase is the key step toward the development of community action. Relevant community information is collected, consolidated, analyzed, defined, processed, and disseminated. In this phase, “real needs” are determined and differentiated from “felt needs.” Debates, dialogues, and sharing of thoughts are undertaken. Also, relationships are built and strengthen in this phase.

2. **Mobilization of Community** – This phase is the step of gathering people to meet regularly, discuss community problems, plan as a community, formulate implementing mechanisms, identify community leaders and organizational structure, and develop systems. In this phase, work is systematized, and the people are organized. It is where agreements and processes are aligned.

3. **Organization** – this is the “bolt-in” phase where all the resources, material or non-material, process or product, soft or hard technology, and physical and spiritual are mapped out and consolidated. It is the phase where “what is lacking” and “what is available” are determined; strengths and weaknesses are identified; options are laid down; and plans are implemented in a systematic and organized manner.

4. **On Education** – this is the skills development or human resource enhancement phase. Members are provided with necessary skills, knowledge, and orientation. This is a prerequisite for the commencement of duties and responsibilities as members and officers of the community organization. The success of community action may depend on how efficient and effective the members and officers are.

The process of reaching the level of a community that pursue an advocacy together is not an easy task. The differences in perspective, experiences, and values contribute in making the situation complex. Agents of community change have to contend with community dynamics and they must learn to befriend. Therefore, community undercurrents or forces at work must be ignored. To facilitate a process of appreciating community dynamics, community change agents must be aware of the following:

1. **Know the community issue** – its history and roots, how it developed, what facilitated its growth, where it is now.

2. **Analyze the issue from different perspectives.** Identify the issue and look at it through different lenses. Map out and analyze the different perspectives.

3. **Identify and get to know the relevant community structures and systems.** What structures and systems may facilitate or hinder the success of an action?

4. **Identify and get to know the players.** Who are involved in the issue? Who are the interest groups?
5. **Identify community power actors.** Who are involved in the issue? Who are their interests in the issue?

6. **Trace connections.** Map out linkages of the stakeholders. This will provide a picture of the strengths and weaknesses of the people who are involved and what resources they have.

Apart from understanding community dynamics, it is also important to have a grasp of people's apprehensions and fears. There is a need to undertake a process of converting these anxieties into an animo or spirit that would motivate and stir people's action. It is not meant to agitate people but to lead them to appreciate the value and the expected outcome of the collective action. This is easier said than done. The act of pursuing community action entails patience and commitment. It requires the process of meaning-making.

McMillan and Chavis (1976) expounded on their theory by providing us with four contributory factors. As you read them, think about your community that you are a part of.

1. **Membership.** This is a feeling of belonging or of sharing a sense of personal relatedness. This concept includes the following attributes: boundaries, emotional safety, a sense of belonging and identification, personal community, and a common symbol system.

2. **Influence.** This is also understood as a sense of mattering. Its basis is that is to work both ways, with members feeling that they are influencing the community and the community having influence over its members.

3. **Integration and fulfillment of needs.** In essence, this means that by becoming a member of a community, that member gets what he/she hoped to get by joining.

4. **Shared emotional connection.** All communities, being made up of persons, have their unique story.

---

**Analyze**

Instructions:

1. Be silent and close your eyes.
2. Remember an experience in the past when you were involved in any collective action or response to a particular situation like a donation drive for storm victims; a feeding program for the urban poor children in your community; tree planting; relief operations; street clean up or a liturgical preparation.
3. Focus your attention on that experience and ask yourself:

   * What was the situation then?
   * Why were you gathered together?
   * What actions did you undertake?
   * Why did you do those actions?
   * What happened?
   * What did you learn?
* What will you recommend for future action?

**RUBRIC**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DETAILS</th>
<th>POINTS / PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Content</td>
<td>How relevant are the content/s.</td>
<td>40%</td>
</tr>
<tr>
<td>Communication Styles</td>
<td>How viable are the skills / styles or usage of grammar.</td>
<td>40%</td>
</tr>
<tr>
<td>Value of the Activity</td>
<td>How much impact can it be to the reader/s.</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE**: This RUBRIC may apply all activities in this module.

**Enrichment Activity**

Instructions:

1. Write one sentence summary about the following using the WH question:

   A. The important ingredients of community action.
   B. Four general phases of community organization process.
   C. Four contributory factors of community.

**Example:**

My teacher taught me
(Who)
today about magnets at the
(When)(What)
Science Laboratory through
(Where)
demonstration so that I can
(How)
better apply this in real life.
(Why)
The important ingredients of community action

General phases of community organization process

Four contributory factors of community
Can you name ways on how you respond to particular situation or event in your community that was related to community action, organization process, and their contributory factors? Complete the graphic organizer for your answers.
Remember

The important ingredients of community action:

1. Common context
2. Common experience
3. Common understanding of an issue
4. Common analysis
5. An acceptable standard
6. An action that is acceptable to the community

In community action or development, there are four general phases of community organization process, which were cited by Andres (1988):

1. Issue identification, analysis, and dissemination
2. Mobilization of Community
3. Organization
4. On Education

To facilitate a process of appreciating community dynamics, community change agents must be aware of the following:

1. Know the community issue
2. Analyze the issue from different perspectives
3. Identify and get to know the relevant community structures and systems
4. Identify and get to know the players
5. Identify community power actors
6. Trace connections

McMillan and Chavis (1976) expounded on their theory by providing us with four contributory factors. As you read them, think about your community that you are a part of.

1. Membership
2. Influence
3. Integration and fulfillment of needs
4. Shared emotional connection

Evaluation

I. Multiple Choice. Choose the letter of the best answer among the given choices. Write the chosen letter on your notebook as your answer sheet.
1. In the phases of community organization process, in terms of education, what is necessary or a prerequisite for commence of duties and responsibilities as members and officers of the community organization?

   A. Members discuss and agree on what action to take.
   B. Members with necessary skills, knowledge, and orientation.
   C. Members encounter a comparable experience individually or collectively.
   D. Members establish a minimum standard in undertaking an action together.

2. If people went through the process of analyzing the issue and may have a similar take on the issue, partly or in a whole, what important ingredient of community best describes this situation?

   A. Common analysis
   B. Common experience
   C. An acceptable standard
   D. An action that is acceptable to the community

3. If people usually establish a minimum standard in undertaking an action together, what important ingredient of community best describes this situation?

   A. Common analysis
   B. Common experience
   C. An acceptable standard
   D. An action that is acceptable to the community

4. If people have more or less a similar view of the issue at hand, what important ingredient of community best describes this situation?

   A. Common analysis
   B. Common experience
   C. Common understanding of an issue
   D. An action that is acceptable to the community

5. The following are the description of an action that is acceptable to the community, EXCEPT?

   A. People discuss and agreed on what action to take.
   B. People discuss and agreed on who will take the lead.
   C. People discuss and agreed on who will do the supporting roles.
   D. People discuss and agreed on a similar setting and/or locality.

II. Agree - Disagree. Under the first column are statements/concepts about the topic. Put a check mark in the cell beside a statement or under the column agree if you AGREE with and a cross mark under the column disagree if you DISAGREE. Use your answer sheet.

<table>
<thead>
<tr>
<th>Statements/Concepts about the topic</th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ingredients</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Apart from understanding community dynamics, it is also important to have a grasp of people's apprehensions and fears.

3. In trace connections, this provides a picture of strengths only of the people who are involved and what resources they have.

4. Common context, as it is the base in building a different lens.

5. The success of community action may depend on how efficient and effective the members and officers are.

III. Identification. Choose the best answer from the box.

<table>
<thead>
<tr>
<th>Common context</th>
<th>Common analysis</th>
<th>organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common experience</td>
<td>Mobilization of community</td>
<td>On education</td>
</tr>
</tbody>
</table>

1. Members are provided with necessary skills, knowledge, and orientation.

2. Members of the community must come from a familiar, if not a similar, milieu or setting.

3. Members of the community has a sense of being one, thus creating common sentiment.

4. Puts the community members’ understanding of the issue to a certain perspective based on core values and principles.

5. It is the phase where “what is lacking” and “what is available” are determined; strengths and weaknesses are identified; options are laid down; and plans are implemented in a systematic and organized manner.
Additional Activity

Instructions: In the past activities, you identified situations or events that happened in your community. Now write a brief reflection essay on how you responded to those events. Discuss how the changes affected in your life in terms of you personally, your family, and your community. Explain whether these changes were positive or negative.

Reflection:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Evaluation

Multiple Choice
1. A
2. A
3. C
4. C
5. D
Agree - Disagree
1. Disagree
2. Agree
3. Disagree
4. Disagree
5. Agree

Identification
1. On Education
2. Common context
3. Common experience
4. Common analysis
5. Common result

References:


The Footprints Prayer
One night I had a dream. I dreamed that I was walking along the beach with the LORD.

In the beach, there were two (2) sets of footprints – one belong to me and the other to the LORD.

Then, later, after a long walk, I noticed only one set of footprints.

“And I ask the LORD, Why? Why? Why did you leave me when I am sad and helpless?”

And the LORD replied “My son, My son, I have never left you. There was only one (1) set of footprints in the sand, because it was then that I CARRIED YOU!

Trees by Joyce Kilmer
I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth’s sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.