Make the Connection!
Action Plans for Advocacy

Thursday, Aug 01, 2019
02:15 PM - 03:15 PM
Location: Meeting Room 8

- Reflect on policies, processes, and practices to identify the areas of greatest need for impactful advocacy efforts.

- Develop an achievable action plan that outlines goals, outcomes, processes, stakeholders, resources, and sustainability.

- By the end of the session, you will be equipped to make the connection and put advocacy into action!
Turn and Talk or Walk and Talk

What is your one thing?

SHAPE America | PROFESSIONAL LEARNING INSTITUTE

EXPLORING THE MIND-BODY CONNECTION
SOCIAL AND EMOTIONAL LEARNING IN HPE
July 31-August 1, 2019 | SIOUX FALLS, SD
Student Health and Academic Success

Physical, social, and emotional health impacts all levels of academic achievement:

- **Academic performance**
  - class grades
  - standardized tests
  - graduation rates

- **Education behavior**
  - attendance
  - dropout rates
  - behavioral problems

- **Students’ cognitive skills and attitudes**
  - concentration
  - memory
  - mood
Stages of Change Model

WHAT?

Precontemplation
No recognition of need for or interest in change.

Contemplation
Planning for change.

Preparation
Adopting new habits.

Action
Ongoing practice of new, healthier behavior.

Maintenance

WON'T DO IT
CAN'T DO IT
WANT TO DO IT
HOW TO DO IT
TRY TO DO IT
CAN DO IT
WILL DO IT
DID IT!
Health advocacy is defined as “the processes by which the actions of individuals or groups attempt to bring about social and/or organizational change on behalf of a particular health goal, program, interest, or population” (2000 Joint Committee on Health Education and Promotion Terminology, 2002, p. 3).

Lobbying, according to federal law, is any attempt to influence specific legislation (Vernick, 1999). Grassroots lobbying is any attempt to influence the public or segment of the public to take action on specific legislation (Vernick, 1999). Grassroots activity is considered lobbying by the federal government when the public is asked to contact their representative to create, support, or oppose legislation (Vernick, 1999). Electioneering, according to federal law, is any attempt to influence an election (Vernick, 1999).
advocacy

- to support or argue for (a cause, policy, etc.)
- to plead in favor of
- the act or process of supporting a cause or proposal
- to act as advocate for self or others
- “speaking up” about your organization, its mission and purpose
- right of every member of society
DETOUR
Think about your behavior on “free days”—days when you are not required to awake at a certain time. Ask yourself?

1. What time do you usually go to sleep?
2. What time do you usually wake up?
3. What is the middle of those two times?
END DETOUR
Position
SHAPE America – Society of Health and Physical Educators supports schools’ use of the Whole School, Whole Community, Whole Child (WSCC) model as a framework for ensuring that students are healthy and successful academically.
Family/Community Involvement — now Family Engagement and Community Involvement

Healthy school environment — now Physical Environment and Social and Emotional Climate
Physical, social, and emotional health impacts all levels of academic achievement:

- **Academic performance**
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  - attendance
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Self Assessment

Reflect on policies, processes, and practices to identify the areas of greatest need for impactful advocacy efforts.

Guide to your WHAT and WHY

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### Student Health and Academic Success Planning Tool/Self-Assessment

<table>
<thead>
<tr>
<th>Healthy School Culture Indicator</th>
<th>WBCC Component</th>
<th>How much of this indicator exists in your school?</th>
<th>Impact on student health and academic success?</th>
<th>Time and effort to significantly change the areas of this indicator?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td></td>
<td>Does not exist</td>
<td>1 Likely</td>
<td>2 Somewhat</td>
</tr>
<tr>
<td>1. School wellness policy is communicated to students, parents, staff members, and visitors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Prohibit using physical activity as punishment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Prohibit using food as reward.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Food and drinks offered or sold during school day meet USDA nutrition standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Standards-based health education is part of the curriculum for all grades.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Processes

- Connection between health, social, and emotional skills, physical activity, and academic success are communicated to students, parents, and staff members.
- School and community work together to coordinate health and wellness activities.
- School health practices and wellness policy are reviewed and updated annually by a representative committee of school staff, students, and community members.
- Staff members are provided time and resources to understand and implement all aspects of the school wellness policy.

### Practices

- School staff demonstrate role model positive social and health behaviors.
- Classroom teachers include physical activity breaks on a daily basis.
- Health education/behavior outcomes promote physical activity.
- Health education/behavior outcomes promote healthy eating.
- Health education/behavior outcomes promote social and emotional learning competencies.
- Health education/behavior outcomes promote appropriate amount of sleep and rest (personal health and wellness).
- Students are given opportunities and challenges to practice/rehearse healthy behaviors.
- Visual materials (posters, brochures, etc) encourage positive social and health behaviors.

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**fit**

**ASCD**
Make the connection

• Identify your need for health and academic programs

• Turn and talk
  – Talk aloud about your WHAT and WHY from your needs assessment.
Audience

What do they care about?

- Graduation rates
- Attendance
- Performance

- Safety
- Funding
- Publicity
Choose Your Audience

Who is your target audience?
What are the top two things/ideas about health and academics that you want to communicate about the need for health and academic programs in your community?
Your Audience

Keep in mind that people don’t care about details

*I’m trying to help our school improve their wellness policy.*

They do care when you tug their hearts

*Health and academics go hand and hand*
Action Planning

1. State your overall goal.
   • The social and/or organizational change on behalf of a particular health goal, program, interest, or population.

2. How will you define and communicate success?
   • Output = What you do and who you reach.
   • Outcome = Change
     ✓ Short-term = Knowledge/learning
     ✓ Intermediate = behavior/action
     ✓ Long-term = health impact

3. What steps do you need to take to achieve your goal?
4. What stakeholders will be involved?
5. What resources will you need?
6. How will you sustain the healthy behavior change?
Student Health and Academic Success

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Key Message

• Circulate around the room and find a partner.
• Share your key message/pitch about health and academics
• If you are the recipient of the pitch, ask “Why should I care?” Be dramatic!
• Reply to the question.
• Change partners and repeat the exercise.
DETOUR
Think about your behavior on “free days”—days when you are not required to awake at a certain time. Ask yourself?

1. What time do you usually go to sleep?
2. What time do you usually wake up?
3. What is the middle of those two times?
Behavior Change

Most of us are third birds.

Larks – 14%

Third birds – 65%

Owls – 21%
Larks, Owls, and Third Birds

14% Larks:
- Introverted
- Conscientious
- Agreeable
- Persistent
- Emotionally stable

21% Owls:
- Open
- Extravert
- Neurotic
- Impulsive
- Sensation-seeking

65% Third Birds (Humming birds):
- Enjoy life
- Light-hearted
- Avoid conflict
- Easily adaptable
- Go with the flow.
When?

Larks, Owls and ‘Third Birds’

Larks are:
- Introverted
- Conscientious
- Agreeable
- Persistent
- Emotionally stable

Third Birds

Owls have a statistically longer tail

Owls are:
- Open
- Extravert
- Neurotic
- Impulsive
- Sensation-seeking

When: The Scientific Secrets of Perfect Timing by Daniel H. Pink – Out now! DanPink.com
Universal tendencies:
Emotional pattern that each of us follows on any given day.
Morning Peak (Recovery)
Afternoon Trough
Evening Recovery (Peak)
Judges are more lenient after taking a break.

The most accomplished violinists practice a lot in the morning, take off in the afternoon, and practice a little more in the evening.
Advocacy

- What does this mean for you?
- What does this mean for you as a health activator?

<table>
<thead>
<tr>
<th></th>
<th>Lark</th>
<th>Third Bird</th>
<th>Owl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic tasks</td>
<td>Early morning</td>
<td>Early to midmorning</td>
<td>Late afternoon and evening</td>
</tr>
<tr>
<td>Insight tasks</td>
<td>Late afternoon/early evening</td>
<td>Late afternoon/early evening</td>
<td>Morning</td>
</tr>
<tr>
<td>Making an impression</td>
<td>Morning</td>
<td>Morning</td>
<td>Morning</td>
</tr>
<tr>
<td>Making a decision</td>
<td>Early morning</td>
<td>Early to midmorning</td>
<td>Late afternoon and evening</td>
</tr>
</tbody>
</table>
Make the Connection

- Be brief
- Give them a takeaway
- Look for the offers
- Be gracious when people move on
- Leave the door open
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6. How will you sustain the healthy behavior change?
What Makes Us Healthy
- Genetics 20%
- Environment 20%
- Healthy Behaviors 50%
- Access to Care 10%

What We Spend On Being Healthy
- Medical Services 88%
- Healthy Behaviors 4%
- Other 8%

Source: Lots to Lose: How America’s Health and Obesity Crisis Threatens our Economic Future. Bipartisan Policy Center (June 2012).
Online

- Website: fit.sanfordhealth.org
- Facebook: fit4SchoolsUSA
- Instagram: fit4SchoolsUS
- Twitter: sanford_fit
- Youtube: Sanford fit
- Vimeo: Sanford fit
Thank you!

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