

# Students Building and Promoting Healthy Places

connection



autonomy



skill building



healthy norms

# Students Building and Promoting Healthy Places

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*design: Elizabeth Brock*

# Students Building and Promoting Healthy Places

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Introduction: Everyone is part of the Change Team!

Key Concepts

## UNIT 1

Learning “The Process”  
Developing Healthy Places

## UNIT 2

Making Our Cafeteria a Healthy Place  
Increasing Opportunities for Fruit and Vegetable Consumption

## UNIT 3

Making Our After School Program a Healthy Place  
Increasing Opportunities for Physical Activity

## UNIT 4

Promoting Our Healthy Places  
Reach and Appeal Strategies

## APPENDIX

Planning a Healthy Place — Worksheet #1  
Building a Healthy Place — Worksheet #2  
Promoting a Healthy Place — Worksheet #3

# Introduction

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## **Everyone is part of the Change Team!**

Have you ever seen a place or a program and thought to yourself, “If I were in charge, I would...”? That experience is called a vision. We are not talking about a supernatural or mystical experience, but rather the special mental image that you create using your imagination.

Most of us discover that we modify our vision while we are trying to build it. When we share our vision with a friend, sibling, parent, teacher or other adult, they ask us questions and make observations or suggestions that we evaluate, discuss, modify and incorporate into our vision or discard. If we achieve our vision utilizing that input, we have experienced teamwork. History has proven many times that a team of committed individuals can accomplish much more than one or two people on their own.

The activities and experiences in this guide will take you through the steps of teamwork, planning, action and marketing to make your healthy environmental change visions become realities in your school. We call them “Healthy Places.” You will create and refine your team’s plans, build the new healthy environments and then design strategies to draw other students to these healthy places and involve them in those places. Your school has a Change Team. The skills you will develop and practice using these lessons in class will give you the experience to become a valued member of the school’s Change Team. Think of it as “Change Team Practice.”

Does it sound fun? It will be, but it will also be a lot of work. So, let’s get started!



## Key Concepts

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- A “healthy place” is a physical or social environment where people live, learn, work or play that supports healthy decisions in that place.
- Supportive environments (healthy places) influence the ability of individuals and groups to adopt and practice healthy behaviors.
- Collaborative teams that include “Place Leaders” can create or change environments to become healthy places.
- A Healthy Place has four critical elements: connection, autonomy, skill building opportunities and healthy norms.
- Successful Change Teams use teamwork, information gathering and analysis, and planning skills to build healthy places.
- Successful Change Teams use communication skills to promote healthy places.

Skill Emphasis

## LEARNING “THE PROCESS”

UNIT

1

1.

### OUTCOMES

What will students learn?

After completing Unit 1, students will be able to:

1. identify and evaluate environments (places and groups) in their school.
2. work as a Change Team to develop an action plan, using “The Process.”

vision

2.

### ASSESSMENT

What will students do?

During Unit 1, students will demonstrate:

1. using the four critical elements of a Healthy Place to evaluate a school environment
2. using “The Process” to plan how to change one element of a selected school environment.

accomplishments

4.

### RESOURCES

What do I need to start?

1. **Supplies/Equipment:**  
flip charts and markers or chalkboard
2. **Handouts:**  
Planning a Healthy Place Worksheet #1  
Building a Healthy Place Worksheet #2
3. **Key Terms:**
  - CASH
  - Impact/Outcome Statement
4. **Background Information:**
  - Change Teams
  - Environments: Critical Elements of a Healthy Place
  - Roles of Facilitator and Recorder
  - The Process: Steps to Environmental Change

inputs

3.

### TEACHING STEPS

What steps do I take?

1. **Focus**
2. **Teaching Strategies/Activities**
3. **Assess student learning**

process



# LEARNING “THE PROCESS”

## UNIT 1

### TEACHING STEPS



Focus

Have you ever seen a place or program and thought to yourself, “If I were in charge, I would...”? That experience is called a vision. We are not talking about a supernatural or mystical experience, but rather the special mental image that you create using your imagination. Most of us discover that we modify our vision while we are trying to build it. When we share our vision with a friend, sibling, parent, teacher or other adult, they ask us questions and make observations or suggestions that we evaluate, discuss, modify and incorporate into our vision or discard. If we achieve our vision utilizing that input, we have experienced teamwork. History has proven many times that a team of committed individuals can accomplish much more than one or two people on their own. In this unit, we are going to work in Change Teams using “The Process” to build the healthy places we envision in our school.



Steps

- a. Divide students into Change Teams of 8-10 students with a facilitator and recorder for each team.
- b. Change Teams brainstorm to identify four physical and four social environments in the school.
- c. Change Teams sort identified environments into healthy, negative or mixed environments, using the Critical Elements of a Healthy Place, and then discuss their classifications with other Change Teams.
- d. Change Teams choose a “mixed” environment from their list that they will modify.
- e. Change Teams use “The Process” to plan how to change one element of their selected mixed environment to make it a healthy place, using Questions 4-9 of *Planning a Healthy Place, Worksheet #1*.



## Assess

- f. Change Teams use the *Building a Healthy Place, Worksheet #2* to identify resources to implement their plan, make assignments and establish a timeline for completion.

Identify a recorder to work at the board. Ask for Change Team feedback on their analysis of the eight school environments. Ask each team to name one positive environment and their rationale for that categorization. When teams have reported all positive environments, ask for the negative environments and rationale. Finally, ask for all mixed environments and rationale. Use the four critical elements of a Healthy Place to review the individual group analysis, either confirming their categorization or facilitating understanding of the need to reclassify the environment.

The Change Team Recorders will write their Change Team's plan on the board. Ask each Change Team to announce their chosen environment to the rest of the group, present their recommendation and plan for change, and answer questions about it. Use the critical elements of a healthy place to frame the discussion of recommendations. Next, ask each Change Team recorder to read their list of "What needs to be done by when?". Ask other teams to add steps, if any, that they think are missing. Then, ask Change Teams to place their list of needed resources on the board. If more than one team lists the same resource, teams

should simply place a check mark (✓) behind the listed item. Lead a discussion about resources, including where students will go for resources versus what they can provide themselves. Emphasize that money is often the first resource that comes to mind, but it is often the least available resource and, in reality, the least necessary resource for building Healthy Places.



## Resources

### Handouts

- Planning a Healthy Place, Worksheet #1
- Building a Healthy Place, Worksheet #2

### Key Terms

- CASH** — the four critical elements of a healthy place
- Connection** — a sense of belonging to the group
- Autonomy** — freedom to provide input, make choices and decisions, choose role and responsibilities
- Skill Building** — opportunity to learn and practice
- Healthy Norms** — an environment that supports and models healthy choices
- Impact/Outcome Statement** – Clear statement of desired short-term impact or outcome desired from planned actions, including: What will change? How much will it change? and When will it change?

# Background

## Change Teams

Change Teams are groups of students and adults that work together to modify the environment of specific places within their school to create “healthy places.” A healthy place or group supports healthy decisions in that place or group. The environment is more than just the physical characteristics of the place. A combination of the external physical conditions and the social and cultural conditions of the place make up the environment of a place or group.

Change Teams plan and implement specific strategies to reach their vision of “healthy places” within the school. Students are members of the school community and, as such, have ownership in the school. Students who learn, work and play in the school are the ones best suited to identify opportunities to change the school environment. Students working with “Place Leaders” have the potential to modify any school environment to make it healthier. “Place Leaders” are the adults who have the ultimate responsibility for decisions impacting the place, such as the Cafeteria Manager, After School Program Director, Coach, Classroom Teacher, etc. Through collaboration, communication and joint planning, the Change Team Members and the Place Leaders can improve the school environments.

## Environments

### Critical Elements of a Healthy Place

Environments are both physical places and the social groups that each of us has contact with throughout the day. We come in contact with a variety of environments where we live, learn, work and play every day. These environments influence our decisions about how we

behave and who will be in our social group. Environments can be positive, negative or mixed. Positive environments are places or groups of people that support and encourage healthy behaviors. Negative environments are places or groups of people that support and encourage unhealthy and/or dangerous behaviors. Some environments are mixed, that is, they have both positive and negative elements.

We can choose to accept the physical and social environments as they are or we can choose to change our environments to support the positive behaviors we want to learn and practice. We call these positive environments “Healthy Places.” Healthy Places have four critical elements:

1. **Connection:** a place where people have a sense of belonging.
2. **Autonomy:** a place where people feel free to make decisions for themselves, where their input is welcome and where both successes and failures are recognized as learning opportunities.
3. **Skill Building:** a place where people can learn and practice new skills that will help them make healthy choices.
4. **Healthy Norms:** a place where healthy behavior and healthy choices are expected, they are the norm rather than the exception, and the environment supports those healthy choices.

### Roles of Facilitator and Recorder

The primary job of the facilitator is to guide the discussion and collaboration process of the team, remaining neutral and reminding people to speak only for themselves and encouraging “I” messages instead of “you” messages. Every team member should have an opportunity to be

a facilitator at least once during the Healthy Places lessons. The recorder captures ideas and decisions on paper and keeps them available to the team during the discussion. The recorder captures the ideas in three to seven words and asks the person making the statement if what is recorded is what was meant. Every team member should have an opportunity to be a recorder at least once during the Healthy Places lessons.

## **The Process**

### **Steps to Environmental Change**

1. Develop a Change Team
2. Change Team members identify a “mixed” or “negative” environment (physical place or social group) to work in/with to accomplish a desired outcome.
3. Change Team members clearly state desired impact/outcome for your team’s actions, including what will change, how much and by when.
4. Change Team members determine what information the team needs for decision-making.
5. Change Team members determine where and how they will gather needed information and complete the information gathering process.
6. Change Team members answer questions to assure that their plan incorporates all four critical elements of a Healthy Place (connection, autonomy, skill building opportunities and healthy norms).
7. Change Team members determine the steps necessary to accomplish the desired outcome and write a plan with a timeline that states what will be done, how much will be done, who will do it and when will the task be completed.
8. Change Team members identify resources needed to implement the plan, including time, people, skills and/or money.
9. Change Team members locate sources for the necessary resources.
10. Change Team members share plan with appropriate Place Leaders and modify plan as needed.
11. Change Team members complete the plan they have outlined.

Skill Emphasis

## MAKING OUR CAFETERIA A HEALTHY PLACE

UNIT

2

1.

### OUTCOMES

What will students learn?

After completing Unit 2, students will be able to:

1. use the critical elements of a healthy place to evaluate a current school environment.
2. use "The Process" to develop a Change Team plan to create a healthy place in the school cafeteria.

vision

2.

### ASSESSMENT

What will students do?

During Unit 2, students will demonstrate:

1. using the four critical elements of a Healthy Place to evaluate fruit and vegetable consumption opportunities in the school cafeteria.
2. using "The Process" to develop a plan to change one element of the school cafeteria to increase fruit and vegetable consumption opportunities.

accomplishments

4.

### RESOURCES

What do I need to start?

1. **Supplies/Equipment:**  
flip charts and markers or chalkboard
2. **Handouts:**  
Planning a Healthy Place, Worksheet #1  
Building a Healthy Place, Worksheet #2
3. **Key Terms:**
  - Place Leaders
  - Change Team
  - 5-A-Day Recommendation
3. **Background Information:**
  - Middle School Students' Eating Habits

inputs

3.

### TEACHING STEPS

What steps do I take?

1. **Focus**
2. **Teaching Strategies/Activities**
3. **Assess student learning**

process

# MAKING OUR CAFETERIA A HEALTHY PLACE

## UNIT 2

### TEACHING STEPS



#### Focus

What do you do when your Mom leaves a plate of fresh-baked cookies out on the kitchen counter? Can you give some other examples of the food's availability influencing your choice to eat it? (fast food restaurants, movie concessions, candy counter at the grocery checkout stand, etc.) What happens when your Mom leaves a bowl of fresh fruit out on the counter? These are all examples of the way your environment influences what you eat. The same things happen in the school cafeteria. In this unit, we are going to work in our Change Teams to look at opportunities for eating fruit and vegetables in the school cafeteria and designing a plan to increase those opportunities.



#### Steps

- a. Divide students into Change Teams of 8-10 students with a facilitator and recorder for each team.
- b. Change Teams will brainstorm about current opportunities for fruit and vegetable consumption in the school cafeteria.
- c. Change Teams will identify a change in the school cafeteria that they could plan and implement to increase opportunities for fruit and vegetable consumption among students. The change can be either a new opportunity or a change in a current opportunity. Teams should review and use *Planning a Healthy Place, Worksheet #1*. Following no more than 15 minutes of discussion, each team will write their desired impact/outcome statement that includes who will do what, how much and by when.
- d. Change Teams will use "The Process" to create a plan. To develop an action plan for increasing fruit and vegetable consumption opportunities in the school cafeteria, Change Teams will use the *Building a*

*Healthy Place, Worksheet #2.* The Change Team facilitator should guide approximately 30 minutes of discussion and planning by their team, with the team recorder completing the worksheet for the team as decisions are made. After 30 minutes, the team will present their plan to the larger group.

- e. Change Teams will invite the School Cafeteria Place Leader, the Cafeteria Manager, to meet with their Change Team and discuss their plan to increase opportunities for increasing fruit and vegetable consumption in the school cafeteria. Change Team members should be prepared to present their plan and its rationale, including the active role Change Team members can play in making the change happen. The Place Leaders should be prepared to listen and ask questions of the Change Team members, share regulations and constraints that might exist that might require revision of the plan, and share additional resources that might be available to make the plan a reality. Together, the Change Team members and Place Leaders should revise the plan, if needed, and establish a timeline for implementation, including assignments for Change Team members.



## Assess

Identify a recorder to work at the board. Ask Change Teams to list all current school cafeteria fruit and vegetable consumption opportunities. Ask teams to evaluate current fruit and vegetable opportunities using the four critical elements of a healthy place.

Ask each Change Team recorder to read their impact/outcome statement and their list of “What needs to be done by when?” Ask other teams to add steps, if any, that they think are missing. Next, ask Change Teams to place their list of needed resources on the board. If more than one team lists the same resource, teams should simply place a check mark (✓) behind the listed item. Lead a discussion about resources, including where students will go for resources versus what they can provide themselves. Emphasize that money is often the first resource that comes to mind, but it is often the least available resource and, in reality, the least necessary resource for environmental change.



## Resources

### Handouts

Planning a Healthy Place, Worksheet #1  
Building a Healthy Place, Worksheet #2

### Key Terms

**Place Leaders** – The adults who have the ultimate responsibility for decisions impacting the place, such as the Cafeteria Manager, After School Program Director, Coach, Classroom Teacher, etc.

**Change Team** – A group of students and adults that work together to modify the environment of specific places within their school to create “healthy places.”

**5-A-Day Recommendation** – The National Cancer Institute’s 5-A-Day for Better Health Program recommends that we eat **at least 5** servings of fruit and vegetables per day as part of a healthy diet. One serving of fruit or vegetable is 1 piece of fresh produce, ½ cup of canned or cooked fruit or vegetable, or 6 oz. of 100% juice.

### Background

#### Middle School Students’ Eating Habits

Middle school students eat at least 1/3 of their calories for the day at school. Many of them eat breakfast, lunch and after-school snacks at school, so the majority of their calories each day are eaten at school. According to the National Adolescent Student Health Survey,

most adolescent students know that excessive consumption of fat, sugar and salt increase one’s risk for health problems such as heart disease and high blood pressure. However, most students cannot choose between common foods on the basis of their fat, sugar, salt or fiber content. About half of students reported eating three or more snacks per day and more than half of the snacks were foods with a lot of calories with few nutrients, mostly foods high in fats, sugar and salt.

Fruits and vegetables are high in nutritional value for the calories, are generally low in fat, sugar, salt and calories, and are fairly portable in their fresh form, making them an ideal food for meals and snacks. Because fruit and vegetables are low-fat foods and high in complex carbohydrates, increasing the consumption of fruit and vegetables helps maintain an overall healthy eating pattern, consistent with the Food Guide Pyramid and the Dietary Guidelines for Americans. A healthy eating pattern helps assure that students have adequate energy to perform all of their activities, increases ability to concentrate and learn, reduces likelihood of obesity and contributes to an overall feeling of good health.

To achieve the recommended consumption of at least 5 servings of fruit and vegetables daily, three factors are critical: 1) increased availability of fruit and vegetables in the environment; 2) enhanced preference for a variety of fruit and vegetables; and 3) improved fruit and vegetable preparation skills among adolescents. This lesson focuses on increasing opportunities for fruit and vegetable consumption in the school cafeteria environment. Let’s see what you can do to make your school cafeteria a healthy place!

The Place Leaders are essential partners for student Change Teams who are developing a healthy place. “Place Leaders” are the adults who have the ultimate responsibility for decisions impacting the place, such as the Cafeteria Manager, After School Program Director, Coach, Classroom Teacher, etc. Through collaboration, communication and joint planning, the Change Team Members and the Place Leaders can improve the school environments.

Skill Emphasis

## MAKING OUR AFTER SCHOOL PROGRAM A HEALTHY PLACE

UNIT

3

1.

### OUTCOMES

What will students learn?

After completing Unit 3, students will be able to:

1. use the critical elements of a healthy place to evaluate a current school environment.
2. use "The Process" to develop a Change Team plan to create a healthy place in the after school program.

vision

2.

### ASSESSMENT

What will students do?

During Unit 3, students will demonstrate:

1. using the four critical elements of a Healthy Place to evaluate physical activity opportunities in the after school program.
2. using "The Process" to develop a plan to change one element of the after school program to increase physical activity opportunities.

accomplishments

4.

### RESOURCES

What do I need to start?

1. **Supplies/Equipment:**  
flip charts and markers or chalkboard
2. **Handouts:**  
Planning a Healthy Place, Worksheet #1  
Building a Healthy Place, Worksheet #2
3. **Key Terms:**
  - Physical Activity Guidelines
  - After School Program
3. **Background Information:**
  - Middle School Students' Physical Activity Habits

inputs

3.

### TEACHING STEPS

What steps do I take?

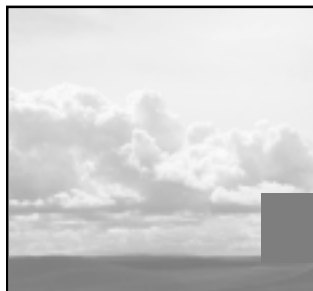
1. **Focus**
2. **Teaching Strategies/Activities**
3. **Assess student learning**

process

# MAKING OUR AFTER SCHOOL PROGRAM A HEALTHY PLACE

## UNIT 3

### TEACHING STEPS



#### Focus

You and your family won a vacation to a resort that offers swimming, basketball, golf, skiing, a weight room, dancing, baseball, racquetball, walking/running tracks and a nature path. Participation costs are included in your prize package. What will you do during the week you are there? (Students will respond with a number of different activities.) What is different about what you do during the week you are at the vacation resort and a week at home? (Students will respond that the activities don't cost anything, they are located there and are readily available.) What you experienced at the vacation resort are "healthy physical activity norms." A healthy place makes physical activity opportunities readily available to everyone, provides choice and fun, and expects participation. In this Unit, we're going to work on plans for making our After School Program a healthy place by creating physical activity opportunities that are readily available to everyone, provide choice and fun, and set an expectation of participation.



#### Steps

- a. Divide students into Change Teams of 8-10 students with a facilitator and recorder for each team.
- b. Change Teams will brainstorm about current opportunities for physical activity in the After School Program (ASP)
- c. Change Teams will identify a change in the ASP that they could plan and implement to increase opportunities for physical activity among students. The change can be either a new opportunity or a change in a current opportunity. Teams should review and use Planning a Healthy Place, Worksheet #1. Following no more than 15 minutes discussion, each team will write their desired impact/outcome statement that includes who will do what, how much and by when.
- d. Change Teams will use "The Process" to create a plan. To develop an action plan for increasing physical activity opportunities in the ASP, Change Teams will use the Building a Healthy Place, Worksheet #2. The Change Team facilitator should guide ap-

proximately 30 minutes of discussion and planning on the project by their team, with the team recorder completing the worksheet for the team as decisions are made. After 30 minutes, the team will present their plan to the larger group.

- e. Change Teams will invite the ASP Place Leader, the Program Manager, to meet with their Change Team and discuss their plan to increase opportunities for increasing physical activity opportunities in the ASP. Change Team members should be prepared to present their plan and its rationale, including the active role Change Team members can play in making the change happen. The Place Leaders should be prepared to listen and ask questions of the Change Team members, share regulations and constraints that might exist that might require revision of the plan, and share additional resources that might be available to make the plan a reality. Together, the Change Team members and Place Leaders should revise the plan, if needed, and establish a timeline for implementation, including assignments for Change Team members.



## Assess

Identify a recorder to work at the board. Ask Change Teams to list all current ASP physical activity opportunities. Teams will evaluate current physical activity opportunities using the four critical elements of a healthy place.

Ask each Change Team recorder to read their impact/outcome statement and their list of “What needs to be done by when?” Ask other teams to add steps, if any, that they think are missing. Next, ask Change Teams to place their list of needed resources on the board. If more than one team lists the same resource, teams should simply place a check mark (✓) behind the listed item. Lead a discussion about resources, including where students will go for resources versus what they can provide themselves. Emphasize that money is often the first resource that comes to mind, but it is often the least available resource and, in reality, the least necessary resource for environmental change.



## Resources

### Handouts

- Planning a Healthy Place, Worksheet #1
- Building a Healthy Place, Worksheet #2

### Key Terms

**Physical Activity Guidelines** – The International Consensus Conference on Physical Activity Guidelines for Adolescents recommends that:

- All adolescents be physically active *daily or nearly every day*.
- Physical activity should be part of *play, games, sports, work, transportation, recreation, physical education, or planned exercise*.
- Physical activity can be in the *context* of family, school, and community activities.
- Adolescents should engage in *three or more sessions per week* of activities that last *20 minutes or more at a time*.
- These three times per week sessions should *require moderate to vigorous levels of exertions*.

**After School Program** – Activities, planned and facilitated by the school itself or a school partner, for students to be involved in outside of the normal school day. Activities may include intramural sports, competitive sports, physically active activities, and/or educational sessions. A snack is generally offered as part of the program.

### Background

#### **Middle School Students' Physical Activity**

Physical activity is important throughout our lifetime, yet research shows that middle school students are often less active than they were as elementary school students. This decline in activity often continues through high school and into adult life. Lack of physical activity is an important factor in the huge increase in the number of overweight and obese Americans. Physical activity among adolescents is consistently related to higher levels of self-esteem and self-concept and to lower levels of anxiety and stress. Physical activity can be fun, exciting, help you learn or improve skills, improve appearance, and increase strength, endurance and flexibility.

Physical activity should not be limited to P.E. class or sports training. It should be a fun part of every day, everywhere you go! The International Consensus Conference on Physical Activity Guidelines for Adolescents recommends that “all adolescents...be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities” and that “adolescents engage in three or more sessions per week of activities that last 20 minutes or more at a time and require moderate to vigorous levels of exertions.”

To achieve daily physical activity, three factors are critical: 1) increased availability of physical activity opportunities in the environment; 2) increased preference for a variety of sources of physical activity; and 3) improved physical activity skills among adolescents. This Unit focuses on increasing availability of physical activity opportunities in the After School Program environment. Let's see what you can do to make your After School Program a healthy place!

1.

### OUTCOMES

What will students learn?

After completing Unit 4, students will be able to:

1. evaluate and categorize promotional strategies.
2. design appropriate reach, social appeal and task appeal promotional strategies.

vision

2.

### ASSESSMENT

What will students do?

During Unit 4, students will demonstrate:

1. ability to evaluate a current advertisement for target audience and message and then correctly categorize the message strategy.
2. ability to plan appropriate promotional strategies to promote a healthy place that their Change Team planned in Units 2 and 3.

accomplishments

4.

### RESOURCES

What do I need to start?

1. **Supplies/Equipment:**
  - flip charts and markers or chalkboard
  - magazines, newspapers, radio and/or television promotions
  - completed Change Team Worksheets from Units 2 and 3
2. **Handouts:**  
Promoting a Healthy Place, Worksheet #3
3. **Key Terms:**
  - Reach
  - Task Appeal
  - Social Appeal
3. **Background Information:**
  - Promotion Strategies

inputs

3.

### TEACHING STEPS

What steps do I take?

1. **Focus**
2. **Teaching Strategies/Activities**
3. **Assess student learning**

process

# PROMOTING OUR HEALTHY PLACES

## UNIT 4

### TEACHING STEPS



#### Focus

How do you learn about a new menu item at McDonalds? Do they wait for you to come into their store and learn about it by accident, or do they promote it? This unit focuses on using reach and appeal strategies to contact the target audience with the message about the new healthy place and then to appeal to the needs and desires of the students so that they take advantage of the new opportunities that have been created.



#### Steps

- a. Discuss the information on “Promotion” with the class.
- b. Divide the group into pairs and provide each pair a newspaper, magazine or television advertisement to evaluate. (You can either let students choose their own sample ad or you can select ads for them.) Give each pair 15 minutes to evaluate their promotion using the following:
  1. Who is the target audience of the ad? Who is it directed toward?
  2. State, in your own words, the message(s) the ad is trying to give its target audience.
  3. Do you think this ad reaches its target audience or misses its target audience and why?
  4. What communications medium was used in this ad, i.e., print, audio, video? Was this medium used effectively and why or why not?
- c. Facilitate group discussion of student findings, including the importance of identifying

a target audience, using the proper communications medium to reach your target audience, and clearly stating your message in terms that will be understood by the target audience.

- d. Ask each Change Team to select a facilitator and a recorder.
- e. Each Change Team will choose one of the healthy places their Change Team built in Units 2 and 3 to develop a promotion plan. Brainstorm all the possible target audiences for the promotion of this healthy place. Discuss the pros and cons of each option and reach consensus on one target audience and the team's rationale for selecting it.
- f. Each Change Team will spend 30 minutes planning ways to promote their healthy place to their selected target audience, using *Promoting a Healthy Place, Worksheet #3*, develop plans for a newsletter article, a poster, a video, an intercom announcement and/or some other creative means to communicate the message of their healthy place. The promotion must incorporate both reach and appeal strategies.



Assess

### Evaluating Promotions

Evaluate and correctly categorize specific print, audio and/or video promotions as a class.

- a. Answer these questions about your ad(s):
  1. Who is the target audience of the ad? (Who is it directed toward?)
  2. What message(s) is the ad trying to send to its target audience?
  3. Do you think this ad reaches its target audience or misses its target audience and why?
  4. What communications medium was used in this ad — print, audio, or video?
  5. Was this medium used effectively and why or why not?
- b. Change Teams will report on their plan for promoting their selected healthy place to their selected target audience.
- c. After all teams have reported, ask for students to list the following on the board:
  1. Information Gathering Strategies used to learn how the target population gets its information?
  2. Information analysis strategies to understand the information
  3. Communication strategies employed in their plans
  4. Resources

Discuss the similarities and differences among the plans and then ask teams to review and modify their promotion plans based on this discussion.



## Resources

### Handouts

Planning a Healthy Place, Worksheet #3

### Key Terms

**Reach** – How many people are contacted or impacted by a program or promotion

**Task Appeal** – The skills and experiences that make a place attractive to attend

**Social Appeal** – The environment or activities that make a place fun to attend, a place that attracts other people in one's social group

### Background

#### Promotion Strategies

Promotion and marketing are integral parts of our decisions about what we wear, what we purchase and where we go. It is not enough for a fast food restaurant to develop a new food item and place it on their menu. They must determine what it is about the new item that will influence their target audience to come to the restaurant and purchase the item. Is it the price? The packaging? The flavor? The look? They also must determine how to find the target audience with their advertising. This involves finding out how that audience gets its information and then using those channels to communicate with them about the new food item. These are strategies we call “reach” and “appeal”.

Promotion and marketing combine technical expertise with communication skills and creativity. Everyone has something to offer to the process. Promotion and marketing of healthy places in your school will require collaboration with the Place Leaders, communication teachers and school administrators.

Just as the fast food restaurant doesn't just place a new item on the menu and wait for it to be discovered, you can't just participate in building a healthy place and then sit back and wait for it to be discovered by the other students in your school. This unit focuses on using reach and appeal strategies to contact the target audience with the message about the new healthy place and then to appeal to the needs and desires of the students so that they take advantage of the new opportunities that have been created. They say, “If you build it, they will come.” We know it just isn't enough to build it! Promotion is essential.

“Reach” is a term for how many people are contacted with information about the healthy place through channels that reach that target audience. “Appeal” is categorized as “social appeal” or “task appeal”. The social appeal of a healthy place is what makes it a fun place to go, a place to be with friends, the social attraction of the place. Task appeal of a healthy place is related to the skills developed and practiced there, attractiveness of the activities offered, and opportunities to use new or different equipment or techniques. This unit will teach your students how to plan the promotion of the healthy places they planned in Units 2 and 3, using reach and appeal strategies.

## **Reach Strategies**

### **Identifying Target Audiences**

Who did your students build their healthy places for in Units 2 and 3? Are they targeting all students or specific groups of students? Do they want to start with one group and move on to others or take on the entire school population at one time? This decision, choosing a target audience, must be made when designing reach strategies. The target audience may be a large group of individuals who are of the same age or in the same class, such as “eighth-graders,” or it could be a smaller, more specific group, such as “eighth-grade girls who do not play competitive sports.” When identifying a target audience, Change Team members also need to think about and discuss what characteristics the audience members have in common. For example, eighth-graders might all be in the cafeteria at the same time each day, they might all be required to take the same classes or they might all ride the bus. It is important to identify the things that make the people in this group “alike” so that these characteristics can be used in choosing communication channels and media.

## **Reach Strategies**

### **Choosing Communication Channels**

Students will use information-gathering skills to identify the channels for their “reach strategies.” Change Teams might decide to do interviews, surveys, or simply observe their target audience’s behavior to determine what channel of communication will be most effective, that is, will reach the majority of the students in their target audience.

After the information is collected, the Change Team will need to analyze it. The Change Team can do this by comparing the

information gathered against what was expected or against a standard. For example, the Change Team may think that intercom announcements are an effective way to reach eighth grade students with After School Program Information, but when they survey students during lunch about announcements that were made that morning, they discover that only 15% can remember any of the information provided during announcements that day. Another example would be using a bulletin board and then observing the number of students who actually stop and read the information compared to the number of students who walk right by. Failure to analyze information can cost the Change Team precious resources and be result in promotional messages that do not reach the target audience.

## **Appeal Strategies**

How will you make sure that the place has both task and social appeal? How will you communicate that appeal in your message? Change Teams must learn what is appealing to the target audience(s) when planning the healthy place and then they must be able to tell the story of that appeal to bring students to the place. What will make students want to come to the place and participate in the fruit and vegetable consumption or physical activity opportunities there? It is important to remember that what appeals to one student may not have the same appeal for another student. Planning appeal strategies will require additional information-gathering by the Change Team members. This time, Change Team Members might want to conduct focus groups, interviews or student surveys to learn more about their target audience’s preferences.

There are two kinds of appeal that need to be addressed to both attract students to the place and then keep them involved in that place: social appeal and task appeal. The social appeal message in your promotion must make it clear that the place is fun and welcoming, “the place to be.” The task appeal message must make it clear that there are activities in addition to the social component that will be both enjoyable and enriching for participants.

### **Communication Media**

Choosing a communication medium to use is an important decision for the Change Team. It is generally unwise to select only one medium, but the team must be careful to keep the message consistent when they are using more than one. For example, if the team’s message is “The After School Program has something for everyone,” that same message can be communicated on posters, through video public service announcements and in newsletter/newspaper articles. It would lessen the impact of the message if, “The After School Program has something for everyone,” was the message on a poster, but the newsletter/newspaper article’s message was. “The After School Program is a great alternative to going home alone.” Both are good messages, but they are clearly different.

### **Resources**

Communications teachers, journalism teachers and school administrators, along with your school’s Video Team, will be necessary resources for making a promotion plan a reality. All of these people can advise, coach and pave the way for your Change Team to be successful. Don’t forget to ask for their help, listen carefully to their advice, and then assume the responsibility for follow-through.

Building and promoting healthy places is fun and rewarding, isn’t it? Not only have you just made a difference in your school environment, you have learned and practiced the skills needed to change other environments. Use these skills to create healthy places wherever you live, learn, work and play!

# Students Building and Promoting Healthy Places

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## APPENDIX

### WORKSHEETS

Planning a  
Healthy Place

Building a  
Healthy Place

Promoting a  
Healthy Place



# CHANGE TEAM HANDOUT

## Planning a Healthy Place

# WORKSHEET #1

1. Write a short paragraph (an Outcome Statement) that describes what outcome you want.

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2. What information is needed to inform the Team's decisions?

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3. How will the Change Team get the information it needs?

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### HINTS:

Be sure to answer these questions in your statement:

- What outcome do you want?
- How will you recognize or judge whether you have been successful?
- In what quantity or frequency do you want the outcome?
- By what date or within what timeframe do you want to achieve the outcome?

Start statements 4 through 9 with, "When students are in the place or with the team, we will..."

4. \_\_\_\_\_  
\_\_\_\_\_ to be sure that students feel connected.

5. \_\_\_\_\_  
\_\_\_\_\_ to be sure that students feel like they belong.

6. \_\_\_\_\_  
\_\_\_\_\_ to be sure that students have a choice in what happens.

7. \_\_\_\_\_  
\_\_\_\_\_ to be sure that students have an opportunity to provide input.

8. ... provide them with the opportunity to \_\_\_\_\_  
\_\_\_\_\_ so they can learn and practice healthy skills.

9. be sure that healthy behaviors and choices are expected and supported by doing these things:

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10. Using the statements you made in items 4 through 9, rewrite your Outcome Statement to include the four critical elements of a healthy place.

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A. Change Team Outcome Statement (#10 from Worksheet #1):

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B. Success Steps  
What are the steps necessary to achieve this outcome?

What will be done?	How much will be done?	When will it be done?

To make your plan a reality, answer the following questions:

1. What resources will be needed from and by your team to put the plan into action? (Resources include time, people power, skills and/or money.)

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2. Where will your team look for the needed resources? \_\_\_\_\_

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3. What team member(s) will be assigned to complete each action step and what are due dates?



Action Step	Change Team Member(s) Responsible	Due Date

The final product, the “Action Plan,” will be ready to take to Place Leaders in your school for implementation. It is the responsibility of the Change Team to develop the plan **and** to implement it with the help of the Place Leaders.

### Part 1: Gathering and Analyzing Information

1. What healthy place are we promoting? \_\_\_\_\_  
\_\_\_\_\_
2. What is the target audience(s) for our promotion strategies? \_\_\_\_\_  
\_\_\_\_\_
3. What information gathering strategies will we use to learn how our target audience gets its information?  
\_\_\_\_\_  
\_\_\_\_\_
4. How will we analyze the information we gather?  
\_\_\_\_\_  
\_\_\_\_\_
5. Based on our research, we will use the following communication medium/media to reach our target population: \_\_\_\_\_  
\_\_\_\_\_
6. How will we reach our target audience so that everyone knows about our healthy place? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How will we provide social appeal in the place for our target audience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How will we provide task appeal in the place for our target audience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What is our message? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What communication channels will we use to reach our target population? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What resources will be **needed from and by** our team to put the plan into action? (Resources include time, people power, skills, and/or money, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Where will the team look for the needed resources? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part 2: The Promotion Plan

1. What team member(s) will be assigned to complete each action step and what are due dates?

Action Step	Change Team Member(s) Responsible	Due Date

The final product, the “Promotion Plan,” will be ready to take to Place Leaders in your school for implementation. It is the responsibility of the Change Team to develop the plan **and** to implement it with the help of the Place Leaders.