

A Grassroots Approach to Health Education Standards

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Cresha Auck-Foley, Heather Vilvens,
& Carol Gill



Session Objectives


- To provide several methods for leading a community based advocacy initiative.
- To assist participants in creating their own advocacy plan.





Overview of Health Education Standards

- Background on Standards
- Why They Matter
- Impact of Advocacy
- Advocacy vs. Lobbying
- Putting Together a Plan



Academic Standards Are Important!

- Provide a set of clear and rigorous expectations for what students should know and be able to do.
- Provide clarity to Ohio teachers on what content and skills should be taught at each grade level.
- Provide guidance and accountability for teachers, administrators, teacher preparation programs, and school policy makers.
- **Standards do not prescribe to school districts what topic to teach or tell teachers what methods to use!**




Here in Ohio

- There are academic content standards for English/language arts, mathematics, science, social studies, foreign languages, fine arts, career education and (most recently) physical education. There are no health education standards!
- Ohio and Utah are the only states that have not adopted health education standards.




Health Education Standards are Important!

- Health education should provide students with the knowledge and skills to engage in health-enhancing and risk-reducing **behaviors**.
- There is strong scientific evidence that links student health and academic performance.
- A good standards based health education curriculum will be structured to address these issues.



National Health Education Standards Are the Answer!

- Were created in 1995 and revised in 2007. Are based on scientifically proven best practices to improve adolescent health behavior.
- The recommendation is that Ohio adopt the National Health Education Standards rather than spend resources to re-invent the wheel.
- If all Ohio teachers are using standard, evidence based practice focusing on health behaviors, we can better impact negative health outcomes such as obesity.



National Health Education Standards

- The Standards are written expectations for what students should be able to do by grades 2, 5, 8, and 12 to promote personal, family and community health.
- The Standards provide a framework that includes: teaching **functional** knowledge, analyzing influences, accessing valid information, communication skills, goal setting, advocacy skills, and the ability to practice health promoting behaviors.



National Health Education Standards

- Use performance indicators to state specifically what students should know or be able to do by the end of the given grade period. This is the same goal as all other academic content standards

Set the Standards Ohio!



HEALTH EDUCATION STANDARDS TRIVIA



Impact of Advocacy

- Susan G. Komen
- MADD
- Stand
- PTA
- The Little Rock Nine




Impact of Advocacy

- Population Change
- Creating an Environment of Health
- A Path to Health
- Expanding Science
- Agents for Change




Advocacy vs. Lobbying

- **Educating** is the provision of basic information such as a program description, goals, current budget, people served, accomplishments and impacts, etc.
 - *Does not make value judgments or seek legislative action.*
- **Advocating** conveys a value in a general sense. "Clean air is good, and we should protect the environment."
 - *Makes a value judgment, but does not seek specific legislative action.*
- **Lobbying** occurs when you support or oppose a specific candidate or elected official or a specific piece of legislation.



Scenarios

- Scenario #1
You can communicate with coalition members and other partners that HB 1234 exists and answer questions about the bill.
- Scenario # 2
You email coalition members and other partners to encourage them to contact the legislature to support HB 1234.



Scenarios (continued)

- Scenario #3
You conduct meetings with colleagues within your organization to discuss the importance of health education standards.
- Scenario #4
You write an OP-ED article for your local newspaper on why health education standards are important for the future of Ohio's children.



PUTTING IT TOGETHER

Make a Plan for Advocacy



What is a Plan for Advocacy

- Organized list of advocacy actions that help you achieve your short term, intermediate, and long term goals.
- Helps you identify ahead of time the tools, resources and partners you may need in your advocacy efforts as well as opposition that you face.
- Aids in the evaluation of your policymaker education and training efforts and helps you to redesign where appropriate.




Parts of the Plan

- Goals (overall, intermediate, short-term)
- Resources
- Support/opposition
- Targets & Partners
- Strategies & Action Steps
- Evaluation
- Status/Comments



For Example

- Issue:
- Overall Goal:
- Overall Strategy:



Action Plan Template

Inter. Goals	R/T	S/O	Targets/P artners	Strategies	Action Steps	Eval.	Status/Co mments



Be the Change!

You can make a difference:

- *Educating your partners*
- *Endorsements*
- *Postcard Campaign*
- *Advocacy Day 2011*
- *In-district education*
- *Media Advocacy*

