



# GETTING OTHERS TO NOTICE & SUPPORT YOUR EFFORTS

In order to accomplish the desired outcomes and long-term goals of your healthy school efforts, you need others to understand the benefits of what you are doing or plan to do. Strategically thinking about those you need to “get on board”

is an important part of any change effort, and marketing and communication must be part of the plan. The tips and strategies in this Travel Guide will help your team to create a plan for getting attention and support for *Whole School, Whole Community, Whole Child*.



## Information Overload

How many marketing messages do you think you are exposed to each and every day? It’s hard to believe, but research shows that on average, a person is touched by **5,000 messages** every day. Billboards, buses, TV commercials, cable, radio, internet, social media, signage, overheard conversations, word of mouth, email, e-newsletters – all suggest what to buy or what to do.

How many messages do you think you can actually pay attention to every day? On average, one person can only pay attention to about **100 messages**. This gap between exposure and attention clearly shows that we need to think about what will make a message stand out, because given the volume, we can’t expect others to just notice.

Picture a school setting and the message chaos that can be present, complicated by competing priorities and perceptions of “what’s MOST important.” Administrators are focused on time in the classroom and test scores. Teachers are challenged to “do more with less” and to best use available time to help students master academic content. Add to this mix students, staff, and parents who are multi-tasking like never before in order to accomplish diverse academic, social, and personal goals.

The good news is that there is a strategic process that can increase the opportunities of healthy schools work being seen and heard and to focus attention on the benefits of a *Whole School, Whole Community, Whole Child* approach.

## It’s About Relationships

Old school marketing was based on selling products, but new school marketing is based on satisfying needs. It is about creating relationships. People don’t want to be marketed “to” (see the 5,000/100 fact above); they want to build a relationship “with.”

When marketing is considered in terms of relationships it is easier to understand that it is about acquiring an

understanding of the needs and desires of audiences and designing messages, programs, and outreach to meet them.

## The Marketing Process

The term “marketing” typically refers to a broad set of promotional and outreach activities aimed at communicating information to important audiences. These activities often include advertising, public relations, direct mail, online education, information materials, and other marketing tactics. In a school environment, marketing may happen during student orientation, assemblies, PTA meetings, staff meetings, or in-service trainings. A marketing opportunity might present itself in unexpected, less typical settings, such as having lunch or sharing a walk with a potential stakeholder.

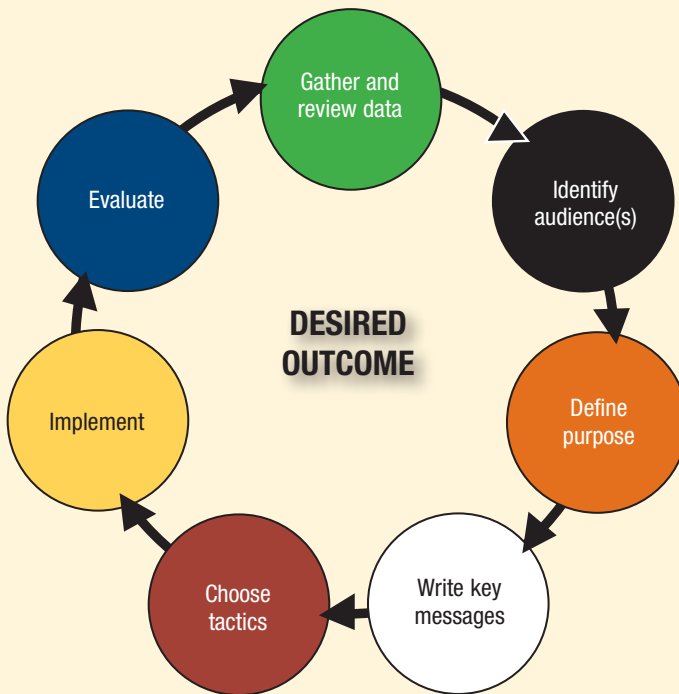
There is a **science** to marketing, and it typically involves several steps in order to achieve a desired end result, outcome, or goal. These steps include:

- Gathering and reviewing data
- Identifying audience(s)
- Defining purpose
- Writing key messages
- Choosing tactics/channels
- Implementing
- Evaluating

This process is built upon a foundation from product marketing (the 5 P’s—Product, Price, Place, Promotion, and Positioning) but with a twist because what we’re talking about is social and strategic marketing. We aren’t selling a “thing” but instead are selling a “change.” Maybe it’s to get kids to wear bike helmets, to move recess before lunch, or to get school staff to engage in wellness activities. It might be to gain support for your school health efforts and create sustainability. Whatever the desired outcome, walking through the steps can help you plan a strategic marketing and messaging platform.

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## A Closer Look at the Marketing Process



*Begin With the Outcome in Mind*

### **Desired Outcome**

The change you want to happen as a result of the marketing process and your communication efforts.

### **Gather and review data**

Information that is important to share to achieve the outcome (e.g., data, results, and/or other program information).

### **Identify audiences**

The people who should know about the data and who might use that information to help achieve the outcome.

### **Define Purpose**

The reason you are sharing the information (e.g., attract attention and interest, elicit action, build alliances).

### **Key messages**

The important stories the data tell that provide support for the outcome.

### **Tactics**

The channels that will be used to deliver your message to target audiences.

### **Implement**

Putting the plan into action.

### **Evaluate**

Checking to see if you've accomplished what you set out to do.

## “Once Upon a Time...”

Storytelling is an ancient tradition that has, over time and across cultures, served many different purposes, from education and the transmission of values to political mobilization and pure entertainment. It can take many forms, from oral and written narratives to gesture, movement, art, music, movies, and more.

Storytelling is a powerful mode of human expression and a sophisticated form of “meaning-making.” It begins with a storyteller, a singular experience, a unique point of view.

### **Why Storytelling Works**

- Storytelling values and respects diverse ways of knowing and learning.
- It is empowering and participatory, and is based on popular knowledge.
- Stories can be used effectively alongside statistics and surveys.
- Including stories in your program evaluations puts a face on the facts and figures, and it helps you figure out what's working, what's not, and why.
- Stories speak to a broad audience.

“ Key messages are the anchor elements (e.g., chapters) in a story. They should be simple and easy to understand. They can be written as general messages that are directed at a few of your target audiences, or they can be more specific to the interests and needs of a specific audience group. ”



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## Sharing Your Stories

Once created, you need to get the story out there. One way to start is to select statements from your stories that “speak to” specific audiences and present them in the appropriate format for that audience. Here are some examples:

### For funders

Write an evaluation report with an executive summary that highlights, in brief, the main stories compiled in your report.

### For policymakers

Write policy briefs that incorporate vignettes of your most compelling stories along with salient facts and figures.

### For the media

Write a press release that includes one or more compelling stories and includes direct quotes from participants.


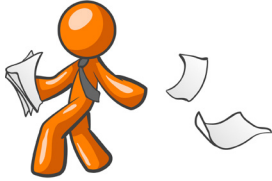




### For community members and stakeholders

Weave stories and quotes into your publications such as newsletters, brochures, and annual reports. Write an article in a popular community newspaper or a community newsletter. Use story theater to dramatize community concerns and potential solutions.



“Including your stakeholders’ voices and perspectives can help you communicate to your partners, your funders, and the larger community what you are accomplishing and why your program is so important.”

## Six Characteristics of an Effective Story

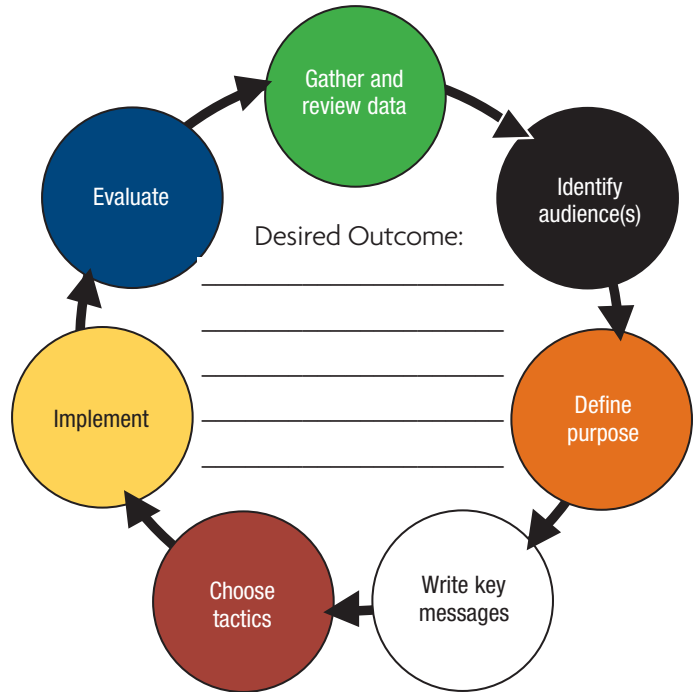
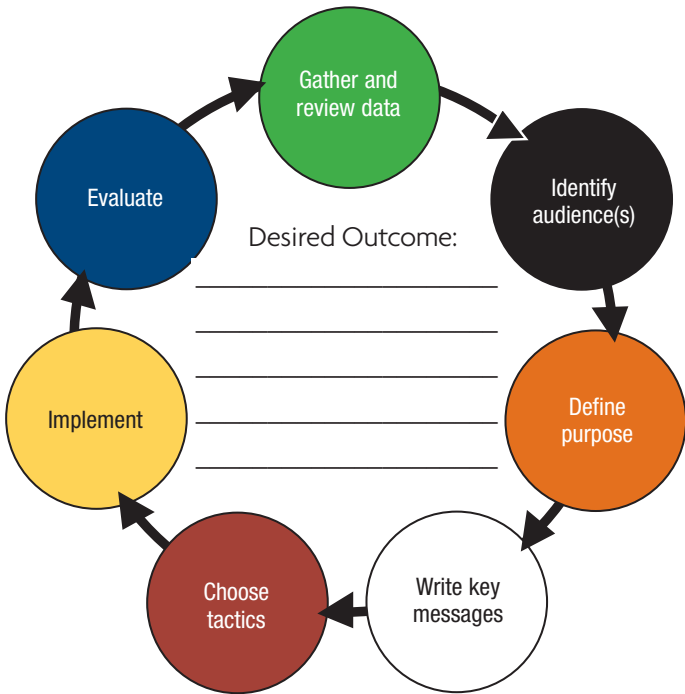
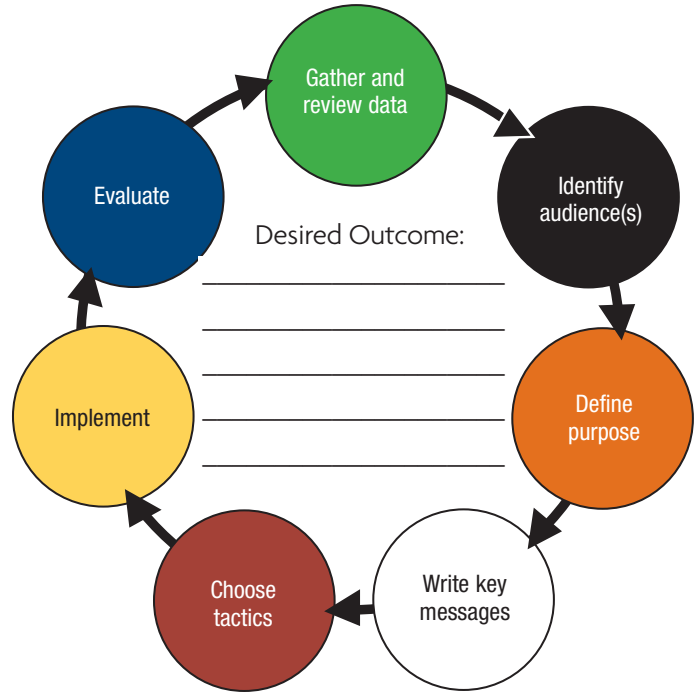
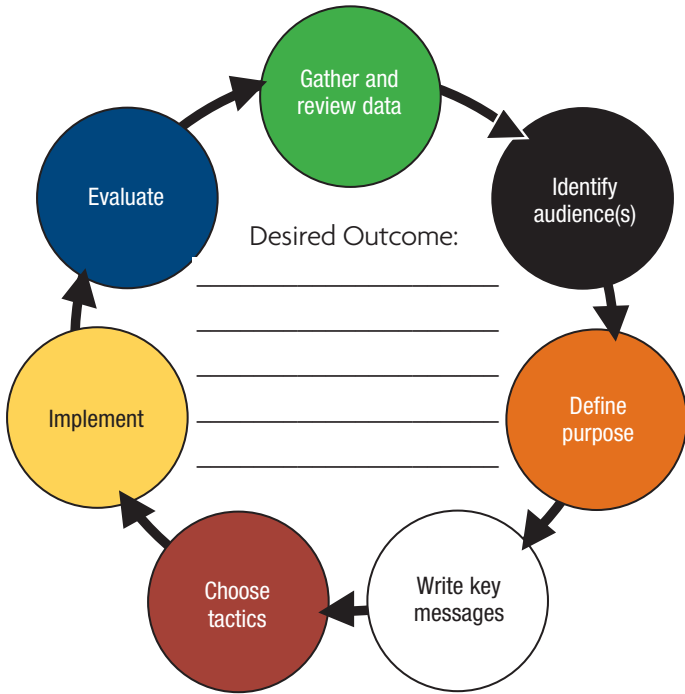
<p><b>1.</b> Invites people into a "conversation"</p> 	<p><b>4.</b> Allows people to make personal connections</p> 
<p><b>2.</b> Has a clear purpose</p> 	<p><b>5.</b> Helps people see the "what if?" and future possibilities</p> 
<p><b>3.</b> Is relevant/framed for the "listener"</p> 	<p><b>6.</b> Ends with a call to action</p> 

**What’s a story?** It can be eight words, eight paragraphs, or eight chapters. The story is told through strategically selected tactics which maximize the story’s impact.

1. “Conversation” can mean actual dialogue, or thoughts that are triggered/stimulated in the “listener’s” brain.
2. Answers the question, “Why are you telling this to me?”
3. Answers the question, “What’s in it for me?”
4. “The listener” can process the information and make personally relevant decisions.
5. Stimulates thinking and energy towards action.
6. Connects the dots by suggesting “Something you can do is...”

# TRAVEL LOG: MARKETING PROCESS

1. What is the desired outcome of your marketing effort? Depending on your program “age,” you might have a few different outcomes you’d like to achieve (e.g., sustainability).



# TRAVEL LOG: MARKETING PROCESS

2. Complete the table below to help you think through the marketing process steps that will support achievement of one of your desired outcomes.

Gather & Review Data	Identify Audiences	Define Purpose	Write Key Messages	Choose Tactics
<p>What data, results, or other information do you currently have, or do you need to gather, to support the desired outcome?</p>	<p>What audience(s) should be reached in order to get to your desired outcome? (complete for each audience)</p>	<p>What is your intent for reaching this particular audience? (select all that apply)</p>	<p>What important story does your data tell?</p>	<p>What channels work best to deliver your message (and work within your resources)?</p>
<p> <input type="checkbox"/> Healthy School Champions Score Card Results  <input type="checkbox"/> SHI results  <input type="checkbox"/> YRBS/HKCS results  <input type="checkbox"/> Indicator data  <input type="checkbox"/> Program evaluations  <input type="checkbox"/> Needs assessments  <input type="checkbox"/> Workplan goals/deliverables  <input type="checkbox"/> SHIP outcomes  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>	<p>Who should be informed or educated about the topic and the intended outcome?</p> <p>Who is in a position to take action as a result of your data/information?</p> <p>Who has the ultimate power to help the outcome become reality?</p> <p>Who could serve as allies in the process?</p>	<p> <input type="checkbox"/> Attract attention  <input type="checkbox"/> Educate  <input type="checkbox"/> Generate an emotional response  <input type="checkbox"/> Gain support  <input type="checkbox"/> Elicit action  <input type="checkbox"/> Build alliance  <input type="checkbox"/> Counter opposition         </p>	<p>Key messages are:</p> <ul style="list-style-type: none"> <li>• Simple and easy for the audience to understand.</li> <li>• Consistent and focused.</li> <li>• Specific to the needs and interests of the audience.</li> <li>• Make the audience want to find out more, and ultimately, to do something (call to action).</li> </ul> <p>Draft key messages using my data/info, audience, and purpose:</p>	<p> <input type="checkbox"/> Fact sheets  <input type="checkbox"/> Issue briefs  <input type="checkbox"/> Infographics  <input type="checkbox"/> Brochures  <input type="checkbox"/> Newsletters  <input type="checkbox"/> Posters  <input type="checkbox"/> Postcards  <input type="checkbox"/> Photo essay  <input type="checkbox"/> Video story  <input type="checkbox"/> Advertisement  <input type="checkbox"/> Presentation  <input type="checkbox"/> Event outreach  <input type="checkbox"/> Report  <input type="checkbox"/> Branded “stuff”  <input type="checkbox"/> Public relations  <input type="checkbox"/> Social media  <input type="checkbox"/> Strategic alliances  <input type="checkbox"/> Website/internet  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>



## TRAVEL LOG: TARGET AUDIENCE PROFILE

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4. Are you currently reaching this target audience effectively? If yes, how do you reach them? What evidence do you have that you reach them effectively? Which strategies have been successful?

If no, why do you think these messages aren't reaching this target audience?

5. What are some ideas for improving the effectiveness of your messages to reach this target audience?

# TRAVEL LOG: KEY MESSAGES

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## “So what you’re saying is...”

Key messages should be simple and easy to digest. They can be crafted as general messages that appeal to a number of your target audiences, and they can also be specific to the needs and interests of specific groups. Limit the number of key messages to three or four and support them with a few bullets that illustrate or enhance the message. Use simple language and brief phrases that can prompt sharing of more personal stories or examples.

## Benefits of Key Messages

When messaging is focused on repeated themes, it has more strength due to redundancy and consistency. Key marketing messages contain all the important points about your service or “product” (in this case, Healthy Schools Successful Students). The goals of creating key messages include:

- Attract attention and interest
- Generate an emotional response
- Elicit action or alliance
- Counter opposition

Having consistent and focused marketing messages allow you to respond to the needs of your audience and create a buzz about your services, campaign, or program. Key messages should focus on:

- Educating and informing
- Explaining benefits
- Creating an image

Key messages must be focused, be crystal-clear and speak to the interests and needs of your target audiences. Your carefully crafted messages should make them want to find out more, and ultimately, to do something to support your cause.

## Messaging by Target Audience

An audience “profile” is a good place to start as you define the people you want to reach with your messages (see previous Travel Log). The profile provides a snapshot of your target audiences, and is important for your outreach because it gives you insight into how to impact your audiences and their “investment” in the issue.

The best way to get target audiences to listen to your message is to frame it in a way that addresses their perspectives, needs, and wants—and you can’t do that without understanding them. Consider what your target audience needs and wants to know about Healthy Schools Successful Students, and choose your messages based on that perspective. Select messages based on what outcomes you want to achieve as well. Are you increasing awareness, requesting action, or eliciting an emotional response? Here are some of the audiences you may want to consider as you frame your messages:

- School Administrators
- School Staff
- Funders
- Students
- Parents



# TRAVEL LOG: SAMPLE KEY MESSAGES

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## About YOU

I am the \_\_\_\_\_, where I work with others in our school to make it a healthy place for students. We work with the nutrition department, PE and classroom teachers, the school nurse and counselor, as well as the parents, looking at what happens with all school activities. The goal is to help kids be healthy and learn healthy habits so that they can be more successful in school and grow into healthy adults.

## About Healthy Schools Successful Students

Healthy Schools Successful Students is a program of RMC Health and the Colorado Department of Education and is funded by The Colorado Health Foundation. It addresses childhood obesity and creates a culture of health by implementing a coordinated approach to healthy schools in 23 Colorado school districts: (13 funded by RMC Health and 10 funded by the Colorado Department of Education).

## For School Administrators

- Children spend the majority of their waking hours in school, making schools the ideal place to increase students' physical activity and healthy eating. This improves our students' health and fitness, including aerobic capacity, muscle and bone strength, flexibility, and helps reduce stress, anxiety, and depression.
- Not only do physical activity and healthy eating improve health outcomes, they have been shown to improve academic performance and school behavior as well. *Tip: if you have your own evaluation data or success stories that show improved academic performance and/or behavior in school, use them!*
- As a champion of school health and wellness, would you be willing to ask the Superintendent and the Board to fund the district's school health and wellness coordinator and school teams in next year's budget?
- With funding, our school district can continue to improve the health and education outcomes of our students!

## For Funders/Decision Makers

- Childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years. In 2012, more than one-third of children and adolescents in the United States were overweight or obese.
- School health and wellness efforts focus on increasing student physical activity and improving healthy eating. Healthy eating and active living reduce the risk for a variety of health concerns which occur later in life, but some of which can occur while children are young. These include heart disease, diabetes, high blood pressure, osteoporosis, and obesity. *Tip: if you have your own evaluation data or success stories that show improved student health, use them!*
- We would like to submit a grant application. If we were to do so, would you consider funding our school district's health and wellness efforts?
- School health and wellness not only reduces childhood obesity and improves the health of our students, but also sets up a lifelong habit of healthy living that reduces the incidence of chronic diseases in seniors.

# TRAVEL LOG: SUCCESS STORY TEMPLATE

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This success story template is intended for use by schools funded through Healthy Schools Successful Students to implement Whole School, Whole Community, Whole Child programs. The success story is meant to describe the school health prevention program, the activities implemented, and the school and student outcomes reached related to a school's specific School Health Improvement Plan(s). Overall Style Reminders:

- Keep paragraphs short – no more than 5-6 sentences.
- Keep story to no more than two to three pages.
- Include significant and compelling facts. Do not include opinions unless you attribute them to someone.
- Avoid using passive voice (e.g., "Trainings were provided."). Use active voice (e.g., "X partner provided Y trainings."), and be clear about who is doing the action.
- Include direct quotes if they strengthen the story.
- Limit use of acronyms. If you use acronyms, spell them out on first mention.
- Avoid jargon so that the story is easy to read.
- Keep messages simple and concise.
- Avoid broad, sweeping statements such as, "There was a noticeable increase in attitudes." Be specific and use your data.

## Success Story Components

Healthy Schools Successful Students *requires* schools to develop and implement at least two School Health Improvement Plans (SHIPs) during a school year. A school needs to write **at least one** success story related to one of their SHIPs that focused on PE/PA or nutrition.

The final success story(s) should be written following the template. Schools should submit their success story online to the Healthy Schools Successful Students database at [healthyschoolscolorado.civicore.com](http://healthyschoolscolorado.civicore.com).

- |                                |                          |                          |
|--------------------------------|--------------------------|--------------------------|
| ● Title                        | ● Number of Participants | ● Plans to Continue      |
| ● Problem Overview             | ● Program Outcomes       | ● Conclusion             |
| ● Program Activity/Description | ● Program Challenges     | ● Program Sustainability |

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## Success Story Template

1. *Write Down the Title of Your Success Story:*

**Pit Stop.** Have you:

- Captured the overall message of the story?
- Captured the reader's attention?

# TRAVEL LOG: SUCCESS STORY TEMPLATE

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## 2. Describe the Problem You Addressed in Your School Health Improvement Plan (SHIP):

**Pit Stop.** Have you:

- Described the background, context, and environment of your school?
  - Described the health problem(s) being addressed in your school?
  - Described the objective or focus of the SHIP?
- 

## 3. Describe Your Program/Activity:

**Pit Stop.** Have you:

- Described the program/activity(s) implemented as part of the SHIP?
  - Identified who was involved, including your partners?
- 

## 4. Who Are Your Program Participants?

**Pit Stop.** Have you:

- Identified the target audience the program/activity(s) reached? (e.g., students, staff, families)
- Included the number of participants reached?

# TRAVEL LOG: SUCCESS STORY TEMPLATE

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## 5. *What are Your Program Outcomes\*?*

**Pit Stop.** Have you:

- Described who benefited from your SHIP and how?
- Described the outcomes\* of your SHIP?
- Described the data and information collected on your SHIP?

\* Outcomes refer to the specific changes that are a result of the project's activities. These include changes in attitudes, knowledge, skills, and behaviors. Outcomes can be measured using surveys, interviews, assessments, observations, testimonials, etc.

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## 6. *Program Challenges:*

**Pit Stop.** Have you:

- Described any challenges you encountered in implementing your SHIP?
- Described how you overcame challenges?

# TRAVEL LOG: SUCCESS STORY TEMPLATE

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## 7. Plans to Continue Program:

**Pit Stop.** Have you:

- Described if you will continue the program/activities in the next school year?
  - Described what you will change/keep the same in the next school year?
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## 8. Conclusion

**Pit Stop.** Have you:

- Described the difference your SHIP made to your school?
  - Provided a conclusion to the success story?
- 

## 9. Program Sustainability

**Pit Stop.** Have you:

- Discussed strategies for the ongoing success of your program?
- Described how future activities will build on and support your SHIP? Where is your school headed?
- Sustainability efforts can include: developing and/or enforcing policies; securing ongoing funding support; linking with community partners; specific work to institutionalize healthy school efforts.

## RESOURCES

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- **Healthier Students are Better Learners**, Charles E. Basch, PhD, Journal of School Health, October 2011, Vol 81 No 10
- **Storytelling Approaches to Program Evaluation: An Introduction**, The California Endowment, [www.calendow.org/uploadedFiles/Publications/Evaluation/General/StorytellingApproachestoProgramEvaluation\\_Final%281%29.pdf](http://www.calendow.org/uploadedFiles/Publications/Evaluation/General/StorytellingApproachestoProgramEvaluation_Final%281%29.pdf)
- **Are We There Yet?** Asibey, Edith, Parras, Toni, and van Fleet Justin. New York: Asibey Consulting, 2008
- **Marketing That Matters** Chip Conley and Eric Friedenwald-Fishman San Francisco, Berrett-Koehler Publishers, Inc., 2006
- **Streetwise Marketing Plan** Don Debelak, Massachusetts, Adams Media Publications, 2000
- **The Purple Cow** Seth Godin, New York, The Penguin Group, 2003
- **Guerrilla Marketing in 30 Days** Jay Conrad Levinson and Al Lautenslager Canada, Entrepreneur Press, 2005
- **Resources for Marketing Professionals** [www.marketingprofs.com/Photos](http://www.marketingprofs.com/Photos)
- **istockphoto.com**
- **photobucket.com**
- **thinkstockphotos.com**
- **Fonts** Dafont.com Urbanfonts.com Acidfonts.com Fontfreak.com
- **Templates** [stocktemplates.com](http://stocktemplates.com)
- **Clipart** [clipart.com](http://clipart.com) [free-clipart.net](http://free-clipart.net)
- **Presentation Zen: Simple Ideas on Presentation** [www.presentationzen.com](http://www.presentationzen.com)
- **Design and Delivery** Garr Reynolds California, New Riders, 2008
- **Resonate: Present Visual Stories that Transform Audiences** Nancy Duarte New Jersey, John Wiley & Sons, 2010