



A Student Tool for Webquests
Student Health Advocacy Planner

1. Create a title, acronym for your Advocacy Project or Group (Be creative but clear)

2. What is the health problem that you want to address with your advocacy efforts?

3. What short-term and long-term activities can you organize and implement as part of your advocacy efforts?
 - a) Short-term (within a month)
(e.g. create a coalition, organize a workshop, write a plan, write a position paper, write a letter, meet with decision-makers)

 - b) Medium-term (within three months)
(e.g. hold a public meeting, conduct a survey, prepare a research report and publish it, meet with decision-makers, organize a meeting with parents, etc. get an article in the community paper, present to school board)

 - c) Long-term (within a year)
(e.g. change a school or school board policy, organize a campaign, meet with school board, MLA, MP)

4. What short-term, medium-term or long-term changes or outcomes do you want to achieve through your advocacy efforts? (Match up your planned activities to these planned outcomes.)
 - a) Short-term (within a month)
(e.g. school principal promises to investigate, Parents' Committee adopts a recommendation, public health nurse promises to help, etc.)

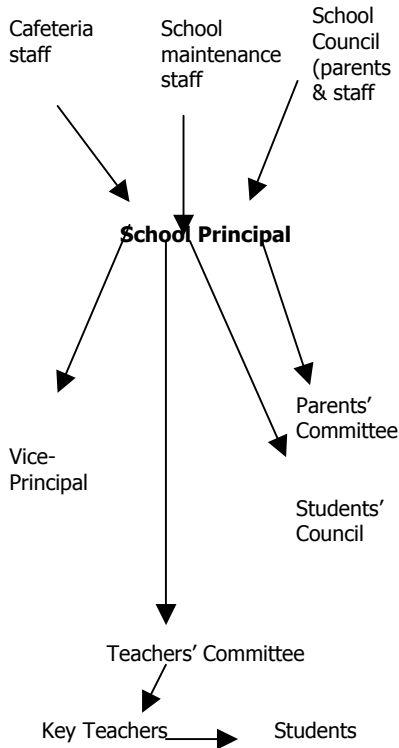
 - b) Medium-term (within three months)
(e.g. school council or school board approves your ideas, local newspaper writes editorial, school trustee, MLA or MP promises to help, etc.)

 - c) Long-term (within a year)
(e.g. school, school board, recreation department, public health unit, YMCA, etc adopts a new policy or program)

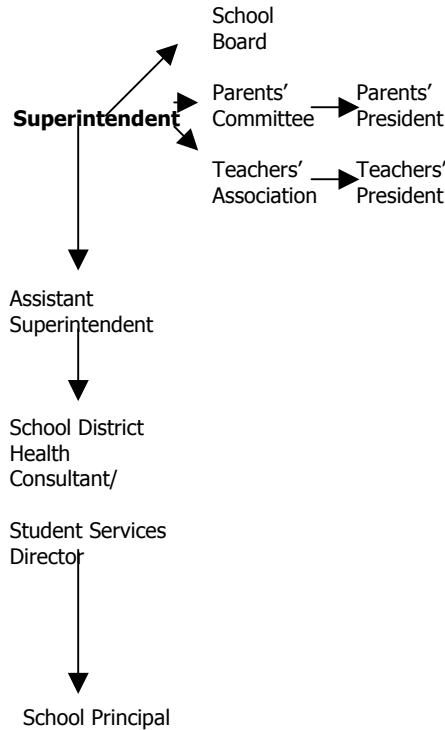
5 Who Makes the Decision You Want?

Identify the people by name and try to learn more about each of them.

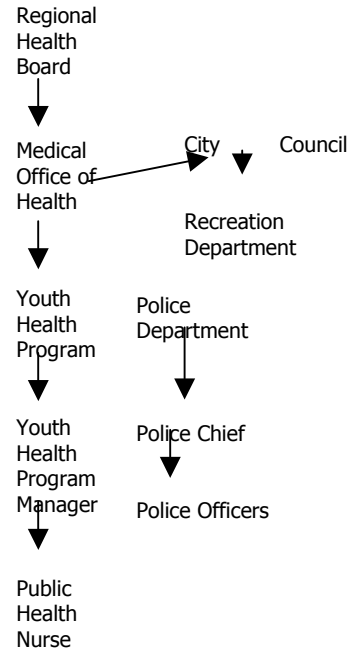
a) Within Your school



b) Within Your School Board



c) Within Your Community



6. Who Can Help You Approach These Decision-Makers?
(Look for people who know the people you want to reach.)

- Students in school with good contacts with key teachers.
- Teachers who are assigned to help students (counselors, student activity advisors, peer helper program)
- Teachers who can help you approach other teachers, teachers' committees or school principal
- Parent volunteers who would support you
- Public health nurses, pharmacists or physicians in the community
- Local newspaper reporter (usually a younger person)
- Staff of local youth organizations
- Older brothers/sisters

7. Who can you expect to be your allies? List them here and why they would support your ideas.

- Public Health Nurse:
- Guidance Counselor:
- Health Teacher:
- Student Peer Helper Group:
- Other:
- Other:

8. Who can you expect to be neutral at the start?. List them and describe how you will persuade them.

- Students in school
- Students' Council
- Student clubs/sports teams
- Teachers' committees

- Vice-Principal/Principal
9. Who can you expect to disagree with your ideas? List them and describe how you will try to persuade them or at least neutralize their arguments. (Expect opposition to come from surprising sources. For examples, students on sports teams whose activities are financed by junk food ads/sales may oppose your idea to eliminate these ads in your school.)
 - 10 Describe and explain exactly what you are proposing by answering these points:
 - a) What are the long-term health and educational benefits of making the change? (Quote your source)
 - b) Why does the change need to be made now? Why is the problem urgent now?
 - c) Is there an example(s) of what you are proposing in another school/community that shows that it can be done in your school/community? (Find out about these examples)
 - d) How much would it cost to make the change (include revenues that might be lost if the change is made.)
 - e) What are the first steps to be taken towards the change you want? (Investigate the problem, try out a pilot project, conduct a survey)
 - 11 How can you say that you truly represent other students when you make your proposals? (Do this by organizing some or all of the following:
 - a) Hold a meeting/workshop of students
 - b) Conduct a survey
 - c) Circulate a petition
 - d) Ask for endorsements by student groups, youth organizations
 - 12 How can you get official endorsements from public figures or other organizations?
 - a) Ask them to endorse your ideas in a letter
 - b) Ask them to pass a resolution supporting your idea
 - c) Ask them to join your coalition
 - d) Ask them to write an article or editorial for the school newspaper, school website, community newspaper, community website/bulletin board
 - 13 How will you build support for your ideas?
 - a) Email campaign to key decision-makers
 - b) Petition (online or offline)
 - c) Posters
 - d) News release to student newspapers, local newspapers
 - e) Organize a conference or workshop
 - 14 How will you seek a decision on your ideas?
 - a) Write a letter
 - b) Write a report with recommendations
 - c) Meet with decision-makers
 - d) Make a presentation to parents' committee, school board, city council, etc.
 - 15 Prepare a detailed plan for your advocacy campaign based on the answers you have provided to the questions above.
 - a) Prepare a list of the supplies and people you will need
 - b) Prepare a detailed timeline with these phases:
 - Research/investigation of the problem and potential solutions
 - Identify potential allies, create a network of support
 - Demonstrate that you can speak on behalf of students/youth and seek endorsements of your ideas
 - Hold an event or publicize your cause
 - Meet with decision-makers and state your case
 - Follow-up with thank yous and offers to assist
 - c) For each activity – determine who is responsible and when they do it.