

WSCC TEAM

# COMMUNICATING RESULTS

> Training Script



## Communicating School Health Results and Improvements

### Purpose:

Provide Whole School, Whole Community, Whole Child team members with information and strategies to create and distribute school health results and improvements.

### Objectives:

1. Identify the questions to answer for creating a communications strategy and writing compelling success stories
2. Share guidelines and resources for crafting key messages and success stories

### Training Materials:

#### Handout Packet

- Handout #1: Key Points and Notes
- Handout #2: Guidelines for Communicating Results
- Handout #3: Success Story Template
- Handout #4: Additional Resources

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Slide #	Time	Trainer Script and Directions	Resources Needed
1	3 minutes for slides 1-4	<p><b>WELCOME</b></p> <p>STATE: Good morning! Welcome to the <b>Communicating Results and Improvements</b> module. My name is _____.</p> <p>Thank you for joining us today.</p> <p><i>NOTE: Participants may introduce themselves during this time if they don't know each other and if time allows. Their introduction may include their name, position, school/district/organization, and their preferred means for receiving news or information.</i></p>	
2		<p><b>AGENDA</b></p> <p>STATE: During this module, we will:</p> <ul style="list-style-type: none"> <li>• discuss the importance of sharing school health results and key messages</li> <li>• explore the five questions of good communication as they relate to developing a communication strategy and writing compelling success stories</li> <li>• discuss “failing forward”</li> <li>• review guidelines and resources for communicating results</li> </ul>	
3		<p><b>OBJECTIVES</b></p> <p>STATE: By the end of this module, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the questions to be answered when creating a communications strategy and writing compelling success storieshealth</li> <li>2. Share guidelines and resources for crafting key messages and success stories</li> </ol>	
4		<p><b>MATERIALS</b></p> <p>STATE: Let's review the handouts you were given.</p> <ul style="list-style-type: none"> <li>#1: Key Points and Notes can be used to take notes throughout the session today</li> <li>#2: Guidelines for Communicating Results provides points to consider when sharing results in a written format.</li> <li>#3: Success Story Template provides a framework for use in crafting your key message or success story.</li> <li>#4: Additional Resources provide more tools and resources that can be used in your school health work.</li> </ul>	<p>Handout Packet</p> <ul style="list-style-type: none"> <li>#1: Key Points and Notes</li> <li>#2: Guidelines for Communicating Results</li> <li>#3: Success Story Template</li> <li>#4: Additional Resources</li> </ul>

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5	8 minutes	<p><b>WARM UP ACTIVITY</b></p> <p>STATE: We’ve all heard the saying that if a tree falls in the woods and no one hears it, then it really did not make a sound. Well the same is true of communication. If we get results or make improvements and we don’t share them, then it is almost as if it never happened.</p> <p>Schools across the country are implementing policies, practices, and programs that are creating healthier school environments for our children to learn and thrive. However, those changes often are not communicated outside the walls of the school building. Parents, school district leaders, and other key stakeholders and community members are not aware of the changes being implemented and therefore cannot support the work.</p> <p>STATE: Think about a written piece of communication, a story or article that really caught your attention. Use the blank space on the Key Points and Notes page to write down:                      (1) What elements of the story or communication made it memorable?</p> <p><i>DO: Give participants about 2 minutes to record their ideas. Then allow 2–3 participants share their ideas.</i></p> <p>STATE: Good ideas. Thank you for sharing. We will be discussing a number of your ideas and others in today’s session.</p> <p><i>NOTE: Emphasize Key Points: Visually appealing; catchy title; tells the complete story (who, what, where, when, why, how); uses color and/or pictures; concise and easy to understand; legible font; grammatically correct, including punctuation and spelling.</i></p>	Handout #1: Key Points and Notes
6	1 minute	<p>STATE: George Bernard Shaw said, “The single biggest problem in communication is the illusion that it has taken place.” Writing and talking are not communication unless they are received and understood. So, what can we do to try to make sure that what we communicate is received and understood by the listener or the reader? We can create a communication strategy along with compelling messages or stories.</p>	

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Slide #	Time	Trainer Script and Directions	Resources Needed
No slide  Stay on slide 6	18 minutes	<p><b>CREATING A COMMUNICATION STRATEGY ACTIVITY</b></p> <p>STATE: In creating a communication strategy, there are five questions you need to consider. You will see I have five posters around the room that I have labeled with Who, What, When, How/Where, and Why.</p> <p>You will note under each major question heading, there are qualifying questions that further define what we need to consider in developing a communication strategy.</p> <p>So, for example under “Who,” you see: Who is your audience? Who needs to hear about your school health work or efforts?</p> <p>Under “What,” you see: What school health information, results, or impact would you want to communicate? Provide examples.</p> <p>For “When”: When would be the best time to communicate? When would the information be best received? You may also want to consider when NOT to communicate.</p> <p>For “How/Where”: How would you communicate your student/school health information? What are the vehicles you could use? Where?</p> <p>And for “Why”: Why would you communicate your school/student health results and improvements?</p> <p>We are going to work together to answer these questions. I am going to divide you into groups and assign you to one of the five posters. You will have 1–2 minutes to brainstorm ideas with your group and capture your thoughts on the poster in front of you. When I signal, you will move clockwise to the next poster.</p> <p>When you get to a new poster, review the responses already written and try to add additional ideas. Do not repeat an idea, but if you feel strongly that an idea is a good one, add a hash tag or check mark next to the idea. As you go through this activity, it will become more challenging to come up with new or different ideas, but this is when more creative ideas are generated. Think outside the box. Be creative.</p>	<p>Sticky note posters labeled:</p> <ul style="list-style-type: none"> <li>• Why</li> <li>• What</li> <li>• Who</li> <li>• How/Where</li> <li>• When</li> </ul> <p>Colored markers</p>

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		<p><i>Trainer Notes:</i> Quick ways to divide the group — Count off 1, 2, 3, 4, 5; cluster people in close proximity to create five equal sized groups.</p> <p>Quick and easy “signals” for rotating stations: turning the lights off and on, using a sound (like a chime or clapping of hands), using music.</p> <p>For the first two rotations of this activity, allow only 1 minute. It is easier to come up with ideas in the beginning. For rotations 3 to 5, give participants 2 minutes at each poster.</p> <p><i>DO: Allow groups to rotate to all stations, spending 1–2 minutes at each station. When the groups are back at their original poster, have them review the work and be ready to share.</i></p> <p><i>Trainer Note: You will want 4-6 people in a group. If you have a total group larger than 30, make two sets of posters to ensure everyone is able to participate. Or, this activity can also be done in groups of five where participants work individually for 1 minute and then pass their poster to the right until all participants in the group have had a chance to respond to all five questions.</i></p>	
<p>No slide</p> <p>Stay on slide 6</p>	<p>6 minutes</p>	<p><b>GROUP PROCESSING</b></p> <p>STATE: OK. Now let’s look at your responses.</p> <p><i>DO: Start with WHAT — What school health information, results, or impact would you communicate? Have each group quickly summarize the ideas represented on their sheet. Ask the group if the list prompted any other ideas? Below are some additional ideas you may want to add, if not shared.</i></p> <p><i>Possible responses: changes in school health policy; new programs or opportunities for students, staff, families, and/or the community (e.g., exercise classes, new facilities open to all, etc.); results of a new school health program; student, staff, or family health champions; progress or results of an ongoing initiative (e.g., improved behavior with institution of regular physical activity, new health data released (e.g., YRBSS)</i></p> <p><i>DO: Move to WHO — Who would you communicate it to? Who needs to hear your school/student health information?</i></p> <p><i>Possible responses: school district leaders, school board members, students, parents, faculty, community leaders, feeder schools, local businesses, government officials, sports teams, clubs</i></p>	

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		<p><i>DO: Move on to HOW/WHERE — How would you communicate it? What are the vehicles or channels you could use? Where?</i></p> <p><i>Possible responses: website, social media, newsletters, blogs, videos, presentations, infographics, letters to the editor, newspaper articles, PSAs, postcards, billboards, marquees, webinars, rapid dial system, brochures, text messages, mailers, podcasts</i></p> <p><i>DO: Move on to WHEN — When would be the best time to communicate? When would the information be best received?</i></p> <p>STATE: You also want to consider when <b>not</b> to communicate. The last thing you want to do is plan to communicate a key message at a time when your community is attending to other messages that they may deem more important. Use your school calendar in your planning as it typically includes major activities as well as testing dates. Consider what is going on in your school and surrounding community.</p> <p><i>Possible responses: in connection with a national health holiday, curriculum, or parent night; PTA meetings; sporting events; morning announcements; parent weekly communication</i></p> <p><i>DO: Move on to WHY — Why would you communicate your school/ student health results and improvements?</i></p> <p><i>Possible responses: to raise awareness; to showcase improvements in health habits/behaviors; to educate decision makers about the impact of your program; to demonstrate use of resources and results to stakeholders; to enlist volunteers or new partners; to recognize efforts; to gain feedback; to garner buy-in</i></p> <p>STATE: Thank you for all of these ideas. Feel free to take a picture of these posters so you can retain these ideas for your future work and communication strategies. A good resource for developing a communication strategy is National Association of Chronic Disease Directors, <i>Sharing Success: A Step-by-Step Guide for Communicating School Health Achievements</i> (2018).</p>	

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7	4 minutes	<p><b>PROCESSING</b></p> <p>ASK: What was one idea that was shared that you had not thought of or considered? Write any new ideas or Aha's on your Key Points and Notes handout.</p> <p><i>DO: Allow a few participants to share what they learned.</i></p> <p>STATE: It's also important to remember that these concepts of Who, What, How/Where, When, and Why cannot be thought of in isolation. They need to be considered together. For example, if your audience is millennials, you may not want to share your information via a newspaper. Likewise, if you are targeting senior citizens, they will probably not follow a blog. These, of course, are generalizations, but you do need to consider how these elements fit together as you create your strategy for communication.</p>	
8		<p><b>CRAFTING YOUR MESSAGE</b></p> <p>STATE: Now let's talk about how we take this information and use it to craft a message. You may have noted that the questions for developing a communication strategy are the same questions we teach students that good writing should answer. You usually hear them listed as who, what, ,where, when, why and how.</p> <p>In writing about your results or creating your success story or key message, you will want to consider these questions.</p> <p>Turn to Handout #2: Guidelines for Communicating Results.</p> <p>STATE: In crafting your message, you want to consider the title, introduction, body, and conclusion. Sound familiar? Again, these are the same writing concepts we are teaching our students.</p> <p>STATE: The title should be catchy — something that not only grabs the reader's attention, but also tells the reader what the story is about.</p> <p>ASK: In looking at Handout #2, you will see that the five questions — who, what, where, when, how — are included in both the introductory paragraph and the body. How are they different? (<i>The introductory paragraph provides an overall picture of the story. It is the high-level elevator pitch with the essential content — no details. The details are presented in the body of the message.</i>)</p> <p>STATE: Finally, your message should end with a conclusion where you elaborate on the results and discuss the impact and/or how things will change.</p>	Handout #2: Guidelines for Communicating Results

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9		<p><b>OTHER CONSIDERATIONS</b></p> <p>STATE: Let's touch on the <u>Other Considerations</u> at the bottom half of the handout.</p> <p>Is Permission Required? You need to consider who, if anyone, needs to approve your message. This may depend on the content, but it is always a good idea to run your school health messages or stories by at least your principal. The principal can provide guidance on whether or not district approval is needed. Consider other permissions. Was the work grant funded? Do you need to recognize the funder, and do they need to approve any written materials about the work? If a student, staff, family, or community member is pictured or quoted, do you need/have their permission? It is important to think ahead about the necessary permissions.</p> <p>Testimonials, quotes, and images always complement a story. Consider the statement: "Data tells, stories sell. Use both."</p> <p>Pictures not only help break up the text but they can also help tell the story and draw the reader into the story quickly.</p> <p>And finally, remember —</p> <ul style="list-style-type: none"> <li>• keep paragraphs short — five or six sentences.</li> <li>• try to keep the story to one page.</li> <li>• communicate only the facts.</li> <li>• use active voice versus passive.             <ul style="list-style-type: none"> <li>• active voice: The teacher provided the healthy snacks.</li> <li>• passive voice: The healthy snacks were provided by the teacher.</li> </ul> </li> <li>• use plain, easy-to-understand language — avoid jargon and acronyms.</li> <li>• avoid broad, sweeping statements like "There was a noticeable increase in physical activity."</li> </ul>	



Slide #	Time	Trainer Script and Directions	Resources Needed
10		<p><b>FAILING FORWARD</b></p> <p>STATE: Many innovative leaders are now using the term “failing forward.” It means we should take “failure” or less than the best results, and we should learn from these setbacks and make the necessary adjustments to improve or succeed. Remember that sharing failure or less than the best outcomes can be used to create a sense of urgency and teamwork.</p> <p><i>DO: Read the story below, “A Story from the Field.”</i></p> <p>STATE: As we are talking about failing forward, I’d like to share a story of a large school district in the Southeast. It is a story that is probably representative of many other districts.</p> <p>In the ‘90s, states and districts were given federal funds through The Safe and Drug Free Schools and Communities Act. This particular district used the funds to hire Safe and Drug Free Schools Coordinators who helped to initiate a school–community coalition to tackle the issues. It appeared that the schools were “all in” for the cause to combat drug use and other unhealthy behaviors.</p> <p>Around that same time, the state began conducting the YRBSS to assess the level at which students were engaging in risky behaviors such as drinking, drugs, sexual activity, poor eating habits, lack of exercise, and so on. As the state shared the data, this district failed to see how the data were relevant for them. Their response to the findings was, “This is not representative of our kids.” They tried to ignore the state-level data.</p> <p>The community coalition and the Safe and Drug Free Schools Coordinators tried to help the superintendent, the school board, and the principals recognize that the district might, in fact, mirror the state results. The school officials, however, were afraid of the ramifications of the data.</p> <p>After much discussion, education, and negotiations, the school district decided to administer the local YRBS in their district along with the state YRBS. Local community agencies like the police department, juvenile justice, the hospital system, and health department all had input into the survey questions IF they signed an agreement to act on the results. The results were to be captured at the district level and individual school level with only the principal being permitted to see the individual school data.</p>	

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		<p>The results? The school district learned that their students were not immune to high-risk health behaviors. Within a few years, schools began sharing their data with their PTSA's and other school-based advisory boards and the community. The most powerful component of the survey was that the data was local. It was relevant to each local school, and each school could tackle their individual health area(s) of concern.</p> <p>The data were not positive, but the school district was able to learn from the data, create a tight communication plan to share the results with students, parents, principals, school district personnel, and other key community leaders, form coalitions to address the high-risk behaviors, and take proactive measures to improve their results. The great news — although the federal money for this work is now gone — is that the local gathering, communication, and use of student health risk behavior data continues in this district today.</p>	
<b>11</b>		<p><b>PROCESSING</b></p> <p>STATE: So, as you can see, sharing seemingly failing results can help garner the attention of the desired audience so that action can be taken.</p> <p>ASK: Can any of you share an experience where you communicated data or information that was less than positive but that resulted in greater support or positive outcomes?</p> <p>STATE: Thank you for sharing.</p>	
<b>12</b>	1 minute	<p><b>IMPORTANCE OF COMMUNICATING RESULTS</b></p> <p>STATE: Often times in schools, we feel we are too busy to communicate results, but as you can see, it is critically important. By doing so, growth and improvement can occur, additional buy-in can be secured, funding opportunities can become available, and you can help others who might be dealing with a similar challenge.</p> <p>Locate Handout #3: Success Story Template. This is a resource you can use to create your key message or success story. Note that it contains a self-check section of important reminders.</p> <p><b>OPTIONAL ACTIVITY</b></p> <p>If time allows, have participants create a success story using the template. Once complete, have participants team up with a partner and exchange success stories. Each participant will review their partner's success story using the self-check guidelines and provide feedback.</p> <p>In completing this optional activity, schools may walk away with key messages or success stories they can use.</p>	Handout #3: Success Story Template

Slide #	Time	Trainer Script and Directions	Resources Needed
<b>13</b>	1 minute	<p><b>REVIEW</b></p> <p>STATE: Today we discussed the questions to consider in creating your communications strategy and crafting your key messages and stories. We also talked about some additional guidelines you need to consider in sharing those messages and reviewed a template you can use.</p> <p>Some additional resources that you may find helpful can be found on Handout #4: Additional Resources. We hope you will use these resources to communicate your school health results and achievements. Communication is critical. People need to be aware of the good work that is going on in school health today!</p>	
<b>14</b>	2 minutes	<p><b>CLOSING ACTIVITY</b></p> <p>STATE: In closing, I want you to name one school health result or accomplishment that you have or that you now plan to communicate to your key stakeholders.</p> <p><i>DO: In a quick round-robin or circle review, allow all participants to share one item.</i></p>	
<b>15</b>	1 minute	<p><b>THANK YOU</b></p> <p>STATE: Thank you all so much for being here today. I hope you will use the resources shared in this module to communicate the good work you are doing in school health. Communication does take time, but it is essential if we are to bring others along on our journey to make schools healthier places for students to learn and staff to work.</p> <p>I look forward to hearing from you and celebrating your success.</p> <p>On the slide, I have included my contact information should you need to contact me. We appreciate your hard work for the benefit of our students.</p> <p>Please complete the training evaluation.</p> <p>Thank you!</p>	

**TIME RECOMMENDATIONS:**

It is not recommended that this module be shortened. Also consider using the optional activity described in the script on Slide 13 to extend this module.

**REFERENCES:**

Centers for Disease Control and Prevention. (2008). *How to develop a success story* [PDF]. [https://www.cdc.gov/healthyschools/stories/pdf/howto\\_create\\_success\\_story.pdf](https://www.cdc.gov/healthyschools/stories/pdf/howto_create_success_story.pdf)

National Association of Chronic Disease Directors (NACDD). (2018). *Sharing success: A step-by-step guide for communicating school health achievements* [PDF]. [https://cdn.ymaws.com/www.chronicdisease.org/resource/resmgr/school\\_health/nacdd\\_sharing\\_success\\_guide .pdf](https://cdn.ymaws.com/www.chronicdisease.org/resource/resmgr/school_health/nacdd_sharing_success_guide.pdf)