



Raise Your Voice and Join the Conversation about Diabetes. Take a Look at The Bigger Picture.

# TOOLKIT:

## WRITING WORKSHOPS

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## About

The Bigger Picture is a collaboration between **Youth Speaks**, and the University of California, **San Francisco Center for Vulnerable Populations** designed to combat the rising epidemic of Type 2 Diabetes by empowering youth to change the conversation about the disease, and work to change the social and environmental factors that have led to its spread.

We aim to **inspire young people to challenge** and name **the institutional, environmental and social causes of Type 2 Diabetes**. It is our hope that by **raising their voice, taking action** and **joining the conversation they will** inevitably **alter the trajectory of the disease**, and provide youth with a virtual platform, and real life performance opportunities for their stories to be heard.

As an added incentive, **we are offering \$14K in educational scholarships** to reward **young people who make exceptional statements** to persuade others to join the conversation, **or who take direct action** against this epidemic.

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Join the conversation, **or who take direct action** against this epidemic.

The Bigger Picture campaign will employ several strategies including:

**Writing Workshops** – We have facilitated three curated Bigger Picture Writing Workshops that were facilitated by Expert Poet Mentors from Youth Speaks and health professionals from the Center for Vulnerable Populations at San Francisco General Hospital.

**Video Public Service Announcements (PSAs)** – Select pieces from the three already completed writing workshops (mentioned above) were selected to be filmed and produced as short films. These PSAs invite people to join the conversation and encourage young people to take action against the spread of this disease. All of these pieces can be viewed [here](#).

**School Assemblies and Outreach Events** – We will present The Bigger Picture Assemblies at 15 SF Bay Area High Schools and numerous local and national conferences in the 2012 – 2013 school year. We aim to present to over 10,000 young people before the end 2013 school year. **Book us this school year.**

**Educators Toolkit** – This toolkit is a resource for educators and students to learn more about The Bigger Picture behind Type 2 Diabetes. It includes lesson plans, writing prompts, visual aids, facts and figures, conversation starters, a glossary of terms, and insightful ways to view and examine the existing PSAs. It is our hope that as you implement the lessons and activities in this document, you inspire more stories to be told, and empower more people to care about preventing the spread of Type 2 Diabetes.

# LESSONS AND EXERCISES

The Bigger Picture Lessons and Exercises are designed to compliment the PSA's and to provide young people with a starting point to Raise their Voices and Join the Conversation.

## GOALS:

**We want each student** who experiences these Videos and these lessons **to be inspired to make their own statement.**

**We want them to be moved to take action** against this horrible disease.

Included in these pages are conversation starters, writing prompts, Workshops around the PSA's, and ideas about how to take action.

# Conversation Starters

**These Prompts are meant to evoke conversation, encourage dialogue and engage your students in an analysis of the impact of Type 2 Diabetes.**

Who taught you how to eat? Who prepares your food everyday and how much do they know about health, nutrition and the relationship between food and disease?

Is the person who feeds you everyday healthy? Do you believe that the food they eat may be part of the reason they are or are not healthy and why?

What if you got up every day to get dressed and the only clothes you had to put on caused cancer? Would you put the clothes on and keep it moving or would you choose to go naked? What would you have to fight for or against to solve this problem and get some clothing that does not cause cancer?

What happens when you don't drink water?

What wrappers do you see on the ground in your community or in the school? What do these empty wrappers say about the community or about the school?

What did you have for breakfast? List – How do these foods contribute to your health, energy and ability to learn? How do you feel one hour, two hours, three hours after you eat and why?

What do the billboards in your community sell? Why do you think some communities have certain billboards and others do not? Why are some products heavily marketed in some communities and other communities have no marketing or billboards at all?

Where is the closest Super Market or Grocery Store from your house? Do you shop there and why?

Describe a moment when you are sitting down eating with your family. What is on the table?

Compare your intake of good sugars vs your intake of bad sugars. If you are ingesting more bad than good, what is the potential impact of the imbalance? How much does your habit reflect larger environmental or institutional factors at work?

How much exercise do you get every day? How much do your parents get? How much do your Grand parents get? What is the relationship between exercise and health?

Where is the closest park in your neighborhood or close to where you live? What is "safe" and good about this park? What is "unsafe" or bad about this park? Do the bad things prevent you or the people in your community from using the park for exercise? What Institutional or Environmental factors contribute to the "bad" aspects of the park?

# Writing Prompts

*Free writes are designed to warm up class writing and discussion through quick, fast, and fun writing prompts. These prompts are designed to be quick jump-start writing exercise that could act as great transitions in the classroom between discusses about the threat of diabetes, and the portion of the class dedicated to creative writing.*

*These prompts encouraged to be broad but contemporary in relevance to the classroom. Current events could be referenced before a particular writing prompt is given. What matters is the writing: no edits, no corrections, just the pen moving forward across the page. An allotted time of five to ten minutes is encouraged depending on the writing level of your classroom. Encourage your students to not think about plot, or meaning, but to trust their instincts and react with the first thought they encounter after reading the prompt. Also make sure to read the prompt aloud several times as spoken word is based on an aural, as well as oral, tradition. Keep in mind that the *We* and the *I* can change in these prompts as well.*

## Prompt One

“We have an appetite for destruction...”

*Discussion Questions:*

- ⤴ *How is Type II Diabetes destructive?*
- ⤴ *What communities does it affect the most?*
- ⤴ *How available are organic and healthy foods in our community?*
- ⤴ *How is Type II diabetes preventable?*

## Prompt Two

“I feel a scream coming on...”

*Discussion Questions:*

- ⤴ *What is the role of fast-food chains in the increase of Type II Diabetes?*
- ⤴ *How does advertising affect the way you, your family, and your community diets?*
- ⤴ *Mention the campaign of high school banning corporate soda machines on their campus – can corporations advertise on your campus? Why do they want to?*

## Prompt Three

“We used to make miracles together...”

*Discussion Questions:*

- ⤴ *What memories do you have the involve physical exercise, sports, or related activities? How did they make you feel?*
- ⤴ *Describe the way your body feels on a healthy or unhealthy diet using all five of the senses – imagination encouraged!*
- ⤴ *How would it feel to lose one of those five senses? Also a good time to highlight the prevalence of blindness connected to Type II diabetes cases.*

**Prompt Four:**

“We are rewriting this death recipe...”

*Discussion Questions:*

- ⤴ *How are ways you can prevent Type II diabetes in your community?*
- ⤴ *What does your vision of an ideal healthy diet look like?*
- ⤴ *What is a first step you can do in creating awareness around Type II diabetes at your school, home, or city?*

**Prompt Five:**

“They turned our bodies in battlefields...”

*Discussion Questions:*

- ⤴ *How do ingredients in popular foods, like high fructose corn syrup, affect the body and contribute to Type II diabetes?*
- ⤴ *What are the physical effects of having Type II diabetes?*
- ⤴ *How do you imagine you would overcome losing a limb to Type II?*

**Prompt Six:**

“We're standing on the corner of healthy and...”

*Discussion Questions:*

- ⤴ *What healthy food choices are available in your neighborhood?*
- ⤴ *Where in your neighborhood do “the grease fryers stay sizzling past midnight?”*
- ⤴ *What food is most available and convenient for you to buy and eat in your community?*
- ⤴ *What role does food play in bringing your community together?*

**Prompt Seven:**

“The writing's on the wall, but we can't see it...”

*Discussion Questions:*

- ⤴ *What food do you eat, knowing it is unhealthy for you?*
- ⤴ *What new foods did you discover were connected to Type II diabetes?*
- ⤴ *What is a first step you can take in changing bad eating habits and living a healthier life style?*
- ⤴ *How do these changes prevent Type II diabetes?*

**Prompt Eight:**

“Rewrite the conversation around Type II diabetes...”

*Discussion Questions:*

- ⤴ *What healthy food choices are available in your neighborhood?*
- ⤴ *Where in your neighborhood do “the grease fryers stay sizzling past midnight?”*
- ⤴ *What food is most available and convenient for you to buy and eat in your community?*
- ⤴ *What role does food play in bringing your community together*

**Prompt Nine:**

“ I couldn’t imagine losing you,....”

*Discussion Questions:*

- ⤴ *Type 2 Diabetes is the leading cause of blindness in the US? Type 2 Diabetes is the leading cause of Amputations in the US.*
- ⤴ *How would you feel to lose your sight or the use of a limb?*
- ⤴ *What part of your physical body do you take for granted but depend on every day?*
- ⤴ *What would you do if you lost the use of this thing?*

**Prompt Ten:**

“The first time I heard about this disease I thought,....”

*Discussion Questions:*

- ⤴ *Why is it that we do not know more or hear more about this epidemic?*
- ⤴ *Who is responsible for keeping us under- informed about this disease ?”*
- ⤴ *What are the systems that contribute to people being obese or over weight?*
- ⤴ *What is the balance between individual responsibility and societal responsibility and what role if any do institutions have to contribute to societal health?*

**Prompt Eleven:**

“Money or health? Knowledge or wealth? What makes world go round...”

*Discussion Questions:*

- ⤴ *What do people aspire to more, ... money or health?*
- ⤴ *Where do people learn that money or wealth are more important than knowledge or wealth?”*
- ⤴ *How does this idea contribute to the spread of diabetes?*
- ⤴ *What role does Big Money play in making people unhealthy?*

**Prompt Twelve:**

“Type II Diabetes has killed more Black and Brown people than the Ku Klux Klan,....”

*Discussion Questions:*

- ⤴ *Why are we not more informed about the rise of Type 2 in the United States?*
- ⤴ *If the victims of Type 2 were whiter and wealthier, would we know more?”*
- ⤴ *What should Latino and Black Communities do to fight this epidemic?*
- ⤴ *What role do non-black and brown communities play in stopping Type 2?*



# Writing Workshops

These workshops are not necessarily dependent on any one particular PSA. We encourage you to begin these conversations with your students narrative at center, and use the PSA as additional material but not the main focus of each writing experience. The first person, oral narrative experience is what we are attempting to harness with these workshops, as a tool to engage them in the broader conversation and to enter each dialogue with a well thought out opinion.

## Workshop #1

### *I am not who they think I am...*

Level: Beginning/Intermediate

Length: 45-60 minutes

#### Step One: Word Palette

- ✦ Write the word DIABETES on a black board.
- ✦ Ask the class to shout out the words, images, sounds, colors, and any other words that come to their mind upon hearing and seeing the word DIABETES.
- ✦ These answers could vary from words like “blood” and “sugar” to “organic” and “corporation” but include as diverse array of words as possible to create a word palette that students can refer back to throughout the workshop.

#### Step Two: Create Your Own Character

- ✦ Pick your favorite top two words from the word palette.  
*Example: a student could select “insulin” and “red”*
- ✦ Circle the first letters of each of their top two selected words.  
*Example: “I” circled from “insulin” and “R” from “red”*
- ✦ Create a name out of these letters, as if they were the first and last initials to a fictitious character’s name.  
*Example: Ian Robeson*

#### Step Three: Character Description

- ✦ List five words that the STUDENT would use to describe your character. *Note: these five words can be as diverse as the words from the palette in Step One, but definitely not the same words!*
- ✦ List five additional words that OTHER PEOPLE would use to describe your

character.

Step Four: Writer exercise

- ✧ Have the student's write in the voice of the character they created, answering the following prompt: "I am not who they think I am..."
- ✧ Have as many students as possible read their writing aloud in class.
- ✧ *Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.*

## **Workshop #2**

### ***I'm Gonna Get You Someday***

Level: Beginning/Intermediate

Length: 45-60 minutes

#### **Step One: Word Palette**

- ⤴ Write the word STRUGGLE on a black board.
- ⤴ Ask the class to shout out the words, images, sounds, colors, and any other words that come to their mind upon hearing and seeing the word STRUGGLE.
- ⤴ These answers could vary from words like “war” and “poverty” to “beautiful” and “worthy” - but include as diverse array of words as possible to create a word palette that students can refer back to throughout the workshop.

#### **Step Two: Objectification versus Personification**

- ⤴ Define, compare, and contrast objectification (turning a person into an object) and personification (giving an inanimate object human qualities).

#### **Step Three: Objectification**

- ⤴ Define five objects that personally hate me.  
*Example: skinny jeans; cell phones; bus transfers; laptops; bikes.*
- ⤴ Define five objects that love me.  
*Example: coffee mug; couch; favorite shirt; headphones; backpack.*

#### **Step Four: Personification**

- ⤴ Choose one of the objects from Step Three.
- ⤴ Have the students imagine themselves in the mind and body of the object they are personifying. Speaking from the perspective of their chosen object, have the students begin an extended writing session in response to the prompt, *I'm gonna get you someday...*

#### **Step Five: Reading and Sharing**

- ⤴ Ask the students how it felt writing from the perspective of an objects – what

challenges did they face? Did they feel themselves writing differently than normally? How so?

- ✧ Have as many students as time allows read their writing aloud in class.
- ✧ Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.

## Workshop #3

### ***Finding the Corner***

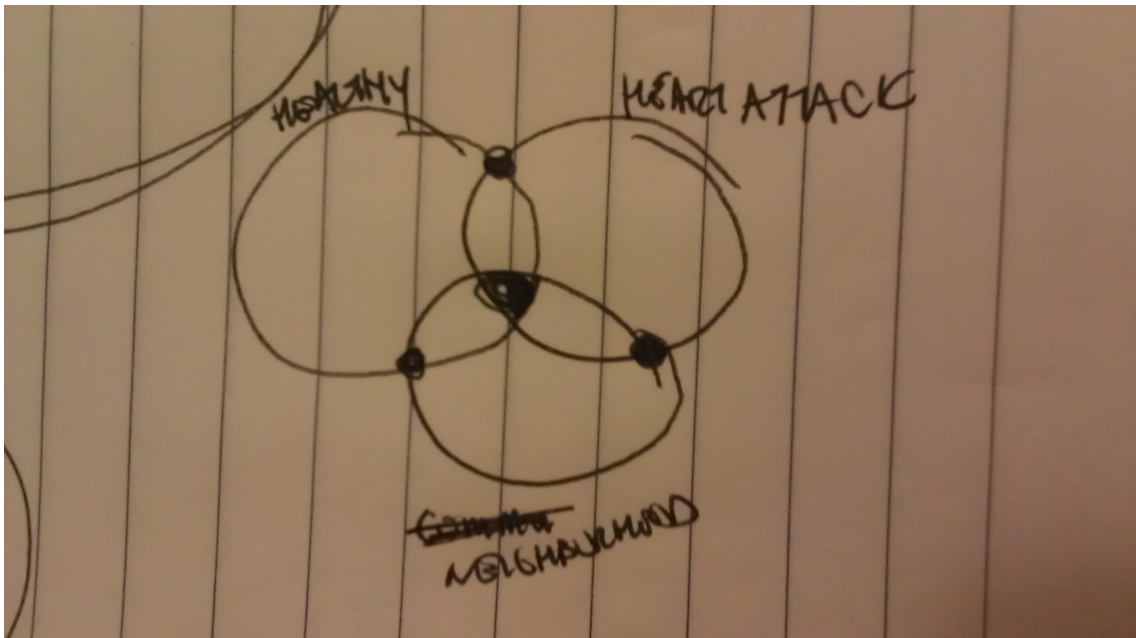
Level: Beginning/Intermediate

Length: 45-60 minutes

*This workshop focuses predominately on the geographic distribution of healthy foods in urban areas and the prevalence of Type II diabetes in disadvantaged communities, predominately of people of color. This might be a good time to use some of the material included from the California Diabetes Association and UCSF with this packet. Also, check out the PSA "The Corner" as this workshop deals with the intersections where young people make decisions regarding their diet amidst the greater decisions made as residents in their communities and cities.*

#### Step One: Venn Diagram

- ✧ Draw three sizable circles on a blackboard
- ✧ Label one circle HEALTHY, another circle HEART ATTACK, and the final circle NEIGHBORHOOD.
- ✧ Ideally, it will look something like this:



#### Step Two: Finding the Corner (Points of Intersection)

- ⤴ Fill in each circle with as many words as possible, first in the spaces that don't intersect (I.e, the larger blank spaces of each circle)
- ⤴ Next, fill in each circle in their respective points of intersection.

*Example:*

*In the space where healthy and heart attack meet, describe what that intersection may look like, taste like, where it may be located, what types of foods are there, etc.*

*Another example:*

*In the space where neighborhood and heart attack meet, what does that mean to you? Are there places in your neighborhood where foods that cause heart attacks are more readily available?*

### Step Three: Writing from the Corner

- ⤴ Choose a moment of intersection on the venn diagram that is your particular favorite. This could be where two circles meet, or in the space where all three circles join in the center of the diagram.
- ⤴ Write a response from the perspective of this intersection, responding to the following prompt: *From this point, all I see is...*

### Step Four: Reading and Sharing

- ⤴ Ask the students how it felt writing from the perspective of an objects – what challenges did they face? Did they feel themselves writing differently than normally? How so?
- ⤴ Have as many students as possible read their writing aloud in class.
- ⤴ *Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.*

## Workshop #4

### Death Recipe

Level: Intermediate/Advanced

Length: 45-60 minutes

#### Step One: Word Palette

- ✧ Write the word CHOICE on a black board.
- ✧ Ask the class to shout out the words, images, sounds, colors, and any other words that come to their mind upon hearing and seeing the word CHOICE.
- ✧ These answers should include as diverse array of words as possible to create a word palette that students can refer back to throughout the workshop.

#### Step Two

- ✧ Choose your favorite five words from the word palette, and write them down on a piece of paper or inside a student journal.

#### Step Three

- ✧ Describe five things **your family tree is made out of**.

*Define this however you want. It could be anything from "Hard Work" to "Licorice"  
- be creative!*

#### Step Four

- ✧ Describe your family's diet by finishing the sentence *We Eat Like...* three times.

*Example:                      We eat like it's going out of style  
                                      We eat like we're rabbits – all vegetables, all the time.*

#### Step Five:

- ✧ Think of a difficult or stressful time in your life. This could be a final exam, a big game, anything. If you could describe the *feeling* of that moment in just *one sentence*, what would it be?

*Example:                      It felt like my back turned into knots.*

*My legs felt like they'd melted into silly puddy.*

Step Six:

- ⤴ Look at the writing done in the past five steps.
- ⤴ Imagine yourself addressing your entire family, past and present, young and old.
- ⤴ Write a letter to your family, starting with this as your first line - ***“We are eating ourselves alive...”***

Step Seven: Reading and Sharing

- ⤴ Ask the students how it felt writing from the perspective of an object – what challenges did they face? Did they feel themselves writing differently than normally? How so?
- ⤴ Have as many students as possible read their writing aloud in class.
- ⤴ *Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.*



## Workshop #5

### **My Body is a Scream**

Level: Beginner/Intermediate

Length: 25-35 minutes

#### Step One: Word Palette

- ✧ Create a word palette based on the word POWERLESS
- ✧ Ask the class to shout out the words, images, sounds, colors, and any other words that come to their mind upon hearing and seeing the word DIABETES.
- ✧ These answers could vary from words like “alone” and “scared” to “strong” and “capable” but include as diverse array of words as possible to create a word palette that students can refer back to throughout the workshop.

#### Step Two: Personalize the Experience

- ✧ Describe a moment in your life when you have felt powerless or helpless.
- ✧ Feel free to include as many words from the Word Palette in Step One as you'd like.
- ✧ If you get stuck, try thinking about the experience in terms of the Five Senses: what did that moment feel like? Sound like? Taste like?

#### Step Three: Writing Exercise

- ✧ Imagine specifically about how your body felt thinking about Powerless in Step One, and the personal experience of feeling Powerless in Step Two.
- ✧ Write in the voice of your actual body, beginning with the line, “My body is a scream...”
- ✧ Use as many images, lines, phrases from Step One and Step Two for your creative exercise.

#### Step Four: Reading and Sharing

- ✧ Ask the students how it felt writing from the perspective of an objects – what challenges did they face? Did they feel themselves writing differently than normally? How so?
- ✧ Have as many students as possible read their writing aloud in class.
- ✧ *Encourage students to applaud their classmates after each reading and to say out*

*loud what aspects of their classmate's writing they liked the most.*

## **Workshop #6**

### **Mirrors**

Level: Beginner/Intermediate

Length: 25-35 minutes

#### **Step One: Defining HOME**

- ✧ Ask the students to describe their idea of HOME as all three parts of a noun.
- ✧ Have each student describe HOME as a person, a place, or a thing.
- ✧ Encourage each student to define HOME as anywhere, or anything, that they'd like. HOME doesn't have to be a specific geographic location, but anywhere the students feel most comfortable.

#### **Step Two: Making Change**

- ✧ Think about 5 things you would like to see changed or improved in your community.
- ✧ List these ideas as bullet points, as one-word answers, or as a piece of poetry or prose that includes these 5 desired changes.
- ✧ Discussion Question: do any of these changes involve the fight against Type II Diabetes?

#### **Step Three: Writing Exercise**

- ✧ Think about the statement *You are what you eat*. Imagine if this statement was applied to you and your hometown – how are you a reflection of your own neighborhood and environment?
- ✧ Start this creative writing exercise with the first line:

***These streets are mirrors and I see our reflection***

#### **Step Four: Reading and Sharing**

- ✧ Ask the students how it felt writing from the perspective of an object – what challenges did they face? Did they feel themselves writing differently than normally? How so?
- ✧ Have as many students as possible read their writing aloud in class.
- ✧ *Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.*

## **Workshop #7**

### **Quarantined!**

Level: Beginner/Intermediate

Length: 30-45 minutes

*Editor's Note: This workshop is based off creating a fictional, hypothetical scenario that is not intended to scare students, but make them aware of how prevalent Type II diabetes may exist in their own community. This exercise is great for groups as well!*

#### **Step One: Create the Scenario**

- ✧ *Imagine the following scenario:*

A quarantine has been created around your neighborhood due to a high pandemic of Type II diabetes in the area. Nobody in your community can leave a five-mile radius around their hometown. All bridges and highways into your city are also closed down.

#### **Step Two: Speak for the Community**

- ✧ Depending on the size of the class, break up into groups of 3-5 students.
- ✧ Have each group imagine that they have been chosen by their community to speak at an exclusive press conference on behalf of their entire community.
- ✧ Write a Press Release on behalf of your community – if you could address the pandemic of Type II Diabetes on behalf of your entire neighborhood, what would you say?
- ✧ Within your group, assign one person to write down the press release, and another person (or the whole group!) to read this press release aloud in Step Three.

#### **Step Three: Reading and Sharing**

- ✧ Have each group read their respective Press Releases aloud.
- ✧ What similarities were there between each group's Press Release? What were the differences?
- ✧ *Encourage students to applaud their classmates after each reading and to say out loud what aspects of their classmate's writing they liked the most.*

# Filming Your Own Testimonials

## 1. INDIVIDUAL

### **Step One: Who?**

Nothing leaves a good first impression like a strong introduction. Be yourself and let us know who you are, where you're from, and why you felt compelled to get behind the camera and tell us **your** story.

*Example: Hey everyone, I'm James Espinoza, I'm a freshman at Mission High School, and am 14 years old.*

### **Step Two: Why**

Now that we know who you are, why are you here? As much as you feel comfortable sharing, tell us your experience with diabetes in your own words. Tell your story like a journalist, and give us the details of your situation.

*Example: I'm here today to talk about how in my neighborhood there are ten liquor stores and no grocery stores.*

*Example: I'm here because my parents are diagnosed as pre-diabetic, and I'm just now learning about Type I and Type II diabetes.*

### **Step Three: Your Perspective**

Here's the fun part: your opinion! Now that we know who you are and what brought you here, tell us your thoughts and opinions on diabetes. Does it anger you, frustrate you, make you scared? In what ways does it affect you on a daily level?

### **Step Four: Finding a Conclusion**

You don't have to have all the answers right now, but when you feel you've shared enough thoughts to get across to the Bigger Picture community, remind us again of your key thoughts, and most importantly, tell us how you are going to change your role in your community's effort to combat Type II diabetes – what's your first step going to be?

## 2. GROUP PROJECT

### **Step One: Assemble Your Crew**

- Gather a solid group of classmates or friends
- Assign each person a specific responsibility. For example, have someone write down everything, and assign someone else to be the leader of the group.

### **Step Two: Create A Script**

With multiple speakers, it's good to assign lines to each member of the group before anyone hits the Record button.

You may even want to assign a lead speaker to act as a main host for the group. But always make sure to be fair and include everyone participating in your presentation!

### **Step Three: Your Perspective**

Here's the fun part: your opinion!

Now that we know who you are and what brought you here, tell us your thoughts and opinions on diabetes. Does it anger you, frustrate you, make you scared? In what ways does it affect you on a daily level?

Also, express the diversity of opinion and perspectives within your group: how does Type II diabetes affect members of your group in different ways? Or also, in similar ways?

### **Step Four: Finding a Conclusion**

You don't have to have all the answers right now, but when you feel you've shared enough thoughts to get across to the Bigger Picture community, remind us again of your key thoughts, and most importantly, tell us how you are going to change your role in your community's effort to combat Type II diabetes – what's your first step going to be? How has working as a group shaped your understanding of Type II diabetes?

# TAKE ACTION

**What action can you take to counter the environmental and institutional contributors to this epidemic?**

- Petition to get a grocery store/farmers market in your neighborhood
  - Start a community garden
  - Do a walkability checklist for your neighborhood
  - Petition to get bike lanes and fixed sidewalks
  - Petition to get clean and safe parks
  - Change your home environment by grocery shopping with your family
  - Boycott companies that market unhealthy foods to young people
  - Reform your school lunch
  - Petition your school to remove vending machines and ensure that all water fountains work and are maintained
  - Petition your school for more physical activity
- 
- **Demand healthy lunch at school and healthy meals at home**
  - **Petition your school to remove all vending machines that sell unhealthy foods and make drinking water readily available**
  - **Start a social media campaign**
  - **Protest the lack of healthy food options in your neighborhood**
  - **Organize wellness activities with your co-workers, friends or family members**
  - **Help plan grocery shopping in your home, planning meals with more fruits, vegetables and whole grains**
  - **Support soda taxation**
  - **Spread the word!**

## Examples of How to Raise Your Voice

<b>School Reform</b>
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School district success stories:

[http://www.californiaprojectlean.org/doc.asp?id=168&parentid=20#Fact\\_Sheets\\_](http://www.californiaprojectlean.org/doc.asp?id=168&parentid=20#Fact_Sheets_) :

### **Reducing Competitive Foods and Beverages in Schools**

[Anderson Union High School District](#)

[El Monte High School District](#)

[Hacienda La Puente Unified School District](#)

[Los Angeles Unified School District](#)

[Santa Ana Unified School District](#)

School Wellness policy Info:

<http://www.californiaprojectlean.org/doc.asp?id=14&parentid=95>.

Great fact sheet for working with schools on wellness programs:

<http://www.californiaprojectlean.org/docuserfiles//Working%20with%20Schools.pdf>

What schools can do to increase overall student wellness. If they aren't doing these things, it's time to take action:

<http://www.californiaprojectlean.org/docuserfiles//The%20School%20Environment.pdf>

Ideal situation for California Nutrition Standards in schools:

<http://www.californiaprojectlean.org/docuserfiles//California%20Nutrition%20Standards.pdf>

There are a variety of requirements students should demand in regard to physical activity in their schools, which include:

- Safe routes to and from school for either walking or biking;
- Sufficient and safe facilities to exercise and play;
- Breaks for physical activity throughout the school day;
- For elementary school students, opportunities for physical activity before lunch;
- Non-competitive and inclusive extracurricular physical activity opportunities;
- Professional development for teachers and parents

For more information on the ideal conditions for physical activity in schools, please go to: <http://www.californiaprojectlean.org/docuserfiles//Physical%20Activity.pdf>

What students should demand re: school lunch:

<http://www.californiaprojectclean.org/docuserfiles//School%20Lunch%20Program.pdf>

<http://www.californiaprojectclean.org/docuserfiles/Food%20on%20the%20Run.pdf> (*Food on the Run*

guide provides an overview and gives lessons learned from their work.

### **For students:**

This is a great manual with step by step info of how to change your school policies and examples of success stories of students changing their school environment. It's great that it's available in both English and Spanish. Playing the Policy Game tool kit has been used with high school youth from throughout the state with the guidance of an adult leader. It has been very well-received as it breaks down the planning process for youth who are working toward changing their school food and physical activity environment.)

<http://www.californiaprojectclean.org/docuserfiles//Playing%20the%20Policy%20Game%20Entire%20Manual.pdf>

### **For Parents**

Info/toolkit for parents about changing their children's school lunch:

- [http://www.jamieoliver.com/us/foundation/jamies-food-revolution/\\_cms/uploads/3 Toolkit%201 Get%20the%20Facts.pdf](http://www.jamieoliver.com/us/foundation/jamies-food-revolution/_cms/uploads/3 Toolkit%201 Get%20the%20Facts.pdf) (the facts)
- [http://www.jamieoliver.com/us/foundation/jamies-food-revolution/\\_cms/uploads/2 Toolkit%202 Find%20Support.pdf](http://www.jamieoliver.com/us/foundation/jamies-food-revolution/_cms/uploads/2 Toolkit%202 Find%20Support.pdf) (how to enlist support)
- <http://www.jamieoliver.com/us/foundation/jamies-food-revolution/school-food>
- [http://www.jamieoliver.com/us/foundation/jamies-food-revolution/\\_cms/uploads/Toolkit%203 Start%20a%20Campaign.pdf](http://www.jamieoliver.com/us/foundation/jamies-food-revolution/_cms/uploads/Toolkit%203 Start%20a%20Campaign.pdf) (how to get a start on taking action and initiating a campaign)
- [http://www.jamieoliver.com/us/foundation/jamies-food-revolution/\\_cms/uploads/6 Support%20Tool Decision%20Makers.pdf](http://www.jamieoliver.com/us/foundation/jamies-food-revolution/_cms/uploads/6 Support%20Tool Decision%20Makers.pdf) (info on who makes the decisions in school food)
- [http://www.jamieoliver.com/us/foundation/jamies-food-revolution/\\_cms/uploads/3 Support%20Tool Bill%20of%20Rights.pdf](http://www.jamieoliver.com/us/foundation/jamies-food-revolution/_cms/uploads/3 Support%20Tool Bill%20of%20Rights.pdf) (info on what USDA recommends for school lunches)



## Change in Your Home and Community

Jump Start teens, also from Project Lean has info on how to take action in your home using MyPyramid graphics:

<http://www.californiaprojectlean.org/docuserfiles//Jump%20Start%20TeensFinal%20Entire%20Guide%202006.pdf>

**Out of sight, out of mind.** People tend to consume more when they have easy access to food. Make your home a “portion friendly zone.”

- Replace the candy dish with a fruit bowl.
- Store especially tempting foods, such as cookies, chips, or ice cream, out of immediate eyesight, like on a high shelf or at the back of the freezer.
- Move the healthier food to the front at eye level.

(<http://ndep.nih.gov/media/road-to-health-toolkit-activities-guide-508.pdf> p. 9)

Info on healthy and affordable food one can buy:

[http://helpguide.org/life/healthy\\_eating\\_on\\_budget.htm](http://helpguide.org/life/healthy_eating_on_budget.htm)

<http://www.webmd.com/food-recipes/features/cheap-healthy-15-nutritious-foods-about-2-dollars>

Mandela Marketplace WYSE West Oakland Youth Standing Empowered (deliver fresh fruits and beverages to liquor stores)

<http://www.mandelamarketplace.org/9.html>

## Physical Activity, the Outdoors and Changing Communities

California Children's Outdoor Bill of Rights' mission is to encourage California's children to participate in outdoor recreational activities and discover their heritage.

The California Children's Outdoor Bill of Rights provides that every child should have the opportunity to:

- Discover California's Past
- Splash in the water
- Play in a safe place
- Camp under the stars
- Explore nature
- Learn to swim
- Play on a team
- Follow a trail
- Catch a fish
- Celebrate their heritage.

[http://www.calroundtable.org/files/cobr\\_edit.pdf](http://www.calroundtable.org/files/cobr_edit.pdf)

Many of the above are not currently possible for children and youth living in poor neighborhoods across the state.

Community action plan for LA and other places (LA info copied below)

<http://www.californiaprojectclean.org/doc.asp?id=260&parentid=221>

The LA County Department of Public Health will work with a broad range of community, city, and school partners to implement a range of strategies over the course of the next two years. These strategies include:

- Improving the nutritional content of school meals.
- Implementing nutrition and physical activity standards among preschool providers.
- Expanding physical education in schools and opportunities for physical activity in after school programs.
- Creating more opportunities for walking and biking in communities by supporting the development of expanded bike networks and more pedestrian-friendly community design.
- Establishing "joint use" agreements between schools and cities and communities to utilize school grounds and facilities for recreational programs during non-school hours, particularly in disadvantaged communities with few parks or other recreational venues.
- Promoting healthy food and beverage policies in city and county programs serving youth and other vulnerable populations.
- Establishing breastfeeding-friendly policies in birthing hospitals and workplaces.

- Implementing a social marketing and public education campaign to promote healthy eating and discourage consumption of sugar-sweetened beverages, a major contributor to the obesity epidemic.

Please see <http://www.walkinginfo.org/usage/>. Great PDF about if neighborhood is conducive to walking. Citation for safe walking to school survey based on this website: Adapted from the Pedestrian and Bicycle Information Center. (n.d.). Walkability Checklist. Retrieved 12/19/2011 from [http://katana.hsrb.unc.edu/cms/downloads/walkability\\_checklist.pdf](http://katana.hsrb.unc.edu/cms/downloads/walkability_checklist.pdf)

The Strategic Growth Council (SGC, <http://www.sgc.ca.gov/hiap/>) is a multi-constituency task force that is tasked with coordinating the activities of member state agencies to:

- Improve air and water quality
- Protect natural resources and agriculture lands
- Increase the availability of affordable housing
- Promote public health
- Improve transportation
- Encourage greater infill and compact development
- Revitalize community and urban centers
- Assist state and local entities in the planning of sustainable communities

One of SGC's multi-agency work groups is HiAP (Health in All Policies Task Force). HiAP is a collaborative approach to improve health by incorporating health considerations into decision making in all sectors and policy areas.

- A HiAP approach convenes diverse partners to consider how their work influences health and how collaborative efforts can improve health while advancing other goals.
- California is the first state to convene a governmental HiAP panel, but HiAP has been implemented internationally in the European Union, its member countries, and South Australia.

Why do we need HiAP?

- Environments in which people live, work, study, and play impact health by influencing available opportunities. For example, residents of neighborhoods with few grocery stores and many fast-food outlets have limited healthy food choices.
- Policy decisions made by "non-health" agencies play a major role in shaping environments. For example, decisions made by transportation agencies influence how easy and safe it is to walk to neighborhood destinations.
- HiAP leverages co-benefits to create win-win solutions to challenges. Healthy communities share attributes of sustainable and equitable communities. Many strategies to improve health are the same as those to reduce greenhouse gas emissions.

HiAP Task Force Executive Summary:

[http://www.sgc.ca.gov/hiap/docs/publications/HiAP\\_Task\\_Force\\_Executive\\_Summary.pdf](http://www.sgc.ca.gov/hiap/docs/publications/HiAP_Task_Force_Executive_Summary.pdf) (lists recommendations on improving public health, many of which are very relevant to this campaign, especially I.A. Active Transportation; I.C. Parks, Urban Greening, and Places to be Active; I.E. Healthy Food)

[http://www.sgc.ca.gov/hiap/docs/publications/HiAP\\_Task\\_Force\\_Executive\\_Summary.pdf](http://www.sgc.ca.gov/hiap/docs/publications/HiAP_Task_Force_Executive_Summary.pdf) Short excerpts from Executive Summary copied below

### **Health in All Policies Recommendations**

The recommendations put forth in this Executive Summary and the full Task Force report are geared at improving the efficiency, cost-effectiveness, and collaborative nature of State government, while promoting both health and other goals of the SGC.

They address two strategic directions:

1. Building healthy and safe communities with opportunities for active transportation; safe, healthy, affordable housing; places to be active, including parks, green space, and healthy tree canopy; the ability to be active without fear of violence or crime; and access to healthy, affordable foods.
2. Finding opportunities to add a health lens in public policy and program development and increase collaboration across agencies and with communities.

[http://www.sgc.ca.gov/hiap/docs/publications/HiAP\\_Task\\_Force\\_Executive\\_Summary.pdf](http://www.sgc.ca.gov/hiap/docs/publications/HiAP_Task_Force_Executive_Summary.pdf)

### **What is a Healthy Community? (p. 19) A Healthy Community provides for the following through all stages of life:**

*Meets basic needs of all*

- o Safe, sustainable, accessible, and affordable transportation options
- o Affordable, accessible and nutritious foods, and safe drinkable water
- o Affordable, high quality, socially integrated, and location-efficient housing
- o Affordable, accessible, and high quality health care
- o Complete and livable communities including quality schools, parks and recreational facilities, child care, libraries, financial services, and other daily needs
- o Access to affordable and safe opportunities for physical activity
- o Able to adapt to changing environments, resilient, and prepared for emergencies
- o Opportunities for engagement with arts, music, and culture

*Quality and sustainability of environment*

- o Clean air, soil and water, and environments free of excessive noise
- o Tobacco- and smoke-free
- o Green and open spaces, including healthy tree canopy and agricultural lands
- o Minimized toxics, greenhouse gas emissions, and waste
- o Affordable and sustainable energy use
- o Aesthetically pleasing

*Adequate levels of economic and social development*

- o Living wage, safe and healthy job opportunities for all, and a thriving economy
- o Support for healthy development of children and adolescents
- o Opportunities for high quality and accessible education

*Health and social equity*

*Social relationships that are supportive and respectful*

- o Robust social and civic engagement
- o Socially cohesive and supportive relationships, families, homes, and neighborhoods
- o Safe communities, free of crime and violence

[http://www.sgc.ca.gov/hiap/docs/publications/HiAP\\_Task\\_Force\\_Executive\\_Summary.pdf](http://www.sgc.ca.gov/hiap/docs/publications/HiAP_Task_Force_Executive_Summary.pdf). 20 (reminds me of Jade's piece) **The Health in All Policies Task Force envisions a California in which:**

- All California residents have the option to safely walk, bicycle, or take public transit to school, work and essential destinations.
- All California residents live in safe, healthy, affordable housing.
- All California residents have access to places to be active, including parks, green space, and healthy tree canopy.
- All California residents are able to live and be active in their communities without fear of violence or crime.
- All California residents have access to healthy, affordable foods at school, at work, and in their neighborhoods.
- California's decision makers are informed about the health consequences of various policy options during the policy development process.

### **Parks and Green Spaces**

[http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/SafetyGrowthEquity-ParksOpenSpace\\_final.pdf](http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/SafetyGrowthEquity-ParksOpenSpace_final.pdf)

In 2003 the San Francisco Neighborhood Parks Council conducted an inventory of the city's "usable open space"—defined as open space within 10 minutes walking distance of people's homes. This analysis highlighted the great need for accessible parks in a number of low-income neighborhoods.

The report also raised questions about the process that the city uses to allocate park funding, which the city characterizes as largely reactive to the complaints of highly organized citizen groups (typically from wealthier neighborhoods with better park facilities than others).

<http://www.cpehn.org/pdfs/LandscapeOfOpportunity.pdf>

In communities of color, we often live in neighborhoods lacking access to physical activity spaces, which can lead to higher rates of obesity, diabetes, and other conditions (43).

... communities of color are less likely to live within walking distance to a park or open space.

In addition, rates of no reported physical activity are higher for those who do not have a park or open space within walking distance. Latinos without a park or open space within walking distance were more likely to report no physical activity (22%) compared to those who were within walking distance to a park or open space (14%)...

In addition to parks and other physical activity spaces, the ability to move around and access services can also contribute to health. Living in a neighborhood that has sidewalks, pedestrian-friendly traffic patterns, and convenient public transportation not only makes for a more vibrant community, it also makes it easier to be active and access important services.<sup>44</sup>

Residents in low-income communities are often less likely to own a car, so they may rely more on public transportation to go to work, the doctor, or the grocery store.<sup>45</sup> It is also important to have streets with sidewalks, dedicated bike paths, and traffic calming measures to make it safer and easier for youth and adults to bike or walk to school and other places. In the last forty years, the number of school children who walked or bicycled to school has dropped from 50% to about 15%.<sup>46</sup>

## **Safety**

<http://www.cpehn.org/pdfs/LandscapeOfOpportunity.pdf>

The safer we are, the more likely we are to walk or bike in our neighborhood, socialize with our neighbors, and take public transit.<sup>52</sup>

Conversely, the fear of violence—real or perceived—leads to increased isolation, psychological distress, and prolonged elevated stress levels.<sup>53A</sup> A higher percentage of people of color report feeling unsafe in their own neighborhoods than Whites. Over one in ten African American and Latino adults feel safe only some of the time or not at all (14% and 13%, respectively) compared with far fewer Whites (4%) who feel the same way.

Living in a neighborhood that is perceived to be unsafe at night creates an additional barrier to regular physical activity and social cohesion, especially among women living in urban low-income housing.<sup>55</sup> People of color are more likely than Whites to report being afraid to go out at night. Over one in

five Latinos, African Americans, Asians, and Native Hawaiians/Pacific Islanders report being afraid to go out at night compared to only 14% of Whites.

<b>What can you do?</b>
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- **Demand healthy lunch at school and healthy meals at home**
- **Petition your school to remove all vending machines that sell unhealthy foods and make drinking water readily available**
- **Start a social media campaign**
- **Protest the lack of healthy food options in your neighborhood**
- **Organize wellness activities with your co-workers, friends or family members**
- **Help plan grocery shopping in your home, planning meals with more fruits, vegetables and whole grains**
- **Support soda taxation**
- **Spread the word!**

This links to “Teens Making a Difference” and how to formulate an action plan/become an agent of change including a “Tools for creating change section”  
<http://www.californiaprojectclean.org/docuserfiles//JumpStartTeens%20Lesson3.pdf>

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