

Senior Change Makers

Advocacy Program Outline

Guiding Principles

- Fun: participants should enjoy the experience. Create a relaxed learning environment.
- Relevant: why does the project matter to them? How can you make the lesson relevant to their lives?
- Engaging: activities should get the participants to actively engage in the discussion, project, lesson. Incorporate movement and hands-on activities.
- Apply empowerment theory and Social Cognitive Theory: create opportunities for participants to be leaders, evaluate their personal and community resources, develop skills, identify issues, and find their own solutions.
- Apply contact theory: For intergenerational program, try to maximize the time that participants from different generations spend interacting with one another. Create opportunities for participants to get to know each other, share stories, etc. Draw on experiences and skills of all participants, young and old. Promote positive youth-adult partnerships and relationships.

Meeting format:

- Attendance/Name tags
- Review last week's content
- Active icebreaker
- Lesson and activities on weekly topic: PA, advocacy, etc.
- Closing and homework

Summary of Sessions

1. Kick off

- Admin: consent and accelerometers
- Introduction to leaders and program overview; group guidelines
- Active Icebreaker: activity cards
- Content
 - Benefits of PA – brainstorm on flipchart
 - PA guidelines and domains
 - Environment and PA – our communities matter
 - Intergenerational stereotypes activity
- Closing remarks.

2. Introduction to Advocacy and MAPS

- Admin: consent and accelerometers
- Review last week's content
- Active Icebreaker: dancing in the mirror

- Content
 - Introduction to advocacy – brainstorm on flipchart; Advocacy 101 handout
 - Introduction to MAPS and MAPS items
 - Intergenerational discussion: where were you active in your n’hood as a child? How far were you allowed to go from home?
- Closing remarks. Homework: group name

3. MAPs in the field (meet downstairs)

- Review last week’s content
- Active Icebreaker: skip b/c we will be doing audit today
- Content
 - Introduction to MAPS
 - Conduct MAPS audit outdoors
 - Identify PA barriers and facilitators
- Closing remarks. Homework: do MAPS or EAPRS audit (paper version) around your home.

4. Identifying Advocacy Projects

- Review last week’s content
- Active Icebreaker: BINGO
- Content
 - Report back on what they found during their audit on their own
 - Complete “Community Improvement Project Ideas” worksheet in small groups
 - Successful advocacy projects – local examples
 - Meeting with the traffic engineer next week – what preparation can we do to make the meeting productive? (Use an Action Plan form to assign tasks: e.g., take pictures of issues, print pictures, survey other residents about their concerns, pick spokesperson for each issue, pick someone to tell personal story).
- Closing remarks. Homework: prepare for meeting with traffic engineer

5. Selecting an Advocacy Project (Traffic Engineer)

- Review last week’s content
- Active Icebreaker: participant led moves and music
- Content:
 - Traffic engineer – guest speaker. Get feedback on feasibility of issues, and who to contact.
 - Select advocacy projects and form groups to work on each project
 - Introduce action plan
- Closing remarks. Homework: complete an action plan

6. Submitting online requests

- Review last week’s content
- Active Icebreaker: student led moves and music (talk for 30 seconds about. . .)
- Content:
 1. Creating a fact sheet
 2. Online request to City of San Diego Dept. of Transportation
 3. Calling your representative
- Closing remarks. Homework: call your representative

7. Advocacy work continued

- Administrative: distribute accelerometers (post-test)
- Review last week's content
- Active Icebreaker: Story "Oh-no" with squats
- Content:
 - Examples of successful advocacy projects
 - Creating an Action Plan: what will you do if. . . ? (Provide 3 potential scenarios)
- Key advocacy skills: overview of potential advocacy actions, and worksheets
 - Contacting your representative (researching the issue, picking the right people, communication tips)
 - Writing your representative
 - Meeting with your representative
 - Identifying Community Partners
- Sustainability: ideas for how to continue advocacy work

8. Celebration/Graduation

- Administrative: collect accelerometers, complete post-test survey
- Report on advocacy accomplishments
- Student projects
- Certificates of completion of the 2016 UCSD Senior Change makers Advocacy Program

Goals of Program

What are the goals for each of the programs?

1. Senior Participants

- a. Gain skills and confidence to advocate for improvements to physical activity environments
- a. Contribute to the community and improve others' lives
- b. Learn about safe physical activity for older adults
- c. Have fun and enjoyable experience

2. Students:

- a. Hands on experience conducting a research intervention
- b. Experience implementing and participating in an intergenerational program
- c. Learn about safe physical activity for older adults
- d. Gain skills to advocate for improvements to physical activity environments
- e. Prepare for future involvement in similar projects – acting as leaders instead of participants.
- f. Have fun and enjoyable experience

Week 1: Physical Activity – Our Community Matters

Session Materials:

- Clipboard and attendance sheet
- Music
- Printed class agendas (or write out on whiteboard before class begins)
- Flipchart and markers
- Active icebreaker: cards with exercises
- Pens or pencils
- Folders for participants

1. Administrative Issues

- For those who have not signed consent, call and ask to come early to sign consent, do walk test, get their accelerometer and complete survey
- Collect accelerometers of those who have completed
- Attendance and name tags

2. Introduction (15 min)

- Welcome! (5 min): Thank you for time.
 - My name is _____. Introduce other leaders.
 - We are from UCSD; study community health and how to make our neighborhoods better places to be physically active.
 - 8 week program; attendance important
 - Brief program overview: Learn about the importance of PA, how our environments affect PA, and then we will take action! We will select a project to work on to try to improve our community and make it easier to be active!
 - The last week we have a celebration. Recognize those who graduate from the advocacy program.
 - Goal is to have fun, get to know each other, and learn how to advocate.
 - Group guidelines: be nice to each other, participation and questions encouraged, everyone has the right to pass on any exercise, maintain confidentiality
- Active Ice Breaker (10 min):
 - Give out cards that have an exercise on them (walk in place, tap feet side to side, stretching, knee raises, and hamstring curls).
 - Arrange participants in a circle with room to move a few feet each side.
 - ON the board, write the following instructions: (1) name, (2) favorite type of physical activity, (3) read your card to the group.
 - Leader starts by saying their name, favorite type of physical activity, and reading out loud the exercise listed on the card.
 - The group then will do the exercise (maybe play music for 10 seconds, then stop the music to signal the next person). Go around the circle.

Recap: different methods of physical activity; thank everyone for participation

- **PA domains:** transportation, leisure/recreation, household, occupational

3. Why is PA important? (5 minutes)

- Ask participants to list reasons, and write them on the board/Flip chart.

prevent/delay chronic disease, increase mobility, improve mood, prevent falls, weight control, increase quality of life, etc. Number 4 killer.

- Feedback on participation: thank participants for their input. Everyone brings different perspectives and life experiences to the group. We want everyone to feel comfortable enough to share their thoughts with the group. We can learn from one another. Remember to be respectful of the opinions of others.
- PA Guidelines (USDHHS): Older adults should do
 - at least **150 minutes** (2 hours and 30 minutes) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) a week of vigorous-intensity aerobic physical activity.
 - **muscle-strengthening activities** that are moderate or high intensity and involve all major muscle groups on 2 or more days a week
 - exercises that maintain or improve **balance** if they are at risk of falling

- **Review Key points to convey: PA has many benefits! ; PA Guidelines; PA domains**

4. Physical Activity: our community matters! (20 min)

- Goal: understand link between PA and our environment.
- Show pictures of different physical activity environments. Need pictures for this. Give as handouts. Where would you prefer to walk? What do you see? What makes this a good place to walk? What makes this a bad place to walk? (Can be done in small groups, then report back; or as big group).
- **Crossword puzzle** "Physical activity, my community matters." Complete in small groups. Discuss the answers as a group.

- **Key points to convey:**

- ***There is a relationship between the built environment and our health.***
- ***Built environment includes things like sidewalks, parks, location of shops, and trees.***
- ***Individuals are more likely to be active if their community is designed to be "walkable"***
- ***Community residents can be natural community leaders and advocates for change.***

5. Tie it back to their community (making it relevant)

- Purpose of this program is to take an in-depth look at your neighborhoods' strengths and weaknesses that are most likely to affect physical activity choices
- Based on your findings, we will set priorities and select a project to improve the neighborhood based on three criteria: feasibility, importance, relates to PA
- Big picture goal: by improving the neighborhood to make PA easier, we can avoid some costly chronic health problems like heart disease, stroke, diabetes and cancer. Make cities more friendly for older adults and allow folks like you greater independence.

6. Intergenerational ice breaker (from Generations United toolkit, 2014) (15 min)

- Goal: identify and think critically about commonly held stereotypes of young adults and older adults
- Handout with statements. Have participants vote (show of hands) whether they think the statement/stereotype is referring to young adults or older adults, or both:
 - They always stick together and keep their distance from other age groups.
 - I hate the way they drive. They're a menace on the road.
 - They're always taking and never giving. They think the world owes them a living.
 - They're so opinionated. They think they know it all.
 - They're never satisfied, always complaining about something.
 - Don't hire them because you can't depend on them.
 - They're always so forgetful.
 - I wish I had as much freedom as they have.
 - They should act their age.
- Discuss.
 - Has anyone ever heard any of these statements?
 - Stereotypes are the basis for discrimination. Has anyone ever experienced discrimination or prejudice based on your age (e.g., applying for a job, trying to participate in an activity of another age group, renting an apartment?)
 - Are there other ways that "growing up" is similar to "growing old"?
 - What can be done about age-based prejudice and discrimination? Is this a problem older and younger people can work on together?
- **Key point to convey:**
- ***There are many stereotypes about older and younger adults that can serve as the basis for discrimination. Not all younger and older adults are alike.***

7. Closing (5 min)

- Next week: meeting same time and place. We will call you to remind you.
- Reminder to bring back accelerometer if haven't already
- Bring your folder each week.

Week 2: Introduction to Advocacy and MAPS

Session Materials:

- Clipboard, attendance sheet and nametags
- Printed class agendas (or write out on whiteboard before class begins); outline for students
- Flipchart and markers
- Music
- Handouts: Advocacy 101; key points about advocacy and audits, audit tool and instructions
- Pens or pencils

1. Admin Issues

- For those who have not signed consent, call and ask to come early to sign consent, do walk test, get their accelerometer and complete survey
- Collect accelerometers of those who have completed

2. Review: (5 min)

- Importance of PA - we brainstormed reasons
- Individuals are more likely to be active in “walkable” communities - we looked at pictures
- Identified commonly held stereotypes of young adults and older adults
- Today we will be talking about how we can help make our communities better places to be physically active through advocacy and how to identify advocacy issues using MAPS audit tool

3. Active Ice breaker (10 min)

- Dancing in the mirror: small group intergenerational activity. See attached description of this movement activity with partner. Play music.

4. Introduction to Advocacy (10)

- Advocacy definition (write on board): to promote a cause and create change by persuading a decision maker to take action.
- Large group brainstorm.
 - When I say “community advocacy” what comes to mind? What do you think of?
 - What do advocates do?
- Review the Advocacy 101 handout, and compare to the ideas they brainstormed.
- **Key points to convey about advocacy:**
 - **To advocate is to promote a cause and create change.**
 - **Advocates perform many activities: identify issues, think of solutions, build networks, contact decision makers, educate the public, etc.**

- ***Community residents can be natural community leaders***

- Overview of the steps we'll take to identify our project and conduct advocacy:
 - a. guided walk with MAPS mobile app
 - b. Brainstorm and prioritize issues by importance and feasibility
 - c. Select a project
 - d. Create an action plan
 - e. Execute the plan

5. Introduction to MAPS (20 min)

- Introduce the tool and the activity for the following week
 - a. Question: (Show of hands) How many people would say that this n'hood is a safe, easy, and pleasant place to walk?
 - b. For walking, this neighborhood has positive and negative aspects.
- ***Key points to convey about "walkable" communities:***
- ***Individuals are more likely to be active in "walkable" communities***
- ***"Walkability" refers to the way a city is designed: intersection density, mixed land uses, residential density***
- ***Other built environment features, like sidewalks, landscaping, and lighting, also affect residents' physical activity***
 - How can you change your neighborhood? The first step is to conduct a n'hood PA assessment.
 - a. The assessment provides a snapshot of how well the n'hood environment encourages or prevents PA
 - b. During the assessment, you will identify strengths, weaknesses and things that need to be changed to make PA easier. You can also take photographs.
 - c. You are collecting evidence, or data, that can be used to educate people like city traffic engineers, or city council members.
- ***Key points to convey about MAPS:***
- ***MAPS stands for Microscale Audit of Pedestrian Streetscapes***
- ***MAPS assesses pedestrian features like sidewalk quality, crosswalk amenities, transit stops, and aesthetics***
- ***MAPS helps identify potential issues for advocacy projects***

6. My community matters: small, intergenerational group discussion (10 min)

When you were a child, where was your favorite place to play and be physically active in your neighborhood? (Contact theory: chance to share childhood stories)

- Potential topics (write these on board): Where did you grow up? What was your favorite outdoor activity? Who did you play with? Was your neighborhood a good place for kids to play? Why?
- Big group: report back. . . did you notice any differences between generations in the places and types of activities? Do you think our communities have changed?

- ***Key points to convey:***

- ***There is a relationship between the built environment and our health.***
- ***Individuals are more likely to be active if their community feels safe and is designed to be physical activity-friendly***

7. Closing (5 min)

- Next week: meeting same time and place. We will be doing an audit in the field – bring water, wear sunscreen, etc. We will call you to remind you.
- Reminder to bring back accelerometer if haven't already

Dancing in the Mirror

Overview

A gentle movement icebreaker conducted in intergenerational pairs.

Objectives

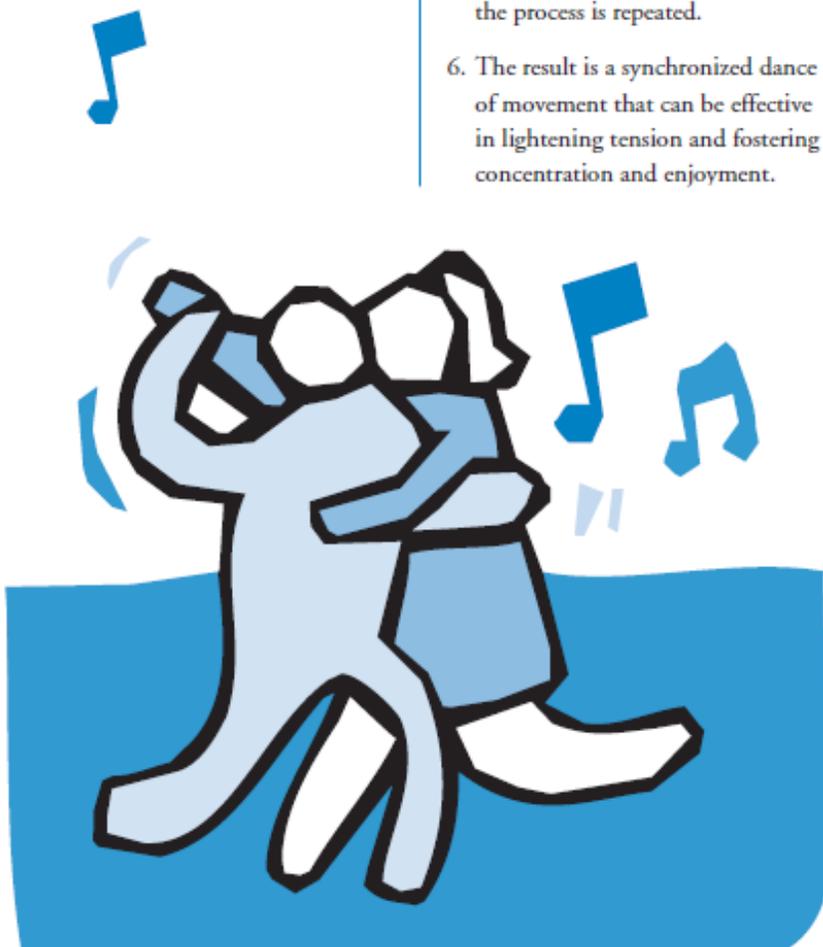
- Build rapport between young people and older adults.
- Provide a relaxed opportunity for physical movement, with an emphasis on stretching.

Steps

1. Create intergenerational teams, each with a young person and an older adult.
2. Ask one member to volunteer to be the "leader."
3. The partners stand or sit close together, facing one another.
4. The leader starts a slow movement of hands, shoulders, head, etc., while the other group member mirrors the leader's movements.
5. After a time, the other member of the team becomes the leader and the process is repeated.
6. The result is a synchronized dance of movement that can be effective in lightening tension and fostering concentration and enjoyment.

Considerations

Although this activity doesn't reference the intergenerational component directly, by having participants do shared movements and have fun with these movements, they get a chance to experience a fundamental similarity that transcends age.



Referenced in *Together* (Generations United's newsletter), 1995, Vol. 1, No. 1, p. 5.

Week 3: MAPS Audit

Session Materials:

- Clipboard and attendance sheet
- Printed outline for students
- Handouts: MAPS audit tool
- Pens or pencils

1. Admin Issues
Collect accelerometers and photo consents of those who have completed
2. Review: (5 min)
 - Advocating for community improvement; what advocates do; introduction to MAPS
3. Explain MAPS audit and break into groups (5 min). Fast, medium, and slower groups.
 - Pick routes ahead of time
 - Green manor: Jan is blind, Vivian has walker; Betty may need to go slow
 - Westminster: Paulette has trouble walking uphill – wants to be in the group that goes downhill
4. MAPs audit outdoors (40 min)
 - Discuss: PA facilitators and barriers
What community resources did you see that make it easier to be physically active?
What did you see in the environment that might be a barrier to physical activity?
 - Meet back in the lobby 5-10 minutes before session is over for closing remarks and snacks
5. Where will we put our snacks?
 - Green manor: Set up on ledge outside of the office downstairs; put snacks in the office until we return from the audits
 - Westminster: put snacks in the office until we return; then set up in lobby table
6. Closing (5 min)
 - HW: do MAPS audit around their home. Give them a paper version of MAPS? Next week we will have you report back on:
 - Something you saw that made it a good place for walking
 - Something you saw that made it a bad place for walking

- Next week: meeting upstairs. We will call you to remind you. (Note: during reminder call, remind them of their HW to do an audit in their n'hood.)

MAPS focus group/interview

- Ask for 2-3 people to volunteer to stay after and be interviewed about the use of the MAPs mobile application.
- Need to think of an incentive we can give them.

Week 4: Identifying Advocacy Projects

Session Materials:

- Clipboard and attendance sheet
- Printed class agendas; copies for students
- Maps of the neighborhood
- Handouts: Bingo, Project ideas sheet, Week 4 takeaways
- Pens or pencils

1. Admin Issues: take attendance.
2. Review: (5 min)
 - Celebrate the successful completion of the neighborhood audit!
 - Today: report back on what you saw (barriers and facilitators). Evaluate projects based on importance and feasibility.
 - Next week a city representative from the Department of Transportation is coming to provide guidance on how to submit requests.
 - Goal: present 4 projects to the city representative. Need to identify projects and get prepared so we know who will be the spokesperson, tell a story, bring a photograph.
 - A lot to accomplish. We appreciate everyone giving comments, but today I may have to interrupt and give a timeout sign if we need to move on.
3. Active Icebreaker: BINGO (5 min) - no music needed this week
 - Remind everyone to speak loudly and directly to the person they are talking to
 - For each clue on the board, find someone that it applies to
4. Small group work: Report back about what they found on their own (15 min). About 4 groups.
Students facilitate and give each senior 2 min to share.
 - **Report back: What were 2-3 issues you saw on your MAPS audit? What is your most important issue?** Did you notice any features that made your neighborhood good for walking?
 - **Students make a list of issues, put a star next to each person's #1 issue, mark issues on map.**
 - Complete the worksheet "Community Improvement Project Ideas" by filling in top 4 issues (each senior's #1 issue plus a few others). **Ideas must relate to physical activity.**
 - As a small group, vote on your top two projects to present to the class. Select presenter.
5. As a whole class: Select advocacy issue or issues (15 min)
 - Each group presents 2 most important ideas to the class. Ask about why they thought the idea was important and feasible.

- Write ideas on the board, leaving room on the right to vote on importance of issue.
- Vote on importance; each person votes once: “Show of hands, who thinks X is most important?”
- Select 4 projects based on Feasibility and Importance

6. Preparing for meeting with city representative (15)

- General reminders:
 - Keep message short and clear.
 - Be polite! This is a guest. We are partners and want to collaborate. Work on solving issues together. Not a gripe session. Respond better to professional presentation.
 - Tell a story about WHY this project is important to you and your community. Use personal stories and photos.
 - Thank your representative and his/her office staff for their time. Send thank you note.
- Assign small group for each project: note, these are not the only issues we will work on. Just examples we will use for next week’s meeting with the representative. Participants can select other issues in subsequent weeks, join groups working on other issues, etc.
- For each issue:
 - Who will be the spokesperson (present issue and describe importance to this community)
 - Who will tell a personal story?
 - Who will bring a photo or email a photo to Christy/Chad to print?
 - Any questions should we ask?

7. Closing (5 min)

- Homework: prepare for meeting with traffic engineer
- Next week: meeting same time and place. We will call you to remind you.

Week 4 Key points to convey:

- **Communities have facilitators and barriers to physical activity.**
- **To evaluate a potential advocacy project, consider its importance and feasibility.**
- **For importance, consider how it will benefit the larger community, who will it help, and how it will impact their lives.**
- **For feasibility, consider time to complete the project, who we would need to involve, and the cost of the solution.**
- **When communicating with city representatives, it is important to keep the message short and clear, be polite, and tell a story about WHY this project is important to you and your community**

Week 5: Guest Speaker from San Diego Department of Transportation

Session Materials:

- Clipboard and attendance sheet
- Printed class agendas (or write out on whiteboard before class begins); outline for students
- Music
- Handouts: _____
- Pens or pencils

1. Introduction
 - a. Review last week's content: talked about what we found using our audit tool; identified issues based on importance, feasibility and affect on physical activity
 - b. Today we are very fortunate to have a guest from the SD Dept. of Transportation
 - c. Goal for today is to get advice and guidance on best ways to present requests to the city.
2. Active Icebreaker: participant led moves and music
3. Content:
 - a. Introduce traffic engineer – guest speaker. Have them introduce themselves and their role.
 - At GM: Kharman Tawfiq
 - At WM: Lakshmishri Vijayakumar
 - b. Groups present the projects
4. Green Manor issues:
 - the need for a curb-cut on the SW corner of Ft. Stockton and Hawk: Darlien (“joyful corner” presentation)
 - trip hazards on sidewalk on Ft. Stockton between Ibis and Goldfinch: Vivian; Rachel
 - trip hazards in the crosswalk on the SE corner of Ibis and Ft. Stockton: Sammy
 - the need for better lighting along Ft. Stockton: Betty; Jean (Marina & Kit were present, but didn't present. The students helped the seniors prepare the week before and the day of the presentation. Marissa printed a photo. Alekhya, Bianca, Kristin and Cely helped the engineer identify the location of the issue).
5. Westminster Manor issues:
 - the need for crosswalk markings on 2nd and Cedar, 2nd and Elm, and 2nd and Fir: (Robert . Ruby helped prepare)
 - better signaling to prevent cars from running the stop sign and endangering pedestrians at 3rd and Date (Ronald, Frances, Rae, Paulette)
 - better drainage at the intersection of 3rd and Date to prevent flooding of the sidewalk and crosswalk (Robert, Paulette).

Kat was there but didn't talk.

6. Questions:

- What is the best way for us to determine if a project is already scheduled to be fixed? Should we ask for someone to contact us when we make an online request?
- Would it be useful for the city if we provided information on the number of accidents caused by the issue? (Or is this something the city does when it receives a request). If it would be useful, how can we access that information?
- Are there other avenues besides an online request that we should consider to increase the likelihood of these issues getting fixed?
- What are the keys to a successful request (i.e., one that is prioritized and fixed)?
- Does the city give higher priority to issues that receive a greater number of requests?
- If there is a tree root that is causing a sidewalk to raise, who is responsible for the fix?
- The community plan for uptown is in the process of being updated. City Council hearing is currently scheduled for November 14, 2016(The community plan is part of the General Plan, which sets forth the City's long range plans and policies to guide future development.)
 - Would it be helpful for us to attend that city hearing on the community plan? What types of discussion might happen at that meeting?
 - Maybe to make general request that the city pay special attention to areas around senior housing since this population has disproportionately high rate of pedestrian injuries and fatalities?
 - When we submit requests, would it be helpful to cite the pedestrian policies in the General Plan that support the request. Example: MO-1.6
 - "Implement pedestrian enhancements within identified pedestrian focus areas developed as part of the pedestrian planning effort. The enhancements include but are not limited to bulb-outs/curb extensions, enhanced crossing treatments, traffic calming, leading pedestrian intervals, continental crosswalk phases and pedestrian recall phases."
 - Should we contact someone in the planning department about our projects?
- Are there other people (city departments) we should be contacting for our projects? Any referrals as to who we should contact?

Maybe bring maps for seniors to see issues?

7. Closing remarks. Homework: try to submit an issue online.

Week 6: Online and Telephone Requests

Session Materials:

- Clipboard and attendance sheet
- Printed class agendas (or write out on whiteboard before class begins); outline for students
- Flipchart and markers
- Music
- Handouts: _____
- Pens or pencils

1. Introduction (5 min)

- Review last week's content using **"Week 6" Handout**: how to make a request, what we learned from traffic engineer
- Today: submit online request, making phone calls.
- Homework: to make a phone call to City Transportation Dept., or your representative or Mayor

2. Active Icebreaker: student led activities (Green Manor – Marissa; Westminster – Leon)(10 min)

3. Content:

a. Creating a fact sheet: (5 min)

- Goal of program is to prepare you to take on other advocacy projects in the future.
- This is a good initial first step. Helps to organize your thoughts so that when you do present your issue (online, phone call, or in person) you are prepared, persuasive, and include all the important information
- Review handouts: **"Creating a Fact Sheet"** and **"Sample Fact Sheet"**

b. Submitting online request to City of San Diego Dept. of Transportation

(20 min)

- Website: Get it Done. Requires 5 pieces of information:

- i. Address of project
- ii. Type of project
- iii. Description
- iv. Images (optional)
- v. Contact Information

- Handouts: **screenshot of webpage, information on submission**
- Activity: Each resident will submit one project. Pair up with a student. Tell them what to write for each of these fields. Students will then submit the project. (Christy and Chad will send the students photographs).

c. Calling the City of San Diego or your representative (15 min)

1. Handout: **Calling your Representative**
2. Role Play Activity: Select an issue, and role play the telephone call. Students can be the city staff person.
 - Use the “Practice: Calling your Representative” handout to help you during the role play

4. Closing remarks.

- Homework: call the City Department of Transportation, your representative, or the Mayor to report an issue that is important to you!
- Next week: very important to come! Accelerometers. Drawing for a prize.

Key points to convey:

- To make a traffic related request, you can call the City, make an online request, or contact your City Council Member or Mayor
- The City has procedures for evaluating requests. The City relies on residents like you to report issues
- Fact sheets are a good way to organize your thoughts about an advocacy issue, and will help you prepare to make a telephone call or have an in-person meeting with a decision-maker
- The City’s Get it Done website is an easy way to submit a request
- When calling a representative, remember to prepare your facts in advance, be clear and polite, keep record of the call, and say thank you!

Week 7: Advocacy toolkit

Session Materials:

- Clipboard and attendance sheet
- Printed class agendas
- Flipchart and markers
- Handouts: there is a bunch!
- Pens or pencils
- Accelerometers, meter logs, surveys
- Prizes for raffle

1. Administrative: (10)
 - a. Distribute accelerometers (post-test), log sheet, instructions, survey
 - b. Write ID numbers on log sheets and surveys
2. Review last week's content and homework: (10 min)
 - Creating fact sheet; submitting online request. Calling representative/City of San Diego
 - Homework: each participant reports back on who they called, the issue presented, and any information they gathered. (Christy and Chad take notes)
3. Active Icebreaker: Active storytelling. Tell a story and each time I say "Oh No!" we stand up and sit down. Story title: *"The hardships of being in the Senior Change Makers Study."* (5 min)
 - I signed up for a study, and "OH NO!" they are making me wear a silly activity meter for a whole week!
 - I woke up in the morning and "OH NO!" I forgot to put on my meter as soon as I woke up! "OH NO!" Christy and Chad will be mad!
 - They asked me to fill out a survey and "OH NO!" I can't find it anywhere!
 - "Oh-No" I think I dropped my survey on my walk to MeShuggah Shack (the Taco Shop).
 - "OH-NO" it probably fell off my walker when tripped over that big crack in the sidewalk!

- I went to our group meeting today and “OH-NO” I forgot to do my homework and call my representative! “OH-NO!” Christy and Chad will be mad!
- We started working on community projects but “OH NO!” what will we do if the City doesn’t fix our projects?
- “OH-NO” what if months pass and nothing happens?
- “OH-NO” we need an action plan for how we are going to follow up and stay persistent.
- “OH-No” it sounds like we still have a lot of work to do!”
- “OH-**GOOD**” I’m so glad I have such a great group of friends to work with!
- The Senior Change Makers Team won’t be defeated . . . “Oh, no! Oh, no!”

Content:

4. Examples of successful advocacy projects (5 min). To show other examples of projects.

- Review handouts showing successful advocacy projects. Gives ideas of other successful advocacy projects.
- Lauderbach Park in Chula Vista.
- La Costa Glen
- Vi at La Jolla Village
- Lessons learned

(30 minute/halfway point)

5. Creating an Action Plan: (15 minutes).

Handouts: Creating an Action Plan. Write each scenario big on paper. Hand out extra action plans.

- Group 1: Your request to fix broken asphalt in the crosswalk was approved by the City. Months have passed and the crosswalk still hasn’t been fixed. You have submitted a request online and called the Transportation Department. Create an action plan for your next steps.
- Group 2: You submitted your request to the City, and they contacted you and told you that the project wasn’t approved to be fixed. Create an action plan for your next steps.
- Group 3: Your project was approved by the City, and was recently fixed. Create an action plan for how you will select a new advocacy project, who you might get to help you, and when you will meet to work on the project.

6. Key advocacy skills: overview of advocacy skills and worksheets

- Creating an action plan
- Contacting your representative (researching the issue, picking the right people, communication tips)
- Writing your representative
- Meeting with your representative
- Identifying Community Partners (CMT made handout for this)
 - Many hands makes light work. If we work with partners, we can accomplish more
 - Any other residents we should get involved?
 - Look for partners who have shared interests or similar purposes (use handout)
 - Parks and Recreation, Chamber of Commerce, Hospitals and other health organizations, etc.
- Funding opportunities: any ideas for what they might do for funding? Every Body Walks Micro grants – up to \$1500. Due Nov. 18th.

7. **Sustainability: ideas for how they will continue their advocacy work???**

- What format do they want? Same time and place?
- Who will the leader be? Identify. Call residents and ask: We are trying to think about how we can continue the program after the 8 weeks is over. “Is there anyone in the group that you trust to be a good leader?”
 - Green Manor: Darlien, Carole, Jean?
 - SD Square: Sherri? Candy, Isara, Cynthia
 - Orchard: Kandi? Alice Ann, Pat,
 - Westminster: Sherri?
- Ask for people to be on a committee. Figure out when they will meet. Schedule at least two meetings.
- Give them agendas for a few meetings – suggested outlines (they can change or use as is). Example: writing thank you notes, applying for funding
- Have a group discussion about next steps

8. Raffle: Bring 1 or 2 prizes to raffle off! Headlamps, etc.

9. Closing remarks.

- a. Homework: think about how they will continue the club?
- b. Next week: celebration and graduation (OK if 1.5 hours? Collect meters and surveys, graduation, student projects; half-hour for music and food).
- c. Food choice: Subway
- d. Gift cards: where do they want them from?
- e. Three things to bring back:
 - Meter
 - Meter log
 - Survey

Week 8: Celebration/Graduation

Session Materials:

- Clipboard and attendance sheet
- Printed class agendas (or write out on whiteboard before class begins); outline for students
- Handouts: _____
- Pens or pencils
- Music
- Gift Cards

1. Administrative: as participants arrive:
 - collect accelerometers,
 - collect post-test survey, review for completeness, assist those who need help
 - distribute \$20 gift cards and have them sign Participant Incentive Log
2. Review last weeks content:
 - examples of successful projects,
 - action plans for project denials, delays, or finding new project
 - Resources: online submission, call representative, write representative, meet in person, community partners
3. Active icebreaker: At GM, Cely will lead Zumba moves; At Westminster, maybe Bingo with prizes?
4. Report on advocacy actions taken in last week. Any phone calls, submissions, responses?
 - For Green Manor: report back on Kharman's email and actions
5. Focus groups – schedule dates. Also time to report back on advocacy projects. Go for a walk to start the walking group idea
 - GM: Wed, November 30th at 10:30 am
 - WM: Thurs, December 1st at 11:00 am

6. Reflections: anyone have plans for future advocacy or follow up on projects?
 - Sustainability: would the group like to continue to meet?
 - Group leader: group voted on Darlien/Ruby
 - Schedule additional meetings: ask group how often to meet (weekly, biweekly, monthly)
 - Two weeks after focus groups: Wed., Dec 14th for Green Manor; Thurs, Dec 15th for Westminster
7. Student presentations of projects
8. Certificates of completion of the 2016 UCSD Senior Change makers Advocacy Program
9. Group photo
10. Food and Music