A Toolkit
for Developing and
Influencing Physical
Activity Policy

PARC

Acknowledgements

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Physical Activity and Policy

Physical activity has the power to increase both the length and the quality of our lives. Considered by the United Nation as the foundation for combating non-communicable diseases,[1] physical activity provides physical, psychological, social, academic, community and environmental, and economic benefits.[2,3] Despite these advantages, only 20% of adults and 9% of children and youth[4] meet Canadian Physical Activity Guidelines.[5,6] For more information about physical activity, please refer to Appendix A: Making the Case for Physical Activity.

A variety of factors can impact a person's ability or desire to be physically active.[7]

Some factors, such as age, gender, lack of time, lack of social support, psychological factors (e.g. self-efficacy, intentions, motivation), and physical literacy, affect people at an individual or interpersonal level. Other factors, such as the financial cost to participate, lack of access, working conditions, cultural norms, and lack of supportive built and natural environments, limit a person's ability to be active.

Members of certain groups are less active and have lower participation rates in physical activity, recreation, and sport than their counterparts. These groups, which include some women and girls, Indigenous peoples, persons with a disability, recent immigrants and new Canadians, socio-economically disadvantaged Canadians, older adults, members of the LGBTQ community, and Canadians living in rural, remote, and isolated regions, face a number of barriers to participation and, consequently, do not accrue the benefits of being active.[8]

Because of the number and diversity of factors inhibiting participation, increasing physical activity is a complex issue requiring a multi-strategy, multi-sector approach. Individual and interpersonal approaches can be very effective. However, to help sustain individuals' efforts to be active calls for physical and social environments that support active lifestyles. One way to create these is to develop healthy public policies, keeping in mind the most vulnerable populations.

Two examples of how policy can make a difference

Stephanie understands the benefits of being physically active and believes that the best way to be active is to build it into her daily routine. She decided to start cycling to work. She bought a bike and a bike helmet, mapped out the route, determined the distance and time it would take to ride to work, and even had the support of friends to cycle on weekends, which increased her confidence and improved her cycling skills and fitness level. Arriving at work on her first cycling day, Stephanie discovered that there were no bike racks on the property. Workplace policies that would support Stephanie and her colleagues cycling to work as a form of active transportation include ensuring bike racks are available, allowing bikes to be stored inside, or dedicating some parking spaces to bicycle parking. Other examples of workplace policies that would support cycling to work include having showers or change rooms available, providing flexible work hours (which may accommodate cycling outside busy commuting hours), paying for employees to take a cycling or bike maintenance course, and purchasing an annual pass to a bike share program (where such programs exist) so that employees can cycle to meetings during the day.

The Muddy Street School Council (in Upper Rubber Boot, Ontario) has determined that getting their students more active could contribute to their academic success, positively influence their mental and physical health, and increase school spirit. They know that their efforts could reach most children and youth in their community because they attend school, regardless of their circumstances. Though they had some policies in place, such as daily physical activity, the council wanted to consider other opportunities outside the school day to help increase physical activity. They identified active transportation to and from school as a good way to use the time before and after school and to involve parents/caregivers. Examples of policies that could support schools use of active transportation include ensuring crossing guards are available at most, if not all, intersections; establishing a walking school bus initiative (http://www.saferoutestoschool.ca/walking-school-bus) with signs posted that identify "bus stops" and the route; having boards of education hire walking school bus drivers; working with school boards to increase the required distance for children to be bused to school; converting the school's parking lot to a bike-only parking lot; and providing a space for skateboards, scooters, and in-line skates to be safely locked up. Workplaces can also support active transportation by supporting flexible work hours so that parents can walk or cycle their children to school.

What is Policy?

A policy is a course of action that drives decision making to set priorities and allocate resources, and is often developed to address an issue or a problem. A good policy is based on evidence and brings about important change.[9]

Developing and implementing physical activity policies in the settings where people live, learn, work, commute, and play helps make physical activity an easier choice as part of a daily routine, an effective way to increase physical activity.[10]

Settings include, but are not limited to, workplaces, schools, after-school programs, day care centres, recreation centres and clubs, sport clubs, religious institutions, hospitals and seniors' residences/long-term care facilities, and communities (defined as a municipality). Within these settings, policies can be developed to support individual, interpersonal, organizational, or community strategies and interventions to support and encourage physical activity. One framework for developing policies is the socio-ecological model[11] (refer to Appendix B: Examining the Socio-ecological Model). This model helps policymakers to consider the factors that influence a person's physical activity level and develop policies to make it easier for people to safely engage in an active lifestyle.

Settings can influence not only those they serve (e.g., children in schools and older adults in nursing homes) but also the people who serve them (e.g., teachers, administrators, and support staff in a school and the nurses, administrators, and other health and service providers in nursing homes).

Developing a policy is a long-term process that includes many members of the community, from decision makers to citizens. It involves collaboration between diverse sectors and interest groups. One important outcome, besides the development and implementation of the policy itself, is the creation of relationships in the community among individuals and organizations that have a common interest in improving the health (or physical activity levels) of its citizens.[12] These enduring relationships will fuel the cause and strengthen the policy.

About the Toolkit

A Toolkit for Developing and Influencing Physical Activity Policy is a resource for practitioners, decision makers, and citizens who are responsible for getting their students, employees, friends and family, residents, patrons, or community members more active by using a policy approach to support and encourage an active lifestyle.

The purpose of the toolkit is to introduce new and experienced policymakers to a step-by-step model that will help them plan, implement, and evaluate policies, with a focus on physical activity.

The Eight Steps for Developing Healthy Public Policies, created by Public Health Ontario,[13] is the foundation of the toolkit. The first five steps are dedicated to planning, followed by two steps describing implementation. The final step is evaluation. An emphasis on planning sets the stage for successful implementation and helps ensure the other actions will fall into place. Although evaluation appears as the last step, it must be considered from the outset and throughout certain steps along the way. The steps are presented as a linear process, suggesting that you start with Step 1 and move through them in order. However, the process may vary in terms of what step you start with and how much time you spend on each step (some steps require more time than others). Further, you may be working on one step and find you have to return to a previous step to do more work.

The toolkit is divided into the eight steps that have a consistent format to make it easy to navigate. Each step will feature

- rationale
- actions
- key considerations

The toolkit has five other important features:

- **Ideas and examples** of physical activity policies. As an overarching theme, the toolkit features examples pertaining to the development of an active transportation policy.

- **A glossary of terms** to provide additional context to terminology.

- **Resources** to help you find additional information on topics discussed in each step.

- **Worksheets** to assist you in the practical application of some of the steps.

- **Appendices** to provide additional information on specific subject matter.

Eight Steps for Developing Healthy Public Policies Summary

<div style="writing-mode: vertical">PLANNING</div>

STEP 1   Identify, describe, and analyze the problem

DESCRIPTION/PURPOSE

- Define and clarify the problem.
- Conduct a comprehensive analysis of the problem.
- Describe the desired outcome or change.

RECOMMENDED ACTIONS

Conduct a situational assessment to identify physical activity policy options.

STEP 2   Identify and analyze policy options

DESCRIPTION/PURPOSE

Identify and explore options for policy development/change that will solve the problem.

RECOMMENDED ACTIONS

Identify policy options:

- Conduct an Internet search.
- Access library services.
- Contact colleagues, associations, and organizations that have an interest in solving the problem.

Analyze the policy options generated:

- Use a framework for analyzing public policies.
- Apply a list of questions to the policy options generated.
- Summarize the findings and identify whether developing a policy is a viable solution.
- Identify one or two key policy issues.

STEP 3 — Determine and understand decision makers and influencers

DESCRIPTION/PURPOSE
- Identify decision makers and influencers.
- Learn about their beliefs, interests, and influence.
- Develop collaborative partnerships.

RECOMMENDED ACTIONS
- Determine key decision makers and their degree of power.
- Identify influencers, areas for alignment, and opportunities to develop collaborative partnerships.
- Use behaviour change concepts to move policy forward.

STEP 4 — Assess readiness for policy development

DESCRIPTION/PURPOSE

Assess readiness and identify next steps (e.g., awareness, education, skill building).

RECOMMENDED ACTIONS
- Use the Assess Readiness Tool.
- Review and consider the resources listed on the Policy Readiness Tool website.
- Use the information to help inform the development of an action plan (Step 5).

STEP 5 — Develop an action plan

DESCRIPTION/PURPOSE

In partnership with interested parties, develop an action plan that includes multiple strategies (e.g., community engagement, awareness, skill building, and the creation of an environment that will facilitate policy change) to build support for policy.

RECOMMENDED ACTIONS

Develop an action plan that includes
- a logic model for successful policy uptake using the information gathered (e.g. policy goal, objectives, population of interest, process objectives, short-, medium-, and long-term objectives);
- action steps that account for processes for policies to be adopted and implemented;
- roles, responsibilities, timelines, and resources.

STEP 6   Implement the action plan

DESCRIPTION/PURPOSE

Operationalize the steps in the action plan.

RECOMMENDED ACTIONS

- Writing the policy.

- Provide regular updates on implementation.

- Make adjustments based on emerging issues and/or responses.

STEP 7   Facilitate adoption and implementation of the policy

DESCRIPTION/PURPOSE

Use facilitation tools for the adoption and implementation of the policy.

RECOMMENDED ACTIONS

- Identify your role for facilitating the adoption of the policy.

- Work in partnership with the organization to implement the policy and to develop a communication plan to inform stakeholders and others about the new policy.

- Assist in the development of an enforcement plan.

STEP 8   Monitor and evaluate the policy

DESCRIPTION/PURPOSE

- Monitor the implementation and enforcement of the policy.

- Identify what is to be evaluated: content, implementation, or impact of the policy.

RECOMMENDED ACTIONS

Implement the ten steps for evaluating healthy public policies.

EVALUATION

STEP 1

Identify, describe
and analyze the problem

STEP 1: Identify, describe and analyze the problem

Step 1 comprises activities that are the foundation of the policy development process. It involves defining and clarifying the issue or problem, conducting a comprehensive analysis of the problem, and describing the desired outcome or change.

Rationale

Gathering information is fundamental to clearly identifying the barriers to physical activity at the individual, interpersonal, organizational, or community level. This information will help you make informed and sound decisions about how these barriers or challenges can be addressed and whether developing a physical activity policy is a solution. If developing a policy is a potential solution, you will identify the goals and objectives of a potential policy in this step.

Actions

Conduct a Situational Assessment

According to Public Health Ontario (PHO), "A situational assessment is a systematic process to gather, analyze, synthesize and communicate data to inform planning decisions." [14, 15] The information collected can be used to

- learn about the people most affected by an issue and ensure that those people have had an opportunity to provide meaningful input.
- learn about the strengths, assets, wants, needs, and deficits of individuals, social relationships, organizations, and communities.
- look broadly and deeply at the issues, providing complete, convincing, credible, and compelling information.
- consider the issues to develop a physical activity strategy that models a health promotion approach. An example of this approach is the population health promotion model (commonly referred to as the health promotion cube) that identifies five components of a strategy: awareness, education, skill building, environmental support, and policy. [16]
- use the information to set priorities and make decisions for next steps to address the problem.
- inform the goals, objectives, target audiences, and promising strategies

and activities of a physical activity strategy.

- identify potential trends and issues that may help or hinder your potential strategy.

Refer to Appendix C: Conducting a Situational Assessment.

Develop policy goals and objectives

A goal is an all-encompassing statement of the desired end result of your policy. An objective is a specific statement describing the effect of the policy in terms of what (should happen), to whom, how (frequency), and by when. Objectives are commonly defined as being SMART: specific, measurable, attainable, relevant or realistic, and timely. Policies should have many short-term, medium-term, and long-term, measurable objectives (that can be evaluated).[17]

The following is an example of an active transportation policy goal and objectives:

Policy goal: Increase physical activity by encouraging, supporting, and promoting active transportation infrastructure for residents of all ages and physical abilities.

Policy objectives[18]

- Build compact neighbourhoods with a mix of land uses to support pedestrian and cycle environments.
- Design transportation routes that are safe for all users and accessible by all ages and physical abilities.
- Develop a transportation system that is multimodal, accessible, interconnected, and transit supportive.

Refer to Worksheet 2: Develop Goals and Objectives.

Key Considerations

Step 1 requires a great deal of commitment (time, resources, research) to fully understand

the issue(s) and overall physical activity landscape in your setting or jurisdiction. Its completion is key to accomplishing the next steps in the process.

After you have collected all the data, you may decide a policy is not the best solution. The population health promotion model (the health promotion cube)[19] provides a comprehensive approach to guide your decisions regarding other appropriate physical activity promotion strategies.

Evaluation Reminder

Policy evaluation "[a]pplies evaluation principles and methods to examine the content, implementation or impact of a policy... [and] [h]elps us develop an understanding of the merit, worth and utility of a policy." [20]
Public Health Ontario. Evaluating healthy public policies: A ten step process.

STEP 2

Identify and analyze
policy options

STEP 2: Identify and analyze policy options

Step 2 involves identifying and exploring options for policy development or change that will solve the problem, and then analyzing each of those options.

Rationale

You must ensure that the policy options you consider reflect your community's or organization's needs and its goals and objectives. You will also want to consider what type of healthy public policy you might need: regulation, taxation, fiscal measure, or organizational change. [21]

Having considered all the information from Step 1, you now have to analyze each policy options and choose a few that can be presented to stakeholders and decision makers. Presenting concrete examples will help to focus the discussion; however, the policy options (or overall strategy direction) may change once stakeholders have been consulted.

Actions

Identify policy options

You can use three methods to identify physical activity policy options:

- Conduct an Internet search.
  - o Suggested search terms
    - active transportation
    - built environment
    - comprehensive school health
    - health in all policies
    - healthy workplace
    - physical activity interventions
    - physical activity and older adults (or seniors or the elderly)
    - physical activity and pregnancy
    - physical activity policy for day care centres or for preschoolers
    - physical education (physical education policy; physical education curriculum)

- prenatal physical activity

- policy approaches

- policy interventions

- sedentary behaviour interventions

- system approaches

o Suggested websites

  - Active Living Research
    http://activelivingresearch.org/

  - Alberta Centre for Active Living
    https://www.centre4activeliving.ca/

  - Canadian Best Practices Portal
    http://cbpp-pcpe.phac-aspc.gc.ca/

  - cancerview.ca (by the Canadian Partnership Against Cancer):
    Prevention Policies Directory
    http://www.cancerview.ca/PreventionAndScreening/
    PreventionPoliciesDirectory/

  - Centers for Disease Control and Prevention (CDC)
    http://www.cdc.gov/nccdphp/dnpao/division-information/
    policy/physicalactivity.htm

  - CDC Community Guide
    https://www.thecommunityguide.org/

  - CDC Database of Interventions
    http://www.cdc.gov/CHInav/database/

  - Community Toolbox
    http://ctb.ku.edu/en

  - Cochrane Collaboration
    http://www.cochrane.org/

  - Égale Action http://www.egaleaction.com/

  - Ever Active Schools: Healthy School Policy
    http://www.everactive.org/healthy-school-policy

  - Global Advocacy For Physical Activity
    http://www.globalpa.org.uk/

- HC Link
  http://www.hclinkontario.ca/index.php

- KinoQuébec
  http://www.kino-quebec.qc.ca/

- Ontario Chronic Disease Prevention Alliance
  http://www.ocdpa.on.ca/

- Physical Activity Policy Research Network
  https://paprn.wustl.edu/

- POWER UP!
  https://powerupforhealth.ca/

- Prevention Institute
  https://www.preventioninstitute.org/

- Public Health Agency of Canada: Healthy Public Policy Development
  http://www.phac-aspc.gc.ca/canada/regions/atlantic/work/e_d-eng.php

- Access library services. If your organization doesn't have access to library services, contact stakeholders to find out if they do and if they would help in your search.

- Contact colleagues, associations, and organizations that have an interest in solving the problem. Examples of organizations that could support or benefit from physical activity policy include

  o municipal government: Public Health, Recreation, Planning, Transportation, Infrastructure (roads, etc.)

  o provincial/territorial government: Health and Long-Term Care, Tourism, Culture and Sport, Infrastructure, Child and Youth Services, Environment and Climate Change, Education, Indigenous Relations and Reconciliation

  o settlement organizations for new Canadians

  o local, provincial/territorial, and national corporations and businesses

  o health charities (e.g., Heart and Stroke Foundation, Canadian Diabetes Association, Alzheimer's Foundation)

  o foundations and other granting agencies

  o unions (teacher, workplace)

  o hospitals

  o school boards

  o organizations that support underrepresented populations

Analyze the policy options generated

After you have identified the best policy options, you need to analyze each one to determine which to present to your stakeholders.

You can use *A Framework for Analyzing Public Policies: Practical Guide*[22] to help you analyze policy options. The *Practical Guide* describes six "dimensions" based on a policy's effects and implementation considerations that will help in the decision-making process.

Effects dimensions

- What effects does the policy have on the target problem?
- What are the unintended effects of this policy?
- What are the effects of this policy on different groups?

Implementation dimensions

- What is the financial cost of this policy?
- Is the policy technically feasible?
- Do the relevant stakeholders view the policy as acceptable?

For each of these dimensions, the list of questions on page 12 of the Practical Guide will help you analyze the policy options. After you and your team have answered the questions on page 12 of the Practical Guide, summarize the findings, and identify one or two policy options to pursue. You will then need to work with your partners (stakeholders and those within their organization) to determine which policy options will best address the problem and which one(s) they are willing to support.

By the end of Step 2, you should have identified one policy to develop and have gathered support from partners.

Key Considerations

Step 2 requires extensive research and data collection. An organized and systematic approach is essential to help you collect and organize the data and report the results.

Step 2 may be best completed with a team and by using professionals with expertise in the area.

Evaluation Reminder

Ensure that you are keeping a detailed account of how you identified the policy options. If the process of identifying the options will be updated later, a similar or different process could be used. Furthermore, this detailed account will assist if Step 2 of the policy development process is evaluated.

STEP 3

Determine and
understand decision makers
and influencers

STEP 3: Determine and understand decision makers and influencers

In Step 3, you will present the policy that you are interested in pursuing to the people who have an interest in addressing the problem. You will identify these people, described as decision makers and influencers;[23] learn about their beliefs, interests, and influence; and begin to build partnerships with them.

Rationale

The decision makers and influencers are essential, particularly those who you identify as champions. Champions share your beliefs and are willing to advocate for the actions you are trying to take. Ultimately, they have the ability to help or hinder the policy development process.

Those with power and influence who agree to serve as champions within their organizations and communities can help move your issue and proposed solutions forward. You must also strive to understand the perspectives of those who do not support your issue or proposed solution. The more you understand their viewpoint, the better equipped you will be to adapt your proposed policies to meet their needs. This type of understanding also helps when developing partnerships, as these types of partnerships will help ensure everyone wins.

Actions

Identify key decision makers and influencers

To identify decision makers and influencers, you must first define who they are and what their role is in the policy development process.[24]

Decision makers have the ultimate authority and responsibility to implement changes in their organizations or community (or region or province/territory). These individuals are your primary audience.

In a physical activity context, decision makers in

- *the community* are elected officials, city managers, and municipal staff;
- *recreation centres* are recreation directors and city managers;

- *the workplace* are CEOs/executive directors, senior management, and boards of directors;
- *schools* are principals, school board authorities, provincial/territorial minister of education;
- *long-term care facilities* are directors of care;
- *faith organizations* are the leaders and boards of Director.

An *influencer* is anyone who does not have decision-making power but has access to the decision makers and can persuade them to consider the issue and solutions. They include community members—the people who will ultimately benefit from the policy. Their understanding of the issue and readiness for the proposed solution is important.

Influencers are a diverse group from different organizations and sectors. Look for areas of alignment and opportunities to develop partnerships with these champions.

Figure 1: Stakeholder Engagement Wheel
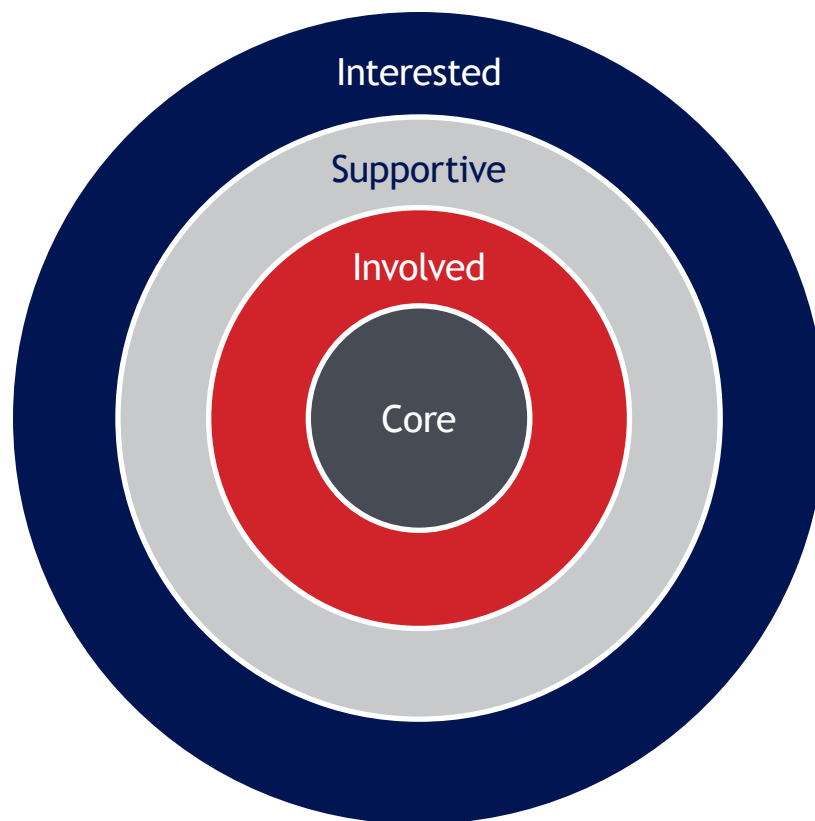
Using a stakeholder engagement wheel (refer to Figure 1[25]) is a good way to determine who your decision makers and influencers are and what role they can play in helping you have your policy adopted and implemented. The wheel depicts the four types of stakeholders, with the *core* group being the centre of your focus, moving outward to the *involved*, and the *supportive*, to the least engaged, the *interested*.

Core stakeholders are actively involved in the development and implementation of the physical activity policy process. They are members of a committee or working group and meet on a regular basis, contribute to the writing of the plan, freely provide their expertise, speak on behalf of the group, are role models and influencers, and help develop aspects of the plan.

Involved stakeholders want to be frequently consulted and to provide in-depth feedback. They may attend some meetings, discussions, or workshops and respond to requests to read and provide feedback on the policy development plan.

Supportive stakeholders provide some form of support and input, such as attending meetings, answering surveys, and providing input. They may also act as influencers.

Interested stakeholders are kept informed of the progress of the initiative (e.g., through electronic mailing lists or a newsletter) and are informed about opportunities to participate in events, but they are not directly involved in the work.

After you identify your decision makers (refer to Worksheet 3: Understanding Decision Makers and Influencers), the next step is to learn more about them. Table 1[26] provides some questions to help guide you.

Table 1: Questions for Understanding Decision Makers (DM) and Influencers (I)

1. What processes do they go through before making a decision (e.g., research studies, public hearings, consultations with certain individuals)? (DM)

2. What decisions do they have the power to make? (DM)

3. What relationship do they have with the community? What local transportation groups, citizen organizations, or businesses have supported or opposed their decisions and why? (DM, I)

4. What actions or positions have they taken on active transportation in the past? (DM, I)

5. What are the stated goals of their organizations? (DM, I)

6. What is their understanding of the contribution that physical activity makes to healthier citizen? (DM, I)

7. Where do they stand on the issues related to cycling, walking, active transportation in general?

8. Where do they stand on the issues related to cycling, walking, active transportation in general? Where do they stand on their role/responsibility to provide physical activity opportunities to their citizens? (DM, I)

9. What persuasion or advocacy processes do they use or participate in (e.g., public demonstrations, relationship-building, media advocacy)? (I)

10. What decsions do they influence? (I)

To answer the questions in Table 1 and gain insight into decision makers and influencers requires using your personal experience with them, collecting third-party information, gaining their perspective first-hand, and other forms of research. You will need to use both qualitative and quantitative methods to collect these types of information:

- Interview or survey decision makers.

- Reflect on and record information from your personal interactions with them.

- Interview stakeholders, community partners, and community members.

- Access and review meeting minutes from municipal or council meetings, workplace committee meetings, and other public documents.

- Attend meetings where possible (municipal council meetings are often open to the public).

- Search online for reporting structures and other decision makers or potential influencers in the community or organization.

- Become familiar with the company's, school's, or community's current programs and policies.

- Research the volunteer and business pursuits of decision makers (and influencers) to understand their personal interests and potential conflicts of interest.

- Search for media coverage about them.

After your research is complete, build a profile of each decision maker and share them with the Influencers to help them gain some insight into how best to use their influence. Organizing the information by using a SWOT analysis[27]—strengths, weaknesses, opportunities, and threats—will help you determine whether to move forward with the development of a policy or to identify other more suitable strategies. Having a record of this information will also help with future policy needs; you will know which decision makers are likely to champion a particular policy. Worksheet 3: Understanding Decision Makers and Influencers will help you organize the information and determine how to move forward.

Use behaviour change theories to move policy forward

Now that you understand the decision makers, you will want to consider how to move the policy development process forward. Using behaviour change theories[28] will help you predict how change happens in individuals, communities, organizations, and societies. Many behaviour change theories exist, but most have some commonalities:

- They acknowledge that individuals each have a particular world view.
- Multiple levels of influence affect people's decisions and ability to be active.
- Changing behaviour is a process.
- Motivation, intention, and action are all key to changing behaviour.[29]

Three commonly used behaviour change models or theories are

- the transtheoretical model (more commonly known as the stages of change model)[30]
- social cognitive theory[31]
- the theory of planned behaviour[32]

These types of models and theories focus on understanding a person's knowledge, attitudes, beliefs, *self-efficacy*, and *subjective norms* to gauge their acceptance or resistance to the policy options being presented.

Based on the information you have collected, you can answer these kinds of questions:

- How informed are they on the problem that your policy will solve? (knowledge)
- How much do they know about the topic in general? (knowledge)
- Do they have a positive attitude about the policy? (attitudes)
- How confident they are in their ability to help move the policy forward? (self-efficacy)

Become familiar with one or some of these behaviour change models or theories, and then choose one that will help you to assess a decision maker's readiness for policy development and to develop an action plan.

Key Considerations

Consider your decision makers and influencers, and first approach those who you feel are your champions.

Taking the time to understand decision makers helps shape present and future interactions. How you frame the message (positive or negative) can influence whether someone will want to help. Knowing the different people and understanding their beliefs and interests will help you determine the best way to frame the information.

Evaluation Reminder

Identifying and understanding decision makers and influencers, developing collaborative partnerships, and employing the use of behaviour change concepts to move policy forward are all key elements in a process evaluation. Record the process and the success of this step as part of that evaluation.

STEP 4
Assess readiness
for policy development

STEP 4: Assess readiness for policy development

In Step 4, you will assess the readiness of the decision maker(s) to accept a solution and identify the required steps to move forward with your policy (e.g., awareness, education, skill building).

Rationale

Assessing readiness is about identifying whether the decision maker is ready to support a policy or whether you need to consider other strategies (e.g., skill building, community action, the building of supportive environments)[33,34] to increase their readiness. The development of a physical activity policy can require significant resources, including time, effort, and money. A decision maker that is aware, knowledgeable, and ready to participate in and support the policy development process will help to ensure success.

Actions

The Policy Readiness Tool questionnaire

To complete this step, you can use the *Policy Readiness Tool*.[35] This tool is a self-administered questionnaire that assesses a community or an organization's readiness for policy change. It was developed to help policy developers encourage the implementation of a healthy public policy within a community or an organization. You can complete the questionnaire online at http://policyreadinesstool.com. Working with someone more familiar with the community or organization may help you answer the questions. The tool also includes strategies for working with groups who may be at different stages of readiness.

This adaptation of the tool uses three levels of readiness: *innovators*, the *majority*, and the *late adopters*.

Innovators are adventurous, risk-takers, and community role models. They are used to dealing with uncertainty and are committed to identifying solutions.

The *majority* consider new innovations but feel most comfortable accepting an innovation as part of a bigger group, rather than being one of the first.

Late adopters are often wary of new ideas and prefer the way things are. They either wait to adopt an innovation after the majority adopts it, or they may never adopt it unless it is mandated or they are legally required to do so.

After you have determined which of the three categories the people in your community or organization fall into (innovators, the majority, or late adopters), you can use the following key strategies to help you gain support for your physical activity policy:

Innovators

- Provide supportive evidence.
- Frame the issue to appeal to the innovative spirit of the community or organization.
- Build relationships with champions from the community or organization.
- Generate support from decision makers.
- Raise public awareness by educating community members about the issue.

The majority

- Provide evidence and outline public opinion.
- Frame the issue from the majority perspective.
- Engage and mobilize the community to take action on the issue.
- Build relationships and maintain momentum.
- Provide tools and incentives for policy adoption.

Late adopters

- Educate decision makers about the issue.
- Provide evidence to illustrate that the benefits of policy change outweigh the costs.
- Build strategic relationships with key community members.
- Understand their unique needs and address underlying barriers.
- Mobilize the community to take action and move the issue forward.

The Policy Readiness Tool website has a collection of recommended tools, databases, and resources for different stages of policy change, community member engagement, and other actions necessary to facilitate the adoption of a healthy public policy in your organization or community.

Key Considerations

Taking a policy approach to increase physical activity is a very complex process, involving a large number of people, including decision makers and influencers with different, and even competing, priorities and levels of understanding. You will need to dedicate a significant amount of time, energy, and resources to complete the process, and you will need to be open to opportunities and willing to respond to changes in the political, economic, and moral economy. [36]

As you are working with decision makers and influencers, be strategic as you bring individuals together. For example, if you are hosting a meeting, joint planning session, or presentation, invite the innovators to come at the same time, and perhaps extend the opportunity to the majority. Putting innovators with late adopters may not provide the results that you need early in the process.

STEP 5
Develop an action plan

STEP 5: Develop an action plan

An action plan includes multiple strategies (e.g., engage the community, raise awareness, build skills, create a supportive environment to facilitate policy change) to build support for the policy.

Rationale

Step 5 is the last step in the planning phase. It is now time to consider all the information from steps 1 to 4 and use it to guide the development of the action plan. The actions you decide on will help build the momentum and support for the policy. It may seem premature to develop an action plan without explicit agreement or permission to move forward with a policy; however, the action plan, in part, will contain activities to help move toward implementation.

If you have determined that a policy intervention is *not* the approach that you want to take, the information you have collected and the relationships you have built will still be valuable in other opportunities, programs, and projects. You may also want to revisit the policy approach at another time.

Actions

Before developing your action plan, create a logic model. The logic model helps you to put the information you gathered in perspective. A logic model identifies the goal, objectives, audience, and changes that will result from the action plan. (Refer to Appendix D: Developing a Logic Model)

Keep in mind that the logic model will outline the actions you need to take to move the policy to implementation. Therefore, the goal should be the specific physical activity policy you want to implement and what follows are the other things that you need to do to make this happen.

Develop the action plan[37]

The action plan is your guide for managing your program or project. It includes the tasks that have to be done, by whom, and within what timelines. It also helps to rally the people who will help to implement the policy.

When developing an action plan, consider the following:

- the logic model;
- the information you have gathered to date;
- the action steps, which include writing the policy and outlining steps for its adoption and implementation;
- the roles, responsibilities, timelines, and resources;
- ways to rally people together to help implement it;
- buy-in from the decision makers and influencers.

As you begin to develop your action plan, brainstorm the different policy options that you have based on the information you have collected. You will likely have to prioritize what you move forward.

Consider what, if any, current or emerging activities, trends, or municipal council agendas related to physical activity may affect your goals and objectives (e.g., competing interests).

Consider the support from the stakeholders and organizations with which you have built partnerships. Could any changes affect your ability to move your policy forward?

An action plan should include

- the policy goal and objectives (identified in Step 1);
- a detailed plan of action steps for each objective; include the strategies and tools you need to meet each objective: awareness, education, skill building, environmental support, policy development;
- the resources you need, including how and where to get them, such as budget, local support, interest and expertise;
- a target population;
- process objectives;
- short-, medium-, and long-term outcome objectives;
- roles and responsibilities, including each person's activities (who within your partnership will be responsible for this action), relationships, and reporting structure;
- timelines, including important milestones and sequencing (i.e., the order in which some steps have to happen).

Refer to Appendix E: Example of an Action Plan.

Develop a communications plan

The communications plan is an important part of the action plan. A communication plan is necessary to persuade decision makers to proceed with policy development. It provides information about the issues that the organization or community is attempting to address, what the proposed policy is, and why it is important. A communications plan can include members of the general public to begin building awareness and understanding of the issue(s) and solutions being considered.

Different communication channels and vehicles serve different purposes and can be placed on a continuum of low profile to high profile. Examples of low-profile communications include engaging in quiet negotiation, meeting with influencers and decision makers, and sharing information. Medium-profile activities include negotiating, preparing public briefs, providing information to influencers, visiting city council members and/or members of provincial Parliament (MPPs), forming alliances with other groups, writing letters to newspapers and MPPs, and appearing at committee hearings. Finally, high-profile activities generally employ mass media, presentations and print, and include public relations and government relations campaigns, release of information, participation at rallies, and letter writing campaigns. You will typically use low- to medium-profile communications activities.

Refer to Worksheet 5a: Build Support for a Policy – Communication Plan.

Message Development

Regardless of the type of communication channel you use, the messages to decision makers should focus on

- the links between the policy and a compelling issue or problem related to physical inactivity;
- simple descriptions of the proposed solutions (in this example, solutions related to active transportation);
- evidence from the community that change is warranted and desired (e.g., public opinion, discussion and debate in among community groups, media coverage).

Further, the messages should address potential counter arguments, such as the following:

- The proposed change is too costly.

- Increased regulation restricts individual freedoms.

- There is an alternative (non-policy) solution to the problem.

- There is still debate about the origin of, and therefore the best solution to, the problem.

Refer to Worksheet 5b: Build Support for a Policy - Message Content.

Key Considerations

Developing and implementing a physical activity policy can be a long-term endeavour. People, community/organizational priorities, funding allocations, demographics, and so on, may change over time. You may have to revisit and revise your action plan during its development.

Mobilizing support by creating, re-establishing, or nurturing your partnership network can help to ensure continued assistance with the creation of your policy. It is also important to reach out to community stakeholders to increase their awareness and knowledge about the problem and the importance of active transportation as an important solution, and the ways in which it aligns with their work and mandate.

Evaluation Reminder

Logic models support evaluation by

- providing a starting point for engaging stakeholders;

- serving as a resource for evaluation and assessment;

- identifying appropriate evaluation questions based on the program;

- developing indicators for the objectives;

- demonstrating accountability. [38]

STEP 6
Implement
the action plan

STEP 6: Implement the action plan

Step 6 is the first of two steps in the implementation phase and entails operationalizing the steps in the action plan.

Rationale

As you implement the action plan, you will be able to determine if it is comprehensive and will help you reach your goal. It will help you to avoid some common barriers to policy implementation, such as it being impractical, too costly, or too controversial to implement, or it not fitting with the philosophical or political landscape of the organization or community.

Writing the policy is an important part of Step 6, and ensuring that it is precisely written will help to have it adopted. Clear and concise wording must reflect the policy goals and objectives and gain support from stakeholders, and will ensure that the policy is implemented with the intent of reaching the goal.[39]

Actions

The main actions in Step 6 are

- writing the policy;
- providing regular updates on implementation;
- making adjustments based on emerging issues and responses.

Writing the policy

As mentioned in Step 2, there are four types of healthy public policies: regulation, taxation, fiscal measure, and organization change.

Writing the policy may mean drafting a new policy or revising an existing policy. Use examples to help you write or revise the policy, particularly those used by the community or organization that you are working with. Ensure that your policy includes

- an introduction or preamble that states the purpose of the policy;
- the policy goals and objectives and how the policy meets the objectives;

- the activities, principles, and sanctions;
- roles and responsibilities;
- the enforcement plan.

Refer to Worksheet 6: Write or Revise the Policy.

Providing regular updates on implementation

Consult with stakeholders throughout the process of writing the policy to ensure that they both understand the details of the policy. You may also want to consult with a legal representative to ensure that the policy can be enforced. Make revisions to the policy to get approval from decision makers.

Making adjustments based on emerging issues and responses

It is critical to conduct a situational analysis to ensure that your plan is moving toward the development of the required policy. The assessment lets you consider whether external or internal environments have changed. For example,

- Are the same people involved?
- Has the organization's/community's mandate changed?
- Has the policy landscape changed?
- Has a policy window opened?

Based on your situational assessment, you may have to adjust your plan. While your key outcome is the same (the development of a policy to address the issue you identified in Step 1), you may have to change strategies to deal with the emerging issues and the responses to them.

Key Considerations

Make sure your influencers and community stakeholders are aware of their roles in the action plan and understand them. Their involvement will encourage buy-in during the implementation phase. Continue to check in with influencers and stakeholders if you adjust your implementation plan in order to keep people involved.

Your original logic model will keep you on track toward your goal but allow for you to adjust the plan according to any new information.

Evaluation Reminder

Now is a good time to review and re-evaluate your overall goal to ensure that the actions align with achieving all goals and objectives. Document the rationale for changes made to the action plan.

STEP 7
Facilitate adoption
and implementation
of the policy

STEP 7: Facilitate adoption and implementation of the policy

Develop and present a persuasive argument for the adoption and implementation of the policy.

Rationale

After the work has been done, you will want to ensure uptake of the policy. Step 7 focuses on having the policy adopted and implemented by the main decision makers (municipal council, board of directors, workplace CEO, school principal) to reach your goals and objectives.

Actions

Important actions include

- identifying your role and your organization's role in facilitating the adoption of the policy;
- identifying how policies are implemented in different settings and understanding the formal processes;
- working in partnership with the organization or community to implement the policy and to develop a communications plan to inform stakeholders and others about the new policy;
- assisting in the development of an enforcement plan.

Facilitate the adoption of the policy

You may need to revisit some of the activities you have done to have your policy adopted. For example, you may need to communicate why the policy is needed and why you are asking a specific decision maker(s) to implement the policy (identifying their role). You may also need to outline reasons that influencers support this type of policy implementation and work with the decision makers to identify barriers to implementation.

Facilitating the adoption of your physical activity policy will depend on the type of organization you are working with. You must have a clear understanding of what the process is for implementing a policy. You also need to understand an organization's decision-making processes and how and when to engage the public as part of the approval or communications about a policy change.[40]

During the implementation process, continue to build and nurture relationships with stakeholders, decision makers, and influencers who are responsible for promoting, disseminating, implementing, enforcing, monitoring, and evaluating the policy. You may have to return to the first six steps of the policy development process to help you continue to build or maintain support for the policy. [41]

Develop a communications plan

A communications plan was recommended in Step 5 to increase the awareness and understanding of decision makers, influencers, and stakeholders regarding the issues and proposed solution (the development of a policy). Following the adoption of the physical activity policy, you will need to create a new communications plan that will

- educate people about the existence and purpose of the policy;
- increase understanding about the importance of having a physical activity policy;
- describe how the policy will support people in being more active (such as having bike racks at school to make it easier to ride bikes), as well as any consequences for not complying with the policy (for example, for managers who do not extend flexible work hours to employees).

In developing your communications plan, consider the different means of communication you have at your disposal:

- posters, handouts, brochures
- local newspaper, TV, radio
- social media
- intranet announcements at workplaces and schools
- webinars
- staff or town hall meetings
- presentations

Develop an enforcement or accountability plan

You should develop a formal plan to enforce the policy after it has been developed and implemented. You will need to identify a way to measure whether the policy is being administered and to determine the consequences if it is not.

Enforcing a policy helps to ensure that, over time, the actions become part of the community's or organization's culture. The development of a policy is a formal commitment, and its enforcement makes a positive statement about how important the issue is. Note, however, that after most policies are adopted, they are enforced on a complaint-based system. A sound enforcement plan may help to keep that from happening.

Key Considerations

You will be more successful at facilitating the adoption and implementation of a policy if you bring community members, employees, staff, students (day care to high school), older adults, parents/guardians, and others intended to benefit into the process. Building relationships with them is key, not only during this step but throughout the entire process.

STEP 8
Monitor and evaluate
the policy

STEP 8: Monitor and evaluate the policy

In Step 8, you will ensure the policy is being implemented and enforced to meet its goal in addressing the issue and achieving the results that it was designed to produce.

It is also important to identify what should be evaluated: the content, implementation, or impact of the policy.

Rationale

Monitoring and evaluating are critical after a policy has been implemented. They ensure that the physical activity policy has been implemented according to the plan and that it is having an impact on the issue that it was meant to address. A physical activity policy has the potential to produce long-term benefits, particularly if other supports are in place to ensure that policy recommendations are enacted. For example, a policy to support active transportation requires a supportive environment to walk and ride bikes.

A policy may not be having the impact it was intended to have for many reasons. Monitoring and evaluating it throughout the implementation stage will help determine if changes must be made or if the policy should be withdrawn altogether. It also shows that you are being accountable to your stakeholders.

Actions

According to Public Health Ontario (PHO), evaluation is defined as the "systematic gathering, analysis, and reporting of data to assist in decision making. It can include quantitative, qualitative or mixed-method approaches." [42]

Three types of evaluations are typically conducted after a policy has been developed or implemented: content, implementation, or impact evaluations. One way to determine the type of evaluation to conduct is to use Public Health Ontario's *Ten Steps for Conducting an Evaluation*.

Refer to Appendix F: Evaluating Healthy Public Policies: A Ten Step Process to view a graphic of PHO's *Ten Steps for Conducting an Evaluation*.

Develop indicators

Two types of indicators are used to evaluate policy:

Process indicators assess how the policy was implemented. Examples include the number of educational materials developed and disseminated, the number of posters in recreation facilities, and the number of volunteer training hours.

Outcome indicators assess the impact of the policy. Examples include the number of days employees are absent from the workplace (has it decreased?), the percentage of employees who aware of the policy, and the percentage of people walking during their lunch hour.

Both quantitative and qualitative data are useful to answer evaluation questions.

Key Considerations

Just like the process to develop and implement a policy, evaluating a policy is also systematic. Before the evaluation takes place, you will need to make decisions on what should be evaluated, how the evaluation will be conducted, and what recommendations can be made.

Ensure you consider monitoring and evaluation from the beginning of the planning process. In PHO's *Ten Steps for Conducting an Evaluation*, you will notice that a good deal of the information that informs the evaluation was developed through the planning phase. Ensuring that planning and evaluation go hand in hand will make it more likely that you have the information required when it comes time to do the evaluation.

The Final Word

The development of a policy is a complex and extremely comprehensive process. But the benefits of physical activity explain its importance to physical health, mental health, social well-being, and the health of communities.

Physical activity may be overlooked as an effective way for businesses to decrease health care costs, absenteeism, and staff turnover. And yet efforts to get more people active—even 10% of the population—significantly impact the overall health and economy of our country.[43] Encouraging people of all ages to participate in physical activity, recreation, and sport programs may be viewed as perhaps just fun and games (which are important, too) but overlooked as a means of teaching life lessons to children, engaging youth in healthy activity and away from crime and drugs, extending a welcome to new Canadians, and breaking down barriers to inclusion and accessibility for all people, regardless of culture, income, gender, age, and sexual orientation, which ultimately strengthens the community, the province, and the country.

Promoting physical activity, particularly the long-lasting effects that accrue through the implementation of physical activity policies, is a worthy and important job. This toolkit will help you continue to do that job effectively.

Share Your Success Stories

Before using the policy toolkit, you may have developed policies by using another evidence-based approach. Perhaps you were successful in both the process and the outcome of the policy. Perhaps you experienced some bumps along the way but learned from the experience. In either case, we would love to hear and share your stories! Please submit your experiences via twitter at (@parcontario) or email (parc@ophea.net / parc.fr@ophea.net).

Glossary of Terms

Action plan: An action plan is a guide for the actual implementation and running of a project, created after the logic model. [44]

Behaviour change theories: Behaviour change concepts/theories are theoretical models that serve as "organizing frameworks for understanding and intervening upon physical activity and sedentary behaviour by helping researchers and practitioners identify the factors that influence behaviour." [45]

Decision makers: Decision makers have the ultimate authority and responsibility to implement changes in their organizations or community (or region or province/territory). These individuals are your primary audience. [46]

Evaluation: The "systematic gathering, analysis, and reporting of data to assist in decision making. It can include quantitative, qualitative or mixed-method approaches." [47]

Fundamental movement skills: Fundamental movement skills are "basic movements such as throwing, kicking, running, jumping, hopping and catching. Fundamental sport skills are these movement skills applied to a sport situation: for example, kicking a soccer ball, running a sprint, jumping up for a basketball rebound, catching a baseball. Children will struggle if they are forced to learn fundamental sport skills before they have learned fundamental movement skills." [48]

Healthy public policy: A healthy public policy is any policy, such as legislation, taxation, mandated education, or fiscal incentive, which seeks to improve the health and wellness of the individuals, community, or population that it affects. [49]

Influencers: Influencers can persuade the decision makers (those who can make the necessary changes). They are generally your secondary audience. [50]

METs: Metabolic equivalent of task (MET) is a unit of measure for energy expenditure and is defined as "the resting metabolic rate, that is, the amount of oxygen consumed at rest, sitting quietly in a chair, approximately 3.5 ml 02/kg/min (1.2 kcal/min for a 70-kg person)." [51]

Moderate-intensity physical activity: On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 1 to 10. As a rule of thumb, during moderate-intensity activity, you can talk but not sing your favourite song. You're working hard enough to raise your heart rate. [52]

Moderate- to vigorous-intensity physical activity (MVPA): MVPA is a combination of moderate- and vigorous-intensity activity. This is what you're aiming for to meet the guidelines. [53]

Physical activity: Physical activity is any bodily movement produced by skeletal muscles that result in energy expenditure. It is an overall term for any movement of the body. Activities can be light to vigorous intensity and can be categorized in four domains: leisure, occupation/settings, household, or transport. [54]

Physical inactivity: Physical inactivity is defined as "insufficient amounts of moderate to vigorous physical activity (i.e., not meeting specified physical activity guidelines). [55]

Physical literacy: Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life. [56]

Policy: A policy is a course of action that drives decision making to set priorities and allocate resources, often developed to address an issue or a problem. A good policy is informed by evidence and brings about important change through various approaches. [57]

Population health: Population health is an approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. [58]

Primary data: Primary data are original research collected through first-hand enquiry. This type of data requires sorting and analysis to get the information that you need.

Recreation: Recreation is the experience that results from freely chosen participation in physical, social, intellectual, creative, and spiritual pursuits that enhance individual and community well-being. [59]

Secondary data: Secondary data are data collected and made widely available by a second party, most often in journals and other publications. Secondary data do not need to be analyzed or manipulated in any way.

Sedentary behaviour: Sedentary behaviour is any waking behaviour characterized by an energy expenditure ≤1.5 METs while in a sitting or reclining posture. [60]

Self-efficacy: Self-efficacy is the confidence in one's ability to take action. [61]

Situational assessment: "A situational assessment is a systematic process to gather, analyze, synthesize and communicate data to inform planning decisions." [62]

Socio-ecological model: The socio-ecological model provides an approach that recognizes the complexity of factors that impact a person's ability to be active and considers interventions that take place at the individual, interpersonal, organizational, community, and policy levels. [63]

Subjective norms: Subjective norms are the beliefs about what other people think the person should do or general social pressure. [64]

Supportive environments: Supportive environments are one of the five action areas in the Ottawa Charter for Health Promotion. They offer people protection from factors that can threaten good health, foster participation in health, and let people expand their capabilities and self-reliance. [65]

Vigorous-intensity physical activity: On a scale relative to an individual's personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 1 to 10. If you're doing vigorous-intensity activity, you will not be able to say more than a few words without pausing for a breath. Your heart rate will have gone up quite a bit. [66]

Resources

The resources in this section are additional supports to assist with the eight steps for developing healthy public policies as it relates to physical activity.

Step 1: Identify, describe, and analyze the problem

A Framework for the Ethical Conduct of Public Health Initiatives. Public Health Ontario
https://www.publichealthontario.ca/en/eRepository/PHO%20%20Framework%20for%20Ethical%20Conduct%20of%20Public%20Health%20Initiatives%20April%202012.pdf

At a glance: The twelve steps to developing a health communication campaign. Public Health Ontario
https://www.publichealthontario.ca/en/eRepository/Twelve_steps_developing_health_communication_campaign_2012.pdf

Developing a Population Health Promotion Mode. Public Health Agency of Canada
http://www.phac-aspc.gc.ca/ph-sp/php-psp/php3-eng.php

Focus On: Six strategic steps for situational assessment. Public Health Ontario
http://www.publichealthontario.ca/en/eRepository/FocusOn-Situational_Assessment_2015.pdf

Online Health Program Planner. Public Health Ontario
http://www.publichealthontario.ca/en/ServicesAndTools/ohpp/Pages/default.aspx

Planning health promotion programs: Introductory workbook. Public Health Ontario
http://www.publichealthontario.ca/en/eRepository/Planning_health_promotion_programs_workbook_En_2015.pdf

Step 2: Identify and analyze policy options

Fact Sheet: A Model for Evidence-Informed Decision Making in Public Health. National Collaborating Centre for Methods and Tools
http://www.nccmt.ca/uploads/media/media/0001/01/9e2175871f00e790a936193e98f4607313a58c84.pdf

Health in All Policies and Austerity. National Collaborating Centre for Healthy Public Policy
http://www.ncchpp.ca/docs/2016_GouvIntGov_PresHiAP_En.pdf

Program Evidence Tool. Ontario Public Health Association
http://opha.on.ca/Resource-Documents/TEIP_Program_Evidence_Tool_Overview-(1).aspx?ext=.pdf

Step 3: Determine and understand decision makers and influencers

Community Tool Box. University of Kansas
http://ctb.ku.edu/en

Policy Readiness Tool, Strategies. PLACE Research Lab, University of Alberta
http://policyreadinesstool.com/strategies/

Theoretical explanations for maintenance of behaviour change: A systematic review of behaviour theories. Health Psychology Review
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4975085/

Step 4: Assess readiness for policy development

Community Prevention Readiness Self-Assessment Tool. Prevention Institute
https://www.preventioninstitute.org/publications/
community-prevention-readiness-self-assessment-tool

Guide to Planning an Action Strategy for Healthier Public Policy. Canadian Healthy Communities Network
http://bchealthycommunities.ca/res/download.php?id=417

Policy Readiness Tool, List of Resources. PLACE Research Lab, University of Alberta
http://policyreadinesstool.com/all-resources/

Toolkit to Healthier Communities—Influencing Healthy Public Policies. Ontario Chronic Disease Prevention Alliance
http://www.ocdpa.on.ca/sites/default/files/publications/OCDPAHCToolkit_Final_ENG.pdf

Step 5: Develop an action plan

Action Plan Examples. Active and Safe Routes to School
http://activesaferoutes.ca/school-travel-plans/action-plan-examples/

Bergeron, K. Beyond policy development to government policy uptake. Heart Health Resource Centre. 2008.
http://www.hclinkontario.ca/images/Uploaded_files/2011/ataglance_PolicyUptake.pdf

Community Tool Box. University of Kansas
http://ctb.ku.edu/en

Focus On: Logic model—A planning and evaluation tool. Public Health Ontario.
http://www.publichealthontario.ca/en/eRepository/Focus_On_Logic_Models_2016.pdf

Program Logic Models. Public Health Ontario
https://www.publichealthontario.ca/en/LearningAndDevelopment/Events/Documents/
Logic_models_rounds_2012.pdf

Logic Models. Program Development and Evaluation, University of Wisconsin-Extension
http://fyi.uwex.edu/programdevelopment/logic-models/

Step 6: Implement the action plan

Community Tool Box. University of Kansas
http://ctb.ku.edu/en

Step 7: Facilitate adoption and implementation of the policy

Community Tool Box. University of Kansas
http://ctb.ku.edu/en

National Collaborating Centre for Healthy Public Policy
http://www.ncchpp.ca/en/

Developing health communication campaigns. Public Health Ontario. Toronto, ON: Queen's
Printer for Ontario. Manuscript in preparation.

Step 8: Monitor and evaluate the policy

At A Glance: The ten steps for conducting an evaluation. Public Health Ontario
https://www.publichealthontario.ca/en/eRepository/At_A_Glance_Evaluation_2015.pdf

Evaluating Healthy Public Policies. Public Health Ontario
http://www.publichealthontario.ca/en/LearningAndDevelopment/EventPresentations/
Evaluating_Healthy_Public_Policies.pdf

Appendices

Appendix A:
Making the Case for Physical Activity

The Physical Activity and Sedentary Behaviour Landscape

Physical activity has the power to increase both the length and quality of our lives. Considered by the United Nations as the foundation for combating non-communicable diseases,[67] physical activity provides physical, psychological, social, academic, community and environmental, and economic benefits.[68, 69, 70]

The Benefits of Physical Activity

Physical benefits

- strengthens the heart and lungs

- helps build strong bones and muscles

- reduces the risk of osteoporosis

- develops good posture

- increases energy

- improves fitness levels (endurance, strength, and flexibility)

- improves coordination and balance

- helps to reduce the number of falls and the associated injuries

- helps maintain a healthy body weight

- helps to regulate sleeping and eating habits

- helps to regulate hormonal change during pregnancy and menopause

- helps develop fundamental movement skills

- enhances development of brain function and neural pathways

- reduces the risk of developing dementia

- improves immunity

- reduces the rates of all causes of mortality, including reducing rates of coronary heart disease, high blood pressure, stroke, metabolic syndrome, type 2 diabetes, and certain cancers (including breast and colon)

Psychological benefits

- encourages fun and makes people feel happy
- reduces anxiety and helps people feel good about themselves
- prevents, reduces, manages depression
- improves the ability to deal with stress
- helps build confidence and positive self-esteem, motivation
- enhances emotional development
- improves memory
- enhances well-being, life satisfaction, and quality of life
- reduces isolation and loneliness

Social benefits

- provides opportunities to develop life skills, team skills, problem solving, conflict resolution, sports skills for social engagement
- provides opportunities for children and youth (and adults) to practise or develop social skills and leadership skills
- encourages interaction and helps develop friendships
- develops positive lifelong attitudes toward physical activity
- encourages healthy family engagement
- helps nurture and promote imagination and creativity
- prolongs independent living
- provides a sense of belonging to a network
- provides a sense of identity

Academic benefits

- improves problem-solving skills and abilities
- improves learning and attention
- increases concentration
- improves memory
- helps students do better on tests
- impacts students' overall achievement

- enhances students' readiness to learn

- helps students exhibit positive behaviour

- improves self-esteem

Community and environmental benefits

- Walking and biking reduce pollutants from motor vehicles, including emissions around schools.

- Employees who participate in workplace programs have lower absentee rates, improved productivity, and fewer health-related work limitations.

- Physically active communities deter crime and social dysfunction.

- Active environments strengthen communities, giving people a greater sense of social cohesion and more positive attitudes about their cities.

- Active communities build a sense of place and pride.

- Active communities help in understanding different cultures and learning about different forms of families.

- Physical activity enhances overall quality of life (enjoyment, social engagement).

- Increasing active transportation helps to protect habitat and biodiversity and improves air quality.

Economic benefits

- Designing cities to be active can have a significant economic impact such as increased investment, higher property values, and greater tax revenue.

- Sport tourism contributes to the economic health of a community.

- It is estimated that physical inactivity cost the Canadian economy $6.8 billion in 2009.[71]

- By getting 10% of adult Canadians to move would create a $7.5 billion cumulative increase in GDP and a $2.6 billion reduction in health care spending by 2040.[72] (*Note*: this is related only to hospitalization, physician care, and pharmaceuticals for heart disease, hypertension, diabetes, and cancer.)

- Physical activity helps improve work performance and productivity.

- Active communities attract businesses to the community, thereby generating employment and draw tourism.

How to Reap the Benefits of Physical Activity

A modest amount of physical activity, which can be broken down into ten-minute sessions is enough to provide benefits. According to the Canadian Physical Activity Guidelines,[73]

- Children ages one to four should accumulate at least 180 minutes of physical activity at any intensity spread throughout the day, including a variety of activities in different environments and activities that develop movement skills.

- Adults ages 18 to 64 should accumulate at least 150 minutes of moderate to vigorous aerobic physical activity as well as muscle and bone strengthening activities, using major muscle groups, at least two days per week.

- Older adults 65 years and older should accumulate at least 150 minutes of moderate to vigorous aerobic physical activity as well as muscle and bone strengthening activities, using major muscle groups, at least two days per week. Activities that improve balance (such as tai chi and yoga) are also recommended.

And according to the Canadian 24-Hour Movement Guidelines for Children and Youth,[74] children ages 5 to 11 and youth ages 12 to 17 should accumulate at least 60 minutes per day of a variety of moderate to vigorous physical activity. On at least three days of the week, vigorous physical activities and muscle and bone strengthening activities should each be included, as well as several hours of a variety of structured and unstructured light physical activities.

Of course, the more you do the more benefits you accrue. For example, if you meet the physical activity guidelines, you can decrease your risk of high blood pressure by 33%. However, if you exceed the physical activity guidelines, you can decrease your risk by 60%! The same applies to other conditions, including type 2 diabetes, cardiovascular disease, stroke, and colon cancer, among others.[75] Further, according to the Conference Board of Canada, getting just 10% of adult Canadians to move more would reduce cases of chronic disease and premature mortality, and increase health-related quality of life.[76]

Sedentary Behaviour

Sitting, or being sedentary, carries risks. Sedentary behaviour is distinct from physical inactivity and is defined as "any waking behaviour characterized by an energy expenditure of ≤1.5 METs while in a sitting or reclining posture."[77] While not completely understood, sedentary behaviour is thought to increase the risk of several chronic diseases, beyond its role in increasing a person's risk of being overweight or obese.

Sedentary Behaviour Guidelines exist for the early years (Canadian Sedentary Behaviour Guidelines for the Early Years—0–4 years) and for children and youth (as part of the Canadian 24-Hour Movement Guidelines for Children and Youth). They recommend the following:

- For children ages zero to four, time spent being sedentary during waking hours, such as prolonged sitting or being restrained, should be minimized (no more than one hour at a time). Screen time should be limited to under one hour per day for children two to four, with no screen time for children under two.[78]

- For children ages 5 to 11 and youth ages 12 to 17, limit sitting for extended periods (including motorize transportation, at school, etc.) and limit recreation screen time to less than two hours per day.[79]

Of course, it is safe to say that adults and older adults should also decrease sedentary time by taking stand-up breaks, at least once every hour, throughout the day. According to the Conference Board of Canada, reducing sedentary behaviour has the largest impact on premature mortality.[80]

The Role of Sleep

According to the Canadian 24-Hour Movement Guidelines for Children and Youth (ages 5 to 17),[81] released in 2016, an uninterrupted 9 to 11 hours of sleep per night is recommended for those ages 5 to 13 and 8 to 10 hours per night for those ages 14 to 17, with consistent bed times and wake-up times. Adequate sleep helps to ensure kids have the energy to be active. And children who are active sleep much better.

Where We Stand (and Sit) in Canada on Physical Activity and Sedentary Behaviour

Having the most current facts and stats related to physical activity and sedentary behaviour is essential in helping you determine the best strategy to improve the situation and for making the case for your strategy of choice (whether you are advocating for skill development programs or healthy physical activity policies).

Two key organizations that monitor physical activity levels in Canada are Statistics Canada and the Canadian Fitness and Lifestyle Research Institute (CFLRI). Statistics Canada uses two surveys to report on physical activity levels. Since 2007, the Canadian Health Measures Survey (CHMS)[82] has been directly measuring things such as height, weight, waist circumference, resting heart rate, musculoskeletal health and fitness, and physical

activity through accelerometry, among other key health indicators. CHMS also gathers information about physical activity levels through household interviews (for further information: http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5071). The Canadian Community Health Survey[83] provides data at a national and provincial/territorial level and can collect data on small populations. Every year, it collects information related to health, health care, and the determinants of health but has the ability, through its "rapid response" surveys to get information about specific topics (for further information: http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3226).

CFLRI[84] is a national not-for-profit research organization that monitors and reports on the physical activity levels of Canadians. Its work supports national organizations, federal and provincial governments and academic institutions.

- CFLRI monitors change in the physical activity, sport participation, and health status of Canadians through the Physical Activity and Sport Monitoring Program.

- CFLRI provides the evidence necessary for governments to develop policies, set targets for increasing the physical activity and sport participation rates of the population and determine priorities for investment of public resources.

- CFLRI increases individual awareness of the benefits of an active lifestyle by synthesizing, interpreting, and sharing research knowledge.

- CFLRI identifies research priorities and recommends strategies to increase physical activity levels.

CFLRI's two major publications are the *Physical Activity Monitor* and *Kids CANPLAY*. For more information, visit http://www.cflri.ca/.
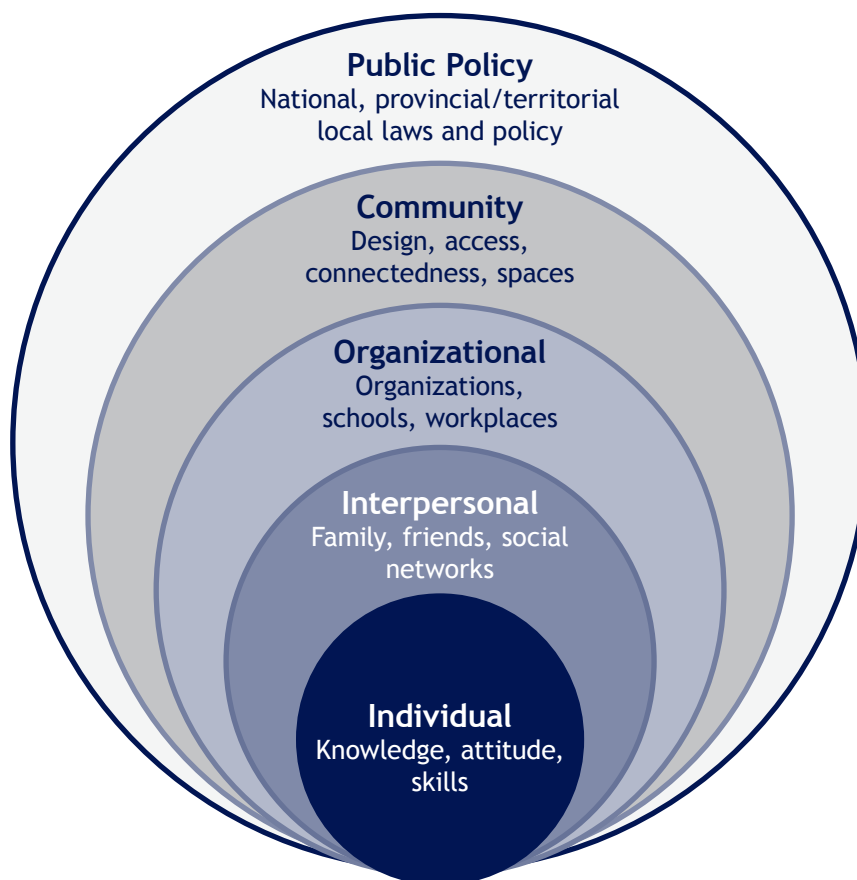
Appendix B:
Examining the Socio-ecological Model

To guide our efforts in finding solutions, the use of behaviour change theories help us understand the different factors that impact a person's ability or desire to be physically active and how to intervene.[85] Theories, such as the social cognitive theory[86] and the transtheoretical model[87] (stages of change) focus on individual and interpersonal influences only, while ecological models, such as the socio-ecological model (Refer to Figure 2),[88] acknowledge the different factors—individual and societal—that influence behaviour and the interplay between them.

The socio-ecological model provides an approach that recognizes the complexity of factors that impact a person's ability to be active. Community strategies, in the form of supportive environments, and policy interventions, combined with individual-level programs and initiatives will be more successful in increasing physical activity levels.[89]

Figure 2: The socio-ecological model

Public Policy
National, provincial/territorial local laws and policy

Community
Design, access, connectedness, spaces

Organizational
Organizations, schools, workplaces

Interpersonal
Family, friends, social networks

Individual
Knowledge, attitude, skills

The socio-ecological model comprises five levels (individual, interpersonal, organizational, community, and public policy) and the types of interventions that can be used at each level.

Individual Level

The individual is at the centre of the socio-ecological model, which focuses on the personal factors that influence whether an individual will be physically active. These include age, gender, socio-economic status, education, employment, perceived barriers, behaviours, motivation, enjoyment, beliefs and attitudes (self-efficacy), skills, disabilities, injuries, behavioural skills (goal setting), and knowledge (pros/cons of being active).

Intervention strategies focus on increasing awareness; changing knowledge, attitudes, and behaviours, and teaching skills. There are many examples of interventions; a few of them are educational programs, support groups, one-on-one counselling, communications campaigns, incentive programs, programs to enhance physical literacy, and the use of technology.

Interpersonal Level

The interpersonal level relates to the relationships that people have with different influencers in their lives, including family (parents, siblings, grandparents), peers, colleagues, social networks, physician or health care providers, teachers, day care providers, recreational club leaders, and social and cultural norms.

Strategies in the interpersonal level *could* include family physical activity, support and rules, support groups, peer education programs, family-centred activities (at recreation centres, charity walks), workplace interventions, teacher and day care provider training, community education, social marketing campaigns, and one-on-one counselling of family members.

Organizational Level

Organizations provide the settings in which people spend time and can be supported and influenced. Settings include workplaces, schools, after-school programs, day care centres, recreation centres and clubs, sport clubs, religious institutions, hospitals, and seniors' residences/long-term care facilities.

Organizational-level activities could include workplace interventions (e.g., walking programs, take the stairs initiatives, stand-up desks), daily physical activity, physical education, intramural sports, skills development clinics in active and non-active recreation clubs, programs and policies at day care centres, and integrating physical activity opportunities for well and frail older adults in nursing homes.

Community Level

At the community level, the natural and built environment are the focus, characterized by geography, weather, parks, green spaces, playgrounds, the connectivity of streets, lighting, attractive spaces, the speed and volume of traffic, safety, public transportation, walking and cycling infrastructure, and sport and recreation infrastructure.

Examples of interventions at the community level could include building community ice rinks, creating parks with access for all members of society (e.g., people with a disability), designing adventure playgrounds, building sidewalks and incorporating traffic-calming mechanisms in new subdivisions, ensuring new subdivisions have green space, ensuring paths and sidewalks are well lit and free of graffiti and litter, creating walking and cycling infrastructure (e.g., bike lanes, racks), mandating shared use of school gyms and other spaces, and building recreation and sport facilities near schools, nursing homes, and malls.

Public Policy Level

The public policy level is characterized by formal and informal rules, regulations, guidelines, and governance. Policies can pertain to active transportation, urban planning, organizational policies (schools, workplaces, day cares, etc.), physical activity and sedentary behaviour guidelines, tax incentives, and physical activity strategies.

Intervention strategies at the public policy level could include creating a municipal policy that allocates a percentage of spending for bike lanes when planning transportation infrastructure, implementing a policy that includes offering free or subsidized programming or transportation for underrepresented groups, mandating daily physical education from grades 1 to 12, instituting flexible work hours, providing gym or other physical activity subsidies for employees, and hiring walking school bus "drivers."

Appendix C:
Conducting a Situational Assessment

Here are Public Health Ontario's six steps for conducting a situational assessment[90]:

1. Identify key questions to be answered

Finding solutions to address your issue requires, first, identifying the right questions. The questions will help you confirm the issue, identify the strengths and challenges in solving the issue, and help you begin to shape the actions or solutions.

   (i)   What is the situation? What is the problem that needs to be solved? From whose view point? Are there other viewpoints that need to be considered?
   (ii) What influences are making the situation better and worse?
   (iii) What actions can you take to address the situation?

By the end of this step, you will have generated a number of questions. You should prioritize these questions as you move to Step 2, which focuses on developing and implementing a plan to answer them.

Refer to Worksheet 1a: Describe the Problem - Make a Situation Assessment.

2. Develop a data-gathering plan

A data-gathering plan is a clear and realistic list of specific tasks or action steps that outlines the role of stakeholders, the resources (human, financial, and time) allocated to this step, decision-making processes, and the data-collection methods.[91] Taking these actions into consideration will help you prioritize what data you will collect and how you will collect it.

Data-collection methods come in two types:

- Primary data collection—original research that is collected through first-hand enquiry
   o interviews
   o surveys

- o   questionnaires

- o   focus groups

- o   community stories, testimonials

- Secondary data collection—data that are collected and made widely available by a second party

- o   journals

- o   publications

- o   quantitative survey data (CHMS, CFLRI)

- o   evaluations of similar initiatives done in the past

- o   research findings

- o   environmental scans

Knowing the difference may help you determine which type of data you can or want to collect. Secondary data do not need to be analyzed or manipulated in any way (requiring fewer resources), whereas collecting primary data requires sorting and analysis of the information. However, secondary data may not provide you with the precise or timely information. Use a combination of primary and secondary data-collection methods (e.g., face-to-face stakeholder consultations, surveys, the use of existing large data sets, and literature reviews).

3. Implement your data-gathering plan

During the data-gathering phase, you should meet your timeline and budget, keep accurate records about where the information came from and who analyzed the information, and ask consistent questions. Be clear about which sources of data are required to answer certain questions, which will help you organize the information later. Primary data research should be conducted by a trained person, in an ethical manner (including obtaining informed consent).

4. Organize, synthesize, and summarize the data

Once the data are collected, it may be best to organize it by the questions that were asked in Step 1 by creating an evidence table or spreadsheet to keep track of important information, including the key lessons, the data sources (which help establish rigour), and any data that provide specific directions or suggestions, which will later help you

decide about program goals, objectives, audiences, strategies, and activities. You will also find out if you are missing any information. After you have all your information, you will need to synthesize and summarize it into key findings, which are the answers to your situational assessment questions. This is an opportune time to consider if developing a policy is the right solution to the problem.

Refer to Worksheet 1b: Describe the Problem - Outline.

5. Communicate the information

Develop a communications plan to share your results with stakeholders. Your plan should include key audiences, communication objectives, and communications channels and vehicles, including community newspapers, partner newsletters and electronic mailing lists, press releases, and social media (websites, Facebook, Twitter, Instagram, etc.). The purpose of sharing your results is to learn if others experience the situation the same way and to invite them to work collaboratively to implement a solution.

6. Consider how to proceed

Consider the results of the situation assessment; is there enough evidence to support developing a physical activity policy? Or is another action required, such as awareness, education, skill building, or environmental support?

To determine how to proceed, consult with community stakeholders and decision makers, as well as with those within your organization (partners) to ensure that you have the means (e.g., time, financial resources, leadership support) to influence change by using a policy approach. If yes, identify the overall goals and objectives that a policy could address. At this point, you may have some idea of the type of policy that could address the problems identified.

Appendix D:
Developing a Logic Model

A logic model is "a graphic depiction of the relationship between the key elements of a program or initiative (i.e., goals, objectives, target groups, and activities)."[92] A logic model may use an if-then logic to determine what the program does, who the target audience of the policy is, and what outcomes you want to achieve.[93]

A logic model is used to[94]

- help view complex relationships between many program components in a simpler and visual way;

- accurately reflect the program in a concise way;

- determine the most effective path a program should take to reach its desired results;

- involve stakeholders in the planning, and define and clarify stakeholder expectations and assumptions about the program planning process in terms of the who, what, where, when, how, and why, helping to avoid conflict and misunderstandings;

- clarify the relationship between program components;

- communicate a shared understanding of the purpose, proposed outcome, and relationship between the initiative's components;

- identify gaps in the policy process; and

- function as a management tool.

Refer to Worksheet 4: Develop a Logic Model.

Appendix E:
Example of an Action Plan

Goal: Increase physical activity by encouraging, supporting and promoting active transportation infrastructure for residents of all ages and physical abilities.

Objective: Design transportation routes that are safe for all users and accessible by all ages and physical abilities.

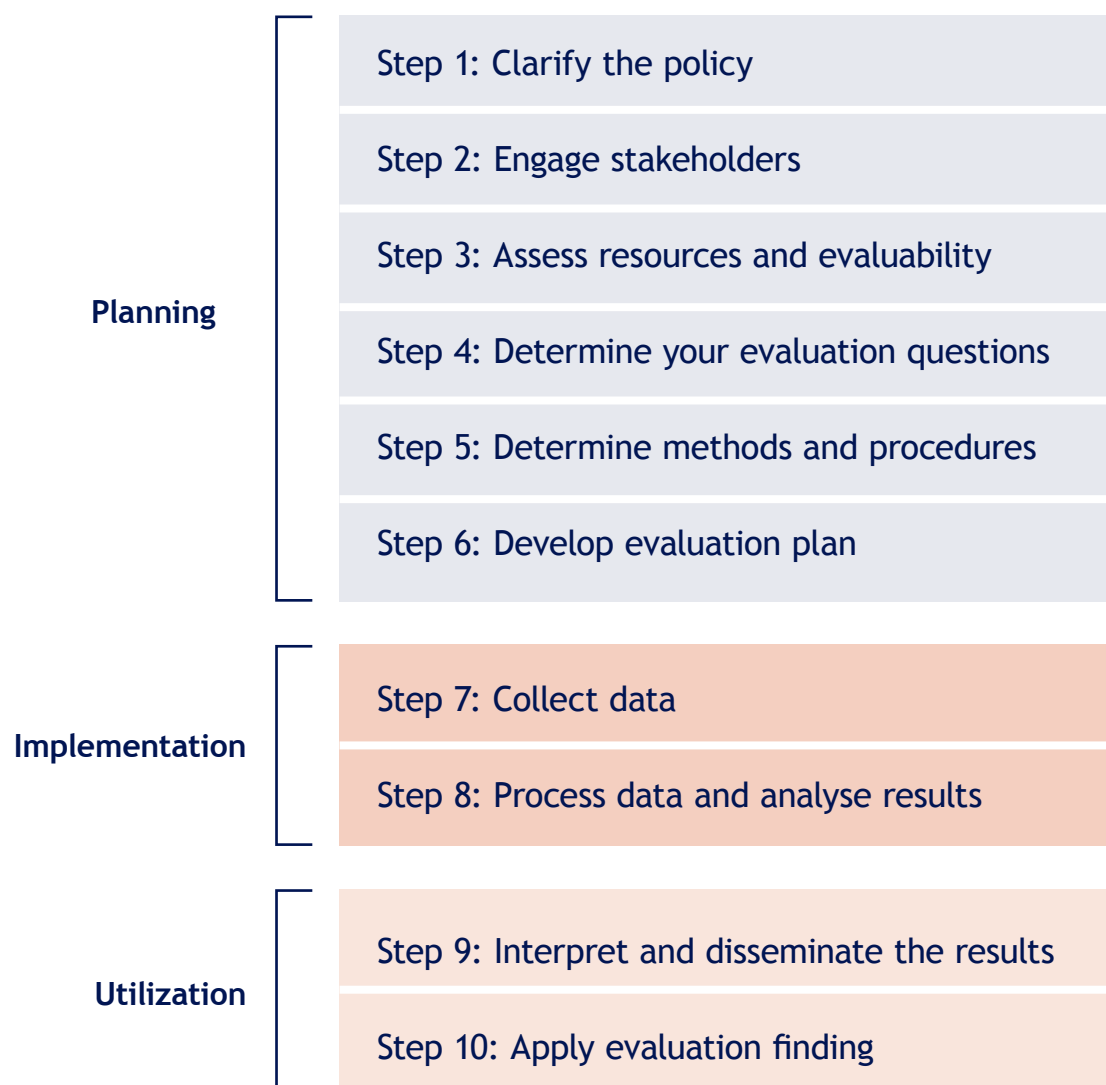**Audience:** Community members of all ages and abilities

Action Steps (What needs to be done?)	By Whom (Who will take action?)	By When (By what date will the action be done?)	Resources and Support (Available | Needed)		Potential Barriers of Resistance (What individuals and organizations might resist? How?)	Communication Plan for Implementation (What individuals and organizations should be informed about/involved with these actions?)
			Resources Available	Resources Needed (financial, human, political, and other)		
Overall: Introduce City Council to concept of Complete Streets	Policy Project lead				3/6 councillors do not support funding for active transportation infrastructure	Develop a communications plans for • the public • business owners • city councillors • anyone opposed

Action Steps (What needs to be done?)	By Whom (Who will take action?)	By When (By what date will the action be done?)	Resources and Support (Available | Needed)		Potential Barriers of Resistance (What individuals and organizations might resist? How?)	Communication Plan for Implementation (What individuals and organizations should be informed about/involved with these actions?)
			Resources Available	Resources Needed (financial, human, political, and other)		
Step 1: Find out the process for presenting to council	Project coordinator		Human Resources (HR): Project Coordinator Relationship with municipal clerk			
Step 2: Book the date	Project coordinator		HR: Project Coordinator		Calendar may be full, pushing presentation back	
Step 3: Research all the information related to Complete Streets	Project lead Community committee members		HR: Project Coordinator	Information about Complete Streets		
Step 4: Prepare the materials to be sent to councillors prior to presentation	Project lead Community committee members			HR: Project lead		

Action Steps (What needs to be done?)	By Whom (Who will take action?)	By When (By what date will the action be done?)	Resources and Support (Available | Needed)		Potential Barriers of Resistance (What individuals and organizations might resist? How?)	Communication Plan for Implementation (What individuals and organizations should be informed about/involved with these actions?)
			Resources Available	Resources Needed (financial, human, political, and other)		
Step 5: Meet with councillors opposed to active transportation			3 councillors are in favour of active transportation	HR: Project Lead		Work with committee and other community organizations supporting the issue.
Step 6: Meet with councillors in support of active transportation						
Step 7: Prepare and deliver the presentation for city council	Project lead Community committee members					

Appendix F:

Evaluating Healthy Public Policies: A Ten-Step Process (Public Health Ontario)

Planning

Step 1: Clarify the policy

Step 2: Engage stakeholders

Step 3: Assess resources and evaluability

Step 4: Determine your evaluation questions

Step 5: Determine methods and procedures

Step 6: Develop evaluation plan

Implementation

Step 7: Collect data

Step 8: Process data and analyse results

Utilization

Step 9: Interpret and disseminate the results

Step 10: Apply evaluation finding

Visit http://www.publichealthontario.ca for a more information.

Worksheets

Worksheet 1a: Describe the Problem - Make a Situational Assessment

Use the three broad questions and sub-questions below to shape the direction of the situational assessment and develop your research questions.

1. What is the situation?

What impact does the current situation have on health outcomes, quality of life, and other societal costs, such as noise, air pollution, or increased health care spending?

_____

_____

Which groups of people are at higher risk of health problems and poorer quality of life?

_____

_____

Which settings or situations are high risk or pose a unique opportunity for intervention?

_____

_____

How do local stakeholders perceive the situation? What is their capacity to act? What are their interests, mandates, current activities?

_____

_____

What are the needs, perceptions, and supported directions of key influential community members, and the community-at-large?

_____

_____

2. What influences are making the situation better and worse?

What high-risk or negative health behaviours by various groups of people are affecting the situation?

_____

_____

Which underlying causes or conditions are driving these behaviours (e.g., individual-, community-, organizational-, or system-level causes)? Are there protective factors that can help avoid or alleviate the situation (such as ensuring walkable communities or encouraging strong parent-child relationships)?

_____

_____

Which strengths and weaknesses present in your organization may affect your course of action? Which opportunities and threats in your environment may affect your course of action?

_____

_____

3. What possible actions can you take to address the situation?

What are other organizations doing, or what have they done in the past, to address this situation? Specifically, what local policies, programs, and environmental supports are being developed or implemented within the community? What evaluation data are available for these activities?

_____

_____

What is the best available evidence that exists to support various courses of action?

_____

_____

Worksheet 1b: Describe the Problem - Outline

In the table below, outline the key points you would like to make in an executive brief describing the problem.

Supporting Paragraphs
The impact of the problem
The root cause
The community perception of the problem
The possible solutions

One-sentence explanation of the problem

Worksheet 2: Develop Goals and Objectives

Use the lines in the space below to brainstorm a goal and objectives. Work toward the development of a final goal and objectives. Use the information in Step 1 to ensure you have written the goal and objectives correctly.

Goal: An all-encompassing statement that provides the overall result of your policy.

E.g.,: To increase physical activity by encouraging, supporting, and promoting active transportation infrastructure for residents of all ages and physical abilities.

_____

_____

_____

Final Goal

_____

Objectives: Specific statement describing the effect of the policy in terms of what (should happen), to whom, how (frequency), and by when.

E.g.,: Build compact neighborhoods with a mix of land uses to support pedestrian and cycle environments.

_____

_____

_____

Objective 1

_____

_____

_____

_____

Objective 2

_____

_____

_____

_____

Objective 3

_____

_____

Is the objective:

☐ S - Specific enough to know when we will have met it?

☐ M - Measurable?

☐ A - Attainable (given available resources and current community and organizational readiness)?

☐ R - Relevant or Realistic?

☐ T - Time-limited?

Worksheet 3: Understand Decision Makers and Influencers

List key decision makers and influencers related to the policy you are planning to purse. Make a list of what you know about the person or organization, including what you know and don't know about: their level of influence, position within their organization, how they make decisions, where they stand on the issue, community connection to and perception about this person/organization, approach to similar or related issues in the past, etc. This information will help you identify gaps and select individuals/organizations you will approach for support as a part of the policy development process.

Name/Organization	What We Know	What We Don't Know (And Need To Find Out)	Team Conclusions About How To Involve This Person/ Organization
E.g.: John Person, principal of local high school	*Known to speak regularly with media, in support of sports in community. Has a family, 2 girls in high school. Been in position for 7 yrs*	*Not sure of community perception of credibility* *Not sure about position on school cafeteria food policy issue*	*Unsure until further research collected*
1.			
2.			
3.			
4.			
5.			

Worksheet 4: Develop a Logic Model

Program Logic Model Outline

Goal

_____

_____

_____

Population(s) of interest

_____

_____

_____

Long-term outcome objectives

_____

Short-term outcome objectives

_____

Activities

_____

Outputs/process objectives

_____

Resources

_____

Worksheet 5a:
Build Support for a Policy – Communication Plan

Identify specific local communication opportunities. Consider a combination of channels—both one-on-one interactions and mass media. In the columns available, note human and financial resources required, as well as appropriateness for this stage of the policy development process. This will help you decide whether to make use of the opportunity soon, in the future, or not at all.

Communication Opportunity/ Vehicles	Human Resources Required	Financial Resources Required	Appropriateness for the Policy Development Process	Decision (Use Now, Later, Not At All)
E.g.: Letters to newspapers	*Staff to monitor media for opportunities to comment/react* *Staff available to clear time in schedule to pull together timely communication*	*None*	*Useful at all stages, as a tool for directing public opinion*	

Worksheet 5b:
Build Support for a Policy – Message Content

Use the worksheet below to outline how you will address each of the key parts of a message supporting policy and counter arguments against the policy. Use separate worksheets for each vehicle. A great deal of the content will likely overlap between communication vehicles.

Key points to make in message
Core supportive content

The links between the policy and a compelling issue or problem related to physical inactivity.

_____

_____

_____

Simple descriptions of the proposed solutions.

_____

_____

_____

Signs within the community that change is warranted and desired (e.g., public opinion, discussion and debate in among community groups, media coverage).

_____

_____

_____

Other:

_____

_____

_____

Counter arguments

The proposed change is too costly.

_____

_____

_____

Increased regulations restrict individual freedoms.

_____

_____

_____

There is an alternative (non-policy) solution to the problem.

_____

_____

_____

There is still debate about the origin of, and therefore the best solution to, the problem.

_____

_____

_____

Other:

_____

_____

_____

Worksheet 6: Write or Revise the Policy

For each part of the policy, indicate in the section below, who will lead development and who should be consulted to review it (e.g., community consultation, legal department, etc.). Some parts of the policy may be subdivided, if appropriate.

Policy section – draft development

1. Preface or preamble describing the purpose of the policy.

_____

_____

_____

Lead

_____

Who should review this

_____

2. Policy goals and objectives.

_____

_____

_____

Lead

_____

Who should review this

_____

3. The activities, principles, and sanctions.

_____

_____

_____

Lead

_____

Who should review this

_____

4. Roles and responsibilities.

_____

_____

_____

Lead

_____

Who should review this

_____

5. The enforcement plan.

_____

_____

_____

Lead

_____

Who should review this

_____

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