

“RETWEET DOES NOT IMPLY ENDORSEMENT”

The Logic of Cyberbullying in Schools

Case Study by Eric Weinberger for the Strategic Training Initiative
for the Prevention of Eating Disorders
www.hsph.harvard.edu/stripped

TEACHING NOTE by S. Bryn Austin

This teaching note is written for teachers to give you all the information and guidance you need to adopt this case in your classroom. The teaching note covers background material on the case, including synopsis, explanation of its real-world basis, teaching objectives, target audience, and a listing of case materials and required readings for students. It also includes a detailed lesson plan for the teacher that is designed with a 1 hour and 50 minute session in mind. Of course teachers can modify the lesson plan and assigned readings to accommodate a shorter or longer class period or to spread the case out over two class periods. At the end of this teaching note are a written homework assignment and in-class assignment instructions. The written homework assignment should be distributed to students along with the required reading one week before the class session in which the case will be discussed. The in-class assignment instructions should be handed out to students at the start of the class period dedicated to discussion of this case.

A. Synopsis

What to do about bullies in school? Or, thanks to ubiquitous Internet access even for middle-schoolers, what to do about *cyberbullying*? Hazel O’Leary is a veteran nurse at Franklin Middle School in Franklin, a largely working-class city in the fictitious U.S. state of Columbia. An eighth-grade girl crying in O’Leary’s office after school precipitates a series of trial-and-error measures both by O’Leary and her supportive principal, Jamal Morden-Jones. Even though there exists a district-wide “Franklin Official Bullying Prevention and Intervention Program Guide” that supposedly contains all necessary guidance on this subject, O’Leary and Morden-Jones still find themselves scrambling to put together an effective response.

“Retweet Does Not Imply Endorsement” reveals, in narrative form, the gap between policy and practice when real life intrudes. In truth, the impressively long and detailed district policy is a work-in-progress still being rolled out across Franklin’s schools, and while principal Morden-Jones and nurse O’Leary are well along in the plan, they still have a school to run day-to-day, while more students are being caught in this web of cyberbullying upset. O’Leary tries to help out, but she is neither trained nor fully conversant with the new world of cyberlife among middle-school kids and its predictable result, cyberbullying. A police sergeant, Julia Wilkers, serving as school safety liaison, has a good head on her shoulders and

sound practical advice for Morden-Jones and O’Leary, but she isn’t in the school every day dealing with its upset students, or, as the case may be, their parents, too.

As the case story unfolds, we see how the problem of weight-related bullying targeting one girl affects the whole school community and beyond, distressing students with its cruelty and perplexing staff as to how best to prevent it in the future. School nurse O’Leary and her colleagues at Franklin Middle School try a few solutions that seem promising but fall short of anything systematic or evidence-based. As our case study ends, Hazel prepares to initiate her school’s first foray into the world of logic models for public health program planning.

B. Real-World Basis

With the increase in obesity over the past several decades in the United States and across the globe, it is often assumed that weight-related stigma and bias against overweight people has lessened. Research evidence, however, shows that this is not the case, as weight-related stigma and bias both persist and are nearly ubiquitous. Bullying and teasing about weight and shape are extremely common in schools and other settings children navigate in their daily lives, and the public health burden of these exposures is becoming increasingly clear, with mounting evidence of devastating effects on targeted young people. Being the victim of weight-related bullying and teasing has been associated with impaired school performance and a range of mental and somatic health problems, including depression and anxiety, body dissatisfaction -- which is in turn associated with additional weight gain -- binge eating, and other eating disorder symptoms (see Haines J and Neumark-Sztainer D [2006]; Bucchianeri et al. [2013]; and Puhl RM and Peterson JL [2013] in required readings for students below).

The word *bullying* may conjure the age-old image of the mean-spirited child picking on another on the playground or in the hallways, but there are two important realities missing from this image that anyone working with youth must recognize. One, bullying is in a perpetual state of evolution, adapting to every new communication device and venue (e.g., smartphones, Twitter, etc.) as soon as they are released onto the market. And two, bullying is deeply rooted in the values, practices, and policies of the larger social systems in which every child, family, and school exists. Bullying results from – *and therefore can be prevented by* – forces working at every level of the larger social ecological environment, including peer, teacher-student, and family relations, school and neighborhood contexts, cultural norms and stigmatizing beliefs, systems of social stratification, the media, and policy and regulatory systems, all of which extend far beyond the bully and victim as individuals (see Hong JS and Espelage DL [2012] in required readings for students below).

This teaching case weaves together realistic story elements and familiar-feeling characters facing all too urgent crises to give students a sense of both the challenges and opportunities they are likely to face when addressing the problem of bullying among youth. Whether students are looking ahead to a career as public health practitioners working in the community or public health nurses or health promotion staff working in schools, this case will help them develop essential skills and expertise in applying logic models to develop programs addressing weight-related bullying among youth or any other of the myriad public health dilemmas of our day.

C. Learning Objectives and Target Audience

The learning objectives of this case include several that are specific to the topic of eating disorders prevention and several others that support core competencies for public health education promulgated by the U.S. Council on Linkages Between Academia and Public Health Practice (http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competerencies.aspx) and the Interprofessional Education Collaborative (IEC; <http://www.aacn.nche.edu/education-resources/ipecreport.pdf>). The learning objectives specific to eating disorders prevention are:

- 1) Identify the range of harmful effects of weight-related bullying and teasing;
- 2) Describe the evidence documenting effects of weight-related bullying on risk of developing eating disorder symptoms in youth;
- 3) Demonstrate skills in using different types of logic models to design a theory- and evidence-based health promotion program to prevent weight-related bullying in school settings; and
- 4) Incorporate into the design of logic models an understanding of factors at multiple levels of school and community environments influencing weight-related bullying.

The learning objectives addressing Council on Linkages Between Academia and Public Health Practice and IEC core competencies are:

- 1) Develops program goals and objectives (Policy Development/Program Planning Skills competency #2B2 of Council on Linkages).
- 2) Evaluates policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment)(Policy Development/Program Planning Skills competency #2B11 of Council on Linkages).
- 3) Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information (Analytical/Assessment Skills competency #1B3 of Council on Linkages).
- 4) Embrace the cultural diversity and individual differences that characterize patients, populations and the health care team (IEC Competency Domain 1: Values/Ethics Behavioral Expectations).

The primary target audience for this teaching case is graduate students in public health, particularly those in courses focused on public health program planning and evaluation, school or health psychology, public health nursing, child and adolescent health, or bullying and violence prevention. The case is also suitable for graduate students in other disciplines, such as education, and undergraduate students in similar courses. The case and assignments can be adapted for use with advanced high school students in a course on public health practice. The teaching case may have its greatest impact when reaching students who are likely to one day work in professional roles where they are involved in designing health promotion programs in school or community settings for youth.

D. Case Materials

The complete case study consists of the case narrative with five sections, a teaching note, which includes a lesson plan, homework assignment, and in-class activity instructions, plus one companion technical document that is available at no cost on the Internet.

Provided Teaching Case Narrative Document:

- 1) Cover page, plus table of contents, synopsis, and acknowledgments (3 pages)
- 2) Dramatis personae (1 page)
- 3) Case study narrative “‘Retweet Does Not Imply Endorsement’: The Logic of Cyberbullying in Schools” (11 pages)
- 4) Newspaper report, “Franklin Middle School Defines ‘RESPECT’” (2 pages)
- 5) Dear Colleague letter from the Columbia Department of Education, Office of the General Counsel (1 page)

Provided Teaching Note Document: Includes overview material, lesson plan, written homework assignment, and in-class assignment instructions (15 pages). In addition to the provided materials and required readings listed below for students, teachers who are new to teaching about the logic model may find the following resource helpful: Renger R, Titcomb A. A three-step approach to teaching logic models. *American Journal of Evaluation* 2002; 23 (4): 493-503. Keep in mind that teachers can modify the lesson plan and assigned readings to accommodate a shorter or longer class period or to spread the case out over two class periods to spend more time introducing key concepts about logic models, weight-related bullying, or other topics.

E. Required Reading for Students

- 1) Provided case study narrative document with five sections, plus the homework assignment, which appears on pages 11-12 of this teaching note. Teachers should distribute the readings and homework assignment to students one week before the class session in which the case will be discussed.
- 2) Companion technical document: W.K. Kellogg Foundation. *Logic Model Development Guide*. Battle Creek, MI; 2004. Required reading for homework assignment: Introduction, pp. III-IV, and Chapters 1-4, pp. 1-48. (Available at no cost at: <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>)
- 3) Peer-reviewed journal articles:
 - Haines J, Neumark-Sztainer D. Prevention of obesity and eating disorders: A consideration of shared risk factors. *Health Education Research* 2006; 21 (6): 770-782. Key teaching points from article:

- Weight-related teasing has been shown to be associated with both binge eating and other disordered eating behaviors (e.g., purging, restricting), suggesting that it may contribute to the development of both obesity and eating disorders.
- Both cross-sectional and prospective research on the impact of teasing on dieting and disordered eating behaviors suggests that being teased about weight may function directly or indirectly through body/appearance dissatisfaction to increase unhealthy dieting and disordered eating behaviors.
- Bucchianeri MM, Eisenberg ME, Neumark-Sztainer D. Weightism, racism, classism, and sexism: Shared forms of harassment in adolescents. *Journal of Adolescent Health* 2013; 53: 47-53. Key teaching points from article:
 - In a large study of teens diverse in ethnicity, socioeconomic position, and weight status, weight-related harassment was the most common form of harassment reported by girls and the second most common reported by boys.
 - Youth in the study often experienced multiple forms of harassment, and overweight and obese youth in particular were targeted more than any other groups, experiencing the highest rates of all forms of harassment studied, including weight-related but also racist, classist, and sexual harassment.
- Puhl RM, Peterson JL. Strategies to address weight-based victimization: Youths' preferred support interventions from classmates, teachers, and parents. *Journal of Youth and Adolescence* 2013; 42: 315-327. Key teaching points from article:
 - Overweight and obese youth who are targeted for weight-related bullying report wanting friends and peers, not just teachers or parents, to be actively involved in efforts to prevent continued bullying.
 - While youth recognize weight-related bullying to be very common in their schools, they also report that they usually act as passive bystanders when witnessing this type of bullying; programs are needed to improve active bystander intervention strategies when weight-related bullying is witnessed.
- Hong JS, Espelage DL. A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior* 2012; 17: 311-322. Key teaching points from article:
 - Bullying typically is observed at the interpersonal or microsystem level, but it should be understood as occurring within multiple levels of influence in the larger environment that includes peer, teacher-student, and family relations, school and neighborhood contexts, cultural norms and stigmatizing beliefs, systems of social stratification, the media, and policy and regulatory systems.
 - Intervention programs are needed that can attend to multiple ecological levels of school, community, and/or larger societal contexts to address and prevent bullying among youth.

E. Acknowledgments and Funding

This teaching case was written by Eric Weinberger for the Strategic Training Initiative for the Prevention of Eating Disorders (STRIPED www.hsph.harvard.edu/striped) under the direction of STRIPED director S. Bryn Austin, co-director Kendrin R. Sonneville, and consultant Bernice R. Garnett. We would like to

thank reviewers of this case: Debra Franko, Jess Haines, Nancy Kane, Susan Madden, Dianne Neumark-Sztainer, Susan Paxton, and Nancy Street. We also thank Gretchen Brion-Meisels, who led the pilot evaluation of this teaching case at the Harvard Graduate School of Education (HGSE), and the HGSE students who participated in the pilot evaluation. This work was supported by the Ellen Feldberg Gordon Fund for Eating Disorders Research and grants T71-MC-00009 and T76-MC00001 from the Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services.

F. Lesson Plan and Discussion Guide

Lesson Plan (1 hour 50 minutes)
--

1. Opening Whole Class Discussion (15 minutes)

- a) Introduction to Case and Initial Discussion: In class today, we will be focusing on our case “Retweet Does Not Imply Endorsement’: The Logic of Cyberbullying in Schools” about the staff and students of the fictitious Franklin Middle School and their struggles to find the best way to intervene to put an end to the weight-related bullying that has been plaguing their school community. Your homework assignment was to begin planning a new program by developing a theory-of-change logic model to prepare for class today. Now for our in-class activity, you and your team of colleagues from Franklin Middle School will move on together to work with the basic logic model.
- b) **Q**: Why do you think the incident happened at Franklin despite all their efforts earlier in the school year with their Respect campaign?
 - o **Q**: What kinds of pressures or constraints do you think the staff were working under that might have led them to use approaches that focused more on the student-to-student interpersonal level rather than addressing other social ecological levels?
- c) **Q**: What do you think were the different kinds of forces at play at different social ecologic levels that might have led to the weight-related bullying incident? [NOTE: Teacher may draw ecological model on the board and note ideas generated by students during discussion.]
 - o For instance, in terms of peer relations, teacher-student relations, and family relations?
 - o How about in terms of the school environment and school policies?
 - o How about norms and stigmatizing beliefs relating to body size or bullying behavior in the school or larger community?
 - o How about aspects of the media or legal environment in the larger society relating to these issues?

2. Program Planning Team Meeting (45 minutes)

- a) Introduction to Program Planning Team Meeting (5 minutes): For your homework assignment, you did the initial work solo using the theory-of-change logic model to prepare for class today. Now for our in-class activity, you and your team of colleagues from Franklin Middle School will distill the best of your collective theory-of-change ideas to move on to planning your program following the **five steps of the basic logic model**. [PASS OUT IN-CLASS ACTIVITY TEAM ASSIGNMENT SHEET. NOTE: This in-class activity sheet could be distributed to students the day before class to give them time to read through the instructions before arriving to class.]

Five Steps of Basic Logic Model From the *Logic Model Development Guide* (p. 17):

1. **Resources:** List resources needed to accomplish planned activities;
2. **Activities:** List planned activities designed to address identified problem;
3. **Outputs:** List evidence of program delivery expected once program underway or completed (i.e., service delivery/implementation targets);
4. **Short- & Long-Term Outcomes:** List changes expected to be achieved once program underway or completed in terms of 1-3 year and 4-6 year time frames;
5. **Impact:** List changes expected to be achieved once program underway or completed in terms of 7-10 year time frame.

- For the next **40 minutes**, you and your team will complete a logic model highlighting your activities and develop a plan, describing what you think is the best strategy for the school's new prevention program. **Be sure to choose a note taker and timekeeper** for your meeting and be prepared to report back to the class on your logic model and the strategy developed by your team.

Recommended Meeting Agenda and Timeline (40 minutes):

- **For the first 10 minutes:** Have a discussion where each person summarizes for the team the ideas you came up with while writing your theory-of-change logic model homework, specifically in terms of **Steps 1-6** that you wrote about in your report. Identify common threads in your team members' ideas and also identify particularly viable ideas.
- **For the next 10 minutes:** Brainstorm possible activities to be part of your new prevention program for Franklin Middle School. Activities should be reasonably based in evidence and/or theory, but at the same time, keep this part of the meeting open and creative so you can generate a lot of ideas.
- **For the next 10 minutes:** Vet your list of possible activities using the Theory Into Action Quality Criteria chart from the *Logic Model Development Guide* (p. 23). Pay attention to anticipated trade offs (i.e., pros and cons) of different activities and possible tensions across priorities or stakeholders in the school community. Additionally, think about the relationships among the activities and how they might build upon each other and also collectively affect your short-term and long-term outcomes.

Theory Into Action Quality Criteria	Yes	Not Yet	Revisions Needed
1. Major activities needed to implement the program are listed.			
2. Activities are clearly connected to the specified program theory of change.			
3. Major resources needed to implement the program are listed.			
4. Resources match the type of program.			
5. All activities have sufficient and appropriate resources.			

- **For the last 10 minutes:** Fill in the basic logic model template, *which can be found on the last page of the handout*, for your team’s new prevention program plan. We will want to hear from everyone on your team, so each of you should be prepared to help report back to the class on your completed logic model.
- At the end of the meeting, each team will be responsible for presenting your new planned program for Franklin Middle School. Each team will have **SIX** minutes to present the team’s ideas to the rest of the class. Please choose one team member to be the timekeeper and another to be the note taker. Everyone will need to help with reporting back to the class.
- **NOTE:** Assuming a class size of 20 students, have students count off by five now to create five teams of four students each. Team size and number of teams can be modified depending on class size.

3. Reconvene for Class Discussion (50 minutes)

a) Teams Report Back (30 minutes): Each program planning team reports back to the larger group on their basic logic model and planned program. Have all members of team help report back rather than have only one student per team reporting back. While teams are still in small group activity, write across top of board the 5 headings from the basic logic model: Resources, Activities, Outputs, Short- and Long-term Outcomes, and Impact. Then as teams report back, write basic details of each team’s proposal on the board under the corresponding headings for the basic logic model. **NOTE: SIX MINUTES PER TEAM ASSUMING FIVE TEAMS OF FOUR STUDENTS EACH.**

- **Q:** What *resources* do you need for your program?
- **Q:** What *activities* are you planning? What was your process for choosing them?
- **Q:** What *outputs* (i.e., evidence of program delivery) are you highlighting?
- **Q:** What *outcomes* (i.e., changes you expect to be achieved with your program) are you expecting to see in the *short-term* (meaning, 1-3 year time frame)? How about in the *long-term* (meaning, 4-6 year time frame)?

- **Q:** What *impact* (i.e., the ultimate changes you expect to be achieved with your program) are you expecting to see in the 7-10 year time frame?
- **Q:** How are your logic model and planned activities informed by our understanding that weight-related bullying results from forces at multiple ecological levels (rather than occurring solely on the interpersonal level, e.g., the bad behavior of one child or one group of children)?
- **Q:** What deliberations did your team have about trade offs (e.g., balancing ideas in terms of time they would take to implement vs. cost; or scope vs. getting buy-in from different stakeholders)?

b) Free Write (10 minutes)

- Have students take out piece of paper they can turn in at end of class, put their names on the paper, and write their response to the following question (3 minutes):
 - **What do you think were the ethical issues, if any, for school staff in our case “Retweet Does Not Imply Endorsement”?** Explain your reasoning.
- Discuss Free Write responses together (7 minutes)
 - **Q:** What are some of the responses you came up with?
 - **Q:** Were there ethical concerns related to: Weight and body size? Or related to putting the onus on schools to address behavior that may be happening outside of the school setting? Related to our understanding that factors driving weight-related bullying extend far beyond schools and through multiple ecological levels? Other ethical concerns? Or how school funds are spent?
 - **Q:** Would you consider a program unethical if it is not evidence- and theory-based? Why or why not? If yes, how much basis in evidence and theory must a program have for you to consider it ethical?

c) Whole Class Discussion and Wrap-up (10 minutes)

- **Q:** Looking forward, imagine yourself in Hazel O’Leary’s shoes or in a similar position where you are responsible for health promotion planning at a school like Franklin. What kinds of policies and community involvement at different ecological levels would you want to see to help make sure schools are not left on their own to solve the problem of weight-related bullying?

END CASE DISCUSSION

“RETWEET DOES NOT IMPLY ENDORSEMENT”

The Logic of Cyberbullying in Schools

WRITTEN HOMEWORK ASSIGNMENT: Theory-of-Change Logic Model Report

Due:

Length: 2 pages text plus 1 page for completed logic model figure

Format: Typed, double-spaced, 12-point font, one-inch margins

As our case story unfolded, we saw how the problem of weight-related bullying targeting one girl was not only devastating for her but also affected the whole school, distressing students with its cruelty and perplexing staff as to how best to prevent it in the future. School nurse Hazel O’Leary and her colleagues at Franklin Middle School tried a few solutions they thought seemed promising, but on reflection they realized their efforts fell short of anything systematic or evidence-based. When our case study ended, Hazel was preparing to lead her school’s first foray into the world of logic models.

On the day of our next session, you will be part of a four-person planning team from Franklin working with Hazel to create the school’s new program to prevent the type of weight-related bullying that 13-year-old Rosemary Gomez-Lina suffered. To prepare for class, each of you must work on your own to write a theory-of-change logic model report, including a completed logic model figure, informed by your analysis of: what has been going on at Franklin Middle School, how it relates to forces in the larger social ecological environment, prior research on the harmful effects of weight-related bullying, and effective strategies to create safe school environments for youth.

Requirements

A valuable tool for any student or practitioner of public health is the *Logic Model Development Guide*, a publication from the W.K. Kellogg Foundation that is available for free online at:

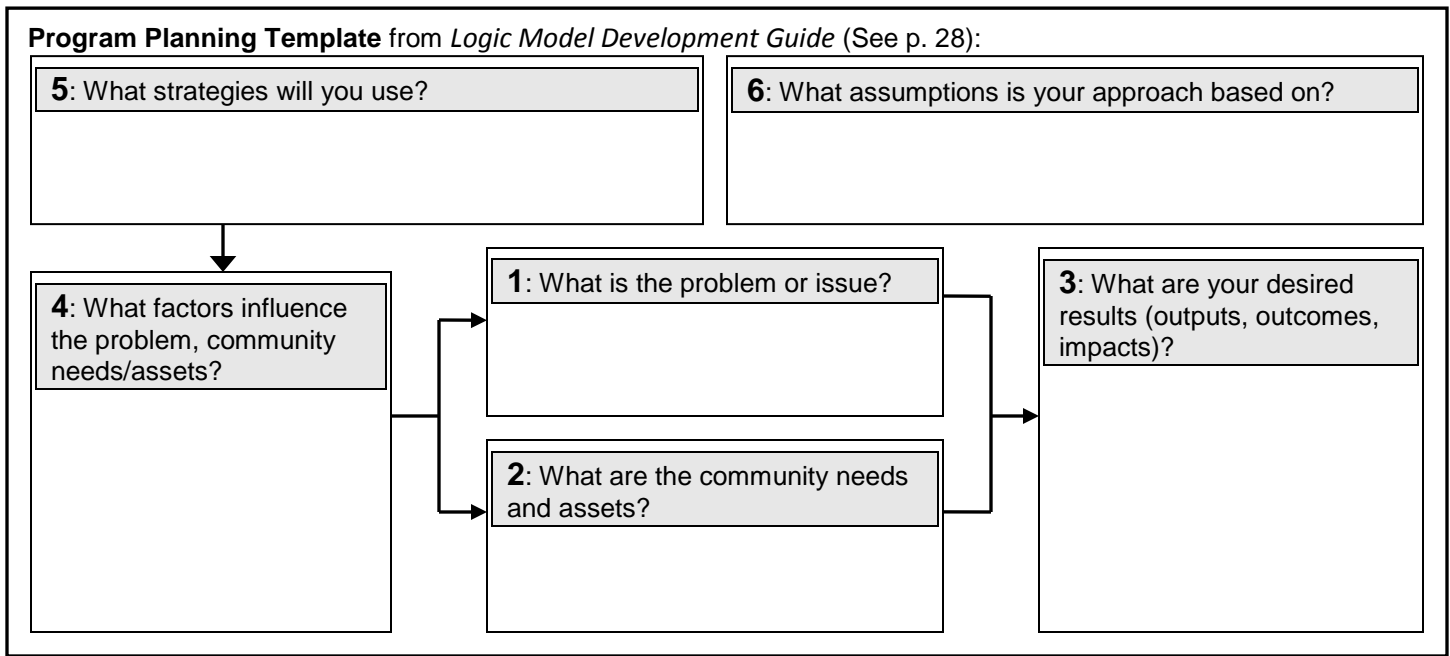
<http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>. In this monograph, you are required to read the following:

- Introduction, pp. III-IV
- Chapters 1-4, pp. 1-48

Key points from Chapter 3, Developing a Theory-of-Change Logic Model, are summarized below:

Program Planning: Clarifying Program Theory from *Logic Model Development Guide* (p. 31):

1. **Problem or Issue Statement:** Describe the problem(s) your program is attempting to solve.
2. **Community Needs/Assets:** Specify the needs and/or assets of your community that led your program to address the problem(s).
3. **Desired Results (Outputs, Outcomes, and Impacts):** Identify your desired results or vision of the future.
4. **Influential Factors:** List the factors (e.g., protective or risk factors, existing policy environment, etc.) you believe will influence change.
5. **Strategies:** List successful practices your research identified that have helped communities like yours achieve the desired results.
6. **Assumptions:** State the assumptions on how and why the identified change strategies will work in your community.



For this written assignment, follow **Steps 1-6** to crystallize your thinking on the central problem, important factors, needs, and assets involved, promising strategies, desired outcomes, and assumptions as to how change strategies will work. Write two pages of prose text and then use the third page to present your completed version of the above Program Planning Template figure. Your report must:

- a) Be clearly organized into the six steps above. In responding to each step, you must include mention of relevant events from the case story and must also refer to the relevant research literature with citations (for instance, research on the harm caused by weight-related bullying, factors at multiple social ecological levels contributing to bullying, effective approaches to prevent weight-related bullying and cyber bullying, etc.);
- b) Integrate at least three distinct key concepts from Chapter 3, Developing a Theory-of-Change Logic Model, from the *Logic Model Development Guide* to support your report (remember to cite this monograph);
- c) Present a completed version of the above Program Planning Template figure; and,
- d) Include at least five references at the end of your report.

Your grade on this written homework assignment will be based on clarity, organization, and cogency of your argument in addressing **Steps 1-6** of logic model development.

As a side note, as you work on this assignment, also give some thought to creative and evidence-based program approaches that Hazel and her colleagues could use to plan their new weight-related bullying prevention program, which will be our focus for the in-class activity. Also, it's worth mentioning that although this teaching case story is fictional, its creation was very much informed by the experiences of real communities. *Chances are you may find yourself in shoes much like Hazel's one day!* So with this assignment, please be encouraged to make inference to the fictional Columbia and Franklin Middle School based on real-life epidemiologic and other scientific literature that you feel are most relevant.

* * *

“RETWEET DOES NOT IMPLY ENDORSEMENT”

The Logic of Cyberbullying in Schools

IN-CLASS ACTIVITY: Using the Basic Logic Model to Plan a New School Program

With today’s teaching case, we are diving in to design a new program for Franklin Middle School to prevent weight-related bullying. Moving beyond the patchwork of previous efforts at the school that fell short, this time we will work alongside Hazel to make sure the school’s new program is solidly based on evidence and a well-conceived logic model. In class, you will be working with your colleagues from Franklin Middle School to plan the new school program. By the end of your meeting, you and your team will report back to the class on your team’s final program plan.

In preparation for today’s class, each of you wrote a report, focusing on Steps 1-6 of the theory-of-change logic model described on pg. 31 in the *Logic Model Development Guide* (available free online at: <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>). Now for our in-class activity, you and your team will distill the best of your collective theory-of-change ideas to plan your program following the **five steps of the basic logic model**:

Five Steps of Basic Logic Model From the *Logic Model Development Guide* (p. 17):

1. **Resources:** List resources needed to accomplish planned activities;
2. **Activities:** List planned activities designed to address identified problem;
3. **Outputs:** List evidence of program delivery expected once program underway or completed (i.e., service delivery/implementation targets);
4. **Short- & Long-Term Outcomes:** List changes expected to be achieved once program underway or completed in terms of 1-3 year and 4-6 year time frames;
5. **Impact:** List changes expected to be achieved once program underway or completed in terms of 7-10 year time frame.

For the next **40 minutes**, you and your team will complete a logic model highlighting your activities and develop a plan, describing what you think is the best strategy for the school’s new prevention program. **Be sure to choose a note taker and timekeeper** for your meeting and be prepared to report back to the class on your logic model and the strategy developed by your team.

Recommended Meeting Agenda and Timeline (40 minutes):

- **For the first 10 minutes:** Have a discussion where each team member summarizes ideas you wrote about in your theory-of-change logic model homework. Share your ideas specifically in terms of **Steps 1-6** from your homework. Identify common threads in your team members’ ideas and also identify particularly viable ideas.

- **For the next 10 minutes:** Brainstorm possible activities to be part of your new prevention program for Franklin Middle School. Activities should be reasonably based in evidence

and/or theory, but at the same time, keep this part of the meeting open and creative so you can generate a lot of ideas.

- **For the next 10 minutes:** Vet your list of possible activities using the Theory Into Action Quality Criteria chart from the *Logic Model Development Guide* (p. 23). Pay attention to anticipated trade offs (i.e., pros and cons) of different activities and possible tensions across priorities or stakeholders in the school community. Additionally, think about the relationships among the activities and how they might build upon each other and also collectively affect your short-term and long-term outcomes.

Theory Into Action Quality Criteria	Yes	Not Yet	Revisions Needed
1. Major activities needed to implement the program are listed.			
2. Activities are clearly connected to the specified program theory of change.			
3. Major resources needed to implement the program are listed.			
4. Resources match the type of program.			
5. All activities have sufficient and appropriate resources.			

- **For the last 10 minutes:** Fill in the basic logic model template ***on the next page*** for your team’s new prevention program plan. We want to hear from your whole team, so each of you must prepare to help report back to the class on your completed logic model.

Keep in mind that your team is working with school nurse Hazel O’Leary to come up with a new program so students can learn in a safe environment, free of the type of weight-related bullying that young Rosemary faced. You and Hazel will need to make a convincing case for principal Jamal Morden-Jones that the proposed program will be effective, feasible to implement and sustain over time, and palatable to the different stakeholders in the school and larger community, including staff, students, and parents/caregivers, and others. No small task, but well worth the effort to make life a little safer for all the young people trying to navigate through their teen years in Franklin’s schools.

Good luck and have fun!

* * *

Basic Logic Model Template: To Be Completed by Each Team During In-Class Activity (see p. 17 in *Logic Model Development Guide*):

Resources	Activities	Outputs	Short- and Long-Term Outcomes	Impact
<p>In order to accomplish our set of activities, we will need the following:</p>	<p>In order to address our problem or asset, we will accomplish the following activities:</p>	<p>We expect that once accomplished, these activities will produce the following evidence or service delivery:</p>	<p>We expect that if accomplished, these activities will lead to the following changes in 1–3, then 4–6 years:</p>	<p>We expect that if accomplished, these activities will lead to the following changes in 7–10 years:</p>