

**Creating the Disney Effect** – original article was published in a Nursing Journal – unsure what the source was – reference Session Power Point for how to lead this activity

Ask students: "What happens the week a new Disney movie comes out?"

Responses include a toy in McDonald's Happy Meal™, a new song on the radio, a compact disc of music, t-shirts, back packs, and stuffed animals. This synergistic approach has an enormous impact on behavior.

- What happens if only the movie or CD were released?
- Is Disney successful at influencing children's behavior?
- What if physical education, *health* education, *school* nursing, and nutrition services simultaneously "released" an intervention on fruits and veggies?

A CSHP uses a similar synergistic approach. – introduce CSHP

*Why Schools?*

Strongest Institution – 50 Million Young People

Must be a key partner in addressing health issues

**Concept Mapping to Promote CSHP – Journal of School Health March 2004**

**D. Kirby 2002 article – Antecedents to Sexual Activity – a great resource to supplement**

Put on Board: *Antecedent = an event or circumstance which precedes another*

Define Concept Map:

Organizes thoughts and relationships between ideas

Useful for nonlinear concepts such as health behaviors

Incorporates existing knowledge with new knowledge

Demonstrates that there is no “right” answer

On the board, write the target behavior in a center circle: "Adolescent Sexual Activity."

Draw eight circles surrounding the target behavior, representing eight concepts.

Use the following terminology for the activity:

*Target Behavior* - focus for this activity on "Adolescent Sexual Activity."

*Concept* - main category of antecedents such as "family."

*Subconcept* - more specific factors associated with each concept such as "number of parents living in the home."

Probing questions to use when circulating amongst students:

- What do you mean by social influences? So are those the subconcepts?
- Are peers the only form of peer pressure?
- What about biology?

Have each group share one concept and related subconcepts. Then ask other groups to add to subconcepts.

Possible info to share with students as constructing the concept map:

- Length of Dating: early romantic experiences increase the likelihood of sexual activity.
- Age of Partner: dating a partner more than three years older significantly increases the likelihood of sexual activity.

Ask the class – What does this map tell you?

- Health behaviors are complex. More than 100 antecedents relate to this behavior. Ask students, "Would a concept map for alcohol, tobacco, and other drugs or for nutrition behaviors be similar in complexity?"
- No "magic bullets" exist.
- Interventions should target multiple antecedents. Ask as a sample question: "If a health teacher hands out a brochure on STI's, (point to that subconcept on map), what impact the brochure will have on adolescent sexual activity?" Need to collaborate!