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It’s Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 3 – Building Capacity
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Introduction

**A community capacity building approach to obesity prevention**

In order to successfully implement a comprehensive obesity prevention action plan, a capacity building approach is acknowledged as being the best approach to enable actions across multiple-settings and sectors, using multiple strategies for physical activity and nutrition intervention\(^1,2,3\). *It's Your Move!* aimed to take a community capacity building approach in implementing its action plan.

Capacity building has been defined in various ways in the public health and health promotion literature. Hawe and colleagues (1998) point out that it is one of those terms that is given to a loose or wide concept, where professionals in the field can give an impression of understanding and consensus of the concept but differ in their definition\(^4\).

The definition of capacity building in health promotion has now been included in the WHO Health Promotion Glossary\(^5\) where it is defined as;

*‘the development of knowledge, skills, commitment, structures, systems and leadership to enable effective health promotion. It involves actions to improve health at three levels the advancement of knowledge and skills among practitioners; the expansion of support and infrastructure for health promotion in organisations, and; the development of cohesiveness and partnerships for health in communities’* (p.341).

The term capacity building is often used with reference to a community, as in ‘community capacity building’. It is worth noting, the term ‘community’ in reference to community capacity building, has in the past and in some disciplines referred to a specific geographical community. In this context, the term community denotes the groups or networks that share the common goal for *It’s Your Move!*

In the establishment of the Sentinel Site Project, *It’s your Move!*, it was recognised that the Project required a capacity building approach to promote healthy eating and physical activity. The Project had capacity building as part of its overall aim:

*To build the capacity of families, schools, and community organisations to promote healthy eating and physical activity*

The action plan also had capacity building as one of the guiding objectives. Here, the strategies centred on resources, relationships/structures, training and development of programs, policies and activities to implement *It’s Your Move!* with the aim of ensuring as many of the activities are made sustainable as possible. Strategies for building capacity were also integrated throughout the other project’s behavioural change objectives.
A Framework for Building Capacity

The purpose of this report is to document the key capacity building strategies for *It’s Your Move!* These will be reported on using the five domains of capacity building in the NSW Health (2001) document titled ‘A Framework for Building Capacity to Improve Health’. These domains, introduced below from the NSW framework, are partnerships, leadership, resource allocation, workforce development and organisational development.

**Partnerships**

The importance of partnerships is in their ability to capitalise on each others unique strengths and to work together to achieve a shared or related goal for a mutual benefit. Additionally partnerships can also assist in saving resource costs. Building capacity to initiate and sustain partnerships is important to provide leverage for action since partners can often provide extra resources.

The work in developing and maintaining partnerships for *It’s Your Move!* has been substantial. Many partnerships were developed in the formative stages of *It’s Your Move!* to set up the project and its structures as well as in the implementation of the project’s objectives. The partnerships that have developed between the five implementation schools from the work of the School Project Officers as well as between staff within each school has been remarkable. A major role of the Project Coordinator was networking and formation and maintenance of partnerships. This has occurred at four levels: within each of the five schools, between the five schools, to the school’s broader community, and to the community of Geelong/East Bellarine in which the context of *It’s Your Move!* sits.

**Leadership**

Leadership for capacity building requires fostering leadership characteristics within the project and with key stakeholders and across organisations. Leadership does not just provide a position of authority but is a function of training, experience and personality. Creative thinking and networking, visioning, motivating, managing change are characteristics of capacity building in the leadership domain, as well as fostering a team learning approach.

A Project Coordinator and five School Project Officers were employed as leaders for *It’s Your Move!* The Project Coordinator was the overall director for the project with each of the five School Project Officers leading the project in their respective schools. Additionally, a Student Ambassador Model was implemented for the course of the project, forming an important intervention.

**Resource Allocation**

Resources are elements required to support the program and include tools/knowledge, physical, human, financial resources. The allocation of
resources requires management of available resources and the use of a combination of those resources to yield the best possible result. The development of human and financial resources for It’s Your Move! involved

1) engaging key stakeholders and developing new partnerships with those people and organisations that share a common goal for the promotion of healthy eating, physical activity and healthy bodies amongst youth;
2) identifying ‘other’ staff to assist in the implementation of the project within the five schools; and
3) implementing the Student Ambassador Model
3) seeking further financial resources and human resources (in-kind support);

Also program resources were sought which assisted in supporting It’s Your Move’s objectives/strategies to create efficiencies.

Workforce Development
In response to identifying the aims and objectives for a program, workforce development is required to build the capacity (ability, commitment) of people to contribute to the programs goals. Workforce development inevitably relates to workforce learning.

A variety of training initiatives were implemented to support project staff, the Ambassadors and related school staff. These can be categorised into the following:

- Professional development related to the capacity of staff to implement the It’s Your Move! project plan
- Professional development and related activities specific to the action plan’s strategies
- Training for the Ambassadors
- Conferences
- Workshops, seminars, updates, planning days

Organisational Development
Building the capacity of organisations involved in a program to achieve the goals of the program often requires a change management process. Organisational development refers to processes that ensure the structures, systems, policies, procedures and practices of an organisation are orientated toward changes in strategic directions.

Organisational development for It’s Your Move! commenced with setting up the necessary structures and determining relationships between groups. This entailed an interim Steering Committee which then evolved into a Project Management Group and Reference Group. Furthermore, integration of some It’s Your Move! objectives/strategies into existing school structures contributed to organisational development of the project.
Processes related to the capacity building objective and strategies

The following section reports on the strategies for the project’s capacity building objective. They are presented under the five domains of capacity building referred to above.

1. Partnerships

The importance of partnerships to share ideas, resources and to work collaboratively to achieve mutual goals was recognised as an important aspect to building capacity for this project. One of the major roles of the Project Coordinator was to advocate for It’s Your Move! and gain as much support as possible for the project. This involved critical networking skills and the ability to cement commitment from key partners to work towards achieving those goals. Partner support was evident through commitment in the Reference Meetings and in specific objectives where new partnerships were forged to deliver the implementation of that objective. The partnership between the Project Coordinator and School Project Officers was also important. It was one that fostered an exchange of resources, knowledge, ideas and support for planning, implementation and evaluation of the project.

The development of partnerships occurred on a number of levels: within schools and the school community, within the wider community with other public health organisations, and with local council.

School and school community

Partnerships between the School Project Officers and their school staff allowed for further implementation of activities. For example:

- Health and Physical Education Teachers
  - integrating the projects aims and objectives into the classroom (e.g. curriculum) and lunchtime activities (Refer to Report 10 Walking and Cycling and Report 11 Getting Active)

- Food Technology / Home Economics Teachers
  - integrating the project’s aims and objectives into the classroom (e.g. curriculum). Supporting activities such as the Fifteen Minutes of Food Recipe Books (Refer to Report 9 Food @ School) and healthy eating days (Report 6 Fruit and Vegetables and Report 9 Food @ School)
• Business Manager
  o assistance with changing vending machines, canteen menus and fundraising activities

• Principal and Assistant Principals
  o provide guidance with policy development and implementation

• Art / Graphics and Media Teachers
  o School Project Officers partnered with the media and graphics teacher groups to develop the social marketing messages and visual work within the media and graphics curriculum.

• Canteen Manager
  o implementation of the new canteen menu format, changing the canteen to have healthier food

• Curriculum Coordinators
  o assistance in the development of integrated units

• Parents and Friends Committee
  o assistance in changing fundraising activities and support for the Food @ School policy

School newsletters
The School Project Officers took on the task of contributing to their school newsletters. Four of the five schools distributed a regular newsletter. Contributions focused on an update of current It’s Your Move! activities and upcoming events/activities.

A project newsletter was developed and disseminated to project staff and key stakeholders. Its purpose was to inform people of the project’s progression and direction. Appendix A shows the final newsletter, June 2008.

Parents
Parents were recognised as important key stakeholders for the project albeit difficult to reach and engage with. The action plan identified the home as an important setting for supporting key behavioural change for physical activity and healthy eating. However in the many attempts to reach parents, success was difficult to obtain. Apart from the school newsletters as a means to reaching parents, another major event was arranged. A group decision was made to tap into a visit to Geelong by Ms Rosemary Stanton, a prominent nutritionist as a means to engage parents. Ms Stanton was given a brief to deliver a presentation for parents followed by discussion. Despite an informal feasibility/needs assessment conducted by the School Project Officers to gauge support for the event and the event being widely publicised and made enticing (with informative show bags), the turnout by parents was disappointing. An evaluation summary of the event can be found in Implementation Report 9 - Food@School. Ms Stanton’s presentation was
centred around a practical guide to improving nutrition with modern lifestyles. It was highly regarded by those who attended. What did eventuate from the evening was a group of parents keen to network and lobby for the promotion of the aims of the project. A local dietitian/health promotion officer was approached to take up the role of facilitating the group however it did not eventuate due to a lack of capacity/organisational development.

2. Leadership

It’s Your Move! had various levels of leaders. First, the Project Coordinator as overall leader; five School Project Officers as leaders within their schools; and the Ambassadors as leaders for the target group. Support to these leaders were given through the project structures (organisational development)

**The Project Coordinator**
The Project Coordinator came from a background of teaching in health and physical education form one of the intervention schools. The Project Coordinator had a Masters in Education [Health and Physical Education] with a genuine interest in research and practice.

**The School Project Officers**
The School Project Officers came from health/physical education and/or home economics backgrounds. The majority of School Project Officers were already employed as teachers within their school. However in the beginning at two schools, outside staff were initially employed to take on the role. Even though they were teachers, it proved difficult since the time fraction was 0.2EFT and much of the time was taken up establishing relationships, building rapport and trust before any actions could be implemented.

The School Project Officers had creative ideas which were supported and encouraged by the other School Project Officers and the Project Coordinator. Often these were trialled in one school before integrating into others at the School Project Officers discretion.

**The Student Ambassadors**
Unique to *It’s Your Move!* was The Student Ambassador Model. The Health Promoting Schools model encourages youth involvement⁷. Youth are recognised as important mediators for change in adolescent health promotion activities⁸. The idea of having Ambassadors for the project came from the Principal at one of the intervention schools (Newcomb Secondary College). The Principal recognised the contribution senior students could make to the reach of the project, thus potentially improving the impact/outcomes of the project. The Ambassadors contributed as leaders for It’s Your Move!, providing a previously untapped resource for building capacity.

The model refers to the process of utilising a selected group of students who were the Ambassadors for the project within their school and community. The students, of adolescent age, were deemed suitable to act as informants, peer
educators and role models within their schools and community and hence were called The Ambassadors for the project. Each of the five It’s Your Move! schools recruited a set of five Ambassadors at the start of the implementation phase of the project. The Ambassadors were guided and supported by their It’s Your Move! School Project Officer.

The Ambassadors were ‘hand-selected’ by their School Project Officer. They were invited to take-up the position meeting the following criteria developed collectively by the School Project Officers:

- were deemed natural leaders within the school or had the potential to be natural leaders
- had an interest in the area of healthy eating and/or physical activity
- in year level 7,8 or 9 (approximately aged 14-16)

The Ambassadors remained with the project until they reached their Year 11 level (second final year of secondary school; approximately aged 17) upon which their commitment to their studies prevented them from continuing. At this point another set of Ambassadors were recruited which came at the half way point of the implementation phase of the project. This time between six and eight Ambassadors were recruited. The recruitment process varied from school-to-school. Some elected to use an expression of interest method where interested students were required to apply for the position addressing selection criteria with a written application. Other schools opted to hand select. The process was managed by each School Project Officer in their school. An example of a letter from one school, inviting new Ambassadors onboard can be viewed in Appendix B.

The role of the Ambassador encompassed five areas: to implement strategies of the action plan, contribute to the methods of delivery for project strategies, contribute to social marketing messages, advocate for the project in their school and community, and role model the messages of the project.

As each set of Ambassadors exited the project they were invited to attend the group interview conducted at each school to evaluate the model. Preliminary results from the first set of Ambassadors were presented at the following conferences. They report on the evaluation of the model from the perspective of the students in their role as Ambassadors. The full results from these qualitative interviews will be available with the formal evaluation results of the project. Briefly however, the evaluation showed an enjoyment from performing the role of Ambassador, substantiated by benefits to others and themselves. Organisational, leadership and personal skills were acquired and unexpected opportunities arose. Achieved outcomes related to the action plan’s objectives and role modelling activities. Budgeting, prioritising ideas, attending meetings, timeframes and working with staff and students arose as challenges for the Ambassadors.
The two conferences were:

*European Congress on Obesity* held in Budapest, Hungary; 23rd - 27th April 2007. Oral presentation: Community capacity building for obesity prevention using a 'Student Ambassador' model; and

*Australasian Society for the Study of Obesity*, 16th Annual Scientific Meeting held in Canberra, Australia; 31st August - 2nd September 2007. Poster presentation: Student Ambassadors: a model to build capacity for obesity prevention in adolescents (Appendix C).

Other

Technical knowledge and skills were available from those supporting the project, from expertise on obesity prevention from Reference Committee Members through to the ability to engage and motivate the target group through the Ambassadors. Contextual thinking and creative collaboration came about through open communication between the organisational management groups (Reference Committee, Project Management Committee).

As identified in the NSW document ‘A framework for building capacity to improve health’ the characteristics of leadership requires fostering. Although the role of the Project Coordinator was viewed as being critical to the success of *It’s Your Move!* there were no formal opportunities provided throughout the course of the project to further develop the characteristics of leadership such as creative thinking, networking, visioning, motivating, managing change and fostering a team learning approach. Some of these characteristics were already recognisable in the Project Coordinator and School Project Officers. However collectively and with the inclusion of the Ambassadors some formal training in leadership would have been beneficial.

3. Resource Allocation and Development

A key process at the commencement of the project was to identify existing and potential resources required for the implementation of the project. One of the main roles of the interim steering committee was to assist with the identification of resources particularly additional key stakeholders and staff within each school to support the implementation of the project. Another major role in this area was the identification of other programs with similar goals (locally, nationally and internationally) that could contribute key learnings to this project and the identification of further potential sources of funding.

Staff

The appointment of staff was the first requirement once needs and roles were identified. The Project Coordinator position was advertised widely and the
schools were empowered to make their own decisions to fill the School Project Officer positions, one for each school.

Programs
Existing programs were referenced to ensure the project wasn’t reinventing the wheel. These programs helped to develop new ideas. Discussions were held where possible with program developers and other staff at their organisations, e.g. Bicycle Victoria, 10,000 steps, Victorian Home Economics and Textiles Association, Australian Council for Health, Physical Education and Recreation, Victorian Department of Human Services: ‘Go for your life’.

Grants / Funding and Sponsorship
Additional funding was sought to support activities for the project, in particular the Student Ambassador Camps and Certificate II Sport and Event Management. The following applications for funding were successful:

- ALCOA ($5,000 over two years)
- Barwon Primary Care Forum ($1,500 for water bottles and $10,000 for the Fad Diet’s Won’t Work Campaign)
- Bendigo Bank ($1,000)
- City of Greater Geelong Councillor Grants ($4,500)

In addition, a number of organisations assisted the project with in-kind support in various ways. These were:

- The Rock Indoor Climbing Centre provided a guided two hour rock climbing session during the Student Ambassador Camp, 2005.
- La Porchetta provided the dinner for the Ambassadors, Project Coordinator, School Project Officers and supporting staff during the Student Ambassador Camp, 2005
- The Potato Shed donated their venue for the ‘Rosemary Stanton Evening’, 2006
- Skilled Stadium provided their venue and a trainer for the physical activity session for the Student Ambassador Camp in 2007

Students
Post-graduate students are a valuable resource. They are keen to learn and put their knowledge into practice and at the same time can contribute meaningfully to projects. During It’s Your Move! five students played a significant role in progressing aspects of the project as follows:

- Amelie Roullier: French exchange student who completed her placement with the Sentinel Site for Obesity Prevention: Deakin University, from the Institut Polytechnique LaSalle, [formerly Institut Suprieur d’Agriculture de Beauvais (ISAB)] during Semester Two,
2006. Amelie worked on the initial phase of the Food @ School Guidelines.

- Karoline Curtis, Natalie Virgo-Milton and Monica Virgo-Milton: Health Promotion students from Deakin University and Meagan Place: Health Promotion student from La Trobe University who completed their Health Promotion Practicum. Together they contributed to the breakfast objective (Objective 5) of the action plan.

The Student Ambassador Model also proved a valuable resource for It's Your Move! This is reported on under ‘Leadership’ below.

Other elements of resource allocation include access to information and specialist advice. These were provided by the Reference Committee. The networking skills of the Project Coordinator ensured this was accessed when required, both from the project committees and externally. Each school provided the School Project Officers with administration support and physical resources. Funds were secured and allocated to these resources. Decision making tools and models are recognised as another element of resource allocation. The Terms of Reference (see Implementation Report 1 - Project Design) for the committees were the only tools developed to support decision making. The Project Management Committee was essentially conducted by the Project Coordinator.

4. Workforce Development

An important component of the It's Your Move! project was its training. It was recognised that to support the project staff to implement the activities from the action plan that opportunities for training needed to be given. A major initiative of the whole project was the development of what was termed the Student Ambassador Model. The provision of ongoing training for staff, students (and others) then became a major strategy of the capacity building objective.

Following is an outline of the training provided to support the work of the project staff.

Training
The provision of training can be categorised as formal and informal. Here we report on the more formal modes of training offered throughout the project.

Social Marketing Workshop
This workshop was developed and offered by Deakin University across two projects (It's Your Move! and Romp & Chomp) and was opened up to other interested parties. The workshop arose from the expressed needs of the Project Coordinator that knowledge and skills in social marketing were required to assist in the implementation of objective 2, the social marketing strategy. The workshop has been reported on under the social marketing strategy in Report 2 and will not be added to here.
Health Promotion Short Course

The Project Coordinator had the opportunity to attend the Health Promotion Short Course offered by the Deakin University and Department of Human Services Partnership. The Project Coordinator recognised their limited training and exposure in health promotion and took up the opportunity. The three day course was held in Warrnambool in March 2006. The Short Course in Health Promotion was a practical introduction to the principles and practice of health promotion. The course content reflected the latest developments in health promotion and their application to the current health policy environment, with current planning and funding frameworks used as practical examples. The course aimed to increase participants’ confidence to integrate health promotion into their own work practices. Practical activities were undertaken to practice applying health promotion to real issues in local community. Reflection on current practice was encouraged and time was provided for participants from different agencies to network.

Health Promotion Principles
Recognising that the School Project Officers perhaps could have benefited from attending the Health Promotion Short Course but due to logistical reasons (time away from their teaching responsibilities at their school and time and cost in arranging cover), it was decided that a two hour presentation be tailored for them. The School Project Officers were keen to have this when the idea arose. The regional Health Promotion Coordinator from the Department of Human Services tailored and presented an overview of health promotion principles (Appendix D) to the five School Project Officers as well as a discussion on the application of these principles to the project.

Media Training
Through the Department of Human Services ‘Go for Your Life’ initiative, It’s Your Move! was offered media training. This entailed learning how to write media releases and providing guidelines for working with the media. The Ambassadors, along with the School Project Officers were invited to this half day training course.

The media training was evaluated by the students. Key questions revolved around expectations of the training in comparison to experience of the training, key concepts learnt, dislikes and application of key learnings back at school. Evaluation results showed that the experience obtained from the course exceeded expectations. The key concepts learnt were mainly about taking control of interviews, getting the message across and painting pictures in people’s minds to promote the story. There were very few dislikes. Some complaints were that the training was too short and one commented on disliking the role playing activity. Students were able to state how they would apply to learning. Some examples involved contributing more confidently to the school newsletter, magazine and web pages.
Student Ambassador Training

The Camp

A camp was held for each set of Ambassadors, one in November 2005 for the first set of Ambassadors and one in October 2007 for the second set. The camp was held at a local four star hotel. The choice of venue was to ensure the Ambassadors felt respected for their input into the project. At the same time the Ambassadors saw it as a ‘treat’.

The Student Ambassador camp was a training opportunity for the Ambassadors to clarify roles and responsibilities but also to begin working collectively on certain objectives and strategies of the 10-point action plan. The camp’s program was designed around planning steps for further action and included a number of activities such as confidence builders, self-esteem and leadership games. Strategy planning was a major focus of the workshop sessions at the camp.

The objectives of the camps were to:
- progress the delivery of It’s Your Move! through the development of strategies for each of the objectives of the action plan (designing planning documents outlining the program for the following year)
- engage students to brainstorm ideas and concepts in developing implementation strategies for the action plan
- integrate the objectives of the action plan into existing community frameworks, creating an awareness of the environment
- foster relationships and networks among the students and groups associated with It’s Your Move!,
- work collaboratively on particular objectives and begin building a supportive environment between school council members of the five schools

An overview of the camp was provided via a newsletter (Appendix E). The five School Project Officers attended the camp along with their respective Ambassadors. The program was developed and executed by the Project Coordinator in collaboration with the School Project Officers. The final presentation, conducted by the Ambassadors was attended by their school Principals and other interested staff and key stakeholders.

Each camp was evaluated by the students and staff. The evaluation enquired into the expectations and experience of the camp, likes, dislikes and future application of experience. Briefly, the feedback showed that the camp was a huge success with many Ambassadors reporting later that the camp was the highlight of their work.

With time it became apparent from the School Project Officers that a larger incentive was required for the second set of Ambassadors to keep them engaged and committed. The Project Coordinator recognised that the activities the Ambassadors were involved in could align with a course offered
at TAFE. Hence a Certificate II in Event Management was developed for their benefit with the Manager of Sport and Recreation at the Gordon Institute of TAFE. Funding was obtained (see above) and eight sessions were developed, then delivered within 2 years. 98% of the Ambassadors completed the requirements for this formal qualification.

Recognition and reward systems are an important element for any type of work. Certificates of Participation and/or Appreciation were made available or formally presented to participants. The Certificate II in Event Management was presented at the formal celebrations of the project, marking the official end to the project (although many activities and support for the continuation of aspects of the project continue).

Conferences
During the course of the project a number of conferences served as suitable forums for disseminating the work of It’s Your Move! The work was presented predominately by the Project Coordinator, however the School Project Officers and Ambassadors were provided with the opportunity to present at the local forums. For the Ambassadors this provided a means to gain public speaking experience. Details of each of the conferences and meetings were presented is outlined in Report 4- Social Marketing.

A Year in Reflection Evening
One other activity is worth noting. A Year in Reflection Evening was held in October 2006 to reflect and celebrate the achievements of the projects to that point in time. Further information is included in Report #9 Food @ School.

5. Organisational Development

The report titled ‘Project Design’ (Series #1) includes an outline of the project structures to support the implementation of It’s Your Move! These have included the establishment of steering and implementation (project management) committees.

The Interim Steering Committee had membership from Deakin University, Department of Human Services, Department of Education and the Geelong Disordered Eating Services, which over the course of the committee expanded to include the Principals from each of the intervention schools and the School Project Officers as they came on board. Other members were represented on an as needs basis e.g. Barwon Primary Care Forum, Victorian Curriculum Assessment Authority (Health & Physical Education) Victorian Home Economics and Textiles Teachers Association (VHETTA), Bicycle Victoria. Often these members were invited to meetings to assess strategic alliances for It’s Your Move! which overlaps with the ‘partnership’ domain in the framework of capacity building.
One of the roles of the interim steering committee was to establish a structural model to support the project, of which the role of a Project Coordinator was defined and sought, and commenced in July 2005. The position description is shown in Appendix F. Working across five secondary schools required in-school support and hence in Term 2 of 2005, each school was allocated funding of $14,000 for the first year to fund these positions. The role of the School Project Officer is outlined in Appendix G. Lines of management were also defined.

With time the group was directed into two groups – the Reference Committee and Project Management Committee which oversaw project implementation.

The Reference Committee consisted mainly of the Principals from the five intervention schools and key stakeholders from the Department of Human Services (DHS), Department of Education and Early Childhood Development. Over the course of the project, nine Reference Committee meetings were held and discussions revolved around the budget, progress on implementation (reports from the Project Coordinator and School Project Officers), evaluation (data collection within the schools), dissemination of work (e.g. work presented at conferences, seminars).

The Project Management Committee comprised of the Project Coordinator, School Project Officers and a member from Deakin University. Meetings were held fortnightly throughout the school term and their main role was in the implementation of the project’s activities. 32 meetings were held over the course of the project, at which minutes were taken and circulated widely. The discussions centred around the implementation activities of the action plan and mainly involved the sharing of ideas and logistics of implementation.

Project Planning Days were held biannually with the Project Management Committee. These were designed to focus on a particular objective or strategy to achieve some intensive work. They also allowed for a more in-depth networking opportunity which was especially useful between the School Project Officers. The planning days were also useful for a review of current approaches and reflection on performance and outcomes.

Project documentation
A range of project documents supported the implementation of the action plan.

These included:

- Social Marketing Plan – see Appendix B in Implementation Report 4 - Social Marketing
- Communication Protocol – see Appendix C in Implementation Report 4 - Social Marketing
- Evaluation Plan – see Implementation Report 3 -Evaluation
• Risk Management Plan – a Risk Management Plan was developed by the Project Management Team and Reference Committee to be able to deal with and respond to issues as they arose during the project.

Key Learnings and Recommendations

Partnerships
The foundation to success within the schools was the support the School Project Officers had from school administration, in particular the School Principal. This role of the School Project Officer was then made easier to develop partnerships with teachers to implement objectives/activities.

Alignment with outside agencies to achieve mutual goals worked for some strategies but care needs to be taken that the situation is win/win and not become one-sided, taking resources away from the Project to fill other partnership goals.

Engaging parents as partners requires a new and innovative approach.

Leadership
The three levels of leadership worked well for the project. The leaders were supported by the organisational structures of the project (organisational development). The Student Ambassador Model proved a valuable resource (human, financial) for implementing activities and through role modelling. However more strategic training to develop the characteristics of leadership could potentially have benefited the Project Coordinator and School Project Officers. This could be as simple as allocating time to reflecting on practice, sharing learnings to something more formal.

Resource Allocation
The initial funding sought from DHS was fundamental in developing the action plan and for the development and maintenance of structures to support the project. It also contributed to the many strategies of the action plan. Further resources were required for some activities. In-kind support from key stakeholders was valuable. The Student Ambassador Model proved a huge asset to the project. As one Project Officer said “I don’t think the project would have gone anywhere without the Ambassadors. They are the project”. Financial resources are required first before other resources (physical, administration) can be allocated to the project.

Workforce Development
Funding needs to be allocated within a project to allow for formal training. Sometimes this cannot be foreseen. For example, the School Project Officers could have benefited from attending the Health Promotion short course that
the Project Coordinator attended. Additionally, funding allocation would have been useful to allow the School Project Officers to contribute to more formal dissemination opportunities, e.g. conferences, seminars. The project did not build any formal professional support and supervision or performance management systems. These were loose and managed by the schools. This perhaps could have been a role of the Reference Committee.

Organisational Development
The project design and structures served the implementation of the objectives of the action plan well. The Student Ambassador Model proved valuable, tapping into a previously under-utilised resource. The School Project Officer’s were expected to assist with identifying and enhancing opportunities to incorporate It’s Your Move! into strategic areas of their schools. To gain further support and links to strategic plans, it would have been valuable for It’s Your Move! to gain commitment from the Principal’s Advisory Committee in each school. The project sat with the School Project Officers and needed to infiltrate to a higher level to change the culture to overcome barriers to promoting physical activity and healthy eating pertaining to It’s Your Move!

Conclusion
A more formal approach to building capacity with attention to applying a framework like the NSW ‘A framework for building capacity to improve health’ is required to ensure a wide variety of strategies are engaged to fully build capacity.
References


Appendix A: Final IYM Newsletter June 2008

**Project Coordinators Desk**

Three years has past in the blink of an eye! To think that three years ago we started with a blank page, now we have ‘run’ out of time to do all of the things that we had thought of along the way... but what a fantastic job has been done by all. In packing up the project, I thought it would be good to briefly update you on the events of this year. More formal ‘Implementation Reports’ will be circulated later in the year which will detail each objective, strategy and the processes associated with it.

**It’s Your Move Student Ambassadors**

To date, at least 30 students have completed the Certificate IV in Sport and Event Management, plus a Level One in First Aid through the Gordon Institute of TAFE. The three sessions conducted this year saw the students designing, organising, running and evaluating events such as a roller skating day for Year 7s (09), mini festival and August Day (ST), girls cancer races (SHS), ‘safety day’ (SHS) and student ambassadors of Chifley College presented VM to the Senior School. All of these students are now more than capable of teaching their peers and completing all aspects of event management in the future. Thank you to Melissa Bull and Jenny Campbell from the Gordon who kindly took on the sites and have run with it. Thanks also to Tim O’Connor from the City of Greater Geelong, Brendan Fagan and Joanne Ermogene from NCOOR for the funding that enabled us to provide such an opportunity to the students.

**It’s Your Move! Posters**

You might have noticed many of the new posters for each of the components of the Action Plan popping up around the school. Each poster features a group of student ambassadors displaying messages of healthy eating, physical activity and body image.

**Food@School Framework**

The Food@School Framework, especially the policy component is being wrapped up by the schools. Some healthy eating will become the norm, rather than the aberration. Each school has developed a ‘draft’ policy which is currently being circulated among teachers, parents and students. Once the policy has been finalised by the end of 2008, these the implementation of the action plans, monitoring and review will become part of the schools’ responsibilities (2009).

**Project Structure and Support**

The initial project brief had detailed the funding of the project until June 2008. As such the expected rollout of social marketing materials in the first half of the project was not realised. Hence, there was a small amount of money left to be spent later in the year and probably in the first half of next year.

My (Louise Matthew) time fraction has changed from half time to 1 day a week (Monday). I will continue to provide support to the schools and then Project Officers, write up the Implementation Reports and disseminate the data back to the schools. For the other 0.5 FT, I will be continuing on with the Sport and Health Committee at Deakin University.
Update from each of the School Project Officers

Bellarive Secondary College

The Ambassadors undertook media training at PULSE FM. Through research and student surveys, they created an informative and interesting segment on body image.

The Ambassadors successfully completed their training as TAYR. One of the requirements of the training was to set up an event. They decided to run a Bellarine Sub day at the junior campus. On this day, the canteen only sold roller books: sub rolls, apple slices, water, smoothies and poppers. Pre-orders were taken so that the students could choose what they would like in their Subs. The day was a huge success, with over 500 Subs being sold.

The TAYR and Well Being teams have been working on the establishment of a more permanent Breakfast program. This will involve running two sessions; one for the Year 9 and another for the Year 7’s. In these sessions each student will receive a healthy breakfast (toast, muffins, fruit, milk, etc.). There will also be a survey aspect to promote the importance of breakfast and a survey to identify the ‘non-breakfast’ eaters. After these sessions the Well Being team are hoping to offer a free breakfast to those in need. The canteen has also thought of opening before school to sell a cheap, healthy breakfast.

The policy has been placed on the intranet so that staff can comment on the initiative.

Another Castle competition has been organised for next term. This year, a group of volunteers called the Rainbow Warriors have shown an interest in the activity and have offered their time to assist in the running of the competition.

The canteen has been working hard to promote and increase the number of green foods on the menu. An ‘Eco Option’ Tuesday’s, the canteen now has a range of healthy alternatives. Some of these include spaghetti, soup, fruit, mini muffins & milk, pasta bake, bread, tea, quiche, popcorn, wraps and smoothies.

On the last Tuesday of this term some Year 10 students in the Monday-Off program are coming to run a similar event to the Sub day called ‘E.C.E.O.O.’. On this day the canteen will only sell Spaghetti, Soup, Spinach Apple, Smoothies, Spuds and Smurfins!

The Health and Physical Education teachers have been working on the development of the new ‘Healthy eating’ unit.

Thanks to all of the teachers across the Ocean Grove and Drysdale Campuses for their continued support.
Christian College

The school ambassadors have been involved in our new green lunch bags. These are promoted through a display in the students’ diaries and through home room teachers. A trophy is awarded at assembly to the winning class. It has become quite competitive.

In the last week of April we celebrated Fruit and Vegetable week at our Kilmore Campus. Students from Prep to Year 6 were involved in a variety of fun activities encouraging the consumption of more fruit and vegetables. ‘It’s Your Move’ ambassadors gave a presentation to the Junior School assembly and organised an Apple Salad Relay for the Year 4 students at lunchtime. Among other classroom activities, Year 5 and 6 students tasted a variety of fruits and vegetables blindfolded to try and guess what they were eating. The Year 9 Home Economics students designed and made fitness drinks using 2 fruits and 1 vegetable. Year 9 Home Economics students designed their own vegetable soup. Students in Years 1 and 2 made animals from fruit and vegetables. Staff and students traded some fruits and vegetables for a cure for in the yard for a 100% reminder to students about the importance of eating fruit and vegetables.

Our staff and Prep to Year 6 students are now fully aware that eating 2 serves of fruit and 5 serves of vegetables every day is recommended for good health. One Year Prep student told me in the yard that they now eat 200% pieces of fruit!

The ambassadors continue to move the 4 salad machines around the classes on a weekly basis. A sticker goes home to the class involved for the week to remind them to bring in an apple everyday for ‘slimming’.

I have noticed our Parents and Friends have turned to more healthy fundraising this time around selling Apple Sling Machines. The message is definitely getting out there.

The 2007 ambassadors have completed their certificates at the Garden as well as Certificate 1 in First Aid. Just waiting on our presentation.

Ambassadors for this year are aiming to work on some garden services and to promote healthy lunches. They will continue to run activities until the end of the year. They are in the process of running their second Bush Day for the year.

A huge thank you to all of the staff, students and parents that have assisted in all of the FM programs and activities.
Geelong High School

- The ‘GFL Only Dance Classes’ continue to be held on a regular basis.
- Thursday Healthy Lunches still feature at the canteen.
- Water and orange juice continue to be made available to the staff and students on sporting days. (This will be ongoing next year)
- Hot soup is being sold in the canteen.
- Special fruit salads are sold in the canteen on Thursday. (‘Its your Move’ paid for the week)

Seating arrangements improved in the canteen - tables and chairs set up by a year eight every morning.

Ongoing “lunch up” of the canteen menu – a present we are going through the menu for next year with students and the Business Manager – with the Food & Health context in mind.

Thanks to the Ambassadors and the staff for their support.

Newcomb Secondary College

The Ambassadors have been involved in several programs that Newcomb Secondary College have been actively involved with. As one of our programs, we have been promoting healthy eating by encouraging all students to eat a healthy snack during lunchtime. Our association with Brevite Victoria has meant that we participate in the ‘Kitchen’ program, which teaches students the importance of healthy eating and exercise. Students have been encouraged to bring their own healthy snacks to school, which has resulted in a noticeable increase in the consumption of healthy foods. The program was initiated by the YM Ambassadors, who have been instrumental in organizing the activities and promoting the benefits of healthy eating and exercise.

The YM Ambassadors organized a ‘Rutabaga’ afternoon for the Year 7 students. The event was designed as a break between classes and aimed at encouraging the students to eat healthy snacks. The event was a great success and many students enjoyed the variety of healthy snacks that were offered.

Newcomb Secondary College has also introduced a number of health-related initiatives around the school, such as the installation of water fountains around the school to encourage students to stay hydrated. The fountains are now installed at all of the school’s locations, and students are encouraged to stay hydrated throughout the day.

Our Food & Health policy will be presented to council for ratification and this will be the first of a series of initiatives that will be introduced to promote healthy eating and exercise within the school. Many thanks to all of the Newcomb Secondary College students and staff who have supported this initiative and the ‘It’s Your Move’ program this semester.

If you can learn to
love your body
You’ll learn to
love yourself!
It’s your move!!
Saint Ignatius College

The Student Ambassadors conducted a Tutti Fruiti day as part of their assessment for their Certificate of the Gordon Institute of TAFE. It involved making and selling fruit and veggie platters at the school canteen. The day also ran in conjunction with a whole school assembly on what we have been doing with FM over the last three years and their experience being Ambassadors. I spoke briefly about the project and encouraged all students to participate in the first canteen gathering next term.

We have had Market Fresh – Ladies from the Melbourne Market Authority gave a talk and presentation to all year 7, 8 and 9 students on the importance of fruit and vegi in the diet. The students were then treated to a variety of fresh fruits and vegi.

As part of improving our environment, year 9 Arts students are designing and constructing edible tables around healthy eating, water consumption and physical activity themes. There have also been a number of shade cloths erected outside year 10 area and canteen areas. The earlier English classes have continued to look at issues regarding food and drinking. The library has also got involved, having a display on healthy eating and physical activity.

There has been an increase in sport at lunchtime as well as the introduction of a junior gardening club. Chess and board card games are continuing to be played at lunchtime in the library.

Marketing: all of the FM Posters are displayed around the school and regular contributions about FM to the weekly newsletter are placed in the student news.

The canteen is still continuing to use the ‘traffic light’ canteen menu. There have been some great changes in the menu which include more varieties of sushi bread rolls, instead of meat pies, a variety of hot food such as Cheesy and veg. pies, tuna corn and asparagus salad, quiche, vegetable pasties – better but still a way to go, increased prices in ‘unhealthier’ food options eg. steak went to $5.50, pure fruit juices are now $2.50. Sales are reflecting that price has a bearing on what is purchased. Quiz nights will continue and canteen are now making fruit salad cups.

Healthy eating worthy: most of these eating events have replaced the fatty sausages in bread rolls! Events have included: Lunch for Year 7, Anzac day lunch, day (cookies, fruit, beef, potato, spinach, vegetables), staff at athletics sports and swimming sports (salad rolls, fruit and muffins), staff lunch at beginning year (rolls and fruit), Year 12 BBQ (healthy sausages, veg burgers, sausages, baked potatoes, fruit cheese and biscuits), Year 8 BBQ, staff BBQ, staff afternoon tea (fruit and muffins), parent information evenings (fruit box cheese and biscuits). Open Day - healthy lunch for staff and students, staff lunch flan – soup, bread, salad, fruit, cheese and biscuits.

Thanks to the students, staff, principal, canteen staff and parents for their continued support.
**Sentinel Site for Obesity Prevention: Support and Evaluation**

Follow Up Testing has been underway since the end of term one. Thank you those who have completed the task. We are still on track to complete all of the testing before the end of term 3. Phil Day will be coming around to schools shortly to conduct some one-on-one interviews to get ideas and feedback.

Interviews with the current Ambassadors are underway with Annie Simmons to ascertain feedback on their role over the past year. So far results are similar to the first group of Ambassadors where positive feedback has been given and many comments about how their role has allowed them to go on bigger and better things. Oh and the one thing that unanimously got was a Highlight... Be there at the Nucan Cup!

We are also measuring capacity building for the Project. The School Project Officers have mapped a Community Capacity Index which so far has shown an increase in Network Partnership and Knowledge Transfer over the course of the Project. Problem Solving and Infrastructure are yet to be analysed but it is expected to show similar shifts - all in a good direction. Waylone team!

**Students**

Katherine Gascoyne (Kay) and Belinda Goul are two drastic changes to their role once again. Students have been asked to assess feedback on their role for the first half of the year. Both completed their community placement of their role by conducting the follow up data collection for intervention and comparison schools for the School Environmental Audit. They did a great job, the results of their project are available, but will mean more than likely to clustered into final school presentations later in the year.

Kay is also staying on for her major research project looking at the benefits of the Australian and Tongan youth and how the transition in their beliefs and knowledge practices etc. Last year Kay won some time with the Tongan project. ‘This trip to youth’ so he is keen to develop potential interventions based on her findings, especially for Tongans who seem to have a higher burden of overweight and obesity. Good luck Kay!

**Funding**

Now we are ready to get all of the information schools for the 2009/2010 financial year. This is an opportunity to ensure that the Food @ School Policy is articulated and the implementation of the Food @ School Framework continues to be on the agenda for each of the schools.

There is also a continual challenge to find ‘It’s Your Move’ homes in the school, e.g. within existing support structures. In the curriculum and Physical Education, Home Economics, Student Wellbeing, Curriculum, Parents and Friends, School Council... If I am sure that each school will find it a home somewhere as we can continue to be an important aspect of the school.

**Achievements**

Congratulations to: Georgia and Stephanie O'Keeffe of Saint Ignatius College both won Individual City of Greater Swan ‘Tulipus Award’. Both have made excellent contributions to the school and ‘It’s Your Move’ Well done girls.

Professor Boyd Swinburn has recently been named seventh in a list of fifteen greatest nutrition discoveries since 1975. His work around the role of environment influencing obesity has currently put him on the international map. Well done Boyd!

**Staff**

Recent additions to the team: Sonia Tirney has come on board at Goolongong High School, Chris Green and Kate McGovern are still doing vital things and pieces around the school for NMU.

Lorraine: Peter Ryan who oversee the data management for the project has a new position within the School Psychology setting and continuing his involvement in research. Peter will still be involved (to some extent), but has done a fantastic job setting up Mary Masuika to complete the follow up and analysis of the data.

**Conferences and Presentations**

And finally,

This could potentially be the last newsletter... sending the last dollop of a dollop of the funding. If this is it, then I would like to say a big THANK YOU to all of the schools, principals, teachers, students and sponsors who have done a great job taking on board a new direction of healthy eating and physical activity in schools. A super thank you goes to the School Project Officers, Kemp Felix from, Linda Taylor, Leanne Deney, Lauren Reading, Shane Barker, Kate Meadow, Christine Green, Sara Kinney, Mandy Lekten, Sue Blakstad and Anne Simmons (who has been to meetings and worked closely with everybody). What a fantastic bunch of women! It has been a great pleasure working with all of them.

Finally, I hope all of the schools maintain the energy, enthusiasm, activities, events, curriculum and policies developed over the past three years as part of ‘It’s Your Move!...’ Who knows... it’ll be ‘It’s Your Move’ (primary school project)... the Support and Evaluation team may come back in due course to see what legacies have been left behind... once the funding and support have diminished.

Look out for an end-of-project celebration in term 4, 2010.

Over and Out......

Leslie J

“THANK YOU to all of the schools, principals, teachers, students and sponsors who have done a great job taking on board a new direction of healthy eating and physical activity in schools”
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Appendix B: Invitation letter to new Ambassadors

Dear <insert name of potential new Ambassador>,

‘It’s Your Move!’ is an adolescent Health Promotion Project being conducted in five Geelong Secondary Schools – Geelong High School, Catholic Regional College, Christian College, Newcomb Secondary College and Bellarine Secondary College. The project has been developed and organised by Deakin University, The Department of Human Services and the ‘Go for your life’ campaign and aims to promote positive health and wellbeing of adolescents.

The objectives, logo and ideas for the project were developed for students by students. Geelong High School has begun to make some positive interventions (changes) in the area of Health Promotion and the staff and students involved in ‘It’s Your Move!’ are excited about future areas of change in this area.

We currently have five very active ‘It’s Your Move!’ Student Ambassadors, who represent Geelong High School at workshops, focus groups and work together on ongoing projects to promote health at the school. The responsibilities of an Ambassador include:

• Attend a weekly lunchtime meeting
• Role model a healthy lifestyle
• Represent Geelong High School at workshops and forums (usually at Deakin University)
• Work closely with the 2006 Ambassadors to develop and implement ideas to promote health and wellbeing to the school community.
• Work with local and government agencies to form healthy partnerships in our school community.

The ‘It’s Your Move!’ working party would like to invite you to become a Geelong High School – ‘It’s Your Move!’ Ambassador for 2007. Please consider this an exciting opportunity to make a difference in our school community.

Kind Regards

Kate Meadows and Christine Green
(It’s Your Move! – School Project Officers)

Samantha Warren, Jeremy Meehan, Ned Kirner, Daniel Last and Kristen Thompson
(It’s Your Move! – Student Ambassadors, 2006)
Appendix C: Abstract from presentations

European Congress on Obesity held in Budapest, Hungary; 23rd - 27th April 2007. Oral presentation: Community capacity building for obesity prevention using a ‘Student Ambassador’ model.

and

Australasian Society for the Study of Obesity, 16th Annual Scientific Meeting held in Canberra, Australia; 31st August - 2nd September 2007. Poster presentation: Student Ambassadors: a model to build capacity for obesity prevention in adolescents.

STUDENT AMBASSADORS: A MODEL TO BUILD CAPACITY FOR OBESITY PREVENTION IN ADOLESCENTS

Simmons A, Mathews L, Swinburn B, School of Exercise and Nutrition Sciences, Deakin University, Australia

The It’s Your Move! Project in Geelong, Victoria is a 4-year community intervention which aims to promote healthy eating, physical activity and healthy weight in adolescents in five secondary schools. This paper analyses a ‘Student Ambassador’ model in building capacity for obesity prevention.

The majority of the stakeholders who developed the project’s 10-point action plan were from the adolescent target group. In the first year of intervention, five to eight senior students per school were hand-selected by project staff for their one year role as ambassadors, as a means to build capacity in each school. Consequently, students have been asked to make a written application for the position. Their role and activities have been assessed as part of systematic process evaluation in each school. Mixed methodologies such as analyses of the project staff’s activity diaries and interviews with stakeholders including student ambassadors were used.

The role of the Ambassador has proved to be a major asset for the implementation of actions. They generate and test ideas; research their peers; develop and promote messages; provide leadership and peer teaching; role model behaviours and advocate change; and communicate with peers, school and project staff. Feedback verifies that they enjoy their role and engage enthusiastically in implementing the activities.

The ‘Student Ambassador’ model provides a previously untapped resource in schools for building capacity for sustainable change. Their role, which is well recognised and rewarded within their school, allows for a more targeted, timely and cost effective implementation of strategies.
Appendix D: Presentation: overview of health promotion principles

**Principles of Health Promotion**

Helen Walsh  
Regional Health Promotion Officer  
Bunun-Strath Eastern Region

**Guiding Principles for Health Promotion**

- Address the broader determinants of health;  
- Based on best available evidence;  
- Seek to reduce social inequities and injustice;  
- Emphasise active consumer and community participation;  
- Empower individuals and communities;  
- Consider differences in gender and culture;  
- Facilitate intersectoral cooperation.

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**The social determinants of health identified by WHO (2000) include:**

1. the social gradient;  
2. stress;  
3. early life;  
4. social exclusion;  
5. work;  
6. unemployment;  
7. social support;  
8. addiction;  
9. food;  
10. transport.  

Additional determinants of health identified by Keleher (2001):

- poverty  
- sexuality and discrimination  
- personal health practices, coping skills

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**Historical evolution of public health**
## Questions

- What is the mix of actions/strategies for IVM?
- Are the actions linked to project objectives?
- Are we gathering data/information to measure impacts (indicators related to objectives)?
- Are we gathering data/information to measure processes (indicators related to strategies)?
- Are we clear about what we are doing and where it fits into the bigger picture (project aims)?
Appendix E: IYM Newsletter: report on Ambassador Camp November 2005

DEAKIN UNIVERSITY IN PARTNERSHIP WITH DHS

IT'S YOUR MOVE!
TWO DAY WORKSHOP

DEAKIN UNIVERSITY IN PARTNERSHIP WITH DHS

IT'S YOUR MOVE!
TWO DAY WORKSHOP

DEAKIN UNIVERSITY IN PARTNERSHIP WITH DHS

IT'S YOUR MOVE!
TWO DAY WORKSHOP

28/11/2005
Term 4, 2005

FROM THE PROJECT COORDINATORS DESK

"IT'S YOUR MOVE!"
Two Day Workshop

Students arrived at the Mercure Hotel at 8am, bright-eyed and bushy-tailed for the exciting two day program that lay ahead. For our kids, the excitement and excitement of staying in a hotel was certainly evident in their faces upon arrival. But they came into the conference room and got into the program quickly and were especially impressed with the message of what it means for them to be there and the message of the project.

SESSION ONE
In the first session, we started with introductions from each of the students from the five schools involved (Hattonia SC, Canossa Regional College, Christian College, Geelong HS and Geelong Secondary College) and provided background information on where the project had evolved from. It was important to the students to get an understanding of the opportunity they had been given in this demonstration project from the Federal Government's Grant to Deakin University (Geelong Site). And to also provide the empowering knowledge that they ‘have’ the ability to make a difference in their schools and the wider community.

SESSION TWO
The second session focused on the working model from Geelong High School, A Walk to Where? Program was developed by the ‘Real Change’ Coalition, which aims to get home groups in 2006 to participate in a whole school walking program to ultimately improve physical activity and overall health. Students at the workshop enjoyed the DVD presentation that these girls presented to the staff of Geelong High School and that they had overwhelming support for their idea. Geelong High School...and the students who achieved the gaining support approval for this idea to become a reality.

SESSION THREE
This session was where the students were able to test the water in their own environment. They were set the task to devise a program or activity that would ultimately improve the fruit and vegetable consumption in their school. The facilitator was able to provide creative, innovative and novel approaches which are presented to them. They were asked to select one and work through a ‘step’ process of how to achieve this goal. It provided them with the questions of who, what, where, when, why and how they were going to implement their program or activity. This got them thinking broadly in their approach to achieving their goal.

MORNING TEA STUDENTS MINGLED AND ENJOYED THE COMPANY AND ATMOSPHERE OF THE HOTEL. LOTS OF SMILES.

PLAN OF ATTACK FOR IYM
* It's Your Move information to parents in the term 2 newsletter.
* It's Your Move information to parents in the term 3 newsletter.
* It's Your Move information to parents in the term 4 newsletter.

go for your life

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SESSION FOUR

Students picked up their ‘marching’ shoes for a bit of play time... and time to get to know each other better. First thing first, students were able to get out of the school uniforms into their climbing gear, but... they got to get into their ‘hotel’ rooms and see where they would be staying. Before we had time for the next activity, we walked from the Mercure to the Rock, but for us, it was great to start to see students from the five schools mingling together laughing and having a good time. On arriving, the Rock’s contents were guided through the climbing activity and had a brilliant time. Even the School Project Officers got into the groove of climbing too... Upon completion of the activity we talked about the skills required for this activity and they found that communication, cooperation, team work, guidance, support, encouragement and listening were important for everyone to achieve the goal of reaching the top of the wall... very transferable skills required for this project.

I would like to thank the ‘Rock Climbing’ Centre for donating their venue for this event. We left the ‘Rock’ scene with energy from the activity that was expended from having a good time.

After dinner, we walked back and played some initiative games, which their required thinking and listening skills...

Some will forever remember the ‘reach’ game and ‘turn up a nose’, and a month remember the fun had by all...

After the initiative activities, students went up to their rooms and grabbed their pillows and brought them back into the conference room to watch a very empowering and yet brilliant movie, ‘Remember the Titans’. It was great to see all of the students grouped together and listening to the powerful messages that came out of that movie. When the movie finished we discussed some of the themes that were evident and how they could be surviving in our own communities, but also how we could address them together. Students were not bored with no problems at all.

SESSION FIVE

Students were allowed half an hour to get ready for dinner. Some of the boys went to great lengths to impress!!! The boys have set the standard, so watch out for the next event... who knows what they will be wearing!!!

We walked from the Mercure to La Forchetta’s where students given the choice of a pizza or pasta. For some, their eyes were bigger than their bellies, but they had a good time.
Friday morning students arrived downstairs for a plump buffet breakfast, of which many students enjoyed the unexpected "chocolate". They were given time to eat, relax and prepare themselves for the day ahead.

We also had an address by Jody Wastrick on some of the things that have been going on in Auckland. It is hoped that we, both Jody and I can find the "champions" from all of the high school schools, also including the students from the Fiji and Tonga projects. Also, Jody is positive and determined and gave great insight into the "empowering" mechanism that can be achieved through the "ripple" message effect. Thanks Jody for your inspiring words.

SESSION SIX

The morning session was focused on the Objective of Water vs. Smallest Drink. It was interesting hearing the brainstorming section to hear the "grand" plans of how they thought they were going to achieve their ideas. Once again, they were guided through a sequential process of consideration, planning, implementing and achieving these ideas. Some suggestions included getting rid of vending machines, reducing the amount of fizzy drinks sold, having free single use water bottles and water coolers in every classroom. Interesting, achievable? They were the ones who decide where they go with their ideas...

LUNCH

Students and also the staff enjoyed the sunny sun, lounge by the pool.

The School Project Officers, Staff, Principals and myself will assist them in achieving the ideas that they had put on paper.

I discussed with them the importance of working within their school, recruiting more students into the program, both older and younger, to ensure the continuity of the message delivered and also to achieve more in a shorter time. I talked of commitment, responsibility and the importance of "withing the talk" as champions of the project.

What is planned to happen?

At the end of each term, the champions will return to discuss some of the achievements, hurdles and outcomes of their Objectives. They will also be offered an activity, which will continue to bond these together as a group. It is hoped that the "original" champions will go back to their school and encourage no time goes by. In term 4 of 2006, it is hoped that I can conduct a three day workshop at "Omaga Bay the Sails", where we can have one day of reflection and two days planning with these students.

SESSION RIGHT

The interest that has been generated locally and internationally for this project is amazing, to the extent that the Project Coordinator from the Auckland Project came over to watch what we could achieve... and go back and use the model developed for this workshop with her "champions".

I saw this as an opportunity for the students to present their ideas to some of the key stakeholders who have already been involved with these students. We had Principals, representatives from DEET (Virginia Cherry), Doaklin University (Colin Bell & Anne Samaras) who attended the session.

I was amazed the ideas and logical sequence they presented to the group, and I think the key stakeholders too were inspired by their enthusiasm and drive.
Student Champions

Newcomb Secondary College
Jacob, Hollies, Matt Z, Matt L & Megan

Christian College, Bellarine
Paul, Nicola, Tina, Trea, Sarah

Catbolic Regional College
Danei, Jevie, Alex, Louisa, Carl

Bellarine Secondary College
Shann, Jake, Jerr, Barnadene, Rick

THANK YOU TO:
- Students
- School Project Officers
- Nlle Supervision Staff
- Principals
- Other support Staff
- Key Stakeholders
- Marcelle, Toni, The Rock & La Puchetta
- Jody Warbrick (Aucland Coordinator)
- DHS 'Go For Your Life'

Geelong High School
Jeremy, Kristin, Samantha, Daniel & Neil
Appendix F: Position Description for Project Coordinator

ROLE DESCRIPTION

Position Title: Project Coordinator
Project: It’s Your Move!
Timeframe: April 2005 to November 2008

1. Position Purpose:

   The purpose is to coordinate and lead the implementation of a youth project titled ‘It’s Your Move!’ The Project aims to promote to young people healthy eating patterns, regular physical activity and healthy bodies and build the capacity for families, schools and community organisations to sustain the promotion of healthy eating and physical activity in the East Geelong / Bellarine area.

2. Principal Accountabilities:

   The position is responsible for planning and coordinating the implementation of the ‘It’s Your Move!’ action plan in five high schools in the East Geelong / Bellarine District of Geelong and surrounding communities. It is also responsible for the supervision of up to five in-School Coordinators.

3. Position Dimension:

   The position will be co-ordinating and leading the team of in-school coordinators and working alongside members of the Sentinel Site for Obesity Prevention Research Team to implement the ‘It’s Your Move’ action plan.

4. Organisational Relationships:

   The position reports to Professor Boyd Swinburn through Dr Colin Bell. The position will be a ‘team leader’ role with the in school coordinators and will be responsible for their work. Close interaction with other staff within the Faculty and Project Team at Deakin University will be required. The position will be supported and guided by the ‘It’s Your Move’ Steering committee.

5. Typical Duties:

   Implement the ‘It’s Your Move’ action plan
   - Develop specific strategies under each of the action plan objectives;
   - Coordinate the staff and resources required to implement these strategies;
   - Develop a timeline;
   - Keep records of the planning and implementation processes.
Promote links between the target population, key stakeholders and the community

- Develop and maintain good working relationships with school staff, students and other stakeholders;
- Coordinate meetings and discussions with Principals, Teachers, Students and Parents;
- Encourage and support links between schools and other stakeholders;
- Look for and establish links with community groups that will facilitate the implementation of the action plan.

Coordinate communications and social marketing for ‘It’s Your Move’

- Develop an ‘It’s Your Move’ communication plan;
- Develop and maintain a high media profile for the project including regular newspaper columns and radio interviews;
- Link communications with other healthy eating and physical activity initiatives such as ‘Go For Your Life’;
- Prepare and deliver presentations on ‘It’s Your Move’ at public forums and conferences;

Assist with the collection and dissemination of research data

- Coordinate the collection of intervention evaluation data within the schools;
- Facilitate collection of other research data as required;
- Provide feedback to children, parents and schools and write reports when required.

Undertake administrative duties in relation to the project

- Manage the contracting issues with the schools
- Be responsible for reporting to Steering Committee and taking minutes at the meetings
- Provide reports to Deakin University that can be compiled for Deakin’s reporting requirements
- Other administrative tasks

Carry out other duties as required in support of the ‘It’s Your Move!’ Project.

6. Qualifications/Experience:

- A tertiary qualification in teaching with experience in health issues or a tertiary qualification in health with experience in school health.
- Close working knowledge of secondary schools
- Experience in health promotion programs
- Experience in social marketing and public health communications is desirable.
7. **Skills/Knowledge:**

- Ability to work independently with minimum supervision while also working effectively as part of a team;
- A effective team leader with an ability to coordinate and manage a team of in-school Coordinators;
- High level of interpersonal and organisational skills;
- Ability to communicate effectively with youth;
- Excellent computing skills.

8. **Hours of Duty:**

    The position will be full-time for one year and half time for two years.

9. **Location of Work**

    The position will be based at Newcomb Secondary College

10. **Position level**

    Lead Teacher level
Appendix G: Role description for School Project Officer

SCHOOL PROJECT OFFICER
ROLE DESCRIPTION

Position Title: School Project Officer
Project: ‘It’s Your Move!’
Timeframe: April 2005 to December 2008

1. Position Purpose:

The purpose is to support the implementation of the adolescent obesity prevention project titled ‘It’s Your Move!’ in the Project Officer’s school. The Project aims to promote to young people healthy eating patterns, regular physical activity and healthy bodies and build the capacity for families, schools and community organisations to sustain the promotion of healthy eating and physical activity in the East Geelong / Bellarine area.

2. Principal Accountabilities:

The position is responsible for coordinating the activities determined by the ‘It’s Your Move!’ action plan within the school.

3. Position Dimension:

The position will be lead by the Project Coordinator. School Project Officer’s will be expected to take a coordinating role within the school, which will involve building teams to assist in the implementation of certain activities from the action plan as agreed upon with the Project Coordinator.

4. Organisational Relationships:

The position reports to the Project Coordinator and will involve working alongside members of the WHO Collaborating Centre for Obesity Prevention.
5. **Typical Duties:**

**Implementation of the ‘It’s Your Move!’ action plan:**
- Assist the Project Coordinator in developing specific strategies under each of the action plan objectives;
- Liaise with Project Coordinator to determine the action plan objectives to be implemented in the school;
- Coordinate school based implementation committee’s required to implement agreed objectives;
- Keep records of the planning and implementation processes eg. Process Evaluation Forms.

**Contribute to communications and social marketing for ‘It’s Your Move!’:**
- Promote the project within the school;
- Conduct focus groups/regular meetings with Student Ambassadors;
- Provide regular updates for school newsletter;
- Provide feedback to the Project Coordinator
- Assist in the delivery of information / dissemination of projects successes at Conferences (where relevant).

**Assist with the collection of research data:**
- Coordinate data collection throughout the intervention period of the project;
- Keep records to assist in the collection of data within the school (baseline, mid intervention & follow up testing);
- Inform students and parents about the evidence that emerges as data has been formally analysed.

**Undertake administrative duties in relation to the project:**
- Be responsible for reporting to the Project Coordinator at Project Management Committee Meetings the activities being conducted in the school;
- Write bi-annual progress reports against the objectives of the action plan;
- Other administrative tasks as required in support of the ‘It’s Your Move!’ Project;
- Attend Professional Development sessions when required.
6. Qualifications/Experience:

- A tertiary qualification in teaching with experience in health issues or a tertiary qualification in health with experience in school health;
- Close working knowledge of secondary schools;
- Experience in health promotion programs;
- Experience in social marketing and public health communications is desirable.

7. Skills/Knowledge:

- Ability to work independently with minimum supervision, while also working effectively as part of the Project Management Committee (All participating School Project Officer’s);
- A effective team leader with an ability to coordinate and manage the school based implementation committee’s within their school;
- High level of interpersonal and organisational skills;
- Ability to communicate effectively with youth;
- Excellent computing skills.

8. Hours of Duty:

The position will be (EFT: 0.2) or 1 day per week during the school term until December 2008.

11. Location of Work:

The position will be based at the school.

12. Position level:

Teacher level.