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East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Reports

Contents

This document contains the twelve Implementation Reports of the *It's Your Move!* Project.

The first report is an account of the formative stage of the project, culminating in the action plan, Report 2. Reports 3 – 5 relate to the guiding objectives of the action plan and the remaining reports are an account of the strategies/activities implemented to achieve each of the behavioural objectives of the action plan.

1. Project Design
2. Action Plan
3. Building Capacity
4. Social Marketing
5. Evaluation
6. Water versus Sweet Drinks
7. Breakfast
8. Fruit and Vegetables
9. Food @ School
10. Walking and Cycling
11. Getting Active
12. Healthy Body Weight, Shape and Size



It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 1 – Project Design

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This report was produced for the **It's Your Move!** Project.

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Christian College (Bellarine)
Geelong High School
Newcomb Secondary College
Saint Ignatius College

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Introduction

It's Your Move! was one of three obesity prevention demonstration projects of the Sentinel Site for Obesity Prevention, Deakin University.

The Sentinel Site for Obesity Prevention

The Deakin University/Department of Human Services Partnership in the Barwon-South Western region established the Sentinel Site for Obesity Prevention in 2002. The Sentinel Site was an action research program built around three community-based interventions. Its aim was to build the evidence and expertise needed for obesity prevention in under-5s, primary school aged children, and adolescents through three whole-of-community demonstration programs while at the same time support the communities to implement actions for obesity prevention. The WHO Collaborating Centre for Obesity Prevention provided the academic input, training, program support and evaluation for the demonstration projects.

The Sentinel Site for Obesity Prevention grew out of the urgent need to build the evidence on effective strategies for reducing the growing epidemic of obesity. Overweight and obesity affected 20% of Australian boys and 21% of Australian girls in 1995 compared to 11% and 12% in 1985¹. Data collected in the Barwon-South Western Region in March 2003 indicated that 27.5% of children aged 4 – 12 years were overweight or obese. Little evidence was available at that time about which programs and interventions would be successful in preventing obesity. The Sentinel Site was based on the health promotion foundations of: multi-strategy, multi-setting intervention programs; community capacity building and; monitoring and evaluation.

The Sentinel Site for Obesity Prevention was overseen by a Steering Committee comprising of representatives from Department of Health and Aging, Victorian Department of Human Services, Department of Education, Deakin University (Chair), Barwon Health, and Sport and Recreation, Victoria. The committee ran from mid 2002 until the end of 2005.

The philosophies, designs and structures of the Sentinel Site have been reported in detail elsewhere².

Based on the rationale and incorporating the aims of The Sentinel Site, three demonstration projects were established. The three projects are outlined below.



Romp & Chomp

Romp and Chomp began in 2004 in the Greater Geelong area (population around 200,000). The broad aim of *Romp & Chomp* was to increase the capacity of the Geelong community to promote healthy eating and active play and to achieve healthy weight in children under 5 years of age. *Romp & Chomp* was a community-based multi-strategy, multi setting demonstration project. The primary target group was children aged 0-5 years and their parents and carers at home; with a secondary target group of early childhood setting workers, coordinators and managers.

Be Active Eat Well

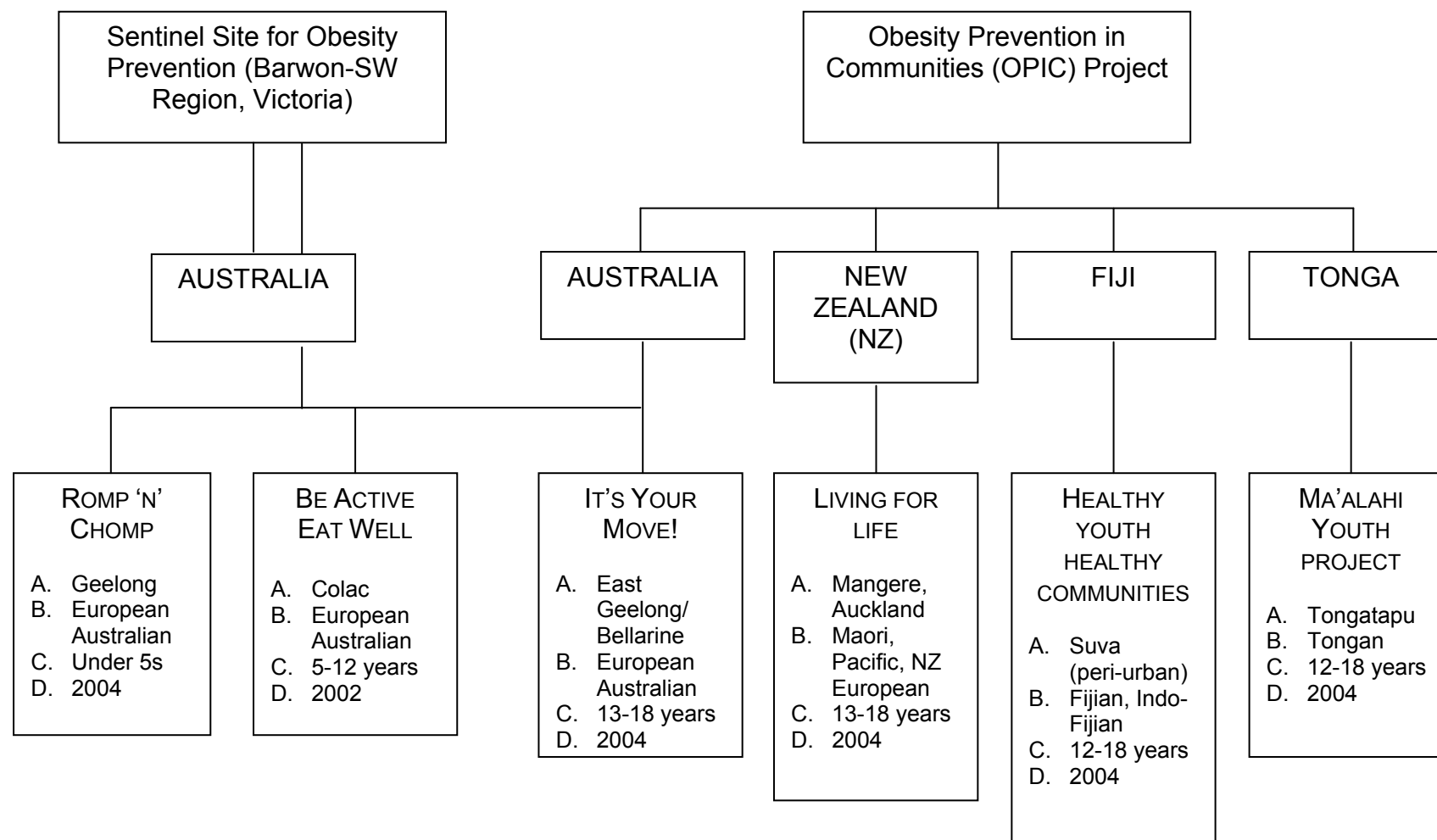
Be Active Eat Well project was the first of these to be established in 2002 targeting the primary school aged children and their families/carers in Colac. Colac, a township of 11,000 people approximately 100km West of the regional city of Geelong, and targeted children aged 4-12 years (n~2000) and their families. Its aim was to promote healthy eating and physical activity behaviours and reduce unhealthy weight gain in children aged 4-12 years in the rural town of Colac.

It's Your Move!

It's Your Move! began in 2004 in East Geelong/Bellarine (population around 40,000), targeting adolescents (aged 13–17 years) attending five high schools in the area. The aim of *It's Your Move!* was to promote healthy eating patterns, regular physical activity and healthy bodies amongst youth aged 13-17 years; and to improve the capacity of families, schools and community organisations in the Bellarine/ East Geelong area to sustain the promotion of healthy eating and physical activity. *It's Your Move!* was part of a wider collaboration, the Obesity Prevention in Communities Project (OPIC) Collaboration (Figure 1).

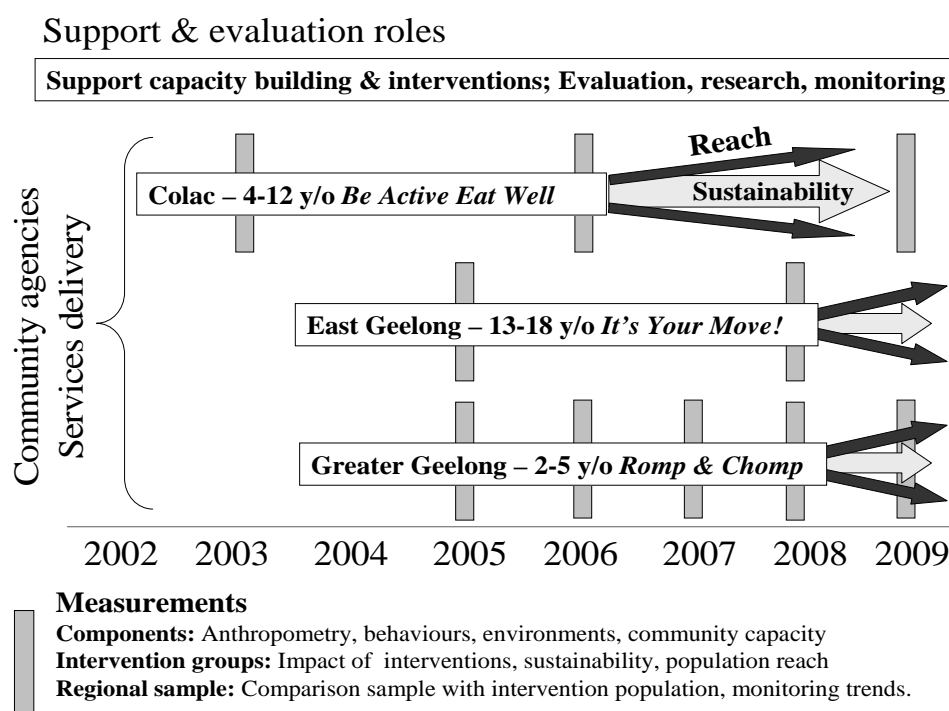


Figure 1: Six whole-of-community demonstration projects for obesity prevention established in four countries, supported by the Sentinel Site for Obesity Prevention and Obesity Prevention in Communities Project (OPIC) Collaboration



The Deakin University Research Evaluation Team was a small team of researchers with The Sentinel Site housed at Deakin University. Their role was to provide support for the interventions and capacity building activities as well as undertake the program evaluation, develop monitoring systems, and conduct other related research (Figure 2).

Figure 2: Sentinel Site for Obesity Prevention Design



The support and evaluation roles (provided by Deakin University) link with the service delivery roles (provided by the community agencies) to establish, implement and evaluate the three community projects.

Geelong was chosen as the third site for the Sentinel Site's demonstration obesity prevention projects with a particular focus on the East Geelong/Bellarine region. The target population were adolescents (13 – 17 years) attending five secondary schools in the Department of Education's Geelong/Bellarine District.

Using a capacity-building approach, *It's Your Move!* aimed to promote healthy eating patterns, regular physical activity and healthy bodies amongst youth aged 13-17 years; and to improve the capacity of families, schools and community organisations to sustain the promotion of healthy eating and physical activity.

The schools began to collaborate for this three year intervention to promote healthy eating and activity with their schools and community from the beginning of 2005 until July 2008. The project was also part of an international collaboration with the OPIC (Obesity Prevention in Communities) Project in Auckland, Fiji and Tonga. The project commenced in 2004.

It's Your Move! was funded by the Victorian Department of Human Services (DHS). Appendix A outlines the brief presented to DHS.

Project Design and Set Up

The following reports on the project design and set up for *It's Your Move!* It commences with describing the establishment of the project, its structures and the development of its action plan using the ANGELO Process (Analysis Grids of Elements Linked to Obesity) and covers the period from March 2004 until August 2005 prior to the collection of baseline data and implementation of the action plan.

Background

The adolescent focussed project was initially proposed to be based at Warrnambool and auspiced through the South-West Primary Care Partnership (SWPCP). During the first half of 2003, the SWPCP were involved with initial discussions for a demonstration site through the Executive Officer. The Executive Officer from SWPCP took over as manager to South-West Healthcare's new Community Health Centre and so discussions were 'transferred' also. Unsuccessful funding submissions slowed progress for establishment of the project and meanwhile The University Department of Rural Health, Greater Green Triangle based in Warrnambool commenced a project with similar targets. The timing and cross-over of both projects meant they could not feasibly be combined. The Victorian Government Department of Human Services expressed interest continuing in Warrnambool but realised the issues and the need to stick with this age group and conceded. An exit strategy was developed for SWPCP and South-West Healthcare by February 2004.

Following these unsuccessful attempts to establish a project in Warrnambool, members of the Sentinel Site for Obesity Prevention Steering Committee suggested the Geelong Secondary Schools District as a target. The District is made up of 1) Geelong North District, 2) Geelong/Bellarine District and 3) Barwon South District. The secondary schools (government and non-government) included in these districts are listed in Appendix B. It was deemed it would be relatively easy to get support in this District as secondary schools work closely together through the Smart Geelong Network chaired by Sue De Gilio (a member of the Sentinel Site for Obesity Prevention Steering



Committee). The schools are also members of Education Research. Timing was deemed important to link with the Obesity Prevention In Communities (OPIC) projects.

Groundwork for an alternative site commenced in February 2004 for the Geelong/Bellarine District.

Members of the Sentinel Site for Obesity Prevention Steering Committee were able to support and justify the choice for this district based on the following factors:

- perceived need
- capacity to run a three year intervention program
- number of students (survey year 7 and 10 or 8 and 11)
- existing programs on nutrition and/or physical activity
- competing programs
- links with the surrounding community.

The schools chosen from this district included Bellarine Secondary College, Newcomb Secondary College, Geelong High School, Saint Ignatius (formally Catholic Regional College) and Christian College due to their size, co-education and access. This mix gave three state schools, one private and one independent school.

Initial Presentation

Initial contact by phone was made with these five Geelong/Bellarine secondary schools during March and April 2004. Attempts to arrange a suitable time to gather all school key stakeholders was difficult. The aim was to provide an overview/presentation on the Sentinel Site for Obesity Prevention Site with the view to engaging stakeholders for the adolescent target group as a demonstration site.

The difficulties in obtaining a suitable time to meet with all schools led to the idea of providing a dinner and presentation to the school Principal and two key staff (health/physical education/school nurse staff). This successful evening was held in July 2004 at a restaurant in Geelong. All school Principals attended with at least two members of staff. Presentations were provided by Glenda Strong (DET), Boyd Swinburn, Colin Bell, Annie Simmons and Max de Courten (Deakin University) as well as Lauren Williams (PhD Student, RMIT) (Appendix C). Outlined in the presentations was a description of the project, expected timeframes and outcomes. Attendees were given an opportunity to ask questions throughout and a verbal invitation to participate was given. The next action steps, “where to from here”, were also presented and it was explained that this would involve two days involving up-skilling/training and the ANGELO workshop to develop an action plan. Full commitment was given by



each school to the project and planning commenced for the two day training and ANGELO workshop along with a proposed interim project management and structural set-up.

The ANGELO Workshop

Liaising with all schools to find appropriate days to conduct the workshop at Deakin University again proved difficult. In the end the dates of November 17th and 18th 2004 was chosen with about three weeks notice to schools. A letter and flyer/ information sheet (Appendices D, E) were developed and sent to schools inviting two staff and five student representatives to attend the two day training and ANGELO workshop with an emphasis on participation to develop a plan of action. Follow up communication by phone was conducted by Deakin University staff from the Sentinel Site. All schools were offered a visit by Deakin staff to introduce the project to students. Only one school took up this offer and two Deakin University staff talked informally face-to-face with three students and staff the week prior to the workshop.

Staff and students from all five schools were represented at the training and workshop days. A program (Appendix F) was issued to each participant at the commencement of the training. Presentations included the following topics on the first day:

- nutrition, activity and trends in overweight/obesity
- weight, body satisfaction and self esteem
- cognitive behaviour therapy: options for treatment and prevention
- getting active in and around Geelong
- building supportive environments

The ANGELO Framework

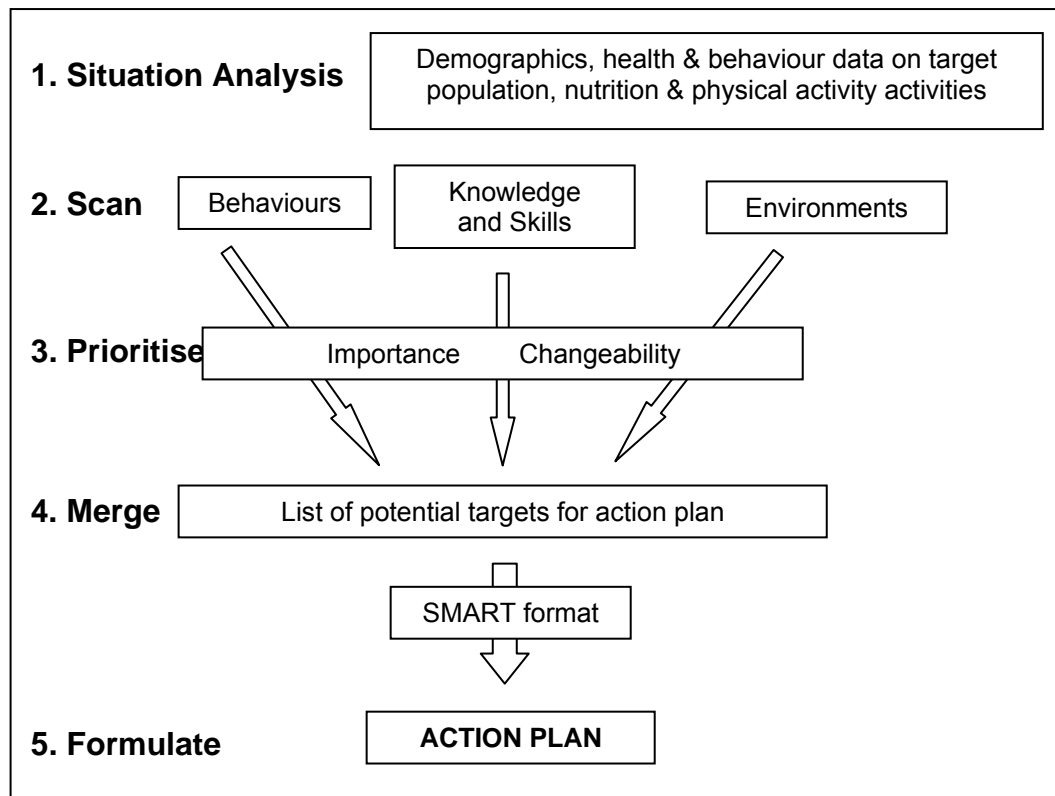
The second day was dedicated to developing up a draft action plan using the ANGELO framework. Worksheets (Appendix G) were developed to guide the process for participants and, using these worksheets, each of the five schools worked together in their own group. Elements for behaviour change, knowledge (e.g. misunderstandings, myths) and skill gaps to be addressed, and environmental barriers to be considered for obesity prevention were listed on worksheets. The worksheets were formulated on evidence from the literature and modified for the community based on the context for this target community prior to the workshop. The worksheets contained a list of 15 potential behaviours, 18 knowledge and skill gaps and 60 environmental barriers across three settings (homes, schools, neighbourhood), with space to add additional or new elements suggested by participants.

The five-staged ANGELO framework used during the workshop is outlined in Figure 3. The workshop was facilitated by Deakin University Sentinel Site



staff. The situational analysis was incorporated into the presentations on the first day. Participants were updated on specific evidence for obesity prevention and discussions held about contextual information.

Figure 3: The five stages of the ANGELO Process



Scanning (stage two) required participants to read the list of elements (written as statements) on the worksheets to determine comprehension. Each was briefly discussed and agreed upon, with new ones identified, agreed and added. The prioritisation process (stage three) involved scoring using a five-point scale where potential elements were scored for importance (what is the relevance and impact of this in our situation?; 1 = not important to 5 = extremely important) and changeability (how easy or hard is this element to change in our situation?; 1 = very hard to change to 5 = very easy to change). Rating scores for importance and changeability were multiplied to give a total score for each of the elements which were then ranked.

Within key settings (e.g. homes, schools, neighbourhoods) environmental barriers were scanned and prioritised in terms of food, physical activity and body size preferences under the following environment type: physical (what is/is not available?), economic (what are the financial factors?), policy (what are the rules?), and socio-cultural (what are the attitudes, beliefs, perceptions, values, expectations, practices?).

The merge (stage four) pulled together the highest five to seven ranked behavioural, knowledge, skill and environmental elements in the key settings (homes, schools, neighbourhoods) as targets for action. These were discussed by participants and written up as objectives and strategies, and in the final step, the agreed priority elements were moulded into a structured action plan (stage five).

The Action Plan

The expected and achieved outcome of the workshop day was the development of a draft action plan (Appendix H).

The action plan contained three standard or guiding objectives about capacity building (for sustainability), social marketing messages (to develop and achieve a high awareness of the project's key messages) and evaluation (formative, process, impact and outcomes). The following six objectives stemmed from the priority behavioural elements obtained from the merging stage of the ANGELO framework (stage four).

- 1 To significantly reduce high sugar drink consumption & to promote water intake**
 - School canteen/vending machine policies
 - Social marketing [eg high sugar in fruit juice, increases dental problems and, weight gain]
 - Curriculum
 - Parent information
- 2 To significantly increase the proportion of young people eating breakfast**
 - Social marketing [not skipping meals, maintain regular intake, no 'dieting']
 - Promote time management skills for young people
 - Parent information and motivation [breakfast options and fruit at home]
- 3 To significantly increase fruit and vegetable consumption**
 - Social marketing [include in breakfast, lunch, snacks; benefits of fruit and vegetables]
 - Canteen availability/promoting/pricing of fruit and vegetables
 - Programs and activities (eg fruit and vegetable break; vegetable tasting, healthy snack/lunch skills, cooking skills)
 - Parent information on fruit and vegetables



4 To significantly increase the healthiness of school food

- School food policies
- Canteens (availability, promotion, pricing)
- Social Marketing [what constitutes a healthy lunch]

5 To significantly increase active transport (walking, cycling)

- Social marketing [value of walking for exercise]
- Parent information
- School policies (drop-off zones etc)

6 To significantly increase participation in organised sports and other active recreation

- Social marketing [recommendations for physical activity and screen time, right attitude to physical activity, availability of programs etc]
- Parent education (support, role models)
- School policies on participation
- Change school rules/systems to support facility/equipment use
- Partnership programs with clubs

The final objective in the action plan allowed for an innovative or exploratory intervention. The group discussed on an objective to focus on healthy body size and shape and decided upon: 'to create an acceptance of different healthy body sizes/shapes and decrease episodes of inappropriate dieting' as an objective

When formulating the action plan (stage five), guidance was provided by the facilitators around developing an overall aim or goal - a statement that explains the project and states the target group, and measured as the project's outcome. In the initial development of the overall aim it was stated as:

In the East Geelong / Bellarine area:

- Young people have healthy eating patterns, regular physical activity, and healthy bodies
- Families, schools, and community organisations have the capacity to sustain the promotion of healthy eating and physical activity

The objectives from the prioritised behavioural, knowledge, skill and environmental elements were written using the SMART [Specific, Measurable, Achievable, Relevant, Time-bound] format³

Time was available to begin discussing ideas for the projects name, by-line or slogan and initial thoughts were 'be a lege, eat fruit and vege' and 'do a miracle, get physical' however by the end of a long day it was decided to carry out this process at a later date!!



Each participant was given the opportunity to complete a written evaluation form and an evaluation report was produced from this feedback after the course (Appendix I).

Following the agreement on the draft action plan at the end of the workshop, the action plan was written up and circulated to schools and consequently discussed at the first interim steering committee meeting held on December 6th 2004 at Deakin University (Appendix J). It was thought that some schools may take a lead role on certain objectives from the action plan but how it was to be implemented and rolled out was 'open' and would be guided by the person taking on the role of Project Coordinator, who was yet to be appointed.

With time, the action plan was continuously refined in consultation with stakeholders. Timelines, processes and accountability by the Project Coordinator were assigned to the action plan as it evolved. Evaluation measures were assigned once baseline data was analysed (See report 5). The action plan became a 'living' document, which guided implementation and evolved through several versions during the life of the project. Report 2 details the final version of the action plan in March 2008.

Although action in obesity prevention calls for a multi-settings approach, there is a need to focus or centre the project in at least one setting. It seemed logical to focus the implementation of the project within the secondary schools because this project had adolescents as its target group. The school provides a captive audience, the school environment can be modified to promote healthy eating and physical activity, and adolescents are able to influence peers, provide role modelling and potentially have an influence in home setting. Additionally existing networks/partnerships linked to schools to support the implementation of the project can be built upon as well as new partnerships developed.

Project Structures

To support the implementation of the project, it was recognised that project management, organisational structures, coordination and strategic alliances needed to be established.

Interim Steering Committee

The idea of setting up an Interim Steering Committee was proposed at the training and ANGELO workshop held in November 2004. The schools indicated they would like to be represented at this level. In addition, representatives from Deakin University, Department of Human Services, Department of Education and the Geelong Disordered Eating Services were committed to the project. It was expected this interim group would operate for six months until a Project Coordinator was appointed and the management structures made more formal.

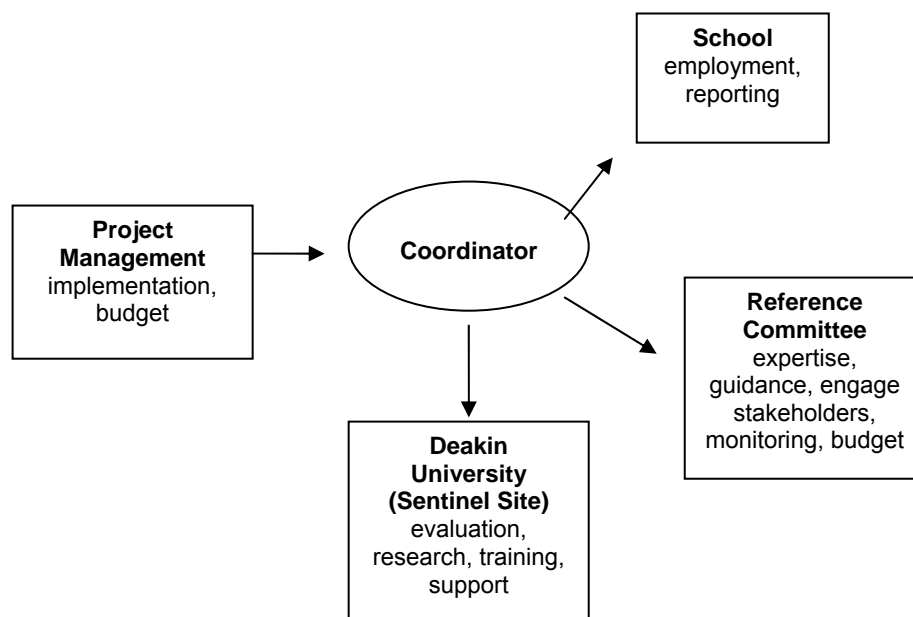


At the first meeting of the Interim Steering Committee, it was proposed that the schools take on the role of project managers and house the project in the schools. Funding has been allocated by DHS for support to the project. Staff at Deakin University (Sentinel Site) was keen to see one of the schools take on the coordinating role for implementation of the project i.e. take ownership. It was expected the school would be responsible for finances, employing the Project Coordinator, giving a support role to the other schools with a reporting line back to Deakin University (Sentinel Site). Deakin University's role was seen as one of training, evaluation and support, and believed it was important to give the schools the capacity to run the project. Newcomb Secondary College agreed to take on the auspicing role of the project.

The interim steering committee organised the employment of the Project Coordinator, Ms Louise Mathews who commenced on 1st July 2005. Louise came from a background of physical activity teaching in secondary schools.

Figure 4 depicts the expected development of structures after the initial six months with leading roles indicated. The project coordinator was viewed as being central to the overall project. The title for each group was agreed to by members of the group.

Figure 4: Expected structure of *It's Your Move!*



Reference Group

The Reference Committee's role was to provide higher level strategic direction and support, evaluate progress and high-end budgetary approval. Membership consisted of representatives from Department of Human

Services, Deakin University, Department of Education and the principals from the five schools. The Reference Committee met quarterly to receive updates and offer expertise and support.

Project Management Group

Members of the Project Management Group were drivers for the implementation of the project's action plan, led by the Project Coordinator. The Committee consisted of five School Project Officers; one based in each school with allocated, paid time (0.2 EFT) for implementation of *It's Your Move!* The Group meet fortnightly during school term and most meetings were also attended by a Deakin staff member whose interest was capturing the process evaluation component of the Project. This proved an effective way of keeping up to date with the Project's progress.

Terms of Reference were set for both of these committees and can be viewed in Appendix K.

Student Ambassadors

Key stakeholders at Newcomb Secondary College proposed that senior students at each school become the leaders/ champions for the Project. The students were termed the 'Student Ambassadors' and initially six students were hand selected at each school by the School Project Officers to take up this role. The ensuing model is reported on in Report 3, Capacity Building.

Project Name

A focus group was conducted with a total of seven students from Newcomb Secondary College and Geelong High School on 8th February 2005, held at Deakin University and facilitated by an external person, neutral to the Project and experienced in conducting focus groups. A brief (Appendix L) was presented to the members of the focus group prior to attendance.

At the focus group, the students were given a brief verbal overview of the Project which was phrased as 'promoting healthy eating and physical activity among youth'. The aims, simplified objectives & strategies, and the timeframe were mentioned as background before further discussion. Then potential names for the project that the students had brainstormed were written on a whiteboard and first impressions, pros and cons, associations, were noted.

The following outlines the line of thinking of the students that resulted in choosing the final name for the Project.



Choose Your Move!

This name was immediately taken aboard by the students. As teenagers, they are keen to make their own choices without authoritarian input and this name captures that desire (*“choosing is good”*). A sense of ownership is with the reader (*“your own choice”*). It is not a confusing name and was seen as meaning choice of eating/drinking/activity options, patterns and amounts (*“eating could be in there, move as well”*). The word “move” was taken to mean a decision rather than physical activity, although the wordplay here was recognized and liked. The name was liked by both genders and was felt to be equally appealing across the 13-18yrs age range. It was not expected to date over the life-span of the project. The addition of the exclamation mark gave it more vibrancy and excitement.

It's Your Move!

Following discussion, one student suggested replacing the “choose” with “it’s”, purely to shorten the sound of the name. Short is best in their minds. This new name still retained the positive associations of freedom of choice that appear to be a core attraction for this age group. The element of a challenge was picked up on and regarded as a good thing (*“makes me want to move”*). Shortening this name to an acronym (IYM) on any marketing material was not wanted, with such wordplay being regarded as *“old-fashioned”* and unless the acronym spells something, it doesn’t grab their attention (*“it’s not catchy”*).

Feedback from staff at Newcomb Secondary College reported that the the students enjoyed the experience of participating in the focus group to decide upon a name for the Project. The students felt they were able to contribute valuable information for marketing. Students thought that the name should get support from all students (not just health conscious ones) and from parents. The link with the Department Of Human Services, *‘Go for your life’* campaign, was seen as positive.

A report summarising the outcomes of the focus group is presented in Appendix M.

Project Logo

Discussions held in an interim steering committee meeting in February 2005 recognised the potential of students to develop the logo for the project. Deakin University staff developed a brief (Appendix N) to circulate to teachers for potential use in the curriculum e.g. visual communications program. Each school put forth one entry for judging. A panel from the interim steering committee and a representative from a local marketing company made the final decision. The winning entry received Certificate of Recognition and media coverage and had the opportunity to work with a graphic artist to ensure the logos was developed professionally for use by the Project. This was completed by May 2005.



Launch of the Project

The project was officially launched by the Minister for Health, Minister Bronwyn Pyke on 16th March 2005 held at Newcomb Secondary College. Here the Project name was unveiled and announcement of project funding made in front of approximately 100 school students, representatives, and the Principals from the 5 secondary schools, Ms Lisa Neville, MP and Professor John Catford, Dean of Faculty of Health, Medicine, Nursing and Behavioural Sciences at Deakin University (see Appendix O).

Figure 5: Summary of key events

Time	Event	Comments
February 2004	Decision on target area: Geelong/Bellarine	
March / April 2004	Initial contact made with 5 secondary schools in the East Geelong/Bellarine District	
July 2004	Presentation to Principals/Staff of the 5 schools and invitation to participate	
November 2004	Draft Action Plan developed	From the 2 day up skilling/training and ANGELO workshop
December 2004	Interim Steering Committee's first meeting	
February 2005	Focus group for project name	With students
March 2005	Project Launched	Minister of Health
May 2005	Logo developed	By students
July 2005	Project Coordinator employed	
August 2005	Structures in place	Reference Committee Project management Committee School Project Officers

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‘Go for your life’ – *It’s Your Move!*

**East Geelong / Bellarine Youth Project
For Promoting Healthy Eating and Physical Activity**

Project Brief
February 2005

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Background

There is now widespread recognition of the obesity epidemic affecting Australian children¹ and adolescents and an urgency to determine the most successful strategies for prevention. The National Obesity Taskforce has identified children, adolescents, and their families as the priority population groups for intervention and that whole-of-community demonstration projects are a vital part of the state and national response to the epidemic.² Most of the intervention research to date has been done in younger children and there is a large gap in the research on influencing eating and physical activity in adolescents.

The Sentinel Site for Obesity Prevention in the Barwon-South Western region has been established by the Australian Department of Health and Ageing and the Victorian Department of Human Services to provide the platform of expertise and support for demonstration projects in the region. To date, the Colac Be Active Eat Well (mainly primary school age) is underway and the Greater Geelong Romp and Chomp project (Under-5s) is in its planning stages (starting in 2005). This youth project is the final of the three demonstration projects to be established. It will be linked with three other youth intervention projects in Auckland, Fiji and Tonga as part of the Pacific OPIC project. In addition, the OPIC project has other important components. Economic analyses will measure the intervention costs (to give cost-effectiveness data), assess of quality of life in youth, and estimate of the burden of childhood overweight and obesity. Socio-cultural studies will investigate the perceptions, attitudes, values and beliefs in relation to food, physical activity and body size. Policy studies will assess the impact of key policy interventions.

The Pacific OPIC project has been funded through a joint grant from the Wellcome Trust, NHMRC, and Health Research Council (NZ) from 2004-2009. Deakin University and Melbourne University are undertaking the economic, socio-cultural and policy studies. Some funding is available within the grant to provide support and evaluation for the East Geelong project, but there are insufficient funds to cover the actual intervention costs and some of the evaluation costs.

This project brief is for the *It's Your Move!* project in East Geelong which will promote healthy eating and physical activity in 5 secondary schools and their communities. Note that some of the costs relating to the intervention assessment (eg economic & socio-cultural studies and part of the evaluation) are funded through the Pacific OPIC project.

Primary objectives

To determine the effectiveness and cost-effectiveness of a multi-setting, multi-strategy program of interventions aimed at improving the healthy eating and

¹ Catford JC, Caterson ID. Snowballing obesity: Australians will get run over if they just sit there. *Med J Aust* 2003;179(11-12):577-9.

² National Obesity TaskForce. *Healthy Weight 2008 - Australia's Future*. Canberra: Department of Health & Aging; 2003.



physical activity patterns of youth on changes in body mass index z-score over three years

To determine the feasibility and impacts of each of the key components of the intervention program

Secondary objectives

To identify key 'obesogenic' socio-cultural factors (attitudes, beliefs, perceptions, and values) in relation to food and eating, physical activity and inactivity, and body size

To identify key policies that influence eating patterns and physical activity and how they might be changed

To assess quality of life in relation to overweight and obesity in adolescents

Design

This project is a community-based intervention project and evaluation which uses a quasi-experimental design to determine effectiveness. The intervention area is East Geelong / Bellarine with the 5 schools (Newcomb Secondary College, Bellarine Secondary College, Geelong High School, Catholic Regional College, and Christian College) being the main settings. Other settings will include homes, neighbourhoods, clubs, and churches. The comparison group will be a representative sample of secondary schools from the Barwon-South Western region. This use of a regional sample for comparison has been used for the Be Active Eat Well project. It offers the additional benefit over a selected matched sample of providing regionally representative data which is important for monitoring purposes.

Interventions

The interventions and a draft action plan have been developed in conjunction with the community as part of a 2-day planning workshop (ANGELO Workshop process) in November 2004. Interventions will include capacity building within the schools and community organizations, social marketing and programs aimed at improving food eaten (eg reducing high fat snacks in school food), improving beverages (eg less high sugar drinks), increasing physical activity and reducing TV viewing.

Sustainability

The sustainability of the interventions will be considered from the outset. Although the first question to be answered is whether even a well-resourced set of interventions can influence eating and physical activity patterns and BMI in youth, it is very important to ensure the interventions are sustainable. The strategies that will be put in place to promote sustainability are:

- Capacity strengthening within the schools and communities so that they will have the necessary skills, programs, and resources available and be able to solve problems (including resource issues) themselves
- Community ownership through joint development of the action plan and implementation of programs, employing people within the schools to undertake the work, and establishing school-based structures to manage the implementation
- Ownership of their own information – the use of personal diary assistants (PDAs) for the participants to enter the questionnaire will



- allow rapid electronic transfer of de-identified data to the schools for them to assess their baseline data and progress over time
- Full evaluation and dissemination of evaluation findings so that the actions can be evolved based on their measured feasibility and impacts
- Support for leaders and champions within the schools and communities so that they can continue to drive changes

Community partnerships

The interventions are planned as multi-setting activities, although the five secondary schools will be the primary setting. Homes as settings are extremely important, although access to homes and parents (for example to influence food availability) is difficult. Social marketing, information and communications to parents, and activities with the students are opportunities to influence the home environment. Clubs, sporting organizations, and other community-based settings are incorporated into the action plan. Representatives from the local council, community organizations, and the Barwon Primary Care Forum have been part of the planning processes so that these partnerships can be developed. Community capacity building will be one of the key objectives of the action plan, as it has been with all the other demonstration projects in the Barwon-South Western region of Victoria and Pacific OPIC project.

Linkages with other Victorian actions on obesity prevention

Through the Sentinel Site for Obesity Prevention, the project will be closely linked with the Colac Be Active Eat Well project and the Under-5s Romp and Chomp project. It will also link with the Moreland community intervention project in primary schools through Boyd Swinburn (who is one of the Principal Investigators for the Moreland Project) and Liz Waters, who is now a Professor of Public Health at Deakin University and is the lead PI for the project.

The work of the Sentinel Site, the Moreland project, the WHO Collaborating Centre for Obesity Prevention and other obesity prevention projects at Deakin University will be coordinated more closely as part of a review of strategic directions in this area. This will allow for greater synergies and sharing of health promotion, evaluation and research learnings. DHS input into these strategic directions within Deakin University will be vital because many of the activities (current and future) are funded or partially funded by DHS.

The 'Go for your life' campaign to promote physical activity and healthy eating was launched in mid November and it will be important to maintain close links with those activities. Such state-wide media-based campaigns need to be supported by community actions and this community-based project will benefit from the overarching support from the media campaign.

Evaluation

The project will be evaluated throughout. The following is the outline for the different components of the evaluation.



Formative

The planning and development processes will be captured in the first part of the formative evaluation. These will include the ANGELO workshop (final worksheets, priority scoring sheets, and draft action plan) and the initial round of iterations of the plan with stakeholders to get to the agreed baseline action plan. Further formative data (such as focus groups in the development of the social marketing) will be collected as discrete reports.

Process

The project coordinator will be responsible for organizing the collection of the process information (such as the uptake and penetration of program components into the school, the development of policies, and distribution of social marketing material)

Impact

The objectives of the action plan will form the basis of the impact evaluation. This will be predominantly assessed by questionnaire administered with Personal Diary Assistants (PDA) which allow for direct electronic entry.

Outcome

The outcome will be determined by two main factors: the degree to which the objectives have been achieved, including increasing the community's capacity to maintain the healthy eating and physical activity promotion; and the changes in BMI z-scores.

Community Readiness to Change

A key part of the action plan will be to increase community capacity to promote healthy eating and physical activity. The Community Readiness model will be used to assess the baseline and follow up capacity of the community to achieve this. This flows into formative evaluation (diagnosing initial readiness and potential gaps) as well as impact (building community capacity is likely to be an objective on its own) and outcome (part of overall project aims) evaluations.

Sample size

The principal quantitative outcome variable for the intervention and control cohorts is change in BMI (which is closely related to changes in weight, BMI Z-score and prevalence of overweight/obesity). Weight (SD = 16.8 kg) and BMI (SD = 5.22kg/m²) data from students aged 15-17 years at SES decile 1 & 2 schools in the Auckland High School Cardiovascular Risk Factor Survey were used for sample size calculations. For a within-person correlation of 0.8, a sample of 1000 in each arm of the study would detect a difference in weight of 1.3 kg and BMI of 0.41 kg/m² (equivalent to about 4 percentage points difference in overweight/obesity prevalence) with 80% power and alpha = 0.05. This will be sufficient to detect the effects reported in previous studies (eg Robinson³) showed a reduction of 0.45 kg/m² from reducing television

3 Robinson TN. Reducing children's television viewing to prevent obesity: a randomized controlled trial. JAMA 1999;282(16):1561-7.



viewing in children and Bell⁴ showed a 1.7kg difference in the weight of adults between intervention and control Pacific churches. The Auckland High School Survey showed no design effect associated with the clustered sampling for analyses restricted to Pacific Island students. A sample size of at least 1500 is expected from the 5 schools.

Measurements

The baseline and follow-up measures are being coordinated across the 4 sites for the Pacific OPIC study. For each class, there will be only one period involved in data collection. Consent will be obtained from both the participants and their parents. The participants will fill out a questionnaire on key behaviours such as transport to school, sports and active recreation participation, and intake of key foods and beverages using a PDA (like a Palm Pilot). This will take about 15-20 minutes. They will then have height, weight, waist circumference, and body fat (using bioelectrical impedance) measured in private cubicles. A paper questionnaire on quality of life will also be completed. The PDA data can be quickly de-identified, aggregated and given to the school for use in maths, English, and health curricula. In this way the results are immediately provided to the school and incorporated into the student learning program. Repeat measurements will be made in three years but because some students will be leaving and arriving over this time, the measurements will be staggered as shown in appendix 1.

At a later stage a random sample of students (n=300) will be asked to complete a once-off questionnaire to complement in-depth interviews on the socio-cultural aspects of food and eating, physical activity and inactivity, and body size perception. Other smaller groups of students will also be invited to participate in some other components such as the pilot testing of questionnaires and assessing the 'time trade-offs' for the quality of life questionnaire.

Significance

This project will have state, national, and international significance. There is very little evidence or experience on the best way to promote healthy eating and physical activity to youth. As with all the Sentinel Site demonstration areas, this one will also quickly become a resource for other schools, health services, PCPs in Victoria to model on. It will also lead the way for other such demonstration projects in other states. The Colac BAEW project has stimulated enormous interest already in its short life to date because there is not only a huge interest in how to prevent obesity but also a dearth of evidence on how to achieve it. There is also substantial interest from WHO to use the learnings from the Sentinel Site projects for other member countries in the Western Pacific region. The Regional Health Promotion Advisor, Dr Cavalli-Sforza visited Colac at the beginning of data collection is closely following developments in the Barwon-South Western region.

⁴

Bell AC, Swinburn BA, Amosa H, Scragg R. A nutrition and exercise intervention program for controlling weight in Samoan communities in New Zealand. *Int J Obesity* 2001;25:920-27.



Timelines

Planning has been underway since mid 2004 and baseline measurements will begin in the second term of 2005. The intervention period will run to mid 2008 with a follow up measurement at that time. A brief mid-intervention assessment will be undertaken to determine the degree of penetration of the interventions to the target group.

Key milestones

The milestones have been noted in 6 monthly blocks to coincide with the 6 monthly reporting schedules for the Sentinel Site project.

June 2005

Action plan fleshed out and checked back with key stakeholders
Ethics application (DU and DET) for baseline surveys approved
Questionnaire for baseline survey developed, piloted, and measurements begun
Organisational arrangements for project coordination and implementation established with the schools (including funding arrangements)
Overall project coordinator position advertised and appointed
School coordinators appointed
Short Course on Obesity Prevention completed by coordinators
Initial development of programs underway
Initial social marketing component (name, logo, awareness raising) developed

December 2005

Comparison schools baseline data collection completed
Interventions underway in all schools
Social marketing activities underway
Governance and management structures reviewed including the incorporation of students
Follow up assessment of school leavers completed
Social marketing (community communications) plan completed
External communications plan completed
Risk management plan completed

June 2006

At least 50% of action plan objectives well underway
Mid-period mini evaluation planned
Baseline assessment of new entrants completed
New coordination structures in place and working
At least one training meeting held

December 2006

Mini evaluation completed and used for refining interventions
Dissemination of baseline results continues, including a presentation at the Community Interventions satellite meeting to the International Congress on Obesity
Follow up assessment of school leavers completed



June 2007

75% of action plan objectives well underway
Baseline assessment of new entrants completed
At least one training meeting held
Dissemination continues

December 2007

All action plan objectives well underway
Follow up assessment of school leavers completed
Dissemination of findings continues
Arrangements secured for sustainability

June 2008

Follow up measurements of remainder of participants (intervention and comparison groups) is completed
Preliminary analysis of outcome results available

Reporting

Reports for the project will be submitted to DHS for each 6 month period (end of June, end of December). The report for this project will form part of the overall report for the Sentinel Site for Obesity Prevention, the Pacific OPIC Project and the WHO Collaborating Centre for Obesity Prevention.

Budget

A break down of the budget is attached as appendix 2. The first year of activity is intense as the planning, baseline measurements, and intervention developments are occurring. Therefore the budget is more heavily loaded towards the early stages of the project. There will be an overall coordinator plus support within each school, with a greater investment in the first year. Some funding is also included for part of the evaluation costs (PDAs and some RA time at baseline and follow-up) because these are not met by the Pacific OPIC project. The other support and evaluation costs and the economic and socio-cultural studies are covered by the Sentinel Site or Pacific OPIC funding.

Support and evaluation team

Professor Boyd Swinburn, Professor of Population Health, Deakin University, has been involved in community-based intervention projects for obesity prevention for over 15 years. He is the chief investigator for the Sentinel Site for Obesity Prevention and the Pacific OPIC study. He established the WHO Collaborating Centre for Obesity Prevention and Related Research and Training at Deakin University and is a member of the International Obesity Taskforce's Prevention group.

Dr Colin Bell, Senior Research Fellow (VicHealth), Deakin University is the manager of the Sentinel Site program in the Barwon-South Western region and has been overseeing the support and evaluation for the Colac Be Active Eat Well project and the Geelong Under-5s project. His PhD was on community-based obesity prevention programs in Pacific churches in New Zealand.



Dr Max de Courten, Senior Research Fellow, Deakin University has previously been the WHO Medical Officer for Non-Communicable Diseases in the Pacific. He developed the WHO STEPs NCD surveillance program and has led its establishment in several Pacific countries. He has been involved in several other population surveys, such as AusDiab, and other intervention programs around the Pacific.

Dr Helen Mavoa, Senior Research Fellow, Deakin University is responsible for the socio-cultural components of the Pacific OPIC study and will oversee these aspects of this project. She has a PhD in physical anthropology and expertise in qualitative research methods.

Associate Professor Rob Carter, Health Economics Unit, University of Melbourne, has many years experience in health economics and will have overall responsibility for the health economics component of the study.

Dr Marjorie Moodie, Senior Research Fellow, University of Melbourne, will be undertaking the economic evaluation of the project by proving and analysing the costing protocols and assessing cost-effectiveness of the intervention. She will also undertake the quality of life assessments.

Dr Andrea Sanigorski, Survey Coordinator, Dr Peter Kremer, Data Manager, Ms Annie Simmons, Training and Development Coordinator are all part of the Deakin University Sentinel Site team based in Geelong and will be providing much of the support for the project evaluation and training.

Governance and management structures

Governance of the project will in the first instance be from an interim steering group comprised of representatives from the schools, key community organizations, parents, and students, Deakin University, DET and DHS. From about the middle of 2005, the interim steering group will need to evolve into a more diverse structure to fulfil the various roles needed for the project.

Each school will have a local implementation committee run by the school coordinator. This committee will be responsible for the development and implementation of activities within the schools and to link to related parent and community groups.

The employed project staff (including key Deakin University staff) will meet as a management committee to manage the day-to-day running of the project in accordance with the agreed action plan.

A revised project advisory committee of key people from schools, community organizations, Deakin University, DHS, DET and other appropriate stakeholders (eg media, welfare, urban planning) will provide project oversight, advice, and support and will be responsible for monitoring the quality of the project and ensure that the action plan is up to date and being progressed.

The Sentinel Site Steering Group (chaired by Professor John Catford) currently provides advice and strategic directions for all its projects. As mentioned this may change in light of the planned strategic review of the



broader obesity prevention projects at Deakin. DHS has membership on this committee.

The Healthy and Active Victoria Strategy will comprise an Obesity Prevention Reference Group and Obesity Prevention Evaluation Reference Group. Membership will include Kids: Go for you life and the other obesity prevention community projects with an aim to ensure coordination and provide support across program areas.

Line management and reporting structures will be best simplified by going through Deakin University as the auspicing body. Deakin University will subcontract the schools for the development and implementation components (including supporting data collection). The reporting structure for the performance of the subcontracted work and the Deakin-employed staff will be to Professor Boyd Swinburn, through Dr Colin Bell who manages the Sentinel Site projects.

Communications

Within the project, there will be two major communications strategies. One will be the social marketing plan which will aim to carry the messages to the target audiences within the schools and communities in East Geelong / Bellarine. This will be a key component of the action plan. The second strategy will be for external communications and include commentary in the media, presentations at professional and scientific meetings, articles in journals and magazines and so on. This will be part of the communications about the project and the dissemination of the findings and will be brought together into an external communications plan. It also forms an important component of the risk management strategies (which will be identified in the risk management plan) to avoid sensational or negative publicity that may harm the project. These strategies have some overlap and both will be developed with DHS staff.



Appendix 1 Timing of Baseline and Follow-up Measurements

[illegible]

X = first measurement (M1) O = follow-up measurement (M2)

= Follow up period included in data analyses

↑ = Audit of food & activity behaviours, using key indicator baseline questions, to evaluate effectiveness of interventions in sample of participants



Appendix 2 Budget

	Jun-05	Dec-05	Jun-06	Dec-06	Jun-07
Personnel - intervention					
Project coordinator (Leading teacher level, FT 1y, 0.5 2y)	\$35,000	\$35,000	\$18,125	\$18,125	\$18,750
Schools support (back-fill Expert teacher level for co-ord. admin)	\$57,000	\$30,375	\$17,500	\$17,500	\$8,125
Personnel - evaluation					
Research Assistant, HDR schols.	\$64,500	\$23,000	\$23,000	\$23,000	\$23,000
Expenses					
Evaluation equipment (30xPDAs, BIA scales)	\$18,500				
Computers (laptop, desktop)	\$7,500				
Training and evaluation expenses	\$13,000	\$5,000	\$3,000	\$3,000	\$3,000
Intervention expenses (social marketing, curriculum, resources)	\$35,000				
Totals	\$230,500	\$155,000		\$114,500	\$500,000
	To June 05	July 05- June 06	July 06-June 07		Total, 2.5y



Appendix B: Geelong Secondary school Districts

Geelong Secondary School Districts: Background information for use in selecting as a Sentinel Site

Geelong schools are divided into 3 districts. The secondary schools (government and non-government) included in these districts are listed below.

1. Geelong North District

	2003 enrolment
Corio Bay Senior College	365
Flinders Peak SC	155
Norlane HS	436
North Geelong SC	705
Western Heights College	408
- Bell Park	562
- Herne Hill	359
- Hamlyn Heights	
Total	2990

Clonard College
Covenant College
Geelong Grammar School
Kardinia International College (only need grades 7 to 12)

2. Geelong/Bellarine District Schools

Bellarine SC	- Middle school	356
	- Senior school	716
Geelong HS		905
Matthew Flinders Girls SC		940
Newcomb SC		1011
Total		3928

Catholic Regional College
Sacred Heart College
St Josephs College
The Geelong College

3. Barwon South District Schools

Belmont HS	1087
Grovedale SC	636
Oberon HS	1186
Total	2909

Christian College
Geelong Grammar School
St Augustines Education Centre





Appendix C Project Presentation/Dinner Flyer

Invitation

- Project Dinner
- Presentations

Date:
Thursday 29th July

**Adolescent
Project**

**Physical
Activity and
Food**

Time:
6.30—9.00 pm

PROGRAM

6.30 pm Meet & Mingle
7.00 pm Dinner
7.40 pm Presentations
8.40 pm Dessert & Coffee
9.00 pm Close

Presentations.....

Glenda Strong
Department of Education & Training
A DET perspective on physical activity and healthy eating in schools

Boyd Swinburn
Deakin University
Overview of the obesity epidemic and approaches to prevention

Colin Bell / Anne Simmons
Deakin University
The Sentinel Site for Obesity Prevention

Max de Courten
Deakin University
The OPIC Study

Lauren Williams
PhD Student
The OPIC Study

Black Sheep Café
National Wool Museum
Cnr Moorabool & Brougham Streets
Geelong

•
•
For further information
contact

Colin Bell
Ph 5227 8414•
•





Appendix D: Letter for ANGELO Workshop

Sentinel Site for Obesity Prevention, School of Exercise and Nutrition Sciences

Geelong Waterfront campus
Geelong Victoria 3217 Australia
Telephone +61 3 5227 8305
Facsimile +61 3 5227 8411



Dear

Please find attached the flyers for the obesity prevention workshops to be distributed in your school as discussed with Colin Bell.

We will be providing morning tea and lunch, so for catering purposes please can you let me know the numbers that will be attending from your school by Monday 15th October. Thank you.

Look forward to seeing you at the workshop.

Regards

Anne Simmons

Phone: 5227 8305

Email: anne.simmons@deakin.edu.au





Appendix E: Flyer for ANGELO Workshop

2-DAY WORKSHOP

HEALTHY EATING & PHYSICAL ACTIVITY

WHEN?
17TH & 18TH NOVEMBER

TIME?
9AM TILL 3.30PM BOTH DAYS

WHERE?
DEAKIN UNI, WATERFRONT CAMPUS (MAP ON BACK)

PURPOSE

- ◊ FIND OUT THE LATEST THINKING ON PHYSICAL ACTIVITY & NUTRITION
- ◊ CONTRIBUTE IDEAS ON PROMOTING PHYSICAL ACTIVITY AND HEALTHY EATING IN THE GEELONG AND BELLARINE AREA
- ◊ CALL THE SHOTS ON A PLAN OF ACTION
- ◊ BE PART OF AN INTERNATIONAL PROJECT: SHARE EXPERIENCES WITH TEENS IN AUCKLAND, FIJI AND TONGA

BACKGROUND

- ◊ HEALTHY EATING & REGULAR PHYSICAL ACTIVITY ARE IMPORTANT FOR MAINTAINING A HEALTHY WEIGHT
- ◊ YOUR SCHOOL IS TAKING THE INITIATIVE TO MAKE IT EASIER FOR STUDENTS TO BE ACTIVE AND EAT WELL
- ◊ A 3-YR PROJECT TO PROMOTE HEALTHY EATING AND PHYSICAL ACTIVITY WILL BE DEVELOPED
- ◊ COME ALONG AND HAVE YOUR SAY ABOUT THIS PROJECT!

WHO

BELLARINE SECONDARY COLLEGE
CATHOLIC REGIONAL COLLEGE
CHRISTIAN COLLEGE BELLARINE
GEELONG HIGH SCHOOL
NEWCOMB SECONDARY COLLEGE

IN CONJUNCTION WITH DEAKIN UNIVERSITY & WORLD HEALTH ORGANISATION (WHO)

??? **MORE INFO?**
SEE OVER OR
PHONE ANNE SIMMONS
ON 5227 8305

HEALTHY EATING & PHYSICAL ACTIVITY

INFORMATION SHEET

Background

The five schools in the East Geelong / Bellarine region are planning to collaborate on a 3 year project to promote healthy eating and regular physical activity in the schools and the community. This has arisen out of the awareness of the need to address the changing diet and physical activity patterns, particularly as they relate to the increasing rates of overweight and obesity in Australian children and adolescents. This project is part of an international collaboration with other similar programs in Auckland, Fiji, and Tonga.

Purpose of the workshop

There are many things that could potentially be done to address eating and activity patterns, so there is a need to prioritise which are the most important to do first. This needs us to bring together two sorts of knowledge and expertise – the knowledge about what has been tried in other areas and what has been shown to be important (provided by Deakin University) and the knowledge of the local issues and potential solutions (provided by the staff and students). The purpose of the workshop is to bring these two sets of expertise together and work through a process that has been used by Deakin University staff on many occasions to produce the draft of an action plan.

The process of the workshop

The workshop is called an ANGELO workshop because it uses a framework (the Analysis Grid for Environments Linked to Obesity) which helps to sort through the many environmental factors that might influence eating and physical activity. Day one is mainly getting everyone up to speed with the issues and the information needed to make informed decisions. On day 2, participants work in groups through a set of worksheets that score the potential behaviours and environments that could form part of the action plan. By the end of the day, a draft action plan will be developed.

What it will involve for participants

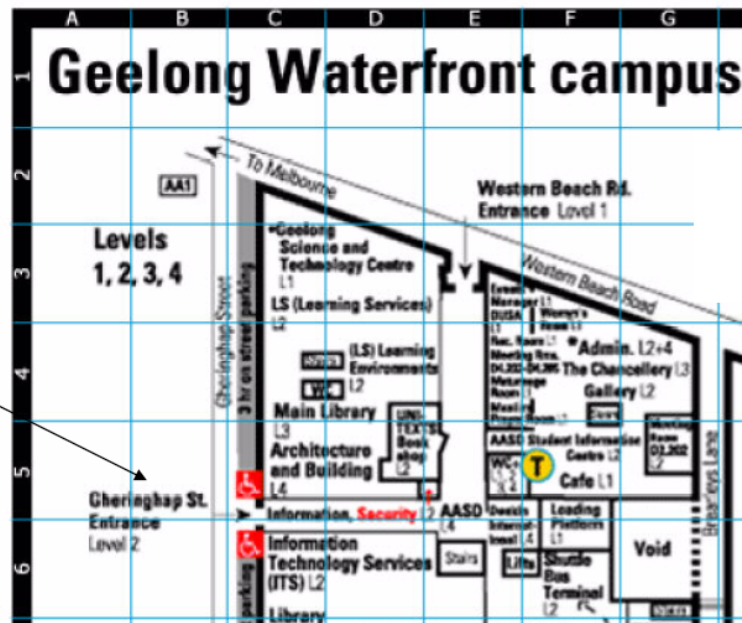
No preparation is needed for day one of the workshop. This will involve a series of presentations and discussions around food and eating, physical activity and inactivity, and issues related to overweight and obesity. Participants will be given the worksheets for the next to take home to familiarise themselves with them. Day two will be working in small groups. Participation is entirely voluntary and no personal information will be collected from participants. We hope you would like to participate and look forward to meeting you at Deakin.

Sentinel Site for Obesity

Prevention Research Team

PARKING: You can park in the Deakin Car Park on Smythe St (adjacent to The Max Hotel) providing you obtain a day parking permit from the ticketing machine within the car park.

Enter from Gheringhap Street opposite The Max Hotel. Signs will be posted to lead you to the venue on campus.



Appendix F: ANGELO Workshop Program Outline

COURSE Outline

Deakin Waterfront Campus

Purpose: To inform students and staff of current activity levels, eating patterns and weight status of children and youth and to build an action plan for promoting healthy eating and physical activity for East Geelong and Bellarine secondary schools

Day 1 Wednesday 17th November 2004

Session 1 9.00- 9.30 am	Welcome, Introductions and Context Colin Bell, Deakin University
Session 2 9.30 – 10.30 am	Nutrition, Activity and Trends in Overweight Boyd Swinburn, Deakin University
<i>Morning Tea 10.30 - 11.00 am</i>	
Session 3 11.00-11.45 pm	Weight, body satisfaction and self esteem Marian Cornett, Disordered Eating Service Barwon Region
11.45 – 12.15	Cognitive behaviour therapy: options for treatment and prevention Leah Brennan, RMIT
<i>Lunch 12.15 – 1.00pm</i>	
Session 4 1.00-1.30 pm	Getting active in and around Geelong Brooke Williams/Stephen Illingworth, Leisure Networks
Session 5 1.30 – 2.30 pm	Building Supportive Environments Colin Bell, Deakin University
Session 6 2.30-2.45 pm	Summary and Preparation for Workshops Day 2



Day 2

Thursday 18th November 2004

Session 1 9.00- 9.15 am	Welcome, Introductions and Format Boyd Swinburn, Deakin University
Session 2 9.15- 10.30 am	Angelo Workshops – part 1 Boyd Swinburn, Deakin University Behaviours, knowledge and skills <i>Morning Tea 10.30 – 11.00 am</i>
Session 3 11.00 – 2.15 pm	Angelo Workshops – part 2 Environments and Action Plan <i>including Lunch 12.15 – 1.00 pm</i>
Session 4 2.15- 2.45 pm	Summary and next stepssteering group

The ANGELO Process – Analysis Grid of Environments Linked to Obesity

The ANGELO Framework is a grid which can be used to 'scan' environmental influences of eating and physical activity patterns.

The environmental influences within the early childhood sector can be categorised as physical, economic, policy or socio-cultural.

You will be guided through the ANGELO process with a group of stakeholders to help identify the majority of these potential environmental influences. This environmental scan will then be rated which distinguishes the high priority areas. These areas, in turn, form the basis of the action plan.



ANGELO WORKSHEETS

Step 1 BEHAVIOURS

- Check the potential **target behaviours** already listed and add others to the list if needed
- Score each behaviour item on **importance** and **changeability** (*Note: use the full range of the scale*) and multiply together for each behaviour ($I \times C =$)
- Prioritise the **top 5 behaviours** (from $I \times C$) and give points as below. **Note: no ties allowed** – if scores are equal between two behaviours, one has to be chosen above the other.

Priority rank	Points
1	5
2	4
3	3
4	2
5	1

- As a group **add up the scores** for each of the listed behaviours

Step 2 KNOWLEDGE

- Check the potential **knowledge gaps** (eg misunderstandings, myths) already listed and add others to the list if needed.
- Rank in importance for your situation, allocate points & add for the group.

Step 3 SKILLS

- Check the potential **skill gaps** already listed and add others to the list
- Rank in importance for your situation, allocate points and add for the group.

Step 4 ENVIRONMENTS

- Check the potential **environmental barriers** to healthy eating and physical activity in each setting (eg homes, schools, etc) & add others to the list.
- Score for importance and changeability, allocate points & add for the group.

Step 5 LIST PRIORITIES PLUS ANY LOCAL PROGRAMS & ACTIVITIES

- List the above priorities plus any important local programs/activities that may be included/linked.

Step 6 DRAFT PLAN

- Bring the priority target behaviours, knowledge and skills gaps, environmental barriers, and program/activities together into an action plan



STEP 1: BEHAVIOURS

What are the behaviours that are the highest priority for action?

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

List of potential behaviour patterns to target	Score (use whole range of scores)			Rank (1-5)	Points (5-1)
	Importance 1-5	Change-ability 1-5	Total (IxC)		
1. Increase the amount of fruit eaten					
2. Increase the amount of vegetables eaten					
3. Increase water intake and decrease high sugar drinks					
4. Have a complete breakfast more often					
5. Decrease junk food (high fat, high sugar) before or after school					
6. Have healthier lunches more often					
7. Have dinners that are lower in fatty foods (eg fried foods, takeaways)					
8. Decrease serving sizes					
9. Increase participation in organised sport					
10. Increase participation in other organised activities that involve being active (eg dance, martial arts)					
11. Increase informal activities that involve being active (eg skateboarding, shooting basketball hoops)					
12. Increase walking / cycling (and less car use)					
13. Increase PE in schools					
14. Decrease TV viewing time					
15. Decrease electronic games time					
16.					
17.					
18.					
19.					



STEP 2: KNOWLEDGE

What are the areas for increasing knowledge (of parents or youth) related to the priority behaviours?

List of potential areas for improving knowledge To know:	Rank (1-5)	Points (5-1)
1. That balanced eating across the day is important for health (especially eating breakfast)		
2. What the healthy lunch choices are		
3. That takeaways and fatty snacks like chips promote weight gain		
4. To know that high sugar drinks promote weight gain		
5. To know that fruit juices have as much sugar as soft drinks		
6. To know what is an appropriate serving size		
7. To know what healthy snacks are		
8. That eating plenty of fruit and vegetables can help prevent weight gain		
9. That at least an hour of moderate to vigorous activity is recommended each day for children and adolescents		
10. That the recommended recreational 'screen time' (TV + electronic games) is less than 2 hours per day		
11. That walking is a good form of exercise		
12. What a healthy body size looks like		
13. What the problems that being overweight causes are		
14.		
15.		
16.		
17.		
18.		

STEP 3: SKILLS

What are the areas for increasing skills (of parents or youth) related to the priority behaviours?

List of potential areas for improving skills	Rank (1-5)	Points (5-1)
1. To have good sports skills eg ball skills		
2. To have good cooking skills		
3. To make a home vegetable garden		
4. To be able to make a healthy lunch for school		
5. To have a wide taste for different types of vegetables		
6.		
7.		
8.		
9.		



ENVIRONMENTS: STEP 4 Environment: Homes/families

What are the areas for potential change in the home environment that are related to the priority behaviours?

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

Environment Type	Environment Setting HOMES /FAMILIES	Score (use full range)		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
Physical – what is / is not available?	Food					
	1. More fruit available					
	2. More vegetables and healthy choices for evening meals					
	3. More healthy options for snacks after-school & other times					
	4. Less high sugar drinks available					
	5. More healthy choices for breakfast available					
	6. More options at home to make healthy lunches					
	Physical Activity					
	7. More gear (eg balls, bats, nets, bikes) at home to play with					
	8. Bigger backyards to play in					
Economic	9. Parents providing more transport to activities					
	Food					
	10. Cut back on the pocket money used for junk food					
	11. More of the food budget spent on healthier foods					



- what are the financial factors?	Physical Activity					
	12. Spend more money on sports and activities					
	13. Spend less money on entertainment choices like movies, DVDs etc					



ENVIRONMENTS: STEP 4 **Environment: Homes/families continued**

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

Environment Type	Environment Setting HOMES /FAMILIES	Score		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
Policy – what are the rules?	Food					
	14. Tighter rules on TV and screen games					
	15. Tighter rules on pocket money & junk food					
	16. More rules on food & drink to promote healthy choices					
	Physical Activity					
	17. Tighter rules on TV viewing & e-games					
	18. Fewer restrictions on participation in sports, games, and playing outside					
Socio-cultural - what are the attitudes, beliefs, perceptions, values, practices?	19. More relaxed rules on walking/cycling in the streets					
	Food					
	20. Parents to be better role models for healthy eating					
	21. Families to be more supportive of healthy food choices					
	22. Kids to be expected to contribute more to the cooking					
	Physical activity					
	23. Parents to be better role models for physical activity					
	24. Families to be more supportive of sport/exercise					
	25. Higher expectation on girls to be physically active					



Other options	26.					
	27.					
	28.					
	29.					
	30.					



ENVIRONMENTS: STEP 4 Environment: Schools

What are the areas for potential change in the school environment that are related to the priority behaviours?

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

Environment Type	Environment Setting SCHOOLS	Score		Total (Ix C)	Rank 1-5	Points 5-1
		Importance	Change -ability			
Physical – what is / is not available?	Food					
	1. More healthy choices in the canteens					
	2. Removing vending machines					
	3. Having more curriculum on healthy eating					
	Physical Activity					
	4. Better outdoor facilities					
	5. Better indoor facilities					
	6. More games / PE equipment					
	7. More PE available (esp. in upper school)					
	8. More sports available to participate in					
	9. More non-sport physically active options (eg dance, karate)					
Economic	Food					
	10. School less dependent on vending machine profits					
	11. School less dependent on junk food for fundraising					



- what are the financial factors?	12. Healthy choices to be less expensive in canteens					
	13. Have strategies to maintain profits with a healthy canteen					
	Physical Activity					
	14. Sports programs to be less expensive					
	15. Schools have a higher budget for PE and equipment					



ENVIRONMENTS: STEP 4 Environment: Schools

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

Environment Type	Environment Setting SCHOOLS	Score		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
Policy – what are the rules?	Food					
	16. More effective policies on canteens & vending machines					
	17. More effective school policies on food and fundraising					
	Physical Activity					
	18. More relaxed rules on using equipment at lunchtime					
	19. More effective policies to promote sport & activities					
Socio-cultural - what are the attitudes, beliefs, perceptions, values, practices?	20. More relaxed rules on use of school grounds					
	Food					
	21. Higher priority on healthy eating in the school					
	22. Teachers as better role models for healthy eating					
	Physical activity					
	23. Higher priority on being physically active					
	24. Teachers as better role models for physical activity					
	25. More positive attitudes & support for girls being active					
	27.					
	28.					



ENVIRONMENTS: STEP 4 Environment: Neighbourhoods

What are the areas for potential change in your neighbourhoods that are related to the priority behaviours?

Importance (what is the relevance and impact of this in our situation?)	Changeability (how easy or hard is this to change?)
1 = not important at all 2 = a little important 3 = somewhat important 4 = very important 5 = extremely important	1 = very hard to change 2 = hard to change 3 = possible to change 4 = easy to change 5 = very easy to change

Environment Type	Environment Setting NEIGHBOURHOODS	Score		Total (Ix C)	Rank 1-5	Points 5-1
		Importance	Change -ability			
Physical – what is / is not available?	Food					
	1. More healthy choices available in milk bars, takeaways etc					
	Physical Activity					
	2. More parks and open spaces close by					
	3. Better facilities (eg basketball hoops, skate ramps) at the local parks for being active					
	4. More sports and recreation clubs close by					
	5. More cycle and walking paths					
	6. Less traffic in suburban streets					
	7. Fewer dogs in the neighbourhood					
	8. Streets safer for girls to walk or exercise					
	Food					
	9. Healthy food less expensive					



Economic - what are the financial factors?	Physical Activity					
	10. Less expensive to join clubs or use recreation facilities (eg gyms, golf courses, swimming pools)					
Other	11.					
	12.					
	13.					
	14.					



MERGE: STEP 5

List the elements with the highest rankings in the table below.

Behaviours	Knowledge, skills	Environments
Local programs and activities		



ACTION PLAN: STEP 6

The Action plan starts with an overall aim (which will be the expected overall outcome of the program) and then lists specific objectives (which will be the measured impacts of your program). To achieve the objectives, list all the strategies (how to do it). Under each strategy, list all the action steps, which will all need information on timelines, person responsible and have process evaluation indicators. You can develop an action plan in many ways and you may like to use a format that you know already. Otherwise use the guide below.

ACTION PLAN

- **Name for the program**
- **Overall aim (or goal): this is 1 sentence that explains the program which will be measured as the program's outcome)**
- **Objectives (are able to be measured as program impacts)**

Formulating Aims/Goals and Objectives

Aims/Goals are statements about long-term outcomes.

They usually express long-term changes in behaviour or health status, or changes to economic and environmental conditions.

Objectives describe in detail and restate the goals in *operational terms*. Objectives:


- State **what to do** to achieve each goal and what the program is meant to achieve at the end/immediately after its completion.
- Address the factors that cause or contribute to the health need or health issue that is covered in the goal.

A careful analysis of the causes/determinants of the health issue is therefore the starting point for developing objectives.

Objectives should be **SMART**: **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime Scale


Elements of SMART Objectives

- **Specific**
 - Is there a precise outcome or behaviour linked with a number (percent, rate, frequency)?
- **Measurable**
 - Is there a system in place to measure progress towards and achievement of objective

 Centre for Physical Activity and Nutrition Research (CPAN)


Elements of SMART Objectives

- **Achievable**
 - Can the objective be achieved with a reasonable amount of effort?
- **Relevant**
 - Is the objective relevant to the project goals? To the communities goals?
- **Time-bound**
 - Is there a start and/or finish date?

 Centre for Physical Activity and Nutrition Research (CPAN)

SMART Objectives can take different forms

- **Process objectives**
 - To increase the number of primary school children participating traffic safety programs by 50%
- **Outcome objectives**
 - To increase the proportion of primary school children living within 1.5km who walk/cycle to school by 10%

 Centre for Physical Activity and Nutrition Research (CPAN)



DRAFT ACTION PLAN

PROJECT NAME:

AIMS:

Objective (what will be achieved?)	Strategies (how will it be achieved?)



Scoring sheet for the groups

Item #	TOTAL POINTS SCORED BY THE GROUP FOR EACH ITEM					
	Behaviours	Knowledge	Skills	Home env	School Env	Neighbourhoods
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						



Youth Action Plan - East Geelong / Bellarine

DRAFT 1: PLAN OF ACTION

Thursday 18 November 2004

Aims

In the East Geelong / Bellarine area:

- Young people have healthy eating patterns, regular physical activity, and healthy bodies
- Families, schools, and community organisations have the capacity to sustain the promotion of healthy eating and physical activity

Objectives and strategies, (some actions), [some social marketing targets]

To increase the capacity of families, schools, and community organisations to promote HE & PA

- Identify resources
- Develop and maintain the necessary structures & relationships (establish an interim steering group for 6 months and then refine the structure needed to fit the roles)
- Provide ongoing training for students, staff, others (health promotion, social marketing, nutrition, coaching etc)
- Develop the programs, policies, activities etc (below)

To achieve a high awareness of the project's key messages

- Develop, implement and evaluate a social marketing plan (training, resources, communications support)

To evaluate the project

- Formative evaluation (develop plan, pilot testing etc)
- Process evaluation (maintain records of activities etc)
- Impact and outcome evaluation (baseline & follow-up surveys)
- Dissemination (presentations, research papers, media etc)

To significantly reduce high sugar drink consumption & to promote water intake

- School canteen/vending machine policies
- Social marketing [eg high sugar in fruit juice, increases dental problems and, weight gain]
- Curriculum
- Parent information



To significantly increase the proportion of young people eating breakfast

- Social marketing [not skipping meals, maintain regular intake, no 'dieting']
- Promote time management skills for young people
- Parent information and motivation [breakfast options and fruit at home]

To significantly increase fruit and vegetable consumption

- Social marketing [include in breakfast, lunch, snacks; benefits of F&V]
- Canteen availability/promoting/pricing of F&V
- Programs and activities (eg F&V break; vegetable tasting, healthy snack/lunch skills, cooking skills)
- Parent information on F&V

To significantly increase the healthiness of school food

- School food policies
- Canteens (availability, promotion, pricing)
- Social Marketing [what constitutes a healthy lunch]

To significantly increase active transport (walking, cycling)

- Social marketing [value of walking for exercise]
- Parent information
- School policies (drop-off zones etc)

To significantly increase participation in organised sports and other active recreation

- Social marketing [recommendations PA and screen time, right attitude to PA, availability of programs etc]
- Parent education (support, role models)
- School policies on participation
- Change school rules/systems to support facility/equipment use
- Partnership programs with clubs

To create an acceptance of different healthy body sizes/shapes and decrease episodes of inappropriate 'dieting'

- Social marketing [healthy bodies in all shapes and sizes, inappropriate 'dieting' practices]
- Curriculum



Appendix I: Evaluation Report for ANGELO Workshop

Evaluation Report Sentinel Site for Obesity Prevention Adolescent Project ANGELO Workshop

The Sentinel Site for Obesity Prevention has recently commenced planning for the third of three demonstration sites in the Barwon-South Western Region of Victoria.

Geelong has been chosen as the third site but with a particular focus on the East Geelong/Bellarine district of the Department of Education and Training. The target population is adolescents (aged 13 – 18 years) attending Bellarine Secondary College, Newcomb Secondary College, Geelong High School, Catholic Regional College and Christian College.

A two day training and project planning course was developed to inform students and staff of the East Geelong/Bellarine District Schools of current activity levels, eating patterns and weight status of children and youth and to build an action plan for promoting self esteem, healthy eating and physical activity for implementation with the East Geelong and Bellarine secondary schools. The training was conducted at Deakin University Waterfront Campus on 17th and 18th November 2004.

All schools in the east Geelong/Bellarine area were invited to participate in the training and were able to attend. They were asked to select (if possible) five students and two members of staff to attend for both days. DHS, OPIC staff and DET were also represented. A total of 43 attended on day one and 40 on the second day. The following table provides a breakdown of participants.

	Day 1		Day 2	
School	Staff	Students	Staff	Students
Geelong High	1	7	1	7
Bellarine Secondary College	3	8	2	8
Christian College	1	2	1	3
Newcomb Secondary College	1	8	1	9
Catholic Regional College	1	4	1	4
Other	6	1	2	1
	13	30	8	32
Totals	43		40	

The first day of training provided an opportunity for participants to be updated in a range of topics presented by professionals from Deakin University, RMIT, the Disordered Eating Service (Barwon), and Leisure Networks. The topics covered nutrition, activity and the trends in overweight; weight, body satisfaction and self-esteem; treatment options; physical activity options in Geelong; building supportive environments.

The second day provided a briefing to the ANGELO framework and a session on evidence based interventions. The workshop allowed participants to work through the Adolescent ANGELO Worksheets which formed the basis of the draft action plan. By the end of the second day, the intended outcome of a draft action plan was achieved.



The course was evaluated by participants at the end of each day and the remainder of this report summarises the findings from their evaluations.

The evaluations from Day 1 asked participants to rate each session presented then indicate how much of the information was new to them and elaborate on the key points they learnt. Day 2 asked participants to evaluate the workshop and action plan and again indicate key points learnt.

The following lists all the questions that were asked on the evaluation forms and records the results and average response to each question for both days.

The rating system used throughout the evaluation is as follows

1= not satisfactory (NS) 3= satisfactory (S) 5= very satisfactory (VS)

1= none (N) 3= moderate amount (MA) 5= vast amount (VA)

1= poor (P)/very ineffective (VI) 3= good (G)/neither (N) 5= excellent (E)/very effective (VE)

Evaluation Day 1

38 participants handed back their evaluation forms but not everyone completed each question.

1. What was your overall impression of Session 2: Nutrition, Activity and Trends in Overweight?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response			12	21	5	3.8

2. What was your overall impression of Session 3b: Weight, Body Satisfaction and Self Esteem?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response		5	7	22	3	3.6

3. What was your overall impression of Session 3b: Cognitive Behaviour Therapy?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response			14	13	10	3.9

4. What was your overall impression of Session 4: Getting active in and around Geelong?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response		5	10	13	10	3.7

5. What was your overall impression of Session 5: Building Supportive Environments?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response		1	10	23	4	3.8

6. How much of the information was new to you?

Rating ►	1 N	2	3 MA	4	5 VA	Average
Response	1	4	20	7	6	3.3



7. In response to the question asking about key learnings, participants gave a wide range of answers. The majority commented that the statistical figures presented had an impact on their learning; some listed psychology, self-esteem and body image as key learnings and others listed the concept of environments influencing obesity.
8. Other comments were provided by 18 participants. Nine of these commented that the day was “very good”, “informative” and “well lectured”. Five commented that it would have been better to alternate between lectures and activities; one saying they enjoyed the pictures, movies and visual graphs but found the writing on the PowerPoint slides harder to focus on; and another commenting that it needs to be made more interesting for adolescents. One commented that “the day was boring but tomorrow will be better”! One commented that the food was too healthy! Finally “students need to be encouraged to emphasize with the majority of their school students who do very little activity (not necessarily what they think for themselves)”.

Evaluation Day 2

22 participants handed back their evaluation forms and again not everyone completed each question.

1. What was your overall impression of The Angelo Workshop?

Rating ►	1 NS	2	3 QS	4	5 VS	Average
Response		2	8	10	2	3.5

2. How effective was the process in getting to an action plan?

Rating ►	1 VE	2	3 N	4	5 VE	Average
Response			6	12	4	3.9

3. What did you think of the draft action plan?

Rating ►	1 P	2	3 G	4	5 E	Average
Response			12	6	1	3.4

4. When participants were asked about key points they had learnt, 18 provided feedback. Of these 12 commented that they learnt the importance of promoting physical activity along with healthy eating for this age group and of this group one said to focus on healthy eating rather than negative body (image). A few noted a new awareness of the need to change and three noted the need for such a program. One mentioned that all schools have similar thoughts but another noted that students' perceptions are different to adults. One student pointed out that they were now aware of the factors affecting weight loss, the problems of changing obesity, the issues involved and the plan of action.
5. Twelve participants provided further comments. Five provided positive feedback stating the day was very informative and inspiring and that it was encouraging to see some effort being put into promoting physical activity and healthy eating. Of these one commented that the day was much better because “we got to give our own opinion”. Two commented that it would be better to mix up the lectures and workshops and another stating that “if this is done again don’t have a full day of lectures” Furthermore two commented that it was difficult to sit for so long and some activity is required and another stated it was too much information to take in a short amount of time. One participant suggested explaining the worksheets quicker.





**Sentinel Site for Obesity Prevention
Adolescent Project
Meeting Agenda**

**Monday 6th December 2004
Deakin Waterfront**

- 1. Welcome**
- 2. Apologies**
- 3. Project Name and Objectives**
- 4. Organisation**
 - 4.1 Project Staff
 - 4.2 Budget
 - 4.3 Financial administration
 - 4.4 Student involvement
 - 4.5 Stakeholders
- 5. Ministers Launch**
- 6. Other**



Sentinel Site for Obesity Prevention Adolescent Project Interim Steering Committee Minutes Monday 6th December 2004

1. Present

Jenny Gold and Chris Green (Geelong HS), Lyndal Taylor (CRC), Boyd Swinburn, Colin Bell, Anne Simmons, Max de Courten and Dieuwke Schokker (DU), Marian Cornett (Disordered Eating Service), Virginia Cherry (DET), Kathy McConell (DHS)

2. Apologies

Colin Sing and Rhonda Chudoschnik (Bellarine SC), Kerry Fearnside (CC), Toni Sharkey (Newcomb SC)

3. Budget

Kathy reported that DHS was releasing a media statement about proposed funding today. This project of interest as it fits with "Go For Your Life" campaign (see attached media release) = a media communications campaign with funding of \$21M from Ministers and \$10M from DHS plus some underlying funding for physical activity and nutrition (PAN) projects, volunteering and social development projects. \$2M yet to be announced for professional development and coordinated support.

This project will receive funding as demonstration project and can piggy back with the GFYL campaign. If decide to link with GFYL, can use branding but needs to comply with their requirements on reporting etc.

Boyd presented proposed budget related to schools tabulated below:

	2005	2006	2007
Overall Coordinator (\$72K with on costs)	Full time	Half time	Half time
School Coordinators per school (CRC/CC as one school) Inc on-costs.	\$28,800	\$15,000	\$15,000
Expenses social marketing, training, curriculum development, student participation etc	\$48,000	\$19,000	\$9,500

Research Assistants, surveys and personal diary assistants (PDA'S) not included but covered in evaluation costs supported by Deakin.

DHS funding up until 2007.

First year requires biggest input to 'shift' schools – curriculum, policy and canteens.

The position for overall coordinator will be advertised and requires a person familiar with school environment. May sub-contract out and back-fill in school. Can be based at Deakin or within a school.

The school coordinator position is to be based within the school and for the purpose of the budget CRC and Christian College is counted as one school based on numbers. It is proposed the position will be 2-3 days per week commencing the beginning of next year and maybe current staff in school. Knowledge of school environment important (PAN expertise/evaluation supported by Deakin).

Expenses: for social marketing allows focus group activities and promotion of messages; for training allows staff to attend 3 day obesity prevention short course in Geelong.



Still need to assess where resources will sit – School: Deakin. A few options are possible where it is sub-contracted to schools or school takes on lead role. Deakin are keen to see it taken up by the schools and propose that this be taken back to the school/Principal for discussion. Virginia mentioned that Newcomb may be interested as it has capacity and flexibility to do so.

Action: members to discuss coordinator positions with schools

4. Project Name and Action Plan

Workshop: Feedback on workshop provided by members was captured in evaluation report (attached). Additional comments include that the students felt valued and enjoyed the input although the day was long and difficult for some. A point raised that was not mentioned during the workshop was the issue of uniforms at some schools 1) being restrictive to physical activity especially for girls and 2) policy for girls wearing trousers to wear shirt tucked in - this is disliked and hence trousers tend not to be worn.

Action Plan: no comments were forthcoming regarding a project name. Like other projects this could be forwarded to marketing company like PACE to come up with options for a name. Kathy mentioned using Y&R who are contracted for GFYL campaign and would investigate possibilities. Once a name is chosen, a competition in schools for a by-line and logo could be promoted.

Action: Kathy to investigate the use of Y&R

Since meeting, Dieuwke has put together a list of ideas which could be forwarded to marketing company after scrutiny by members – see attached document.

Action: Members to view project name brainstorm provided and feedback to Anne Simmons (anne.simmons@deakin.edu.au)

Most members agreed that the action plan was a good reflection of outcomes from workshop discussion and priorities. Need to be clear on intended achievements and how to evaluate it.

Additional comments included...

Objective 10: To create an acceptance of different healthy body sizes/shapes and decrease episodes of inappropriate 'dieting'

- Kathy referred to a SA resource titled "Promote healthy body image" (Should be Absolutely Everybody) as a valuable tool to help with this objective
- Similar resources were listed

Action: Marian agreed to review resources and propose restructuring of Objective 10 to ensure it can be evaluated.

Objective 6: To significantly increase fruit and vegetable consumption

- Dinner hasn't been mentioned which provided the highest consumption of vegetables but argued that this is the least accessible to action and not linked to schools
- there are indicators for consumption so if influenced (ripple effect) can be measured – to leave in as query depending on size of work/coordinator on board.

5. Organisation

5.1 Organisational relationships

Deakin is prepared to take lead as Project Manager but looking for a school (or DET?) to take on project as the auspicing body. Deakin's role will then be one of support and evaluation

5.2 Interim Steering Committee

It is proposed that this interim steering committee will progress to get people involved and on board for first 5-6 months, then likely to be restructured into the following format: Steering Committee that meets three times per year to provide strategic direction, evaluation progress, a champion role and oversee interventions made up of key stakeholders. A Management Group involving a core group that



coordinates the project and implements the action plan made up of the coordinators, Deakin, PhD student which meets more regularly.

Virginia mentioned DET has two Research Fellows on board with an interest in obesity prevention who should be engaged with this Project.

Action: Virginia to send details to Boyd.

5.3 Project Staff

Will be made up of School Implementation Committee/Project Team in each school including the coordinator, P&F (links to school council and canteen). Schools need to nominate to formalise and implement action plan.

5.4 Student Involvement

Students will be represented at school level through school councils

5.5 Other Stakeholders

Will need to be guided by members about who else to invite on board. Suggestions included LN, GoGG (active transport), Neighbourhood Renewal (high level champion) ?Landcare? (recommended by Glenda Strong)

Action: Boyd to invite GoGG, LN to next meeting

Some schools require a letter to confirm funding, costs, involvement and commitment required by schools, coordinator's position description.

Action: Boyd to send letter to each school

6. Ministers Launch

Will want Minister to launch the project early next year when find appropriate time, event and place.

7. Timelines

Deakin will develop survey instruments for baseline evaluation and will require 1 period per class in Term I next year to implement using PDA's; plus students will be required to take home a paper questionnaire to complete and bring back. Will involve Years 7-11.

Next Meeting to be arranged for mid-late February.



IT'S YOUR MOVE!

Reference Committee

Terms of Reference

Effective Date:

Review Date:

Coordinating Responsibility: Newcomb Secondary College

Authorised By: Principal, Newcomb Secondary College

Distribution By: Project Coordinator (Louise Mathews)

Purpose: To provide support, expertise, leadership and quality performance monitoring to the *It's Your Move!* Project

Terms of Reference:

- Objectives:
1. To ensure 100% of the *It's Your Move!* Project's objectives are attained by:
 - provide the project with an organisational structure
 - provide project management support, including recommendations on financial expenditure so that the Steering Committee are able to make decisions
 - to review and monitor budget expenditure
 - monitor the *It's Your Move!* Project is on course to meet it's objectives within the stated timeframes and, if not, provide solutions
 - review and monitor the progress of the impact evaluation of the project
 - provide support and leadership for the Project Coordinator and School Project Officer's
 - to communicate via common members to the steering committee and other associated members



2. To review the relevance and appropriateness of the *It's Your Move!* Project strategies and objectives periodically

- discuss and review strategies and objectives at Reference Committee meetings
- make suggestions on changes to the strategies and objectives to take to the Steering Committee for a decision

Facilitator: Deakin University
Waterfront Campus

Contact Person: Project Coordinator
Louise Mathews

Current Membership: (based on previous attendance)

Department of Human Services	Kathy McConell Helen Walsh
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Department of Education and Training	Virginia Cherry
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Disordered Eating Service	Marian Cornett
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Deakin University	Professor Boyd Swinburn Dr Max de Courten Dr Colin Bell Anne Simmons Caryn Kave
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University of Melbourne	Dr Marj Moodie
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Associated Members:

Voting Membership: The committee will make decisions on a consensus basis where possible but by an individual members majority vote where necessary. Deakin requested no voting rights.

Quorum: Not Applicable

Meeting Time & Frequency: Five meetings per year, or as needed



Confidentiality:

Minute Circulation:

To be taken and circulated by Project Coordinator to all Reference Committee members

Performance Indicators:

100% of the objectives are achieved by (insert date)

Reporting of Minutes:

Minutes of Meetings to reflect discussion and review objectives and strategies
Circulated to all Reference Committee members. The Project Coordinator will maintain all records related to the project





IT'S YOUR MOVE!

Project Management Committee

Terms of Reference

Effective Date:

Review Date:

Coordinating Responsibility: Newcomb Secondary College

Authorised By: Principal, Newcomb Secondary College

Distribution By: Project Coordinator (Louise Mathews)

Purpose: To be the major decision making body for *It's Your Move!* Project and lead the project to achieve its stated goal.

GOAL: "To improve the overall health, eating patterns and physical activity levels of adolescents in the Geelong East / Bellarine Area whilst also integrating families and resources of the wider community to the project"

Terms of Reference:

Objectives:

1. To implement the Action Plan of *It's Your Move!* strategies by (insert date)
 - provide the project with an organisational structure
 - provide project management support



- provide support and leadership for the Project Coordinator and School Project Officer's
- make recommendations to the Reference Committee regarding Project Coordinator employment / EFT
- provide the project with a range of relevant expertise and knowledge
- establish a sustainable network of community members with an interest in healthy eating patterns and regular physical activity.
- continue to build and maintain strategic alliances and networks

2. To review the relevance and appropriateness of the *It's Your Move!* Project strategies on a monthly basis

- discuss and review strategies at the monthly meetings
- modify strategies as needed

3. To support the collection of 100 % of the baseline data for the *It's Your Move!* Project by November 2005.

- support the School Project Officer's in the collection of data and other related information, as requested

Facilitator:

Deakin University
Waterfront Campus

Contact Person: Project Coordinator
Louise Mathews

Membership:

(based on current attendance)

The committee consists of representatives from Deakin University, the Project Coordinator, the School Project Officer's, and teachers from intervention schools.

Project Coordinator: Louise Mathews

School Project Officer's: Sue Blacket Bellarine Secondary
Rhonda Chudoschnik College

Kerryn Fearnside Christian College

Lyndal Taylor Catholic Regional
College



Kate Meadows Geelong High School
Chris Green
Jenny Gold

Kirsty Licheni Newcomb Secondary
Maree Sheahan College
Alison Kestle

Associated Members:

Voting Membership:

The committee will make decisions on a consensus basis where possible but by an individual members majority vote where necessary. Deakin requested no voting rights.

Quorum:

A minimum of 7 members, with at least one representative from each of the intervention Schools.

Meeting Time & Frequency:

Monthly for two hours, or as needed

Confidentiality:

Minute Circulation:

To be taken and circulated by Project Coordinator to all Steering Committee members as well as Kathy McConell (DHS)

Performance Indicators:

Reporting of Minutes:

Circulated to all Steering Committee members. The Project Coordinator will maintain all records related to the project and also provide reports to the Reference Committee



Appendix L: Focus Group Brief to Name the Youth Project

Focus Group Brief to Name the Youth Project

Project:	Promoting Healthy Eating and Physical Activity among Youth
Focus Group:	7 to 8 Students from Geelong High School and Newcomb Secondary College.
Time and date:	9am – 10am Tuesday 8 th of February 2005 (Note: the focus group will need to finish promptly at 10am as the room has been booked by another group)
Location:	Room D2.202, Deakin Waterfront Campus
Aim:	To decide on potential project names.

Background:

The youth project is one of three community-based interventions that form the Sentinel Site for Obesity Prevention: a research platform that aims to build the programs, skills and evidence to prevent overweight and obesity in children and adolescents. It is geographically located in East Geelong and the Bellarine Peninsula and is focused on the five High Schools in this area: Geelong High School, Newcomb Secondary College, Bellarine Secondary College, Catholic Regional College and Christian College Bellarine. There are approximately 4,000 students aged 13 to 18 years attending these schools. The project is funded by the Department of Human Services, Victoria (\$500,000 for 3 years from February 2005) and Deakin University has separate funding to support the implementation of the interventions and for evaluation.

Funding for the project has come from the Department of Human Service's state-wide healthy eating and physical activity initiative called 'Go for your life' (see <http://www.goforyourlife.vic.gov.au/>). For this reason and because we will benefit from 'Go for your life' marketing we intend attach a 'Go for your life' by-line to the project name or to have the 'Go for your life' theme reflected in the name.

Progress on the project:

In November 2004, 30 to 40 students and staff from each of the schools decided on the project aim and developed an action plan at a two-day workshop (see draft action plan). This plan will guide intervention activities over the next 3 years. The next steps for the project are to decide on a project name, develop and pilot the instruments for baseline data collection and employ project staff. We expect baseline data collection to begin in the second school term of 2005 (April 18).



Progress on and plans for the project name:

At the above mentioned workshop, participants also gave some consideration to a project name and these have been summarized into a document (see the 'Attributes/Names' document). This contains a list of attributes that participants wanted to convey through the name and a list of 12 suggested names.

Once we have decided on a project name, the next step will be to develop a logo. This may be done through a competition at the schools with an Advertising Company (PACE) producing the final product.

Focus Group Brief:

1. Using this brief, the draft action plan, the attributes and names document, and the information on 'Go for your life' as background and the ideas that come from the students attending the focus group, decide on potential project names. The names should:
 - Reflect the purpose of the project as much as possible
 - Be cool
 - Be no more than three or four words
 - The target audience is youth aged 13 to 18 years
2. Decide, if necessary on a potential 'Go For Your Life' by-line.
 - Example: 'A Go For Your Life initiative'

Outcomes

- A prioritized list of no more than three project names with a brief justification for their selection;
- A list of all the names considered;
- A short thematic summary of the discussion that occurred during the focus group, particularly around the attributes of the names.
- A prioritized list of no more than three project by-lines with a brief justification for their selection or alternatively a reason why a by-line was decided against;
- A brief summary of the discussion on the Go For Your Life by-line and thoughts on the value of making this link.



Appendix M: Focus Group Report to Name the Youth Project

SUMMARY OF THE YOUTH FOCUS GROUP DISCUSSION TO NAME THE YOUTH PROJECT

8/2/05

Participants

7 Students from project target secondary schools

- 5 from Newcomb Secondary College (all girls aged 15 or 16yrs)
- 2 from Geelong High School (both boys aged 15 yrs)

All had previously taken part in the Youth Action Plan discussions.

Discussion Format

1. *Introduction* – the students were given a brief verbal overview of the 'Promoting Healthy Eating and Physical Activity among Youth' project. The aims, simplified objectives & strategies, and the timeframe were mentioned as background before further discussion.
2. *Proposed Project Names* – potential names for the project were written on a whiteboard and first impressions, pros and cons, associations, were noted. Results of this discussion were as follows:

Results from brainstorming the project name were as follows:

Diet related	Physical activity related	General health	Other
Fat Kilojoules Junk food Food Canteen Carbohydrates Taste Eat	Sport PE (physical education) Fit Exercise Active Go Action Strength	Lifestyle Weight Balanced life Confidence Self-esteem Energy Body image Obese Energy balance Overweight Long life Well-being	Choices Environment Safe communities Adolescent Youth Shine Cool



Offered project names were;

- Choose your move
- Get up & go
- Go for it
- Ready, set, go
- Alive and kicking
- Health for you
- Eat right stay fit
- Eat right look good
- Input-Output
- Knock Out
- Eating for peak performance
- Be a MovEat Star
- Be a miracle, get physical
- Be a Lege, eat fruit and vege

The following are the potential names that were decided to warrant further discussion

Choose Your Move!

(Students suggested change to *It's Your Move!*)

This name was immediately taken aboard by the students. As teenagers, they are keen to make their own choices without authoritarian input and this name captures that desire (*"choosing is good"*). A sense of ownership is with the reader (*"your own choice"*). It is not a confusing name and was seen as meaning choice of eating/drinking/activity options, patterns and amounts (*"eating could be in there, move as well"*). The word "move" was taken to mean a decision rather than physical activity, although the wordplay here was recognized and liked. The name was liked by both genders and was felt to be equally appealing across the 13-18yrs age range. It was not expected to date over the life-span of the project. The addition of the exclamation mark gave it more vibrancy and excitement.

Following discussion, one student suggested replacing the "choose" with "it's", purely to shorten the sound of the name. Short is best in their minds. This new name still retained the positive associations of freedom of choice that appear to be a core attraction for this age group. The element of a challenge was picked up on and regarded as a good thing (*"makes me want to move"*). Shortening this name to an acronym (IYM) on any marketing material was not wanted, with such wordplay being regarded as *"old-fashioned"* and unless the acronym spells something, it doesn't grab their attention (*"it's not catchy"*).

In terms of impact, bright (but not neon) colours are regarded as best for use on a logo/or to write the name. Greens and Oranges in particular have an association with health. The boys were not keen on blues and pinks being used.



Your Move!

Reactions were quite polarized, with some liking it and others not. The shortness of the name was a positive, as was the implication of an option to act. It was not as well liked as Choose Your Move/It's Your Move, and not seen to be as "*encouraging*" a name.

Ready, Set, Go!

Their immediate impression was of a sporting competition, with no reference to or inference of healthy eating ("*what's it got to do with eating?*"). Several mentioned an association with primary school age children. The lack of originality in the name was expressed with comments of having heard it before.

Alive and Kicking

The comic side of this name was noted ("*it's funny*"; "*not serious*"); despite this they would not wish to be associated with the name/not proud to wear it on a t-shirt. The phrase itself conjured up images of old people, not teenagers.

Input-Output

This name didn't appeal at all, being deemed a turn-off due to a scientific association, completely wrong for their age group ("*too technical*"). It was not specific enough in terms of what it meant ("*could mean everything*").

Knock Out!

The shortness of the name was a plus with a maximum of 2-3 words being suggested as the best amount for grabbing attention. However, the strong link to boxing was a turn-off ("*guys fighting*").

Move Eat Star

The word star had no relevance to the project aims ("*don't get it*"). Although move and eat were understood, the name had no impact.



3. *Discussion of the 'Go For Your Life' By-line* – the students were briefed on this Victorian Government campaign and how the current project intends to 'piggyback' on the advertising and marketing already in place. There was a good awareness of the campaign (television in particular) and a like for the music used. A tie-in of the current youth project with Go For Your Life was seen as a positive and a good fit in terms of the aims and also the name selected It's Your Move! or Choose Your Move! (*"ties in well", "goes together"*). The preferred placement of the words Go For Your Life is as a small but readable font size above the It's Your Move!. Below the project name was not considered to flow as well when reading.
4. *Discussion of Other By-lines* – in the context of marketing, other by-lines were considered necessary in order to give some information about the project. For example, on a poster to encourage consumption of fruit and veges, the project name and GFYL would be at the top and down the bottom would be "Be a lege, eat fruit and vege".
5. *Marketing/Promotion* – some suggestions for advertising the project/name were: to have it written on t-shirts; drink bottles (but only if an eye-catching shape/different from the usual) to promote water drinking; stickers to put on their folders, diaries and books; posters on notice-boards and beside room doors, by the canteen and in sporting areas and centers; to have the logo/name printed on to the back of the school newsletter. On the posters, the use of cartoon-style drawings were considered the best for their age group. One proposal given was of a back view of an overweight cartoon person watching TV with a thought bubble saying "It's Your Move!".

Suggestions were also made of ways to get families aware of the project – notes home from school with the logo/name, and also a letterbox drop in the school catchment areas.



Appendix N: Project Logo Brief

Sentinel Site for Obesity Prevention, School of Exercise and Nutrition Sciences

Geelong Waterfront campus
Geelong Victoria 3217 Australia
Telephone +61 3 5227 8305
Facsimile +61 3 5227 8411



"It's Your Move!" Logo Development Competition

The purpose of this competition is to design a logo that uniquely identifies and captures the essence of the Geelong Youth Project "It's Your Move!". Each school will submit one entry into the competition at Deakin University. Closing Date Friday 1st April 2005

Background

A project to promote healthy eating and activity among youth will commence in the East Geelong and Bellarine area in 2005 and continue until at least 2008. Five High Schools will be participating in this project and each school is invited to enter this competition to develop a logo for the project.

At the end of last year, training and planning workshops were held with a representation of students and teachers from across the five secondary schools. The purpose of this was to inform an 'action' plan for promoting healthy eating and activity for youth in the area. More recently, group discussions were held with a number of students to find an appropriate name for the project. The name had to reflect that the project would be a community program focused on promoting healthy eating and physical activity in youth.

Project Name

The name chosen by the students was "It's Your Move!"

The following describes how the name was interpreted by the students:

The name captured the desire for teenagers to make their own choice and provided a sense of ownership. It was not considered to be a confusing name and was seen as meaning choice of eating/drinking/activity options, patterns and amounts (*"eating could be in there, move as well"*). The word "move" was taken to mean a decision rather than physical activity, although the wordplay here was recognized and liked. The name was liked by both genders and was felt to be equally appealing across the 13-18yrs age range. It was not expected to date over the life-span of the project. The addition of the exclamation mark gave it more vibrancy and excitement. The element of a challenge was picked up on and regarded as a good thing (*"makes me want to move"*).



The competition

The competition is open to all students from the following schools: Bellarine Secondary College, Catholic Regional College, Christian College (Bellarine), Geelong High School and Newcomb Secondary College.

To enter the competition, each school is invited to submit one logo that reflects the "It's Your Move!" concept and must include the words "It's Your Move!". Once entries close, a panel from the Project Steering Committee and a graphic artist from a local marketing company will decide which of the five final designs is the overall winner. The winning entry will be used to brand the "It's Your Move!" project for the duration of the project.

Each entry will receive a Certificate of Recognition and the winning entry will receive a Certificate of Merit, media coverage, and will have the opportunity to work with the graphic artist to professionally produce the logo for the project. The winner will be notified through their school at the commencement of Term 2.

Features of the logo

The logo will be used to brand the project and will feature on promotional material such as letterheads, envelopes, posters, stickers, drink bottles, t-shirts and caps. The logo can be drawn by hand or developed using computer software. The use of colour which can also be converted to greyscale is desirable. The size, font, colour, content and format of the logo is the choice of the designing artist entering the competition but discussions with the students revealed a number of factors that should be taken into consideration when developing the logo. These are...

- Shortening this name to an acronym (IYM) on any marketing material was not wanted, with such wordplay being regarded as "*old-fashioned*" and unless the acronym spells something, it doesn't grab attention ("*it's not catchy*").
- In terms of impact, bright colours (but not neon) are regarded as best for use on a logo and the words of the name. Greens and Oranges in particular have an association with health. The boys were not keen on blues and pinks being used.
- The use of cartoon-style drawings were considered best for their age group.
- It is expected that the "It's Your Move!" Project will piggy-back onto the Victorian Government campaign *Go For Your Life*. Hence it is preferred that the placement of the words *Go For Your Life* is a small but readable font size above the "It's Your Move!" logo.

Submission

Entries must be received by Deakin University no later than 4pm on Friday 1st April, 2005.

Entries can be posted or submitted by hand to:

Anne Simmons, Deakin University, School of Exercise and Nutrition Sciences
Waterfront Campus, 1 Gheringhap Street, Geelong Victoria 3217
Room D2.214



Appendix O: Event Summary for Launch of It's Your Move! by Minister for Health



E Min number	BRI/05/406
Event and purpose	Launch of <i>It's Your Move!</i> adolescent obesity prevention project and official announcement of funding
Date	Wednesday, 16 March 2005
Time (event commences)	10:00 AM
Location	Newcomb Secondary College, Bellarine Highway, Newcomb, Geelong telephone: 5248 1400
Minister arrives	10:00 AM
Minister departs	10:50 AM
Drop-off point and parking for Minister's car	At the entrance of the school in Bellarine Highway. Car spaces out the front will be kept clear
Event contact	Helen Walsh
Organisation	DHS Barwon-South Western Region
Telephone	5226 4735
Mobile	0417 394 161
Met by and where?	Ms Toni Sharkey, Principal and 4 school captains, at entrance
Size and composition of audience;	Approx 100 school students, representatives from 5 secondary schools, Ms Toni Sharkey Principal Newcomb Secondary College,
List of key VIPs	Professor John Catford, Deakin University, Ms Lisa Neville MP.
Features of venue, Style of event	Inside school gymnasium with public address and lectern, audience will be standing/sitting on floor. Informal setting.
DHS rep	Mr Geoff Iles, Manager Health and Aged Care
Mobile	0418 503 892
Order and timing of events and speakers	<ul style="list-style-type: none"> • 10:00 am arrive at gates of Newcomb Secondary College • 10:05 am greeted by school Principal, Ms Toni Sharkey, and delegates • 10:15 am Prof John Catford Deakin University/DHS P'ship • 10:20 am MC Ms Toni Sharkey (Newcomb Secondary College Principal) to welcome Minister and guests • 10:25 am Students will present copies of the action plan to the Minister and Ms Lisa Neville MP • 10:30 am Ms Lisa Neville MP to thank the students and introduce Minister for Health • 10:35 am Minister's Speech • 10.45 am Close – Ms Toni Sharkey • 10:50 am Minister departs
Key message	<ul style="list-style-type: none"> • Officially announce \$500,000 funding for East Geelong/Bellarine adolescent Obesity Prevention Project • Launch project name; <i>It's Your Move!</i>
Background brief	<input type="checkbox"/> YES <input type="checkbox"/> NO
Speech	<input type="checkbox"/> YES <input type="checkbox"/> NO
Other	<input type="checkbox"/> YES <input type="checkbox"/> NO Specify:
Media unit notified	<input type="checkbox"/> YES <input type="checkbox"/> NO





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 2 – Action Plan

Copyright protects this publication.

This report was produced for the **It's Your Move!** Project.

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Acknowledgments

Participating Schools in developing up the *It's Your Move!* action plan

Bellarine Secondary College
Christian College (Bellarine)
Geelong High School
Newcomb Secondary College
Saint Ignatius College

The Principals, teachers, staff and students who attended the ANGELO Workshop from each school.

Deakin University Support and Evaluation Team
WHO Collaborating Centre for Obesity Prevention and Related Research and Training

Louise Mathews
Phil Day
Mary Malakellis
Lawrie Meade
Lily Meloni
Narelle Robertson
Dr Peter Kremer
Dr Andrea Sanigorski
Professor Boyd Swinburn

Dr Marj Moodie (Public Health Research, Evaluation and Policy Cluster)

Other researchers and students from the WHO Collaborating Centre for Obesity Prevention and Related Research and Training; and the Public Health Research, Evaluation and Policy Cluster at Deakin University.

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Introduction

Vision: To empower young people to drive sustainable change in their school and community

Goal: To promote healthy eating patterns, regular physical activity and healthy bodies amongst youth;

and

To improve the capacity of families, schools and community organisations to sustain the promotion of healthy eating and physical activity in the East Geelong / Bellarine Area

Population Group: The five intervention Secondary School's (Bellarine Secondary College, Catholic Regional College, Christian College, Geelong High School and Newcomb Secondary College). There are also 12 comparison schools representative of the region completing the baseline data process.

Symbols: ✓ = completed, → = in progress,

☒ = commenced ahead of schedule

☐ = not commenced behind schedule

☐ = not commenced as yet



Action Plan Objectives

- Objective One: BUILDING CAPACITY
- To build the capacity of families, schools, and community organisations to promote healthy eating and physical activity
- Objective Two: SOCIAL MARKETING
- To achieve a high awareness of the project's key messages
- Objective Three: EVALUATION
- To evaluate the process, impact and outcomes of the *It's Your Move!* Project
- Objective Four: WATER VERSUS SWEET DRINKS
- To significantly decrease the consumption of high sugar drinks and to promote the consumption of water
- Objective Five: BREAKFAST
- To significantly increase the proportion of young people eating a healthy breakfast
- Objective Six: FRUIT & VEGETABLES
- To significantly increase fruit and vegetable consumption
- Objective Seven: FOOD @ SCHOOL
- To significantly increase the healthiness of school food
- Objective Eight: WALKING & CYCLING
- To significantly increase active transport
- Objective Nine: GETTING ACTIVE
- To significantly increase participation in organised sports and other active recreation
- Objective Ten: BODY IMAGE (SIZE & SHAPE)
- To create an acceptance of different healthy body sizes/shapes and decrease episodes of inappropriate dieting



Abbreviations

IYM *It's Your Move!* Project
LM Louise Mathews (Project Coordinator)

SE Support & Evaluation (including below)

BS	Boyd Swinburn	MdC	Max de Courten
CB	Colin Bell	AS	Annie Simmons
MM	Marj Moodie	LME	Lawrie Meade
CK	Caryn Kave	ASa	Andrea Sanigorski
PD	Phil Day	MMa	Mary Malakellis

IT Intervention Research Assistants
LSC Local Steering Committee
RC Reference Committee
PMC Project Management Committee
SBMC School Based Management Committee

IVS Intervention Schools (including below)

Prin Principal
BSC Bellarine Secondary College
CC Christian College
CRC St. Ignatius College (formerly Catholic Regional College)
GHS Geelong High School
NSC Newcomb Secondary College

SPO School Project Officers (including below)

LR	Lauren Reading	CG	Christine Green
SB	Sharon Barker	LD	Leanne Denny
KF	Kerryn Fearnside	KL	Kirsty Licheni
LT	Lyndal Taylor	SB	Sue Blackett
KM	Kate Meadows		

ISA *It's Your Move!* Student Ambassadors

Key Stakeholders

ALCOA (BF Brendan Foran)	Costas
Barwon Health	City of Greater Geelong
Barwon Primary Care Forum (TB Tony Blackwell)	Deakin University
Barwon Water (Nick Stone)	Department of Education (DE)
Bellarine Community Health (KO Karen Oliver)	Department of Human Services (DHS)
Bendigo Bank	Gordon Institute of TAFE
	Leisure Networks (BW Brooke Williams)



Other

ACHPER	Australian Council for Health, Physical Education and Recreation
ASSO	Australian Society for Study of Obesity
LGA	Local Government Area
NGO	Non-government Organisation
OPIC	Obesity Prevention in Communities
PD	Professional Development
PDA	Personal Digital Assistant
PAN KSB	Physical Activity and Nutrition Knowledge Skills Behaviours
PE	Physical Education
TOR	Terms of Reference
VHETTA	Victorian Home Economics and Textiles Teachers Association



Objective One – Building Capacity

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

Priority Areas:

- Schools
- Families
- Community Organisations

Data:

- Community Readiness to Change (interviews)
- Student Ambassador Model (interviews)
- Capacity Building Index
- School Environmental Audits
-

Process Indicators:

- Identification, development and implementation of resources
- Implement and maintain project structures
- Conduct training with students, staff and others
- Identification, development and implementation of programs, policies and activities

Impact Indicators:

- Development and implementation of resources and strategies in schools
- Implementation of policies in the intervention schools
- Successful funding proposals to support the direction of the project
- Integration of health promotion strategies into community/organisations
- Presentations, publications, workforce development

Outcome Indicators:

- Increased knowledge and skills of staff in secondary schools
- Organisational changes-reorientation of existing staff and Integration of health promotion strategies into an organisations' activities
- Sustainable structure of the Student Ambassador Model



Summary of Intervention Strategies:

Training

- Social Marketing Workshop (PMC)
- Health Promotion Principles (PMC)
- Media Training (SPOs and students)
- Student Ambassador Training (2005-2006)
- Student Ambassador Training (2006-2008)
- Certificate II in Event Management

Workshops

- Student Ambassador Camp 2005
- Student Ambassador Camp 2007
- Obesity Prevention in Communities Meetings (Fiji, Tonga x 2)

Presentations

- Rosemary Stanton Evening (Parents & SPOs)
- Conferences
 - International Congress on Obesity: Satellite Visit (2006)
 - VHETTA Annual Conference (2006 & 2007)
 - Obesity Prevention Short Course (2007)
 - ASSO (2007)
 - Deakin / DHS Partnership (Barwon) (2007)
 - ACHPER Annual Conference (2007)

Grants, funding and sponsorship

- ALCOA
- Barwon Primary Care Forum
- Bendigo Bank
- City of Greater Geelong
- Department of Human Services

In-kind support

- The Rock Indoor Climbing Centre (Student Ambassador Camp 2005)
- La Porchetta (Student Ambassador Camp 2005)
- The Potato Shed (Rosemary Stanton Evening (2006)
- Skilled Stadium (Student Ambassador Camp 2007)

Student Supervision

- 4 Health Promotion Students

Media

- 'Go for your life' TV episode



Objective Two – Social Marketing

Aim: *To achieve a high awareness of the project's key messages*

Priority Areas:

- Design, develop and implement a Social Marketing Plan

Data:

- Process evaluation
- School Environmental Audit
- PDA Survey-PAN KSB

Process Indicators:

- Recruit Social Marketing Consultant
- Develop logo and branding
- Design, develop, test and implement project's key messages
- Implement Phase One of the Social Marketing Plan
- Implement Phase Two of the Social Marketing Plan

Impact Indicators:

- Awareness of the key messages by students and teachers
- Recollection of key messages by students in secondary schools
- Implementation of Phase Three of the Social Marketing Plan

Outcome Indicators:

- Recollection of key messages

Summary of Intervention Strategies:

- Social Marketing Plan
- Develop logo
- Engage with local graphic artist
- Engage with Arts teachers within the intervention schools
- Arts teachers to work with students to develop social marketing messages (content, look and feel)
- Develop social marketing messages with graphic artist
- Consult Ambassadors as to the 'mock up' versions of social marketing messages and posters/ postcards
- Print social marketing material



Objective Three – Evaluation

Aim: *To evaluate the process, impact and outcomes of It's Your Move!*

Priority Areas:

- Formative Evaluation
- Process Evaluation
- Impact and Outcome Evaluation
- Dissemination

Data:

- Process Evaluation Forms
- Follow up measures (Impact & Outcome)

Process Indicators:

- Formative processes recorded by project staff
- Process Evaluation Forms recorded by project staff
- Evaluation of training programs
- Evaluation Plan

Impact Indicators:

- Project Progress reports
- Social Marketing Plan
- Communication Plan
- Action Plan

Outcome Indicators:

- Process Evaluation
- Impact Evaluation
- Outcome Evaluation

Summary of evaluation strategies:

- Formative evaluation report (see Implementation Report 1: Project Design)
- Process Evaluation: PMC to complete process evaluation forms
- Impact and Outcome: Develop Evaluation Plan
- Dissemination



Objective Four – Water versus Sweet Drinks

Aim: *To significantly reduce the consumption of sweet drinks and to promote the consumption of water*

Priority Areas:

- Youth
- Families
- Schools
- Canteens (onsite food outlet)

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In-depth Interviews & Survey (2)

Process Indicators:

- Distribution of water bottles (teachers & students)
- Increase in the number of water policies
- Increase in the number of water fountains located within the school
- Development of a curriculum unit to educate the benefits of drinking water and negative health effects and other of sweet drinks
- Decrease the number of sweet drinks sold in the canteen
- Change contents of the vending machines to 80% water
- Water to be provided at all staff and student functions including school camps (See Implementation Report 9 Food@ School)

Impact Indicators:

- Increased awareness of the key message by student and school staff
- Reduction in the types of sweet drinks sold through the school canteen
- Reduction in the number and content of vending machines within the school
- Adoption of drink policies by schools
- Installation of drinking fountains
- Teaching of curriculum unit on this key message

Outcome Indicators:

- Reduced proportion of youth that had sweet drinks 'yesterday'
- Reduced amount of sweet drinks consumed 'yesterday' by youth



Social Marketing Message:

H₂O way to go!

Summary of Intervention Strategies:

- Water bottles handed out to teachers to be role models
- Water bottles included on the school book list
- Ambassadors develop a presentation on water to present to staff
- Installation of new water fountains/bubblers
- Water bottle postcards that could be displayed upon entry to certain classrooms
- Development of water bottle rules for the classroom
- Development of a water policy
- Teachers develop curriculum about the sugar content of sweet drinks
- Removal/reduction of sweet drinks from the canteen and vending machines
- Information placed in the school newsletters
- Promote social marketing message: *H₂ O way to go!*



Objective Five – Breakfast

Aim: *To significantly increase the proportion of young people eating a healthy breakfast*

Priority Areas:

- Breakfast Programs
- Canteen
- Parent information and motivation
- Education programs for young people in time management and sleep

Data:

- PDA Survey-PAN KSB
- Socio-cultural In-depth Interviews & Survey (2)
- Process Evaluation: Evaluation of Breakfast Program (postcard)
- Process Evaluation: Curriculum Unit
- Breakfast survey and report (GHS; Health Promotion Students)

Process Indicators:

- Breakfast Programs
- Breakfast served on camps

Impact Indicators:

- Increased awareness of the key message by students
- Teaching of curriculum unit on the key message
- Proportion of healthy breakfast options increased in the canteen

Outcome Indicators:

- Decreased proportion of youth not eating breakfast
- Improved consumption and choice of breakfast of youth

Social Marketing Message:

Start your day on the right foot...eat breakfast

Summary of Intervention Strategies:

- Breakfast program
- Parent information and motivation
- Development of a curriculum resource for Year 7 teachers
- Breakfast Week



Objective Six – Fruit and Vegetables

Aim: *To significantly increase fruit and vegetable consumption*

Priority Areas:

- Canteen availability/promoting/pricing of fruit and vegetables
- Programs and activities
- Parent information on fruit and vegetables

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In-depth Interviews & Survey (2)
- Process Evaluation: Apple Slinky

Process Indicators:

- Development of key message for students
- Implementation of programs and activities

Impact Indicators:

- Point-of-sale promotion of fruit and vegetables at the school canteen
- Increased awareness of the key message by students
- Changes to canteen menu - decrease in price of fruit and vegetables sold at the school canteen

Outcome Indicators:

- Increased number of serves of fruit eaten per day
- Increased number of serves of vegetables eaten per day
- Increased number of days per week where fruit is eaten after school

Social Marketing Message:

2 fruit and 5 veg...I can do that

Summary of Intervention Strategies:

- Market Fresh
- Soup Days
- Juice Days
- Vegetable Garden
- Apple Slinky



Objective Seven – Food @ School

Aim: *To significantly increase the healthiness of school food*

Priority Areas:

- School Food Policies
- Canteens: availability, pricing and promotion

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In-depth Interviews & Survey (2)
- Community Readiness to Change (interviews)
- Process Evaluation: Colour Coding the Canteen Menu

Process Indicators:

- Colour coding of canteen menus
- Develop the strategies needed to fulfil the Food @ School Guidelines (12 areas)
- Provide professional development to assist schools in the implementation/development of nutrition policies within their school

Impact Indicators:

- Implement the Food @ School Guidelines
- Policies in place about food provided through the school: canteen, vending machines, camps, excursions and sport days, fundraising, catering and rewarding students
- Increased promotion of healthy food choices throughout the school
- Increased proportion of students rating their teachers to be positive role models for healthy eating

Outcome Indicators:

- Increase in healthy options sold at the school canteen
- Increase in rating of canteen foods by staff
- Increase in rating of canteen foods by students
- Increased rating of school's support for healthy eating by students

Social Marketing Messages:

Canteen:

Green foods are great foods

Amber is OK, but not everyday

Red in moderation, only on the odd occasion



Summary of Intervention Strategies:

- Development of the Food @ School Resource (includes guidelines)
- Recipe Books: Fifteen Minutes of Food
- Healthy Eating Days
 - Wraps
 - Icy Poles
 - Yoghurt Van
 - Sushi
- Canteen Managers Professional Development
- Information to parents in school newsletters
- Development of the 'Safe Food Handling @ School' tip sheet



Objective Eight – Walking and Cycling

Aim: *To significantly increase active transport to / from school*

Priority Areas:

- Parent information
- School policies (drop off zones)

Data:

- PDA Survey-PAN KSB
- Socio-cultural In-depth Interviews & Survey (2)

Process Indicators:

- Development of social marketing message for students
- Development of school strategies to increase active transport
- Implementation of existing programs (such as Travel Smart & Bicycle Victoria)

Impact Indicators:

- Increased awareness of the key message by students
- Establishment of school drop off zones

Outcome Indicators:

- Increased number of students walking to school who live within 15 minutes walking distance
- Increased number of students cycling to school who live within 30 minutes cycling distance

Social Marketing Message:

Walk and cycle...all you need is shoes and a bicycle

Summary of Intervention Strategies:

- Walk 2 Where?
- Run 2 Where?
- Take the Next Step: 10,000 Steps Adolescent Resource Package
- Ride 2 School
- Lunchtime walking groups



Objective Nine – Getting Active

Aim: *To significantly increase participation in organised sports and other active recreation*

Priority Areas:

- Parent education (support & role models)
- School policies on participation
- Change school rules/systems to support facility/equipment use
- Partnership programs with clubs

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In-depth Interviews & Survey (2)
- Process Evaluation: Walk 2 Where?

Process Indicators:

- Development of partnerships with sporting clubs
- Development of PE Teachers Network
- Development of social marketing materials for students
- Development of policies on participation

Impact Indicators:

- Professional development of PE teachers through PE Teachers Network
- Increase in number of lunchtime activities for students
- Increased proportion of students rating their teachers as positive role models for physical activity

Outcome Indicators:

- Increased number of students being active at lunchtime
- Increased number of students being physically active after school
- Increased number of students participating in organised sport

Social Marketing Message:

'Get up, get out and get active'

Summary of Intervention Strategies:

- Physical Education Teachers Professional Development Network
- Lunchtime activities: yoga, dance, martial arts, soccer, basketball
- 'Go for your life' Mobile Education Unit (bus)
- Tabloid Sports/Roller skating excursion



Objective Ten – Healthy Body Size and Shape

Aim: *To create an acceptance of different healthy body size/shape and decrease episodes of inappropriate dieting*

Priority Areas:

- Curriculum
- Social Marketing
- Programs and events

Data:

- PDA Survey-PAN KSB
- Socio-cultural In-depth Interviews & Survey (2)

Process Indicators:

- Curriculum development around the key message
- Design, develop and test key message in relation to body size/shape and weight
- Programs and events

Impact Indicators:

- Increased awareness of the key message by students
- Curriculum implementation

Outcome Indicators:

- Decrease in the proportion of students that are 'unhappy' with their shape and size but are healthy weight
- Decrease in the proportion of students that are trying to lose weight but are healthy weight
- Decrease in prevalence of students classifying themselves as overweight or obese when they are within the healthy weight category

Social Marketing Message:

If you can learn to love your body...you will learn to love yourself

Summary of Intervention Strategies:

- Fad Diets won't work
- *It's Your Body!* pilot study
- Social Marketing





Table 1: Objective One - Building Capacity

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

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.1 Identify resources	1.1.1 Identify internal and external key stakeholders	LM	Sept 2005	✓	LM to compile list of contacts and review periodically
	1.1.2 Identify possible overlay with other projects being conducted within the intervention site	LM	Dec 2006	✓	LM to continue to liaise with new and existing partners
	1.1.3 Liaise with potential partners with an interest in nutrition, physical activity and body image	LM & SPO	Dec 2006	✓	LM to continue to source new partnership opportunities
	1.1.4 Identify potential staff within each of the intervention schools that could assist in the delivery of the project and its objectives	LM & SPOs	Dec 2006	✓	LM and SPOs identify potential staff
	1.1.5 Identify potential resources (financial or in kind support) within the community that would assist to meet the strategies of particular objectives that promote healthy eating, physical activity and body image defined from the ANGELO process	PMC/ RC	Dec 2006	✓	LM consult and inform LGAs & NGOs of potential of events & programs where there is potential overlay
	1.1.6 Support Project Management Team to identify and apply for external funding opportunities via the Reference Committee	PMC / RC	Dec 2006	✓	LM to support SPOs to apply for funding through grant applications
	1.1.7 Continue to consult with key local government agencies, non government organisations to develop partnership activities within the intervention site	LM / RC	Dec 2006	✓	LM to consult and inform LGAs & NGOs of cross promotional opportunities
	1.1.8 Consult with key stakeholders about grants, sponsorship or events where IYM could be integrated	PMC/RC	Ongoing	✓	Continue consultation process
	1.1.9 Continue to link with new partners over the course of the project	PMC/RC	Ongoing	Ongoing	Continue consultation process
	1.1.10 Collect documentation such as Strategic Plans where organisations have incorporated IYM objectives/strategies	PMC/RC	Ongoing	Ongoing	Collect and store as they become available



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.2 Develop and maintain Relationships and Structures	1.2.1. Establish an interim steering committee to guide the initial direction of the project	LSC	Jan 2004	✓	LSC to be developed, engage & obtain commitment of the principals
	1.2.2 Define the roles, responsibilities and lines of management of the Project Coordinator and School Project Officers	LSC	Jan 2005	✓	LSC to develop job description
	1.2.3 Appoint the Project Coordinator & School Project Officers at each of the intervention schools	LSC	May 2005	✓	RC members to interview candidates and appoint coordinator
	1.2.4 LSC Meeting of all members of the project	LSC	July 2005	✓	Meeting of all project personnel, meeting focused on discussing the TOR for each committee
	1.2.5 As steering committee expands, develop restructure proposal for discussion, agreement and implementation	LM	July 2005	✓	Document clear TOR for each committee
	1.2.6 Develop clear Terms of Reference for each sub-committee	LM	Aug 2005	✓	Implement the Reference Committee and Project Management Committee roles and responsibilities
	1.2.7 Implement the new management structure (organise meeting times, allocation of people to various subcommittee's	LM	Aug 2005	✓	Make necessary adjustments to project personnel
	1.2.8 Management Committee to develop an initial action plan	PMC	Jan 2006	✓	Development of the framework documentation of the strategies of each objective
	1.2.9 Develop a project budget reporting system to monitor expenditure	LM	Jan 2006	✓	Develop reporting system in liaison with Business Manager
	1.2.10 Design and develop key documentation guidelines for the project	LM	Jan 2006	✓	Develop communication protocol, risk management plan and social marketing plan
	1.2.11 Continue to develop the action plan through the course of the project	LM	Jan 2006	✓	Every 6 months PMC & RF committee to review the direction of the action plan



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.2 Develop and maintain Relationships and Structures (continued)	1.2.12 Bi annually review of project guidelines eg. Communication Plan	PMC	Ongoing	✓	PMC & RC committee to review project documentation
	1.2.13 Develop the communication guidelines for the dissemination of project information and processes for the distribution of information to the intervention schools and the community	LM	Jan 2006	✓	LM to provide ongoing opportunity for schools and the community to be aware of the findings
	1.2.14 Coordinate six monthly combined Reference & Management Committee Meetings	LM	Ongoing	✓	LM to organise PMC & RC meetings every six months
	1.2.15 Conduct annual reflection evening with Ambassadors, Teachers, SPOs, S&E Team and Parents	LM	June 2006	✓	As organised
	1.2.16 Mail out Certificates of Appreciation or thank you letters to contributors of the program, event or activity	LM	Ongoing	✓	LM & AS to ensure Certificates are available to SPOs and others, for their contribution (copies available)
	1.2.17 Conduct evaluation of exiting personnel expectations and outcomes of the project	SE	Ongoing	✓	Evaluation to occur upon completion of an intervention program, event or activity
	1.2.18 Begin review of action plan	PMC	Mar, 2007	✓	Update as necessary
	1.2.19 Conduct Reference Meeting	LM	Mar, 2007	✓	Conducted quarterly
	1.2.20 Conduct PMC Planning Day	LM	July, 2007	✓	Two per year (see minutes)
	1.2.21 Coordinate joint PMC & RC Sustainability Meeting to plan for the rest of 2007/2008	LM	Aug 2007	✓	See minutes of the meeting
	1.2.22 Review Action Plan direction based on Sustainability Meeting discussions for 2008	LM	Aug – Sept 2007	✓	As required
	1.2.23 Circulate action plan revisions	LM	Ongoing	✓	Circulate to PMC & RC



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.2 Develop and maintain Relationships and Structures (continued)	1.2.24 Inform PMC of revised action plan	LM	March 2008	✓	LM to provide to SPOs
	1.2.25 Inform RC of revised action plan	LM	March 2008	✓	LM to provide to RC
	1.2.26 Finalise the action plan on project completion	LM	June 2008	✓	Completed in June 2008

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.3 Provide ongoing training for students, staff and others	1.3.1 Deakin support and evaluation team approach Principals to designate staff to assist the project	LSC	Jan 2004	✓	BS, CB & AS promote and get commitment for the project
	1.3.2 Staff at intervention schools invite students to attend a workshop at Deakin University	LSC	Mar 2004	✓	Staff organise students to attend Deakin workshop
	1.3.3 Conduct ANGELO workshop at Deakin University with students from the intervention Schools	SE	April 2004	✓	Students, Staff and DSE conduct ANGELO workshop (refer to evaluation)
	1.3.4 Engage a social marketing consultant to up skill the PMC in the area of social marketing (consultant Rob Donovan)	AS	July 2005	✓	AS to organise dates with Rob Donovan
	1.3.5 Conduct student focus groups at within the intervention schools on Objective 9 Getting Active in preparation for Social Marketing Short Course	LM & SE	Sept 2005	✓	Students attend focus groups to give information about Objective 9
	1.3.6 Project Management Team attend Social Marketing Short Course	LM & SE	Sept 2005	✓	PMC attend SM workshop (refer to evaluation)
	1.3.7 Project Coordinator attends Obesity Prevention In Communities Investigators Meeting: Fiji	LM	Nov 2005	✓	LM attend Fiji to share resources and learn from other OPIC Projects
	1.3.8 Conduct two day workshop with students from the intervention schools, focus on designing and implementing ideas	LM / SPOs	Nov 2005	✓	ISA & SPOs to work to 'Developing a Plan of Action'



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.3 Provide ongoing training for students, staff and others (continued)	1.3.9 DHS to provide media training to a select group of students so that they are able to use the media	SE/ IYMA	Nov 2005	✓	Students attend workshop to develop skills to work with the media
	1.3.10 Conduct a Project Management Team Planning Day to collectively advance an objective of the action plan	LM	Mar 2006	✓	PMC develop collaborative approach on Objective 5
	1.3.11 Engage local TAFE to provide training and accreditation to student Ambassadors in the form of a 'Certificate of Participation', upon demonstrating various outcomes	LM & SPOS	Mar 2006	✓	LM to approach local TAFE to accredit students efforts
	1.3.12 PMC to be briefed on Health Promotion Principles	LM / SPOs	May 2006	✓	DHS (Helen Walsh) to provide up skilling on Health Promotion Principles
	1.3.13 Conduct PMC Planning Day	LM / SPOs	July 2006	✓	Conduct planning day for SPO/IVS (minutes documented)
	1.3.14 Conduct 1 st training session with 'new' student ambassadors at the Gordon TAFE	SPO / ISA	Oct 2006	✓	Up skill new ISA in the project
	1.3.15 Provide information to Canteen Managers to attend 'Go for your life' Canteen Managers Professional Development Session	PMC	Nov 2006	✓	Canteen Managers attended. Workshop beneficial. Need continued support
	1.3.16 Leisure Networks to commence the coordination and timeline of the PE / PD Networks	LM /BW	Feb 2007	✓	Discuss network & logistics with LN
	1.3.17 Conduct PMC Planning Day	LM / SPOs	Feb, 2007	✓	See Planning Day Summary
	1.3.18 Conduct 2 nd training session with Ambassadors	LM / PMC	Mar, 2007	✓	As per session notes
	1.3.19 Conduct 3 rd training session with Ambassadors	LM / PMC / SE	May, 2007	✓	As per session notes



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.3 Provide ongoing training for students, staff and others (continued)	1.3.20 Leisure Networks to conduct 1 st PE / PD Session at one of the intervention schools	BW	Term, 2 2007	✓	Touch Rugby at Geelong High School
	1.3.21 Leisure Networks to conduct 2 nd PE / PD Session at one of the intervention schools	BW	Term,3 2007	✓	Minor Games at Newcomb Secondary College
	1.3.22 Conduct 4 th Training Session with Ambassadors	LM / MB	Sept, 2007	✓	As per session note
	1.3.23 Conduct Two Day Workshop / Camp with Ambassadors	LM / MB & SPOs	Nov, 2007	✓	As per camp documentation
	1.3.24 Conduct 6 th training session with Ambassadors	LM / MB	Feb, 2008	✓	Completed as per session notes
	1.3.25 Conduct 7 th training session with Ambassadors	LM / MB	March, 2008	✓	Completed as per session notes
	1.3.26 Conduct 8 th training session with Ambassadors	LM / MB	April, 2008	✓	Completed as per session notes
	1.3.27 Conduct First Aid Training with Ambassadors	LM / MB	April, 2008	✓	Completed as per session notes

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
1.4 Develop programs, policies and activities	1.4.1 Identify programs, policies and activities that are currently being conducted in the intervention	LM / RC & SPOs	Ongoing	✓	SPOs to continue to liaise with key staff within the school as to collaborative opportunities between programs & activities
	1.4.2 Identify programs, policies and activities that are currently being conducted outside of the intervention schools, local, state and national in relation to each objective	LM / RC & SPOs	Ongoing	✓	LM to inform PMC & RC of external opportunities that could support initiatives of the action plan



Table 2: Objective Two - Social Marketing

To achieve a high awareness of the project's key messages

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
2.1 Develop and implement a social marketing plan	2.1.1 Engage a social marketing consultant to up skill the Project Management Team in the area of social marketing	AS	Sept 2005	✓	Refer to Social Marketing Short Course Evaluation
	2.1.2 Develop logo	LM	Sept 2005	✓	13 th Beach Marketing / Student completed logo
	2.1.3 Develop branding for materials such as newsletters, letterheads	LM	Jan 2006	✓	Completed
	2.1.4 Send out letters to the Arts / Technology teachers to involve classes in the design and development of the Social Marketing key messages	LM	May 2006	✓	Letters to teachers sent
	2.1.5 Appoint Graphic Artist to work with the teachers and students to work to develop key messages and images	LM	May 2007	✓	Graphic Artists spoke to students and teachers
	2.1.6 Paul Kelly Design to Print to work with the teachers and students	LM	Ongoing	✓	Development of materials
	2.1.7 Design and develop a social marketing process for getting the key messages for each objective	LM	Nov 2007	✓	Paul Kelly obtained student work from graphics teachers
	2.1.8 Implement the Phase One of the Social Marketing Plan	PMC	Jan 2008	✓	Water bottle postcards, rules, body image poster put up around schools & introduce new canteen menu
	2.1.9 Implement the Phase Two of the Social Marketing Plan	PMC	Ongoing	✓	Walking & Cycling and Getting Active posters put up around schools
	2.1.10 Implement the Phase Three of the Social Marketing Plan	PMC	Ongoing	✓	Remainder of social marketing materials circulated
	2.1.11 Refer to the Social Marketing Plan	PMC	Ongoing	✓	LM to continue to monitor



Table 3: Objective Three - Evaluation

To evaluate the process, impact and outcomes of the '*It's Your Move!*' Project

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.1 Formative Evaluation	3.1.1 Consult with the Department of Education in the region to identify intervention schools	BS & CB	June 2004	✓	BS & CB to obtain consent to approach intervention schools
	3.1.2 Meeting with SE and Principals from the IVS	BS, CB & AS	Sept 2004	✓	BS, CB & AS to consult with Principals & gain overall consent
	3.1.3 Conduct ANGELO workshop with students and staff to identify needs and priorities	BS, CB & AS	Nov 2004	✓	BS, CB & AS to conduct workshop with students & staff of the intervention schools
	3.1.4 Develop project action plan	BS, CB & AS	March 2005	✓	From ANGELO workshop, consolidation of information to form the initial Action Plan
	3.1.5 Action plan is presented to LSC	BS, CB & AS & students	May 2005	✓	LSC to affirm the direction of the Action Plan
	3.1.6 Facilitate the development of the project name and identity (logo)	BS, CB & AS	May 2005	✓	Students from IVS attend workshop to develop name
	3.1.7 Appoint Project Coordinator and School Project Officers	CB & Principal	May – Aug 2005	✓	PC & SPOs appointed to commence July, 2005
	3.1.8 Meet with School Principals, Staff and Parents & Friends' Committees to introduce the project concept and direction	BS, CB, AS & LM	June, 2005	✓	Various staff and parents and friends meetings



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.2 Process Evaluation	3.2.1 Design and develop reporting template to collect process information	MM & AS	July 2005	✓	MM & AS to develop a reporting process that captures the information they require
	3.2.2 Up skill Project Management Team to fill out Process Evaluation forms	MM, AS, LM	Sept 2005	✓	MM & AS brief PMC in the process of filling out forms
	3.2.3 Periodically meet with Project Management Team to collect Process Evaluation Forms	AS	Ongoing	✓	AS to meet with SPOs to support them in collecting process data
	3.2.4 Support Project Management Team to complete Process Evaluation forms for the duration of the project	AS	Ongoing	✓	AS to continue to support PMC in process evaluation
	3.2.5 Disseminate provisional findings of the 'Process and Outcomes' upon completion of an intervention program, event or activity to PMC & RC	AS & LM	Ongoing	✓	AS to provide summaries of intervention activities to PMC & RC
	3.2.6 Write up Implementation Reports for each objective	AS & LM	April- Dec 2008	✓	LM and AS to write up Implementation Reports

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.3 Impact and Outcome Evaluation	3.3.1 Define key indicators for the action plan objectives	SE/ LSC	Jan - May 2005	✓	Identify key indicators in relation to ANGELO
	3.3.2 Develop relationships with population group and setting specific questionnaires	SE/ LSC	Jan - May 2005	✓	SE & RC to develop the project
	3.3.3 Pilot questionnaires and data collection methods in an appropriate setting	LT & CRC	May 2005	✓	LT to guide further data collection/protocols



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.3 Impact and Outcome Evaluation (continued)	3.3.4 Liaise with School Project Officers to plan the collection of baseline data within the intervention schools	LM	July - Aug 2005	✓	PMC organised and coordinated baseline requirements
	3.3.5 Develop relationship with control schools, coordinate baseline data collection with appointed school contacts	PD	July- Sept 2005	✓	PD met with relevant Principal's & teachers to coordinate baseline requirements
	3.3.6 Collect baseline data in all schools inc: anthropometry, school environmental audits, time trade off, socio-cultural surveys, community readiness to change interviews	LM, PD and SPOs	July – Dec 2005	✓	Complete all OPIC baseline requirements
	3.3.7 Feedback individual school reports	LM, ASa, LMe & PK	June 2007	✓	Reports given to Principals and SPOs
	3.3.8 Develop an Evaluation Plan describing Impact Evaluation Methodology	LM & ASa	Sept 2007	✓	Produce a plan of measuring and reporting impact & evaluation
	3.3.9 Conduct follow up measures on Year 12 students exiting the project	PD	Ongoing 2006-2007	✓	PD to coordinate data collection
	3.3.10 Pilot follow up data collection methods	PD & LM	March 2008	✓	PD to coordinate pilot testing
	3.3.11 Conduct follow up data collection of the baseline measures anthropometry, school environmental audits, time trade off, socio-cultural surveys, community readiness to change interviews	PK, PD & LM	April- Sept 2008	☑	MMA to coordinate
	3.3.12 Conduct analysis of specific measures of the defined indicators for each Objective upon the completion of the intervention period	PK,LM, MMA	April- Sept 2008	☑	Data to be entered, cleaned and analysed
	3.3.13 As above: measure the same impact and outcome indicators in the control schools	PK,LM, MMA	April- Sept 2008	☑	Data to be entered, cleaned and analysed
	3.3.14 Merge impact and outcome indicator results of the intervention and control schools	PK,LM, MMA	Sept - Dec 2008	⊖	Data to be entered, cleaned and analysed
	3.3.15 Conduct analysis of data	PK,LM, MMA	Sept - Dec 2008	⊖	Data to be entered, cleaned and analysed



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.3 Impact and Outcome Evaluation (continued)	3.3.16 Measure the achievement of Objective 1 as strengthening / building the capacity of the Geelong / Bellarine Community	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.17 Measure the achievement of Objective 2 as the level of awareness of the project	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.18 Measure the achievement nutrition related Objectives (4,5,6,7)	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.19 Measure the achievement of physical activity objectives (8,9)	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.20 Measure the achievement of objective 10	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
3.4 Dissemination	3.1.1 Develop and implement a Communication Plan and protocol for abstracts	LM / BS	Dec 2006	✓	Ensure that there is a level of consideration and opportunity for the RC & PMC to contribute to data and have an awareness of where it is presented
	3.1.2 Develop a Dissemination Protocol	LM	Aug 2008	⊗	Develop guidelines for using data for publications and conferences



Table 4: Objective Four - Water versus Sweet Drinks

To statistically reduce the consumption of sweet drinks and to promote the consumption of water

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.1 Promote water consumption (continued)	CHRISTIAN COLLEGE				
	4.1.1 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	ISA / KF	Feb 2006	✓	As per process evaluation forms
	4.1.2 Evaluation of teachers behavioural patterns in response	AS/ KF	March 2006	✓	As per process evaluation forms
	4.1.3 Water bottles distributed to Year 9 students who attended the Fad Diets event	IYM	April 2006	✓	As per process evaluation forms
	GEE LONG HIGH SCHOOL				
	4.1.4 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	KM / ISA	Feb 2006	✓	As per process evaluation forms
	4.1.5 Water bottles distributed to students who attended the Fad Diets event	IYM	March 2006	✓	As per process evaluation forms
	4.1.6 Evaluation of teachers behavioural patterns in response	AS / KM	April 2006	✓	As per process evaluation forms
	NEWCOMB SECONDARY COLLEGE				
	4.1.7 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	ISA / LD	Feb 2006	✓	As per process evaluation forms
	4.1.8 Design <i>H₂O way to go!</i> posters to put up around the school	ISA / LD	March 2006	✓	As per process evaluation forms
	4.1.9 Evaluation of teachers behavioural patterns in response	AS / LD	April 2006	✓	As per process evaluation forms
	4.1.10 Water bottles distributed to students who attended the Fad Diets event	IYM	July 2006	✓	As per process evaluation forms
	4.1.11 Water bottles distributed to incoming Year 7 students	LD	Feb 2007	✓	As per process evaluation forms
	4.1.12 Water bottles distributed to Year 12 students	LD	Feb 2008	✓	As per process evaluation forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.2 Promote water consumption	4.2.1 PMC and ISA propose to seek water bottles from Local Water Company: Barwon Water	PMC	Sept 2005	✓	discussed at Social Marketing Short Course
	4.2.2 Approach Barwon Water to provide water bottles for the project	LM	Sept 2005	✓	LM met with Education Officer: Nick Stone, sponsorship approved
	4.2.3 Obtain funding for the water bottles from the Barwon Primary Care Forum (PCF)	LM	Oct 2005	✓	LM to write funding proposal
	4.2.4 Funding approved & water bottles received	LM	Oct 2005	✓	Water bottles stored until decision
	4.2.5 ISA identify teachers as role models and suggest giving water bottles donated from Barwon Water / Barwon PCF to them, to encourage students to drink water	ISA	Nov 2005	✓	ISA made decision at the camp
	BELLARINE SC				
	4.2.6 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	LR	Feb 2006	✓	As per process evaluation forms
	4.2.7 Evaluation of teachers behavioural patterns in response	AS /LR	April 2006	✓	As per process evaluation forms
	4.2.8 Water bottles distributed to students who attended the Fad Diets event	IYM	July 2006	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE				
	4.2.9 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	LT	Feb 2006	✓	As per process evaluation forms
	4.2.10 ISA present a water DVD to staff when they receive the water bottles	ISA / LT	March 2006	✓	As per process evaluation forms
	4.2.11 Evaluation of teachers behavioural patterns in response	AS / LT	April 2006	✓	As per process evaluation forms
	4.2.12 Water bottles distributed to students who attended the Fad Diets event	IYM	July 2006	✓	As per process evaluation forms
	4.2.13 Water bottles listed on the 2007 School Booklist	LT / Prin	Jan 2007	✓	As per process evaluation forms
	4.2.14 Water bottles sold at the canteen	LT / Canteen	T1- T4, 2007	✓	As per process evaluation forms



4.2 Water Availability (School Grounds)	BELLARINE SC					
	4.2.1	Audit current water fountains and their usage within the school	LR / ISA	March 2006	✓	As per process evaluation forms
	4.2.2	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	LR / ISA	April 2006	✓	As per process evaluation forms
	4.2.3	Identify ways to encourage young people to drink water	LR / ISA	May 2006	✓	As per process evaluation forms
	4.2.4	Cost installation of a free standing water unit	LR / ISA	June 2006	✓	As per process evaluation forms
	4.2.5	Discuss possible installation with Principal	LR / ISA	June 2006	✓	As per process evaluation forms
	4.2.6	Address safety / vandalism concerns	LR / ISA	July 2006	✓	As per process evaluation forms
	4.2.7	Define maintenance costs to Principal	LR / ISA	Sept 2006	✓	As per process evaluation forms
	4.2.8	Install free standing water unit	LR / ISA	May 2006	✓	As per process evaluation forms
	4.2.9	Monitor the free standing water unit	LR / ISA	Ongoing	✓	As per process evaluation forms
	4.2.10	Look to install more free standing water units as funds become available	LR / ISA	Ongoing	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE					
	4.2.11	Audit current water fountains and their usage within the school	LT / ISA	March 2006	✓	As per process evaluation forms
	4.2.12	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	LT /ISA	April 2006	✓	As per process evaluation forms
	4.2.13	Identify ways to encourage young people to drink water	LT/ ISA	April 2006	✓	As per process evaluation forms
	4.2.14	Cost installation of a free standing water unit	LT / ISA	May 2006	✓	As per process evaluation forms
	4.2.15	Discuss possible installation with Principal	LT	May 2006	✓	As per process evaluation forms
	4.2.16	Define maintenance costs to Principal	LT / ISA	June 2006	✓	As per process evaluation forms
	4.2.17	Address safety / vandalism concerns	LT / ISA	July 2006	✓	As per process evaluation forms
	4.2.18	Install free standing water unit in staffroom, reception area and outside Senior Years Area	LT	Aug 2006	✓	As per process evaluation forms
	4.2.19	Monitor the free standing water unit	LT / ISA	Ongoing	✓	As per process evaluation forms
	4.2.20	Install another free standing water unit outside Middle Years classrooms	LT	Sept 2006	✓	As per process evaluation forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.2 Water Availability (School Grounds) (continued)	CHRISTIAN COLLEGE				
	4.2.21 Audit current water fountains and their usage within the school	KF / ISA	March 2006	✓	As per process evaluation forms
	4.2.22 Discuss with ISA some of the motivators and barriers to drinking water from available outlets	KF / ISA	April 2006	✓	As per process evaluation forms
	4.2.23 Place water dispenser in corridor of the Year 9 Area & in sick bay area	KF / ISA	April 2006	✓	As per process evaluation forms
	GEELONG HIGH SCHOOL				
	4.2.24 Audit current water fountains and their usage within the school	KM/ CG / ISA	March 2006	✓	As per process evaluation forms
	4.2.25 Discuss with ISA some of the motivators and barriers to drinking water from available outlets	KM / CG/ ISA	April 2006	✓	As per process evaluation forms
	NEWCOMB SECONDARY COLLEGE				
	4.2.26 Audit current water fountains and their usage within the school	LD / ISA	March 2006	✓	As per process evaluation forms
	4.2.27 Discuss with ISA some of the motivators and barriers to drinking water from available	LD / ISA	April 2006	✓	As per process evaluation forms

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.3 Water Policy	4.3.1 Investigate current policy examples on the internet	LM / SPOs	March 2006	✓	As per process evaluation forms
	4.3.2 Develop draft water policy with gold, silver and bronze standards	LM / SPOs	April – May 2006	✓	As per process evaluation forms
	4.3.3 Draft policy and resource put to the RC	LM / RC	May 2006	✓	As per the minutes (change from rating to a framework with other objectives)
	BELLARINE SC				
	4.3.4 Investigate current policies that exist within the school and the process that development must go through to gain support and total endorsement of the policy (ratified)	LR / ISA	Jan 2006	✓	As per process evaluation forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.4 Water Policy (continue)	4.3.5 Meet with the Principal to discuss the potential Water Policy and direction to develop and implement Policy	LR / ISA	March 2006	✓	As per process evaluation forms
	4.3.6 Design Water Policy with ISA	LR / ISA	March 2006	✓	As per process evaluation forms
	4.3.7 Submit Water Policy to the Principal for feedback	LR / ISA	May 2006	✓	As per process evaluation forms
	4.3.8 Put Water Policy to the whole staff	LR / ISA	June 2006	✓	As per process evaluation forms
	4.3.9 Develop guidelines for water in the classroom	LR / ISA	July 2006	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE				
	4.3.10 Investigate current policies that exist within the school and the process they must go through to gain support and ratification	LT / ISA	Feb 2006	✓	As per process evaluation forms
	CHRISTIAN COLLEGE				
	4.3.11 Investigate current policies that exist within the school and the process they must go through to gain support and ratification	KF/ ISA	Feb 2006	✓	As per process evaluation forms
	GEELONG HIGH SCHOOL				
	4.3.12 Investigate current policies that exist within the school and the process they must go through to gain support and ratification	KM /CG /ISA	Feb 2006	✓	As per process evaluation forms
	NEWCOMB SECONDARY COLLEGE				
	4.3.13 Investigate current policies that exist within the school and the process they must go through to gain support and ratification	LD / ISA	Feb 2006	✓	As per process evaluation forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.4 Curriculum	BELLARINE SECONDARY COLLEGE				
	4.4.3				
	SAINT IGNATIUS COLLEGE				
	4.4.4				
	CHRISTIAN COLLEGE				
	4.4.5	Develop unit on sweet drink content	KF	Term 2, 2006	✓ Develop lesson plans
	4.4.6	Students to produce a display and present to the whole staff	KF	Term 2, 2006	✓ Students present at a staff meeting
	4.4.7	Display to be placed in view for other students to see in the school	KF	Term 2, 2006	✓ Display placed in high traffic area (photos taken)
	4.4.8	Project design passed on to other ISV	KF	Term 2, 2006	✓ As per process evaluation forms
	4.4.9	Plan to teach unit in 2007	KF	Term 2, 2006	✓ As per process evaluation forms
	GEELONG HIGH SCHOOL				
	4.4.10	Investigate current teaching practice of nutritional content of sweet drinks in comparison with water	KM	Term 3, 2006	✓ As per process evaluation forms
	4.4.11	Design curriculum unit to demonstrate the contents of sweet drinks sold at school	KM & KG	Term 3, 2006	✓ As per process evaluation forms
	4.4.10	Purchase all drinks sold at school	KM & KG	Term 3, 2006	✓ As per process evaluation forms
	4.4.11	Students to investigate the contents of sugar of each drink	KG & students	Term 3, 2006	✓ As per process evaluation forms
	4.4.12	Students to produce a display and present to the whole staff	KG & students	Term 3, 2006	✓ As per process evaluation forms
	4.4.13	Display to be placed in view for other students to see in the school	KG & students	Term 3, 2006	✓ Photos taken
	NEWCOMB SECONDARY COLLEGE				
	4.4.14				



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.5 Canteen (removal of carbonate and sweet drinks)	BELLARINE SECONDARY COLLEGE				
	4.5.1 Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	SAINT IGNATIUS COLLEGE				
	4.5.2 Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	CHRISTIAN COLLEGE				
	4.5.3 Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	GEELONG HIGH SCHOOL				
	4.5.4 Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	NEWCOMB SECONDARY COLLEGE				
	4.5.5 Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.6 Vending Machines	BELLARINE SECONDARY COLLEGE				
	4.6.1 Audit current vending machine contents and location	LR / ISA	Aug 2006	✓	As per process evaluation forms
	4.6.2 Monitor their usage (frequency etc)	LR / ISA	Aug 2006	✓	As per process evaluation forms
	4.6.3 Speak to the Business Manager to find out how much revenue the machine raises	LR / ISA	Sept 2006	✓	As per process evaluation forms
	4.6.4 Speak to Canteen Manager about changing the contents of the vending machine	LR/ ISA	Sept 2006	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE				
	4.6.5 No vending machines at the school	LT	Aug 2006	✓	School Environmental Audit
	CHRISTIAN COLLEGE				
	4.6.6 No vending machines at the school	KF	Aug 2006	✓	School Environmental Audit



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.6 Vending Machines (continued)	GEEELONG HIGH SCHOOL				
	4.6.7 Audit current vending machine contents and location	KM / CG / ISA	April 2006	✓	KM to audit current vending machines
	4.6.8 Monitor their usage (frequency etc)	KM / CG / ISA	May 2006	✓	KM & ISA to monitor use
	4.6.9 Speak to the Business Manager to find out how much revenue the machine raises	KM / CG	June 2006	✓	KM to get permission to change contents of vending machine
	4.6.10 Speak to Canteen Manager about changing the contents of the vending machine	KM / CG	July 2006	✓	KM to speak to Canteen Manager
	4.6.11 Call vending machine company to change the contents in the machine	KM / CG	Aug 2006	✓	KM to arrange a time for the regional rep to come to the school
	4.6.12 Change the contents of the vending machine to 80% water, 10% 250 ml juice and one 350ml 'zero' alternative	KM / CG	Sept 2006	✓	Contents of vending machine changed
	NEWCOMB SECONDARY COLLEGE				
	4.6.13 Audit current vending machine contents and location	LD / ISA	April 2006	✓	LD to audit current vending machines
	4.6.14 Monitor their usage (frequency etc)	LD / ISA	May 2006	✓	LD & ISA to monitor use
	4.6.15 Speak to the Business Manager to find out how much revenue the machine raises	LD	June 2006	✓	LD to get permission to change contents of vending machine
	4.6.16 Speak to Canteen Manager about changing the contents of the vending machine	LD	July 2006	✓	LD to speak to Canteen Manager
	4.6.17 Call vending machine company to change the contents in the machine	LD	Aug 2006	✓	KM to arrange a time for the regional rep to come to the school
	4.6.18 Change the contents of the vending machine to 80% water, 10% 250 ml juice and one 350ml 'zero' alternative	LD	Sept 2006	✓	Contents of vending machine changed



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
4.7 Parent Information	BELLARINE SECONDARY COLLEGE				
	4.7.1 Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	4.7.2 Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE				
	4.7.3 Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	4.7.4 Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	4.7.5 Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms



Table 5: Objective Five - Breakfast

To significantly increase the proportion of young people eating breakfast

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
5.1 Breakfast Programs	BELLARINE SECONDARY COLLEGE				
	5.1.1 Meet with the School Nurse to discuss the Breakfast Program at BSC (Ocean Grove Campus)	LR	Term 1, 2006	✓	LR to meet with School Nurse (as per process evaluation)
	5.1.2 Audit food being sold and survey students that attend the Breakfast Program	LR / AS	Term 1, 2006	✓	Postcard evaluation (report provided to LR)
	5.1.3 Provide feedback to the School Nurse	LR	Term 1, 2006	✓	LR to provide feedback to School Nurse
	5.1.4 Change food and arrangements for food being provided to students	LR	Term 1, 2006	✓	School Nurse changed food
	SAINT IGNATIUS COLLEGE				
	5.1.5 No breakfast or canteen open before school	LT	Term 1, 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE				
	5.1.6 No breakfast or canteen open before school	KF	Term 1, 2006	✓	As per School Environmental Audit
	GEE LONG HIGH SCHOOL				
	5.1.7 Two Health Promotion (Deakin) students conducted a survey and focus group with students about breakfast	KM / LM	Term 2, 2006	✓	HP Students produced report
	5.1.8 HP students developed recipe book and tip sheet on the importance of breakfast	LM / Karoline & Meagan	Term 2, 2006	✓	HP Students produced booklet of recipe's and pamphlet
	5.1.9 School House Leaders intend on conducting a breakfast week	KM/ House Leader	Term 3, 2006	✓	Meetings with House Leaders (as per process evaluation forms)
	5.1.10 Year 7 Coordinator intend on conducting an Integrated Unit on Breakfast	KM / LM/ Terry Kealey	Term 2, 2006	✓	Did not get up due to lack of time. Unit of work ready to go
	NEWCOMB SECONDARY COLLEGE				
	5.1.11 Healthy breakfasts provided on the Ride 2 School Days	LD / ISA	Ongoing	✓	LD & ISA to prepare food for students on Ride 2 School Days



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
5.2 Parent Information	BELLARINE SECONDARY COLLEGE				
	5.2.1 Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	5.2.2 Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE				
	5.2.3 Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	5.2.4 Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	5.2.5 Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms



Table 6: Objective Six - Eating Fruit and Vegetables
To significantly increase fruit and vegetable consumption

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
6.1 Canteen availability / promoting / pricing of fruit and vegetables	6.1.1 Audit current pricing arrangement of products sold at the canteen (school environmental audit)	SPOs / ISA	Feb 2006	✓	Examine the Canteen
	6.1.2 Look for examples of canteens integrating fruit and vegetables in their canteen menu	PMC	Ongoing	✓	Find examples & report to PMC Meeting
	6.1.3 Find creative ideas for beyond the canteen for promoting fruit	LM / AS / PMC	Ongoing	✓	Find examples & report to PMC Meeting
	6.1.4 Consult with ISA to gauge opinions of what would encourage them to eat more fruit and vegetables	LM / SPO	July 2006	✓	Conduct focus group with ISA
	6.1.5 Engage local fruit and vegetable suppliers to support the pricing and promotion of fruit and vegetables at school	PMC	Ongoing	✓	SPOs to call local suppliers & engage with the project
	6.1.6 Introduce and market specials in the canteen and/or as lunch time options	SPOs / ISA	Ongoing	✓	SPOs, canteen manager, ISA's to trial products in the canteen
	BELLARINE SECONDARY COLLEGE				
	6.1.7 Work with Canteen Manager to price healthy food cheaper	LR	Ongoing	✓	LR to work with Canteen Manager on menu and pricing
	SAINT IGNATIUS COLLEGE				
	6.1.8 Work with Canteen Manager to price healthy food cheaper	LT	Ongoing	✓	LT to work with Canteen Manager on menu and pricing
	CHRISTIAN COLLEGE				
	6.1.9 Work with Canteen Manager to price healthy food cheaper	KF	Ongoing	✓	KF to work with Canteen Manager on menu and pricing
	GEELONG HIGH SCHOOL				
	6.1.10 Work with Canteen Manager to price healthy food cheaper	KM / CG	Ongoing	✓	KM & CG to work with Canteen Manager on menu and pricing
	NEWCOMB SECONDARY COLLEGE				
	6.1.11 Work with Canteen Manager to price healthy food cheaper	KM / CG	Ongoing	✓	KM & CG to work with Canteen Manager on menu and pricing



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
6.2 Programs and activities	6.2.1 Examine Baseline Data	SPOs / ISA	Term 2, 2006	✓	LM to provide baseline data
	6.2.2 Examine other state Department of Health Initiatives eg. Fresh Tastes (NSW) & Active Ate (QLD)	PMC	March 2006	✓	Look at website & report to PMC
	6.2.3 Contact Nutrition Australia for information and current practice and resources	LM / AS / PMC	March 2006	✓	LM to report to PMC
	6.2.4 Liaise with Victorian Home Economics & Textiles Association for innovative curriculum approaches or packages / units of work that have been developed	LM / SPO	April 2006	✓	LM to report to PMC
	6.2.5 Consultation with SPOs and ISA to develop creative idea's that could be implemented at schools	PMC	April 2006	✓	SPO & ISA to trial special days
	6.2.6 Book Market Fresh Program to attend intervention schools	SPOs / ISA	April 2006	✓	SPO to ring & book program
	BELLARINE SECONDARY COLLEGE				
	6.2.7 Conduct Healthy Lunch Wednesdays (Ocean Grove)	LR / ISA	T1 2007 – Ongoing	✓	As per Process Evaluation Forms
	6.2.8 Conduct Market Fresh Program	LR / ISA	Term 2 2007	✓	As per Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	6.2.9 Set up Vegetable Garden outside Food Technology room	LT / Students	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.10 Conduct a Wrap Day	LT/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.11 Provide Apple Slinky	LT / ISA	Term 2, 2006- Ongoing	✓	As per Process Evaluation Forms
	CHRISTIAN COLLEGE				
	6.2.12 Conduct Icy Pole Day	KF / ISA	T 1 – T4, 2006 & 2007	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
	6.2.13 Conduct Sushi Day	KF / ISA	T 1 – T4, 2006 & 2007	✓	As per Process Evaluation Forms
	6.2.14 Conduct Healthy Eating Days	KF / ISA	Ongoing	✓	School to maintain
	GEELONG HIGH SCHOOL				
	6.2.15 Conduct a Wrap Day	KM/ CG/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.16 Provide oranges to students who participated in cross country	KM/ CG/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.17 Conduct Healthy Eating Days	CG / ISA	Ongoing	✓	School to maintain
	NEWCOMB SECONDARY COLLEGE				
	6.2.18 Conduct a Wrap Day	LD/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.19 Conduct Sushi Day	LD / ISA	Term 2, 2007	✓	As per Process Evaluation Forms
	6.2.20 Conduct Healthy Eating Days	LD /ISA	Ongoing	✓	School to maintain

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
6.3 Parent Information	BELLARINE SECONDARY COLLEGE				
	6.3.1 Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	6.3.2 Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE				
	6.3.3 Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	6.3.4 Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	6.3.5 Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms



Table 7: Objective Seven - Food @ School

To significantly increase the healthiness of school food

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
7.1 Develop Guidelines for Food @ School	7.1.1 Define areas where food is provided / used at / in school	PMC	July, 2006	✓	As per Process Evaluation Forms
	7.1.2 Amalgamate Areas & incorporate into categories of the Food @ School Resource	LM & Amelie	July, 2006	✓	As per Process Evaluation Forms
	7.1.3 Obtain feedback from SPOs about Resource	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.4 Further design & develop template for policy & appendix areas of Resource	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.5 Develop individual resources for each area	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.6 Build Resource, incorporating Health Promotion Framework	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.7 Distribute 1 st draft to the Reference Committee for their comment	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.8 Review, modify and further develop Resource	LM & Amelie	Sept, 2006	✓	As per Process Evaluation Forms
	7.1.9 Re-submit 2 nd draft to Reference Committee	LM & Amelie	Oct, 2006	✓	As per Process Evaluation Forms
	7.1.10 Review, modify and further develop Resource (integrate additional resources)	LM & Amelie	Oct, 2006	✓	As per Process Evaluation Forms
	7.1.11 SPOs to review & give feedback on current status	PMC	Nov, 2006	✓	As per Process Evaluation Forms
	7.1.12 Re-draft & finalise for schools to pilot	LM & Amelie	Nov, 2006	✓	As per Process Evaluation Forms
	7.1.13 Give to marketing consultant to publish	LM	Dec, 2006	✓	As per Process Evaluation Forms
	7.1.14 Hand over Resource to SPOs	LM	Jan, 2007	✓	As per Process Evaluation Forms
	7.1.15 SPO to introduce priorities of IYM & Resource to SBMC	SPO	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.16 SBMC to identify an area of the Resource to address	SBMC	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.17 SBMC to set goals and desirable outcomes to achieve the area / policy	SBMC	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.18 Support SPOs and schools to implement	LM	Ongoing	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
7.1 Develop Guidelines for Food @ School (continued)	BELLARINE SECONDARY COLLEGE				
	7.1.19 Present and discuss Food @ School with relevant key stakeholders	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.20 Conduct relevant discussion groups with staff e.g. at staff meetings	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.21 Meet with the Principal to discuss implementation process	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.22 Implement parts of Food @ School	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	7.1.23 Present and discuss Food @ School with relevant key stakeholders	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.24 Conduct relevant discussion groups with staff e.g. at staff meetings	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.25 Meet with the Principal to discuss implementation process	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.26 Implement parts of Food @ School	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	7.1.27 Present and discuss Food @ School with relevant key stakeholders	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.28 Conduct relevant discussion groups with staff e.g. at staff meetings	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.29 Meet with the Principal to discuss implementation process	LM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.30 Implement parts of Food @ School	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	7.1.31 Present and discuss Food @ School with relevant key stakeholders	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.32 Conduct relevant discussion groups with staff e.g. at staff meetings	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.33 Meet with the Principal to discuss implementation process	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.34 Implement parts of Food @ School	LD	Term 1-4 2007	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
7.2 Develop Food @ School Policy	BELLARINE SECONDARY COLLEGE				
	7.2.1 Develop draft Food @ School Policy	LR	Term3, 2007	✓	As per Process Evaluation Forms
	7.2.2 Circulate draft Food @ School Policy to staff, students and parents for feedback	LR	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.3 Make necessary adjustments	LR	Term 1, 2008	✓	As per Process Evaluation Forms
	7.2.4 Present to the School Council for ratification	LR	TBC	⊗	To be completed
	SAINT IGNATIUS COLLEGE				
	7.2.5 Develop draft Food @ School Policy	LT	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.6 Circulate draft Food @ School Policy to staff, students and parents for feedback	LT	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.7 Make necessary adjustments	LT	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.8 Present to the School Council for ratification	LT	TBC	⊗	To be completed
	CHRISTIAN COLLEGE				
	7.2.9 Develop draft Food @ School Policy	KF / Jonathan Ryan(team)	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.10 Circulate draft Food @ School Policy to staff, students and parents for feedback	KF / Jonathan Ryan(team)	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.11 Make necessary adjustments	KF / Jonathan Ryan(team)	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.12 Present to the Heads of School for ratification	KF / Jonathan Ryan(team)	Term 1, 2008	✓	As per Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	7.2.13 Develop draft Food @ School Policy	CG	Term3, 2007	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
7.2. Develop Food @ School Policy	7.2.14 Circulate draft Food @ School Policy to staff, students and parents for feedback	CG	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.15 Make necessary adjustments	CG	Term 1, 2008	✓	As per Process Evaluation Forms
	7.2.16 Present to the School Council for ratification	CG	TBC	⊗	To be completed
	NEWCOMB SECONDARY COLLEGE				
	7.2.17 Develop draft Food @ School Policy	LD	Term3, 2007	✓	As per Process Evaluation Forms
	7.2.18 Circulate draft Food @ School Policy to staff, students and parents for feedback	LD	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.19 Make necessary adjustments	LD	Term 1, 2008	✓	As per Process Evaluation Forms
	7.2.20 Present to the School Council for ratification	LD	TBC	⊗	To be completed



Table 8: Objective Eight - Walking and Cycling
To significantly increase active transport to / from school

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
8.1 Parent Information	BELLARINE SECONDARY COLLEGE				
	8.1.1 Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	8.1.2 Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE				
	8.1.3 Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	8.1.4 Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	8.1.5 Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
8.2 School Policies (Drop Off Zone)	BELLARINE SECONDARY COLLEGE				
	8.2.1 Most school students are bus travellers	LR	Jan 2006	✓	As per baseline data
	SAINT IGNATIUS COLLEGE				
	8.2.2 Most school students are bus travellers	LT	Jan 2006	✓	As per baseline data
	CHRISTIAN COLLEGE				
	8.2.3 Most school students are bus travellers	KF	Jan 2006	✓	As per baseline data
	GEELONG HIGH SCHOOL				
	8.2.4 No real need to change drop off zone	KM / CG	Jan 2006	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	8.2.5 No real need to change drop off zone	LD	Jan 2006	✓	As per Process Evaluation Forms



Table 9: Objective Nine - Getting Active

To significantly increase participation in organised sports and other active recreation

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
9.1 Parent Information	BELLARINE SECONDARY COLLEGE				
	9.1.1 Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	9.1.2 Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE				
	9.1.3 Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEE LONG HIGH SCHOOL				
	9.1.4 Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	9.1.5 Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
9.2 School Policies on participation	BELLARINE SECONDARY COLLEGE				
	9.2.1 Policies and expectations on participation already exist in Physical Education and School Sport	LR	Jan 2006	✓	As per School Environmental Audit
	SAINT IGNATIUS COLLEGE				
	9.2.2 Policies and expectations on participation already exist in Physical Education and School Sport	LT	Jan 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE				
	9.2.3 Policies and expectations on participation already exist in Physical Education and School Sport	KF	Jan 2006	✓	As per School Environmental Audit
	GEELONG HIGH SCHOOL				
	9.2.4 Policies and expectations on participation already exist in Physical Education and School Sport	KM / CG	Jan 2006	✓	As per School Environmental Audit
	NEWCOMB SECONDARY COLLEGE				
	9.2.3 Policies and expectations on participation already exist in Physical Education and School Sport	KF	Jan 2006	✓	As per School Environmental Audit

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
9.3 Change School Rules / systems to support facility equipment use	BELLARINE SECONDARY COLLEGE				
	9.3.1 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LR	Jan 2006	✓	As per
	SAINT IGNATIUS COLLEGE				
	9.3.2 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LT	Jan 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE				
	9.3.3 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	KF	Jan 2006	✓	As per School Environmental Audit
	GEELONG HIGH SCHOOL				
	9.3.4 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	KM / CG	Jan 2006	✓	As per School Environmental Audit
	NEWCOMB SECONDARY COLLEGE				
	9.3.5 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LD	Jan 2006	✓	As per School Environmental Audit



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
9.4 PE Teachers PD Network	9.4.1 Invite PE teachers to initial forum about the potential of developing a Network between the IVS	LM	Term 1, 2006	✓	Emails sent to PE Coordinators
	9.4.2 Discuss the potential of the network to be based on all IVS PE staff, attending professional development, resource sharing and up skilling each other in various sports / physical activity	LM	Term 1, 2006	✓	2/5 Physical Education teachers turned up
	9.4.3 Obtain commitment of the five ISV PE Coordinators to the idea	LM	Term 1, 2007	✓	Letters sent to PE Coordinators about PD Network
	9.4.4 Engage the services of Leisure Networks	LM	Term 1, 2007	✓	Meeting with Brooke and Jordie to gain their support
	9.4.5 Leisure Networks to approach the clubs and organisations to facilitate the professional development session of code of conduct of working in schools	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.6 Leisure Networks to provide a list to the PE teachers of available coaches and trainers of sport & physical activity (names, numbers and availability and specialty)	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.7 Consult with PE Coordinators as to a sport / physical activity that they would like to do (and require an outside specialist e.g. Gymnastics coach)	LM	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.8 Obtain agreement among PE teachers a time line (date and venue) of sports / activities to be covered to suit the PE teachers	LM & BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.9 Each school to commit to a particular sport being conducted at their school	LM & BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.10 Leisure Networks to give a copy contacts of the clubs and organisations to the PE Coordinator, to assist in integrating student involvement into curriculum or lunch/ after school activities	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.11 Develop a series of professional development sessions at each of the intervention schools on a timeline	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.12 Email the PE coordinators professional development session times and venues	BW	Term 2, 2007	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
9.4 PE Teachers PD Network (continued)	BELLARINE SECONDARY COLLEGE				
	9.4.13 Attend Professional Development Sessions	LR	Ongoing	✓	As per Process Evaluation Forms
	9.4.14 Intend to host a PD Session	LR	Term 2, 2008	⊘	To be decided
	SAINT IGNATIUS COLLEGE				
	9.4.15 host 1 st PE PD Session (Badminton)	Alison	Term 2, 2007	✓	13 teachers from across 5 schools turned up
	9.4.16 Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	CHRISTIAN COLLEGE				
	9.4.17 Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	GEELONG HIGH SCHOOL				
	9.4.18 Host 2 nd PE PD Session (Touch Rugby)	Andrew	Term 2, 2007	✓	As per session attendances
	9.4.19 Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	NEWCOMB SECONDARY COLLEGE				
	9.4.20 Host 1 st PE PD Session (Minor Games)	Maree	Term 2, 2007	✓	As per session attendances
	9.4.21 Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances



Table 10: Objective Ten - Healthy Body Size and Shape

To create an acceptance of different healthy body sizes/ shapes and decrease episodes of 'inappropriate' dieting

Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
10.1 Social Marketing	BELLARINE SECONDARY COLLEGE				
	10.1.1 Work with ISA to develop social marketing message and look for the poster	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.2 Take photos for the poster	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.3 Show students various drafts of poster	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.4 LM to show ISA to gain final approval	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	SAINT IGANTIUS COLLEGE				
	10.1.5 Work with ISA to develop social marketing message and look for the poster	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.6 Take photo's for the poster	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.7 Show students various drafts of poster	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.8 LM to show ISA to gain final approval	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	CHRISTIAN COLLEGE				
	10.1.9 Work with ISA to develop social marketing message and look for the poster	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.10 Take photo's for the poster	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.11 Show students various drafts of poster	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.12 LM to show ISA to gain final approval	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
10.1 Social Marketing	GEELONG HIGH SCHOOL				
	10.1.13 Work with ISA to develop social marketing message and look for the poster	LM / CG / GHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.14 Take photos for the poster	LM / CG / GHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.15 Show students various drafts of poster	LM / CG CHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.16 LM to show ISA to gain final approval	LM / CG CHS ISA	July 2007	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	10.1.17 Work with ISA to develop social marketing message and look for the poster	LM / LD / NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.18 Take photos for the poster	LM / LD / NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.19 Show students various drafts of poster	LM / LD NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.20 LM to show ISA to gain final approval	LM / LD NSC ISA	April 2008	✓	As per Process Evaluation Forms



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
10.2 Fad Diet Event	10.2.1 Obtained funding through the DHS / Primary Care submission of Why Fad Diets Do Not Work	LM / TB	April 2006	✓	DHS Funding Submission
	10.2.2 Consult with Barwon PCF EO (Tony Blackwell) as to the concept of the event, incorporating all 5 ISV	LM / TB	April 2006	✓	Meet and discuss ideas
	10.2.3 LM & TB to commit to the concept and begin to plan the pre-event, event and post-event outline	LM / TB	April 2006	✓	Commit to Project Plan
	10.2.4 LM & TB to delegate roles and responsibilities for event to occur and to identify external resources to support the event and management	LM / TB	April 2006	✓	Assign roles and responsibilities
	10.2.5 Get plan to a point for the RC to make a decision	LM / TB	April 2006	✓	Work on Project Plan
	10.2.6 Put project proposal to the Reference Committee of IYM to gain approval	LM / TB	May 2006	✓	Get confirmation from RC
	10.2.7 Principals from the RC to inform Student Welfare and Health / PE Coordinators of the event, and to also to pass on a survey of the 'issues' they would like covered at the event	Prin	May 2006	✓	Principals to inform key staff at IV schools
	10.2.8 Identify Key Stakeholders in this area within Geelong and their role and potential involvement in the event	LM / TB	May 2006	✓	Meet with key youth workers in the City of Greater Geelong
	10.2.9 Contact Geelong General Practitioner's Association, organise and meet with Meredith Burn	LM / TB	May 2006	✓	Meet with Meredith Burn (EO)



Strategy	Actions	By Whom	Timeline	Status	Process Evaluation
10.2 Fad Diet Event (continued)	10.2.10 Contact DHS School Nurse Coordinator, notify of the event and invite them to be involved	LM	May 2006	✓	As per Process Evaluation Forms
	10.2.11 DHS trained body image facilitators to conduct focus groups based on information from the baseline to develop the social marketing messages	DHS Facilitator	May 2006	✓	As per Process Evaluation Forms
	10.2.12 Discuss content and logistics with the SPOs at the Project Management Meeting	LM	May 2006	✓	As per Process Evaluation Forms
	10.2.13 Social Marketing messages, body image characters and event show bags need to be put together	LM (Amelie)	May 2006	✓	As per Process Evaluation Forms
	10.2.14 Notify the media through the DHS media unit (Cameron Scott) as to the events location and focus etc.	LM	May 2006	✓	As per Process Evaluation Forms
	10.2.15 Organise generic permission forms and information about bus arrangements	LM	May 2006	✓	As per Process Evaluation Forms
	10.2.16 SPOs to notify the Principal and daily organisers of the bus arrangements for each school	SPOs	May 2006	✓	As per Process Evaluation Forms
	10.2.17 Event program, guests, venue confirmation to be confirmed	LM / TB	June 2006	✓	As per Process Evaluation Forms
	10.2.18 Students of the ISV Years 9 – 10 to attend the event	SPOs	June 2006	✓	As per Process Evaluation Forms
	10.2.19 Event is conducted as per project plan	LM	July 2006	✓	As per Process Evaluation Forms
	BELLARINE SECONDARY COLLEGE				
	10.2.20 Staff and students attend event	LR	July 2006	✓	As per Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	10.2.21 Staff and students attend event	LT	July 2006	✓	As per Process Evaluation Forms
	CHRISTIAN COLLEGE				
	10.2.22 Staff and students attend event	KF	July 2006	✓	As per Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	10.2.23 Staff and students attend event	KM / CG	July 2006	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	10.2.24 Staff and students attend event	LD	July 2006	✓	As per Process Evaluation Forms





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 definition⁴.

The definition of capacity building in health promotion has now been included in the WHO Health Promotion Glossary⁵ 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
 - assistance with changing vending machines, canteen menus and fundraising activities
- Principal and Assistant Principals
 - provide guidance with policy development and implementation
- Art / Graphics and Media Teachers
 - 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
 - implementation of the new canteen menu format, changing the canteen to have healthier food
- Curriculum Coordinators
 - assistance in the development of integrated units
- Parents and Friends Committee
 - 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 from 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 community⁸ 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 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'⁶ is required to ensure a wide variety of strategies are engaged to fully build capacity.

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Appendix A: Final IYM Newsletter June 2008



newsletter 08

It's your body.. It's your choice.. It's your move!



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.

“ To think that 3 years ago we started with a blank page... ”

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 7's (NSC), tutti frutti and yoghurt day (St. Ig.), girls dance classes (GHS), 'subway' day (BSC) and student ambassadors of Christian College presented IYM to the Senior School. All of these students are now more than capable of thinking on their feet and considering all aspects of event management in the future. Thank you to Melinda Bald and Jenny Campbell from the Gordon who bravely took on the idea and have run with it. Thanks also to Tom O'Connor from the City of Greater Geelong, Brendan Foran and Joanne Forsman from ALCOA 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 objectives 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.

Project Structure and Support

The initial project brief had detailed the funding of the project until June 2008. As such the expected outlay of social marketing materials in the first half of the project was not expended. Hence, there was a small amount of money to provide to the schools until the end of the year and potentially the first half of next year.

My (Louise Mathews) time fraction has changed from half time to 1 day a week (Monday). I will continue to provide support to the schools and their Project Officers, write up the Implementation Reports and disseminate the data back to the schools. For the other 0.8 EFT, I will be continuing on with the Sentinel Site for Obesity Prevention at Deakin University.

Food@School Framework

The Food @ School Framework, especially the policy component is being wrapped up by the schools. Soon healthy eating will become the norm, rather than the abnorm. Each school has developed a 'draft' policy which is currently being circulated among teachers, parents and students. Once the policy has been ratified (by the end of 2008), then the implementation of the action areas, monitoring and review will become part of the schools responsibility (2009).





Update from each of the School Project Officers

Bellarine 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 at TAFE. 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 selected foods; sub rolls, apple slinkies, water, smoothies and popcorn. Pre-orders were done so that the students could choose what they would like in their Subs. The day was a huge success, with over 120 Subs being sold.

The IYM 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 8's and another for the Year 7's. In these sessions each student will receive a healthy breakfast (toast, muffins, cereal, fruit, milk etc). There will also be a theory 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 Castles 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 the competition.

The canteen has been working hard to promote and increase the number of 'green' foods on the menu. On 'Hot Option' Tuesday's, the canteen cooks a range of healthy alternatives: Some of these include spaghetti, soup & roll, mini-muffin & Milo, pasta bake, fried rice, quiche, souvlaki's, wraps and smoothies.

On the last Tuesday of this term some Year 9 students in the Moving-On program are coming to run a similar event to the Sub day called S.S.S.S.S. On this day the canteen will only sell Spaghetti, Soup, Slinky Apples, Smoothies, Spuds and Smuffins!

The Health and Physical Education teachers have been working on the development of a new 'healthy eating' unit.

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





Christian College

The school ambassadors have been involved in our now once a term rubbish free lunch days. These are promoted through a sticker in the students diaries and through homeroom 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 Bellarine 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 the Junior School assembly and organised an Apple Slinky Relay for the Year 4 students at lunchtime. Among other classroom activities, Year 5 and 6 students tasted a variety of fruits and vegetables blind folded to try and guess what they were eating. The Year 6 Home Economics students designed and made Fitness Freaks using 2 fruit and 5 vegetables. Year 5 Home Economics students designed their own vegetable soup. Students in Years 1 and 2 made animals from fruit and vegetables. Staff and students modelled some huge fruit and vegetable hats out in the yard for a constant reminder to students and parents of 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 everyday is recommended for good health. One Year Prep student told me in the yard that they now eat 2000 pieces of fruit!

The ambassadors continue to rotate the 4 slinky machines around the classes on a weekly basis. A sticker goes home to the class involved for the next week to remind them to bring in an apple everyday for 'slinking'.

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

The 2007 ambassadors have completed their certificates at the Gordon as well as Certificate 1 in First Aid. Just waiting on a presentation date now.

Ambassadors for this year are aiming to work on some screen savers and to promote healthy lunchboxes. They will continue to run activities until the end of the year. They are in the process of running their second sushi day for the year.

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





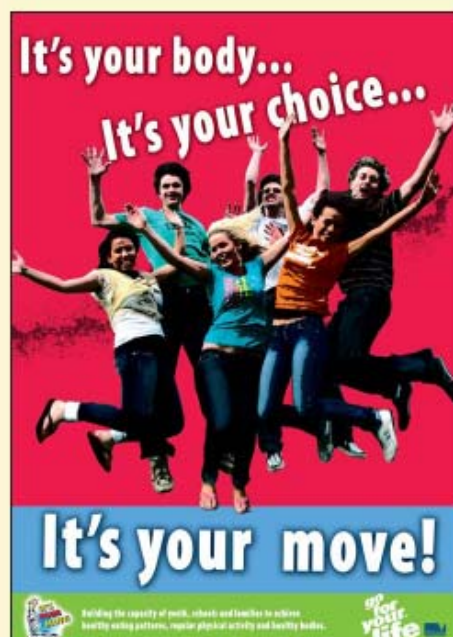
Geelong High School

- The 'Girls Only Dance Classes' continue to be held on a regular basis
- Thursday Healthy Lunches still feature at the canteen
- Water and oranges 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 Fried Rice is sold in the canteen on Thursday ('Its your Move!' paid for the wok)

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

Ongoing "fixing up" of the canteen menu - a present we are going through the menu for next year with students and the Business Manager - with the fat/ kilojoule content in mind

Thanks to the ambassadors and the staff for their support



Newcomb Secondary College

This semester there have been several programs that Newcomb Secondary College have been actively involved with. As one of our priorities we have been encouraging all students to ride or walk to school each day. Our association with Bicycle Victoria has meant that we participate in the Ride2School day in March where many students not only rode or walked to school, but also ate a healthy breakfast before they entered the classroom. This was organised by the IYM Ambassadors. We also received a grant for our new bike shed to protect bikes in the compound. Several students won prizes for riding 'unique' bikes to school. This is a continuing program which is gaining momentum.

The IYM Ambassadors organised a Rollerblading afternoon for the Year 7 students. This event doubled as a break up at the end of term and also as a requirement for the Ambassadors as part of their Certificate II in Event Management at the Gordon TAFE. The Year 7 students appreciated the afternoon and all the work that was done by the Ambassadors in the organisation of the event.

Many posters that have been organised as promotional material are now in classrooms or are visible around the school promoting the importance of water and activity. These have been laminated for protection and provide the students with a reminder on what they should be doing and the effects that healthy eating and exercise have on their bodies.

Newcomb Secondary College has installed a number of water fountains around the school for student access. There is now one in the foyer of the Hall which is pleasing. Once again, students have been provided with water bottles which they are encouraged to bring to class.

Our Food @ School policy will be presented to council for ratification and this will

be the final seal of approval toward sustaining the program into the future. It is great to see our message filtering through the school community with many changes to what is being eaten and supplied to the staff and students.

Many thanks to all at Newcomb Secondary College who have supported myself and the 'Its Your Move!' program this semester.





Saint Ignatius College

The Student Ambassadors conducted a Tutti Fruity day as part of their assessment for their Certificate with the Gordon Institute of TAFE. It involved making and selling fruit sticks and yoghurt at the school canteen. They have also been proactive, speaking at a whole school assembly on what we have been doing with IYM over the last 3 years and their experiences being Ambassadors. I spoke briefly about the project and encouraged all students to participate in the final data 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 veg in the diet. The students were then treated to a variety of taste tests of fresh fruit and veg.

As part of improving our environment, year 9 Arts students are designing and decorating outside 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 senior 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 continue to be played at lunchtime in the library.

Marketing: all of the IYM Posters are displayed around the school and regular contributions about IYM 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 pita bread rolls, instead of meat pies, a variety of hot food such as Cheese and veg pies, tuna, corn and asparagus slice, quiche, vegetable pasties – (better but still a way to go!), increased prices in 'unhealthy food/drink' eg quench went to \$2.50, pure fruit juices are now \$2.00. Sales are reflecting that price has a bearing on what is purchased. Sushi days still continue and canteen are now making fruit salad cups.

Healthy catering events: most of these catering events have replaced the fatty sausage in bread BBQ! Events have included: Lunch for Year 7 Ancient civilisation day (souvlaki, fruit, year 11 social justice day (soup), staff at athletics sports and swimming sports (salad rolls, fruit and muffins), staff lunch at beginning year (rolls and fruit), Year 12 BBQ (healthy kebabs, veg burgers, coleslaw, baked potatoes, fruit cheese and biscuits), year 8 BBQ, staff BBQ, staff afternoon tea (fruit and muffins), parent information evenings (fruit buns cheese and biscuits), Open Day - healthy lunch for staff and students, staff lunch liturgy – 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...so heads up on that one.

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 stories about how their role has allowed them to go onto bigger and better things. Oh and the one thing they unanimously say was a highlight..... the Camp at the Mercure!

We are also measuring capacity building for the Project. The School Project Officers have filled out a 'Community Capacity Index' which so far has shown an increase in Network Partnerships 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. Well done team!

Students

Katherine Cacavas (Kat) and Belinda Gout are two dietetic honours students that have been with us at Deakin for the first half of the year. Both completed their community placement of their course 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 more than likely be clustered into final school presentations later in the year.

Kat is also staying on for her major research project, looking at the behaviours of Australian and Tongan youth and how this translates in their beliefs and knowledge practices etc. Last year Kat spent some time with the Tongan project, 'Ma'alali Youth' so she is keen to develop potential interventions based on her findings, especially for Tongans who seem to have a bigger burden of overweight and obesity. Good Luck Kat.

Funding

New agreements have been sent out to each of the intervention schools for the 2008/ 2009 financial year. This is to ensure that the Food @ School Policy is ratified 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! a home in the school, e.g. within existing support / structures. In the Health and Physical Education, Home Economics, Student Wellbeing, Curriculum, Parents and Friends, School Council...?? I am sure that each school will find it a home somewhere so that it can continue to be an important aspect of the school.

Achievements

Congratulations to:

Georgia and Stephanie Cowdery of Saint Ignatius College both won individual City of Greater Geelong Youth 'Impetus Awards'. Both have made excellent contributions to the school and It's Your Move! Well done girls.

Professor Boyd Swinburn has recently been ranked seventh in a list of fifteen greatest nutrition discoveries since 1976. His work around the role of environment influencing obesity has certainly put him on the international map. Well done Boyd!

Staff

Recent additions to the project: Sonia Kinsey has come on board at Geelong High School, Chris Green and Kate Meadows are still doing bits and pieces around the school for IYM.

Departures: Peter Kremer who oversaw the data management for the project has a new position within the School of Psychology lecturing and continuing his involvement in research. Peter will still be involved (to some extent), but has done a fantastic job skilling up Mary Malakellis to complete the follow up and analysis of the data.

Conferences and Presentations

- Mathews, L., 'How adolescents feel about their weight and body shape' Deakin / DHS Partnership Forum, 2007.
- Fearnside, K., Taylor, L., Green, G., Denny, L., Reading, L. & Mathews, L. 'Fifteen Minutes of Food', VHETTA Annual Conference, 2007.
- Mathews, L., Reading, L., Denny, L., Taylor, L., Green, G., Fearnside, K., 'It's Your Move! Showcase', Hunter New England, 2008.
- Mathews, L., Reading, L., Denny, L., Taylor, L., Green, G., Fearnside, K., 'It's Your Move! Showcase', Obesity Prevention Short Course, 2008.





And finally,

This could potentially be the last newsletter...pending the last dribs and drabs 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: Keryn Feamsides, Lyndal Taylor, Leanne Denny, Lauren Reading, Sharon Barker, Kate Meadows, Christine Green, Sonia Kinsey, Kirsty Licheni, Sue Blackett and Anne Simmons (who has been to meetings and worked closely with everyone). What a fantastic bunch of woman! 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...like Be Active Eat Well (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, 2008.

Over and Out.....

Louise 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 ”



australia's aluminium



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go
for
your
life



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
Barwon-South Western Region

Department of Human Services



Guiding Principles for Health Promotion

(Victorian Department of Human Services, 2010)

- 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.

Adapted from World Health Organization (2000) Policy Case for Health Promotion. Health Promotion Guidelines. Department of Public Health Initiatives.

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

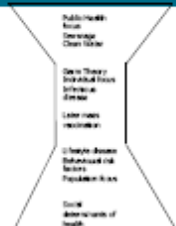
1. the social gradient;
2. stress;
3. early life;
4. social exclusion;
5. work;
6. unemployment;
7. social supports;
8. addiction;
9. food;
10. transport.

Additional determinants of health identified by Keleher (2001)

11. gender
12. sexuality and discrimination
13. personal health practices, coping skills

WHO (2000) Social Determinants of Health: The Solid Facts. Available from http://www.who.int/determinants_of_health/.
Keleher, G. and Keleher, G. (2001) Social Determinants of Health: A Review. Available from http://www.who.int/determinants_of_health/.

Historical evolution of public health



Public Health Focus
Coverage
Clean Water

Social Theory
Individual Focus
Individual Behavior

Life course perspective

Health Systems
Behavioural risk factors
Population focus

Social Determinants of Health

PH-3

Template for Planning Collaborative Health Promotion action							
Health Promotion Interventions					Capacity building		Priority Rationale
Health Policy, Strategy, Framework	Health Objectives (Outcome, Impact)	Interventions (Activities, Messages, Materials)	Target Populations	Resources (Human, Financial, Material)	Education, Information, Communication	Management, Monitoring, Evaluation	

Questions

What is the mix of actions/strategies for IYM ?

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

26/11/2005
Term 4, 2005

FROM THE
PROJECT COORDINATORS DESK

'IT'S YOUR MOVE!'
Two Day Workshop


Students arrived at the Mercure Hotel at 9am, bright eyed and bushy tailed for the exciting two day program that lay ahead. For one thing, the anticipation 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 embraced the message of what it meant 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 (Bellarine SC, Catholic Regional College, Christian College, Geelong HS and Newcomb Secondary College) and provided background information on where the project had evolved from. It was important for the students to get an understanding of the opportunity they had been given in this demonstration project from the guiding powers of the World Health Organisation for Obesity Prevention & Deakin University (Sentinel 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 a working model from Geelong High School. A 'Walk to Where?' Program was developed by the 'Real Gorgeous' Class, 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 outcome they achieved of gaining staff approval for this idea to become a reality



PLAN OF ATTACK FOR 2006


- It's Your Move! Ambassadors to be presented with their badges and certificate at their School Assembly
- It's Your Move! Ambassadors to present to the staff their Strategic Plans and to hand out the 'It's Your Move!' Water Bottles


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

SESSION THREE
This session was where students were able to test the water in their own environment. They were set the task to devise program or Activity that would ultimately improve the Fruit and Vegetable consumption

tion in their school. The brainstorming session yielded creative, inventive and novel approaches which seemed to be a 'possibility' to them. They were asked to select one and work through a 'step' process of how to achieve this goal. I 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.





SESSION FOUR

Students packed up their 'thinking' minds for a bit of play time...and time to get to know each other better. First things 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 geeze they were gob smacked...that we had to round them up for the next activity.

We walked from the Mercure to the Rock, but for me, it was great to start to see students from the five schools mingling together laughing and having a good

time. On arriving at 'The Rock' students 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



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



Some will forever remember the 'torch man' and 'two eyes a nose ...and a mouth' activities... great laughs and fun had by all..

After the initiative activities, students went up to their rooms and grabbed

activity and they found that communi-



cation, cooperation, team work, guidance, support, encouragement and listening were important for everyone to achieve the goal of touching the top of the wall...pretty 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' some what hungry from the energy that was expended from having a good time!

their pillows and brought them back into the conference room to watch an 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 existing within our own communities, but also how we could address them together.

Students went to bed 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 Porchetta'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...



TERM 4, 2005

Friday morning, students arrived downstairs for a plush buffet breakfast, of which many students enjoyed the smorgasbord of 'choice'. They were given time to eat, relax and prepare themselves for the day ahead.

We also had an address by Jody Warbrick on some of the things that have been going on in Auckland. It is hoped that we, both Jody and I can link the 'champions' from all of the intervention schools, also including the students from the Fijian and Tongan projects also. Jody is passionate and determined and gave great insight into the 'empowering' momentum 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. Sweet Drinks. It was interesting within the brainstorming session to hear the 'grand' plans of how they thought that they were going to achieve these ideas. Once again, they were guided through a sequential process of consideration, planning, implementing and achieving these ideas.

Some suggested approaches included getting rid of vending machines, reducing the amount of fizzy drinks sold, Smoothie days, water fountains and water coolers in every classroom. Interesting, achievable? They will be the ones who decide where they go with their ideas....



LUNCH

Students and also the staff enjoyed the summer sun, lounging 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 'walking the talk' as champions of the project.

What is planned to happen?

At the end of each term, the champions will reunite to discuss some of the achievements, hurdles and outcomes of their Objectives. They will also be offered an activity, which will continue to bond them together as a group. It is hoped that the 'original' champions will go back to their school and recruit more as time goes on. In term 4 of 2006, it is hoped that I can conduct a three day workshop at 'Cottage By the Sea', where we can have one day of reflection and two days planning with these students.

SESSION EIGHT

The interest that has been generated locally and also 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 DE&T (Virginia Cherry), Deakin University (Colin Bell & Anne Simmons) who attended the session.

I was amazed the ideas and logical sequences 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, Tim, Thea, Sarah



Catholic Regional College

Daniel, Jeremy, Alex, Lauren, Cara

THANK YOU TO:

- Students
- School Project Officers
- Male Supervision Staff
- Principals
- Other support Staff
- Key Stakeholders
- Mercure Hotel, The Rock & La Porchetta
- Jody Warbrick (Auckland Coordinator)
- DHS 'Go For Your Life'



Bellarine Secondary College

Shaun, Jake, Jess, Bernadette, Rick



Geelong High School

Jeremy, Kristen, Samantha, Daniel & Ned



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 'Its Your Move'

- Develop an 'Its 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 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 and organising 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.



It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 4 - Social Marketing

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This report was produced for the **It's Your Move!** Project.

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Christine Green, Kate Meadows, Sonia Kinsey (Geelong High School)
Lee Denny, Kirsty Licheni (Newcomb Secondary College)
Lyndal Taylor (Saint Ignatius College)

Teachers:

Greg Burgess (Bellarine Secondary College)
Emma Jacoby, Kate Zampatti (Christian College)
Kelly Robertson (Geelong High School)
Ben Davis, Craig Beasley (Newcomb Secondary College)
Chris Wood, Paul O'Brien (Saint Ignatius College)

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The *It's Your Move!* Student Ambassadors.

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Introduction

Social marketing not only targets individual behaviour change, but also attempts to bring about changes in the social and structural factors that impinge on the opportunities and capacities an individual may have toward a healthy and fulfilling life¹. Marketing is known to influence behaviour especially in the commercial arena but often in a way that is harmful to health. Therefore it is thought that social marketing, using the same methods of commercial marketing can be used to improve health².

Social marketing is viewed as one aspect of the multiple-approach required for comprehensive obesity prevention programs. An approach across multi-settings using multi-strategies such as community capacity building, social marketing, policy change, behaviour and environmental change is required for sustainable effects^{3,4}.

It's Your Move! included social marketing as one of its standard objectives within its Action Plan. The aim of this objective was to achieve high awareness of the projects key messages. It was viewed as work that needed to be planned around marketing the behavioural change objectives of the Action Plan. The advantage of working with an adolescent target group is that they are a resource⁵ and in this case were engaged to develop and deliver the social marketing messages for the project

A social marketing plan was developed to meet this objective and was designed with two distinct phases covering the three year period of the project. Phase One of the social marketing plan related to the first 18 months of the project (2005-2006) and focused on raising awareness of the project within the five intervention schools and their wider community. Phase Two implemented during the second half of the project (2007-2008) concentrated on developing targeted messages and delivery materials for each behavioural objective.

This report provides an overview of the strategies used in the development and delivery of the social marketing messages and materials for *It's Your Move!*. The report also covers the miscellaneous activities that occurred when unexpected opportunities arose for social marketing throughout the project. The process evaluation results are also integrated into the report.



Implementation

PHASE ONE: January 2006 – December 2006

Phase One of the social marketing objective was primarily focused on raising awareness about the aims and objectives of the project in general. This initially involved informing the schools, teachers and students about the goal of the *It's Your Move!* project and its objectives. It was a period of time where baseline data collection was coming to an end and structures, roles and responsibilities were being cemented. It also coincided with the commencement of the intervention period.

The main key strategies for Phase One included:

- development of a project name and logo
- up-skilling of project staff in social marketing principles and practice
- development of a social marketing plan
- development of a communication protocol; and
- development of templates and marketing materials incorporating the project's name and logo.

Once these were established they were then applied to a variety of other strategies used to promote the project such as:

- school based presentations
- media coverage, and
- project newsletters.

1.1 Project Name and Logo

With any project it is important to establish an identity and a meaningful logo early on in the implementation phase. The development of the project's name and logo has been reported on in the Implementation Report 1 – Project Design.

1.2 Social Marketing Professional Development Short Course

A two day Social Marketing Professional Development Short Course was offered to all staff involved in the Sentinel Site for Obesity Prevention projects, as well as to other obesity prevention projects at a similar stage of implementation. The two day course was conducted locally at Deakin University, Waterfront Campus in September 2005. The purpose of this course was to up-skill key stakeholders in social marketing principles and practice, and material development. The course also covered the development of a communication strategy. During the course, participants



also had the opportunity to observe a focus group in action to examine facilitation skills.

Attending the course on behalf of *It's Your Move!* were the five School Project Officers and the Project Coordinator. The program and evaluation of the course is presented Appendix A.

1.3 Social Marketing Plan

The Social Marketing Plan (Appendix B) was developed in a similar way to 'Be Active Eat Well', in that take home messages were designed for each objective.

1.4 Communication Protocol

The purpose of developing communication protocols were to provide clear guidelines to all staff working on the project. The protocols covered the process for working with the media, for preparing presentations and journal articles, and a risk management process should any adverse publicity occur.

The Communication Protocol (Appendix C) for *It's Your Move!* was developed in August 2005 based on the protocol already established for the first Sentinel Site for Obesity Prevention Project, *Be Active Eat Well*. The protocol was developed in collaboration with project staff and the final version was circulated to all project staff and key stakeholders including the research team based at Deakin University.

1.5 Marketing Templates/Stationery

A local marketing company in Geelong was recruited to professionally produce the logo which had been designed by a student from one of the five schools (see Project Set Up Report 1). The marketing company also produced branded templates and stationery for use by project staff throughout the life of the project. This occurred during July-September 2005. A business card was also produced for the Project Coordinator and School Project Officers. As time progressed, a new marketing firm was recruited for a number of reasons, but primarily to create a better connection with the adolescent target group.

The templates produced included:

- letterhead
- newsletter
- slide template (Microsoft Power Point)
- canteen menu



- Certificate of Appreciation; and
- Certificate of Recognition.

It was expected that the letterhead template would be used for any correspondence about the project to the community and the slide template be used for any presentations within the school, in the community and at conferences.

A free-standing display banner was also made in the same format as the business cards, incorporating the logo and a continuation of the 'chess board' theme. The display banner was used in the schools, at courses, conferences, and during other appropriate events (approximately 15 events).

1.6 Newsletters

The Project Coordinator with input from project staff periodically produced a newsletter for key stakeholders. Six newsletters were produced over the course of the project. Two newsletters, as examples are shown in Appendix D. All newsletters were distributed electronically to inform key stakeholders of the project's overall progress, to showcase school based activities and to highlight future activities.

The School Project Officers contributed to raising awareness and informing their school community of *It's Your Move!* activities by submitting articles for inclusion into school based newsletters. These newsletters were sent home to parents with students. Four of the five schools produced a school based newsletter on either a weekly or fortnightly basis. Christian College had a diary system whereby messages about *It's Your Move!* were often included. Over the course of the project, four to five articles about *It's Your Move!* were included in the school newsletters each term. On average, two of the School Project Officers contributed to 75% of all newsletters. Process evaluation measures did not assess the reach of these newsletters due to the difficulty of accessing parents.

The five School Project Officers also contributed articles for their school magazines, with a total of 15 articles printed over the three years.

Many other formal and informal raising awareness activities occurred during the course of the project. Some of these included:

- dissemination of the Action Plan to all school staff
- presentations at staff meetings and school assemblies
- Casual Dress Days
- whole school Health and Wellbeing Days
- staff Health and Wellbeing Days
- stickers in the school diary
- promotion of the school's Food @ School Resource (see Implementation Report 9 - Food @ School)
- presentations to School Council and Parents and Friends Committee's



1.7 Presentations

A number of planned presentations on the implementation of *It's Your Move!* activities were delivered during the course of the project by the Project Coordinator and the School Project Officers. Research staff from Deakin University also presented evaluation results throughout the course of the project. In addition, a range of unexpected opportunities arose to present *It's Your Move!*

1.7.1 Presentations by the Project Coordinator and School Project Officer

The planned presentations by the Project Coordinator and School Project Officers are shown in Table 1.

Table 1: Planned presentations on the implementation of *It's Your Move!* conducted by the Project Coordinator and/or School Project Officers

By who	Topic/Purpose	Where	When
Project Coordinator			
Mathews, L.	Obesity Prevention in Communities Meeting	Fiji	19 November 2005
	Empowering young people to drive sustainable change (Ambassador Camp)	Mercure Hotel, Geelong	24 - 25 November 2005
	Presentations to School Council	Newcomb Secondary College & Geelong High School	Term 1, 2006 (15 minute presentation)
	Showcase <i>It's Your Move!</i> & participate in a panel discussion	Obesity Prevention Short Course	20 April 2006
	Conducting a health and wellbeing audit	Newcomb Secondary College	28 June 2006
Mathews, L. & Bald, M.	<i>It's Your Move!</i> Student Ambassador Camp	Mercure Hotel, Geelong	15 - 16 October 2007
Mathews, L.	Master of Ceremonies of the launch of Travelsmart	Drysdale Primary School	24 July 2007
	Showcase <i>It's Your Move!</i> & participate in a panel discussion	Obesity Prevention Short Course	14 July 2008
	Obesity Prevention in Communities Meeting: Developing an Action Plan (facilitator)	Tonga	8 - 12 May 2006
	Obesity Prevention in Communities Meeting: Monitoring and Assessing Action Plans (facilitator)	Tonga	10 May 2007

Table 1 continued

School Project Officers			
Taylor, L., Swinburn, B.A. & Bell, A.C.	Presentation to the School Board about <i>It's Your Move!</i>	Saint Ignatius College	Early 2005
Taylor, L. & Denny, L.	Presentations at Year 7 Parent Information Evening	Saint Ignatius College & Newcomb Secondary College	2006, 2007 & 2008 (1 per term)
Taylor, L. & Denny, L.	Presentations at Parents and Friends' Committee	Saint Ignatius College & Newcomb Secondary College	2006, 2007 & 2008 (1 per term)
All School Project Officers	Present at Health and Wellbeing Days and activities	All Schools	Year level specific (1 per term)
All School Project Officers	Presentations at staff meetings and briefings and school assemblies	All Schools	Regularly (at least once a month)

1.7.2 Planned presentations by the Ambassadors

There were a number of presentations that the Ambassadors delivered throughout the project when the opportunity arose. These mostly involved their school as an audience but occasionally they presented outside the school.

Some featured presentations within their schools included:

- water presentation (Saint Ignatius College)
- Walk 2 Where? (Geelong High School)
- canteen menu (Geelong High School)
- presentations at the Ambassador Camps in 2005 and 2007

The planned presentations by the Ambassadors are shown in Table 2.

Table 2: Planned presentations on the implementation of *It's Your Move!* conducted by the Ambassadors

By who	Topic/Purpose	Where	When
Bellarine Secondary College: Ambassadors	Various presentations to staff and students about the activities and events that were planned for their school	Bellarine Secondary College	At least once a term (2005-2008)
	Presentation of <i>It's Your Move!</i> to a new 'Go for your life' project: Be Active Eat Well - Campaspe	Bendigo	5 September 2008
Christian College: Ambassadors	Various presentations to staff and students about the activities and events that were planned for their school	Christian College: Middle School	At least once a term (2005 – 2007)
	To inform the senior campus about <i>It's Your Move!</i> (10 minute presentation)	Christian College: Senior Campus	May 2008
Geelong High School: Ambassadors	Presentation of the Walk 2 Where? DVD	Geelong High School	Staff Meeting: March 2006 To all students: May 2006
	Presentation of the water and colour coded canteen menu	Geelong High School	February 2007
Newcomb Secondary College	Various presentations to staff and students about the activities and events that were planned for their school	Newcomb Secondary College	At least once a term (2005-2007)
	Presentation of the water DVD	Newcomb Secondary College	March 2006
Saint Ignatius College	Water presentation to staff and students	Saint Ignatius College	Various
	Various presentations to staff and students about the activities and events that were planned for their school	Saint Ignatius College	At least once a term (2005-2007)

1.7.3 Planned school presentations by the research team from Deakin University

The planned presentations of evaluation results are shown in Table 3.



Table 3: Planned presentations on the evaluation results of *It's Your Move!* conducted by research staff

By who	Topic/Purpose	Where	When
Mathews, L. and Kave, C.,	Present individual school baseline data	Saint Ignatius College	March 2006
Bell, A.C. and Simmons, A.	Present individual school baseline data	Bellarine Secondary College	April 2006

In early 2006, the data collected at baseline from each individual school was formally fed back to the schools. The presentations to school staff (using PowerPoint slides) were conducted by the research team from Deakin University and arranged at a time suitable to the school. Usually it was conducted during the school's staff meeting.

The presentations were structured to provide feedback on nutrition and physical activity knowledge and attitudes and behaviours of the students for the evaluation phase of the project. Only the school's own data (rather than comparison data) was reported to each school. This occurred because the context and operation within each school is quite unique and consequently, comparison data would not be of use. By concentrating only on the individual data it allowed a more focused picture to be provided to the school. The presentations generated discussion among staff, the school project officer and the research team as to what were the potential ways forward for establishing interventions within their school. The ideas generated from the discussion were built into the Action Plan.

1.7.4 Conference Presentations

The presentations by the Project Coordinator and School Project Officers at conferences are shown in Table 4.

Table 4: Conference presentations on the implementation of *It's Your Move!* conducted by the Project Coordinator and/or School Project Officers

By who	Topic/Purpose	Where	When
Mathews, L., Simmons, A. & Swinburn, B.	Creating Community Conversations: teenagers talk about fad diets (published abstract)	Satellite Conference on Obesity Prevention, Geelong	1 - 3 September 2006
Simmons, A., Mathews, L. & Swinburn, B.	Adolescents are sweet enough without adding sugar to their drinks (oral presentation)	Satellite Conference on Obesity Prevention, Geelong	1 - 3 September 2006
Mathews, L. & Williams, B.	Take the Next Step (adolescent resource for using pedometers)	7th International Conference on Walking & Liveable Communities	23 October 2006
Mathews, L. & Taylor, L.	<i>It's Your Move!</i> Strategies to integrate into secondary schools	Victorian Home Economics, Textiles Teachers Association Annual Conference	27 November 2006
Mathews, L., Fearnside, K., Taylor, L., Green, C., Denny, L., & Reading, L.	<i>It's Your Move!</i> A summary of baseline data and intervention strategies	Australian Council for Health, Physical Education and Recreation Conference, Monash University, Melbourne	30 November 2007
Mathews, L.	What do adolescents think of their bodies?	Deakin University / Department of Human Services Partnership (Barwon-South Western Region) Adolescent Forum, Geelong	22 November 2007
Fearnside, K., Taylor, L., Green, C., Denny, L., Reading, L. & Mathews, L.	Fifteen Minutes of Food	Victorian Home Economics and Textiles Teachers Association Annual Conference	26 November 2007
Mathews, L.	Showcase of <i>It's Your Move!</i> interventions	Australasian Society of the Study of Obesity Annual Scientific Meeting, Canberra.	31 August - 2 September 2007
Mathews, L., Sanigorski, A. & Swinburn, B.	How can secondary schools promote healthy eating amongst students?	Australasian Society of the Study of Obesity Annual Scientific Meeting, Canberra.	31 August - 2 September 2007
Simmons, A., Mathews, L. & Swinburn, B.	Student Ambassadors: a model to build capacity for obesity prevention in adolescents	Australasian Society of the Study of Obesity Annual Scientific Meeting	31 August - 2 September 2007
Mathews, L., et al.	<i>It's Your Move!</i> A summary of baseline data and intervention strategies	Hunter New England Health, Newcastle, New South Wales	2 February 2008
Mathews, L., et al.	Present key learnings of the interventions of <i>It's Your Move!</i>	Pacific Medical Association Annual Conference, Auckland, New Zealand	22 October 2008
Mathews, L. & Swinburn, B.	Preventing unhealthy weight gain in adolescents: an obesity prevention project: <i>It's Your Move!</i>	National Health and Physical Education Curriculum Leaders Forum, Melbourne	26 November 2008

1.8 Media

1.8.1 Newspaper

It's Your Move! featured in a number of newspaper articles that were created by the Project Coordinator by alerting the regional newspaper (The Advertiser, based in Geelong) to an event using a media release.

Of the six media releases that were put out, six were taken up by the newspaper. These are listed below:

- Launch of the project
- *It's Your Move!* Ambassador Camp 2005
- Satellite Conference for International Congress on Obesity Sept 2006
- Department of Human Services Fad Diets Campaign 2006
- Walk 2 Where? Launch at Geelong High School
- Ambassador Camp 2007

1.8.2 Publications in Journals

Aspects of *It's Your Move!* were featured in two journals.

The *Education Times* produced an article on a program conducted at Geelong High School, known as Walk 2 Where?. This was written by the school project officer and featured in the May edition 2006.

When the project commenced in July 2005, the Project Coordinator approached the Victorian Home Economics and Textiles Teachers Association (VHETTA) to write an article on the design and development of the project in their quarterly journal. The article centred on the objectives of the Action Plan and future directions that the project intended at that time. The Project Coordinator wrote the article with the approval of the five School Project Officers. The reference for the article is Mathews, L. (2005) '*It's Your Move!* An adolescent obesity prevention project', *VHETTA Journal* 44 (2): 10-12.

A second article was written for the VHETTA Journal focusing on the process and outcomes associated with the *Fifteen Minutes of Food: Healthy Recipe Books* distributed in conjunction with the Geelong Advertiser and 'Go for your life'. The reference is Mathews, L. (2007) *It's Your Move!* An adolescent obesity prevention project. *VHETTA Journal* 47 (2): 2-4.

1.8.3 Other Publications and documents for *It's Your Move!*

2006

Mathews, L. (2006) Take the Next Step: an adolescent resource for using pedometers. Barwon Primary Care Forum, Geelong.



Mathews, L. & Simmons, A. (2006) '*It's Your Move!* Risk Management Plan. Deakin University, Geelong.

Williams, L., Ricciardelli, L., McCabe, MP., Swinburn, BA., Waqa, G. & Bavadra, K. (2006) Body image attitudes and concerns among indigenous Fijian and European Australian adolescent girls. *Body Image* 3: 257-287.

Williams, L., Ricciardelli, L., McCabe, MP., Swinburn, BA., Waqa, G. & Bavadra, K. (2006) A comparison of the sources and nature of body image messages perceived by indigenous Fijian and European Australian adolescent girls. *Sex Roles* 55: 555-566.

2007

Mathews, L. & Sanigorski, A. (2007) '*It's Your Move!* Evaluation Plan. Deakin University, Geelong.

Ricciardelli, L., McCabe, M., Mavoa, H., Fotu, K., Goundar, R., Schultz, J., Waqa, G. & Swinburn, B. (2007) The pursuit of muscularity among adolescent boys in Fiji and Tonga. *Body Image: An International Journal of Research* 4: 361-371.

Schultz, J., Utter, J., Matthews, L., Cama, T., Swinburn, B. & Mavoa, H. (2007). Action plans and interventions: The Pacific OPIC (Obesity Prevention in Communities) Project. *Pacific Health Dialogue* 14(2):147-153.

2008

Sanigorski, A. M., Malakellis, M., Kremer, P. & Swinburn, B.A. (2008) Nutrition and physical activity in children and adolescents. Barwon-South Western Region, Sentinel Site Series Report 2: Anthropometry. Department of Human Services (Victoria).

Sanigorski, A. M., Malakellis, M., Azadi, L., Kremer, P. & Swinburn, B. A. (2008) Nutrition and physical activity in children and adolescents. Barwon-South Western Region Sentinel Site Series Report 3: Dietary Patterns. Department of Human Services (Victoria).

Kremer, P., Malakellis, M., Sanigorski, A. M. & Swinburn, B. A. (2008) Nutrition and physical activity in children and adolescents. Barwon-South Western Region Sentinel Site Series Report 4: Physical Activity Patterns. Department of Human Services (Victoria).

Mathews, L., Malakellis, M., Sanigorski, A. M., Kremer, P. & Swinburn, B. A. Nutrition and physical activity in children and adolescents. Barwon-South Western Region Sentinel Site Series Report 5: Obesogenic Environments. Department of Human Services (Victoria).



Utter, J., Faeamani, G., Malakellis, M., Vanualailai, N., Kremer, P., Scragg, R. & Swinburn, B. (2008) Lifestyle and obesity in South Pacific youth: baseline results from the Pacific Obesity Prevention In Communities (OPIC) Project in New Zealand, Fiji, Tonga and Australia. Auckland: University of Auckland.

In development

Mathews, L., *et al.* Food @ School Resource. Newcomb Secondary College, Geelong.

1.9 Social marketing for the behavioural objectives

To ensure some early successes during Phase One, the School Project Officers decided to try a few activities to get the project underway and to maintain interest and momentum before the five schools were collectively ready to start implementation. This was during the time baseline data collection was coming to an end and where some schools seemed to be 'waiting' for other schools to complete the collection of data. It was also the time the Commonwealth Games were being held in Melbourne (March 2006) and for schools this was a short disruptive school term of only six weeks compared to the usual ten weeks.

The Project Officers each chose a strategy that they deemed would be a good starting point in their school. The range of activities included lunch-time walking groups for staff and students, fruit days and apple slinky days, sushi days, wrap days, juice days and yoghurt days. Although these activities seemed *ad hoc*, they did evolve from the Action Plan and they were viewed as activities to assist in raising awareness of the project as well as a way to sort out processes required for implementation – a trial period.

1.9.1 Promoting water

One of the first collective activities for the five schools in September 2005 was the production of *It's Your Move!* water bottles printed with the *It's your Move!* logo (refer to Implementation Report 6 - Water versus Sweet Drinks). These were supported by Barwon Water, the local water authority and Barwon Primary Care Forum (BPCF - an assembly of local agencies for the collaborative approach for service coordination and health promotion strategies). The opportunity arose to apply for funding to the BPCF. After discussions with the Project Management Team who agreed that this would good way to raise awareness and provide people with tangible resources connected to the project's objectives, a funding submission was put to the BPCF committee. \$1500 was approved for the purchase of water bottles for *It's Your Move!*.



The Project Coordinator then contacted Barwon Water (Education Department) to discuss the possibility to co-brand and to order water bottles through their existing relationship with Bottles of Australia. Barwon Water matched the BPCP funding and oversaw the development/placement of the Barwon Water, *It's Your Move!* and 'Go for your life' logos on each water bottle.

The water bottles were strategically handed to school staff including the School Project Officers in the first instance for a number of reasons. First, to thank them for assisting in the data collection phase of the project which ultimately did disrupt many classes; second, as a reward, it was hoped that they may keep/show more interest in the project; third, to raise/keep awareness of the project and initiate discussion amongst staff; fourth and probably most importantly to assist them in role modelling improved water drinking habits to other staff and students.

The Ambassadors also received a water bottle, acknowledging the importance of their role of raising awareness and role modelling for the project.

Five hundred water bottles were distributed in total based on the number of staff at each school. Each bottle cost \$2.50. An evaluation amongst staff (Appendix E) was conducted to ascertain the impact of these water bottles. Although the response rate was low, between 30% and 44% (expected for schools), results showed that on average across all schools 61% drank more water (range 34-81%) which outnumbered those who made no change. Some were able to comment on the benefits they perceived from drinking more water and included feeling better/healthier, having more energy, less likely to dip energy in the afternoon, less tired, feeling less dehydrated, having less headaches, drinking less tea and coffee.

1.9.2 School canteen menu template and its social marketing messages

One of the first major pieces of social marketing work was the development of the school canteen menu template (Appendix F) which all schools had agreed to use. The template was developed in consultation with the School Project Officers who agreed to base the template on the New South Wales Fresh Tastes Program (www.schools.nsw.edu.au). Activities associated with changing the school canteen sat under Objective 7: to significantly increase the healthiness of school food, which subsequently developed into the Food @ School Resource (see Implementation Report 9 - Food @ School).

The menu was coloured coded using the traffic light system of green, amber and red. The template deliberately had the green section as the largest section as this is where the school canteens were encouraged to serve the majority of foods from; the amber section of mid-size and the red section the smallest. Social marketing messages for each coloured section were then developed and tested amongst the School Project Officers and the Ambassadors. The Ambassadors then took the messages to peers for testing.



The resultant messages were

Green foods are great foods

Amber foods are OK, but not everyday

Red foods in moderation, only on the odd occasion

Subsequently the messages were used for the Victorian Government's 'Go for your life' campaign.

1.10 Summary of Phase One activities and timelines

Activity	Time period
Establishment of project identity – name and logo	2 months
Development of branded stationery and templates with graphic designer	2 months
Awareness raising communications –newsletters, presentations and media	ongoing
Awareness raising activities in schools	ongoing

PHASE TWO: *January 2007- June 2008*

Phase Two of the social marketing objective for *It's Your Move!* focused on developing the social marketing messages for the behavioural objectives and ongoing promotion of the project's programs and activities. This phase also focussed on engaging teachers at each of the intervention schools to integrate the development of the messages and any graphic work into the curriculum where possible. It also drew on the knowledge and skills of the Ambassadors to develop and test the social marketing messages.

During Phase Two, the Project Management Team decided to change the marketing company that it worked with for the development of *It's Your Move!* materials. The reason for this was mainly due to an unsatisfactory product that was being returned even after numerous discussions about the product.

Phase Two of Social Marketing can be divided into two aspects, namely intended activities and unintended activities. The intended activities arose from the Action Plan and were implemented as much as possible as planned. Like most projects there are always a number of unintended activities. These are unforeseen opportunities that arose that in some way tied into the objectives of the project, of which the Project Coordinator and Project Management Team would consider.

The intended activities were:

- student and staff Health and Wellbeing Days at school to continue to raise awareness about the project and emphasise the importance of healthy eating and physical activity – these activities help to raise the profile and prioritise healthy eating and physical activity for the schools



- continued media coverage and various presentations and publications (newsletters, articles, journal publications)
- development of social marketing messages and materials for the behavioural objectives.

The unintended activities and opportunities that arose and were implemented for *It's Your Move* were as follows:

- Fifteen Minutes of Food – healthy food profiles/recipes in the local newspaper
- 'Go for your life' mobile education unit (bus) visit to the schools
- TV episode with 'Go for your life'

2.1 Intended Activities

2.1.1 Health and Wellbeing Days and Healthy Eating Days

Across all of the intervention schools a number of Health Days were held that centred on healthy eating and physical activity within the school and often engaged other staff and the Ambassadors in the preparation and delivery of activities on these days. Although it is recognised that these types of events are usually seen as one-off and not sustainable, they are useful for raising awareness and hence are included under this social marketing objective. Often the Healthy Eating Days were implemented as a way of trialling new food items for consideration for adoption into the school canteen.

The type of Health Days that occurred during the course of the project and their target group and reach are outlined in Table 5.

Table 5: Health Day activities, target group and reach during the implementation of *It's Your Move*!

School	Type of Health Day and Date	Target group and reach
Bellarine Secondary College	Healthy Eating Days, physical activities and events conducted over the course of the project (one per term)	Junior Campus Year 7 – 8 students; approx 400 students
	Whole School Health and Wellbeing Day (conducted once a year)	Approx 1200 staff and students
Christian College	Days, activities and events conducted over the course of the project (one per term)	Middle School Campus Year 7, 8 & 9; approx 250 students
Geelong High School	Days, activities and events conducted over the course of the project (one per term)	Year 7 & 8; 300 students Year 9 & 10; 300 students
Newcomb Secondary College	Days, activities and events conducted over the course of the project (one per term)	Year 7 & 8; 200 students Year 9 & 10; 250 students
St Ignatius College	Year 10, 11 & 12 Health and Wellbeing Days conducted once a year	Year 10; 110 students Year 11; 90 students Year 12; 70 students
	Staff Health and Wellbeing Day conducted at the end of the year	Staff; approx 80 staff

2.1.2 Media coverage and publications

During Phase Two of social marketing, less attention was paid to getting media coverage for the project. Only a few events were selected for media coverage and media releases were written. A total of 10/ 10 were covered – which include: both of the *It's Your Move!* Ambassador Camps (see to Implementation Report 3 - Building Capacity), five Fifteen Minutes of Food Recipe Books (see to Implementation Report 9 - Food @ School), launch of 'Walk 2 Where' (see to Implementation Report 10 - Walking and Cycling), Fad Diets Won't Work Event (see to Implementation Report 12 - Healthy Body Weight, Shape and Size) and the Satellite Meeting for the International Congress on Obesity.

More attention was given to presenting the project at meetings and conferences attended by peers who were interested in learning of the implementation and evaluation results of the project. These presentations are listed in section 1.7 of this report.

Another journal article was invited to be submitted to the Victorian Home Economics and Textile Teachers Association which came about as a result of the Fifteen Minutes of Food. The Project Coordinator, along with the School Project Officers, three teachers and some of the Ambassadors put together the article outlining the processes and outcomes for 'Fifteen Minutes of Food'. The reference for the article is Mathews, L. (2007) *It's Your Move!* An adolescent obesity prevention project. *VHETTA Journal* 47 (2): 2-4.

The Project Coordinator continued to produce the *It's Your Move!* newsletters for key stakeholders. Four were disseminated during Phase Two. The School Project Officers also continued to submit updates and information relating to the objectives being implemented in their schools for inclusion in the overall project newsletter.

In 2007, the Ambassadors from Bellarine Secondary College were invited to do a segment with 'The Pulse' (94.6FM), a local Geelong Community radio station about body image known as Body Beautiful. They learnt how to develop a story board of information, record and edit their segment.

2.1.3 Development of social marketing messages and materials for the behavioural objectives

The development of social marketing messages and materials for *It's Your Move!* occurred at two levels. First, from the work of the Ambassadors and second, from integrating the development of social marketing for *Its' Your Move!* into the curriculum



The range of social marketing materials produced for the behavioural objectives were

- advertisement for breakfast; video
- advertisement for *It's Your Move!* in general; music
- movie for breakfast and getting active; video
- mosaic table for student lunch area
- lyrics for a musical jingle about *It's Your Move!*
- posters

Teachers of Art, Media and Graphic Design within the schools were invited to assist in the development of the project at this level. It was explained that one of the objectives identified within the Action Plan was to develop social marketing messages to encourage young people to take on the desired behaviours for *It's Your Move!*. A suggested way forward to achieve this objective was for classes to design these messages as part of their curriculum over the semester. It was anticipated that teachers would be able to assist students to develop healthy messages around nutrition, physical activity and healthy body weight, shape and size. This would consist of working out the campaign message for a particular objective. For example, for Fruit & Veg, how can we encourage young people to eat more vegetables? So, as a classroom assessment piece, students were expected to design the slogans/jingles/catch phrases, combined with the image/s and explain how you would inform young people about these messages. In recruiting the teachers, there was an understanding that the activity would follow into the following semester, as the entire curriculum is planned and finalised in the previous semester.

It was anticipated that teachers and students would be engaged from various subjects such as Art, Media Studies, Drama, Photography, Graphic Design, Visual Communication and Food Technology. It provided an opportunity for a wider group of teachers and students to engage with *It's Your Move!* and they would also ensure the messages were appropriate and meaningful.

Once a teacher committed a particular class to the idea, a range of objectives were selected in consultation with the Project Coordinator or the School Project Officer. Once the designs were completed, students selected those that they thought should proceed to the next peer reviewed stage, which was conducted by the Ambassadors. The Ambassadors decided whether the message for a particular objective was appropriate and could potentially work.

The variety of work that was produced is outlined below:

Year 8 Graphics Class (Bellarine Secondary College)

- development of social marketing posters focusing on the nutrition objectives (one term duration)



Year 9 Graphic Class (Geelong High School)

- development of social marketing posters focusing on the nutrition and physical activity objectives (one term in duration)

Year 9 Music Class (Christian College)

- development of a song that encompasses all of the objectives of the Action Plan (one term in duration)

Year 9 Drama Class: (Christian College)

- development of a breakfast advertisement video (1 minute in length) inclusive of key message (one term duration)

Year 11 Drama Class (Saint Ignatius College)

- development of two separate movies i) breakfast and ii) getting active (one semester duration)

Posters

The Ambassadors in 2007 were given a brief to design messages and images for each of the behavioural objectives. This work was part of their Certificate II in Sport and Event Management (see Implementation Report 3 – Building Capacity) and resulted in the development of the posters, detailed below.

At the same time the newly appointed marketing company was given a brief to establish a brand incorporating the Ambassadors as the ‘messengers’ and continuity between the materials that were to be developed for each objective. The Ambassadors were asked about how to provide information to other young people and their parents. The information sought was given to the marketing company. Consequently the marketing company staff met with a number of the Ambassadors to discuss the potential ‘look and feel’ for the printed version of their messages. Photos of the Ambassadors were used and were often taken at school or a close location during their lunchtimes. The marketing company would draft up the initial poster upon which the Ambassadors would amend if necessary.

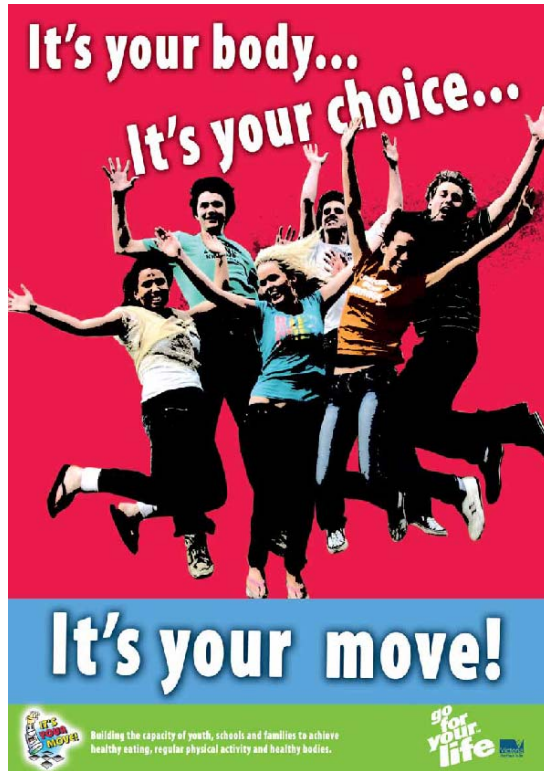
Each school took the lead on a particular objective, based on the activities they had or were about to conduct in their school. Featured are the Ambassadors of the five schools. The social marketing posters are presented below.



The overarching message

It's Your Body, It's Your Choice, It's Your Move!

Figure 1: It's your body...It's your choice... Poster



The overarching message was developed by one of the Ambassadors from Geelong High School. This message was distributed to all Ambassadors at the other schools by the School Project Officers. It was well received by the others and it was agreed to have it as the overarching message.

This overarching message was then passed on to the marketing company to establish a branded image to go with the message for use as a poster. The Ambassador who developed the message worked with the designer at the marketing company to develop up the poster. Initially, images from i-stock images were used to give the Ambassador an idea of how the poster would look. The Ambassador

then chose the look for the poster then recruited other Ambassadors and friends to feature in the photo shoot for the final poster.

The photo shoot was conducted at a location near the school. The Ambassadors, students (friends) and the School Project Officer met the Project Coordinator and the designer/photographer at the location. Students were asked to wear their normal clothes, so that they would be representative of young people, rather than their school. A range of individual, paired and group shots were taken. The photos were then developed into three potential posters. Three versions were shown to all Ambassadors who voted, with one being clearly the majority vote.

One poster was distributed to each of the five schools. Each A2 poster cost \$55.

The water versus sweet drinks message

H₂O Way to Go

Figure 2: H₂O way to go... Poster



The message for the water objective was the first to be developed in the project, but the last to be developed as a poster with an image. The message came from two Ambassadors from the Ambassador Camp held in November 2005. The image featured in this poster is of a Ambassador that has been with the project since it commenced in 2005.

Each school received four A3 posters at a cost \$4.50 each.

Water bottle rules and postcard

The water bottle rules and postcard (showing which classrooms allowed water bottles) were developed by the School Project Officer from Bellarine Secondary College in response to the staff concerns about water bottles in the classroom. At one of the schools, one of the teachers of Science and of Technology (Metal and Wood Work) expressed their concerned about having water in their classrooms as it posed a risk with the equipment. A suggestion was to have some form of display to inform students about which classroom allowed water bottles alleviated the teachers concerns.

Consequently the water bottle postcards were developed and placed on the entrance door to the classroom, clearly indicating to students if they were allowed to bring water bottles to that class. The water bottle rules posters were then displayed at the front of the classroom, often next to other important information relevant to that classroom. The rules outlined that water bottles should be clear, need to be named, can only contain water and should not be frozen.

Each school received 20 water bottle postcards, A5 and cost \$1.60 each

Figure 3: Water Bottle Posters



The breakfast message

Start the day on the right foot...eat breakfast

Figure 4: Eat Breakfast Poster

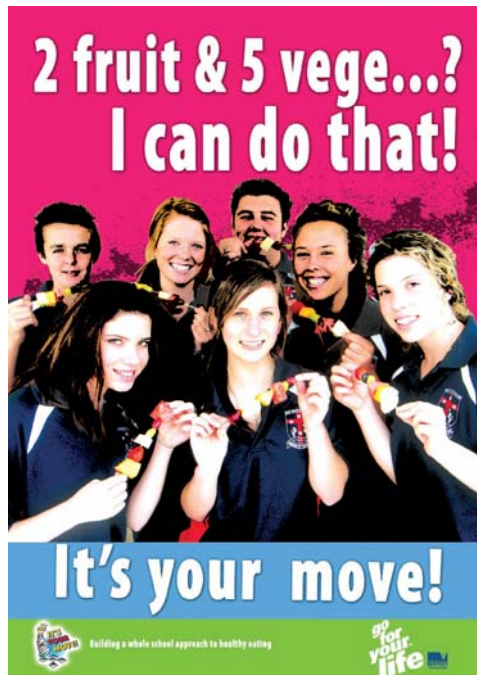


After many attempts to develop the message with the ambassadors and students in class, the School Project Officer from Newcomb Secondary College came up with the message. The poster features the student ambassadors from Bellarine Secondary College, as they were in the process of conducting various breakfast activities and were relaunching their breakfast program in their school with healthier options (see Implementation Report 7 - Breakfast).

The fruit and vegetable message

2 fruit and 5 veg...I can do that

Figure 5: Fruit & Vegetable Poster



The message for this objective was developed by the Ambassadors from Saint Ignatius College. It features the Ambassadors enjoying fruit kebabs.

The Food @ School message

The Food @ School poster was aimed at encouraging the whole school community to engage with the healthy initiatives being implemented within the school. It features students from Newcomb Secondary preparing food for the recipes from Fifteen Minutes of Food and a staff member from Christian College obtaining water from a water filter.

Figure 6: Safe Food Handling @ School Posters



The food handling checklist was developed by the Department of Education. The recommendations and guidelines for food handling in schools are contained in their Victorian Schools Reference Guide

For *It's Your Move!*, there was a recognised need to make these recommendations evident to teachers and students, hence they were integrated into the Food @ School objective. Information about the safe food handling requirements was obtained from the Department of Education website (www.education.vic.gov.au). This information was colour coded with the other Food @ School resources and placed on the school fridges, in Food Technology classrooms, eskies and teacher staffrooms.

The walking and cycling message

Walk and cycle...all you need is shoes and a bicycle

Figure 7: Walk and Cycle Poster

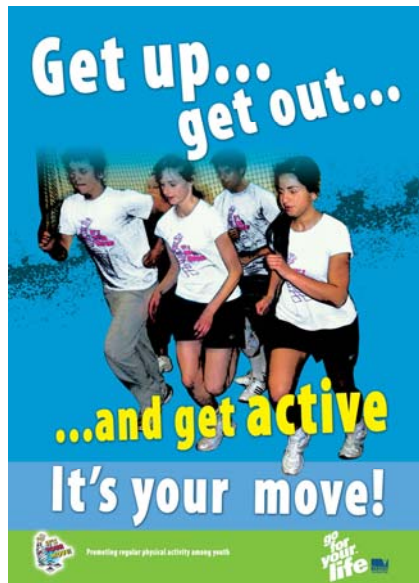


The message for this poster came from a student at Geelong High School as part of a curriculum unit conducted in a Graphic Design class. Images were then selected from a range of photos collected throughout the project. One of the images was of a teacher at Christian College, who coordinated the filming of the breakfast advertisement and the three students came from the initial photo shoot for the overarching poster.

The getting active message

Get up, get out and get active

Figure 8: Get Active Poster

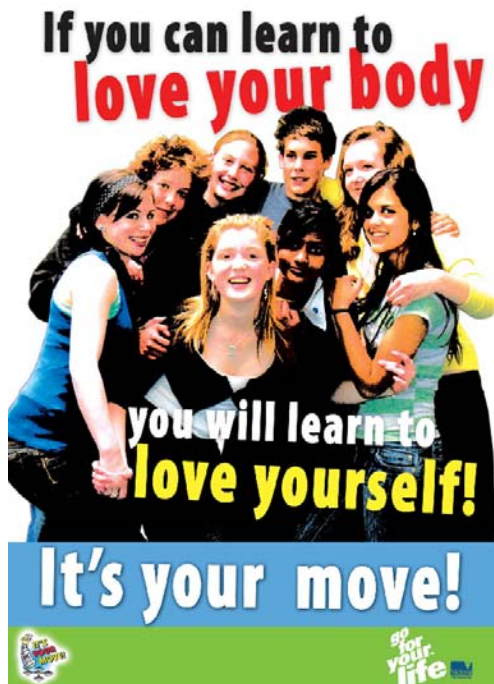


The result of this poster came from a student at Christian College who chose to develop the social marketing message for the getting active objective. The poster features Ambassadors from Christian College.

The healthy body weight, shape and size

If you can learn to love your body, you will learn to love yourself

Figure 9: Body Image Poster



A female Ambassador from Newcomb Secondary College put forward the message. Her underlying reason for developing this message was to bring a person's body image back to an individual level. She said that often campaigns focused on a set of profiles about young people and that she wanted to bring it back to the person. She also wanted to move away from the extremes of dieting, obesity and anorexic type images. She invited all Ambassadors from her school to be involved in the photo shoot.

In all, each of the School Project Officers received 5 A2 posters of each social marketing message, 20 A4 Safe Food Handling at School posters, 20 A5 water bottle postcards and 25 A4 water bottle rules posters.

2.2 Unintended Activities

A few unintended activities emerged during the course of the project. These generally emerged as media opportunities or affiliations with 'Go for your life' and are detailed below.

2.2.1 Fifteen Minutes of Food

In 2006, the local newspaper in Geelong, The Geelong Advertiser produced twelve newspaper lift-out type 'cookbooks' with primary schools across the City of Greater Geelong. The newspaper wished to integrate the concept into secondary schools. From a previous established link with this media, the Project Coordinator worked with the Manager of Newspapers in Education from The Geelong Advertiser to develop the concept for secondary schools.

The Project Coordinator took the concept to a Project Management meeting where the School Project Officers agreed to support the activity in each of their schools. A project brief and assessment requirements was written by two of the School Project Officers, shared among the Project Management team and then handed on to other teachers to integrate into their teachers of Year 7 & 8 Home Economics classes to support the development of the recipe books.

A brief was then presented to students along with guidelines on 'healthy recipes' and consequently each school produced a 'cookbook' in 2007 (see Implementation Report 9 - Food @ School). Staff from the Geelong Advertiser visited each school to photograph the students with their dishes, presented and styled accordingly. Recipes were supplied to The Geelong Advertiser who then produced the 'cookbooks'. These were disseminated in a lift-out section of the newspaper between May and June 2007. A range of recipes were produced for breakfast, lunch, after school snacks, dinner and dessert.

From a marketing perspective, this was a creative way of getting information home to the parents of adolescents. Further information about Fifteen Minutes of Food will be discussed in Implementation Report 9 - Food @ School.

The second invitation to write an article for the VHETTA journal came as a result of Fifteen Minutes of Food. To make it more relevant to the readers, the Project Coordinator, along with the School Project Officer, three teachers and some of the students put together a piece outlining the processes and outcomes that had to be in place to achieve the outcome of the publication and distribution of the recipe books. The reference for this article is Mathews, L. (2007) '*It's Your Move!* An adolescent obesity prevention project. VHETTA Journal 47 (2): 2-4.



2.2.2 'Go for your life' Mobile Education Unit (Bus)

In 2007, the 'Go for your life' Community Education Centre was launched as an initiative of the Victorian Government's 'Go for your life' campaign to educate and inform children of the importance of healthy eating and physical activity. Over the course of 2007, four of the five schools from *It's Your Move!* took the opportunity to have the Mobile Education Unit (bus) visit their school, with students from Year 7 & 8 participating in the activities and discussions (approximately 2 classes/session/period, with up to 50 students).

Overall, the School Project Officers received excellent feedback from the staff and students involved in the activities. Often saying how good it was to know the correct terminology associated with the foods and drinks e.g. 'everyday, select carefully and occasionally'. Students also enjoyed the activities and games that were played.

2.2.3 'Go for your life' TV episode

In September 2007, the Department of Human Services approached the *It's Your Move!* Project Coordinator to invite the schools involved in the project to feature in one of a series of television episodes promoting of healthy eating and regular physical activity as part of the 'Go for your life' campaign.

The 'Go for your life' Secretariat selected Geelong High School for logistical reasons (access, time) as the school that would be featured in the TV episode. The episode presented the activities and included the progress made in the canteen, curriculum activities, lunchtime activities and other extra curricular programs such as the Run 2 Where? program. The episode also featured the lunchtime soccer tournaments which were developed by the Ambassadors. Many staff/teachers were involved in filming along with approximately 50 students, the School Project Officer and the Canteen Manager.

The process of filming the episode took a whole day and was highly coordinated. It required three weeks of preparation and the logistics involved preparing for the day of filming was intense. Many teachers had to move their classes to other rooms, the students involved in the filming had to miss class, access to the canteen was required and students often had to repeat actions to ensure the 'take' was adequate.

Consequently the five minute segment was shown within one of a series of episodes showcasing other 'Go for your life' activities and funded projects. It was aired on Channel Seven at 5.30pm on Saturday October – November 2007; repeated early in 2008. The segment was shown to the whole school assembly at Geelong High School at the beginning of 2008.



2.3 Project Photographs

Throughout the project, a number of photos of the students and in particular the Ambassadors were taken during different activities and events with parental consent (Appendix G). These have been used extensively in presentations, newsletters, reports and publications.

2.4 Summary of Phase Two activities and timelines

Activity	Time period
Meeting with teachers to implement the 'brief' to design social marketing materials and teaching time	3 terms
Conducting Health and Wellbeing Days	1 term to organise – 1 week to prepare for the day
Development and printing of social marketing posters	1 year
Fifteen Minutes of Food	6 months
'Go for your life' bus	Book – months in advance Organising – 2 weeks
'Go for your life' TV episode	4 weeks
Project Photographs	ongoing

Key Learnings and Recommendations

Overall, the social marketing objective was a very time intensive portion of the action plan. It required the Project Coordinator and all of the School Project Officers to meet with key people from their school such as Curriculum Coordinators, Subject Coordinators and teachers of various disciplines throughout the project. Involving as many teachers as possible is ideal, but it is not always the best option. Going through the Curriculum Committee is probably the best way forward to engage a cross section of available teachers within the school.

Conclusion

Student involvement in developing social marketing materials was a positive experience. It elevated their involvement in their role as Ambassadors. Each of Ambassadors enjoyed being involved in the design and development of their schools posters.



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Appendix A: Social Marketing Short Course Evaluation

Deakin Waterfront campus

Geelong

5 - 6 September 2005

Conducted by Dr Rob Donovan (Curtin University: Western Australia)

Purpose

The purpose of the workshop was to up skill key stakeholders involved in the following Projects in social marketing principles for application to their projects.

The projects included:

“It’s Your Move!”

“Romp and Chomp”

“Fun ‘n’ Healthy in Moreland”

Members from a project from South Australia (“Eat Well Be Active”) were also included.

Attendance

20 participants attended the course.

Program

The program was arranged to initially provide an overview of social marketing with the theory of behaviour change and qualitative research principles presented. This led into some discussion on focus group moderation and analysis during the first day.

The second day gave the opportunity for participants to observe a focus group in action and work on building a topic outline and communication plan for specific projects.

Evaluation

18 participants were eligible to evaluate the course of which only 9 responded.

The following shows the average scores obtained in response to each question about their overall impression of each session as listed below:

The scores were obtained by averaging the responses to a numbered scale of five possible options from 1= not satisfactory; 3= quite satisfactory and 5= very satisfactory.



Session number	Question (overall impression)	Average Score / possible 5
1	Overview of social marketing	4.4
2	Behaviour change principals	4.3
3	Qualitative research principles	4.0
4	Focus group moderation and analysis	4.4
5	Development of topic outline for focus group	4.0
6	Observing a focus group in action	4.6
7	Development of a communication plan	4.0
8	How much information was new?	3.6
10	What did you think of the quality of the presentations?	4.1

When posed with the question ‘What were the key points that you learnt?’ the majority of those who responded to this question gained most from the sessions on focus groups eg techniques for facilitating focus groups.

Other key points learnt were

- communication plans are essential
- Principles of persuasion; getting the mix right;
- behavioural change principles;
- what makes people change their minds;
- using a variety of media is more successful; the need to reinforce positive behaviour; do x or you will die of y is not effective
- importance of identifying target groups

A question was asked of participants about ways they will apply the learnings to their workplace. The responses included

- opens up yet again different ways to approach a subject; wide range of ways information could be applied
- Romp & Chomp communication plan
- will assist in many other areas of service delivery and will improve consultation in service users
- apply to the development of marketing campaigns across a broad range of local government issues/events/objectives
- promoting our project to the school and school community
- ideas for presenting knowledge, influencing attitudes, intentions, behaviours
- am still thinking of many applications
- consider the communication process

Final comments included

- very enjoyable, thank you
- excellent 2 days – really valuable
- I really enjoyed Rob’s informative and informal approach
- day one was very theory based and hard to stay focused, a little more interaction would be beneficial
- start day one at 9.30am – easier for those travelling interstate
- very valuable
- it was a good workshop overall





BACKGROUND

Deakin University (DU), with funding from the Department of Human Services, has established the *Sentinel Site for Obesity Prevention* in the Barwon-South Western Region of Victoria.

It's Your Move! is one of three demonstration projects established within the Sentinel Site.

- DHS provided funding of \$500,000 over three years.
- The Project brief outlined a broad framework developed to support local communities.
 - o It focused on the promotion of physical activity and healthy eating which would impact upon the health and wellbeing of the community
 - o Provide improved lifestyle opportunities for individuals, families and wider community through capacity building for the intervention site

Initial discussions involved representatives from Deakin University, Department of Human Services and the Department of Education. An interim steering committee was formed from this membership and that the adolescents of the Geelong East / Bellarine Region were identified to be the target group of the *It's Your Move!* Project.

The *It's Your Move!* Action Plan outlines the objectives of the project:

Objective One: To promote healthy eating patterns, regular physical activity and healthy bodies amongst youth

And

Objective Two: To improve the capacity of families, schools and community organisations to sustain the promotion of healthy eating and physical activity in the Geelong East / Bellarine Area.

SECTION 1: SOCIAL MARKETING PLAN

Aim

To increase the community awareness of the *It's Your Move!* messages.

Objectives

1. To achieve a high recall of the campaign amongst the target audience
2. To increase the target group's awareness of the *It's Your Move!* messages
3. To increase the target group's knowledge about and understanding of the *It's Your Move!* messages
4. To increase the target group's confidence in their ability to implement the *It's Your Move!* messages
5. To increase the amount of physical activity and healthy eating behaviours that correspond to the *It's Your Move!* messages

Target Group

Adolescent aged students 13 -17 years & family, Schools and community organisations.

Campaign Messages

The overarching message of the campaign is that children need to be more physically active and eating healthier foods. This message will be broken down into;

- “Campaign messages”
 - expressed in project language and for professional use (see figure1)
- “Take-home messages”
 - expressed in: plain language and for use in the community, these indicate clearly what we want people to do (see table below). These take-home messages have been workshopped with students, project management, reference committee, parent focus group (Appendix 3)

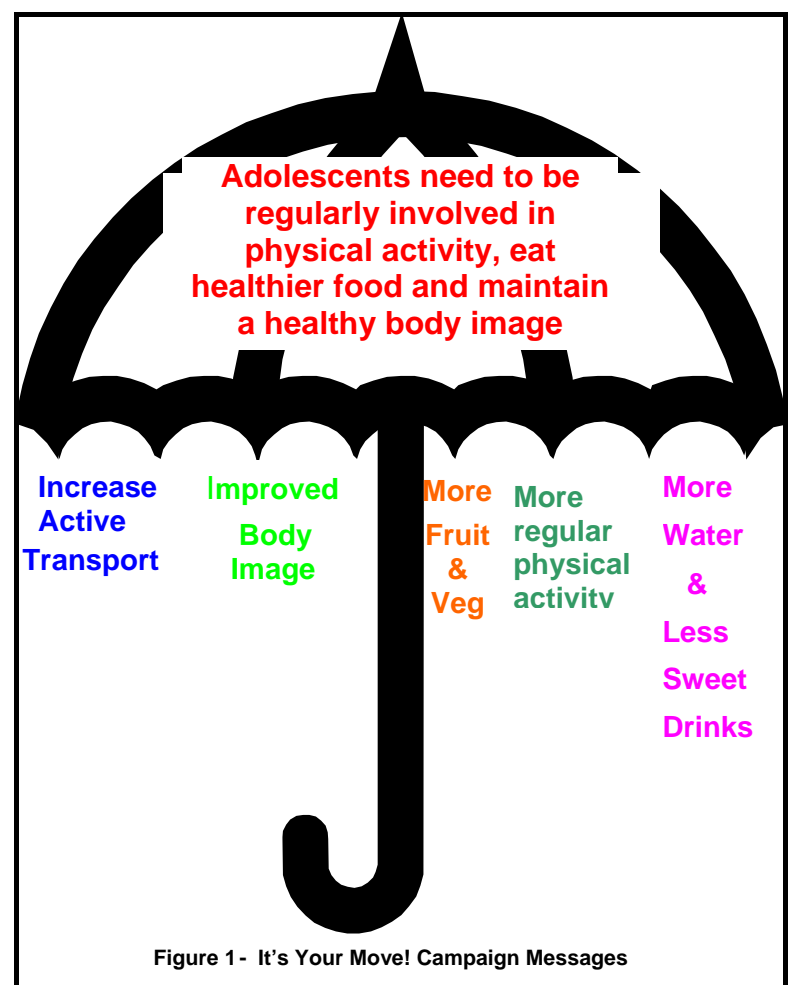


Table Campaign Messages Expressed as Take Home Messages and Slogans

Campaign Message	Take Home Message	Marketing Slogan
<u>Overarching Message:</u>	Young people need to be aware of the impact that nutrition and physical activity have on their overall health and wellbeing	'It's Your Body, It's Your Life, It's Your Move!'
Drink water and decrease consumption of sweet drinks	Water is an everyday drink, limit sweet drinks and eat whole fruit than drink fruit juice	H 2 O Way to go!
Eat a healthy Breakfast	Eating a healthy breakfast provides energy to get through to lunch time. It should include grains & dairy	Start the day the right way...eat breakfast
Encourage fruit & veg consumption	Adolescents require at least 2 serves of fruit and 5 vegetables each day'	2 fruit & 5 veg?...I can do that...
Healthy food choices at school	The school is providing healthier options to students and teachers	
Encourage active transport to and from school	Choose to walk or cycle to and from school	Walk and cycle...all you need are shoes and a bicycle
Motivate adolescents to participate in organised sports or active recreation	Getting involved, motivated and being active 30 minutes everyday (moderate to vigorous physical activity)	Get up, Get out...and get active
Creating a healthy body weight, shape and size among adolescents	Improve body weight, shape and size perceptions. Understanding 'healthy' bodies	If you can learn to love your body... You will learn to love yourself

Campaign Philosophy

It is important to be clear about the purpose of any marketing campaign. Marketing campaigns usually have one of three purposes (see table below) and sometimes a mix of more than one purpose. The philosophy underpinning the *It's Your Move! Communication Plan* is one of social marketing and to a lesser degree, advocacy.

It's Your Move! Campaign Philosophy

Purpose	Definition	<i>It's Your Move!</i>
Publicity	• Individual / organisation profile building	✗
Social Marketing	• Changing individuals' knowledge, attitudes or behaviour around a particular health issue	✓
Advocacy	• Issues and policies • Changing physical, legislative, fiscal and social environments	✗ ✓

Available Hooks and Angles

It's Your Move! has several “hooks” or “angles” which are well established to be useful tools to engage the media. These include;

- New research i.e. leading Australia in the battle against overweight
- Statistics i.e. baseline data
- Adolescents i.e. our target group!
- Principals & Staff
- Parents
- Celebrities and experts i.e. Deakin experts, politicians
- Local community issues i.e. Local baseline data collection
- A David and Goliath angle i.e. Adolescents against the TV advertising world
- Corporate big brother i.e. Adolescents against the multi-nationals

These are simply the hooks and angles available to the project and don't all need to be used. For example, it may be more strategic to make partners with some of the multi-national companies than promote them as enemies.

Methods

Marketing methods vary greatly in terms of cost, time involved and mediums used. Some of the marketing methods that seem reasonable to resource within *It's Your Move!* capacity are outlined below;

- Advertising (newspaper, radio)
- Press releases
- Merchandise (logo, stickers, magnets etc)



- Simple brochures distributed by inserting them in other people's magazines
- Brochure / leaflets mailed out using already established data-bases
- Regular newspaper columns
- Newsletters
- Brochures
- Large scale media launches

You will notice these methods being included within the “how” section of the “who, what, when and how” plan.

Phases

The plan for the *It's Your Move!* social marketing campaign is mapped over three phases. These phases may overlap each other on a time scale (i.e. activities in Phases 2 and 3 may be happening concurrently), however the intent of each stage is different.

Phase 1 is the initial phase of the social marketing campaign and intends to **increase the awareness** of the target group about this new local project. Hopefully, by the end of this phase the target group will know that *It's Your Move!* is running in East Geelong / Bellarine Area and has a focus on healthy eating, physical activity and body image for adolescents. This phase requires the most intensive marketing over a short period of time. The project's “take-home” messages are introduced in this part of the campaign.

Phase 2 will involve building on the awareness established in Phase 1. The intention of this phase is to **maintain the target group's awareness** of the project and to consolidate their awareness of the key messages. As the target group should already have an awareness of the project, the activities of Phase 2 do not need to be timetabled as closely together or be as numerous.

Evaluation

Process Evaluation:

<i>Who-</i>	Project Coordinator, Annie Simmons & Marj Moodie
<i>What-</i>	Documentation of the communication process over the project's funding period (eg. methods used, number of newspaper articles, radio interviews, brochures etc), testing of materials with the target groups
<i>When-</i>	Continuous over the course of the project

Impact Evaluation:

<i>Who-</i>	Deakin University Support and Evaluation Team
<i>What-</i>	Include questions that will evaluate the objectives of the communication plan in community readiness to change interviews (conducted with key informants), community capacity index
<i>When-</i>	At project conclusion



Symbols:

✓ = completed, → = in progress,

Λ = not commenced yet

☑ = commenced ahead of schedule

☒ = not commenced behind schedule

⊖ = not commenced as per schedule

Λ = not commenced yet

Abbreviations:

LM	Louise Mathews	(Project Coordinator)
SPO	School Project Officer	
LSC	Local Steering Committee	
DSE	Deakin Support & Evaluation	
RC	Reference Committee	
PMC	Project Management Committee	
ISA	It's Your Move! Student Ambassador	



Social Marketing Plan: *It's Your Move!*

What	How	Cost	By Who	Timeline	Status
1. Pre-Publicity 1.1 Press release re: funding for project 1.2 Networking with the settings 1.3 Engage local marketing consultant to develop the materials for the project	1.1.1 Press release for the media 1.2.1 ANGELO, meetings, dinners, data collection 1.3.1 Employ 13 th Beach Marketing to develop materials	As per invoices	LSC & DHS LSC AS / LSC	May 2005 Jan 04 -July 05 July 2005	✓ ✓ ✓
2. Project Launch 2.1 Publicity event required	2.1.1 Minister for Human Services (Hon. Bronwyn Pike) to Launch Project 2.1.2 Invite Local Member and other Key Stakeholders to the event 2.1.3 Organise the running sheet of the event	As per invoices	AS / LM AS LM	Apr 2005 Feb 2005 Apr 2005	✓ ✓ ✓
3. Marketing Portfolio 3.1 Develop a marketing portfolio to support the implementation of all phases of the <i>You're your Move!</i> campaign	3.1.1 Develop IYM stationary (eg. letterhead, business cards) 3.1.2 Develop a portfolio of photographs 3.1.3 Further develop the IYM characters "doing" the IYM messages 3.1.4 Develop IYM merchandise	As per invoices	LM LM LM	Aug 2005 Dec 2005 Ongoing	✓ ✓ ✓



	<p>3.1.5 Secure an IYM link through the DHS website for Health Professionals section</p> <p>3.1.6 Keep copies of the newspaper articles in an album</p> <p>3.1.7 Keep a chronological photograph album of the project</p>		<p>LM & PMC</p> <p>LM</p> <p>LM / AS</p> <p>LM / AS</p>	<p>Ongoing</p> <p>Jan 2006</p> <p>Ongoing</p> <p>Ongoing</p>	<p>→</p> <p>✓</p> <p>→</p> <p>→</p>
<p>4. Umbrella Slogan</p> <p>1.1 Decide upon test Slogans</p> <p>1.2 Test slogans with target Group</p> <p>1.3 Liaise with marketing company</p>	<p>1.1.1 At a Project Management meeting, put in place a process for developing slogans</p> <p>1.1.2 Conduct Individual discussions/ focus groups with School Project Officers and IYM Ambassadors</p>	<p>As per invoices</p>	<p>LM</p> <p>LM & SPOs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>→</p> <p>→</p>
<p>5. Tests and Checks</p> <p>5.1 Continually check the messages are consistent with the umbrella message, credible, relevant, believable, understandable and that it evokes the right emotion</p>	<p>5.1 Individual discussions, focus groups self-check (would you or your neighbour read / listen to this?)</p>	<p>Project Coordinator – School Project Officer time (documented in process evaluation)</p>	<p>LM & PMC</p>	<p>Ongoing</p>	<p>→</p>



Social Marketing Phase 1: Increase the Awareness

What	How	Cost	By Who	Timeline	Status
<u>Students</u> Increase students awareness of the IYM messages	Develop 7 x Key Messages and relevant information for students	As per invoice (Paul Kelly Graphic Designer)	LM & ISA	July - Sept 07	✓
<u>Teachers</u> SPOs to provide updates to the staff about IYM messages, newsletters and materials	Information to be placed in pigeon holes, bulletins and mentioned at staff meetings	Photocopying	SPOs	July 05–June 08	✓
<u>Parents</u> Inform parents of IYM project in school newsletters	Information to be placed in school newsletter or letter home	Photocopying	SPOs	July 05–June 08	✓
Develop parent tip sheets in line with Objective being implemented	Parent tip sheets to be distributed	As per invoice (Paul Kelly Graphic Designer)	LM	Ongoing	→



Social Marketing Phase 2: Maintain the Target Groups Awareness

What	How	Cost	By Who	Timeline	Status
Maintain target group awareness of the project generally and consolidate awareness of the key project messages.	- Develop points of sale displays for the Canteen Menu (colour coded and social marketing messages) for each school	As per invoice (13 th Beach Marketing)	LM	June 06- Oct 06	✓



Social Marketing Phase 3: Support the Implementation of Specific Project Strategies

What	How	Cost	By Who	Timeline	Status
Objective 2: Social Marketing	- Branding eg. Logo	As per invoices submitted to Newcomb SC	LM & SPOs	July 05-08	✓
Implement a social marketing campaign aimed at creating a consumer demand for healthier food choices and environments conducive to physical activity	- Social Marketing Slogans		LM & SPOs	Jul 07 – Sept 07	✓
	- Develop a “how often” clause to be incorporated into all related advertising		LM & SPOs	Jul 07- Sept 07	✓
	- Radio Advertisements		LM & SPOs	Jan 08 - Jun 08	✓
	- Utilise all avenues of media to cover events by writing media releases		LM & SPOs	Jan 08 – Jun 08	✓
	- Develop methods of promoting messages by posters, flyers, post cards		LM & SPOs	Jul 07 – Sept 07	✓
	- Organise potential media coverage with the Local Key ‘People’		LM & SPOs	Jan 08 – Apr 08	✓
	- Presentation of certificates, by project patron or affiliate		LM & SPOs	Jan 08- Jun 08	✓
	- Adverts in major newsletters eg. Schools		LM & SPOs	July 05 – Jun 08	✓
	- Initial media release		LM & SPOs	Sept 07 – Apr08	✓
	- Follow-up media release with success Stories		LM & SPOs	Jun 08 – Sept08	✓
Develop social marketing assets to use with the intervention schools					
Develop social marketing assets to use with the participating food retailers					
Develop social marketing assets to use with the participating physical activity providers					
Develop social marketing assets to use in the community					



What	How	Cost	By Who	Timeline	Status
Objective 4: Water v Sweet Drinks (4.7 Parent Information) 4.1 Promotion of Water: Water Bottles)	<ul style="list-style-type: none"> - Focus group parents to find out knowledge, attitude and behavioural 'gaps' - Design, develop and test parent Information - Develop 'Tip Sheet' - Discuss modes of delivery for best parent exposure 	PC & SPOs	LM & SPOs	Jul 07 – Sept 07	✓
				Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
				Sept 05- Feb 06	✓
Objective 5: Breakfast (5.2 Parent Information)	<ul style="list-style-type: none"> - Focus group parents to find out knowledge, attitude and behavioural 'gaps' - Design, develop and test parent Information - Develop 'Tip Sheet' - Discuss modes of delivery for best parent exposure 	PC & SPOs	LM & SPOs	Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^
Objective 6: Fruit and Vegetables (6.3 Parent Information)	<ul style="list-style-type: none"> - Focus group parents to find out knowledge, attitude and behavioural 'gaps' - Design, develop and test parent 	PC & SPOs	LM & SPOs	Jul 07 – Sept 07	^
				Jul 07 – Sept 07	^



What	How	Cost	By Who	Timeline	Status
	Information - Develop 'Tip Sheet' - Discuss modes of delivery for best parent exposure	As per Invoice (Paul Kelly Graphic Designer)		Jul 07 – Sept 07 Jul 07 – Sept 07	^ ^
Objective 8: Walking and Cycling (8.1 Parent Information)	- Focus group parents to find out knowledge, attitude and behavioural 'gaps' - Design, develop and test parent Information - Develop 'Tip Sheet' - Discuss modes of delivery for best parent Exposure	PC & SPOs As per Invoice (Paul Kelly Graphic Designer)	LM & SPOs	Jul 07 – Sept 07 Jul 07 – Sept 07 Jul 07 – Sept 07 Jul 07 – Sept 07	^ ^ ^ ^
Objective 9: Getting Active (9.1 Parent Information)	- Focus group parents to find out knowledge, attitude and behavioural 'gaps' - Design, develop and test parent Information - Develop 'Tip Sheet' - Discuss modes of delivery for best parent Exposure	PC & SPOs As per Invoice (Paul Kelly Graphic Designer)	LM & SPOs	Jul 07 – Sept 07 Jul 07 – Sept 07 Jul 07 – Sept 07 Jul 07 – Sept 07	^ ^ ^ ^





Appendix C: It's Your Move! Communication Protocol

Publications

The Project Coordinator is the central point for all of the *It's Your Move!* (IYM) related communications. To ensure that the IYM communications are as effective and consistent as possible it is important that **all proposed publications be submitted to the Project Coordinator before going to print.**

This includes:

- | | |
|--------------------|----------------------------|
| * Newsletters | * Community Correspondence |
| * Brochures | * Promotional Products |
| * Journal Articles | * Presentations |
| * Books Reports | * Web Pages |

All work in progress documents must be clearly labelled DRAFT. When material is sent to external stakeholders, the IYM Summary must accompany all documents to provide the broader context of the project.

Branding

When preparing your IYM publication, there are two logos and an acknowledgement that are to be used

1. *It's Your Move!* logo
2. 'Go for your life' logo,
3. Funded by the Victorian Government's Community Support Fund

If you have any queries about the use of the logo please contact the Project Coordinator or the DHS Project Manager.

Contact:

It's Your Move! Project Coordinator: Louise Mathews
Ph: 0439 952 562

DHS Project Manager: Kathy McConell
Ph: 9 637 4154

Helen Walsh
Ph: 5226 4735

Media

All inquiries from the media should be referred initially to the DHS Media Unit for information and advice on how the matter should be handled. This includes inquiries from local and State wide newspapers, television and radio.



IYM project should NOT, under most circumstances, comment directly to the media without obtaining the appropriate authorisation to do so.

In the event of an incident occurring that may create media interest, the Media Unit is to be notified as soon as possible.

Contact:

DHS Media Unit

Bram Alexander

Ph: 9 616 8803

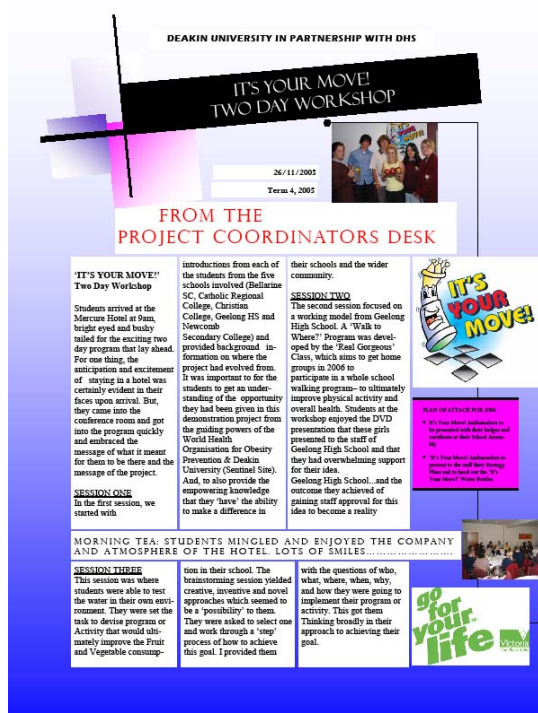
Mob: 0412 260 811

Email: bram.alexander@dhs.vic.gov.au
and cc: kathy.mcconell@dhs.vic.gov.au

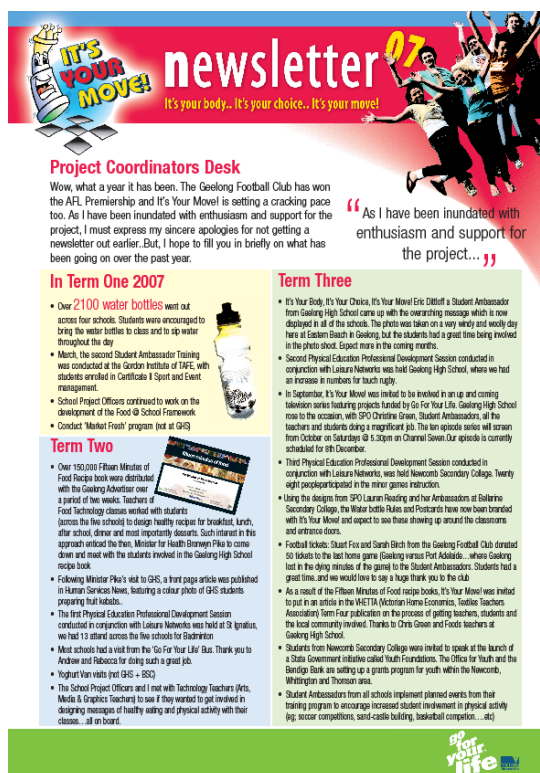


Appendix D: Examples of It's Your Move! Newsletters

Newsletter 2: Term 4, 2005

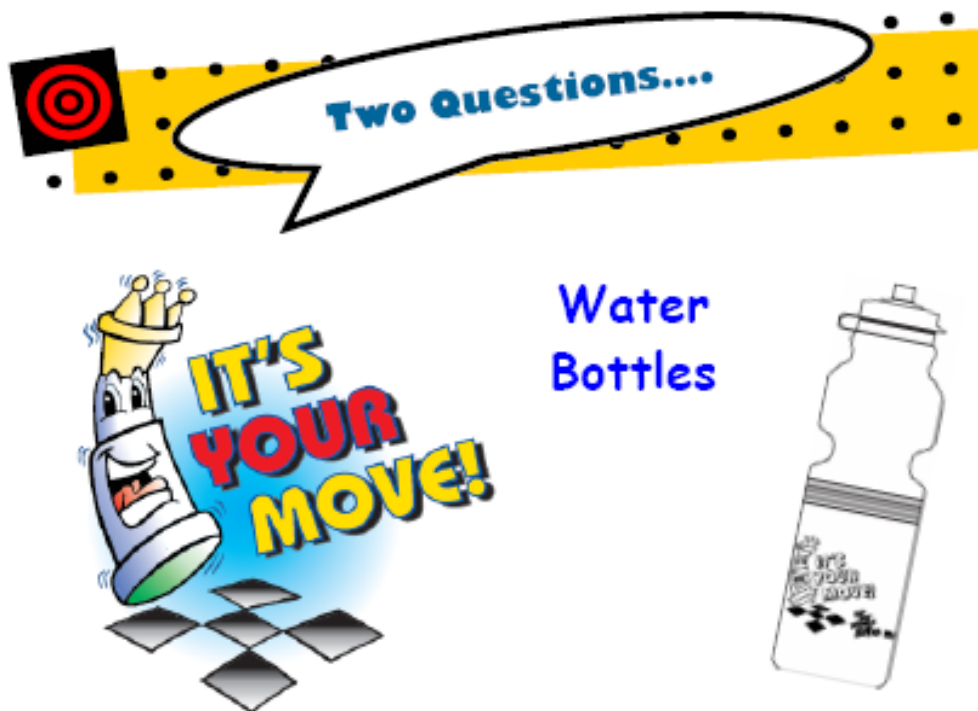


Newsletter 5: Term 3, 2007





Appendix E: Water bottle evaluation postcard



▶ Recently you received a
Water Bottle
from the
It's Your Move!
Project

could you please
answer these
2 quick questions >>>

PLEASE
RETURN TO
LEE
DENNY

Since receiving your water bottle have you.... ??

- ☐ consumed more water
- ☐ noticed others drinking more water
- ☐ drunk more coffee ☐ made no change
- ☐ given it to your dog ☐ promoted water in school
- ☐ other _____

.....
If your water consumption has increased
.....what benefits have you noticed?

NSC90







**Before you buy,
Think about why?**

Green Foods are **Great Foods**

Empty green box for notes.

Amber Foods are ok, **but Not Everyday**

Empty yellow box for notes.

Red Foods in moderation, **Only on the odd occasion**

Empty red box for notes.

**Before you buy,
Think about why?**





Appendix G: Parental Consent Forms for project activities and events

PARENTAL CONSENT FORM

I give permission for my daughter/ son _____ of
Year _____

to participate in the ***It's Your Move!*** two day event at the Mercure Hotel, Geelong on the 24th & 25th of November, 2005 and that the information obtained can be used for research purposes associated with the project.

I understand that my child's name will remain confidential within the reporting of the projects direction and findings. Any concerns should be directed to Louise Mathews (Project Coordinator) appointed officer in charge.

Name:

Signed:

MEDIA RELEASE CONSENT FORM

I give permission for my daughter/ son _____ of
Year _____

to participate in the ***It's Your Move!*** two day event at the Mercure Hotel, Geelong on the 24th & 25th of November, 2005 and that the information obtained can be used for research purposes associated with the project.

I **do/ do not** give permission for my child to participate in media opportunities (eg. Newspaper Articles) and that they can be used in further presentations related to the project. Any concerns should be directed to Louise Mathews (Project Coordinator) appointed officer in charge.

Name:

Signed:





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 5 – Evaluation

Copyright protects this publication.

This report was produced for the **It's Your Move!** Project.

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Baimbridge SC

Bayview SC

Casterton SC

Monivae SC

Mortlake SC

Portland SC

The Hamilton Alexandria College.

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Deakin University Support and Evaluation Team

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Introduction

It's your Move! was a 3-year community-based obesity prevention project conducted across the Barwon-South Western region of Victoria during 2002-2008. The background to the project is outlined in Implementation Report 1 – Project Design.

It's Your Move! involved several components;

- develop and implement the *It's Your Move!* intervention activities to promote healthy eating, physical activity and a healthy body shape and size among youth;
- evaluate *It's Your Move!* (process, costs, impacts, and outcomes);
- support economic, socio-cultural and policy sub-studies (as part of the Obesity Prevention in Communities (OPIC) project); and,
- build the community capacity to promote healthy eating and physical activity and build research and evaluation capacity in Australia.

The Sentinel Site for Obesity Prevention at Deakin University was responsible for the evaluation of the project. As a demonstration project, *It's Your Move!* had a strong evaluation component. It contributed to the body of evidence around which programs and interventions would be successful in combating obesity, that is, what is best practice?

Objectives of the evaluation

The primary objectives of the evaluation component were as follows:

1. to determine the effectiveness and cost-effectiveness of a multi-setting, multi-strategy program of interventions aimed at improving the healthy eating and physical activity patterns of youth on changes in body mass index z-score over 3 years; and
2. to determine the feasibility and impacts of each of the key components of the intervention program.

The secondary objectives were:

1. to identify key obesogenic socio-cultural factors (attitudes, beliefs, perceptions and values) in relation to food and eating, physical activity and inactivity, and body size;
2. to identify key policies that influence eating patterns and physical activity and how they might be changed; and
3. to assess quality of life in relation to overweight and obesity in adolescents.



The purpose of this report is to outline the comprehensive evaluation framework for *It's Your Move!* This report does not include evaluation results but rather describes the design of the evaluation, the characteristics of the target population and its setting, the methodology and the tools used to undertake the evaluation of *It's Your Move!* A separate results report containing the results for *It's Your Move!* will be produced in due course, following these implementation reports.

Design

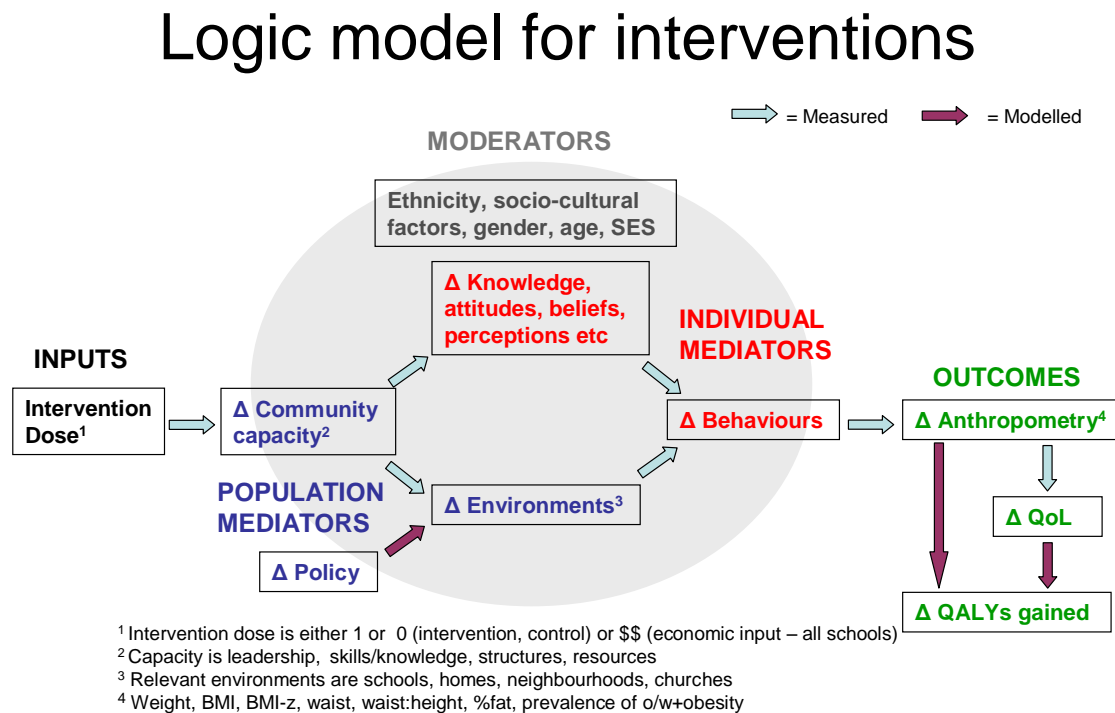
The design of the evaluation component for *It's Your Move!* was quasi-experimental using a longitudinal cohort follow up, rather than serial cross-sectional design so as to increase study power.

The Project had measurements in intervention and comparison (control) populations at baseline, in 2005 and after three years of intervention, in 2008.

The Logic Model

The general logic model for *It's Your Move!* is shown in Figure 1. The input can be assessed as 0 (no intervention) or 1 (intervention) and as a graded input through the economic evaluation (i.e. amount of resource use including paid and volunteer time). The mediators of behavioural change at a population level are policy and environmental change and at the individual level are changes in attitudes, knowledge, beliefs, etc. The changes in behaviour then influence body size, quality of life and eventually disability-adjusted life years gained. The influences moderating these proposed direct links include age, gender, ethnicity and socio-economic factors.

Figure 1: The logic model for *It's Your Move!*



Sample

The intervention site for *It's Your Move!* was East Geelong/Bellarine and the comparison population was the rest of the Barwon-South Western region. All the intervention secondary schools were selected from the East Geelong and Bellarine Peninsula regions of Geelong. The five schools in the selected area (Newcomb Secondary College, Bellarine Secondary College, Geelong High School, St Ignatius College and Christian College [years 7-9 only]) had a total available enrolment of 3,075. The comparison sample was a stratified random sample of schools (n=8) from the Barwon-South Western Region.

The selection of the intervention community was based on a number of criteria. The community had to have sufficient numbers of youth to reach the sample sizes; sufficient numbers of settings (mainly schools, community organisations) to provide the structures for interventions; a degree of geographical cohesiveness to be able to define the sampling frame; and reasonable proximity to the intervention and evaluation teams.

Sample size estimates were determined for the principal quantitative outcome variable for the intervention and control cohorts; being change in BMI (which is closely related to changes in weight, BMI Z-score and prevalence of overweight/obesity). Weight (SD=16.8 kg) and BMI (SD=5.22kg/m²) from one of the OPIC intervention schools in New Zealand. A survey was used for sample size calculations. For a within-person correlation of 0.8, a sample of about 1000 in each arm of the study would detect a difference in weight of 1.3 kg and BMI of 0.41 kg/m² (equivalent to about 4 percentage points difference in overweight/obesity prevalence) with 80% power and alpha=0.05. The Auckland High School Survey showed no design effect associated with the clustered sampling for analyses restricted to a subset of Pacific Island students once other variables were accounted for. A target initial sample size of ~1500 in each arm was used to allow for drop-outs and loss to follow up.

The baseline sample of 3075 out of a potential 6327 participants represented a response rate of 48.6%. There was a 60% response rate for the school environmental audits.

Sample characteristics

Details of the baseline sample for *It's Your Move!* are summarised in Table 1.

Table 1: Characteristics of the *It's Your Move!* sample

It's your Move!	n	Mean (years)	SD (years)	Range (years)	Female (%)	Lower SES (%)	Upper SES (%)
Year 7-8	1475	13.5	0.7	11.4-15.4	43.0	39.3	60.7
Year 9-11	1551	15.7	0.8	12.6-18.3	44.9	41.9	58.1
ALL	3026	14.6	0.8	11.4-18.3	44.0	40.6	59.4

Components of the evaluation

Formative Evaluation (Project Design)

This aspect of the evaluation involved monitoring the establishment of the project, engagement of key stakeholders and formation of a steering committee. This has been written up as a separate report (Implementation Report 1 - Project Design)

Process Evaluation

The processes and their outcomes were recorded by Project Staff using a standard template (Appendix A) which was also used to capture costs. It recorded the amount of time and costs associated with an objective, type of actions required to implement a strategy and it also recorded some of the lessons gained along the way.

Impact Evaluation

The main sets of measurements were behaviours, attitudes and knowledge questionnaires, and settings environmental audits (impact variables).

The primary impact measures were;

- behaviour change;
- improvements in school setting; and,
- increase in capacity to promote physical activity and healthy eating.

The tools used were a Behaviours, Attitudes and Knowledge Questionnaire, which included an 84 question survey self-administered using Personal Digital Assistants (PDAs); School Environmental Audits which entailed a 3 part survey, completed within schools by the Principal, Canteen Manager and three teachers. Capacity was assessed using Community Readiness to Change interviews, the Community Capacity Index and group interviews with the Ambassadors.

Outcome Evaluation

The outcome measures included change in Body Mass Index (BMI), change in BMI Z-score (BMI score which is standardised by age and sex) and change in percentage body fat. Overall, the outcome of the project will be determined by two main factors: the degree to which the intervention objectives have been achieved, including increasing the community's capacity to promote the healthy eating and physical activity; and the changes in BMI z-scores.



The primary outcome measures (variables) were;

- % body fat;
- weight;
- BMI;
- z-BMI scores; and
- change in community capacity

The secondary outcome measure was the relative decrease in the prevalence of overweight/obesity in the intervention group compared to the comparison group.

Economic and Quality of Life Evaluation

The economics component was administered to ascertain outcomes of cost-effectiveness, quality of life and modelled disability-adjusted life years (DALYs) saved.

Two quality of life instruments were used for *It's Your Move!* First the AQoL (The Assessment of Quality of Life (AQoL2) Instrument, modified for use with adolescents, and second, the Paediatric Quality of Life Inventory (PedsQL), generic module for 13-18 year olds.

Summary of evaluation

Table 2 summarises the tools used for each area of evaluation.

Table 2: Summary of evaluation tools used for *It's Your Move!*

Type of Evaluation	Tools
Anthropometry	Height and Weight to calculate BMI Waist circumference Body composition (% body fat)
Behaviours	Adolescent Behaviours, Attitudes and Knowledge Questionnaire (ABAKQ)
Environments	School Environmental Audit
Community Capacity	Community Readiness to Change Community Capacity Index Ambassador Group Interviews
Quality of Life	PedsQoL AQoL

The Evaluation Plan

The evaluation plan for *It's Your Move!* is presented in Appendix B.

Ethics

Deakin University Human Research Committee approved the ethical aspects of the evaluation (Reference # EC 22-200)

The ethics process entailed the development of Plain Language Statements outlining the nature of the project and its research basis, and Consent Forms for Organisations signed by the Principals of the five intervention schools and the seven control schools. For the intervention schools, consent was also obtained from parents on behalf of students that opted to participate in the evaluation component of the project. The Consent Form covered baseline evaluation measures in 2005 and follow up in 2008.

Plain Language Statements and Consent Forms were distributed to students in the schools by project staff, collected by teachers, and returned to project staff in preparation for baseline data collection.

Procedures

Process Evaluation

Process evaluation information was collected throughout the project from the Project Coordinator and School Project Officers via a paper based or electronic template (Appendix A). Information was collected about various processes undertaken during the project for the uptake and penetration of program components into the schools. Process data was entered into Microsoft Access for further analysis.

Impact and Outcome Evaluation

Anthropometry

Protocols and body size calculations

An explanation of the protocols for measuring height, waist circumference and obtaining body composition data and the body size calculations are in Appendix C.



Height

Height was measured using a portable stadiometer.

Waist circumference

A standard tape measure was used to measure waist circumference.

Weight and Body Composition (%fat)

A TANITA Body Composition Analyser (Model BC 418) was used to collect weight and bio-electrical impedance data, used to assess body composition.

Individual data was exported directly to a prepared Microsoft Excel spreadsheet file via connection interface between the TANITA device and a laptop PC. A customised program (provided by Wedderburn Australia) was used to derive the values and

to facilitate data transfer between the TANITA and the PC. Specific equations to estimate lean mass and fat mass from the impedance data were developed for the project in a separate study based in Auckland. These have not been included in this report.

Behaviours using the Adolescent Behaviour, Attitudes and Knowledge Questionnaire**Purpose**

The Adolescent Behaviour, Attitudes and Knowledge Questionnaire (ABAKQ) consisted of four sections;

1. Demographics survey;
2. Behaviours, attitudes and knowledge survey;
3. A quality of life scale (AQoL); and
4. A child quality of life measure (PedsQoL)

The ABAKQ is shown in Appendix D.

The QoL instruments are described in detail below. The final survey instrument was set-up using the e-STEPS Questionnaire Designer program¹. The constructed questionnaire was then copied across to sixty Personal Digital Assistants (PDAs) for administration.

Content

The first section of the ABAKQ incorporated a short demographic survey that included questions about the adolescent's date of birth, gender, school, year level, and adults in the household. This was supplemented by a paper demographics survey which had more personal identifying data on it: ID number, date of birth, date of testing (all used to cross check with the data on the PDA and other data), student's full name, home address, including house number, street name, suburb and postcode (the latter collected for the purposes of area-level SES).

The behaviour, attitudes and knowledge questions were developed and used across the four sites of the Obesity Prevention in Communities (OPIC) Projects. The survey comprised of 87 questions which took approximately 15-20 minutes to complete and focused on key behaviours such as nutrition/dietary practices, amount of physical activity, the school environment (teachers, canteens, participation in sport), home (the role of parents/siblings), the neighbourhood, and perception and attitudinal questions.

Some of the questions were country/community specific such as the role of the church, various food practices, perceived food and physical activity practices within their culture.

Source and validation

The ABAKQ included several questions from the 1995 Australian National Nutrition Survey², New Zealand 2002 National Children's Survey³ and National Health and Medical Research Council (NHMRC) Dietary Key Indicators Study⁴. Of these studies, some questions had good reliability data, some were from standard questionnaires and provided scope to develop questions to specifically measure the objectives of the *It's Your Move!* action plan.

The survey was initially piloted with 95 students in Australia. The feedback from the students about the wording and comprehensibility of the questions plus the range of responses were used to further modify the questionnaire. Upon using the survey for the baseline measures, students felt that the survey was easily understood, comprehensible, relevant and produced a reasonable spread of answers and was both age and ethnically appropriate.

The first section of the survey spanning questions 1-4 and questions 6-12 were standard demographic questions. Due to their widespread and common use, they didn't require validity or reliability testing. Question 5, which addresses the adolescent's ethnicity, was taken from the Australian Census data. The majority of the questions in the questionnaire have either been taken directly from or been adapted from existing larger surveys. Questions 15, 17 and 19 were taken from the 1995 National Nutrition Survey (NNS)². The basis for these questions was related to how many days a week a certain food was eaten for breakfast. It was adapted to ask about the last 5 school days instead of in the last week and applied it to morning tea and lunch also. In the NNS, all respondents provided a useable answer with only <0.5% unable to recall their frequency of breakfast intake.

Questions 20 and 21 were directly from the NNS². Of the sample, 99% provided useable answers for both questions. The results of these questions suggest that it is possible to derive a quantitative estimate of overall consumption based on a question that asks about consumption on a usual day. Question numbers 27, 33, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49 were either used directly or adapted slightly from the National Children's Nutrition Survey which was used in New Zealand in 2002³. Most of the adaptations revolved around giving specific time periods. Therefore, instead of saying 'on how many school days' it was modified to ask 'in the last 5 school days'. Instead of asking how much time do you



normally spend...?' it was modified to ask, 'on the last school day...' The basis of the questions are identical, and if anything, the modified way of asking allows for a more specific response and ensures a more user friendly way of recalling information.

Questions 28 – 32 were adapted from the 1996 NHMRC Dietary Key Indicators Study⁴. These used the same base questions used in the large survey but were changed to ask about 'after school' and different foods types were added to elicit improved qualitative information. The basic questions from the Dietary Key Indicators Study revealed a good spread of responses across the board.

The remainder of the questions developed for use in this survey were specifically designed for this project and were piloted amongst adolescents in the existing sample. Overall, very few of the questions were amenable to true validity testing but comprehensibility and repeatability were important and testable.

Administration

The baseline questionnaire was administered to each student using a Personal Digital Assistant (PDA). This occurred from July to November 2005 with students in year 7-12 in the participating schools across the Barwon-South Western region. Students were given a class period (55 minutes) at school to complete the survey and anthropometry measures. The familiarisation process with the PDA was very rapid. As students completed the questionnaire on the PDA, research assistants would call up students individually to complete the anthropometry measures in a discrete/private area.

Notes

The use of the PDA made filling out of the questionnaire rather novel for students and it kept up their concentration levels. Some of the adolescents in similar projects in Fiji and Tonga had never seen such an instrument but they very quickly understood how to use the PDA. It would have been a long and tedious paper questionnaire, and the PDA allowed a more complex questionnaire to be developed with multiple skips over 'not applicable' questions. However, there were some technical issues with using the PDA. Within the earlier programs, the skips sometimes were not activated, generation of new ID codes did not always occur and the stability of the PDA (hardware, software and battery life) also caused problems over the three years.

School Environmental Audit

Purpose

The aim of the School Environmental Audit (Appendix E) was to assess the schools as settings for promoting healthy eating and physical activity.

Content

There were three parts to the Audit. Part 1 was filled out by the Principal or a senior administrator and focused on elements of policy, food service, physical



education / physical activity, facilities and staff professional development.

Part 2 was filled out by the Canteen Manager and centred on the food service operation, food preparation, pricing and promotion and external facilities such as vending machines and water fountains. Part 3 comprised of 24 questions and was completed by 3 teachers at the school. The questions examined food, nutrition, physical education/activity practices in the curriculum. It also assessed the awareness of policies within the school to support healthy eating and physical activity and whether teachers complied/ supported the policy.

Questions were also asked about parental support, adequacy of indoor/outdoor space (including bicycle storage) and the strength of community links.

Source and validation

Questions for the Secondary School Environmental Audit primarily came from the Primary School Audit tool (used in the *Be Active Eat Well* Project). Here the audit tool was adapted from a similar tool developed by Carter and Swinburn⁵ from a series of semi structured interviews with 11 primary and secondary Health and Physical Education teachers within the Auckland region. The questions were designed around the key elements of the physical, economic, policy and socio-cultural environments in schools for nutrition and physical activity. Food sold at the canteen/ food service was also included as an index of foods eaten.

Academic staff of the University of Auckland reviewed the questionnaire to ensure that the questions were free from bias and easily understood. The questionnaire was then pre-tested in three primary and three secondary schools with Health and Physical Education teachers to ensure that the questions were interpreted and answered by respondents as the researcher had intended.

For *It's Your Move!* additional questions were included from a Queensland audit tool titled Assessing your school the Active-Ate Way: a nutrition and physical activity needs assessment and planning guide⁶ and the Centre for Disease Control's (CDC) School Health Index which is a school self-assessment and planning guide⁷ developed by the CDC in partnership with school administrators and staff, school health experts, parents, and national non-governmental health and education agencies.

Administration

The audit tool is divided into the three parts which can be sent to the key people in the school for self-administration or be administered. Each survey took approximately 10 minutes to fill out each part. All parts of the audit were self-administered.

Notes

There is potential for this survey to be further developed so that it could be administered in a web based version. This would allow surveys to be sent to key informants within each school, monitored and collated electronically. This could allow a greater representation of the school population and less labour intensive way of administering the survey.



Capacity Building using Community Readiness to Change

Purpose

The aim of implementing the Community Readiness to Change assessment (Appendix F) was to score the community involved in *It's Your Move!* on six dimensions using Community Readiness Stages (how well equipped is the community to undertake the promotion of healthy eating and physical activity environments and behaviours?).

Content

The six dimensions are community knowledge about the issue, existing community efforts, community knowledge of the efforts, leadership (includes appointed leaders & influential community members), community attitudes, and resources related to the issue (people, money, time, space, etc).

In theory, the Community Readiness assessment potentially offers an accurate way to measure readiness before, during and after interventions. The assessment also provides essential qualitative data to help guide the community and / or program toward development of effective prevention strategies. Based on information from the baseline Community Readiness assessment, interventions that are appropriate to the community's level of readiness can be implemented with a higher potential of success and in a more cost effective manner.

The 'readiness score' of the community served as a means for diagnosing the community's needs. It formed the basis of understanding the community's overall level of readiness to act. The Community Readiness assessment can give insight into key factors explaining success or failure of community based activities, for example, shifts in community norms and support of local leadership. This can be especially useful because evaluation of obesity prevention interventions representing a multi-component, community-wide effort can be challenging and certain aspects of change might not be captured by the baseline and follow-up evaluation.

The lessons learned from the baseline Community Readiness assessment should contribute to program development for the interventions. Together with the findings from the follow-up assessment the learnings can directly contribute to recommendations for ensuring sustainability of the obesity prevention efforts beyond the life-span of the projects.

The results allowed the community to determine which dimension(s) they should address as priorities and begin the development of appropriate strategies appropriate for moving them to the next level of readiness. At the completion of the projects, the Community Readiness assessment assisted in explaining changes in the outcome variables of the projects and contributed to recommendations for ensuring sustainability.



Source and validation

The Community Readiness Model and methodology for applying it were developed at the Tri-Ethnic Centre for Prevention Research at Colorado State University, USA⁸. The Model was adapted with permission from the authors and changes in the accompanying handbook were made by the WHO Collaborating Centre staff. The Handbook provides an overview on the key concepts of the Community Readiness Model and shows the practical, step-by-step application to a specific issue/setting.

Administration

The Community Readiness Model was administered at baseline and follow up for *It's Your Move!*. Key project personnel and stakeholders were identified to participate in a one-on-one interview taking between 45-60 minutes. Each interview was audio-taped and transcribed. The scoring process is outlined in detail in the CRC Handbook, but was modified to allow the scores to be determined from a written script rather than listening to a tape. Five interviews, with the Principal, two teachers, a parent, and a student, were completed at each of the intervention and control schools involved in *It's Your Move!*.

Notes

In practice the Community Readiness to change instrument was time consuming to implement. The number of questions (n=39) meant that interviews took between 45 and 75 minutes. Some key stakeholders, Principals and teachers contributed well, taking up to 75 minutes to complete. Students and parents who were interviewed felt more intimidated by the process and hence the interviews were shorter in duration. Care needs to be taken not to over-burden respondents with evaluation tools. The prescribed analysis process, where two people independently score and meet to determine a consensus score was difficult to administer when working with a small evaluation team. A more efficient method was to have the interview tapes transcribed and to score from the written transcripts which made the process more manageable. The prolonged scoring process meant that results were not available in time for the communities to be of any significant value to inform the development of the action plans.

Capacity Building using the Community Capacity Index

Purpose

The Community Capacity Index was developed to assist communities or networks identify the extent of existing capacity available within a network of organisations and groups working together at a local level⁹. Its purpose was to gather evidence about the capacity of the network and to map that evidence against a set of indicators within four domains; network partnerships, knowledge transfer, problem solving and infrastructure.



Content

Within the Community Capacity Index (CCI), community capacity is defined as 'a collection of characteristics and resources which, when combined, improve the ability of a community to recognise, evaluate and address key problems'.

The CCI examines capacity within four domains;

Network Partnerships

- the relationships between groups and organisations within a community or network.

Knowledge Transfer

- the development, exchange and use of information within and between the groups and organisations within a network or community

Problem Solving

- the ability to use well-recognised methods to identify and solve problems arising in the development and implementation of an activity or program

Infrastructure

- the level of investment in a network by the groups and organisations that make up the network. Infrastructure includes investment in the development of policy, social capital, human capital and financial capital.

For each of the first three domains, three levels of capacity are identified, with each level measured by a set of indicators. The fourth domain, infrastructure, is not constructed of three levels but rather four sub-domains and their indicators. The indicators within the CCI represent the abilities, behaviours or characteristics of the network.

For each level of each domain, a brief overview of supporting evidence from each respondent accompanies the capacity assessment. Upon completion of all of the indicators within the CCI, each member is required to summarise current capacity of the network to achieve its objectives and identify further plans to build capacity to achieve program objectives.

Source and validation

The CCI⁹ was developed by Robert Bush, Jo Dower and Allyson Mutch from the University of Queensland and the CCI Manual¹⁰ outlines its development and validation process. It was not possible to pilot the CCI with key stakeholders due to the small finite sample. Learnings from implementation with another project (Be Active Eat Well) informed the implementation process for *It's Your Move!* The implementation method employed for *It's Your Move!* allowed for any difficulties to be addressed.

Administration

Initially the CCI was not intended for administration with the *It's Your Move!* Project because a decision was made to utilise another tool, the Community Readiness to Change (CRTC) questionnaire (see above).



The prolonged scoring process meant that results were not available in time for the communities to be of any significant value to inform the development of the action plans.

An outcome measure of built capacity was deemed to be useful and was required for other work (Doctorate in Health Science, Annie Simmons) therefore the CCI was administered at the end of the implementation phase of the *It's Your Move!* Project. To utilise this tool, the judgments to obtain a score of capacity at baseline were then made retrospectively.

In obtaining this data, discussion were held with the Project Coordinator for *It's Your Move!* in May 2008 about the unexpected requirement to administer the CCI and potential scenarios for administering the CCI. Based on anecdotal feedback from a few key stakeholders after the administration of the CCI for the *Be Active Eat Well* Project, which were comments about the degree of difficulty in completing the Index, it was proposed that the key stakeholders complete the CCI while at their Project Management Meeting, so more support could be provided. Recent meetings had been one hour in duration. It was recognised that the administration of the Index (workshop plus completing the Index) would require more than one hour. Instead of asking the key stakeholders to spend additional time at the meeting, when at previous meetings various members have other commitments to get to after the meeting; it was proposed that the administration of the Index should be conducted over two consecutive meetings.

Approval was obtained from the Project Coordinator to itemise the CCI on the agenda for discussion at the next Project Management Meeting in May 2008. The aim was to seek agreement among the key stakeholders to participate in completing the CCI over the following two consecutive meetings.

During the regular Project Management Meeting in May 2008, all key stakeholders agreed to participate to complete the CCI. Consensus was also reached that the CCI could be administered over the next two consecutive Project Management Meetings. The next regular meeting, scheduled in two weeks time in May 2008 was dedicated to the CCI and the following in June 2008 at the same time.

Similar to *Be Active Eat Well*, a workshop approach was taken by the same facilitator (Annie Simmons) at the first meeting. Again, the purpose of the workshop was to introduce the CCI as a tool to measure capacity, introduce and discuss the key concepts to capacity building (including a definition) and to discuss the domains of capacity used within the CCI within the context of the *It's Your Move!* Project. This was to ensure each key stakeholder understood the terminology of each domain and its dimension, and its application to the project.

A facilitator's manual and workbook (Appendix G) were developed to aid in the delivery of the workshop and to allow the participants to complete the CCI. The facilitator's manual was a detailed version of the workbook. Both contain the CCI. These were modified from the *Be Active Eat Well* Project documents.



Only minor changes were required, i.e. reference to the project's name and use of different examples when referencing key settings and other key stakeholders. The workbook containing the CCI tool was handed out at the commencement of the workshop.

In addition, a *Microsoft PowerPoint* presentation was made to assist in guiding the workshop (Appendix H). The facilitator felt this may assist the key stakeholders focus on the process since the majority of key stakeholders join the meeting after a day's teaching at school. Also the use of a *PowerPoint* presentation contributed to one of three common delivery methods used in adult learning¹¹, namely visual, discussion and the use of the workbook.

The whole meeting was then dedicated to the administration of the CCI (the workshop component and commencing the completion of the Index). At the end of the meeting the workbooks were collected and stored by the facilitator until the next scheduled meeting, in two weeks time, at which the Index was completed.

Notes

The CCI can be administered in a variety of ways. Users of the Index can: 1) individually interview key informants, 2) conduct a focus group with members within a network, 3) conduct a network meeting or workshop with members, or 4) conduct the Index as a self-reflective tool based on experiences within a network. It was anticipated that the Index might produce some concerns so it was decided to opt for a workshop type approach. However respondents noted when completing the Index with this format, they still found it a difficult tool to use. In terms of analysis, the Index is quick and easy to collate and analyse providing both quantitative and qualitative measures. The qualitative items however lacked depth and those completing the CCI found it difficult to think of examples to qualify the corresponding level of capacity that was scored.

Capacity Building using Group Interviews with Ambassadors

Purpose

Group interviews were conducted with each set of Ambassadors in each school as they exited their role. The interview utilised an interview guide which included a series of open-ended standardised questions. The purpose of the interview was to obtain experiential feedback from each set about their role as Ambassadors to ascertain a sense of usefulness of the Student Ambassador Model and to assess what domains of capacity were built during the implementation of this model.

Content

The interview guide allowed for a general introduction followed by eight open-ended standardised questions (Appendix I).



Source and Validation

The questions were developed specifically for the purpose of the group interview. The first draft was shown to the Project Coordinator for feedback and approval, with minor adjustments made. The second draft was taken to a Project Management Meeting for scrutiny and approval by the five School Project Officers. Since all Ambassadors were required for interview, the questions were not pilot tested with them, instead the School Project Officers were the final source of validation. This was considered appropriate since the School Project Officers are teachers within the school hence it was accepted that they would be able to comment that level of comprehension or interpretation be appropriate for the Student Ambassadors.

The School Project Officers were employed by the project and hence had an intimate knowledge and having been briefed on the purpose of the group interview, it was considered that they would be able to make an informed judgement on the level and type of questioning posed. No issues were found with the format of the interviews or the type of questions.

Administration

Five group interviews were conducted, one at each school, at two time points, i) when the first set of Ambassadors (n=25) departed their role at the end of 2006 which marked the half way point of the project (Group 1, G1) and ii) when the second set (n= 40) departed and the end of the implementation phase of the project in June 2008 (Group 2, G2).

The interview process involved an interview guide utilising a series of eight open-ended standardised questions. The questions were developed specifically for the purpose of the group interview. The first draft was shown to Project Coordinator for feedback and approval, with minor adjustments made. The second draft was taken to a Project Management Meeting for scrutiny and approval by the five SPOs. Since all Ambassadors were required for interview, the questions were not piloted with them. Instead the SPOs were the final source of validation. This was deemed appropriate since they were 1) employed by the project and had an intimate knowledge of the project; 2) briefed on the purpose of the group interview and 3) as teachers, it was considered they would be able to make an informed judgement on the level and type of questioning posed be appropriate for the Ambassadors.

The interviews were arranged by the SPOs (previously briefed) who informed their Ambassadors of the purpose of the interview and encouraged them to attend. The interviews were held during the lunch break at each school at a convenient date to the group. Lunch was provided as a reward i.e. as one way to formally thank them for their contribution to the *It's Your Move!* project. The size of each group varied from four to eight with the SPO present in each group.

The Ambassadors were made aware of the interview format (questions provided) and encouraged to offer their opinions in response to the questions. Assent was sought to audio-tape the interview. Participants were assured transcriptions would



remain anonymous and responses collated across schools. The main intentions of the results were disclosed. At the conclusion of the interview, the Student Ambassadors were thanked for their participation and the process of handling the data was reiterated i.e. anonymous transcription, analysis, feedback and use of the data.

Immediately following the interview, at a prioritised convenient time, the audio tape was checked and notes made about the context of the interview and any outstanding observations. The tape was played in its entirety as soon as possible and any additional thoughts/comments were added to the notes.

Notes

The Ambassadors responded well to the interviews. Most were keen to tell of their experiences and spoke with enthusiasm. No one objected to having the interview taped. Providing lunch was valued and the Ambassadors appreciated the recognition of their role. Having the School Project Officers present allowed the Ambassadors to feel supported and the School Project Officers could also prompt the Ambassadors for detail.

Quality of Life (AQoL-2 and PedsQL)

It is best practice to combine a utility-based instrument (i.e. one that can be used for economic analyses using quality-adjusted life-years [QALYs] or disability-adjusted life-years [DALYs]) with a condition-specific instrument. In the *It's Your Move!* study, it was decided to utilise the Australian Quality of Life instrument Mark-2 (AQoL-2, a utility-based instrument designed for Australian adults) coupled with the Pediatric Quality of Life Inventory (PedsQL), a paediatric general health profile instrument. The latter was chosen given the absence of readily available condition-specific instrument suitable for adolescents.

Content

The AQoL2, is a multi-attribute utility instrument developed in Australia by a team led by Professor Jeff Richardson, Monash University^{10,11}. The AQoL2 comprises 20 health state questions across six dimensions, namely physical ability, social and family relationships, mental health, coping, pain, sensory. With respect to the sensitivity of the AQoL-2, the developers of the instrument are firmly of the opinion that there is no other utility-based instrument available, suitable for economic evaluation, which will provide greater sensitivity.

The PedsQL is a paediatric general health profile instrument, specifically designed for use with adolescents and children. The generic module was used for 13-18 year olds. The PedsQL has been adapted for specific conditions (e.g. cancer, asthma, and diabetes), but not as yet for obesity. The questions, however, fitted neatly with obesity, and, in this study, were employed as a proxy condition specific instrument. The PedsQL is a brief (one page) instrument, comprising 23 questions. It covers four dimensions of physical functioning, emotional functioning, social and school functioning.



Source and validation

The AQoL, a utility-based instrument suitable for economic evaluation, was originally developed for Australian adults using 'state of the art' psychometric procedures^{12,13,14}. It was recalibrated for use with adolescents. It is acknowledged, however, that population-based interventions such as *It's Your Move!* may not produce a detectable effect on AQoL2 at a population level. The instrument is rated highly in terms of validity and reliability with internal consistency of $\alpha = 0.81$.

As the AQoL2 was developed for Australian adults, its use in *It's Your Move!* (and the wider OPIC study) required its adaptation for use with adolescents, and for use in cultural settings other than Australia. The questions were originally tested for cultural and language appropriateness in two focus groups of adolescents (in each of the countries). In order to preserve the psychometric qualities of the AQoL, adaptation meant that changes were kept to a minimum and preserved the original intent of the question. Given that the utility values reflected the preferences of Australian adults, the values were recalibrated to reflect those of Australian adolescents. This was done using the 'time-trade-off' method, the same method as employed in the original development of the instrument. Sixty-eight students participated in this exercise in a classroom setting, each completing a set of ten scenarios. The recalibration of the AQoL2 for Australian adolescents, means that there is now a utility-based quality of life instrument (AdQoL2) available suitable for use in other studies involving Australian adolescents.

The PedsQL is a paediatric general health profile instrument specifically designed for use with adolescents and children¹⁵, and which is shown to have high validity and reliability^{16,17}. Whilst the PedsQL is not a preference based instrument, it still provides an index score which is obtained through simple arithmetic addition with all dimensions weighted equally (i.e. no utility trade-off weights are involved). The PedsQL index score can be compared to that produced by the AQoL-2. The comparability of the relationship in the study population between BMI and QoL as established by the two different instruments will increase the level of confidence with which the QoL results from the AQoL2 are viewed.

The two quality of life instruments were piloted with 95 students in the *It's Your Move!* schools, before being administered at baseline.

Administration

The instruments were completed by students using PDAs as part of the baseline batch of surveys. The length of the AQoL questions and the response categories meant that a question and the associated response categories could not fit on a single screen. As a result, the students completed the questions by using the PDA in conjunction with a hard copy of the instrument. This process was piloted and found not to impact on the results.

The PedsQL added little to the cognitive burden of participants, was easily administered and lent itself to electronic administration using the PDAs. It is very easy to score. The items on the scale are reversed scored and linearly

transformed to a 0-100 scale, such that higher scores indicate better health-related quality of life, (never 0=100; almost never 1=75; sometimes 2 = 50; often 3 = 25; almost always 4 = 0). To create scale scores, the mean is computed as the sum of the items divided by the number of items answered (thereby taking into account missing data). Separate scores can also be calculated for each of the four scales (physical functioning, emotional functioning, social functioning and school functioning) using the same method.

Notes

Both instruments are suitable for use with adolescents. The two surveys take approximately 10 to 15 minutes in total to administer (the PedsQL alone is only about two minutes),

Dissemination

When the baseline data was completed, all schools (both intervention and comparison) were provided with their own local data in the form of a presentation (to staff) or as a report. This data was their school only and did not include anthropometry information due to it being unavailable at the time.

Further reports have been generated in line with the other countries participating in the OPIC study, with the most recent titled: Lifestyle and Obesity in South Pacific Youth: Baseline Results from the Pacific Obesity Prevention In Communities (OPIC) Project in New Zealand, Fiji, Tonga and Australia. Auckland: 2008.

Ongoing analysis, publications and dissemination of results will continue throughout 2009 and 2010.

Key Learnings and Recommendations

At a school level, engaging with intervention and comparison schools was quite a challenge due to the project commencing in the second half of the year. This left term three and the first four weeks of term four to collect the baseline data. In term four, from week four, students in Years 10, 11 and 12 leave on a staggered basis, therefore collecting their data was problematic and required a highly coordinated approach by the research team and the school. This often required repeat visits to the school to collect the data of students who were absent on the first day. This emerged as an issue for the budget allocated to the baseline data phase (as there was no real 'contingency money' allocated in the first year of data collection). In all, the baseline data collection took approximately nine months to collect.



In working with schools, many issues emerged during the baseline data collection phase. Some difficulties involved some schools having a vertical curriculum (e.g. students from Years 8-10 in amalgamated classes), interruptions in the school programs (e.g. camps, excursions, sport days), distribution and collection of consent forms (e.g. designating a teacher to collect and collate) and timing of testing (e.g. duration of testing from start to finish, with the number of students that consented).

Some of the recommendations in relation to setting up the evaluation components of this study include: extensive planning by the research team before contacting schools, having a clear outline of the tools and instruments (e.g. survey, audits and other measurements) that are to be used and an estimated time it takes to administer, enter data and analyse. Additionally, the budget needs to be clearly defined by the research team to ensure that the costs of casual research assistants, hiring cars, equipment and accommodation are covered.

The research team needs to allow at least six to eight months lead time to work with schools. The process requires obtaining official sign on from the State and Regional Educational Managers, conducting the consultation phase and relevant workshops with local stakeholders (e.g. Principals) and the appointment of a key contact within the school to assist in the coordination of data collection requirements.

Once at the schools, the research team needs to have a system whereby they can administer and collect the required data within an approximate time of 55 minutes (1 period). This also includes recording the students ID numbers, checking that the surveys have been filled in correctly and ensuring that all of the students have completed the required tasks.

Conclusion

It's Your Move!, like the other projects conducted by the Sentinel Site for Obesity Prevention, has used a comprehensive evaluation framework with formative evaluation, process evaluation, impact evaluation, outcome evaluation, economic evaluation and, capacity building evaluation. When working with schools, data collection has to be a highly organised and well timed exercise for the school and the research team. Having a process whereby the school Principal selects a key contact, e.g. teacher who can distribute and collect consent forms, organise rooms/students and teachers to supervise is paramount.

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Appendix A: Process Evaluation Template

A Your name: _____ Your position: _____ Contact details: _____	B Project name: _____ School name: _____ Date of activity: _____
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C Activity / Event (brief description): _____ Purpose of activity/event: _____	D Location of activity: _____ Relevant objective/strategy: _____
--	--

E	<u>Staff involved</u>	Category of staff	Number of staff	Time spent	Comments
	1.				
	2.				
	3.				
	4.				

F	<u>Students involved</u>	Number of students	Time spent
	1. Duration		
	2. Organising activity		
	3. Attending activity		

G	<u>Parents/volunteers involved</u>	No. parents
	1. Organising activity	
	2. Attending activity	

H	<u>Resources used</u>	Type of resource	Quantity	Nature of units	Cost (if available)	Comments
	1.					
	2.					
	3.					
	4.					
	5.					

The following page asked about processes, lessons learnt and how would things be done differently Please turn over





It's Your Move! Project Evaluation Plan

February, 2008

Objective 1: To increase the capacity of families, schools and community organisations to promote healthy eating and physical activity

Measure	Instrument	When
Process:		
• Project structures: stakeholders, Terms of Reference, Committees, meeting minutes	Process Evaluation	2005-2008
• Project Coordinator's/officer's work plans, diaries, time allocations etc	Process Evaluation	2005-2008
• Formation of Action Plan, project coordination, project brief	Action Plan	2005
• Versions of the action plans and other implementation documents	Process Evaluation Action Plan	2005-2008 2005-2008
• Training for project staff, teachers and students	Process Evaluation	2005-2008
Impact:		
• Development and implementation of resources and strategies in schools	Process Evaluation	2005-2008
• Implementation of policies in secondary schools	School Environmental Audit	2005 & 2008
• Successful funding proposals to support the direction of the project	Process Evaluation (attach copies of grants)	2005-2008
• Integration of health promotion strategies into the community/organisations	Process Evaluation Community Health Promotion Plans	2005-2008
• Presentations, publications, workforce development	Process Evaluation	2005-2008
Outcome:		
• Increased knowledge and skills of staff in secondary schools	School Environmental Audit	2005 & 2008
• Organisational changes-reorientation of existing staff and Integration of health promotion strategies into the organisation's activities	Key Informant Interviews, Community Capacity Index Community Readiness to Change	2005 & 2008
• Sustainable structure of the Student Ambassador Model	Process Evaluation Student Ambassador Interviews	2006 and 2008

Objective 2: To achieve high awareness of the project's key messages

Measure:	Instrument	When
Process:		
• Development of logo and branding	Process Evaluation Social Marketing Plan	2005-2009
• Design, develop and test key messages	Process Evaluation Social Marketing Plan	2005-2008
• Distribution of Social Marketing materials to students	From invoices for printing and resource inventories, press releases & Social Marketing Plan	2005-2008
• Presence of key messages and project at key events within secondary schools	Process Evaluation [& Photos] Social Marketing Plan	2005-2008
• Professional Development of students and teachers in secondary schools	Process Evaluation	2005-2008
Impact:		
• Awareness of the key messages by students and teachers	School Environmental Audit PDA Survey-PAN KSB	2005 & 2008
Outcome:		
• Recollection of key messages by students in secondary schools	PDA Survey-PAN KSB	2005 & 2008

Objective 3: To evaluate the project

Measure:	Instrument	When
Process:		
• Formative processes recorded by project staff	Action Plan	2005
• Process Evaluation Forms recorded by project staff	Process Evaluation	2005-2008
• Evaluation of training programs	Individual Evaluation Forms of training	2005-2008
• Evaluation Plan	Evaluation Plan	2007-2008
Impact:		
• Project Progress reports	Project Progress Reports	2005, 2006, 2007, 2008, 2009
• Social Marketing Plan	Social Marketing Plan	2005-2008
• Communication Plan	Communication Plan	2005-2008
• Action Plan	Action Plan	2005-2008
Outcome:		
• Process Evaluation	Primary measure: Implementation of the action plan	2005-2008
• Impact Evaluation	Primary measures: Behaviour change, improvements in school setting, increased capacity of students	2005 & 2008
• Outcome Evaluation	Primary outcome measure(s): %body fat, weight, BMI, z-BMI Secondary outcome measure: relative decrease in the prevalence of overweight/ obesity in the intervention group compared to the comparison group	2005 & 2008

Objective 4: To significantly reduce high sugar drink consumption and to promote water intake

Measure:	Instrument	When
Process:		
• Distribution of water bottles for students and teachers	Water bottle [postcard] evaluation	2006
• Development of Curriculum Unit	Process Evaluation	2005-2008
Impact:		
• Increased awareness of the key message by school staff	Key Informant Interviews	2008
• Increased awareness of the key message by students	PDA Survey-PAN KSB	2005 & 2008
• Reduction in the types of sweet drinks sold through the school canteen	School Environmental Audit-canteen menu	2005 & 2008
• Reduction in the number of vending machines within the school	School Environmental Audit	2005 & 2008
• Adoption of drinks policies by schools	School Environmental Audit	2005 & 2008
• Installation of drinking fountains	School Environmental Audit	2005 & 2008
• Teaching of curriculum unit on this key message	Curriculum Audit	2008
Outcome:		
• Reduced proportion of youth that had sweet drinks 'yesterday'	PDA Survey-PAN KSB	2005 & 2008
• Reduced amount of sweet drinks consumed 'yesterday' by youth	PDA Survey-PAN KSB	2005 & 2008

Objective 5: To significantly increase the proportion of young people eating breakfast

Measure	Instrument	When
Process:		
• Development of curriculum unit on the key message	Process Evaluation	2005-2008
• Development of breakfast menus for students	Process Evaluation	2005-2008
• Social Marketing for students [<i>15 Minutes of Food Recipe Books</i>]	Process Evaluation	2007
Impact:		
• Increased awareness of key message by students	PDA Survey-PAN KSB	2005 & 2008
• Teaching of curriculum unit on the key message	Curriculum Audit	2008
• Proportion of healthy breakfast options increased in the canteen	School Environmental Audit	2005 & 2008
Outcome:		
• Decreased proportion of youth not eating breakfast	PDA Survey-PAN KSB	2005 & 2008



Objective 6: To significantly increase fruit and vegetable consumption

Measure:

	Instrument	When
Process:		
• Development of key messages for students	Process Evaluation	2005-2008
	Social Marketing Plan	2005-2008
• Implementation of programs and activities	Process Evaluation	2005-2008
Impact:		
• Point-of-sale promotion of fruit and vegetables at the school canteen	Process Evaluation	2005-2008
• Increased awareness of the key message by students	PDA Survey-PAN KSB	2005 & 2008
• Changes to canteen menus -Decrease in price of fruit and vegetables sold at the school canteen	School Environmental Audit-canteen menus	2005 & 2008
Outcome:		
• Increased number of serves of fruit eaten per day	PDA Survey-PAN KSB	2005 & 2008
• Increased number of serves of vegetables eaten per day	PDA Survey-PAN KSB	2005 & 2008
• Increased number of days per week where fruit is eaten after school	PDA Survey-PAN KSB	2005 & 2008



Objective 7: To significantly increase the healthiness of school food

Measure

	Instrument	When
Process:		
• Colour coding of canteen menus	Process Evaluation	2005-2008
• Develop the strategies needed to fulfil the Food @ School Guidelines	Process Evaluation	2008
• Provide Professional Development to assist schools in the implementation/development of nutrition policies within their school	Process Evaluation	2005 - 2008
	Evaluation of Individual Professional Development Sessions	2005 - 2008
Impact:		
• Implement the Food @ School Guidelines	Process Evaluation	2005- 2008
• Policies in place about the foods provided through the school: Canteen, Vending Machines, Camps, excursions and sport days, Fundraising, Catering, & also about rewarding students	School Environmental Audit	2005 & 2008
• Increased promotion of healthy food choices throughout the school	Process Evaluation	2005-2008
• Increased proportion of students rating their teachers to be positive role models for healthy eating	PDA Survey-PAN KSB	2005 & 2008
Outcome:		
• Increase in healthy options sold at the school canteen	School Environmental Audit (canteen menus)	2005 & 2008
• Increase in rating of canteen foods by staff	School Environmental Audit	2005 & 2008
• Increase in rating of canteen foods by students	PDA Survey-PAN KSB	2005 & 2008
• Increased rating of school's support for healthy eating by students	PDA Survey-PAN KSB	2005 & 2008

Objective 8: To significantly increase active transport (walking and cycling)

Measure:	Instrument	When
Process:		
• Development of social marketing for students	Process Evaluation	2005-2008
	Social Marketing Plan	2005-2008
• Development of school strategies to increase active transport	Process Evaluation	2005-2008
• Implementation of existing programs (such as Travel Smart & Bicycle Victoria)	Process Evaluation	2005-2008
Impact:		
• Increased awareness of this Key Message by students	PDA Survey-PAN KSB	2005 & 2008
• Establishment of school drop off zones	School Environment Audit	2005 & 2008
Outcome:		
• Increased number of students walking to school who live within 15 minutes walking distance	PDA Survey-PAN KSB	2005 & 2008
• Increased number of students cycling to school who live within 30 minutes cycling distance	PDA Survey-PAN KSB	2005 & 2008

Objective 9: To significantly increase participation in organised sports and other active recreation

Measure:	Instrument	When
Process:		
• Development of partnerships with sporting clubs	Process Evaluation	2008
• Development of PE Teachers Network	Process Evaluation	
• Development of social marketing materials for students	Process Evaluation	2005-2008
• Development of Policies on participation	Process Evaluation	2005-2008
Impact:		
• Professional development of PE Teachers through PE Teachers Network	Process Evaluation Leisure Networks Strategic Plan	2008
• Increase in number of lunchtime activities for students	Process Evaluation	2005-2008
• Increased proportion of students rating their teachers as positive role models for physical activity	PDA Survey-PAN KSB	2005 & 2008
Outcome:		
• Increased number of students being active at lunchtime	PDA Survey-PAN KSB	2005 & 2008
• Increased number of students being physically active after school	PDA Survey-PAN KSB	2005 & 2008
• Increased number of students participating in organised sport	PDA Survey-PAN KSB	2005 & 2008

Objective 10: To create an acceptance of different healthy body sizes/ shapes and decrease episodes of inappropriate dieting

Measure:	Instrument	When
Process:		
• Curriculum development around the key message	Process Evaluation	2005-2008
• Design, develop and test key messages in relation to body size/shapes & weight	Process Evaluation Social Marketing Plan	2005-2008
• Programs and events	Process Evaluation Event Evaluation	2005-2008
Impact:		
• Increased awareness of the key message by students	PDA Survey-PAN KSB	2005 & 2008
• Curriculum implementation	Curriculum Audit	2008
Outcome:		
• Decrease in the proportion of students that are 'unhappy' with their shape & size but are a healthy weight	PDA Survey-PAN KSB	2005 & 2008
• Decrease in the proportion of students that are trying to lose weight but are a healthy weight	PDA Survey-PAN KSB	2005 & 2008
• Decrease in prevalence of students classifying themselves as overweight or obese who are within a healthy weight category	Anthropometry	2005 & 2008



Appendix C: Protocols for taking anthropometric measurements

In conducting the children's height, weight, waist circumference and body fat percentages measures, a team of Research Assistants (RA's) were trained in the administration process. Students moved through three stations: height measured using a stadiometer, weight (and relative body composition indicators) using a TANITA and their waist using an expandable tape measure.

In setting up the measurement process within a school context, measurements were conducted in areas that were deemed appropriate and available with screens dividing rooms where necessary and that matched gender RAs measured students (i.e. male research assistants were used for measurement of male students).

The process of obtaining the anthropometry measures involved a series of stations set up within an unused classroom or alternative room within the school.

Height

The first station measured the students' height. This involved the research assistant asking the student to remove any bulky clothing including shoes and socks or any other items that could affect the measurements. Ideally, students should only have one thin layer of clothing only. Students were then asked to step on to the stadiometer with their back and heels against the stand (students were asked not to lean back on the stand). They were then asked to stand up straight (stretching upwards without heels leaving the ground and to look straight ahead). To measure the students, the research assistant checked the lower body is in proper position and that line of vision is at right angles to the body before taking measurement (to the nearest 0.1 cm). The desired position of the body and the head for height measurement are shown in figures 1 and 2. The research assistant rolled the tape measure down to the top of the students head. The measurement was then recorded onto the students Demographic Sheet.

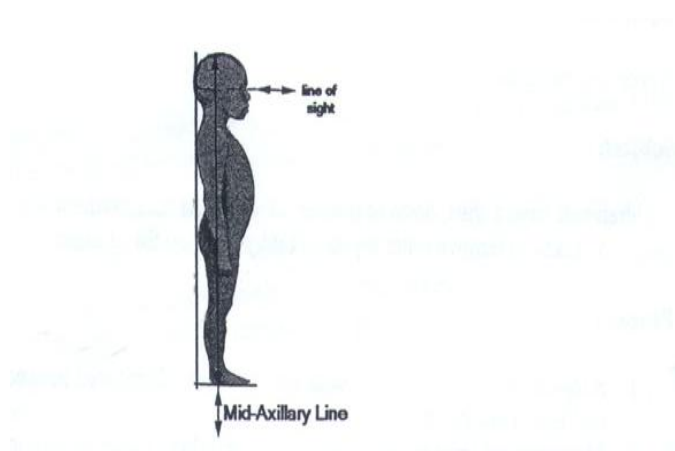


Figure 1: Position of body for measurement of height
(Source: <http://www.state.me.us/education/sh/figure%201.doc>)



Figure 2: Position of head for measurement of height
(Source: <http://www.state.me.us/education/sh/figure%202.doc>)

Waist

Students transitioned to the waist measurement station. The research assistant explained to the student that the tape measure was going to go around their waist. The student was asked to point to their belly button, hold the end of the tape measure and spin around slowly on the spot so that the tape measure ended up around their waist with little intrusion from the research assistant. A mirror was located behind the student to ensure that the tape was not caught on the students clothing. The students were instructed to have their feet approximately 25-30cm apart and to look straight ahead while the measurement was taken. The tape measure was fitted firmly, but not so tight as to compress the underlying soft tissue. The student was then asked to normally inhale and exhale. The circumference was measured to the nearest 0.1cm at the end of normal expiration. As for height, the measurement was then recorded onto the students Demographic Sheet.

Weight and Body Composition

The third measure was weight and body composition. This was calculated through the TANITA body composition analyser. The research assistant had to enter various variables before any measures could be made. These included date of identification number, date of birth, gender, height, and waist circumference. A standard entry for physical type and a clothing allowance of 1.5kg was set as default on the TANITA. Once entered, the student was then asked to step on to the TANITA platform aligning their feet to the metal plates (electrodes) and distributing their weight evenly. This alignment ensured inner thighs are not touching to ensure proper conductivity. The student was instructed to look straight ahead. Weight is calculated first and after a few seconds, the student was instructed to take the two handles and hold them firmly by their side but not touching clothing. Sufficient conduction is indicated by the TANITA through the visual screen and audibly with beeps. Once completed the student could step off completing the phase of anthropometric measurements. The data from the TANITA was then sent to an Excel spreadsheet. As back up, a printout was obtained from the TANITA after each student was completed and their ID number was recorded on the printout.

Body size calculations

BMI (weight in kg/(height in m)²), waist/height ratio and BMI-z score (calculated against the 2000 CDC growth reference from the United States using the zanthro module in STATA) were calculated. The International Obesity Task Force (IOTF) age-specific BMI cut-offs were also used to classify children's weight status as either thinness grades 1-3, healthy weight, overweight or obese (1, 2) using the LMS Growth Microsoft Excel module (2).

1. Cole TJ, Bellizzi MC, Flegal KM, Dietz WH. Establishing a standard definition for child overweight and obesity worldwide: international survey. *BMJ*. 2000 May 6;320(7244):1240-3.
2. Cole TJ, Flegal KM, Nicholls D, Jackson AA. Body mass index cut offs to define thinness in children and adolescents: international survey. *BMJ*. 2007 Jun 25.



Appendix D: Adolescent Behaviour, Attitudes and Knowledge Questionnaire

Instructions:

Is this today's date? _____/_____/_____

What is the name of your school? _____

1. What year are you in? Year 9

10

11

12

13

2. Which ethnic group do you most associate with?

European Australian

Indian

Chinese

Indigenous Australian

Other

3. Were you born in Australia?

Yes

No

4. I am

Male

Female

5. What is your date of birth?

Day

Month

Year

6. Do you live with your parents/step-parents during the school week?

Yes with two parents

Yes with one parent

Don't live with my parents

7. Do you live with other ADULT relatives during the school week?

(e.g. grandparents, uncle, aunt, cousin)

Yes

No

12. How many people usually live at your home including yourself during the school week? 1-15 _____

13. On school days, where do you usually get your breakfast from?

Home

School canteen or tuck shop

Shop (outside school)

From friends

I don't eat breakfast



14. In the last 5 school days, on how many days did you have something to eat for breakfast before school started?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

15. Where do you usually get your morning tea for recess from?

- Home
- School canteen or tuckshop
- Shop (outside school)
- From friends
- I don't eat morning tea

16. In the last 5 school days, on how many days did you eat at morning recess/interval?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

17. Where do you usually get your lunch from?

- Home
- School canteen or tuckshop
- Shop (outside school)
- From friends
- I don't eat lunch

18. In the last 5 school days, on how many days did you eat lunch at lunchtime?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

19. How many serves of fruit do you usually eat each day? (a serve = 1 apple, 1 banana, 1 mandarin or 1 cup of diced fruit)

- 1 serve or less
- 2 to 3 serves
- 4 serves or more

20. How many serves of vegetables do you usually eat each day? (1 serve = ½ cup cooked vegetables or 1 cup of raw vegetables/salad)

- 1 serve or less
- 2 to 3 serves
- 4 serves or more



21. In the last 5 school days(including time spent at home), on how many days did you have regular (non diet) soft drinks? (Soft drinks = drinks like Coke, Sprite, Fanta)

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

22. On the last school day, how many glasses or cans of non-diet soft drinks did you have?

- 0-More than 2 litres

23. In the last 5 school days, on how many days did you have fruit drinks or cordial? (Such as Ribena and Cottees)

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

24. On the last school day, how many glasses of fruit drinks or cordial did you have?
0-9 glasses _____

25. How often do you usually eat food from a takeaway? (e.g. McDonalds, KFC, Subway, fried chicken, fish and chips, hamburgers, Chinese takeaway)

- Once a month or less
- 2-3 times a month
- Once a week
- 2-3 times a week
- Most days

26. In the last 5 school days, on how many days did you buy snack food from a shop or takeaway after school?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

27. How often do you usually eat fruit after school?

- Everyday or almost everyday
- Most days
- Some days
- Hardly ever or never

28. How often do you usually eat bread, toast, buns or sandwiches after school?

- Everyday or almost everyday
- Most days
- Some days
- Hardly ever or never



29. How often do you usually eat biscuits, potato chips or snacks such as instant noodles after school?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

30. How often do you usually eat pies, takeaways or fried foods such as French fries after school?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

31. How often do you usually eat chocolates, lollies, sweets or ice cream after school?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

32. In the last 5 school days, how many times did you walk or bike to or from school? (walking from home to school and back on 1 day is 2 times: walking to school and taking the bus home is 1 time)

0-more than 10 times

33. How long does it take you to walk from home to your school?

Less than 15 minutes
15-30 minutes
More than 30 minutes

34. Over the last 5 school days, what did you do most of the time at morning recess/interval (apart from eating)?

Mostly just sat down
Mostly stood or walked around
Mostly played active games

35. In the last 5 school days, what did you do most of the time at lunchtime (apart from eating)?

Mostly just sat down
Mostly stood or walked around
Mostly played active games

36. In the last 5 school days, on how many days after school did you do sports, dance, cultural performances or play games in which you were active?

0 days
1 day
2 days
3 days
4 days
5 days



37. In the last 5 school days, how many days did you watch TV, videos or DVDs in your free time?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

38. On the last school day that you watched TV, videos or DVDs, how long did you watch for?

Less than 1 hour – More than 4 hours

39. Last Saturday, how many hours did you spend watching TV, videos or DVDs?

0-more than 10 hours

40. Last Sunday, how many hours did you spend watching TV, videos or DVDs?

0-more than 10 hours

41. During the school week, do your parents (or caregivers) limit the amount of TV you are allowed to watch? (including videos and DVDs)

- No limits, I can watch anything
- Yes, but not very strict limits
- Yes, strict limits

42. In the last 5 school days, how many times did you watch TV while eating your evening meal?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

43. Do you have a TV in your home?

- Yes
- No

44. Do you have a TV in your bedroom?

- Yes
- No

45. In the last 5 school days, how many days did you play video games, electronic games or use the computer (not for homework)?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days



46. On the last school day that you spent time playing video games or using the computer (not for homework), how long did you play for?

Have not played for ages
Less than 1 hour
1 hour
2 hours
3 hours
4 hours
More than 4 hours

47. Last Saturday, how many hours did you spend playing video games or using the computer (not for homework)?

0 – More than 5 hours

48. Last Sunday, how many hours did you spend playing video games or using the computer (not for homework)?

0 – More than 5 hours

49. Do you have video games, electronic games or a computer in your home?

Yes
No

50. How would you describe your weight?

Very underweight
Slightly underweight
About the right weight
Slightly overweight
Very overweight

51. How happy or unhappy are you with your BODY WEIGHT?

Very happy
Happy
In between / OK
Unhappy
Very unhappy
Never thought about my body weight

52. How happy or unhappy are you with your BODY SHAPE?

Very happy
Happy
In between / OK
Unhappy
Very unhappy
Never thought about my shape

53. Which of these statements most closely applies to you?

I am...

Trying to lose weight
Trying to gain weight
Trying to stay at my current weight
Not doing anything about my weight



54. Which of the following statements most closely applies to you?

I am...

Trying to gain muscle size
Trying to stay at the same muscle size
Not doing anything about my muscles

55. How much does your mother (or female caregiver) encourage you to eat healthy foods?

A lot
Some
A little
Not at all
Don't live with my mother

56. How much does your father (or male caregiver) encourage you to eat healthy foods?

A lot
Some
A little
Not at all
Don't live with my father

57. How often do you have food from a takeaway shop for dinner?

More than once a week
About once a week
2-3 times a month
Once a month or less

58. How often is fruit available at home for you to eat?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

59. How often are potato chips or similar snacks available at home for you to eat?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

60. How often are chocolates or sweets available at home for you to eat?

Everyday or almost everyday
Most days
Some days
Hardly ever or never

61. How often are non-diet soft drinks available at home for you to drink? (soft drinks = drinks like Coke, Sprite, Fanta)

Everyday or almost everyday
Most days
Some days
Hardly ever or never



62. In the last 5 school days, how much money did you spend in total on food or drinks for yourself at takeaway shops or milkbars (not at the school canteens)?

0 – 20 Dollars

63. How much does your mother (or female caregiver) encourage you to be physically active or play sports?

A lot
Some
A little
Not at all
Don't live with my mother

64. How much does your father (or male caregiver) encourage you to be physically active or play sports?

A lot
Some
A little
Not at all
Don't live with my father

65. How much do your older brothers or male cousins encourage you to be physically active or play sports?

A lot
Some
A little
Not at all
Don't have older
Brother/cousin

66. How much does your older sister or female cousins encourage you to be physically active or play sports?

A lot
Some
A little
Not at all
Don't have older sister/cousin

67. How much do your best friends encourage you to be physically active or play sports?

A lot
Some
A little
Not at all

68. In the last 5 school days, how many times did all or most of your family living in your house eat an evening meal together?

0 days
1 day
2 days
3 days
4 days
5 days



69. How much does your school encourage ALL students play organised sport?

A lot
Some
A little
Not at all

70. How much does your school encourage ALL students to be physically active at lunchtime?

A lot
Some
A little
Not at all

71. How do you rate the teachers at your school as role models for being physically active?

Excellent
Good
OK
Not very good
Poor

72. How do you rate the teachers at your school as role models for healthy eating?

Excellent
Good
OK
Not very good
Poor

73. How do you rate the food and drink choices available at your school canteen?

Mostly healthy
Half healthy/half unhealthy
Mostly unhealthy

74. How much does your school encourage students to make healthy food choices?

A lot
Some
A little
Not at all

75. How safe do you feel being out alone in your neighbourhood at night?

Very safe
Safe
Unsafe
Very unsafe

76. How safe do your parents (or caregivers) think it is for you to be out alone in your neighbourhood at night?

Very safe
Safe
Unsafe
Very unsafe
Don't know



77. How much do dogs bother you when you are walking in your neighbourhood?

- A lot
- Somewhat
- A little
- Not at all

78. How much does traffic bother you when you are walking in your neighbourhood?

- A lot
- Somewhat
- A little
- Not at all

79. How much do other people bother you when you are walking in your neighbourhood?

- A lot
- Somewhat
- A little
- Not at all

How strongly do you agree or disagree with the following statements

80. Skipping breakfast or lunch is a good way to lose weight

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

81. Fruit drinks and cordials have less sugar than non-diet soft drinks like Coke and Sprite

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

82. Watching a lot of TV does not lead to weight gain

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

83. Eating a lot of fruit and vegetables is bad for your weight

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

This completes the questionnaire!!

Thank you for your participation!!...well done!



Appendix E: School Environmental Audit

Instructions

Schools can influence students' nutrition and physical activity behaviours in a lot of ways (policies, curriculum, role modelling, etc). The purpose of this audit is to attain a picture of your school's policies and practices relating to nutrition and physical activity.

There are three parts of this audit:

Part 1 (this part) is to be filled out by the **Principal** or a **Senior Administrator**. It is expected as part of this audit to attach copies of relevant policies or documents (where defined).

Part 2 is to be filled out by the **Canteen Manager** or food service operator; and **Part 3** is to be completed by at least 3 **Teachers** from your school.

It will take approximately 15 minutes to fill out each part. All parts of the audit are self-administered.

Answer the questions honestly; your answers will remain confidential. Where research related to this information is reported, your name and your school will not be identified.

Thank you for taking the time to complete this audit.

Please return completed audits to: _____



Secondary School Environmental Audit - Part 1

To be filled in by the Principal/Senior Administrator/or other senior person who has access to the school policies

School Name: _____

Your Name: _____

Your phone number: _____

(In case a member of the research team would like to contact you to clarify any of your responses).

Date of Completion of the audit _____

What is your position?

- ☐ Principal
- ☐ Deputy Principal/ Senior Administrator
- ☐ Other _____

Initials of administrator of audit: _____



Food Availability

1. In the 2008 school year, which students were allowed to leave school grounds during the school day? (Without special permission) **Choose all that apply**

- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12
- ☐ None of the students are permitted to leave (**go to question 3**)

2. At what times during the day were the students permitted to leave the school grounds? (Without special permission) **Choose all that apply**

- ☐ During lunch
- ☐ During morning and afternoon tea/intervals
- ☐ Other times

3. How close is the nearest milk bar/dairy to your school?

- ☐ Within 100 metres
- ☐ 100m to 500m
- ☐ 500m to 1000m
- ☐ More than 1000m

4. How close is the nearest takeaway/ fast food outlet to your school?

- ☐ Within 100 metres
- ☐ 100m to 500m
- ☐ 500m to 1000m
- ☐ More than 1000m

School food service

5. In the 2008 school year, was there a food service (*food service means canteen, tuck-shop, or lunch order system, breakfast clubs etc*) operating at your school?

- ☐ Yes
- ☐ No (**go to question 9**)



6. Who operated the food service?

- ☐ Canteen manager employed by the school (**go to question 8**)
- ☐ Volunteers (students, parents, etc) coordinated by school staff (**go to question 8**)
- ☐ External food company (eg, local shop, food service organisation)
- ☐ Other _____

7. If an external food service company operated the school food service was it covered by a written contract?

- ☐ No
- ☐ Yes, and it is up for renewal within 2 years
- ☐ Yes, and it is **not** up for renewal within 2 years

8. In the 2008 school year, was the school food service an important source of funds for the school?

- ☐ Yes
- ☐ No

9. Did your school food service provider have a contract with a soft drink bottler or other food manufacturer giving the company exclusive rights or preference to sell soft drinks or other foods at your school in 2008?

- ☐ Yes
- ☐ No

Food and nutrition

10. At the beginning of 2008, did your school have a written policy (or policies) relating to promoting and supporting nutrition and healthy eating at school?

- ☐ Yes (If yes, please attach a copy/ copies)
- ☐ No (If no, go to q12)

11. Did the policy (or policies) include:	Yes	No
What foods are available in the canteen?	<input type="checkbox"/>	<input type="checkbox"/>
The availability of drinking water for students?	<input type="checkbox"/>	<input type="checkbox"/>
Vending machines at school?	<input type="checkbox"/>	<input type="checkbox"/>
Foods used for fundraising?	<input type="checkbox"/>	<input type="checkbox"/>
Using food as a reward? (e.g. chocolate fish)	<input type="checkbox"/>	<input type="checkbox"/>
Food associated with school events? (eg sports days, parent evenings)	<input type="checkbox"/>	<input type="checkbox"/>
Teaching food and nutrition in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
Staff acting as role models for healthy eating?	<input type="checkbox"/>	<input type="checkbox"/>

12. About how often in the 2008 school year did your school give information to parents about healthy food and eating (at school events, in newsletters, etc.) **(If possible, please attach some examples)?**

- ☐ 0 times
- ☐ 1-3 times
- ☐ 4-6 times
- ☐ 7-10 times
- ☐ More than 10 times
- ☐ I don't know

13. About how often in the 2008 school year, did you have sporting, social or cultural events in your school be sponsored by soft-drink, fast food or confectionary companies?

- ☐ 0 times
- ☐ 1-3 times
- ☐ 4-6 times
- ☐ 7-10 times
- ☐ More than 10 times

14. In 2008, were students allowed to drink water in the classroom during class time?

☐ Yes

☐ No

☐ Not sure

15. In 2008, were students allowed to eat in the classroom during class time?

☐ Yes

☐ No

☐ Not sure

16. In 2008, did your school have a school vegetable garden?

☐ Yes

☐ No

Physical education, sports and physical activity

17. In 2008, did the school have a written policy / policies relating to promoting and supporting physical activity at school?

☐ Yes (If yes, please attach a copy / copies)

☐ No (If no, go to q18)

18. Did this policy include:	Yes	No
The use of school grounds 'out of school hours'?	<input type="checkbox"/>	<input type="checkbox"/>
Providing access to sports equipment outside of formal sport or P.E?	<input type="checkbox"/>	<input type="checkbox"/>
Promoting cycling and/or walking to school?	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging participation in sports or other active programs (e.g. Dance, aerobics)	<input type="checkbox"/>	<input type="checkbox"/>

19. On average in 2008, how many periods a week were devoted to formal physical education (PE) for the following year levels? If PE was not compulsory for a year level, please tick the box for either 'Optional PE or equivalent' or 'No option for PE or equivalent'

	1 period / week	2 periods / week	3 periods / week	4 periods / week	5 periods / week	6 periods / week	7 periods / week	Optional PE or equivalent	No option for PE or equivalent
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									

20. On average, how often are the school grounds utilised by external clubs and other groups for supervised sports?

- ☐ 0 days a week
- ☐ 1 day a week
- ☐ 2 days a week
- ☐ 3 days a week
- ☐ 4 days a week
- ☐ 5 days a week
- ☐ 6 days a week
- ☐ Every day of the week

21. In the 2008 school year, how many different clubs or community groups utilised the school grounds for sports and other recreational activities?

_____ Number of clubs/groups

22. In the 2008 school year, could students access the school's outdoor facilities at any time outside of school hours (i.e. Weekends and holidays)?

- ☐ Yes
- ☐ No



23. Were there indoor facilities for physical activity in 2008 (e.g. a gym, basketball court)?

☐ Yes

☐ No

24. Do most teachers participate in professional development / continuing education at least once a year?

☐ Yes

☐ No

25. Do staff have the opportunity for professional development training regarding the health benefits of nutrition and physical activity?

☐ Yes

☐ No

Thank you for taking the time to complete this audit.



Secondary School Environmental Audit

Instructions

Schools can influence students' nutrition and physical activity behaviours in a lot of ways (policies, curriculum, role modelling, etc). The purpose of this audit is to attain a picture of your school's policies and practices relating to nutrition and physical activity.

There are three parts of this audit:

Part 1 is to be filled out by the Principal or a senior administrator;

Part 2 (this part) is to be filled out by the canteen manager or food service operator; and

Part 3 is to be completed by teachers at the school.

It will take approximately 15 minutes to fill out this part. All parts of the audit are self-administered.

It is important to keep in mind that when filling out the audit to answer the questions honestly; your answers will remain confidential. Where research related to this information is reported, your name and your school will not be identified.

Thank you for taking the time to complete this audit.

Please return the completed audit together with a copy of your canteens current price list (including all items for sale)
to_____.



Secondary School Environmental Audit - Part 2

This part of the audit is to be completed by someone who has a close working knowledge of the school food service.

Thank you for taking the time to complete this audit. This should be answered by someone who has a close working knowledge of the school food service such as a canteen manager or food service operator. Please answer the questions as best as you can. The contents of this audit will remain confidential to the research team and to your school. Where research related to this information is reported, your school name will not be identified.

School Name _____

Your Name _____

Your phone number _____

(In case a member of the research team would like to contact you to clarify any of your responses.)

Date of Completion of the audit: _____

What is your position?

☐ Canteen manager

☐ Other: _____

Initials of administrator of audit: _____



Food and nutrition

1. In the 2008 school year, how many days per week did the school food service operate?

- ☐ 0 days (go to question 8)
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

2. Which of the following times during the day was the school food service open to students? (**Check all that apply**)

- ☐ Before school starts
- ☐ Intervals/ breaks
- ☐ Lunch time
- ☐ After school
- ☐ It's open the entire school day

3. How adequate was the space at school for food preparation in 2008?

- ☐ Very adequate
- ☐ Adequate
- ☐ Inadequate
- ☐ Very inadequate
- ☐ Not applicable

4. In 2008, were the following foods and beverages usually (usually meaning most days of the week) available from the school food service?

	Yes	No
Fruit	<input type="checkbox"/>	<input type="checkbox"/>
Salad options	<input type="checkbox"/>	<input type="checkbox"/>
Milk (including flavoured milk)	<input type="checkbox"/>	<input type="checkbox"/>
Yoghurt	<input type="checkbox"/>	<input type="checkbox"/>
Filled rolls/ sandwiches	<input type="checkbox"/>	<input type="checkbox"/>
Lollies/ chocolate	<input type="checkbox"/>	<input type="checkbox"/>
Hot Chips	<input type="checkbox"/>	<input type="checkbox"/>
Crisps	<input type="checkbox"/>	<input type="checkbox"/>
Pies	<input type="checkbox"/>	<input type="checkbox"/>
Sausage rolls	<input type="checkbox"/>	<input type="checkbox"/>
100% fruit juice	<input type="checkbox"/>	<input type="checkbox"/>
Sugar drinks (soft drinks, sports drinks and fruit cordials)	<input type="checkbox"/>	<input type="checkbox"/>
Water	<input type="checkbox"/>	<input type="checkbox"/>
Ice blocks, ice poles, or ice creams	<input type="checkbox"/>	<input type="checkbox"/>

5. Did the school food service have a pricing policy that encouraged the sale of healthy food choices at a reduced cost in 2008?

- ☐ Yes
- ☐ No
- ☐ Don't know

6. In the 2008 school year, did the school food service routinely promote and advertise healthy food choices (e.g., highlight healthy foods on menu, offer taste testing opportunities for new food, have best position in food displays)?

- ☐ Yes
- ☐ No
- ☐ Don't know

7. How often did the schools food service review the food and drinks available in 2008?

- ☐ Never
- ☐ Less than once a year
- ☐ About once a year
- ☐ About once every 6 months
- ☐ About once a term
- ☐ Once a month or more

8. How many vending machines did your school have in 2008?

_____ (number of machines) (If none, answer 0 and go to qn 11)



9. How many of these vending machines sold drinks alone?

_____ (number of machines) **(if none, answer 0)**

10. How many vending machines were accessible for staff alone?

_____ (number of machines) **(if none, answer 0)**

11. How many water fountains or drinking taps were in your school in 2008?

☐

0

☐

1-3

☐

3-6

☐

7-10

☐

More than 10

12. Please attach a copy of your canteens current price list including all items for sale

Thank you for taking the time to complete this audit



Secondary School Environmental Audit - Part 3

This part of the audit is to be completed by a teacher

Thank you for taking the time to complete this audit. This part of the audit contains a number of personal ratings and judgements about the effectiveness of policies at your school.

Please answer the questions as best as you can. The contents of this audit will remain confidential to the research team and to your school. Where research related to this information is reported, your name and the name of your school will not be identified.

School Name: _____

Your Name: _____

(In case a member of the research team would like to contact you to clarify any of your responses)

Date of Completion of the audit: _____

Person 1: What is your position?

☐

Teacher

☐

Nurse

☐

Other _____

☐

Tick box if you are a health or PE teacher

Initials of the administrator of the audit: _____



Food and nutrition

1. Indicate your level of agreement/ disagreement with the following statement,

“In the **2008** school year, our school **canteen** (food service) mainly provided foods with high nutritional value”

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Questions 2, 3, 4 and 5 relate to a written policy that promotes healthy eating.

2. Does your school have a written school nutrition or healthy canteen policy?

- ☐ Yes (If Yes, go to Q 4)
- ☐ No (If no, go to Q 7)
- ☐ Not sure

3. What proportion of **teachers do you think were aware of this policy in 2008?**

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none
- ☐ School doesn't have a written policy

4. What proportion of **parents do you think were aware of this policy(ies)?**

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none
- ☐ School doesn't have a written policy



5. How good was the School's compliance with the school nutrition/ healthy canteen policy(ies) in 2008?

- ☐ Very good
- ☐ Good
- ☐ OK
- ☐ Poor
- ☐ Very poor

6. How would you rate the level of support for healthy eating provided by parents at your school in 2008?

- ☐ Very high
- ☐ High
- ☐ Moderate
- ☐ Low
- ☐ Very low

7. What proportion of teachers at your school acted as good role models by eating healthy foods in the 2008 school year?

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none

8. Overall, how effective was your **school** at **promoting** healthy eating among students in the 2008 school year?

- ☐ Very effective
- ☐ Moderately effective
- ☐ Not very effective
- ☐ Not effective at all



Physical education, sports and physical activity

Questions 8, 9 and 10 relate to a written policy that promotes sport and other physical activity

9. Does your school have a written school sport or physical activity policy?

- ☐ Yes (If Yes, go to q.....)
- ☐ No (If no, go to q.....)
- ☐ Not sure

10. In 2008, what proportion of **teachers** do you think were aware of this policy?

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none
- ☐ School doesn't have a written policy

11. What proportion of **parents** do you think were aware of this policy?

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none
- ☐ School doesn't have a written policy

12. How good was the Schools' compliance with this policy in the 2008 school year?

- ☐ Very good
- ☐ Good
- ☐ OK
- ☐ Poor
- ☐ Very poor

13. How adequate was the area for outdoor play at your school in 2008?

- ☐ Very adequate
- ☐ Adequate
- ☐ Neither adequate nor inadequate
- ☐ Inadequate
- ☐ Very inadequate

14. How adequate was the area for indoor play at your school in 2008?

- ☐ Very adequate
- ☐ Adequate
- ☐ Neither adequate nor inadequate
- ☐ Inadequate
- ☐ Very inadequate

15. How adequate was the sporting and active play equipment (eg bats, balls) at your school in the 2008 school year?

- ☐ Very adequate
- ☐ Adequate
- ☐ Neither adequate nor inadequate
- ☐ Inadequate
- ☐ Very inadequate

16. How accessible was the sports equipment to all students outside of PE periods and sport in 2008?

- ☐ Almost unlimited access
- ☐ Moderate access
- ☐ Limited access
- ☐ Very limited access

17. Rate the strength of the links that the school had with community sporting and recreation organisations and facilities in 2008.

- ☐ Very strong
- ☐ Strong
- ☐ Moderate
- ☐ Weak
- ☐ Very weak

18. What proportion of teachers at your school acted as good role models by being physically active in the 2008 school year?

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few

19. What proportion of parents at your school supported school-based physical activity programs in 2008 (i.e. by attendance at events, supervision, volunteering etc)?

- ☐ All or almost all
- ☐ Most
- ☐ About half
- ☐ Some
- ☐ Very few or none

20. To what degree had your school implemented programs or strategies to reduce traffic congestion around the school by the end of the 2008 school year?

- ☐ Strategies/Programs have been fully implemented
- ☐ Strategies/Programs have been partly implemented
- ☐ Strategies/Programs have not been implemented
- ☐ Not applicable as traffic congestion was not a problem

21. How adequate was the cycle storage facilities at your school in 2008?

- ☐ Very adequate
- ☐ Adequate
- ☐ Inadequate
- ☐ Very inadequate
- ☐ No students cycle to school



22. In the 2008 school year, how much did nutrition and physical activity classroom assignments encourage students to make changes at home?

- ☐ Strongly encouraged
- ☐ Somewhat encouraged
- ☐ Slightly encouraged
- ☐ Didn't encourage

23. In 2008, the school encouraged participation by ALL students in sports and other physical activities (e.g. not allow highly skilled students to dominate activities and games):

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

24. Overall, in 2008, how effective was your school at promoting physical activity among students?

- ☐ Very effective
- ☐ Moderately effective
- ☐ Not very effective
- ☐ Not effective at all

Thank you for taking the time to complete this audit.



Appendix F: Community Readiness to Change

Community Readiness questions for interviews to key stakeholders - adolescents

Introduction

1. What part of the xxx (insert community name) community can you report on?
2. Community knowledge about obesity
3. In general, what does your community know about obesity?
4. Is obesity in youth a concern in your community?
5. Is underweight in youth a concern in your community?
6. Is overweight or underweight a bigger problem in your community?
7. What type of information about obesity is available for your community?
8. What local data are available on obesity for your community?
[if No data, skip to Q 9]
9. How do people from your community obtain this information?

Community efforts (programs, activities, policies, etc)

10. What efforts are present in your community to promote physical activity and/or healthy eating, which were intended to address overweight or obesity?
Please explain.
[If no programs/activities or policies: skip to Q 16 and omit Q 19, 20]
11. How long have these efforts been going on in your community?
12. What works well out of these prevention efforts?
13. What could be improved of these prevention efforts?
14. Whom do these programs serve? (Prompt: For example, populations by ethnicity, religion, sex.)
15. Do these prevention efforts exclude or leave out some groups in the community?
16. Is there a need to expand these effort/services? If not, why not?
17. Is there any planning for new efforts/services going on in your community regarding promotion of physical activity and/or healthy eating? If yes, please explain
18. Are you aware of any efforts being made to evaluate the efforts or policies that are in place?
19. Are the evaluation results being used to make changes in programs, activities, or policies or to start new ones?

Community knowledge of efforts

20. What does the community know about the efforts you described above?
21. How could the communities' knowledge about these efforts be improved?
22. What does the community know about future plans to promote physical activity and/or healthy eating?
23. How does the community view these programs, policies and practices?



Leadership

24. What “leaders” in your community are involved in efforts regarding promotion of physical activity and/or healthy eating? Please list.
25. Can you identify any potential leaders? (Please list)
26. How are these leaders involved? If involved in a committee, task force, etc., how often do they meet?
27. Would the leaders support changing or improving current prevention efforts? Please explain.
28. Do other leaders in your community also see obesity in youth as a problem? Please explain.

Community attitude

29. Are there circumstances in which members of your community might think that overweight/obesity is not a concern? Please explain.
30. Does the community support the efforts to promote physical activity and/or healthy eating in youth? If so, how?
31. What are the obstacles to promotion of physical activity and/or healthy eating in your community?
32. Does the community see physical activity and healthy eating as the answer to prevent obesity?
33. Based on the answers that you have provided so far, what do you think the attitude of community members is about overweight or obesity?

Resources for prevention efforts

34. A person who was concerned about adolescents gaining too much weight – where would he turn to for help in your community?
35. Who provides resources or services dealing with promotion of physical activity and/or healthy eating?
36. What is the level of competence among those working on promotion of physical activity and/or healthy eating in your community?
37. Are organizations, schools, clubs or churches involved in promotion of physical activity and/or healthy eating in your community? Please list.
38. Do local businesses support promotion of physical activity and/or healthy eating?
39. Are you aware of any proposals or grants for funding that promote physical activity and/or healthy eating in your community? If yes, which?



Scoring the Community Readiness Interviews – the anchored rating scale

Dimension A. Community Knowledge about the Issue

- 1 Overweight/obesity in youth is not viewed as an issue/ there is no awareness of it.
- 2 Vague awareness of overweight/obesity in youth – but no link is made to the community.
- 3 A few individuals recognize overweight/obesity in youth as a problem locally but other issues are seen as far more important
- 4 Some community members have recognized the issue as a problem and have begun a discussion of developing efforts to obtain local data/information.
- 5 Information and local data on overweight/obesity in youth are available.
- 6 Information and local data about overweight/obesity in youth are available and disseminated in an accessible format.
- 7 Efforts (programs/activities) to monitor the issue are in place.
- 8 Several different programs, activities and policies are in place, covering different age groups and reaching a wide range of people to quantify the burden of the issue. New efforts are being developed to obtain up-to-date data.
- 9 Data and information about the issue are routinely collected and the results disseminated to make changes and improvements.

Dimension B. Existing Community Efforts

- 1 No awareness of the need for efforts to address overweight/obesity in youth.
- 2 No efforts promoting physical activity and/or healthy eating to address overweight/obesity in youth.
- 3 A few individuals recognize the need to initiate some type of effort, but there is no immediate motivation to do anything.
- 4 Some community members have met and have begun a discussion of developing community efforts.
- 5 Some efforts (programs/activities) are being planned.
- 6 Some efforts (programs/activities) have been implemented.
- 7 Some efforts (programs/activities) have been running for several years.
- 8 Several different programs, activities and policies are in place, covering different age groups are reaching a wide range of people. New efforts are being developed based on evaluation data.
- 9 Evaluation plans are routinely used to test effectiveness of many different efforts, and the results are being used to make changes and improvements.

Dimension C. Community Knowledge of the Efforts

- 1 Community has no knowledge of the need for efforts addressing overweight/obesity in youth
- 2 Community has no knowledge about efforts promoting physical activity and/or healthy eating in youth.
- 3 A few members of the community have heard about efforts, but the extent of their knowledge is limited.
- 4 Some members of the community know about local efforts.
- 5 Members of the community have basic knowledge about local efforts (e.g., purpose).
- 6 An increasing number of community members have knowledge of local efforts and are trying to increase the knowledge of the general community about these efforts.
- 7 There is evidence that the community has specific knowledge of local efforts including contact persons, training of staff, clients involved, etc.
- 8 There is considerable community knowledge about different community efforts, as well as the level of program effectiveness.
- 9 Community has knowledge of program evaluation data on how well the different local efforts are working and their benefits and limitations.



Dimension D Leadership (includes appointed leaders & influential community members)

- 1 Leadership has no recognition of overweight/obesity in youth.
- 2 Leadership believes that overweight/obesity in youth is not an issue in their community.
- 3 Leader(s) recognize(s) the need to do something regarding overweight/obesity in youth.
- 4 Leader(s) is/are trying to get something started.
- 5 Leaders are part of a committee or group that promote physical activity and/or healthy eating in youth.
- 6 Leaders are active and supportive of the implementation of efforts.
- 7 Leaders are supportive of continuing basic efforts and are considering resources available for self-sufficiency.
- 8 Leaders are supportive of expanding/improving efforts through active participation in the expansion/improvement.
- 9 Leaders are continually reviewing evaluation results of the efforts and are modifying support accordingly.

Dimension E. Community Attitudes

- 1 The prevailing attitude is that overweight/obesity in youth is an accepted part of community life. "It's just the way things are."
- 2 The prevailing attitude is "There's nothing we can do," or "Only 'those' people do that."
- 3 Community climate is neutral, disinterested, or believes that overweight/obesity in youth does not affect the community as a whole.
- 4 The attitude in the community is now beginning to reflect interest in the issue. "We have to do something, but we don't know what to do."
- 5 The attitude in the community is "overweight/obesity in youth is our problem" and they are beginning to reflect modest support for efforts
- 6 The attitude in the community is "overweight/obesity in youth is our responsibility" and is now beginning to reflect modest involvement in efforts
- 7 The majority of the community generally supports programs, activities, or policies to promote physical activity and/or healthy eating in youth. "We have taken responsibility."
- 8 Some community members or groups may challenge specific programs, but the community in general is strongly supportive of the need for efforts. Participation level is high. "We need to keep up on this issue and make sure what we are doing is effective."
- 9 All major segments of the community are highly supportive; community members are actively involved in evaluating and improving efforts and demand accountability.

Dimension F. Resources Related to the Issue (people, money, time, space, etc.)

- 1 There is no awareness of the need for resources to deal with overweight/obesity in youth.
- 2 There are no resources available for promoting physical activity and/or healthy eating in youth.
- 3 The community is not sure what it would take, or where the resources would come from, to initiate efforts.
- 4 The community has individuals, organizations and/or space available that could be used as resources.
- 5 Some members of the community are looking into the available resources.
- 6 Resources have been obtained and/or allocated for promotion of physical activity and/or healthy eating.
- 7 A considerable part of support of on-going efforts is from local sources that are expected to provide continuous support. Community members and leaders are beginning to look at continuing efforts by accessing additional resources.
- 8 Diversified resources and funds are secured and efforts are expected to be permanent. There is additional support for further efforts.
- 9 There is continuous and secure support for programs and activities, evaluation is routinely expected and completed, and there are substantial resources for trying new efforts.

Interpretation of scoring results

Score Stage of Readiness

- | | |
|---|-----------------------------------|
| 1 | No Awareness |
| 2 | Denial/Resistance |
| 3 | Vague Awareness |
| 4 | Preplanning |
| 5 | Preparation |
| 6 | Initiation |
| 7 | Stabilization |
| 8 | Confirmation / Expansion |
| 9 | High Level of Community Ownership |



Self-scoring of communities' stage of readiness by the key stakeholder

	Community STAGE	DESCRIPTION
1	No Awareness	Obesity is not generally recognized by the community or by its leaders as a problem (it may truly not be an issue).
2	Resistance	At least some community members recognize that obesity in youth is a problem, but there is little recognition that it might be a local problem.
3	Vague Awareness	Most feel that obesity in youth is a local problem, but there is no immediate motivation to do anything about it.
4	Preplanning	There is clear recognition that something must be done to prevent obesity, and there may even be a committee. However, efforts are not focused or detailed.
5	Preparation	Active leaders begin planning in earnest. The community offers modest support of prevention efforts.
6	Initiation	Enough information is available to justify efforts. Activities to promote physical activity and/or healthy eating are underway.
7	Stabilization	Activities are supported by administrators or community decision makers. Staff working in this area are trained and experienced.
8	Confirmation/ Expansion	Standard efforts on promoting physical activity and/or healthy eating are in place. Community members feel comfortable participating in activities, and they support expansions. Local data are regularly obtained.
9	High Level of Community Ownership	Detailed and sophisticated knowledge exists about prevalence, causes, and consequences of obesity. Effective evaluation guides new directions for prevention efforts. These efforts are applied to other issues/other communities as a model.

COMMUNITY CAPACITY BUILDING



IT'S YOUR MOVE! PROJECT
GEELONG/BELLARINE

COMMUNITY CAPACITY BUILDING

Definitions

Community

- can be any existing or potential network of individuals, groups and organisations that share or have the potential to share common concerns, interests and goals¹.

Community Capacity

- the characteristics of communities that affect their ability to identify, mobilise and address social and public health problems



- the cultivation and use of transferable knowledge, skills, systems and resources that affect community and individual level changes consistent with public health-related goals and objectives²

- is a collection of characteristics and resources which, when combined, improve the ability of a community to recognise, evaluate and address key problems

Community Capacity Building

- can be considered as the work that is done to develop the capacity of a network of groups and organisations
- development work that strengthens the ability of community organisations and groups to build their structures, systems, people and skills so that they are better able to define and achieve their objectives and engage in consultation and planning, manage community projects and take part in partnerships and community enterprises
- it includes aspects of training, organisational and personal development and resource building, organised in a planned and self-conscious manner, reflecting the principles of empowerment and equity



Why CCB?

In the health field, CCB is the foundation for processes aimed at maintaining and promoting wellbeing. CCB is a multi-level, multi-organisational approach providing access to resources that would not otherwise be identified or used.

In essence, capacity is the ability to utilise and develop existing resources within a district. It requires an ongoing level of commitment and investment to ensure these resources are enhanced rather than depleted.

A capacity approach advocates the use of locally based skills, combined with the resources of a range of organisations and government to ensure the provision of services and programs that are broadly based and appropriately matched to the district.

The identification and utilisation of resources from an array of settings works to minimise duplication and maximise diversity.

A capacity approach aims to increase levels of sustainability in both implementation and health outcomes by extending the health development resource base.

Organisations and groups at a number of levels provide resources that can be used to maintain and support the community's health.

The use of these resources is important for the development and implementation of health-based interventions.

There is an emphasis on supporting and creating health by utilising the capacity of the community and its structures and organisations, wherever possible, rather than creating new structures and organisations.

Why are people interested?

There are many important reasons for concentrating efforts on CCB...

Participation and inclusion

- CCB seeks to engage all groups, including the marginalised, in decision-making, recognising that greater participation can lead to better solutions and outcomes

Holistic

- CCB approaches take into account the interdependence that exists between groups within communities and, more broadly, between communities and the wider regional, national and global contexts

Diversity

- CCB acknowledges and works with diversity within communities through the identification and utilisation of resources from an array of settings.

Responsive

- Capacity building recognises that change is an integral aspect of community life and emphasises the value of working in an evolving and adaptive manner

Sustainability

- Building community capacity has sustainable qualities because the groups and organisations develop the abilities and resources to maintain community 'owned' initiatives³. Much of the knowledge, skill and confidence accumulated through achievements by a network in one project are transferable to other initiatives.

Community Capacity Index

Aim

The aim of the Index is to gather evidence about the capacity of a network and to map that evidence against a set of indicators. The indicators are placed into four domains - network partnerships, knowledge transfer, problem solving and infrastructure.

The Index

The Index is a practical tool designed to facilitate action. It is intended to be used in a developmental manner, such that application of the Index within a particular project or community will assist in the identification and selection of future directions for successful achievement of specific goals.

It is not designed as a numerical tool to rate or rank communities according to their capacity.

It is not designed to be used to examine organisational capacity.

Use of The Index

Can be used for a variety of research and planning purposes including:

- To establish baseline indicators of the capacity of a network to introduce a program and later to determine improvements from this baseline;
- For strategic planning to identify the resources that a network has to carry out a program;
- To identify the capacity of an organisation to work with other organisations and groups to implement a program;
- To evaluate the capacity of a network to sustain the effects of a program over time; and
- For capacity building mapping and planning, that is, to identify what capacities have been achieved from time to time and to plan development of further capacities.

Structure of The Index

Domains of Capacity - the index examines capacity within 4 domains namely Network Partnerships, Knowledge Transfer, Problem Solving and Infrastructure.

Levels of Capacity - for each of the first 3 domains there are three levels of capacity, for the final domain there are 4 levels of capacity. The presence of particular activities and abilities indicates the level of capacity achieved. As the activities and abilities of a network are accumulated, so the level of capacity increases.

Note: a network may not have all of the elements of one level but may display some of the elements of the next level.

Indicators of Capacity - within each of the levels, a series of indicators are provided which highlight essential characteristics of capacity for that component of the Index. The indicators represent elements of capacity that are considered essential to functioning at that particular level of capacity. These progress across the levels from relatively straightforward indicators of capacity to indicators of more complex network processes. There are four different grades of achievement against each indicator: not at all/very limited; somewhat; substantial or almost entirely/entirely. To achieve a grade of almost entirely/entirely, there must be sufficient evidence to suggest that there is little room for improvement on this indicator.

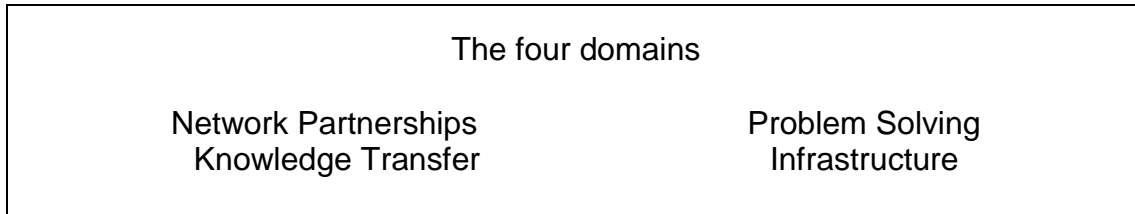
Aggregate Indicators - contain a summary indicator for each level of capacity

The Community Capacity Index is also concerned with the sustainability of networks and the structure of the Index assumes a progressive association between network capacities and sustainability. As a network's actions become increasingly consistent with a greater number of indicators at higher levels of capacity across the domains, greater sustainability of the network exists.



Domains of Capacity

The Index is constructed as a set of four domains which when combined capture the main features of a network's capacity to implement and sustain a health development program.



Network Partnerships

Network partnerships are the relationships between groups and organisations within a community or network. This includes both the comprehensiveness and the quality of the relationships, ie are all of the significant groups and organisations involved and what is the nature of their involvement?

The Index assumes that higher quality relationships between network partners are based on reciprocal relations of investment and exchange between members. The identification of mutual benefits of becoming network partners increases the sustainability of the network and helps to maximise the capacity to achieve health developments.

Our definition....

Network: the people in key settings that are in a position to implement the IYM Project eg: SPOs, schools,

i.e. the interim steering group DHS, Deakin, Schools, SPO's

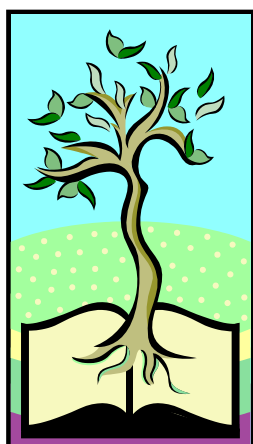
Network Partners = the relationship between these groups



Knowledge Transfer

Knowledge transfer is the development, exchange and use of information within and between the groups and organisations within a network or community.

Usually knowledge development will incorporate both research based knowledge and locally based knowledge; knowledge exchange utilises the network partnerships; and knowledge use relies on a set of strategies that encourages the incorporation of new awareness and practices across the network and amongst the wider community who link to the network partners.



Our definition

Problem Solving

Problem solving is the ability of the groups and organisations within the network or community and of the network or community itself to use well recognised methods to identify and solve problems that arise in the development and implementation of an activity or program.

Our definition.....

Includes strategies of anticipation as well as actions; managing differences of opinion; flexibility

Method: discussion, majority consensus, review and voting



Infrastructure

Infrastructure refers to the level of investment in a network by the groups and organisations that make up the network. This includes both tangible and non-tangible investments, such as investment in policy and protocol development, social capital, human capital and financial capital.

Our definition...

Other Definitions

Resources: funding, personnel, skills, buildings and equipment

Original Sponsoring group: DHS Central Office, Melbourne



Sustainability

The Community Capacity Index is concerned with the sustainability of networks and the structure of the Index assumes a progressive association between network capacities and sustainability.

Sustainability in community capacity is different to the common understanding of the term. It is common for the term 'sustainability' to refer to lasting improvements in health status of individuals as a result of an intervention or treatment. In public health terms, it may refer to the evidence for a lasting reduction in a risk factor in the environment. In both cases it is the lasting qualities of a specific health outcome that sustainability refers to.

Rather than referring to the health outcome specifically, sustainability in community capacity is concerned with the sustainable qualities of the network itself.

A sustainable network has certain qualities that make it more likely to maintain itself in a number of useful ways. Essentially these should ensure a program can be implemented through local groups and organisations and even re-implemented or changed over time as conditions change. Flexibility as well as durability are important to the sustainable qualities of community capacity. The capacity of an existing network must maintain flexibility through forms of investment to ensure sustainability.

The sustainability of a network is achieved when:

- The network is able to maintain a program over time or reintroduce a program using already established partnerships and problem solving abilities and processes (Durability)
- The network had enough investment in financial, human and social capital to continue a program using its own resources (Investment, self-reliance)
- The network has the flexibility to change a program, if necessary, to whatever is needed to maintain it over time (Flexibility, open to change)
- Investments in groups and organisations increases the capacity of the network to undertake other programs using already established partnerships, knowledge transfer and problem solving processes (Generalisation of capacity)

These qualities of sustainability are built into the Index in two ways:

First, as the user of the Index progresses down the list of indicators within each domain, the capacity indicators begin to include elements of sustainability described above. One of the ways this is achieved is by setting indicators that not only relate to the internal activities of a single organisation or group but also relate to that organisation's or group's concern about other partners in the network.

Second, the Infrastructure Domain is constructed to consider sustainability. This domain specifically provides indicators of the level of investment in the network by organisations and groups. The infrastructure domain is divided into four sub-domains. Each sub-domain contains indicators of investment by an organisation or group in the network and is therefore most significant to the sustainability of the network overall.

The four sub-domains of infrastructure are:

Policy Investments

- Refer to that collection of activities that achieves agreement about direction the network will take to achieve outcomes

Financial Investments

- Concern the funding of initiatives that maintain the network

Human/Intellectual Investments

- Seek to ensure the level of knowledge, skill and competence is maintained and developed by members of the network - often through training opportunities

Social Investments

- Concern the commitment to building trust and working relationships between the network partners.

The term investment is used to emphasise that capacity building is a form of investment in local community relations and structures that either directly or indirectly serves to improve the ability of a community overall to sustain its own health developments

STRUCTURE OF THE COMMUNITY CAPACITY INDEX

I n c r e a s i n g C a p a c i t y ↓	Domain 1 Network Partnerships	Domain 2 Knowledge Transfer	Domain 3 Problem Solving	Domain 4 Infrastructure
	Levels of Capacity			Subdomains of Sustainability
	<u>First Level Capacity</u> The network has capacity to identify the organisations and groups with resources to implement/sustain a program	<u>First Level Capacity</u> The network has capacity to develop a program that meets local needs	<u>First Level Capacity</u> There is capacity within the network to work together to solve problems	Policy Investments The network has capacity to develop program related policy
	<u>Second Level Capacity</u> The network has capacity to deliver a program	<u>Second Level Capacity</u> The network has capacity to transfer knowledge in order to achieve the desired outcomes/implement a program within a network	<u>Second Level Capacity</u> There is the capacity to identify and overcome problems encountered in achieving the desired outcomes	Financial Investments The network has capacity to develop financial capital
	<u>Third Level Capacity</u> There is a sustainable network established to maintain and resource a program	<u>Third Level Capacity</u> The network has capacity to integrate a program into the mainstream practices of the network partners	<u>Third Level Capacity</u> There is capacity to sustain flexible problem solving	Human/Intellectual Investments The network has capacity to develop human/intellectual capital
	→			
	Increasing sustainability			



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COMMUNITY CAPACITY BUILDING Results Sheet

Network Partnerships

First Level Capacity

1. There is a reservoir of potential leaders within the community who are available and interested in the community.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

2. Members of the network can identify the outcomes the network desires to achieve

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

3. Members of the network can identify the resources needed to achieve the desired outcomes/implement a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

4. Members of the network can identify the individuals, groups or organisations within the network with resources necessary to achieve the desired outcomes/implement a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

5. Members of the network can identify the other individuals or groups outside the network with resources necessary to achieve the desired outcomes/implement a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of First Level

The network has capacity to **identify** the organisations and groups with **resources** to implement/sustain a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Network Partnerships Examples / Evidence - First Level Capacity



Network Partnerships

Second Level Capacity

6. There are community members who are already taking on a visible leadership role in community activities.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

7. Members of the network can state the benefits for themselves of their own involvement in the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

8. Members of the network can describe the benefits other members will gain from involvement in the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

9. Members of the network have formalised arrangements within their own group/organisation to implement/sustain a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

10. There is tangible evidence that resources have been allocated to a program by network members.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of Second Level

The network has the capacity to deliver a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Network Partnerships Examples / Evidence - Second Level Capacity

Third Level Capacity

11. Existing community leaders have experience, knowledge and skills in capacity building efforts.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

12. There is tangible evidence of investment in a program by groups and organisations beyond the original sponsoring group.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

13. There is tangible evidence that a program is now 'owned' by the participants of the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

14. There is tangible evidence that a program is being maintained by the network using its own resources.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of third level

There is a sustainable network established to **maintain** and resource a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Network Partnerships Examples / Evidence - Third Level Capacity

Knowledge Transfer

First Level Capacity

1. Members of the network have identified what resources will be transferred to others within the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

2. Members of the network have identified what resources from outside the network will be transferred to them.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

3. Members of the network have reviewed and changed the activities/programs/initiative so that it meets local needs (ie target group needs).

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

4. Members of the network have reviewed and modified the activities/program/initiative so that it meets the needs of the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of first level

The network has the capacity to **develop** a program that meets **local needs**.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Knowledge Transfer Examples / Evidence - First Level Capacity

Second Level Capacity

5. Members of the network have implemented some knowledge transfer activities.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

6. Members of the network have reviewed and changed the activities/program/initiative so that it is evidence based/reflects current good practices.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

7. Members of the network have made structural arrangements to support knowledge transfer.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of second level

The network has the capacity to **transfer** knowledge in order to achieve the desired outcomes/implement a program within a network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Knowledge Transfer Examples / Evidence - Second Level Capacity

Third Level capacity

8. Members of the network have in place mechanisms to obtain feedback about progress towards achieving the desired outcomes/implementing a program.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

9. Members of the network have incorporated a program into the mainstream activities of each organisation and group in the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of third level

The network has the capacity to **integrate** a program into the **mainstream** practices of the network partners.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Knowledge Transfer Examples / Evidence - Third Level Capacity

.

Problem Solving

First Level Capacity

1. Members of the network have identified the key players within the network to problem solve difficulties encountered in achieving the desired outcomes.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

2. Members of the network have identified the key players outside the network to problem solve difficulties encountered in achieving the desired outcomes.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

3. There is evidence that members of the network recognise the strengths of key players within the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

4. Members of the network can gain agreement to work together to solve problems.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of first level

There is capacity within the network to **work together** to solve problems.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Problem Solving Examples / Evidence - First Level Capacity

Second Level Capacity

5. Members of the network can gain agreement to work with others outside the network to solve problems.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

6. There is evidence that members of the network recognise the strengths of those both within and outside the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

7. Members of the network have adopted a well-recognised problem solving process.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

8. Members of the network have moved from identifying problems to implementing activities designed to overcome problems within the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of second level

There is the capacity to **identify** and **overcome** problems encountered in achieving the desired outcomes.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Problem Solving Examples / Evidence - Second Level Capacity

Third Level Capacity

9. There have been demonstrations of problem solving across the network partners.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

10. There is evidence of flexibility in problem solving across the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of third level

There is capacity to **sustain** flexible problem solving

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Problem Solving Examples / Evidence - Third Level Capacity



Infrastructure

Policy Investment

1. Members of the network invest their own resources so that adequate program related policies and plans are developed for the whole network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

2. Members of the network are able to identify the benefits from their investment in program related policy development.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of policy Investment

The network has capacity to **develop** program related policy capital

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Infrastructure Examples / Evidence - Policy Investment

Financial Investments

3. Members of the network invest resources so that the network can determine the costs and benefits of participation in the network

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

4. Members of the network invest financial resources in the network to maintain a partnership approach to program implementation.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of financial investments

The network has capacity to **develop** financial capital.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely



Infrastructure Examples / Evidence - Financial Investments

Human / Intellectual Investments

5. Members of the network invest in helping emerging leaders develop necessary expertise and skills.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

6. Members of the network invest in education and training of network members to facilitate the achievement of network objectives.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

7. Members of the network can identify returns on investment in education and training.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of human/intellectual investment

The network has capacity to **develop** human/intellectual capital

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Infrastructure Examples / Evidence - Human / Intellectual Investments

Social Investments

8. Members of the network invest in developing and maintaining social relations between the members of the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

9. There is evidence of responsiveness to the concerns of other partners in the network.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Aggregate of social investment

The network has the capacity to **develop** social capital.

Not at all/ very limited	Somewhat	Substantial	Almost entirely/ entirely

Infrastructure Examples / Evidence - Social Investments

Overall Network Capacity Summary

Current capacity of the network to achieve its objectives

Network Partnerships

Knowledge Transfer

Problem Solving

Infrastructure

Future Capacity Building Plans


Future plans to build capacity to achieve program objectives



Appendix H: Capacity Building Index Microsoft Power Point Presentation

DEAKIN UNIVERSITY

Capacity Building Index



WHO Collaborating Centre for Obesity Prevention

DEAKIN UNIVERSITY


Overview

- Definitions
- Rationale for building capacity
- Capacity Building Index as a tool
- Structure of the Index
- Sustainability grid

DEAKIN UNIVERSITY

Definitions

- Community
- Community Capacity
- Community Capacity Building




WHO Collaborating Centre for Obesity Prevention

DEAKIN UNIVERSITY

Why Build Capacity?


- Maintain and promote well being
- Utilise and develop resources
- Sustainability
- Utilise capacity of the community and its structures



DEAKIN UNIVERSITY

Capacity Building Index


- Aim
- The Index as a tool
- Use of the tool



DEAKIN UNIVERSITY

Structure of The Index

- Domains
 - Network partnerships
 - Knowledge transfer
 - Problem solving
 - Infrastructure
- Levels of capacity
- Indicators of capacity
- Aggregate indicators



DEAKIN UNIVERSITY

Sustainability

	Domain 1 Network Partnerships	Domain 2 Knowledge Transfer	Domain 3 Problem Solving	Domain 4 Infrastructure
Levels of Capacity				
Local Level Capacity The network has capacity to identify the requirements and groups with resources to implement a programme	Local Level Capacity The network has capacity to develop a programme to address the needs of its members	Local Level Capacity The network has capacity to identify the requirements and groups with resources to implement a programme	Local Level Capacity The network has capacity to identify the requirements and groups with resources to implement a programme	Local Level Capacity The network has capacity to identify the requirements and groups with resources to implement a programme
Regional Level Capacity The network has capacity to deliver a programme	Regional Level Capacity The network has capacity to deliver a programme	Regional Level Capacity The network has capacity to deliver a programme	Regional Level Capacity The network has capacity to deliver a programme	Regional Level Capacity The network has capacity to deliver a programme
National Level Capacity The network has capacity to deliver a programme	National Level Capacity The network has capacity to deliver a programme	National Level Capacity The network has capacity to deliver a programme	National Level Capacity The network has capacity to deliver a programme	National Level Capacity The network has capacity to deliver a programme
International Level Capacity The network has capacity to deliver a programme	International Level Capacity The network has capacity to deliver a programme	International Level Capacity The network has capacity to deliver a programme	International Level Capacity The network has capacity to deliver a programme	International Level Capacity The network has capacity to deliver a programme

Improving sustainability

Appendix I: Student Ambassador Group Interview Questions

**IYM Ambassadors at <School>
Focus Group <date>
@ <venue><time>**

Did you enjoy your role as an Ambassador?

What sort of things did you do? /What were you able to achieve?

What opportunities arose for you because you were an Ambassador?

What sorts of things did you learn?/ What skills did you learn?

What were some of the challenges you faced over the year being an Ambassador?

What were some of the highlights?

What advice would you give to the new Ambassadors?

Overall, what did it mean to you to be an It's Your Move Ambassador?





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 6 – Water versus Sweet Drinks

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This report was produced for the **It's Your Move!** Project.

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Objective

To significantly decrease the consumption of high sugar drinks and to promote the consumption of water.

Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the water versus sweet drinks objective of the action plan showed:

- 7 of the 12 schools had at least one vending machine; of these, one school had only one vending machine and one school had seven.
- 64% of adolescents consumed more than 250ml of sweet drinks per day
- of the intervention schools, two had between three and six water fountains on site and three schools had more than ten.

The purpose of this report is to provide an overview of the strategies used towards achieving the water versus sweet drinks objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.

Work on this objective began at the Ambassador Camp in November 2005. Further information on the camp can be found in Implementation Report 3 – Building Capacity. The Ambassadors were required to develop the intervention activities for this objective including some forms of environmental change (e.g. policy, physical, economic or socio-cultural), and a social marketing message. They brainstormed a number of activities and selected the following as potential interventions: providing water bottles to staff and students, selling water only in the canteen and new water fountains.



Summary of Intervention Strategies

1. Social Marketing

1.1 Developing a social marketing message

Social marketing suggestions arising in the activity from the Ambassador Camp drew on similar messages heard in the mainstream media. Students voted on the overarching social marketing message for this objective to be:

H₂O way to go!

Development of the message into visual media was taken up by the School Project Officer and the Ambassadors of Newcomb Secondary College for further development with their Graphic Design teachers. The project incorporated a number of classroom activities to ensure that the 'look and feel' of consequent posters would captivate the target group's attention.

The product, as a poster, was placed around the school, which remained visible to staff and students until the final version was developed. The poster featured the longest serving Ambassador, who had been involved in the project since its inception in 2005 (Appendix A).

2. Water bottles

2005

2.1 Obtaining water bottles for the schools

In 2005, the Project Coordinator visited a number of organisations within the local community who were working on healthy eating and physical activity objectives. One organisation, the Barwon Primary Care Forum, provided local community grants of up to \$1500 for initiatives that focused on healthy eating and physical activity. A proposal was submitted to the committee on behalf of the five intervention schools to obtain funding to purchase water bottles for the project. This funding was successful.

Another key organisation involved in the water bottle strategy was Barwon Water, the major supplier of water across the Barwon-South Western region. The Project Coordinator approached Barwon Water's Education Officer in an effort to establish links with their organisation and distributors to arrange sponsorship. Barwon Water agreed to match funding provided by the Barwon Primary Care Forum and be involved in ordering premium quality bottles, from Bottles of Australia, for the project.



The water bottles were branded with the four partners' logos: Barwon Primary Care Forum, *It's Your Move!*, 'Go for your life' and Barwon Water. Branding needed to meet the guidelines of each organisation (e.g. size, position and wording). Once the artwork was finalised by Barwon Water, drafts were sent to the key people of each organisation for approval (Appendix B). The whole process took approximately two weeks from the initial agreement with Barwon Water. Five hundred water bottles were ordered at a cost of \$2.00 per bottle and were received in November 2005.

2.2 Distribution of the water bottles within the schools

There were a number of Project Management meetings with the Project Coordinator and the School Project Officers to discuss project activity, including how to best distribute the water bottles across the schools and to whom?. Some suggestions included distribution to the staff, Year 7s or Year 12s, those who wanted to purchase them, Physical Education teachers, and/or as prizes for games and activities. IN the end it was decided to allow the Ambassadors to make these decisions at the upcoming Ambassador camp.

One of the first sessions conducted at the camp (November 2005) involved students discussing the water objective in relation to strategies and activities they could conduct within their schools. The students were asked, 'who would be the best to receive these water bottles to promote the project with only 100 water bottles available per school? The Project Coordinator led the discussion about the pros and con's for all suggestions put forward. Eventually, the focus turned to the teachers. Students thought that giving teachers a water bottle would be a positive way of encouraging their engagement with the project, encouraging them to be role models for drinking water.

The next question was 'how to give the water bottles to the teachers?' The students came up with various ideas, but returned to the idea of presenting the bottles at a staff meeting or briefing where large numbers of teachers would be present. The Project Management team believed that the discussion around this activity at the camp and decision making process had been conducted in a mature and considerate way.

In addition, this activity at the camp allowed the students to come up with a number of key points about the project, its aims, objectives and the role they, as Ambassadors, would play in having their water bottle with them at school.

Consequently, each School Project Officer received 100 water bottles for distribution to staff at the beginning of Term 1, 2006.

Towards the end of 2005, the Commonwealth Government announced a Healthy Eating and Physical Activity Grant. Schools could apply for a \$1500 grant to conduct activities in healthy eating and physical activity. Geelong High School submitted an application to pay for additional *It's Your Move!* water bottles to distribute to their students. They were successful in their submission and received the funding at the beginning 2006.



2006

2.3 Distribution of the water bottles within the schools

Within each school during Term 1 2006, the Ambassadors met with their School Project Officer to determine the best possible staff meeting to attend to distribute the water bottles. IN addition, the Ambassadors decided to provide a short presentation on the water versus sweet drinks objective prior to distribution of the water bottles.

A variety of methods were used to brief the staff and distribute the water bottles. Each method used a method that best suited them:

Two schools had their ambassadors present the water bottles at full staff meetings (where up to 80 staff members attended).

At Saint Ignatius College, the Ambassadors developed a Microsoft Power Point presentation about *It's Your Move!* It outlined their role as Ambassadors, the benefits of drinking water and the detriments of sweet drinks. They concluded the presentation by handing out a water bottle to each staff member. This presentation was circulated to the other intervention schools for their use through the Project Management team.

The Ambassadors at Newcomb Secondary College adapted these slides and presented them at a whole school assembly (846 students) to promote the project as well as the water versus sweet drinks activity.

At the other three intervention schools, the Ambassadors distributed their water bottles at a morning staff briefing session (attended by the majority of teachers). If teachers were not at the briefing, water bottles were placed in their pigeon hole with a brief note about *It's Your Move!*

2.4 Evaluation of the water bottle distribution

Near the end of Term 1 2006, a member of the Deakin Support and Evaluation Team conducted a mini evaluation of the water bottle distribution with school staff. The evaluation asked about their behaviour and attitude since receiving the water bottle and was presented on a postcard. Between 80 and 110 postcards (depending on staff numbers at each school) were provided to the School Project Officers to deliver to staff pigeon holes. Staff were requested to return the completed postcard by the end of the school term. The response rate varied between schools from 30% to 44%. Recipients were asked: since receiving your water bottle have you..... ?? with response options being: consumed more water, promoted water in school, noticed others drinking more water, made no change, other; as well as a few fun-type options, like drunk more coffee, given it to your dog! The overall results showed a positive change in behaviour and attitudes with the majority reporting that they had increased water consumption and noticed others doing the same. The evaluation also asked of any benefits noticed if water



consumption had increased. A number of responses related to health benefits. Some typical responses were:

“Clear head”

“Less tired; better skin, feeling better overall”

“Less times of feeling thirsty; less headaches”

“Not a dry sore throat from too much talking”

“Feel healthy now; thank you for a great promotion”

“Feel good; fresh, no coffee headaches”

“No headaches; sleeping better”

“Less coffee”

“My thirst is more satisfied than if I drink coffee or tea; makes me feel healthier”

2.5 Fad Diets Won't Work Event

Further water bottles were purchased in Term 2 of 2006, in conjunction with the Fad Diets Won't Work campaign funded by the Victorian Department of Human Services (see Implementation Report 12 – Healthy Body Weight Shape and Size). During a Fad Diet's Won't Work event hosted by *It's Your Move!* at Costa Hall (Deakin University Waterfront Campus), show bags were distributed to the teachers and students. The show bag contained information and resources including a water bottle (re-ordered through Barwon Water at a cost of \$2.20), 'Go for your life' pamphlets and merchandise, information about local youth services and guidelines for adolescents about healthy eating and physical activity.

Over 450 students and 20 teachers from the five intervention schools attended the Fad Diets Won't Work event and received the show bag.

2.6 Ordering water bottles for the schools for 2007

During Term 3 2006, Geelong High School received further water bottles from the distributor, ordered with the funding from the Healthy Eating Commonwealth Grant previously mentioned. However, with this process, a number of issues arose in relation to distribution and accounting within the school which the School Project Officer had to deal with. The following comment from the School Project Officer highlights the complexity of this task:

I encountered a major problem, I was all set up to go (distribute the water bottles) but a VCE meeting was called for period 4, which was during home group time so Ambassadors could not assist. This meant I was on my own to get around 28 home groups across the whole school i.e. 28 different classrooms in 50 mins and also to go to the hall where VCE students were meeting. Initially I decided to give out bottles in the hall for VCE students at end of period 4 but their meeting went overtime. Therefore, I had no time to talk to them at all, some left and some stayed. So, I decided to keep the bottles for later distribution but then VCE students started taking them from a box located near the door and I couldn't stop them. I got them to take them and deal with the ones who



missed out later. I had an important lunchtime meeting and had to go and just hoped all would be OK. This meant I had to later coordinate further distribution, which was not a good plan (School Project Officer).

Toward the end of 2006, the Project Management team considered ways in which schools could be responsible for the ongoing integration of water bottles into their schools. It was suggested that schools could get their own logo and colours on their bottles along with the *It's Your Move!* logo.

It was decided that it was too costly to go through the re-branding / artwork design process for each school using the 'It's Your Move!' school intervention budget. Quotes for personalising the bottles ranged from \$3.50 to \$4.00 per bottle. The Project Management team decided that it was easier and more convenient to go through Barwon Water once again. Consequently, the Project Coordinator contacted the Education Officer from Barwon Water and ordered 2100 water bottles for the following year (2007). Across the five intervention schools, one school ordered 1000; another two schools ordered 500 and one ordered 100 water bottles at a cost of \$2.20 per water bottle.

2007

2.7 Distribution of water bottles within the schools

At the beginning of Term 1, 2007 each school received their water bottles before the school year commenced. The School Project Officers made their own decision as to how the water bottles would be distributed in their school. At Saint Ignatius College, water bottles were included on the booklist as an optional item which resulted in 80% purchasing one with their books, with the remaining water bottles (20%) placed in the school canteen for students / staff to purchase for \$2.50. The other four School Project Officers distributed the water bottles to their Year 7 students at no cost, but with the message of bringing it to physical education classes. This was supported by the Physical Education teachers. In 2008, all of schools have continued to sell the water bottles in the canteen or distributed them as prizes for competitions.

At the time of writing the report, two School Project Officers were continuing to investigate the possibility of integrating the water bottles into their school booklist. The senior administrative teams of the schools were supportive, but were waiting on costs of printing the bottles and distribution. The three other School Project Officers said that their Health and Physical Education teachers would continue to encourage students to bring a water bottle to class.

If you walk around middle school, the It's Your Move! water bottles given out in 2006 are still visible among most of the staff. Students notice this and could name those teachers who have their water bottles on their desk (School Project Officer).



2.8. Water bottle postcard and rules

In 2007, some concern arose during one school's staff meeting about the presence of water bottles in certain classes (science, technology - metalwork and woodwork). Questions were raised about how teachers should respond to dealing with students that abuse the privilege of having water bottles in other class. Staff asked that these concerns be addressed before handing out any bottles to students.

The School Project Officer and Ambassadors at Bellarine Secondary College responded by developing a poster containing water bottle rules to be hung inside the classroom and postcards (for display at the classroom entry). The postcard then indicated the classrooms that allowed water bottles and the poster listed rules attaining to behaviour and water bottle use. The draft set of rules and the postcard were circulated to staff for approval.

Once approved, the Information Technology teacher in collaboration with the Ambassadors developed the poster and postcard with the *It's Your Move!* water bottle image (Appendix C). These were then distributed throughout the school by the Ambassadors.

These initial drafts were further developed by the project's contracted graphic designer for professional development and printing. They were then distributed to all schools for their use (see Implementation Report 4 - Social Marketing).

3. Water Fountains

The baseline data from the School Environmental Audit across the five interventions schools showed the majority of water fountains within the schools were not in close proximity to their classrooms.

Geelong High School and Newcomb Secondary College had more than 10 water fountains within their school grounds; Saint Ignatius and Bellarine Secondary College had between seven and ten fountains. Christian College had four water fountains shared between staff and students.

2006

3.1 Water fountain installation

Water fountains were discussed at a Project Management team planning day in Semester One, 2006. Three School Project Officers indicated that installing new water fountains would be a good option for their schools. Required tasks were discussed and taken up by three School Project Officers. The tasks included researching potential local companies, costs, location within the schools and maintenance costs for the school once the water fountain was



installed. A Principal at one school was keen to change their current water fountains to a plumbing system with the main water supply because it would reduce the 'carbon foot print' i.e. water bottles could be filled by tap rather than the purchase of new bottles of water. The school wanted to become more environmentally friendly and were keen to avoid the environmental impacts associated with the distribution of the large filtration water bottles.

By the end of the project there were 10 new water fountains installed across the five intervention schools. One school had installed a new water unit in the foyer of the gym. The staff noted the number of students getting a drink throughout the physical education classes had increased since it was installed. Ongoing costs have been factored into the grounds and maintenance budget of the school.

The following describes the process to install water fountains at one of the intervention schools:

Case Study: Water fountains

At Bellarine Secondary College four free standing water fountains were installed during the project. Each campus had two fountains installed whereby one was available to staff and the other for students. The process of installation involved a series of meetings, budget alterations and discussions with students and staff to ensure that the school supported this intervention strategy and once approved to ensure they were installed in appropriate places.

The School Project Officer investigated products from various companies and the potential location for installation. An outdoor unit was quoted at \$2,500 (in 2006). This was deemed too expensive so the more cost effective indoor unit was chosen. At the junior campus one water fountain was installed next to the canteen and the other was installed in the staffroom. At the senior campus, two were installed in corridors.

The development of the water rules and postcard (Appendix C) previously mentioned coincided with the installation of these water fountains. The Ambassadors also had a role in the promotion and advocacy of the water fountains. They worked with their School Project Officer to develop a presentation for the school assembly. The presentation consisted of messages about and photos of the fountain, its location within the school and an overview of the water rules and postcard.

The water fountains are maintained by the company who initially installed the fountains who regularly changes the filter.



4. Curriculum

There were a number of opportunities for the School Project Officers (as teachers) and other teachers to integrate objectives of the *It's Your Move!* into the curriculum. An example of how one School Project Officer was able to do this in her classroom is presented below.

Case Study 1

At Christian College, the School Project Officer was also the Home Economics / Food Technology teacher. As a part of her teaching, she developed a unit of work to help increase the awareness and understanding of the sugar content of commercially available sweet drinks, including those sold at the canteen.

The first lesson consisted of nutritional theory and benefits of drinking water in comparison to sweet drinks. In addition students examined food labels from empty drink containers they were required to bring to class as well as those sold in the canteen. The sugar content of all of the drinks was calculated and tabulated in descending order. The sugar content of the drinks was then converted into teaspoons and measured out into test tubes providing a meaningful visual display. Each empty container had its equivalent measure of sugar displayed next to it in a test tube. Further to this practical exercise, students made a 'spider drink' (ice-cream mixed with a carbonated sweet drink) and calculated its sugar content in teaspoons. They had to read the nutrition label on the ice-cream as well as the soft drink. Diet and normal soft drinks were compared as well as ice cream. The exercise was a good practical application of mathematics. Students evaluated and discussed the exercise and answered some comprehension questions relating to the implications of a high sugar diet and the benefits of drinking water.

The second lesson had students designing and producing an advertisement targeting their peers with information about the benefits of drinking water over soft drinks. Discussion was centred on where this advertisement would be best shown for maximum impact. Students seemed to favour a Microsoft Power Point presentations over posters, pamphlets or 3D displays.

The sugar display was presented to staff in a staff meeting which was very well received. The Year 5 and 6 teachers borrowed it on a regular basis and accordingly developed a maths unit where students estimated the sugar content of the various drinks using the kit. When not used in the classroom, the kit was displayed in a high traffic area, between classrooms, generating a lot of interest and discussion. One class found that a milk drink sold in the canteen contained 14 teaspoons of sugar. Consequently this drink was removed from the canteen.

This unit of work was then shared with the other School Project Officers via the Project Management Team. At one school the unit of work was passed onto the teacher of a Year 9 (girls only) class. Similar to Christian College, the



class developed their own display of sweet drinks with the sugar content measured out. They presented information to staff, who were quite surprised to learn of the sugar content of the drinks they thought were 'healthy'. The display was housed initially in the staff room then moved to the Year 7 centre. The information was presented to all Year 7's before the display move to the library. The Year 9 students also wrote a letter to School Council asking for the current drinking taps to be maintained (e.g. cleaned regularly).

5. Vending Machines

5.1 Results from the Environmental Audits on vending machines

In 2005, the School Environmental Audits showed that there were a number of vending machines in the school primarily for revenue and these were located at key points for accessibility (i.e. for external community groups that used the facilities outside school hours). The audit also showed that within the intervention schools, two schools did not have any vending machines, one had an off-site vending machine which was accessible by students at the sporting complex, two schools had three food vending machines throughout the school, and one school had seven vending machines. This posed a challenge for the Project Management team because the income generated by this source would have to be redirected to other fundraising activities. However, finding alternative sources of income was not the responsibility of the project team.

The Victorian Government Department of Education and Early Childhood Development released a directive in May 2006 to remove all sweet drinks from sale within schools from the commencement of 2007. Government schools were instructed to remove all carbonated sweetened drinks, but were able to continue to provide options such as low fat flavoured milk, juices under 375ml and zero calorie type alternatives (www.education.vic.gov.au). At the time of writing this report, all of the intervention schools had significantly reduced the number of vending machines at their school and complied with the Department of Education and Early Childhood Development directive of removing sweet drinks.

Two case studies are presented below that highlight the process undertaken to change/remove vending machines as a targeted activity arising from the results of the School Environmental Audit and the upcoming directive of the Victorian Government:

Case Study 1 Geelong High School

At Geelong High School, the Principal at the time raised concerns about the water versus sweet drinks objective and proposed activities early on in the project. The Principal felt that if there were significant changes in what the school sold, then potentially there could be a backlash against the project and a 'black market' of students selling sweet drinks from their lockers could arise.



Consequently the School Project Officer and the Principal discussed potential activities including the vending machines. The School Project Officer and Ambassadors then worked openly with the Canteen Manager to investigate how they could make the required changes in a positive way. Initial suggestions focused on removing the vending machines, but because students could easily access the local milk bar this idea was rejected. Suggestions were put forward around changing the contents of the vending machines to healthier options. For example, having more water than juice, having a zero calorie alternative such as *Coke Zero* and a policy that once the zero calorie alternative sold out, it would not be filled up until the end of term.

Using these recommendations as a guide, the Ambassadors invited the Principal to attend the meeting to answer questions they had regarding the vending machines and the promotion of drinking water. The Ambassadors got their answers as well as support from the Principal for future interventions in this area.

The School Project Officer made contact with the vending machine distributors to discuss the possibility of making changes to them. The School Business Manager highlighted that no significant changes could be made during 2006 as there had been no allowance for the loss of revenue in the budget. However from information supplied by the vending machine sales representative, the School Project Officer was able to show that the suggested changes would not have as significant an impact as initially thought. Consequently the changes were implemented. In making the changes, the School Project Officer arranged for the sales representative of the vending machine company to meet with the Ambassadors to discuss the reasons for the changes and some suggestions for a new look on the face of the vending machines. Currently it promoted *Coke*. The Ambassadors presented their ideas for displaying the vending machine. These included a clear view vending machine, an image of water as the face, water located at eye level, possibilities of selling low fat milk, putting *Zero Coke* on the lowest shelf. The sales representative agreed and supported these changes and said that they could be done within two weeks of this meeting.

Consequently, the three vending machines were changed and contain no high sugar sweet drinks. They have remained this way throughout the project. The vending machine's mix of drinks and display have been incorporated into the Food @ School Policy (see Implementation Report 9 – Food@School).

Case Study 2 Newcomb Secondary School

In 2005, Newcomb Secondary College had seven vending machines within their school. Four were located in the canteen (two of these sold confectionery bars, sweet drinks and two sold hot drinks to the staff and students); one vending machine was located in the hall, another in the junior section of the school and one in the Year 12 common room.



The School Project Officer, Canteen Manager, Principal and the Health and Physical Education teachers acknowledged and supported a reduction in number and changes to the contents of the vending machines, despite them being a source of income for the school.

Action in this area commenced at the beginning of 2006 with the School Project Officer making contact with the vending machine sales representative. Agreement was attained with the Principal, Canteen Manager and the distributor that the hot drink machines could be disbanded immediately. Another four vending machines would have their location, contents and visual identity changed, similar to that at Geelong High School described above (i.e. more water, an amber category of the canteen guidelines for a product with less than 375ml juice, and have water bottle as its 'face'). It was acknowledged that these changes were a good start and that keeping peace with the student population was just as important

In 2007, the school commenced a building program. The first building to be demolished was the school canteen and consequently the canteen was forced into a portable with very limited space. The associated vending machines, which were once located in secure areas were moved into high traffic areas and were often vandalised. This caused the Principal and School Project Officer to take more affirmative action in this area. All vending machines were subsequently removed from the school. The School Project Officer noted that:

"No student has asked for the vending machines to be reinstalled".

Upon completion of the project, across all schools there was an overall reduction in the number of vending machines within the schools. Newcomb Secondary College had the highest reduction from seven at baseline to zero at completion of the project. Of the schools that had vending machines, none contained high sugar sweet drinks. They all now comply with the Food @ School Resource which states that of 8 vending machine lines, six are required to be water, 1 juice (which falls in the 'amber' category; see to Implementation Report 9 Food @ School for food classifications) and one zero calorie alternative. There were no changes in the prices of these drinks.

6. Water Policy

Across the five intervention schools at baseline, there were no policies in place for the provision of healthy eating or drinks.

Under the recommendation of the Principal at one school, the School Project Officer undertook the development of a water policy, before embarking on a larger healthy eating policy. Presented below is the process:



Case Study 1 Bellarine Secondary College

In 2006, Bellarine Secondary College took a collaborative approach to developing a water policy to support the work of the water bottles, installation of the water fountains and the changes in the vending machines. Initially, the School Project Officer worked with the Project Coordinator and the Ambassadors to develop a draft water policy. This draft contained the recommendations for monitoring and assessing the work that had already been done in this area and was taken to the Principal for feedback.

The Principal was keen to draw on existing policies from the primary feeder schools so that there was some form of continuity for students transitioning into their school. The Principal also provided guidance on how to progress the policy with the staff (including the various sub-committees) and the School Council. He worked with the School Project Officer over the course of the semester to support the planning, consultation and implementation of this policy (Appendix D).

Throughout this process, it was noted by the School Project Officer that the teachers were supportive of the direction the school was taking in regard to a food policy.

7. Other Activities

A few smaller intervention activities were conducted over the course of the project. These included screen savers on the school intranet (presenting the water message/Microsoft Power Point presentations developed by the Ambassadors) and colouring competitions with primary school aged children in adjacent schools.

Key Learnings & Recommendations

Overall, there were a number of intervention strategies that were effective in raising the awareness among the school community, but had a high cost in invested time.

The water bottles were an effective promotional tool for raising awareness to promote water consumption among the community. The Project Management team recommended that if water bottles were to continue within the school they need to be incorporated into the school booklist as a compulsory item, without the current branding (logo) in the interest of sustainability.

Installation of additional water fountains were well supported by a number of people within the school. This strategy has been one of the more sustainable measures of this objective because the ongoing maintenance has been incorporated into the schools budget.



The curriculum strategy was a critical mechanism whereby information could be delivered in a high dose to students. This unit of work was passed on to other schools to be used within their curriculum. It was shown that teaching skills such as reading food labels educates young people about what they are eating and drinking. It is recommended that this unit be integrated into a larger healthy eating unit of work for students in Year 7–10.

For vending machines, most of the schools utilised collaborative approaches to generate support and action within their schools. It was noted by the School Project Officers that there was little resistance from the staff and students within school to the changes that were made. There were a few incidents where students attempted to bring cases of sweet drinks into the school, but these were short lived. In 2006, the Victorian Government announced that all government schools would have to remove sweet drinks by the end of the school year. It is not known what financial effect this has had on the revenue of the schools. However, one school did comment that with all of the changes in the canteen, vending machines and other activities associated with implementing healthy food, their school was looking for ways to make up a \$20,000 loss of income.

From an environmental perspective, there were a number of changes that occurred across the intervention schools. These included: the installation of over water fountains and significant improvements in the existing units within the school (e.g. maintenance and cleanliness); and, the development of the water policy – which has since been integrated into the Food @ School Resource (see Implementation Report 9 – Food @ School). Other supportive activities included the integration of sweet drink content into the home economics / health curriculum and development of the water bottle rules and postcards in response to staff concerns about allowing students to take them into class.

Conclusion

Upon commencing the project in 2005, it soon became apparent to the Project Management Team that the 'Water versus Sweet Drink' was an easy objective to begin with. Being able to give teachers and students a water bottle, along with the message of drinking water early on in the project was a great way of engaging them with future intervention activities. Additionally by distributing the water bottles to the staff at the beginning of the project, positive role modelling was set up and it created the perception of water bottles being 'cool' among the students.

In terms of sweet drinks, the effects of regularly drinking sweet drinks were not promoted using social marketing. Instead, it was covered in classroom activities where students investigated the amount of sugar in sweetened drinks and the consequences of drinking such drinks.



It is evident that the more sustainable strategies such as the water fountains and policy interventions will have an effect long after the project's completion and schools should focus on these types of long term interventions.



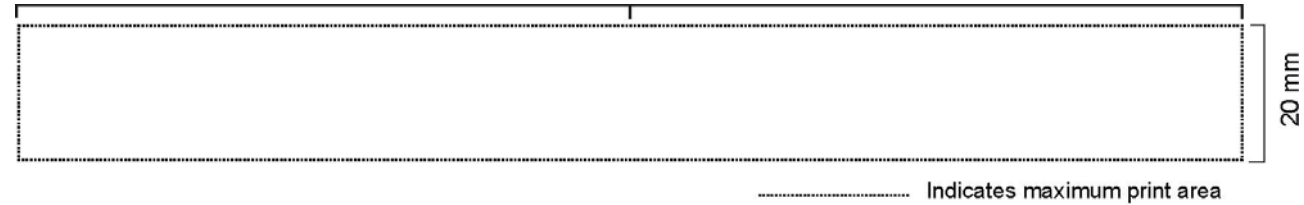
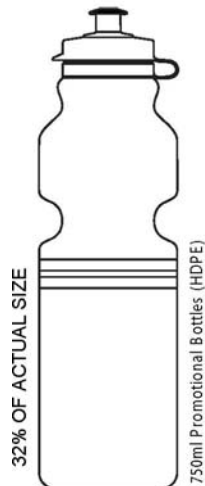
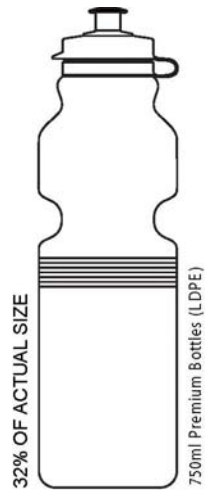


Appendix A: Social Marketing Poster

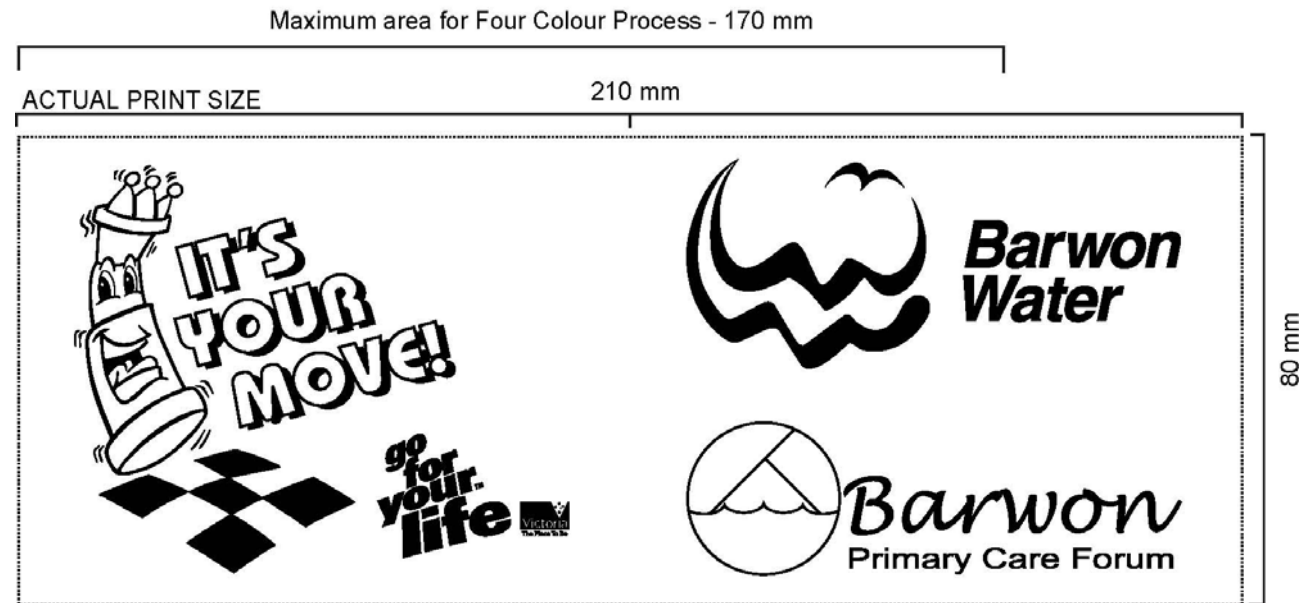




Appendix B: Water Bottle Design



ARTWORK TEMPLATE 750ml PREMIUM & PROMOTIONAL BOTTLE





Appendix C: Social Marketing Postcards





Appendix D: Water Policy

BELLARINE SECONDARY COLLEGE POLICY STATEMENT		POLICY NUMBER	—
POLICY TITLE	WATER POLICY	COUNCIL APPROVAL ON	—/ —/ 06
CHARTER AREA	STUDENT & STAFF HEALTH/WELLBEING??		
AUTHOR(S)	L. Reading & C. Sing	COMMITTEE APPROVAL ON	—/ —/ 06

DESCRIPTION:

This policy acknowledges the need for a whole school approach to promote water consumption over sweet drinks.

POLICY AIMS:

1. To increase water consumption of staff and students in the College.
2. To integrate water bottles into the classroom with clear guidelines and expectations.

GUIDELINES:

1. Drinking water is an essential part of student and staff health.
2. Encourage parents to support the policy by ensuring that their child/s has an appropriate drink bottle at school.
3. Students should be aware of the rules/expectations regarding the use of their water bottle in the classroom.
4. Appoint a School Support Co-ordinator and provide time release so that the programs and policies can be sustained.

IMPLEMENTATION:

1. Seek feedback and information from feeder primary schools regarding their water policies and procedures.
2. Give all groups involved in the school community the opportunity to look at the developmental phase of the policy.
3. Discuss with the whole staff the attitudes and opinions of allowing students to bring water bottles to class.
4. Develop a set of classroom rules, processes and consequences/punishments in consultation with all of the staff.
5. From an environmental perspective, consideration needs to be made as to the availability and location of current water dispensers and designate areas where new water dispensers could be installed. Students need input into where these machines should go to create ownership.
6. Water dispensers need to be aesthetically pleasing and some level of prevention from vandalism needs to be considered by students and staff before installation.
7. Upon installation of dispensers, there will be a requirement for some social marketing messages to encourage students to drink water. The school 'It's Your Move' Ambassadors will help to create and promote these messages.
8. Review the policy in three years.
9. Future development of the policy should include links with the curriculum programs, external excursions (e.g. School camps and sporting days) and canteen options in the school (e.g.



DESCRIPTION:

This policy acknowledges the need for a whole school approach to promote water consumption over sweet drinks.

Offering water bottles through the canteen).

10. Review canteen soft drink sales with the intention of increasing water consumption (i.e. to see whether the promotion of water consumption has decreased soft drink sales significantly).





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 7 - Breakfast

Copyright protects this publication.

This report was produced for the **It's Your Move!** Project.

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List of Appendices

Appendix A: BREAKFAST Program questionnaires15



Objective

To significantly increase the proportion of young people eating breakfast.

Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the breakfast objective of the action plan showed:

- 75% of students had breakfast and lunch everyday
- 6% of students reported not eating breakfast in the past 5 days
- 2 out of the 5 intervention schools provided a breakfast program at school

The purpose of this report is to provide an overview of the strategies used towards achieving the breakfast objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.

Summary of Intervention Strategies

1. Breakfast Programs

Only two of the five intervention schools conducted a breakfast program prior to the project commencing. The remaining three schools chose not to conduct breakfast programs for a number of reasons. These included facilities (the canteen was not open before school); student arrival time (90% of students arrived at school by bus or car within minutes of starting class) and breakfast was covered in parts of the health/home economics curriculum.

Case Study 1 Bellarine Secondary College

Prior to the commencement of *It's Your Move!*, Bellarine Secondary College already conducted a school breakfast program once a week which was made available to all students at no cost. The program was funded through the



school welfare program and overseen by the Welfare Coordinator. The program was originally set up as a result of a recognised need by the Welfare Coordinator. A number of students who required the services of the Welfare Coordinator were not accessing breakfast at home.

The breakfast program was serving foods such as muffins with bacon and eggs, pancakes and similar items. Students were not restricted in the number of serves they consumed or the frequency with which they attended this program.

Once *It's Your Move!* was implemented, the School Project Officer recognised that the program was not congruent with the efforts and direction of the project and saw a way of supporting the breakfast program. In collaboration with the Welfare Coordinator significant changes were able to be made. Additional funding of \$1500 was sought and received through the Commonwealth Government's Healthy and Active Grant to purchase equipment and other materials.

To improve the breakfast program, the School Project Officer with support from a member of the Deakin University Support and Evaluation Team, developed a short questionnaire, presented on a postcard for students to fill in while they attended the program (Appendix A). The questionnaire was distributed to students attending over a couple of weeks to ascertain the need of the program. The results showed that on average about 25 students attended the breakfast program each time it was held. Of these, 36% had already eaten breakfast at home. This showed the majority of students who attended actually needed the breakfast. No one was excluded from attending despite some eating before attending the breakfast program. This ensured those in need could integrate discreetly. The questionnaire also highlighted that students enjoyed the food already provided and did not care too much about its nutritional quality. At a later date a second questionnaire was developed in the same manner but questions asked knowledge and behaviours relating to their breakfast habits.

The breakfast program was altered to provide more healthy options and included cereal (2 Weetbix), low fat milk, cut up fruit and toast.

At the end of Term 1, 2006 the breakfast program was reviewed by the Welfare Coordinator and the School Project Officer. They recognised that the program was resource intensive in terms of hours put into the program (both the Welfare Coordinator and School Project Officer were present 30 mins prior to and after the program for setting up and cleaning. They also observed that many students were consuming a large number of serves of food. As a result it was decided that students would be restricted to one serve of cereal or two pieces of wholemeal toast, but not restricted in their servings of fruit.

Throughout 2007 and 2008, the breakfast program continued to operate once a week at the school. About 80 students now regularly attended the program. The program was supported using small amounts of funding from the welfare account. During this time the School Project Officer, Welfare Coordinator and the Principal recognised that implementation of further strategies to support



the program was required. Initially the school conducted a Breakfast Day in Term 3, 2008. This coincided with the launch of the social marketing campaign on breakfast with the launch of the breakfast poster. The poster featured students from this college (See to Implementation Report 4 - Social Marketing). The Breakfast Day included a lesson on breakfast for all junior students in the morning, educating them on the importance of eating breakfast and dispelling any myths. It culminated at recess with each student being provided with cereal and fruit.

The school was confident that the breakfast program would continue to run. The school sought additional funding from the local community bank that provided a 'sponsorship' arrangement to transfer the program to the canteen and to cover the costs of the Canteen Manager to run the program.

Case Study 2 Newcomb Secondary College

Prior to *It's Your Move!* Newcomb Secondary College received a breakfast program for their students from a local church on a monthly basis. The church was located on the walking route of many students. In 2005, church organisers requested that the program be moved to the school for a number of reasons. It continued to provide food such as sausages in bread, hash browns and reconstituted orange juice.

In 2006, the School Project Officer worked in collaboration with the breakfast program organisers to align the program with the objectives of *It's Your Move!* The School Project Officer suggested a range of healthier options such as cut up fruit, cereal, eggs and wholemeal toast. The organisers took on board the recommendations and continued to fund and provide a breakfast once a month to an average of 30-40 students in Years 7 and 8.

Case Study 3 Geelong High School

At Geelong High School the Year 9 girls' health class provided a healthy breakfast of fruit and wholegrain toast for the students and teachers involved in the filming of 'Go for your life' TV episode (see Implementation Report 4 – Social Marketing).

2. Canteen

Guidelines for the provision of breakfast within breakfast programs and/or sold at the canteen have been integrated into the Food @ School Policy as part of the Food @ School Resource (see Implementation Report 8 – Food @ School).



3. Parent Information

Information pertaining to breakfast was often included in school newsletters written by the School Project Officers (see Implementation Report 4 – Social Marketing).

Additionally, the topic of breakfast was covered in the event with Rosemary Stanton which has been reported on in Implementation Report 9 – Food @ School.

4. Education programs for young people in relation to time management and sleep

A strategy around time management and sleep arose in the ANGELO workshop by staff and students (see Implementation Report 1 – Project Design). It was initially identified as a potential strategy for the breakfast objective because it was believed that students often missed breakfast due to poor time management (late nights, rushed mornings, not feeling hungry when rising in the mornings). However no actions were implemented in this area.

5. Curriculum

In 2006, a teacher approached the Project Coordinator and School Project Officer to develop a unit of work junior year levels. The idea was to develop a set of health lesson plans whereby students could undertake investigative tasks and report back to the class, with an element of teaching in their presentation.

The Project Coordinator and School Project Officer brainstormed ideas for content and activities that could be sequenced into a series of classroom lessons. These included: who made the decisions about what students ate for breakfast; cereal nutritional content (e.g. sugar, fibre and overall energy); and, the preparation of quick, healthy yet tasty options for breakfast. They also developed an assessment task for small group work, a marking sheet, a test sheet that each group had to distribute for their presentation and student/teacher evaluation forms.

The Project Coordinator formatted this information into a resource for the School Project Officer and the teacher. This was made available to the teacher in late term 3, for use in term 4. It contained two lessons and activities for groups of students to complete over a 3 week period, allowing for 2-3 classes per week.

Unfortunately, when it came time to teach the unit, there were a number of issues that hindered its use. These included the teacher ‘wearing many hats’



and having to attend a number of meetings during and after school, which restricted the time for implementing a new unit (i.e. safer to go with something already known).

This resource has still not been piloted within any of the intervention schools.

6. Other

6.1 Health Promotion Students

In 2006, the project welcomed two Health Promotion students from Deakin and La Trobe Universities as part of their fourth year practicum. A requirement of their practicum was to design and conduct a small research study which would enable them to utilise their Health Promotion skills.

The Project Coordinator and students selected Geelong High School for logistical reasons, in which to conduct their work. This decision was based on proximity of the school to Deakin University, the length of practicum (6 weeks) and the current stage of intervention at that school.

The Project Coordinator and School Project Officer at Geelong High School discussed potential projects with the students. The students decided to base their work on the breakfast objective which linked with one 'School House' who was already conducting a week-long breakfast program as part of their house activities. Since the School Project Officer was only at the school one day per week she enlisted the support of other teachers to assist the students implement their project.

The Project Coordinator assisted the students to extract the baseline data pertaining to the breakfast objective for Geelong High School. This data showed that 44% of students had consumed breakfast at home on the last 4-5 school days. The data did not report on the type of food consumed, nor the influences/barriers to eating a healthy breakfast. Consequently, the health promotion students felt that this information would be useful to know to assist in developing further resources. A questionnaire based survey was implemented and focus groups were held to obtain qualitative data. Twenty-seven students completed the survey and two focus groups were held with 8 students attending each group. The first group was conducted with Year 7-9 students and the second with Years 10-12. Information about students' choices of breakfast foods, knowledge, influences and barriers to regularly consuming a healthy breakfast were sought as well as marketing strategies for promoting the consumption of a healthy breakfast.

Results from the survey and focus groups found that the students cited 'lack of time' and 'not being hungry in the morning' as major influences as to whether students ate breakfast. These findings are similar to other studies¹. Cereal was the most common choice for breakfast. 18 of the 27 students said they eat cereal regularly, which was consistent with breakfast eating trends outlined in the National Nutrition Survey²



Additionally the survey showed that:

- 10 of the 27 students they went to bed between 8pm and 9.30pm and ate breakfast every school day;
- 17 students reported that they were still awake between 10pm and 2am;
- 11 said that they ate breakfast more than 3 times a week and 5 students consumed breakfast less than 2 times per week; and
- 6 said that they never eat breakfast.

The major themes emerging from the focus groups that had the greatest impact on breakfast consumption was a lack of time and organisation in the morning. Lack of appetite in the morning also featured as a frequent response to not consuming breakfast. However, students displayed a general understanding of healthy breakfast foods. Many students were able to identify some foods that could be incorporated into a healthy breakfast.

In response to these results, the health promotion students developed the two resources:

- A 'Breakfast Book' which contained short and easy breakfast recipes which students could prepare themselves at home
- A pamphlet titled 'The Importance of Breakfast' which contained strategies students could integrate into their daily routine to assist with organisation so that they could have breakfast at the beginning of the day.

Both of these resources were shown to the School Project Officer in the first instance then piloted with the students who attended the focus groups. The feedback suggested that the Breakfast Book needed to be expanded and a suggested title was 'An Adolescents Survival Guide to Cooking'. Further to this, the students decided that young people would probably not take notice of the pamphlet, stating they have little sustainable impact or 'life' beyond the initial contact.

The Health Promotion students were able to successfully complete their practicum having researched, developed and implemented a small project. Their work and the feedback from the pilot evaluation have been incorporated into the Food @ School Resource (see Implementation Report 9 – Food @ School).

6.2. Activities

A number of one-off breakfast activities arose during the course of the project that linked to other programs or activities across the five schools. These are highlighted below:



6.2.1 Ride 2 School program

At Newcomb Secondary College, a Ride 2 School Program was conducted twice each year in 2007 and 2008. Over 50 students and 10 staff participated in these programs. On the day, a coordinating teacher purchased and provided participants with a healthy breakfast (cereal and fruit). Further information about the Ride 2 School Program is covered in Implementation Report 11 - Getting Active.

6.2.2 Advertisements about breakfast created by students

At Saint Ignatius College, students of the Year 11 Media class developed a twenty second video-based advertisements pertaining to the breakfast objective for It's Your Move! The work was assessed as a group assignment as part of their curriculum activities. Two groups of students produced one advertisement each. The breakfast advertisements outlined the importance of eating a healthy breakfast.

At Christian College, the Year 9 Drama classes also developed an advertisement (30 seconds) featuring various messages about consuming a healthy breakfast. They also produced a song about the project and incorporated some of the advertisement messages into the song.

Key Learnings & Recommendations

The breakfast programs were resource intensive. It required coordination for set up, to help distribute the food and clean up after the students had eaten. The programs also required ongoing funding to support a coordinator and to purchase of fresh food. Seasonality and cost of fruit affected what could be provided to students throughout the year.

A number of students were eating two breakfasts (one at home and one at school) and consequently the students attending the program were not necessarily the ones missing out on breakfast at home. The Welfare Coordinator noted that the students, who did miss out, usually ended up at their office for more serious issues.

It was recommended that pre-prepared food (2 Weetbix and cut up fruit) be served in disposable bowls and cutlery for ease and convenience when cleaning up. It was also important to link in with the existing Welfare Coordinator as they generally have funds allocated for use in such programs.

As was experienced with the other intervention behavioural objectives, the intervention activities raised awareness, but with 'one off' activities they did little to create and support long term changes and were time intensive.

One of the strategies that could have been further developed and been potentially more sustainable was the curriculum resource (with a unit of work including lesson plans in areas of time management i.e. sleep, healthy



breakfast, food labelling etc). This unit could have been assimilated into the health, home economics curriculum and other elective subjects, had there been more time to implement the new unit into the curriculum.

Conclusion

The breakfast objective had very few strategies that could be termed sustainable upon completion of the project. This was due to the need for a coordinator to organise events and the need for funding to provide breakfast programs. Some lasting effects have been observed with the health/home economics/food technology curriculum, where small units of work have been assimilated into larger units on healthy eating.



References

1. Shaw, M. (1998) Adolescent breakfast skipping: an Australian study. *Adolescents*. 33(132) 851
2. Williams, P. (2002) What Australians eat for breakfast: an analysis of data from the 1995 National Nutritional Survey. *Nutrition and Dietetics* 59(2):103-112





Appendix A: Breakfast Program questionnaires

Questionnaire 1



Breakfast Program



► We hope you
enjoy the
breakfast
program....

could you please
answer these
4 quick questions >>>

1. What is your favourite food?

2. What is your favourite drink?

3. Did you have anything to eat before you came to school this morning?
☐ Yes ☐ No
4. What do you think of the food at the breakfast club?

BSC



Questionnaire 2



....about breakfast



► Your name:

could you please
answer these
easy questions
>>>

PLEASE RETURN TO
MS READING

BSC

Do you eat breakfast? (Circle one)
Everyday Most days Sometimes Never

If you do have breakfast, what do you normally eat and drink?

What's your favourite thing to eat for breakfast?

Do you think that it is important to eat breakfast?
Yes Why? _____
No Why not? _____

If you don't eat breakfast, why not? (Circle)
Not enough time I am never hungry To lose weight
There's nothing I like at home
I can't stomach food in the morning
Other: _____

thank you!



It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 8 – Fruit and Vegetables

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Objective

To significantly increase fruit and vegetable consumption.

Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the fruit and vegetable objective of the action plan showed:

- 93% of students had 1-2 serves of fruit everyday
- 80% of students had 1-3 serves of vegetables everyday

The purpose of this report is to provide an overview of the strategies used towards achieving the fruit and vegetable objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.

Summary of intervention strategies

The strategies for the Fruit and Vegetable objective involved work in two main areas, 1) the canteen and 2) the development and implementation of a number of and activities used to raise awareness of the overall project.

1. Canteen

The *It's Your Move!* School Project Officers worked in collaboration with Canteen Managers to change or implement the availability, promotion and price of fruit and vegetables.

Across all five schools, the canteen provided students with seasonal fruit (e.g. watermelon pieces and fruit salads) but limited vegetable options. IN the initial stages of the project these items were subsidised by the sale of unhealthier food items. In 2007, the price fruit and vegetables marginally increased with the implementation of the Victorian Government 'Go for your life' Healthy



Canteen Kit requirements. Canteen Managers needed to source additional funds to support the canteen as a result of the removal of sweet drinks.

One of the simpler strategies used to promote fruit in particular, was the display of mixed fruit portions on the counter of the canteen, so that students were aware of its availability and cost.

Strategies to increase fruit and vegetables in the canteen were incorporated into the Food @ School objective (see Implementation Report 9 – Food @ School).

2. Programs and Activities

A number of awareness raising activities were conducted across the five intervention schools over the course of the project. Fruit and vegetable promotion was an easy way to raise awareness of the project and this particular objective. It was also one of the first objectives to be implemented while baseline data collection was taking place across the five schools, until all school had completed this process.

Activities included the use of apple slinky machine, the Market Fresh Program, establishing a vegetable garden, Sushi, Fresh Juice, Nude Food and Soup Days. The activities stemmed from discussions or classroom activities, but followed a similar formula in the course of implementation.

2.1 Overall program and activity establishment process

Initially, the School Project Officer, the Ambassadors and students would decide on a particular idea and a date to conduct the activity. They then developed a plan, which included a list of the tasks that needed to be covered for the activity to take place. These included:

- ✓ gaining approval from the Principal or Assistant Principal;
- ✓ checking the school calendar to see if all of the students were going to be in the school on the chosen date;
- ✓ finding a suitable venue and checking its availability;
- ✓ researching the costs associated with purchasing the foods/ products;
- ✓ developing a budget;
- ✓ writing letters to parents – notifying them of the day/objectives and costs
- ✓ asking for volunteers (in some cases);
- ✓ marketing the activity or the day to staff and students through assemblies, posters and/or school newsletters;
- ✓ pre-ordering the food and determining catering requirements; and,
- ✓ taking food orders from staff and students and collecting/ processing the money.



On the day of the activity, the School Project Officer relied on other staff and students (mainly the Ambassadors who were taken out of classes for the morning or the day) to effectively manage the tasks that had been assigned to them. This involved a process where 'stations' were often set up in the designated area and that a particular person was responsible for. At the end of the activity, cleaning up was often factored into the management, with additional rubbish bins being made available and staff and students staying behind to tidy up.

Early on in the project, this process took a couple of weeks to accomplish as not all tasks were considered. This meant that there were times when the School Project Officer or the students had to do some back tracking. By the end of the project, the process was so well run that activities and days such as these were conducted with little fuss, good support and integrated into broader events (see Implementation Report 4 - Social Marketing: Health and Wellbeing Days).

2.2 Apple Slinky Machine

In the first term of the project, there were a number of commitments the schools had to fulfil for evaluation purposes, so there was little time or capacity to commence coordinated approaches to the intervention objectives. As each school completed the evaluation process, the School Project Officers were looking for small scale activities that could start to inform the school community about the project and its intentions. An early activity was the purchase of an apple slinky machine for each school (figure 1). The slinky machine required spiking an apple onto the prong and turning the handle. This cores and coils the apple (figure 2). The slinky's were used to raise awareness of the project and to encourage students to eat fruit. How they were used varied among the schools.

Figure 1: Picture of an apple slinky machine



Figure 2: A slinky apple



For the majority of the schools, the apple slinky machine was initially managed by the School Project Officer, usually in their classes or offering students the opportunity to bring their own apple and use it during recess and lunchtime. Some of the School Project Officers used their Ambassadors on a rotating roster to run the machine so that students could use it. This was problematic as the Ambassadors did not always turn up. Additionally it was usually held in a classroom in which a teacher had to supervise.

Some School Project Officers approached their canteen staff to see if it was possible for the apple slinky to be integrated into their food service. A few piloted the machine, but soon found that there the time required to slinky the apples slowed the purchasing process down. At one school, the Canteen Manager could see that students were prepared to wait, so the Ambassadors were given space specifically to slinky the apples that were brought from home. However, because the Ambassadors did not have the required food safety requirements or did not always show-up for their shift, the process was not sustainable. The apple slinky machine was returned to the School Project Officer and was made available in other activities such as at the end of the home economics classes; during Health and Wellbeing Days and at classroom celebrations (see Implementation Report 4 - Social Marketing).

A majority of the apples were brought from home or were obtained from local apple orchards or major supermarket chains. Apples that were purchased in bulk were sold at cost (50-80 cents per apple). A hard pear could also be used instead of an apple.

The apple slinky machine could be used as a fundraising activity. One school sold over 20 machines to staff in the early stage of the project because they were not commonly available in retail stores.

Case Study Christian College

The School Project Officer at Christian College decided the best way to get information out about the project and get student involvement was to use the apple slinky as an awareness raising activity through the home group, for Years 7-9 and the primary school students.. A weekly home group roster for the apply slinky machine was developed and presented to staff who agreed to support this activity.

The process involved the home room teacher collecting stickers for students' diaries from the school receptionists. The stickers served as a reminder to students to bring an apple to be slinkied. (The diary is an important means of communicating with parents on an ongoing basis as they did not have a school newsletter). The School Project Officer would email the teacher to remind them of their rostered week and the process involved. This occurred on a Thursday so that on Friday the teacher would collect the slinky machine and take it home at the weekend to practice if required. On Monday students could slinky their apples before recess or at lunchtime (for the primary aged



children during snack time). It was noted by some of the teachers that a few children brought two apples as the week went on.

At the end of the week, the apple slinky machine would move on to the next teacher rostered. There were times where this process did break down, particularly if a teacher was absent on the Thursday or Friday.

2.3 Market Fresh Program

The Market Fresh Program, conducted by the Melbourne Market Authority aims to educate children about the importance of fruit and vegetables in their diet and the production of fruit and vegetables (www.marketfresh.com.au).

The program covered a range of topics including:

- Seasonality
- How fruit and vegetables are grown
- The uses of fruit and vegetables
- The importance of eating fruit and vegetables daily

The program also involved the tasting of seasonal produce. Four of the five intervention schools the Market Fresh Program come into their school. The program was quite intensive. On the scheduled day the team from Market Fresh would arrive at the school with a range of produce for the tasting session which required preparation. The School Project Officer, teachers of the classes involved and the Ambassadors prepared the fruit and vegetables which took at least 30 minutes to set up (figure 3). Classes came into the venue (usually the gym), where they watched a video and were given pamphlets about fruits and vegetables and recipe ideas. Students were then encouraged to try the fruits and vegetables available (figure 4). During the taste session the School Project Officers and Ambassadors overheard many students say that they had not tried some of the produce before.

Figure 3: Staff and Ambassadors preparing fruits and vegetables



Figure 4: Students sampling fruit and vegetables with the Market Fresh Program



The cost of this program was \$150 and catered for up to 230 students (often conducted over two groups in the school). It took about an hour to complete. One of the schools shared the activity with the local primary school.

2.4 Establishment of a vegetable garden

In 2006, the School Project Officer at Saint Ignatius College applied for and received funds of \$1500 from the Commonwealth Government's Healthy Eating and Physical Activity Grant to construct a vegetable garden. The garden was located outside the home economics classroom making it easily accessed for use in this class. A budget and an expected timeline were provided to the Principal as approval was needed prior to any building taking place. The School Project Officer approached the VET (Vocational Education and Training) and VCAL (Victorian Certificate of Applied Learning) teachers to see if they could assist in the building and maintenance of the vegetable garden. They indicated that they could support the building of the planter box, (which would wrap around two sides of the building) and the initial planting of herbs and vegetables. From there it would be a shared responsibility between the three groups to maintain the garden.

The vegetable garden was completed during the year and the plants were soon established for cooking purposes.

Figure 5: Photos of the vegetable garden



Over time, the garden continued to produce herbs, but the vegetables have struggled due to the lack of water provided to the garden from drought conditions or from council enforced water conditions. The School Project Officer continued to look for ways to provide regular water to the vegetable garden.

2.5 Sushi Days

In 2006 and 2007 Sushi Days were conducted twice per year across the five intervention schools. These days relied on a pre-ordering system and distribution which were conducted by teachers and the Ambassadors. Once all orders were paid for, collated and recorded, the sushi was ordered at least a couple of days in advance. On the day, the School Project Officer went and

picked up the sushi from a local Asian restaurant close to the school. The Ambassadors and teachers distributed the sushi from a designated classroom. On average, about 60 rolls of sushi were consumed by students and teachers. Since these days, the canteens at the schools have started to stock small amounts of sushi for students and staff.

2.6 Nude Food Days

Nude Food Days were conducted at Christian College as a result of the Science teachers becoming disgruntled with the packaging and other rubbish accumulating in the school from foods and drinks brought from home. In 2007, a Science teacher approached the School Project Officer to work collaboratively to solve the rubbish problem. They came up with the idea of Nude Food Days, where students would have to bring their food to school without the packaging. It was turned into a competition so that the home group with the least amount of rubbish would receive a trophy and a prize. Letters were sent home to the parents about the Nude Food Days. The Ambassadors were involved and assessed the amount (by weight) of rubbish generated by each class (or lack of it) to declare the winner.

Since its initial inception, a Nude Food Day has been conducted once a term, with eight being conducted over the course of the project. The School Project Officer commented that a number of parents and students are now aware of better ways of packaging food and providing healthier contents in lunchboxes. Students are also more aware that healthier options tend to have less packaging.

2.7 Juice Days

At Christian College, the School Project Officer used their class to conduct a Juice Day as part of their program to raise money for one of the school's charities. The School Project Officer approached one of the local grocers, who donated oranges. The cups were donated by the school's science laboratory, two juicers were used from the home economics classrooms and three juicers were loaned from other staff. In class, students were placed in groups and prepared various juices for staff and teachers. Juice was sold for \$1 per cup, with 135 sold over the course of lunchtime. Overall, staff and students enjoyed the availability of the juice and to support a good cause.

2.8 Soup Days

Soup Days conducted were conducted across two schools, each adopting a similar process. Christian College had 4 Soup Days and so did Newcomb Secondary College. At one of these schools the School Project Officer prepared large pots of soup in the time allocated for *It's Your Move!* before lunchtime and the Ambassadors distributed the soup to the staff and students. They sold approximately 40 cups of soup for \$1 each. The work required to conduct Soup Days was not sustainable.



Table 1: Summary of ‘Food Days’ conducted for ‘It’s Your Move!’ promoting fruit and vegetables

Activity	Conducted in intervention schools	Number of students organising	Number of foods or drinks sold
Soup Day	2 schools x 4 times	6 – 8	~ 40
Juice Day	1 school x 2 times	6 – 8	~ 135
Nude Food Day	1 school x 8 times	6 – 8	N/A
Sushi Day	5 schools x 2 times	6 – 8	~ 60

Additionally, there were a number of smaller activities conducted within each of the intervention schools e.g. Smoothie and Icy Pole Days.

3. Parent information

Information pertaining to fruit and vegetables was often included in school newsletters written by the School Project Officers (see Implementation Report 4 – Social Marketing).

Additionally, the topic was covered in the event with Rosemary Stanton which has been reported on in Implementation Report 9 – Food @ School.

4. Curriculum

A number of curriculum activities were conducted over the duration of the project. One in particular that related to the fruit and vegetable objective was a set of lessons developed by the School Project Officer at Christian College. Students were required to design a *Freaky Fruit / Fitness Person*. Students were given a design brief to create a three dimensional figure (exercising, fitness freak) using 2 fruits and 5 vegetables. They had two weeks to complete the task. At the end of the unit, students were asked to present their figure, which was assessed by teacher and other students.

Key Learnings and Recommendations

The canteens were influenced by a number of forces within the schools. These forces included the pressures of running a business; implementation of the ‘Go for your life’ Healthy Canteen Kit; the Food @ School Guidelines (see Implementation Report 9 - Food @ School); and, ultimately what the students and staff were willing to purchase. Other factors also affected what the canteen was prepared to sell such as pricing (determined by inflating the cost of unhealthy food); seasonality of fruits and vegetables; short shelf life of fresh produce; and, that fruits and vegetables are rarely purchased if they are not cut up (e.g. increasing time spent in food preparation by canteen staff).



At the beginning of the project, conducting awareness raising activities were an important part of engaging with the students and staff. Initially they were time consuming and relied on a process that was refined over the duration of the project. Towards the end, students were able to plan, budget, organise activities, and, learn other skills such as Occupational Health and Safety/Food Safety requirements (www.education.vic.gov.au). However, having Ambassadors involved usually meant taking them out of classes to organise the activity. They also had to sacrifice a number of hours during their lunch to complete assigned tasks.

There was a process to organising activities and the Food Days. This process needed to be followed to ensure that people were aware of tasks. The process normally took a couple of weeks. Venues needed to be food friendly, with good options for spills and rubbish disposal so the gym was not always an appropriate venue.

Activities like these can raise the awareness and engage people but can burn up a lot of time and often receive little recognition from others (including staff). Some of the School Project Officers noted that not many staff would acknowledge the time and effort required to put on healthy activities/lunches.

Curriculum programs needed to be integrated into the semester and compliant with the required progression points/assessment of the Victorian Essential Learning Standards (www.vcaa.vic.gov.au). There were a number of occasions when programs would complement the intended units of work, which made it easier for the School Project Officer. An example of this was the vegetable garden, where the home economics teacher (who was the School Project Officer) was able to utilise the skills and financial resources to build a garden to support the teachings of the classroom. This garden has now become a part of the curriculum program with all year levels learning to use and maintain the herbs and vegetables.

Parent information, needed to be placed in the school newsletter regularly; including information on: promoting the 2 fruit & 5 vegetables message; simple recipes; and pamphlets and handouts available from programs such as Market Fresh. If the school did not have a regular newsletter, information was distributed via email, through a school email list.



Conclusion

Overall, this objective was eventually subsumed into the bigger Food @ School objective due to the development of the *Food @ School Guidelines* and the need to integrate all of the activities into the existing support and structures within the project timeframe. This meant that the School Project Officers needed to focus on the development of a Food @ School Policy which included awareness raising activities to promote larger scale changes. The fruit and vegetable objective was therefore used mainly for awareness raising and promoting the project.

Organising these activities required a lot of time, effort and energy from the staff and students. This effort was usually well received and supported on the day by other staff and students, and this was essential to the overall success. The School Project Officers acknowledged that these days were integral to the delivery of healthy eating programs, but at a school level, they were hard to implement.

Furthermore, there were a number of changes that were being implemented within the project and as part of the Victorian Governments, '*Go for your life*' *Health Canteen Kit*. One of the requirements of the kit was to restrict the sales of 'Occasional' (red foods). One of the challenges with this requirement was that a majority of the canteens were inflating the 'occasional' foods to ensure that the healthier options were sold at cost. When the canteens implemented the changes, the schools experienced a 'dip' in the revenue and had to identify alternative sources of funds – which was difficult. At the end of the intervention period, there was no clear solution to this issue and further research would be required to find a way forward.





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 9 – Food @ School

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Objective

To significantly increase the healthiness of school food.

Introduction

Objective Seven of the *It's Your Move!* action plan focused on Food @ School. This objective sought to examine the environment in which food are offered including the physical, economic, policy and socio-cultural areas as well as developing appropriate intervention strategies to improve the overall healthiness of food at school.

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the Food @ School objective of the action plan showed:

- 84% of students usually ate something for morning tea, of which 87% of this food came from home,
- 76% of girls and 84% of boys had something for morning tea on the last 5 school days
- 43% of females and 44% of males rated the teachers as 'ok' role models for healthy eating at their school
- 49% of students ate 2-3 serves of fruit and only 20% of students ate 4 or more serves of vegetables per day
- none of the intervention schools said that they had a nutrition policy
- 3 of the five intervention schools indicated that the revenue from the canteen was an important source of income to the school

The purpose of this report is to provide an overview of the strategies used towards achieving the Food @ School objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.



Summary of Intervention Strategies

In the initial action plan, the Food @ School objective listed potential strategies relating to the development of food policies and the pricing and promotion of food in the canteen.

1. Food @ School Guidelines

The Food @ School Guidelines emerged because the intervention schools did not have a nutrition or healthy eating policy. The School Project Officers acknowledged that food provided to staff and students at school needed attention to align with the objectives of *It's Your Move!* Consequently, the Project Officer and School Project Officers focused on developing Food @ School Guidelines. With development, the Food @ School Guidelines expanded into a Food @ School Resource which contained the guidelines

It was important that any guidelines developed were applicable to the context of the individual schools. A framework was developed for action areas, each having specific requirements. Development occurred in three stages: design and development, implementation, and social marketing.

Design and Development

The design of the Food @ School Guidelines commenced in July 2006, when the Project Management Team developed potential action areas within the secondary school context. Interventions were developed using the Template for Planning Collaborative Health Promotion Action (Appendix A)

Using the template, 'Planning Collaborative Health Promotion Action' (1.) (see fig 1) (suggested by the Regional Health Promotion Manager for DHS), intervention strategies were developed under the headings of health promotion interventions, capacity building and possible partners.

Under the subheadings of health promotion interventions, capacity building and possible partners the following activities were developed:

- Canteen Menu: colour coded using the traffic light system with additional social marketing messages
- Posters: awareness raising messages printed on posters featuring the Ambassadors demonstrating desired behaviours
- Curriculum: ensuring that nutrition/healthy eating was covered in the curriculum
- Environment: ensuring indoor and outdoor spaces had adequate places to sit, eat and get clean/fresh water
- Support and Role Modelling: encouraging staff and teachers to contribute to healthy eating changes



- Policy: at a whole school level, developing a healthy eating policy with students and teachers
- Professional Development: providing opportunities to students and teachers to increase the knowledge, skills and behaviours of healthy eating
- Resources: exploring current resources and interventions nationally and internationally; and,
- Partners: linking with potential partners who could support schools to create a healthier environment.

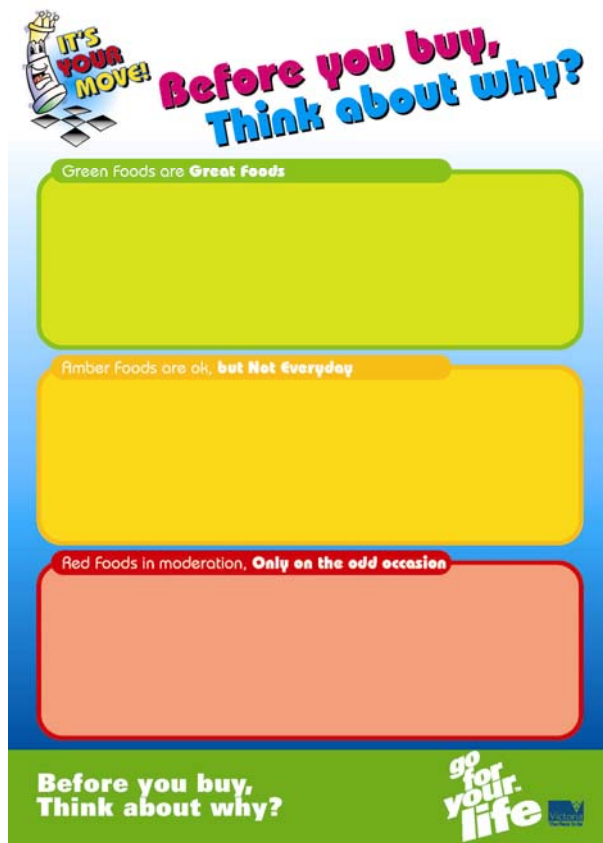
School provided their menus for analysis and alignment with the traffic light system outlined by the New South Wales Fresh Tastes @ School Program². This activity was conducted by a tertiary student as part of their placement requirements. The menus were then formatted into the canteen menu template (figure 1) developed by 13th Beach Marketing which also contained the social marketing messages developed by the Project Coordinator and Ambassadors. The social marketing messages were:

'Green foods are great foods'

'Amber foods are ok, but not everyday'

'Red foods in moderation, only on the odd occasion'

Figure 1: The colour coded canteen menu



The following outlines the action areas developed by the School Project Officers and Project Coordinator. These formed the basis for the guidelines.

Implementation Committee

At the school level, there should be a group of representatives from key areas within the school to form an implementation committee who will oversee the management and review processes of the Food @ School Framework.

Victorian Essential Learning Standards

Schools should ensure that the nutrition and related topics are taught and supported within the Victorian Essential Learning Standards: Physical, Personal & Social Learning Strand.

Creating a Supportive School Environment for Healthy Eating

The school is encouraged to provide ample time for students between recess and lunch to eat their food in shaded seating areas and to have sufficient drinking fountains throughout the school.

Occupational Health & Safety

Food should be handled in a safe and responsible manner in activities that occur across the whole school community as defined by the Food Safety Act. The Safe Food Handling Checklist will be required to be displayed on the staff room fridge, eskies (chilly bins), home economics rooms and other areas where food is prepared and served.

Marketing the Healthy Eating Messages

Information about healthy eating is to be regularly displayed on school noticeboards and newsletters.

Guidelines for Breakfast (Programs or Canteens open before school)

Ensure that the food available at the breakfast program is healthy.

Guidelines for Canteens

Schools are encouraged to use the colour coded menu for canteen food containing the social marketing messages. The menu should have 85% of their food and beverages sold within the 'green and amber' food category*.

Guidelines for Vending Machines

Schools are encouraged to reduce the number of vending machines in the school and change the contents so that of the selections 70% are water, 20% are 375ml juice and 10% are zero calorie alternatives.

Guidelines for Water

Schools should display the water bottle postcards on classrooms doors where water bottles are allowed, and place the water bottle rules at the front of the classroom.

* These guidelines were developed before the *Department of Education and Early Childhood* produced their *Healthy Canteen Kit* which stated that 'red' category foods should only be sold twice per term.



Guidelines for Camps, Excursions and Sport Days

Schools should provide healthy options for students on camps, excursions and sport days, and encourage students to drink water throughout the day.

Guidelines for Fundraising

Preferably non-food products are to be used for fundraising.

Guidelines for Catering

Catering requirements should follow similar standards to the canteen requirements of 'green and amber' category foods.

Guidelines for Rewarding Students in the Classroom

Rewards for students should preferably be non-food items.

These guidelines were presented and discussed at a Reference Committee meeting held in August 2006. At this meeting, the Project Coordinator conducted an activity with the Principals. They were presented with the five schools' canteen menus (colour coded) and they had to identify which menu belonged to their school. This was a helpful exercise because it visually showed the Principals what their canteens were selling. The meeting also garnered unanimously agreement from the Principals and other key stakeholders attending that there was merit in the Food @ School concept. It was recognised that further development and resources were required for schools to take on the Food @ School Guidelines.

At a later meeting in October a number of concerns were raised about the Food @ School Guidelines. Principals were concerned about the content (prescriptive and policy-like) and the responsibility that implementing the guidelines would place on schools/teachers

One Principal said:

We already have enough responsibility and duties on our teachers, putting this on top of their existing roles that already have time / meetings attached to them is not going to get the best. It needs to be integrated into the existing support / structures within the school. How that is done, I guess comes down to each school. In all, I think to implement this to a policy level, with compliance could take up to 5 -7 years.

Implementation

At the commencement of the 2007 school year, two out of the five schools implemented the colour coded canteen menu. Of the three remaining schools, two schools had colour coded their menu using their existing layout and one was in the process of re-negotiating the coding of foods into various categories.

Throughout the course of the year many environmental changes occurred to food offered at school:



- the number of vending machines in one particular school, which went from seven to none. This was due to the school going through a rebuilding process and the canteen being moved into a smaller space.
- the contents of vending machines changed in two schools. Approvals for these changes were provided by the Principal and Business Manager.
- across all five schools the development of the Food @ School Guidelines went through an extensive consultation process whereby teachers (at various staff meetings), Parents and Friends Committees and Ambassadors) were involved in development these up into a Food @ School Policy using a whole school approach.

Social Marketing

Towards the end of 2007, all the resources developed as a part of the project was being branded with the same 'look and feel' (see Implementation Report 4 - Social Marketing). The canteen menu was re-designed to be consistent with the rest of the social marketing materials. The usability of this canteen menu is currently under review, due to the difficulty of importing text over the image.

As the follow-up evaluation was being completed during 2008, it became evident that across the five intervention schools there were a number of changes to the food that was sold and provided within the school. These included:

- healthier food provided for staff morning tea, school council dinners and parent information evenings;
- reduced incidences of students being rewarded with food in the classroom;
- healthier food being sold with greater promotion in the canteen; and
- the water bottle postcards and water bottle rules being displayed on classroom doors.

Upon completion of the formal intervention phase, the Food @ School Resource underwent further review, to structure the resource on the World Health Organisation's Health Promoting Schools Framework². A consultation process is also underway at time of writing with the Department of Education and Early Childhood Development (DEECD), Nutrition Australia (Victoria - who has been involved in the *Healthy Canteen Kit* and the *Healthy Canteen Advisory Service*) and the Victorian Curriculum and Assessment Authority (VCAA). Adjustments and modifications have been integrated into the resource to support the required policies and standards of the DEECD and VCAA. Further piloting of this resource will occur in 2009 with other 'Go for your life' projects.



2. Fifteen Minutes of Food

In 2006 the local newspaper, the Geelong Advertiser, produced twelve cookbooks with the primary schools across the City of Greater Geelong. The newspaper extended the recipe books reach by engaging with the secondary schools in 2007.

As part of the initial development of the recipe books, The Project Coordinator in collaboration with the Manager of the Newspapers in Education section of the Geelong Advertiser, developed the concept for secondary schools. To integrate the work with *It's Your Move!* it was decided that the recipe books would include recipes for breakfast, lunch, snacks, dinner and desserts. This would enable the recipes to incorporate the fruit and vegetables, breakfast and food @ school objective.

The marketing and branding of the recipe books was developed by the Geelong Advertiser team, who came up with the Fifteen Minutes of Food concept. This was based on fifteen being the mean age of secondary school students, the time it takes to prepare the recipe and the endorsement from the 15 Restaurant Manager Tobie Puttock, ('Go for your life' Ambassador). 'Go for your life' sponsored the recipe books.

At the school level, the School Project Officers and teachers had to organise:

- a design brief
- a timeline to comply with the number of weeks in line with the newspaper schedule
- the classes that would participate
- criteria for designing a healthy recipe for breakfast, lunch, dinner and dessert (based on the requirements set by the 'Go for your life' State Nutrition Policy Advisor for fat, protein, carbohydrate and salt content)
- food ordering form (Appendix B)

Teachers were given a set date and time for the Geelong Advertiser to photograph the student's completed recipes (meals) at each school.

Overall, this activity took approximately:

- five initial meetings with the Project Coordinator and the Education Unit Manager at the Geelong Advertiser
- two weeks to obtain confirmation from the Principals through the School Project Officers
- two terms for the School Project Officers and teachers to organise and integrate the work into the curriculum (teaching and assessment)
- about three weeks from pre-production to print once the photos were taken

During this process, the Project Coordinator organised for the 'Go for your life' Secretariat, to obtain a letter of endorsement from the Minister of Health, the



Honourable Bronwyn Pike to be placed on the inside of the front cover and to accept an invitation to launch the recipe books at one of the intervention schools.

During the months of May and June in 2007, a total of 150,000 recipe books (figure 2) were distributed over a two week period in the Geelong Advertiser. The following are the dates that each of the recipe books featured as lift out with the newspaper:

Bellarine Secondary College	28 th May 2007
Saint Ignatius College	30 th May 2007
Geelong High School	1 st June 2007
Newcomb Secondary College	5 th June 2007
Christian College	7 th June 2007

Figure 2: Bellarine Secondary College's Fifteen Minutes of Food Cookbook



On the 28th of May 2007, the Minister for Health, the Honourable Bronwyn Pike launched the recipe book series at Geelong High School. At the launch, the Principal, Assistant Principal, one of the classes involved with creating the recipe book, Ambassadors, and teachers attended, in conjunction with the Local Member Ian Trezize, Ministerial advisors and a photographer from the Geelong Advertiser (figure 3).

Figure 3: Photo of Minister for Health, Bronwyn Pike and Local Member of Parliament with students



The launch featured on the front of the Department of Human Services News, which was circulated among all DHS staff across the state. Figure 4 shows students at the launch with their cookbook.

Figure 4: Students from Geelong High School with their Fifteen Minutes of Food Cookbook



To produce such detailed recipe books (with over 25 recipes), required 2 home economics / food technology classes (~25 students in each class). Students were often paired up to produce their recipe. Once the recipe books were produced, each received a Certificate of Appreciation for their efforts, shown in figure 5.

Figure 5: Certificate of Appreciation presented to students



The recipe books also featured on the 'Go for your life' website and as part of the *It's Your Move!* television episode filmed at Geelong High School. www.goforyourlife.vic.gov.au (see Implementation Report 4 - Social Marketing).

Due to the overwhelming success of the recipe books, the Professional Development Officer of the Victorian Home Economics and Textiles Teachers Association (VHETTA), invited members of the Project Management Team to present the Fifteen Minutes of Food program at the annual VHETTA conference on 26th November, 2007. The School Project Officers from Christian College and St Ignatius College presented to an audience of about 50 people on behalf of *It's Your Move!* Selected slides of this presentation are presented in Appendix C.

Further to this presentation, the VHETTA Publications Officer, requested that an article be written about the program for inclusion in the VHETTA Journal. The School Project Officer from Geelong High School and three teachers provided an insight into the coordination required and achievements of the students in the article. This article can be seen in full: VHETTA Journal (2007) Vol 47(2): p2-5.

The following quotes from teachers and students feature in the article:



Teachers:

Setting it up among the Food Technology teachers

When I was approached about taking part in the project my initial thoughts were about which level of food technology classes it would be best suited to. I thought that it would best suit the unit 'Food for Beginners' (year 8 and 9 combined classes) as they were doing an introductory unit on nutrition and meal planning. My colleagues agreed with me and we decided to tell the students about this project to see if they were interested to take part. The students in all three classes were generally enthusiastic about participating so we went ahead with the planning (teacher, Geelong High School).

Menu selection

It was decided that each class would prepare at least five suitable dishes and the class teacher would be responsible for organising the class to choose, prepare and present the final choices (teacher, Geelong High School).

Recipes

Some of the recipes we created including some healthy muffins, pikelets and cakes. We also made a few sensational wholemeal pizzas and then we sat down and all had a bit of everything. We evaluated the meals and mostly agreed the healthier options were very tasty' (teacher, Geelong High School).

Overall

The actual cookbook itself looked fantastic! Amazing production and printing techniques were used and the final product was truly impressive. I am so glad that I had the opportunity to be involved (teacher, Geelong High School).

The students enjoyed being part of the recipe books, newspaper articles, having their photo taken and the general stardom it gave them. Confidence, egos were given a boost. All the students felt the food tasted good and was not difficult to prepare. They has fun whilst they worked (teacher, Geelong High School).

Students:

I enjoyed doing it because we got to choose a recipe and change it to a healthier option. It showed us how to make better decisions about the way we eat (Natalie).



It was a change from the normal school work, it was a bit of a challenge to find a recipe good enough that would fit into the '15' criteria (Tomislav).

I thought it was fun. It encouraged us to think of healthy eating and we got to create our own recipes (Kaylie).

It was fun to cook healthy food and have it put in the book (Kyra).

It was great to make the recipe book and ours was the best of course (Daniel).

3. Professional Development for Canteen Managers

In 2007, the Canteen Managers from each of the five schools were invited to a Professional Development session on implementing the new canteen guidelines as part of the 'Go for your life' Healthy Canteens Kit. The event was well attended by primary and secondary schools throughout the City of Greater Geelong. The kit contains information about policy, recipe ideas, and curriculum materials.

The overall feeling from the *It's Your Move!* Canteen Managers was one of being somewhat overwhelmed by the incoming Department of Education standards in relation to sweet drinks and confectionery. School support for the Canteen Managers was essential through this time of transition. Some suggested support mechanisms included:

- Home Economics teachers supplying five quick and easy recipes
- Vocational Education and Training, Hospitality or /Victorian Certificate of Education - Food Technology students helping out one day a week in the canteen
- a recruitment drive for more helpers in the canteen
- assistance in the policy development area
- continued Professional Development, support and networking to share ideas, suppliers and menus.

Further Professional Development sessions were conducted in the region, but of the five canteen managers none attended. This was due to the focus being on primary school canteens. However they have attended other sessions run primarily through the Australian School Canteen Association.

4. Information to parents in the newsletter

Information pertaining to Food @ School was often included in school newsletters written by the School Project Officers (see Implementation Report 4 – Social Marketing).



5. An Evening with Rosemary Stanton - Empowering parents against the food giants

In October 2006, Rosemary Stanton was visiting Geelong for an event at Deakin University. It was decided to invite her to present on behalf of *It's Your Move!* as a means to engaging parents, something that had been difficult to achieve to date. Despite a needs assessment and keen interest demonstrated to have Ms Stanton visit and present, along with promotion (Appendix D) only a small number of parents attended, along with project staff and some members of school staff (n = 15).

Ms Stanton's presentation was titled *Empowering parents against the food giants*. She spoke about the problem of current dietary trends and about worsening weight issues. She presented and answered the question: does being overweight matter? Results from a recent NSW health survey for adolescents were presented and several health issues outlined. Ms Stanton highlighted how fruit and vegetable consumption had decreased between 1985 and 1995 (National Nutrition Surveys) with carbonated drinks, pizza, burgers, pastries, biscuits, noodles (2min), sugary products and confectionery increasing. She demonstrated that the foods that had a decreased consumption in this time period (fruit and vegetables) are foods that have no advertising associated with them. Ms Stanton also commented on the lack of consistent levels of physical activity among different groups. She highlighted that the problem for adolescents was primarily around poor food choices.

Ms Stanton also presented on the achievements of marketing. Take away foods are now 'normal', packaged snacks are now 'normal', frequent treats are now 'normal', and a huge variety of food sold in school canteens are now 'normal'. Current marketing distorts adolescents understanding; codifies their demands; and transforms their eating, drinking and exercise habits to generate excess weight.

As "doing nothing is not an option" Ms Stanton posited a number of ideas for parents to act upon. These included providing more opportunities for adolescents to be involved in the food scene at home and teaching them about growing, buying, preparing, and cooking food; nutrition and environmental factors.

Ms Stanton concluded by saying that some regulatory measures are needed around marketing of food to children (including TV advertisements); establishing strict food and physical activity requirements for schools; removal of junk foods and drinks from all publicly funded premises; use the 'traffic light' food labelling system on all food, drinks and meals wherever sold; adjusting relative prices on food (high fat/sugar foods v fruit and vegetables); and, specify urban environmental requirements favouring pedestrians and cyclists.

Achieving balance between nutrition and health; taste, food literacy and cooking skills; and, environmental sustainability is the key.



Afterwards, the forum was open to members of the audience to ask questions, raise concerns and discuss issues. Suggestions for the lunchbox, fruit in the canteen, improving variety and getting adolescents to try new foods (especially fruit and vegetables) were discussed as well as how to achieve these. Other topics included:

- environment and packaging,
- reading labels as being important in making choices,
- involving the adolescents in planning family meals (breakfast and lunch included),
- planning ahead and not eating on impulse
- eating together as a family as being important
- the 'not so good' impact of juice in the diet
- better choices in take-away food.

The feedback from parents and staff who attended the forum was positive. Everyone said the information presented was easy to understand as well as being useful. Many stated how they would use this information at home and in the school (teachers). The majority said they felt they had a good opportunity to speak however a couple of people commented that there were always other questions to ask and that they would have liked to go over time to keep the discussion going!

Some other comments from the audience included:

It was so practical and very factual which we greatly appreciated.

Liked clarity of info, speaker's expertise, ability to comment and question some of her comments triggered some ideas to use at home and at school.

To hear from an authority in the field of nutrition and get some direction in a appropriate approach to food

Simple, straight forward, practical, good length of time; very fortunate to have this opportunity.

I liked the casual atmosphere and it wasn't intimidating to ask questions and join in discussion

Subsequently some good ideas arose from the parents in terms of what to do next. The majority of parents attending the forum said they would like to keep in touch and form a parent's group focused on this important issue. However without a driver, this never eventuated.

6. Conducting Healthy Eating Days at school



A number of Healthy Eating Days were conducted across the five intervention schools during the course of the project. The process for implementing a Healthy Eating Day had a similar format. This has been highlighted in Implementation Report 8 - Fruit and Vegetables. A summary is provided below.

Before the Healthy Eating Day

- decide on the type of food e.g. sushi, wraps, icy poles or popcorn
- arrange a date, time and venue e.g. looking at the school calendar to avoid clashes
- obtain approval from others such as the Principal and notify Canteen Manager
- prepare a budget – outlining all costs
- market the healthy eating day
- distribute and collect orders

The week before

- arrange the process for the preparation and distribution of the food
- collate orders, money collection and balancing

On the day

- Have fun and remember to clean up!

Below is a brief summary of some of the healthy eating days:

- Bellarine Secondary College: Four 'SSSS' Days were held to sell slinkied apples, smoothies, spuds (baked potato), spaghetti and subs (long bread rolls). They sold four apple slinkies, 40 smoothies, 15 spuds, 12 serves of spaghetti and 30 subs.
- Christian College conducted a number of Healthy Eating Days that included: popcorn, soup, sushi, juice, yoghurt van and icy pole days. Christian College has also put in place a number of healthy eating requirements for classroom parties
- Newcomb Secondary and Geelong High School had wrap days
- Saint Ignatius College completed a number of healthy eating activities that also extended to celebrations, catering and other major events that are conducted at the school (including Health and Wellbeing Days for staff).



Key Learnings and Recommendations

Food @ School

The main lessons were:

- it was more effective to implement the policy as a whole at the one time rather than in parts as first attempted
- the required consultation with teachers, students and parents was extremely time consuming. One School Project Officer noted that:

You need to balance getting enough feedback, with getting too much feedback.

- conducting a workshop / survey with the teachers during a whole school staff meeting cuts down the time to discuss and review the policy.
- having a number of healthy eating initiatives already in place helped to generate support when implementing the policy. For example, handing out water bottles to each staff member before introducing the water policy.
- Using the staff as role models worked well.
-

Key recommendations for the development and implementation of a healthy eating policy:

- Network with other schools. Working with others allows the work to be more efficient.
- It is easier to use existing documents and resources.
- Ask for a block of time to work on the policy.
- When getting feedback on the policy ensure that all relevant groups are involved (eg. Canteen Manager with the food policy, School Camps Co-ordinator with the excursion section etc).
- Involve a range of different groups when generating the policy. A bottom-up approach consulting with the students, teachers, Parents and Friends Committee is required as well as a top down approach liaising with the Principal, Senior Administration and School Council.
- Flexible and patience is required as it is difficult to get everyone to agree. Modify expectations e.g. a number of teachers didn't want water bottles in their classrooms. Consequently the School Project Officer had to design a separate poster informing students about a designated area where they could leave their water bottles when they entered the class.



Fifteen Minutes of Food recipe books

In developing a similar program, the suggested approach would be:

- link in with an organisation such as the local newspaper or develop the recipe books as a school fundraiser
- allocate the classes who would be expected to complete the recipe as an assessment task in home economics / food technology classes
- provide a design brief, outlining the key requirements of their healthy recipe
- allow a couple of lessons for students to research, plan, order, cook and prepare their recipe and for the result to be photographed
- work with graphic design teachers (and classes) to produce a professional product or with the local newspaper to get the final recipe book

Although this was an intensive and time-consuming event, it generated fantastic outcomes for the school, students and community.

Key recommendations for the Fifteen Minutes of Food recipe books:

- all of the students developed their recipes as an assessment piece for their home economics / food technology class. Doing it outside of classroom guidance is not recommended.
- ensure the task meets the current aims of the curriculum.
- ensure all guidelines are clear to the students before setting the assignment (i.e. the amount of fibre, sugar, fat etc.).
- ensure serving size is included in the brief
- allow time to trial and taste test the food is photographed. This ensures that the recipes work, can be cooked in the allocated time and taste good.

Healthy Eating Days

The main lesson learnt about Healthy Eating Days was to:

- Keep it simple. Preparing food is very time consuming!

Some of the key recommendations for Healthy Eating Days include:

- give students opportunities to taste foods that they have never had before. For example, run a Farmers Market, or Market Fresh Day.
- incorporate the healthy days into other programs that are a part of the curriculum, e.g. where the students plan their own events in Vocational Education and Training, or Food Technology.
- If food cannot be prepared through the canteen or in a classroom activity, find other companies to prepare the food based on orders



through the canteen, (e.g. sushi) or get companies to come to your school, (e.g. the yoghurt van).

- If a group of people are not available to organise, prepare and distribute the food, then it is not recommended that healthy eating days are part of the calendar as they are too much work for a few people.
- If food the 'red' zone of the menu are continually offered (e.g. pies, pizza, coke), it is unlikely that students will choose healthy options. However, it does depend on the popularity of the food and the school. For example, sushi, wraps and yoghurt sell well.
- Make sure that the healthy options are tasty and fresh.
- If selling soup or other hot food, ensure that it is not too hot. Some schools have had these types of food banned due to students burning themselves.

Conclusion

Overall, the Food @ School objective required a high level of input from the project staff, Principals and affiliated teachers in health and home economics / food technology in order to make things happen. Of the activities that did occur, Healthy Eating Days were good for raising the awareness and proved successful when they were integrated into the canteen menu e.g. sushi. Whereas activities like the Fifteen Minutes of Food was a great way of distributing information to parents, through non-school related channels.

In terms of policy, at the time of writing this report, all of the intervention schools had their Food @ School Policy ratified by their School Council and were intending to continue with the implementation and monitoring of this policy over 2009.



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2. NSW Health. (2007). "Fresh Tastes at School." from <http://www.health.nsw.gov.au/obesity/adult/canteens.html>.
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Appendix A: Template for Planning Collaborative Health Promotion Action

Template for Planning Collaborative Health Promotion action								
Health Promotion Interventions					Capacity building			Possible Partners
Social marketing and health information	Health education and skill development	Screening, individual risk factor assessment and immunisation	Settings and supportive environments	Community Action (for social and environmental change)	Organisational development	Workforce development	Resources	



Appendix B: Fifteen Minutes of Food Design Brief and Food Ordering Form

DESIGN BRIEF NAME CLASS

GEELONG ADVERTISER

ASSESSMENT RUBIC

CRITERIA	BEYOND LEVEL (8-10)	AT LEVEL (4-7)	TOWARD LEVEL (0-3)	MARK ACHIEVED /10
Demonstrates knowledge and understanding of the requirements of the design brief. /10	Student has shown evidence of research and has identified all of the requirements of the design brief.	Student has identified all of the requirements of the design brief.	Student has identified few requirements of the design brief.	
Demonstrated safe/hygienic use and correct selection of tools and equipment. /10	Independently and correctly selected tools, equipment and ingredients. Demonstrated a high level of safety and hygiene.	Correctly selected and hygienic use of tools, equipment and ingredients.	Limited understanding of the safe/hygienic use of tools, equipment and ingredients.	
Displayed skill in producing a product. /10	Product displays excellent qualities and presentation.	Product displays good quality and presentation.	Product displays poor quality and presentation.	
Completed written evaluation of the product including modifications. /10	Completed a detailed evaluation of their product in terms of safety, function and suitability.	Student was able to evaluate their product in terms of safety, function and suitability.	Student was able to briefly evaluate their product in terms of safety, function and suitability.	
Developed own recipe by modification of an original	Independently and successfully researched,	Researched, modified and renamed an original	Researched, modified and renamed an original recipe	



recipe. /10	modified and renamed an original recipe.	recipe.	with guidance.
-------------	---	---------	-------------------

Total marks /50 %

Grade

Food Order Sheet for the Fifteen Minutes of Food - Geelong Advertiser

Name _____ Class _____

Food to be purchased Amount required Purchased



Slide 1



'It's Your Move!'

fifteen minutes of food

Fearnside, K., Taylor, L., Green, G., Denny, L.,
Reading, L. & Mathews, L.



Slide 2

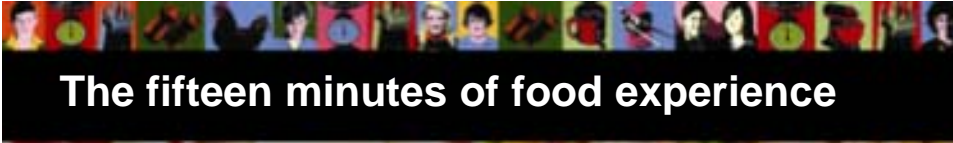


It's Your Move!


- Community-based, 3-year obesity prevention program in 5 secondary schools in Geelong
- This is part of the Pacific OPIC Project (Obesity Prevention In Communities). Fiji, Tonga and New Zealand also involved.
- Sentinel Site for Obesity Prevention: Deakin University
- Students helped to develop an action plan and the implementation processes to support it within the individual schools.
- Currently 3rd year into intervention phase




Slide 7




The fifteen minutes of food experience




- Began in November, 2006
- Built on the Primary School Recipe book the Geelong Advertiser had already done in 2006
- Enabled the objectives related to nutrition to be covered
- Included recipes for breakfast, lunch, after school snacks, dinner & dessert
- Provided information to parents & the wider community




Slide 10




Planning and Coordination Guidelines



- Worked as a team to
 - develop a design brief to use as an assessment task
 - develop a rubric to match assessment task
- Criteria for recipe development
 - Recipes had to be healthy (eg guidelines for fat, sugar, fibre and salt content)
 - Measurements had to be metric and spelt out eg. grams
 - Schools had to provide a 250 word introduction




Slide 11




The Design Brief

- **DESIGN BRIEF:**
 - The Geelong Advertiser has asked the College to prepare a cookbook for their newspaper.
 - A total of 18 student's recipes will be chosen for publication in the newspaper:
 - 3 breakfasts
 - 4 lunches
 - 4 snacks
 - 4 dinner
 - 3 desserts
 - All recipes must be original. They must have:
 - An original name.
 - Modified ingredients and method.
 - Been produced and photographed in class.
 - All recipes must be healthy:
 - low in fat or
 - low in salt or
 - low in fat or
 - high in fibre.

Note: Recipes that are not selected for the newspaper will be kept for possible future recipe book publications. All work must be submitted at a high standard if it is to be considered. This is an assessment task.



Slide 12




The Task

YOUR TASK

1. **Investigate:** Research recipe books, magazines, newspapers, internet (Australian sites only) for ideas on lunches and snacks.
2. **Design options:**

Choose 3 ideas that are healthy.

 - low in fat or
 - low in salt or
 - low in fat or
 - high in fibre.
 - Include copies of these recipes in your final submission.
3. **Select** the most suitable recipe considering the following factors:
 - Preparation, cooking time and cleaning up (1 double period).
 - Presentation for photography.
 - Suitability for modification into your own creation.
 - Healthy.
 - Appealing to teenagers.



Slide 13




Planning the Production

4. Produce

- **Modify your chosen recipe to make your own recipe creation.**
 - Change ingredients.
 - Rewrite method in your own words.
 - Rename your recipe.
 - Identify hygiene and safety considerations needed for your recipe.
 - Present your draft recipe neatly typed on A4 (keep a copy on your computer or USB)
 - Complete a food order.
 - Email a copy of your recipe and food order to your teacher
- **Produce your recipe in class**
 - You may like to trial your recipe at home to experiment with different presentation ideas.
 - You can photograph this and add it to your recipe submission.
- **Photograph your finished product.**



Slide 14




The Assessment

Assessment:

Was your recipe:

- Healthy?
- Well presented and suitable for the Geelong Advertiser Cookbook?
- Appealing to a teenager?
- Prepared within the timeframe?
- Modified sufficiently to be called an original recipe?
- What would you change next time you made this?
- Did you follow the safety and hygiene considerations that you identified when planning your production?
- If you were going to produce a Healthy Teenagers Cookbook what 'catchy name' would you call it so that it attracts the attention of teenagers?



Appendix D: Promotional pamphlet about Rosemary Stanton's presentation included in school newsletters

IT'S YOUR MOVE!

EMPOWERING PARENTS

AGAINST THE FOOD GIANTS

Tuesday
17th October 2006

7.30–9pm

Potato Shed
Peninsula Drive
Drysdale

Includes a light supper


It's Your Move! Project

BOOKINGS ESSENTIAL
RSVP to IYM Project
Coordinator
Ms. Louise Mathews
Email: louise.mathews@deakin.edu.au
By 13th October

\$5 per family (mum, dad
& adolescents) payable at
the door to cover costs

**Numbers are limited so
please book early to**



**Forum / Discussion
with
Rosemary Stanton**



This will be an open discussion / forum where parents can speak of issues
faced in the current environment around **healthful eating**:

Questions for discussion
Healthful Eating—huh?
Difficult to find time?
Bombarded by advertising and the media which disregard this?
Too many choices? What to choose?
Pressure from your adolescent and their peers?
Food Labels — what?
"But they won't eat it" we hear you say!

Come along and have the opportunity to voice your opinions/concerns
with Rosemary and other parents. In response hear sensible
approaches and strategies to support adolescents to eat well in an
environment where battles abound. Hear what other parents have to
say. Come away with ideas for making healthy choices the easy
choice.



For practical tips about healthy eating, visit
goforyourlife.vic.gov.au or call 1300 73 98 99.

Authorised by the Victorian Government, 50 Lonsdale Street, Melbourne VIC 3000.

go for your life™
Victoria
The Place To Be



It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 10 – Walking and Cycling

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This report was produced for the **It's Your Move!** Project.

Mathews, L. (2009) It's Your Move! Implementation Report 10 – Walking and Cycling. WHO Collaborating Centre for Obesity Prevention and Related Research and Training, Deakin University, Geelong.



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Lee Denny, Kirsty Licheni (Newcomb Secondary College)

Lyndal Taylor (Saint Ignatius College)

The Principals, teachers and staff at each school.

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Objective

To significantly increase active transport to and from school.

Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the walking and cycling objective of the action plan showed:

- 48% of students did not walk or bicycle to and from school on any school day
- 43% of students said it takes them less than 15 minutes to walk or bicycle to school
- 83% of students said that it would take them more than 30 minutes to walk to school

Three of the five intervention schools have a high proportion (~90%) of students using transport (e.g. school bus service) to get to and from school, therefore parts of the strategies to achieve this objective were not relevant to these schools.

The purpose of this report is to provide an overview of the strategies used towards achieving the walking and cycling objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.

Summary of Intervention Strategies

1. Parent information

Information pertaining to walking and cycling was often included in school newsletters written by the School Project Officers (see Implementation Report 4 – Social Marketing).



2. School policies for drop-off zones

This strategy was not addressed where schools already had designated policies for drop-off zones that were in place prior to the commencement of the project.

However, one such school with a policy (Saint Ignatius College) did attempt to make changes. The School Project Officer negotiated with the bus driver to drop students within walking distance to the school. Unfortunately a number of concerns arose: students complained about carrying their heavy school bag the additional distance (e.g. a student's bag usually includes: books, sports uniforms and music instruments etc), duty of care while walking (whose was it?) and the additional time it took to walk the extra distance. After a few weeks the school went back to the original route and plan.

3. Activities and Programs

3.1 Walk 2 Where? Program

In 2005, the School Project Officer at Geelong High School approached the teacher of their 'Real Gorgeous' class (an optional body image class taken by female students) to ascertain the possibility for students to complete their semester project on one of the objectives of the *It's Your Move!* action plan. They brainstormed a number of ideas and eventually chose to develop a whole school walking program, in line with the walking and cycling objective.

Over the course of the term, the female students in collaboration with their teacher developed a list of activities and tasks to be completed over the term to implement the program. Items that required organising included:

- designing a logo
- designing a template for fact sheets, newsletters, posters etc
- designing and producing T-shirts: design, costing, printing, collecting money for the t-shirts
- producing fact sheets: information for students bulletin, staff presentation, school assembly, and home group distribution
- information relating to the benefits of walking eg. physical, emotional, mental, behavioural, social
- development of walking tracks: safety considerations, time, distance, supervision
- preparation of a recording sheet for Home Groups to monitor progress
- instructions for Home Group teachers to pick a national capital city (it's distance) to walk to
- prepare a launch: music and a presentation including a guest speaker
- meetings with the Principal and Assistant Principal to discuss the program aims, objectives and ultimate achievement



- presentation at staff meeting to generate support and motivation for the program
- preparing information for the school newsletter
- organising the presentation for assembly - expectation of the staff and seating arrangements
- arranging announcements to be used upon commencement of the program
- conducting the launch
- evaluation of the launch
- planning for 2006

During Term 4 2005, students from the 'Real Gorgeous' class presented the 'Walk 2 Where?' concept to teachers. The students gave insight into the program providing an outline of how each home group would be presented with a folder of walks that could be conducted in the surrounding areas of the school e.g. the Botanic Gardens and Eastern Beach. Staff asked the students a series of questions about safety, timing, duration and overall expectations. The students responded by saying: that the home group teacher would be responsible for their group, walks would be about 2-3km in length (take about 30-40 minutes to complete), conducted during Term 2, 2006 and that there was a commitment to doing the program for the term. At the end of the presentation staff was asked to demonstrate a show of hands for the program to go ahead, with a majority of the teachers supporting it.

In 2006, a new group of girls in the 'Real Gorgeous' class took over the organisation and implementation of the 'Walk 2 Where?' program. They continued to follow the plans that were developed by the previous class, including organising the launch at a school assembly. Before the launch, the students linked up with the Ambassadors to develop a video (using Movie Maker) to present at the launch to encourage the staff and students to get involved. This video engaged students with its creative content and music which featured the school students.

At the beginning of Term 2, a school assembly was organised by the students to launch the 'Walk 2 Where?' program. As the Home Group teachers entered the hall, they were issued with the folder of instructions and walks that their home group could choose from. The students then presented the 'Walk 2 Where?' video, with two Ambassadors and two of the 'Real Gorgeous' students promoting the program by encouraging everyone to get involved and have fun. At the end of assembly, the program was launched and immediately during Home Group time (55 minutes) all classes went for a walk. (approximately 1,000 students and staff).

Over the course of the school term, a number of classes continued to use their Home Group time for the program. Some classes however revert back to using the time for students to catch up with their work.



3.2 Run 2 Where? Program

The 'Walk 2 Where?' program inspired the development of a running group for students. Inspired by Walk 2 Where?, a teacher at the same school saw the opportunity to develop Run 2 Where? to enlist those students who would be interested in running the various routes. Like Walk 2 Where?, the running program was conducted during Home Group time, but moved to lunchtime when the 'Walk 2 Where?' program lost momentum.

The teacher made a few modifications to the program to encourage a range of students to be involved. These included the development of a handicap based on ability. Those on a higher handicap started first which ensured students all crossed finished at a similar time. Each student was given their time, which was recorded on an Microsoft Excel spreadsheet. At the end of the week, the teacher tabulated their improvements based on their times and ranked them. Those with the most improvement were placed on the 'Run 2 Where?' noticeboard.

From 2006 to 2008, the Run 2 Where? program continued twice a week, with up to 30 students and a small number of staff (usually about 4) regularly participating in the program. Students that completed 50, 100, 150 and 200 runs were awarded a certificate or a badge to recognise their efforts.

Overall, the teacher who has organised the 'Run 2 Where?' program has stated that his involvement in this program has added to his overall enjoyment of teaching and that he looks forward to getting out and running with the students.

3.3 Ride 2 School Program

The Ride 2 School program was an initiative developed by Bicycle Victoria in conjunction with 'Go for your life' to increase the number of students riding to and from school (www.bv.com.au).

In 2006, Newcomb Secondary obtained an information pack, along with an application to pilot the program in secondary schools. The School Project Officer applied and was accepted to be one of the schools that would be part of the evaluation of this program. The evaluation involved students being given a 'passport', which required the School Project Officer to verify with a stamp when students rode to school. In practice, stamping the 'passport' was somewhat problematic as some of the students did not arrive on time to have their page stamped. These students often sought out the School Project Officer in her morning classes. Staff completed a survey at least once a month about their riding patterns.

In 2006, there were two Ride 2 School Days. Based on the level of participation, the school was recognised as having one of the highest levels of cyclists (70 students and 10 staff) in the program and was awarded a mountain bike in recognition of their efforts. In 2007 and 2008, a further four



Ride 2 School Days were conducted, with the Ambassadors providing a healthy breakfast for the cyclists after their ride.

As a result of the school's involvement in this program, they were made aware of funding, available to schools, to improve bicycle facilities. The School Project Officer along with members of staff submitted a grant for \$4,500 for a new bicycle shed through Bicycle Victoria and 'Go for your life'. Successfully obtaining this grant, the school built a covered area with improved security for staff and students to store their bikes. Once this facility was built, staff and students reported an increased level of confidence in storing their bikes during school hours. Unfortunately, there has been no long term increase in the number of students riding to school.

3.4 Lunchtime walking groups

Case Study # 1

In 2005, Saint Ignatius College was one of the first schools to complete baseline data collection. Eager to commence their interventions, the School Project Officer offered staff and students the opportunity to participate in walks around surrounding areas of the school at lunchtime.

Initially, the School Project Officer, along with two other staff supervised 15-20 students on a walk once a week which took approximately 50 minutes to complete. This level of involvement and participation continued until the end of the term, a duration of 12 weeks.

Based on this activity, the School Project Officer reported that there were a number of issues in relation to walking groups. First, the walking groups relied on teachers giving up their time to supervise students outside of the school grounds during lunchtime. Second, it took all lunchtime to complete the route since there were limited places that they could walk. The group was limited to a set track and often experienced issues with traffic and wildlife (particularly snakes). The walking group continued in sporadic bursts, but depended on the School Project Officer to organise and promote. Due to the intensity required to organise the program and the aforementioned issues it proved to be unsustainable.

Case Study # 2

In Term 2 of 2007, the School Project Officer and Welfare Officers at Newcomb Secondary College conducted walking groups for a small group of students that were regularly seeking counselling during lunchtimes. Over the course of the term, up to 20 students and two staff walked for 30-40 minutes around the block of the school.

In Term 3, the walking groups faded as poor weather, interruptions to the school program and additional responsibilities were being asked of the



teachers. It was suggested by the School Project Officer that walking groups and programs be integrated into the Physical Education program – using the pedometers provided by Leisure Networks and PACE Advertising with the 10,000 Steps Adolescent Program (see next section). The Health and Physical Education (HAPE) Coordinator agreed and has since made them available to other HAPE teachers.

4. Curriculum

The 10,000 steps curriculum package

The overall aim of this project was to develop a 10, 000 Steps curriculum package to be used by schools (Years 7-10) that linked with the Victorian Essential Learning Standards (VELS) framework and that could be applied to other secondary school settings across the region.

As an extension to the 10,000 Steps Barwon¹ project, Leisure Networks and the Barwon Primary Care Forum undertook the development of a 10,000 Steps Curriculum Development Project titled 'Take the Next Step'. This was piloted in the five schools. The Project Coordinator for It's Your Move! took the lead on developing the 10,000 steps curriculum package. This project was funded by the 'Go for your life' Community Walking Grants Program, which aims to encourage participation in one of the most accessible forms of physical activity, i.e. walking.

The 'Go for your life' Walking Grant and the 'Take the Next Step' project had the following aims:

1. develop and produce a 10,000 Steps Curriculum package that fits the Victorian Essential Learning Standards Framework for use in secondary schools (Years 7-10),
2. develop a secondary schools curriculum package to a level for wider dissemination,
3. develop and deliver a pilot a training module to support teachers from selected schools in the Barwon-South Western region to pilot the 10,000 Steps curriculum package,
4. develop a training module to a level for wider dissemination,
5. create units of work or curriculum resources that can be applied across a range of subject areas (e.g. Maths, Health, Science and Physical Education), and
6. appropriately evaluate the impact of the project.

¹ 10,000 Steps Barwon is a regionally coordinated health promotion project operating in partnership with the Barwon Primary Care Partnership that has brought together a diverse range of partners from local government, health, community-based organisations, university researchers, private business groups and the sport and recreation sector.



The curriculum package contains guidelines for the promotion of physical activity within adolescent settings, including secondary schools. The guidelines provide an integrated curriculum of lessons that promote use of the pedometers; support the implementation of lesson plans; assist in setting up walking groups; and advocate pedometer use in non-school based activities.

The Victorian Curriculum and Assessment Authority provided support and expertise collaborating on the development of the curriculum based resource. They provided feedback on numerous drafts of the resource to ensure that the end product was in line with the Victorian Essential Learning Standards (VELS). This meant the resource could be applied to other secondary school settings across Victoria.

Each of the pilot schools involved in the 'It's Your Move!' project were provided with the necessary resources and tools to implement the curriculum components of the walking project. This included a hard copy of the resource book/lesson plans; two class sets of pedometers; and reproducible materials (including parental permission forms, pedometer tracking sheets, travel logs, lesson plans/sheets).

The resources provide numerous reproducible materials designed to assist in the delivery of different aspects of the activities for each curriculum subject strand. Each activity was structured around a learning based activity which is appropriate to certain subject area/s. Many of the activities required students to utilise their skills and knowledge to design, implement and evaluate their work. Students were also able to conduct individual learning pathways in some of the activities and also utilise group interaction and socialisation in others. This diversity allowed students to identify their own behaviours, understand the pedometer as a measure of change and understand the health outcomes that transpose through physical activity.

By ensuring the schools have ready access to these reproducible materials, and keeping the Take the Next Step project on the *It's Your Move!* agenda, it is feasible to suggest that the project and its benefits will continue in future years within these schools. By integrating walking activities into the school curriculum, it is also anticipated that the project will be sustained in the school based activities.

Further information from the evaluation report written for the Department of Human Services as part of the 10,000 Steps Walking Grants can be obtained through Leisure Networks or the Department of Human Services: Public Health Unit- Walking Programs.



Key Learnings and Recommendations

Activities such as the Walk 2 Where?, Run 2 Where?, Ride 2 School and the walking groups were found not to be sustainable due to the amount of time required in their organisation. One of the key recommendations about these types of events is to use them sparingly to increase the awareness or motivate students and staff.

Integrating *It's Your Move!* activities into the curriculum was beneficial for a number of reasons. These included having a captive audience for a year /semester to continually provide messages over a period of time; it gave teachers the opportunity to integrate work and provide assessment pieces where a particular health topic was researched and discussed, often dispel myths along the way. This was evident with the 10,000 Steps resource, where a compilation of resources aligned with the Victorian Essential Learning Standards.

It is recommended that all secondary schools provide a health subject whereby a number of topics are covered for a semester or a year; resources such as lesson activities are provided for teachers to follow.

Conclusion

It is clear from this report that organically grown classroom based activities are more influential in engaging students with particular knowledge and skills. The sustainability of one- off activities and those that have short life cycles are largely dependent on those who organise them.





It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 11 – Getting Active

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Objective

To increase participation in organised sports and other active recreation.

Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the getting active objective of the action plan showed:

- 17% of students were physically active on every day of the last five school days
- 50 % of students were active at least 3-4 days of their school week
- 41% of students said that their school strongly encouraged them to be involved in school sports activities
- 40% of students said that their teachers were 'ok' as role models for healthy eating and physical activity
- 70% of students said their school 'sometimes' tried to encourage them to be physically active at school
- two of the five intervention schools had a physical activity policy
- four of the five intervention schools allowed external clubs to utilise their facilities outside of school hours
- a majority of the Principals reported that their Health and Physical Education teachers attend the Australian Council for Health, Physical Education and Recreation Conference as their main Professional Development event.

The purpose of this report is to provide an overview of the strategies used towards achieving the getting active objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.



Summary of intervention strategies

1. Parent information

Information about the importance and types of physical activity, programs and events were regularly placed in school newsletters and on noticeboards (see Implementation Report 4 - Social Marketing).

2. School policies for drop-off zones

This strategy is covered in Implementation Report 10 – Walking and Cycling.

3. School policies on participation

Two of the five intervention schools have formal policies on participation in sport and physical education. The other three have an expectation of their students which is documented in the school diaries as guidelines/expectations for participation in sport and physical education. How tightly these are enforced is dependent on the school.

4. School rules and systems to support facility/equipment use

This strategy was not required to be implemented because baseline data from the School Environmental Audit showed that all intervention schools had some sort of borrowing system for their sports equipment during lunchtime.

5. Partnership programs with clubs and the Physical Education Teachers Professional Development Network

In 2005, the current curriculum was in a state of transition between the Curriculum Standards Framework and the new Victorian Essential Learning Standards. In this period, each subject required new units of work to be developed that incorporated the revised teaching & learning and assessment requirements. The Project Coordinator identified the double handling of the development of these units of work and invited the Physical Education (PE) Coordinators to an after-school meeting to discuss whether the process could be refined. It was suggested one school could develop a unit of work on all of the ball sports for example whilst another school develop a unit of work in another area. Of the five PE Coordinators across the schools, only two attended this meeting. After school meetings are a challenge, but it was agreed that there was merit in linking up the five schools in some way.



A decision to create a Physical Education Teachers Professional Development Network was made and supported. A draft design of the network was developed whereby each school would host a Professional Development session each year for the other schools, paid from their own budget. Some sessions could be conducted during the teacher's allocated Professional Learning Teams time.

In February 2006, the Project Coordinator met with Leisure Networks to gauge their interest to further develop and coordinate this network. Leisure Networks decided that piloting the network corresponded with their core business and that the opportunity of working with secondary schools, in particular teachers and students was worth attempting.

Leisure Networks provided a letter and a list of available sport & physical activity sessions to the PE Coordinators, who then discussed the list with their PE staff (Appendix A). Each of the PE Coordinators was asked to rank their top 10 choices, out of a possible 25 sports that they would like to do. Of the sports on offer, the top 10 consisted of badminton, touch rugby, minor games, first aid, football, netball, soft lacrosse, gymnastics and hockey. Additionally, the possibility of conducting the Inclusive Coaching Workshop was raised.

Once choices were returned, Leisure Networks contacted each of the PE Coordinators to decide on the sport, date and time to host the session at their school. Once decided these details were then circulated among the PE teachers, Principals and School Project Officers.

Only three were conducted. Details are outlined below:

Geelong High School held touch rugby (28 attended)
Newcomb Secondary College held minor games (33 attended)
Saint Ignatius College held badminton (13 staff attended)

In 2008, there were a number of attempts to provide similar Professional Development sessions. Emails and phone calls were placed to the Physical Education Coordinators, with few responses. It was realised that this strategy required a driver to meet with the PE Coordinator and other PE teachers to organise the sessions, ensuring that it met their needs and could be conducted according to their time frame. Unfortunately, Leisure Networks did not have the capacity to coordinate and organise these sessions. Hence, in 2008 there were no sessions scheduled.

6. Lunchtime activities

All of the intervention schools at some stage conducted a series of lunchtime activities over a school term. These were made available for interested students at no cost. The activities included yoga, dance, martial arts, tug-of-war games, tabloid sports, castles/bombardment competitions, volleyball,



netball, soccer and basketball tournaments. Like the healthy eating activities, these started with a high level of interest and enthusiasm from the students, but soon tapered off as the weeks went on.

Activities such as yoga, saw an average of 15 – 20 students in the initial weeks, but by the end of term numbers diminished to 10 -12 students. The larger tournaments were usually conducted for a specific year level i.e. a Year 7 indoor soccer tournament was coordinated by the Ambassador at one school. Most of these tournaments ended with the top team getting to play against the staff in the overall grand final.

Case Study 1 Newcomb Secondary College

At Newcomb Secondary College, the School Project Officer was contacted by the Courthouse Theatre Company to offer lunchtime dance sessions (funded by the 'Go for your life' – Body Image/Office for Youth \$5,000 Grant Scheme). The aim of this program known as *SWERVE: Dance and physical theatre for young people* project, provided access to training in dance, movement and physical theatre for young people from diverse communities within the Geelong region. SWERVE aimed to empower young people to express their cultural and social diversity and collectively address issues of isolation and disengagement from physical activity and the community through collaborative performances. The project incorporated a series of small public performances, leading to a major performance at the conclusion of the two year project.

From Newcomb Secondary College, about 12 girls continued their involvement over the two the years, with one going on to join the senior dance company run by the Courthouse.

Conducting this program relied on a number of factors: a teacher giving up their lunchtime for required supervision; availability of the venue; lag time promoting/organising students; and having someone to provide the continual motivation and encouragement for students to keep being involved. On the whole, these activities are not sustainable yet provided short term activities for students to be involved with. They did play a role in large scale project such as *It's Your Move!* but they need to lead on to more permanent activities such as joining local sporting and activity clubs.

7. 'Go for your life' Bus

In 2007, the Victorian Government, through the 'Go for your life' initiative launched a mobile education centre that visited primary and secondary schools to promote the healthy eating and physical activity. Of the five intervention schools, four had the mobile unit (bus) visit their school once during the project. A total of 30 classes (with an average of 25 students) participated in a one hour session. Activities included skipping and minor games. Additionally students could listen to information about sweet drinks and being healthy everyday.



These visits required a high level of organisation as the session did not always correspond with the students Physical Education teaching times. They required notification to all of the staff about the level of disruption to the daily timetable for that day.

8. Youth Membership for Swim, Sport and Leisure Centres

Throughout the project there were a number of ideas put to local government (City of Greater Geelong). The idea of a developing up a youth membership program emerged as a potential strategy as links already existed with the Manager of one Swim, Sport and Leisure Centre and of other centres near the intervention schools. The proposed program was to develop school visits (for orientation) and 10 visit passes and at a low enough cost so that they could go on to a direct debit membership

In July 2007, the Project Coordinator met with the Manager of Swim, Sport and Leisure at Council to discuss the potential to pilot this youth membership program at one centre located within walking distance to one of the intervention schools. The Manager showed interest in the program and agreed to discuss it with Centre Management at the proposed pilot venue.

The Project Coordinator then met with the two Centre Managers to discuss the proposal further. For the orientation component, it was agreed that students would attend a four visit program which would include participating in a class from the Les Mills program e.g. Body Combat/Pump, Crank/Spin (bike) class, time in the gym and either a session in the pool/or repeat another session. If students were interested after the orientation, then they would be offered the opportunity of buying a 10 visit pass. If they chose to take up this option, there would be an additional cost for a weight training program/assessment and their membership would only entitle them to attend certain aerobics/revolution classes. For the gym, it was also discussed that if there were a number of students interested in taking up weights/fitness programs then a 'special youth time' from 4-5pm would be implemented. This would allow instructors to provide guidance on technique and etiquette in the gym and potentially encourage more girls into this space. NB: students would have to show their student card to be entitled to such an offer. Once the 10 visit pass was up, then a staff member would follow up with the student to encourage them to take up the direct debit option.

Of the five schools, a Physical Education teacher from one school took two Year 9 classes during one term to the Centre. One was a 'No Gear, No Sweat' class and a 'Men in Sport Class'. Over 30 boys attended three sessions (Body Combat, Body Pump and Crank Classes) at the Centre. Instead each of the students having to pay the Centre for the orientation program, the teacher was provided with a set rate (\$) for each session. This was somewhat problematic as some students did not attend or pay for all of the sessions. For the boys, they particularly enjoyed the Body Combat and Crank classes, whereas the Body Pump class required more assistance in



technique and coordination. For this group of boys, it is not known whether any of them took up the options of buying a 10 visit pass or direct debit membership.

The City of Greater Geelong has now implemented a youth membership option for all centres in which members can sign onto a monthly direct debit membership.

Key Learnings and Recommendations

A number of students participated in lunchtime activities offered throughout *It's Your Move!* The success and overall participation in these activities often depended on the duration and intensity of the promotion (usually by the Ambassadors) and organisation and supervision by the School Project Officer and other staff. For the students who chose not to get involved (mostly the senior females) the response was often due to the social opportunities that recess and lunchtime offered. As 67% of students at baseline already physically active more than three days of the week, it was always going to be a challenge to get them involved in additional activities or link them with other clubs and organisations.

At a school level, 40% of students said that physical education teachers strongly encouraged them to get involved with a number of in physical activities such as borrowing equipment; school/ interschool sport; lunchtime activities and physical education classes. In terms of the policy, two schools had a written policy, but the other three had an unwritten expectation of their students for participation in activities. At one school, students were expected to participate in greater than 80% of their physical education classes, attend the swimming and athletic sports and take part in at least two interschool sports a year. Whether or not this is enforced with consequences is unknown. Further work is required in terms of the policy to ensure that the school continues to provide the required time for physical education, keeps students physically active and re-engage those students who opt out of physical education.

40% of students said that their teachers were 'ok' role models for healthy eating and physical activity. Further investigation of this perception found that the students often thought about teacher other than Health and Physical Education teachers when answering this question. Hence, in terms of improving this perception, potential activities such as teacher versus student games and getting involved in other games certainly elevated positive role modelling among the students.

In relation to professional development, the physical education teachers welcomed the opportunity to have such sessions conducted at their school for their staff. The challenges identified with having such a network included the number of phone and email contacts to confirm the session/facilitator/other schools; venue; weather/seasonality; ensuring that it linked with their curriculum; clashes with other meetings/report writing or other commitments



after school. Overcoming these issues usually required continual communication between the Project Coordinator, Leisure Networks and the School Project Officer to ensure that the sessions were well promoted and attended.

Conclusion

For this objective it is evident that building links with Physical Education teachers are critical to the integration of resources, creating networks and organising lunchtime activities within a school. Having them support the project and its objectives has ensured that a number of interventions have had an influence on the wider school population.





Appendix A: Letter to Physical Education Teachers



Dear Physical Education Coordinator,

'It's Your Move!' is a project that promotes healthy eating patterns, regular physical activity and healthy bodies amongst youth. The project has been conducted in your child's school as well as four other schools in the East Geelong/Bellarine District over the past year and a half and will continue until the end of 2008. The schools involved include Bellarine Secondary College, Catholic Regional College, Christian College Bellarine, Geelong High School and Newcomb Secondary College. The project is also part of an international collaboration with similar programs in Auckland, Fiji and Tonga.

'It's Your Move!' encourages teenagers to take ownership, control and suggest the best ways forward to address healthy eating healthy bodies and physical activity. Already the students attending these schools have been instrumental in getting the project off the ground by conducting various activities and programs.

'It's Your Move!' is now able to offer staff the opportunity to get involved. A partnership has been developed between Leisure Networks and IYM allowing us to offer a variety of Professional Development Sessions at your school, at your preferred time, at a very low cost.

It is hoped that each school is able to identify two sports (list attached) that would be of benefit to their staff PD Program eg. netball or hockey. School's then nominate the dates and times suitable to host the session. A qualified facilitator will then come and conduct the session, provide a practical experience and leave handouts of the relevant skills or drills (where affordable) and contacts for local clubs etc.

The PD sessions selected by the other participating IYM schools will be open for your PE staff to attend (if the time suits). Simply, your school hosts and pays for two sessions, but could attend a further eight sessions at other IYM schools.

Attached is a list of sports / activities that we able to offer in partnership with Leisure Networks. Please complete the required information and preferences in order of one to ten. A list of PD sessions at each of the participating schools, with dates, times and venues will then be developed and forwarded to you.

These PD sessions will also allow an opportunity to network with other PE teachers and to also engage trained coaches into potentially supporting inter - school sporting competition.

If you have any questions, please feel free to contact either Brooke Williams from Leisure Networks (5224 9925) or myself on 0439 952562.

Yours sincerely,

Louise Mathews & Brooke Williams



School: _____

PE Coordinator: _____

School Contact Number: _____

Email: _____

No. of Staff attending: _____

List of Sports / Activities available:

Please number preferences 1 to 10 (1 being most preferred activity)

- | | | |
|-------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Netball | <input type="checkbox"/> Hockey | <input type="checkbox"/> Cricket |
| <input type="checkbox"/> Football | <input type="checkbox"/> Softball | <input type="checkbox"/> Badminton |
| <input type="checkbox"/> Tennis | <input type="checkbox"/> Soccer | <input type="checkbox"/> Gymnastics |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Athletics | <input type="checkbox"/> Archery |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Rugby | <input type="checkbox"/> Touch Rugby |
| <input type="checkbox"/> Gridiron | <input type="checkbox"/> Bocce | <input type="checkbox"/> Golf |
| <input type="checkbox"/> Handball | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Volleyball |

Other sessions include:

- ☐ CPR Update ☐ Inclusive Coaching Workshop

List the time and dates that suit your staff:

List the Sports / Activities that you would be prepared to host:

Please return your form to your 'It's Your Move' School Project Officer in your school or to Louise Mathews c/o Newcomb Secondary College, Bellarine Highway, Newcomb, 3219 by the 26th of February, 2007, to allow a timeline to be distributed in line with each schools requests.



It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 12 – Healthy Body Weight, Shape and Size

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This report was produced for the **It's Your Move!** Project.

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Objective

To create an acceptance of different healthy body size/ shape and decrease episodes of inappropriate dieting.

Introduction

When students attended the ANGELO workshop in 2004, they were involved in developing the objectives and strategies for the 'It's Your Move!' action plan. Naturally, nutrition and physical activity objectives emerged, but there were a number of students who believed that there needed to be an objective which looked at body image. The action plan allowed for an exploratory/innovative objective. Hence healthy body weight, shape and size became the final objective of the action plan, objective ten.

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the body image objective of the action plan showed:

- 25% of students perceived themselves as overweight or obese,
- 58% of females and 60% of males described themselves as being at about the right weight,
- 53% were either happy or very happy with their body weight and size,
- 32% of students (44% of these were females) were trying to lose body weight, and
- 51% of students (72% of these were males) were trying to gain muscle size.

The purpose of this report is to provide an overview of the strategies used towards achieving the body image objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.



Summary of Intervention Strategies

1. Social Marketing

This strategy is covered in Implementation Report 4 - Social Marketing.

2. Fad Diets Won't Work! Campaign

In 2005, the Victorian Government Department of Human Services in partnership with the Australian Medical Association launched a body image campaign titled *Fad Diets Won't Work*. The campaign promoted a health centred approach to weight management, warning of the dangers of fad diets. Its central theme was the promotion of long-term, lifestyle approaches to adopting positive healthy eating and physical activity behaviours, and a positive body image. As a component of campaign, the Department of Human Services allocated funding for a number of 'Creating Community Conversations' projects across the state, targeting adolescents.

The objectives of the Creating Community Conversations projects were to:

- promote awareness of healthy living, positive body image and reinforce the message that fad diets don't work,
- provide targeted education messages through provision of expert speakers delivering specific information at an event,
- promote ongoing community conversations and incorporate supportive education activities consistent with the school curriculum, and delivery of healthy lifestyle programs (such as, *It's Your Move!*), and
- promote access to local services that support young people to maintain healthy lifestyles, positive body image and address issues associated with fad dieting.

The state projects were coordinated by the Victorian Centre of Excellence in Eating Disorders (CEED) with five communities funded to conduct 'conversations' typically consisting of public forums, service provider workshops, and community meetings for teenagers, young adults, family members and key stakeholders¹.

It's Your Move! in partnership with the Barwon Primary Care Partnership (BPCP) applied for and was successful in obtaining funding to conduct the project for the Barwon-South Western region.

The Creating Community Conversations Project could be integrated into the *It's Your Move!* action plan, meeting partial requirements of objective ten, the body image objective.



consultation and an event with the adolescents across the Barwon Region, in particular within the five participating schools involved in *It's Your Move!*

In planning for the Creating Community Conversations project the Project Coordinator consulted with a number of local agencies (both local government and non-government organisations) such as School Nurses, the regional Health Promotion Coordinator, Leisure Networks, Geelong Division of General Practice, and the *It's Your Move!* Reference and Project Management Committees.

Barwon Fad Diets Won't Work

The consultation resulted in the development of the Barwon Fad Diets Won't Work project. This had two components: curriculum activities where key issues could be identified and discussed and a Fad Diets Won't Work two-hour event with presentations from a number of body image experts held for all the five *It's Your Move!* schools.

Curriculum

Initial concerns from the Reference Committee led to the curriculum component. Members of the Committee were concerned that a one-off event, with the work and effort required to organise it, would not have much impact. Based on this feedback, the Project Coordinator and the Department of Human Services Project Manager developed a set of lesson plans and other information for teachers and the School Project Officers. Seven lesson plans containing activities and resources were developed; four for implementation prior to the event and three for after the event. The pre event curriculum topics were as follows:

- | | |
|-----------------|---|
| Activity One: | Getting the conversation started |
| Activity Two: | Why do teenagers diet? |
| Activity Three: | What are healthy alternatives? |
| Activity Four: | How can communities help with healthy approaches? |

Discussion in the curriculum activities obtained views from students about the factors that encourage fad dieting, that support alternative healthy approaches including healthy eating, active living and self-esteem. The factors included socio-cultural and environmental factors, as well as individual factors.

Feedback from teachers after implementing the curriculum activities are highlighted below. These include the responses and themes that emerged from the discussion with students.



Activity One: Getting the conversation started

- Students were aware of the 'Go for your life' campaign and linked it more often with an television advertisement but identified *It's Your Move!* as part of the initiative also.
- students had not seen any material from the state-wide fad diets campaign as it was not available at the time of administering the curriculum
- students felt that messages that they identified with came more from their peer group than mass media
- students enjoyed doing the multiple choice survey obtained on the teenagers section of the 'Go for your life' website, titled Debunking the myths.

Activity Two: Why do teenagers diet?

- students were aware of dieting primarily through magazines that promoted quick weight loss
- Major influences on students was a feeling of acceptance (will be liked by more people)
- a number of students mentioned that they knew of people/friends that had tried a fad diet, this occurred more so among girls and their mothers.

Activity Three: What are healthy alternatives?

- most students thought that they ate healthy foods, but upon further discussion, noted that they were not really considered healthy due to branding of products such as 99% fat free
- young people did have some confusion in relation to the products that stated 'fat free' etc and what constituted a balanced diet for their age, gender and levels of physical activity
- classroom based initiatives such as wrap days and soup days were popular with students (see Implementation Report 9 - Food @ School)
- environment factors influenced students on the Bellarine Peninsula due to poor public transport and availability of recreation/sports facilities. Students also noted that engaging in physical activity had some financial cost involved (which affected their ability to do some activities). It was pointed out in this lesson that walking was 'free'. But footpaths and safety issues were raised both for themselves and for younger students and that their parents would not let them go out during certain times
- a number of students noted the types of food sold at the canteen were not very healthy and how they would like healthier options. Students recognised that *It's Your Move!* was doing more in the school to offer healthy alternatives
- students noted that they still wanted to have some choice in relation to foods sold at school. School canteen menus were under review, and consultation with students stated that they still wanted some unhealthy



- choices, but that the social marketing message 'moderation and only on the odd occasion' be promoted in the canteen
- students could not recall the physical activity guidelines. Upon further discussion, many thought they met the recommendations, including their time spent in physical education at school
- one of the intervention schools took a 'whole-school approach by conducting year level Health and Wellbeing Days. A range of activities were on offer e.g. yoga, guest speakers
- girls who were not involved in competitive sports were less likely to want to get involved unless there was some social element attached

Activity Four: How can communities help with healthy approaches?

- barriers to healthy lifestyles emerged as cost, time, travel, enjoyment, parents, siblings, uniforms, registration, not having a friend/s to participate with, lack of facilities/facilitators near where they lived, not being able to stay behind after school to do things due to bus times
- students noted that some form of encouragement would be beneficial to try new activities. Having more social activities and gender specific activities also emerged
- there needed to be a greater awareness of making use of what was already available
- One student noted: *I remember when I was in year seven that there used to be staff versus student games. Now, I am in year 11 and they don't do it anymore'. Why? 'I don't know'. When asked how could you change this? The student replied I am not sure, but it would be fun to get going again.*

The Barwon Fad Diets Won't Work Event

This event was held on the 21st July 2005 at Deakin University Waterfront Campus in the Costa Hall. Students and staff from the intervention schools were invited. Nearly 600 students attended and each received a show bag containing information on resources and some 'Go for your life' products.

The event consisted of a number of presentations from experts on adolescent health and body image. These included:

- Dr. Rick Kausman , body image expert
- Lisa Neville, Local Member for Bellarine who at the time was also a member of the Victorian Government Body Image Standing Committee
- Professor Boyd Swinburn, obesity prevention expert
- Dr Anne Chirnsides from the Geelong Division of General Practice, and
- Two Ambassadors representing *It's Your Move!*

As part of Dr Kausman's presentation, each student received a chocolate mars bars to undertake an activity. Students were asked to eat the mars bar as slowly as possible. His message was that we should all learn to eat slowly



and have a more positive attitude to food rather than rate foods as good or bad. Some responses from students after conducting this activity were:

- *The slower you eat the fuller you feel*
- *I might not eat as much when I am not hungry*
- *Enjoy my food slowly*

Appendix A shows the responses from students completing the evaluation form at the conclusion of the event.

Post- event curriculum

Teachers were provided with lesson plans to implement in the curriculum in follow up to the Fad Diets Won't Work event. These continued from the previous curriculum activities and included the following topics:

Activity Five: Take the lifestyle alternative
Activity Six: Getting the messages through
Activity Seven: Develop healthy eating habits

Some teachers provided comments after administering the curriculum:

- *Fad dieting is not something that our school places great emphasis on in our curriculum*
- *The curriculum lessons were a great guide to ways in which I would not have thought about engaging students. I was surprised how much the boys got into it*

As part of the initial brief for the project, a Professional Development session was developed for teachers and school nurses of the five schools. Unfortunately, due to a number of factors (clashes with teacher commitments, availability of guest speakers), this was not delivered prior to the first set of curriculum activities. It was finally delivered about two months after the Fad Diets Won't Work Event.

The Professional Development session was conducted at one of the five schools and commenced with high level academic research about studies in the area of body image. The presentation also featured a number of generic resources that teachers could obtain through the Centre for Adolescent Health. Eight people attended (Project Coordinator, 5 School Project Officers, 1 Health and Physical Education teacher and 1 School Nurse),

After the session the Project Coordinator followed up with attendees to see what they thought of the presentation. They reported that as good as this information was, it had very few practical elements that they could integrate into their curriculum; they did not feel like they walked away with anything new and that it was really disappointing given the amount of time they had 'given up' to attend.



Some of the reasons for poor attendance (given by those who did not attend) included:

- *Teachers are just too busy at the moment, maybe if the PD was at the beginning of the term it would be better*
- *The PD would have been more useful at the beginning of the campaign*

3. Other Curriculum Activities

Two schools, Geelong High School and Bellarine Secondary College worked together to review their own body image units within the curriculum, known as Body Beautiful or Risky Business respectively. The revisions to the units have included lessons about the nutrition related objectives of It's Your Move!, and a focus on the body image topics covered in the secondary school's curriculum.

4. Radio program

In 2007, the School Project Officer from Bellarine Secondary College was approached by the School Wellbeing Coordinator to garner if the Ambassadors was interested in being involved in a local community radio program about body image. The School Project Officer got in contact with the Pulse FM radio station and found that the Ambassadors could be involved in the radio's Body Beautiful Program. This program involved about 15 schools within the City of Greater Geelong.

The eight Ambassadors were invited to attend five two-hour training sessions at the radio station to develop their topic, gather the research, construct their script, record and then edit their production. Over the course of the sessions, their English teachers allowed them to use their class time to work on their scripts. Topics covered by the Ambassadors included why girls do not take their jumpers off during physical education classes or on hot days?; what are some of the myths and facts about fad dieting and body mass index?, how the body mass index depends on gender, height, weight, and level of physical activity.

As a result of their involvement, the School Project Officer noted that the students learned a range of skills such as writing, communication, pronunciation, project management, and team work.

Key Learnings & Recommendations

Fad Diets project



Administering the Fad Diets Won't Work project was only a small component of health education, which needed to be built into the bigger picture of nutrition and physical activity. To do so required a high level of engagement with the Health and Physical Education teachers within the school. The Project Coordinator and the School Project Officers met with the relevant staff to aggregate their ideas and put them into usable materials and resources.

One of the activities offered to teachers as part of the Fad Diets campaign was the teacher Professional Development session. It was felt that that it would be beneficial for all secondary school teachers to participate in body image/sensitivity training so that they were aware of appropriate and inappropriate ways of discussing fad diets/healthy eating patterns and body image issues. This session was offered to all staff within the five intervention schools, only eight participants turned up. The reasons for the poor attendance were given as existing time constraints (after school), cost (personal rather than financial), lacking value (to their teaching), travel, at the time it was not considered a school priority and other additional meeting pressures that affected their time. It was suggested that the sessions be conducted before the unit of work is to be administered, conducted during professional learning team time, and in targeted groups. It was also highlighted that the beginning of Terms one and three were the best times for sessions to be run.

A number of Health and Physical Education teachers stated that there were a range of health related topics all competing for the limited health curriculum time allocated within the overall syllabus. To incorporate body image, curriculum resources need to be prepared so that they were usable, drew on the current evidence (e.g. trends, prevalence) and be provided to schools with additional professional development sessions and access to an expert.

The Barwon 'Fad Diets Won't Work' campaign was promoted well including media coverage in the local newspaper (the Geelong Advertiser), extensive promotion through local networks within the region about the event, and schools encouraging staff and students to attend the event.

Body measurements

Some key learnings that emerged from the data collection(baseline) phase of the evaluation relating to body image have been about the process and protocols associated with the delivery of personal information to students i.e. the body composition data. From the beginning of the It's Your Move! project, a high level of input was required from Senior Administrators and teachers to ensure that there was adequate support (e.g. teacher professional development), resources (development of curriculum resources) and adequate structures (in the event of negative situations, teachers and welfare staff were on hand).

Further to this, adolescents were highly interested in their own body composition (e.g. percentage water, fat, muscle) and how energy intake and expenditure can influence their state of balance, They were also genuinely



interested in food labelling and the physical activity levels associated with the activities done on a regular basis. Students were able to link concepts and terminology to their body composition, in order to understand how their diet and physical activity levels can affect their overall weight status.

As a result of this, a further submission will be presented to the Australian Research Council in order to extend the research on body image.

Other

A few other ideas emerged from the Project Management team throughout the project that could be potential strategies to address body image, but were not implemented as part of *It's Your Move!*.

School Uniform: The uniform within the three government schools had not changed in decades. Girls still wear kilts and both genders still wear woollen jumpers. Updating the school uniform to be contemporary and practical was an idea put forward; however, due to time constraints this was not explored, but could be an avenue for future projects to investigate.

Parent Information Evening: A parent information evening was considered as a possible avenue for raising program awareness amongst parents (i.e. community parenting programs) that educate about the behavioural practices parents exhibit to their children and how these influence their child's lifestyle (e.g. dieting, bingeing, poor diet and weight concerns, over eating). However- 9 Food @ School) this strategy was reconsidered. Further examination into accessing parents is required.

Conclusion

Following the trend of the other behavioural objectives, conducting 'one off events' such as the 'Fad Diets Won't Work' campaign did little to influence long term behaviour change. From the Project Coordinator's point of view, the total number of hours put in by the project management team, external agencies and staff from Deakin University were not justified by the returns. Focusing the efforts on more sustainable interventions such as curriculum resources and ongoing professional development sessions would be more beneficial to teachers in the long term.

Further work is required to test innovative approaches to informing young people of their current health status, such as body composition in order for them to understand their practices around diet and exercise. Having a space within the curriculum to learn about themselves in a safe and ethical way is required to ensure that they are provided with information in a sensitive and supportive forum.



References

1. Food Chain Newsletter, May 2007 Edition 17
<http://www.horticulture.com.au/librarymanager/libs/58/FOODchain%20Newsletter%20final.pdf>



Appendix A: Evaluation responses from the Barwon Fad Diets Won't Work Event

Feedback – FAD DIETS WON'T WORK

Geelong event

How would you rate the content of today's event?

Poor	Ok	Good	Very good	Excellent
	18	22	27	1

How would you rate the way the content was presented?

Poor	Ok	Good	Very good	Excellent
4	10	26	21	7

How will you apply what you have learnt today?

Eat healthier and not try any stupid diets.
 No more fad diets because they don't work, it made very good points.
 Fad diets are bad.
 Exercise and eating right is the key to staying healthy.
 Don't need to.
 By not going on fad diets.
 Not eat badly.
 Enjoy my food slowly.
 By being more aware and careful with my diet and exercise more often.
 It didn't really change my opinion on my diet because I was already happy with it.
 I won't diet anymore but eat healthier.
 I will tell my friends other people about it.
 With friends when they have problems about their self image.
 Use Dr Ricks tips personally and professionally.
 I learnt communication.
 I already knew about fad diets so didn't really make much difference.
 How fast or slow I eat.
 I probably won't do anything differently.
 I won't use fad diets or wear the sleepers.
 If I need to lose weight, lose it by healthy eating.
 I'll remember in the future not to trust these diets, not to buy rings, slippers etc. I'll eat slower.
 Probably apply most of it to my life but I already do most things correctly.
 I might not eat as much when I am not hungry.
 I don't think dieting to that extreme will affect me much but it was good to know what stupid diets there were.



What did you enjoy the most or find most useful?

Eating the mars bar, and when that guy was talking about eating it slowly and enjoying it.

The mars bars thing was very effective and interesting to participate in. I always think about the taste when I'm eating now.

Mars bars.

I enjoyed the architecture of the building and the mars bars.

The show bag.

Learning all about the hoaxes and fad diets that are out there.

How a girl went from a size 12 to a size 10 back to a size 14 from fad diets. It scared me.

The info about real life situations.

I really enjoyed the pink elephants part.

The doctor because it showed me real life things that happen and it was a person who knew what they were talking about.

Dr. Rick's presentation.

The drink bottle and the mars bars.

I didn't find it very useful but enjoyed the thing about the burger.

I like looking at the gadgets that are supposed to help you lose weight even though they don't work.

The slower you eat the fuller you feel.

I enjoyed the whole event and it was very useful.

I enjoyed having/learning about our health and dieting.

The stage, that was a nice stage.

The green bands.

The mars bar and the guy who taught us the 5 things.

Getting two periods off school.

What did you enjoy least or find least useful?

None.

The lose weight shoes and rings, very interesting but not useful.

Shoes and rings, I found it funny that some people would think they work.

Everything was useful.

I didn't like all the talking.

The cookie monster film.

Eating slowly, I don't have the time to do it.

All the talking that they repeated.

They could have done more slideshows. Lisa Neville.

They talked too much, I lost interest towards the end.

Took too long.

Basically repeated over and over.

All the different diets they told us about.

Politicians speech, reading some one else's speech, not their background, boring for students.

A bit of lecture at the end.

Having to sit and listen for so long.

Way things were explained was in a boring manner.



A lot of the talking about what diets not to go on. I don't think anyone our age
 would only eat one food for just a week, i.e. cabbage.
 That you might put on more fat by going on a fad diet.
 The fad diets.
 The smell of the drink bottles.
 All the pamphlets were annoying.
 All the boring statistics.
 I don't think there was any unuseful content.
 It was all pretty good.
 About the other people in different countries.
 They said a lot of the things more than once and it wasn't very exciting.
 The long, long, long, long speeches.
 Too much talking, I didn't know what a fad diet is.
 The presentation.
 The information in the bag.

What would you like more of?

Bigger mars bars and more stuff in the bag.
 Find out more about careers in the health field.
 Mars bars!!
 Healthy eating plans that can help people lose weight healthily.
 More activities to do, not just sitting and listening.
 More support for teens with their body image and self esteem.
 More stories on how teenagers tried fad diets.
 More people need to know the facts about fad diets.
 Props, water bottles, mars bars, sweat bands and speakers like Dr. Rick.
 Pictures and facts.
 Interaction with other schools.
 Different ways to present it.
 Activities with the other schools, more interaction to see what happens at their
 school.
 Activities with the other schools!
 More examples of stupid fad diets.
 More audience interaction.
 Options of healthy food.
 More general information.
 Food.
 Slide shows and movies instead of talking.
 I would like to know how many hours you are supposed to exercise.
 Chocolate!
 The people underweight, there are just as many people under weight than
 overweight, how do they diet?
 More interesting and different people, keeping us entertained would help us
 remember different things easier.
 More healthy food and not mars bars.
 Hands on activities.



Do you have any further comments?

It should be a whole day thing with games and activities throughout the day to keep students interested.

It was well presented and the speaker spoke very well.

I liked it because we got a free drink bottle.

Overall the day was very enjoyable.

Make sure that the speakers to students speak at their level.

More activities involving the other people instead of just sitting.

We should have been able to communicate with others in group activities.

The brochures were no good for me, useless.

The info was good just very boring presenters.

The show bag was great!

I really think that everything demonstrated at today's event could be very useful in children's futures.

It was a very interesting experience.

The mars bars were a weird touch (diet talk) but good.

Thank you for getting me out of maths, ha, ha, ha. It was good!

Thanks for the drink bottle, pity it got confiscated.

