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# 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 1985<sup>1</sup>. 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 elsewhere<sup>2</sup>.

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**

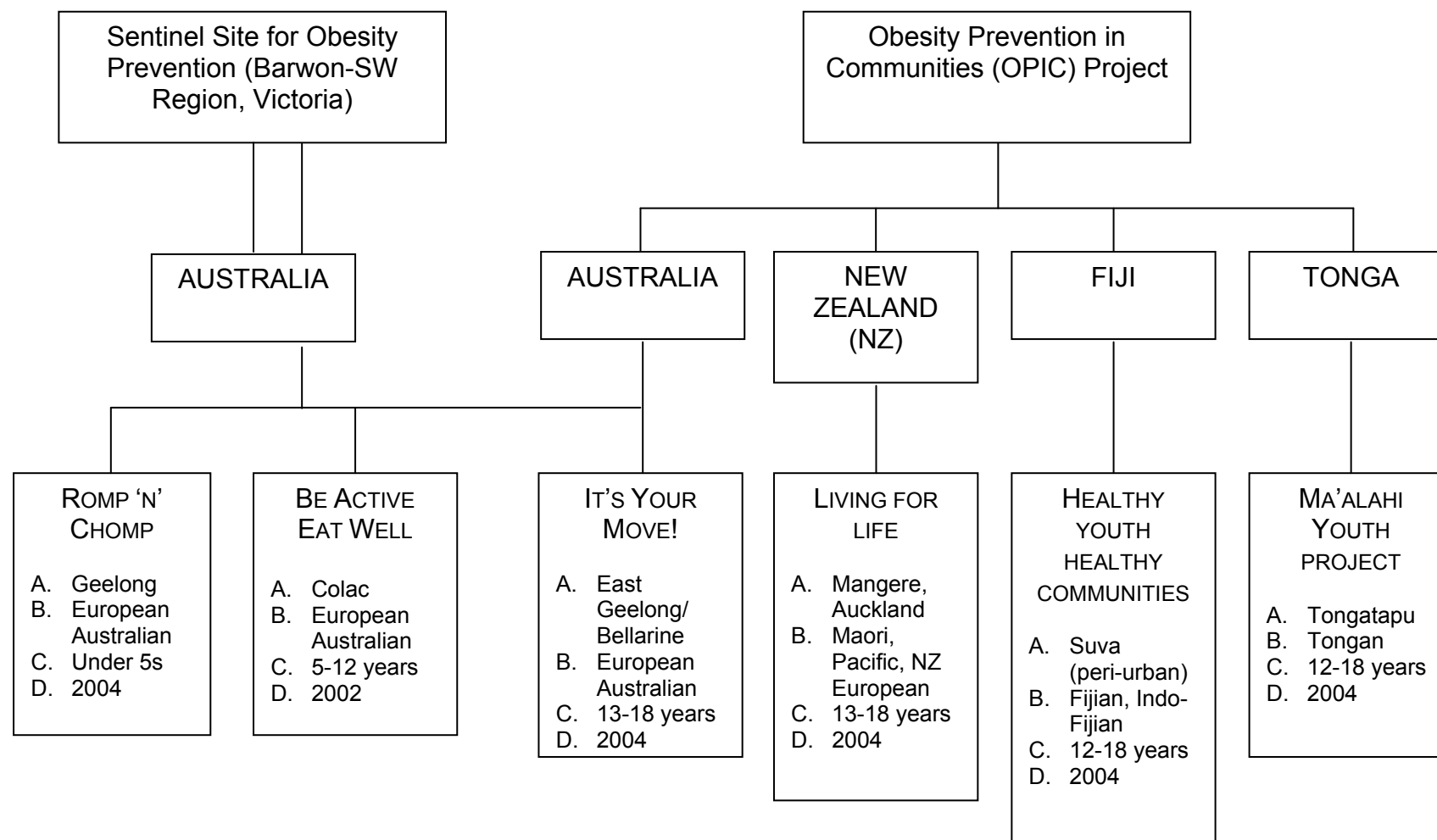
*Be Active Eat Well* project was the first of these to be established in 2002 targeting the primary school aged children and their families/carers in Colac. Colac, a township of 11,000 people approximately 100km West of the regional city of Geelong, and targeted children aged 4-12 years (n~2000) and 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).

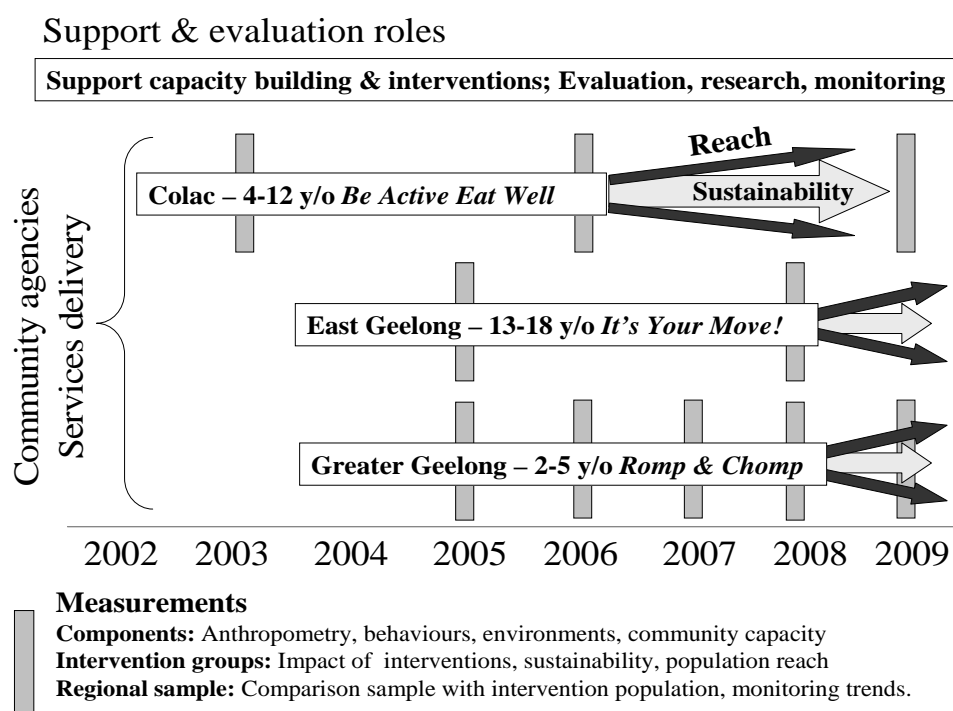


**Figure 1: Six whole-of-community demonstration projects for obesity prevention established in four countries, supported by the Sentinel Site for Obesity Prevention and Obesity Prevention in Communities Project (OPIC) Collaboration**



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 17<sup>th</sup> and 18<sup>th</sup> 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.

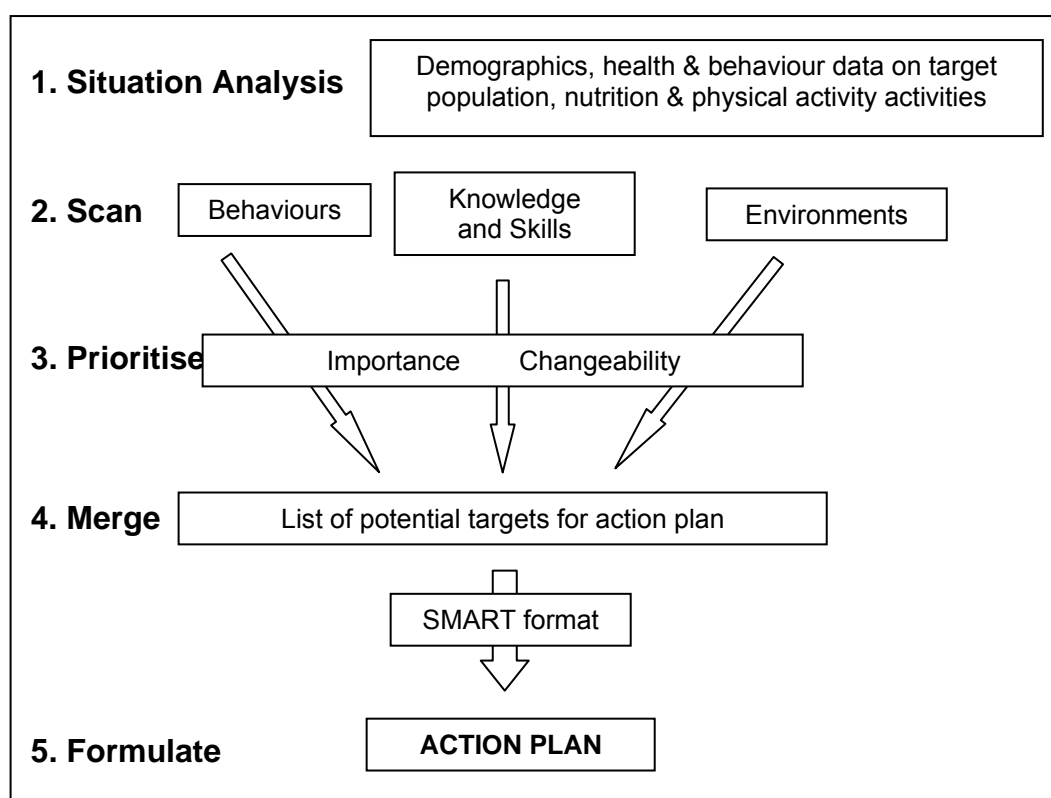
The five-staged ANGELO framework used during the workshop is outlined in Figure 3. The workshop was facilitated by Deakin University Sentinel Site





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] format<sup>3</sup>

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 6<sup>th</sup> 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.

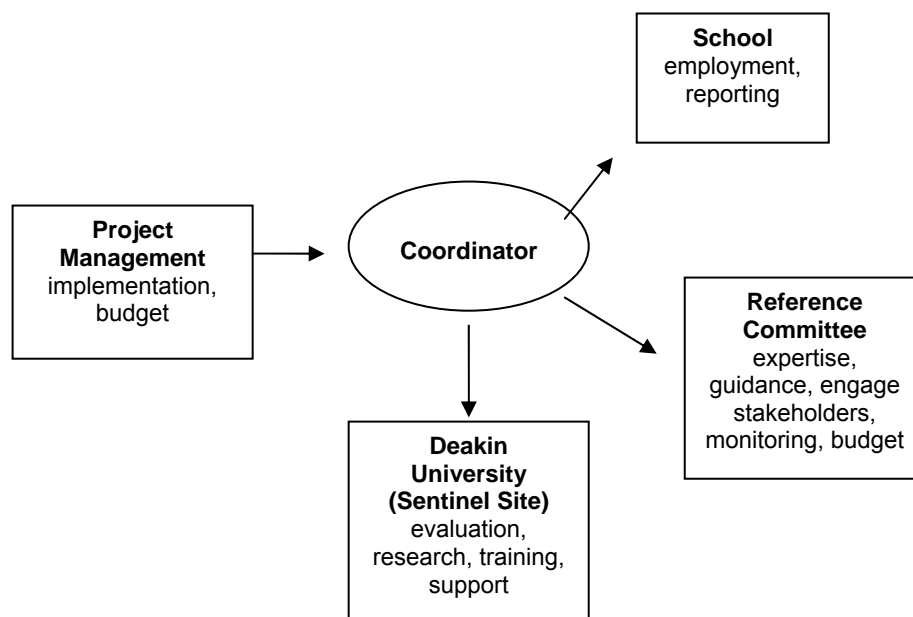


At the first meeting of the Interim Steering Committee, it was proposed that the schools take on the role of project managers and house the project in the schools. Funding has been allocated by DHS for support to the project. Staff at Deakin University (Sentinel Site) was keen to see one of the schools 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 1<sup>st</sup> 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 8<sup>th</sup> 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 16<sup>th</sup> 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**

<b>Time</b>	<b>Event</b>	<b>Comments</b>
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 children<sup>1</sup> 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.<sup>2</sup> 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

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<sup>1</sup> 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.

<sup>2</sup> 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/m<sup>2</sup>) 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/m<sup>2</sup> (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 Robinson<sup>3</sup>) showed a reduction of 0.45 kg/m<sup>2</sup> from reducing television

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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 Bell<sup>4</sup> 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.

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<sup>4</sup> 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	
<b>Total</b>	<b>2990</b>

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
<b>Total</b>		<b>3928</b>

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
<b>Total</b>	<b>2909</b>

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 15<sup>th</sup> October. Thank you.

Look forward to seeing you at the workshop.

Regards

Anne Simmons

Phone: 5227 8305

Email: [anne.simmons@deakin.edu.au](mailto:anne.simmons@deakin.edu.au)





## Appendix E: Flyer for ANGELO Workshop

**2-DAY WORKSHOP**

**HEALTHY EATING & PHYSICAL ACTIVITY**

**WHEN?**  
17<sup>TH</sup> & 18<sup>TH</sup> 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

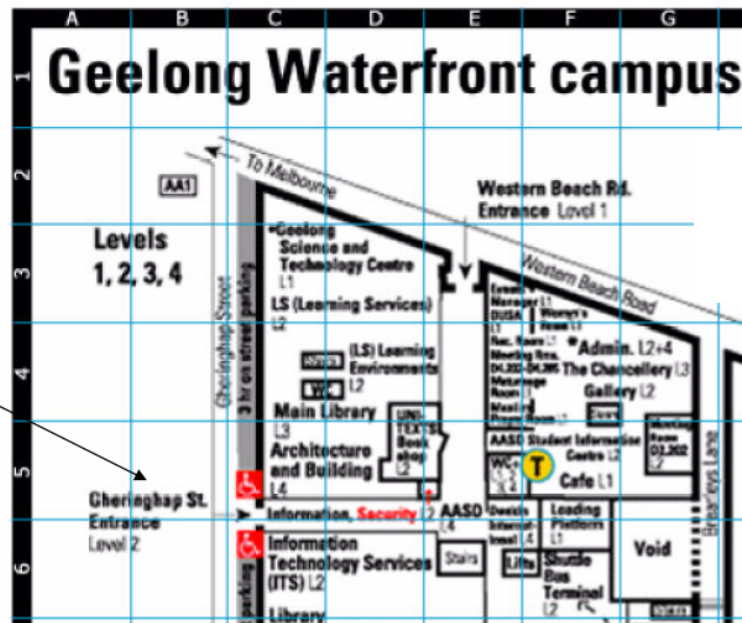
No preparation is needed for day one of the workshop. This will involve a series of presentations and discussions around food and eating, physical activity and inactivity, and issues related to overweight and obesity. Participants will be given the worksheets for the next to take home to familiarise 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 17<sup>th</sup> November 2004

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



## Day 2

Thursday 18<sup>th</sup> November 2004

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

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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?**

<b>List of potential areas for improving knowledge</b> <b>To know:</b>	<b>Rank (1-5)</b>	<b>Points (5-1)</b>
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?**

<b>List of potential areas for improving skills</b>	<b>Rank (1-5)</b>	<b>Points (5-1)</b>
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?**

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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 <b>HOMES /FAMILIES</b>	Score (use full range)		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
<b>Physical</b>  – what is / is not available?	<b>Food</b>					
	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					
	<b>Physical Activity</b>					
	7. More gear (eg balls, bats, nets, bikes) at home to play with					
	8. Bigger backyards to play in					
<b>Economic</b>	9. Parents providing more transport to activities					
	<b>Food</b>					
	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?	<b>Physical Activity</b>					
	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**

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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 <b>HOMES /FAMILIES</b>	Score		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
<b>Policy</b>  – what are the rules?	<b>Food</b>					
	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					
	<b>Physical Activity</b>					
	17. Tighter rules on TV viewing & e-games					
	18. Fewer restrictions on participation in sports, games, and playing outside					
<b>Socio-cultural</b> - what are the attitudes, beliefs, perceptions, values, practices?	19. More relaxed rules on walking/cycling in the streets					
	<b>Food</b>					
	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					
	<b>Physical activity</b>					
	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					



<b>Other options</b>	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?**

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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 <b>SCHOOLS</b>	Score		Total (Ix C)	Rank 1-5	Points 5-1
		Importance	Change -ability			
<b>Physical</b> – what is / is not available?	<b>Food</b>					
	1. More healthy choices in the canteens					
	2. Removing vending machines					
	3. Having more curriculum on healthy eating					
	<b>Physical Activity</b>					
	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)					
<b>Economic</b>	<b>Food</b>					
	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					
	<b>Physical Activity</b>					
	14. Sports programs to be less expensive					
	15. Schools have a higher budget for PE and equipment					





## ENVIRONMENTS: STEP 4 **Environment: Schools**

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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 <b>SCHOOLS</b>	Score		Total (IxC)	Rank 1-5	Points 5-1
		Importance	Change -ability			
<b>Policy</b>  – what are the rules?	<b>Food</b>					
	16. More effective policies on canteens & vending machines					
	17. More effective school policies on food and fundraising					
	<b>Physical Activity</b>					
	18. More relaxed rules on using equipment at lunchtime					
	19. More effective policies to promote sport & activities					
<b>Socio-cultural</b> - what are the attitudes, beliefs, perceptions, values, practices?	20. More relaxed rules on use of school grounds					
	<b>Food</b>					
	21. Higher priority on healthy eating in the school					
	22. Teachers as better role models for healthy eating					
	<b>Physical activity</b>					
	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?**

<b>Importance</b> (what is the relevance and impact of this in our situation?)	<b>Changeability</b> (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 <b>NEIGHBOURHOODS</b>	Score		Total (Ix C)	Rank 1-5	Points 5-1
		Importance	Change -ability			
<b>Physical</b>  – what is / is not available?	<b>Food</b>					
	1. More healthy choices available in milk bars, takeaways etc					
	<b>Physical Activity</b>					
	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					
	<b>Food</b>					
	9. Healthy food less expensive					



<b>Economic</b>  - what are the financial factors?	<b>Physical Activity</b>					
	10. Less expensive to join clubs or use recreation facilities (eg gyms, golf courses, swimming pools)					
<b>Other</b>	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 17<sup>th</sup> and 18<sup>th</sup> 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	<b>Average</b>
Response			12	21	5	<b>3.8</b>

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

Rating ►	1 NS	2	3 QS	4	5 VS	<b>Average</b>
Response		5	7	22	3	<b>3.6</b>

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

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

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

Rating ►	1 NS	2	3 QS	4	5 VS	<b>Average</b>
Response		5	10	13	10	<b>3.7</b>

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

Rating ►	1 NS	2	3 QS	4	5 VS	<b>Average</b>
Response		1	10	23	4	<b>3.8</b>

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

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



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	<b>Average</b>
Response		2	8	10	2	<b>3.5</b>

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

Rating ►	1 VE	2	3 N	4	5 VE	<b>Average</b>
Response			6	12	4	<b>3.9</b>

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

Rating ►	1 P	2	3 G	4	5 E	<b>Average</b>
Response			12	6	1	<b>3.4</b>

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 6<sup>th</sup> 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 6<sup>th</sup> 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), Kerryn 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
<b>Overall Coordinator</b> (\$72K with on costs)	Full time	Half time	Half time
<b>School Coordinators</b> per school (CRC/CC as one school) Inc on-costs.	\$28,800	\$15,000	\$15,000
<b>Expenses</b> 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 1 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

Department of Education and Training Virginia Cherry

Disordered Eating Service Marian Cornett

Deakin University Professor Boyd Swinburn  
Dr Max de Courten  
Dr Colin Bell  
Anne Simmons  
Caryn Kave

University of Melbourne Dr Marj Moodie

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)

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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

<b>Project:</b>	Promoting Healthy Eating and Physical Activity among Youth
<b>Focus Group:</b>	7 to 8 Students from Geelong High School and Newcomb Secondary College.
<b>Time and date:</b>	9am – 10am Tuesday 8 <sup>th</sup> of February 2005 (Note: the focus group will need to finish promptly at 10am as the room has been booked by another group)
<b>Location:</b>	Room D2.202, Deakin Waterfront Campus
<b>Aim:</b>	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	<b>Choices</b> <b>Environment</b>  <b>Safe</b> <b>communities</b> <b>Adolescent</b> <b>Youth</b> <b>Shine</b> <b>Cool</b>



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 1<sup>st</sup> 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 1<sup>st</sup> 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



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





