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## Message Creation and Dissemination

*Healthy Foods, Healthy Moves: InForm Chicago* used social marketing – a form of marketing designed to achieve specific behavioral goals for a social good. The project’s 5-4-3-2-1 Go! message promotes healthy behaviors in families and children – in particular, behaviors related to nutrition and physical activity. More specifically, the message makes the following daily recommendations: 5 servings of fruits and vegetables, 4 servings of water, 3 servings of low-fat dairy products, 2 hours or less of screen time, and 1 hour or more of physical activity. The message was delivered by teen ambassadors (the Go Team), school staff and community agencies and organizations.

### Creating the Message

The 5-4-3-2-1 Go! message was developed by CLOCC as part of its ongoing efforts to educate the public about healthy lifestyles. The recommendations in the message are based on medical and scientific evidence about diet and physical activity for children and in line with national messages that were present in Chicago. The message is positive – there is no “o” or “none” in the message – and it is easy to remember. This message also intentionally is not about obesity, but about living a healthy lifestyle. In addition, 5-4-3-2-1 Go! is intended to be aligned with other messages on this subject, not to contradict them.

When developing the message, CLOCC researched the recommended guidelines for healthy lifestyles for children. Medical, public health, chronic disease prevention, and fitness literature were all searched for evidence-based behaviors that were linked to longer-term health. We also scanned the national scene for similar messages that were being promoted in other communities or nationally by public health, medicine, and other sectors.

Finally, we worked with a local public relations firm to craft a message, logo and other campaign elements that would be: appealing to Chicago audiences; child-focused but adult-friendly; clear; and specific.

We invite you to adopt 5-4-3-2-1 Go!. If your partnership would like to create its own message, follow the steps below.

### HOW TO REPLICATE, STEP BY STEP

- 1. Review the current scientific literature about recommended nutrition and physical activity requirements for your target population.**
- 2. Research messages used nationally, in other communities, or by other organizations in your area.**

*Tip: Organizations like the U.S. Department of Agriculture ([www.mypyramid.gov](http://www.mypyramid.gov)), the National Initiative for Children’s Healthcare Quality ([www.nichq.org](http://www.nichq.org)), and the Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov)) have guidelines for children’s nutrition and physical activity and post resources that may include public education campaign messages.*

- 3. Work with partners, consultants, or other experts to adapt and/or integrate these messages with new elements that are relevant to your community.** Commonly used expressions, culturally specific slogans or sayings, or famous quotes from local celebrities may be useful “source material” to include.

## Creating Materials that Support the Message

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Along with training on the message, organizations need materials that support dissemination. CLOCC created materials that can be distributed to youth by anyone delivering the message. Input received from community partners at neighborhood meetings and Go Team members at their training sessions informed the selection of specific giveaway items. The goal of supporting materials was to reinforce the message. For example, if youth only receive the message once formally, a water bottle or a sticker pad that has been “branded” with the message or the look and feel of the campaign will keep the message fresh in their minds and create fun ways for them to practice the recommended behaviors. Materials should be age-appropriate and customized to appeal to young or older children. Giveaways were distributed at Go Team outreach events and to students via schools and program providers. We also created materials that are adult-friendly and were distributed during trainings and used to educate service providers who will be disseminating the message.

### HOW TO REPLICATE, STEP BY STEP

- 1. Assess the interests and tastes of children in your community to find out what materials will be appealing to them.**
- 2. Work with a design firm to develop the “brand,” or look and feel of these materials.**
- 3. Use existing materials.** If you choose to use the 5-4-3-2-1 Go! message, you can order the materials we created.

*Tip: Materials can be ordered through links at our website: [www.healthyfoodshealthymoves.org](http://www.healthyfoodshealthymoves.org).*

## Disseminating the Message

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Organizations need to ask: What vehicles or mechanisms will be used to get the message out to children, their families, and those who serve and work with them? *Healthy Foods, Healthy Moves: InForm Chicago* provided a wraparound message using “integrated social marketing.” We wanted to be sure that the message would reach children and their families many times throughout the day and week in a variety of ways. This wraparound approach increases the likelihood that children and their families will remember the message and its recommendations. We know that information and education are necessary but not sufficient to bring about behavior change. Children’s family, school, community, and social environment must also support the message so that the behaviors are easier to adopt. For example, offering healthy snacks at after-school or summer programs supports the healthy lifestyle message as does teaching families how to read food labels or to shop healthy on a tight budget.

In this section of the manual, we present our approach to message dissemination using community-based organizations. This form of dissemination may be less structured and formal – we trained organizations in the message and they disseminated it in ways that made sense to them. In the following two sections we present the more structured dissemination that occurs through the Go Team and schools.

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**GETTING THE MESSAGE OUT TO COMMUNITY ORGANIZATIONS AND AGENCIES**

Training workshops were the most formal way that *Healthy Foods, Healthy Moves: InForm Chicago* engaged organizations in the dissemination of the message. CLOCC developed a two-hour training session that included:

- The need for the message;
- The philosophy and tone of the message;
- The specific elements and the evidence behind each message component; and
- Interactive activities that engaged participants in brainstorming around integrating the message into their own work.

We talked about three types of integration, “teaching,” “modeling,” and “doing.” Teaching refers to the more traditional methods of telling youth what the message is and making sure they understand the recommendations. Modeling refers to the instructors actually carrying out the behaviors recommended in the message so that youth participants have a role model for their own behavior. Examples include teaching staff to keep water bottles at their desks or put fresh fruit in their own lunches so that students can see adults eating healthy. Doing refers to the more interactive form of teaching, like talking about fun ways to eat fruit and then making smoothies together, or actually integrating the behaviors into the program’s activities, including using stairs instead of elevators during field trips and having healthy snacks.

Training events included:

- **Community Meetings:** CLOCC’s Community Networkers convened quarterly meetings in specific neighborhoods, where they trained community members in the message, engaged them generally in child obesity issues and informed them about the project.
- **5-4-3-2-1 Go! Training Workshops:** These workshops were open to any organizations interested in learning the message. CLOCC provided trainings in various locations around Chicago so that organizations across the city would have access to this resource. The training included background information on the science behind the message and interactive activities to help organizations generate innovative ways to deliver and support the message.

Modified versions of this training were offered to school-based program providers at roundtable events hosted by CISC. CLOCC staff led the portions of the discussion related to the growing childhood obesity trends and introduced and provided suggestions for how to incorporate the *5-4-3-2-1 Go!* message into existing programs and curricula.

In addition to the information shared in the training, participants in the *Healthy Foods, Healthy Moves: InForm Chicago* message trainings received a resource kit that they took with them. Our resource kit included a wide range of materials: *5-4-3-2-1 Go!* flyers; fact sheets on the prevalence of childhood obesity, water consumption, and serving sizes by age of child; and a list of online resources that further support the message and its recommendations. Participants also received information on ordering supporting materials like water bottles, sticker pads, and posters.

## HOW TO REPLICATE, STEP BY STEP

# 4

- 1. Get input from partners.** What kinds of resources do they think are needed to educate young children, their families, and the organizations and institutions that serve them about healthy lifestyles for youth? If they have been involved in the process, organizations and institutions will be more supportive of the message.
- 2. Map it out.** Map out where children and other audiences will hear the message, including parents and teachers, and the different ways you can disseminate the message – including trainings, networking in the community and distribution of materials.
- 3. Develop materials.** Create age- and culturally- appropriate documents and leave-behinds for each of your audiences.
- 4. Define your audiences.** Determine what types of organizations should receive the message by brainstorming groups of stakeholders that would most likely be interested in addressing childhood obesity prevention in your service area.

*Tip: Keep the list broad and comprehensive. The more you anticipate the better able you will be to develop a training curriculum that suits the variety of audiences you will want to train.*

- 5. Offer training workshops.** The goal of these workshops will be to share information and resources with partners related to your public education message. In our workshop, we share the evidence based supporting *5-4-3-2-1 Go!*, provides background on how and why we developed the message, and help organization staff to identify ways to use the message in their programming.

*Tip: Train a variety of staff members or other trainers to continue conducting the workshops. We found that as word spread about our message training, demand grew.*

- 6. Follow-up.** In meetings with partners and in the training workshops, common themes and questions will emerge. Formulate answers and circulate them in a “Frequently Asked Questions” (FAQ) document. Make it available to all stakeholders at events and on your website .

*Tip: Trainings provide an opportunity to learn more about how these groups can help disseminate the project’s message.*

- 7. Conduct a follow-up survey.** You will need to better understand what partners have learned about the message and areas that need to be addressed.

## 4

**MESSAGE DISSEMINATION EVALUATION**

With so many partners communicating the message and supporting it in different ways, it was difficult to know how partners integrated or used the message and how widely the message was spread. Another challenge was understanding the message impact on the various audiences who received it. The community-level evaluation associated with *Healthy Foods, Healthy Moves: InForm Chicago* will provide insights into this.

Project partners used a wide variety of tools to evaluate how organizations and educators incorporated the *5-4-3-2-1 Go!* message, tracked who embraced the message and incorporated it into their existing program, as well as measured the number of settings and people who received the message. CLOCC and CISC implemented online surveys with participants of the various trainings, and CISC also incorporated questions into interviews with staff from relevant agencies and included items on the structured observations checklist that lead project staff completed for any service observed. These tools tracked, in a limited way, how much people recalled the message and knew its various components. For participants in the *5-4-3-2-1 Go!* training workshops we wanted to know how and where they use the message and how many people they present it to. Asking partners to complete a follow-up survey indicating how and where they disseminated the message can also help assess community exposure to the message.

**HOW TO REPLICATE, STEP BY STEP**

- 1. Make an early commitment to evaluation.** Early in the process, invest time and resources into trying to understand ways partners may utilize the message. For example, you may want to develop a survey or form that can be built into the process.
- 2. Develop a multi-method approach.** Develop a system for tracking the *5-4-3-2-1Go!* message that features confidential as well as personalized approaches. An anonymous survey will enable people to be honest about how they are using and not using your message. A more personal approach, using phone calls or in-person meetings to gather information, allows for richer information about what organizations and agencies are doing

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## Attachments

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*5-4-3-2-1 Go!* Flyer (English)

*5-4-3-2-1 Go!* Flyer (Spanish)

*5-4-3-2-1 Go!* Training Outline

Resource Kit Description

School-based Provider Training Event Agenda

*5-4-3-2-1 Go!* Training Participant Survey

School-based Provider Survey

School-based Provider Interview Questions

School-based Program Observation Checklist

# Eating Right and Being Active Are as Easy as...



## 5 servings of fruits and vegetables

Fresh or frozen, whole or cut-up, fruits and vegetables are natural sources of many important nutrients. Five or more servings of fruits or vegetables a day provide your children with vitamins, minerals and fiber that may help reduce their risk of illness, including heart disease. A serving is one-half cup of cut fruit or veggies, one cup of salad greens or one-quarter cup dried fruit.

**Suggestions:** Choose whole fruits and vegetables over juice, since these contain more fiber and offer a natural balance of vitamins and minerals without added sugar. Keep fresh cut-up fruits and veggies around for snacks.

## 4 servings of water

Encourage your children to drink water every day to satisfy their thirst and provide fluid for their growing bodies. Four or more glasses of water will help keep your kids healthy and active without adding extra calories.

**Suggestions:** Give your children water bottles and keep them filled. Keep track of how much they drink, especially during play or sports. Put a pitcher of water on the table at dinner.

## 3 servings of low-fat dairy

Low-fat dairy products provide protein and calcium for strong bodies, bones and teeth. A serving is an eight-ounce cup of low-fat or skim milk or yogurt, or 1½ ounces of low-fat cheese.

**Suggestions:** Blend low-fat or skim milk or yogurt with fruit and ice to make a tasty treat. Add low-fat cheese to soups and salads.

## 2 hours or less of screen time

Time spent watching television, using the computer or playing video games means fewer calories burned and extra weight gained.

**Suggestions:** Work with your children to select age appropriate shows and turn the television on only for those programs. Limit overall television, computer and video game time. Make TV a reward, not a daily routine.

## 1 hour or more of physical activity

Encourage your children to participate in 60 minutes of walking, running, skipping, jumping or dancing each day. Physical activity combined with good nutrition will help them stay healthy.

**Suggestions:** Scatter activities throughout the day. For short trips, walk instead of driving, and take the stairs when possible. Enroll your children in after-school or weekend activities, or plan for active family time.

- 5** servings of fruits and vegetables a day
- 4** servings of water a day
- 3** servings of low-fat dairy a day
- 2** hours or less of screen time a day
- 1** hour or more of physical activity a day



For more information, please contact:

# Comer Bien y Mantenerse Activo Es Tan Fácil Como Contar...



## 5 porciones de frutas y vegetales

Los vegetales y las frutas, frescos o congelados, enteros o en trozos, son fuentes naturales de muchos nutrientes importantes. Cinco o más porciones de frutas o vegetales al día les dan a sus niños las vitaminas, minerales y fibra que les ayudan a reducir el riesgo de padecer enfermedades entre las que se incluyen las del corazón. Una porción es una media taza de frutas o vegetales picados, una taza de vegetales verdes o un cuarto de taza de fruta seca.

**Sugerencias:** Elija frutas y vegetales enteros en vez de beberlos en jugos, ya que contienen más fibra y ofrecen un balance natural de vitaminas y minerales sin agregar azúcar. Tenga siempre a la mano frutas y vegetales listos para una merienda.

## 4 tazas de agua

Enseñe y motive a sus niños a tomar agua cada día para calmar la sed y proveer líquidos a sus cuerpos en crecimiento. Cuatro o más vasos de agua ayudarán a mantener a sus niños sanos y activos sin añadir calorías extra.

**Sugerencias:** Déles botellas de agua a sus niños y rellénelas frecuentemente. Cuando sus niños practican algún deporte, asegúrense de que tomen suficiente agua. A la hora de comer, ponga una jarra de agua sobre la mesa.

## 3 porciones de productos lácteos bajos en grasa

Los productos lácteos bajos en grasa proveen proteínas y calcio para desarrollar cuerpos, huesos y dientes fuertes. Una porción es una taza de ocho onzas de leche o yogurt bajos en grasa o descremados, o 1 ½ onzas de queso bajo en grasa.

**Sugerencias:** Para una comida deliciosa, mezcle leche o yogurt bajos en grasa con frutas y hielo. Agregue queso bajo en grasa a las sopas y ensaladas.

## 2 horas o menos de televisión

El tiempo que uno pasa frente al televisor, usando la computadora o practicando videojuegos significa menos calorías quemadas y más posibilidad de aumentar peso extra.

**Sugerencias:** Ayude a sus niños a elegir programas de televisión apropiados para su edad y enciéndala solo cuando se presenten esos programas. Limite el tiempo total de televisión, computadora y videojuegos. Haga de la televisión una recompensa, no una rutina diaria.

## 1 hora o más de actividad física

Motive a sus niños a participar en sesiones diarias de 60 minutos caminando, corriendo, saltando o jugando. La actividad física combinada con la buena nutrición les ayudará a mantenerse sanos.

**Sugerencias:** Distribuya estas actividades durante todo el día. Para viajes cortos, camine en vez de conducir, y tome las escaleras siempre que sea posible. Inscriba a sus niños en actividades deportivas después de las clases o en los fines de semana. Planifique actividades físicas para toda la familia.

- 5 Porciones de frutas y vegetales al día
- 4 Tazas de agua diarias
- 3 Porciones diarias de productos lácteos bajos en grasa
- 2 Horas o menos de tiempo de TV cada día
- 1 Hora diaria o más de actividad física



### **5-4-3-2-1 Go! Training Outline**

Welcome and objectives

Background of the Obesity Epidemic

- BRFSS Obesity Trends slides from the CDC website
- Trends in child overweight for nation, state, and local

The message—development

- Conversation about media messages regarding child overweight
- Description of our message, what the numbers stand for
- What we wanted our message to accomplish

The message—what it stands for and how to use it

- Each recommendation is described in terms of benefit (why) and how much
- Small group activity on how participants would incorporate the specific recommendation into their programming—repeated after each recommendation
- Report back and additional ideas—repeated after each recommendation

The training will take place on [DATE] at [LOCATION] at [TIME]. Space is limited, so reservations are required. Please RSVP to [CONTACT] at [EMAIL] or [PHONE].

Light refreshments will be provided, and each attendee will receive a resource kit of materials that support *5-4-3-2-1 Go!*.

## Resource Kit Description – *5-4-3-2-1 Go!*<sup>™</sup> Training

The resource kit includes:

**50 full-color *5-4-3-2-1 Go!* flyers** – these are included to show the finished product when the flyers are downloaded and printed from the CLOCC website. They are included in quantity in case organizations do not have a color printer or the funding to print quantities in color.

**CD-ROM of *5-4-3-2-1 Go!* Manual** – this disc is included because it contains a 200+ page manual with more background information on each of the five recommendations. It would have been too large and costly to print these manuals in bulk, so the CD-ROM is a more efficient way to provide this information.

**Fact sheets on Prevalence of Childhood Obesity in Chicago, Water Consumption, Serving Sizes, Lactose Intolerance** – these documents provide additional information on topics raised during the training if attendees want more information. They are black and white so they can easily be copied and shared/distributed.

**List of Online Resources including background on each recommendation and free online curricula** – this provides links to information available online that supports one or more of the recommendations. In addition, there are links to free downloadable curricula that supports one or more of the recommendations.

**Information sheet for ordering giveaway items** – this provides contact information to the vendor who can sell *5-4-3-2-1 Go!* giveaway items to those who are interested and have the means to purchase them.

**Samples of giveaway items (magnets and stickers)** – these are provided to show how the giveaway items look and to give participants something to use either to teach the message to others or to remind them of the message themselves.

# Strengthening the Ties Between Youth Wellness and School-based Programming

*A Nutrition, Physical Activity, and Oral Health Roundtable*

**June 25, 2008 • 10:00AM-1:00PM**

## AGENDA

Welcome and Introduction of Communities in Schools of Chicago

Review of Student Assessment and Evaluation Data

Panel presentation: Four perspectives on promoting nutrition and physical activity

- Dentist providing oral health education in schools
- After-school soccer and character development program
- Children's Hospital nutrition outreach program
- Community-based health educators

5-4-3-2-1 Go! Training — CLOCC

Lunch

Working Groups

Wrap-up and Event Evaluation



Communities In Schools



### 5-4-3-2-1 Go! Message Training Participant Survey

Thank you for attending one of our 5-4-3-2-1 Go!<sup>TM</sup> trainings! We hope you found the information useful for your program/organization.

We are very interested in finding out if and how you have used the information you learned at the training. We would appreciate it if you could fill out the survey below. This feedback is very important to us, so thank you for your time and prompt attention!

If you have any questions about the survey, please contact [CONTACT] at [PHONE] or [EMAIL].

Thank you very much for your participation!

1. Did you attend a 5-4-3-2-1 Go! training with CLOCC?
2. Name
3. Title
4. Organization
5. Phone Number
6. Where did you first learn about the 5-4-3-2-1 Go! message?
  - a. At a CLOCC Quarterly Meeting
  - b. At a Communities in Schools of Chicago meeting or event
  - c. On the CLOCC website
  - d. At another CLOCC meeting
  - e. From a colleague
  - f. Other
7. If other, please specify
8. How did you hear about CLOCC's 5-4-3-2-1 Go! training?
9. Were you using the 5-4-3-2-1 Go! message before you attended the training?
10. Since attending the training, have you used the 5-4-3-2-1 Go! message in your programming?
11. If yes, how do you use the message? (Choose all that apply)
  - a. I use it exactly as provided
  - b. I use some of the recommendations, but not others
  - c. I use it with certain groups but not others
  - d. I use all of the recommendations, but change them to fit my needs
12. Which parts of the message do you use? (Choose all that apply)
  - 5 servings of fruits and vegetables a day
  - 4 servings of water a day
  - 3 servings of low-fat dairy a day
  - 2 hours maximum of screen time a day
  - 1 hour of physical activity a day
  - I use the entire message
13. With which age groups do you use the message?
14. Have you revised the message? If so, please describe how and why it fits better with your programming.

15. Which of the following supporting materials do you use?
- 5-4-3-2-1 Go! flyers
  - Fruit and vegetable serving size fact sheet
  - Lactose intolerance fact sheet
  - Water fact sheet
  - Presentations on each of the message recommendations
  - Child overweight in Chicago fact sheet
  - Stickers
  - Magnets
  - Other
16. If other, please list
17. What have you done new or differently to support *the 5-4-3-2-1 Go!* recommendations since you attended the training?
- Distributed CLOCC's 5-4-3-2-1 Go! flyers
  - Included a revised 5-4-3-2-1 Go! flyer with my materials
  - Briefly referred to the message during programming
  - Spent significant time discussing it with program participants
  - Handed out the CLOCC Lactose Intolerance fact sheet
  - Handed out the CLOCC Water Intake for Children fact sheet
  - Handed out the fruit and vegetable serving size fact sheet
  - Presented or discussed the message with parents
  - Ordered 5-4-3-2-1 Go! branded items to give to program participants
  - Switched to fresh fruits and vegetables for snacks
  - Have water breaks
  - Use only 1% or skim milk
  - Reduced screen time
  - Added physical activity time
  - Eat healthy foods in front of children
  - Drink water instead of soda pop
18. Has your organization ordered additional 5-4-3-2-1 Go! giveaway items (like stickers, balls, or magnets)? If so, what items were ordered?
19. If you have not used the 5-4-3-2-1 Go! message, why not?
- |  |   |
|--|---|
| ol type="a"> <li>There isn't room in our curriculum to add anything new</li> <li>I am not authorized to add new components to our curriculum</li> <li>I do not think it is an effective message</li> | ol type="a"> <li>The message does not fit our program</li> <li>It is not relevant to our program</li> <li>I do not agree with the message</li> <li>Other</li> |
|--|---|
20. If other, please specify
21. Which best describes your use of the 5-4-3-2-1 Go! message?
- I have not used it at all, and do not plan to.
  - I have not used it at all, but I plan to use it.
  - I have used it once or twice, but will not continue using it.
  - I have used it once or twice and plan to use it more.
22. Please explain your answer to Question 21.
23. How else can CLOCC support your use of the 5-4-3-2-1 Go! message?

## School-Based Provider Survey

Name:

Title:

Agency:

We would like to gather information about how our partners are using the *5-4-3-2-1 Go!* message. Please take a few moments to complete this survey.

1. Are you familiar with the *5-4-3-2-1-Go!* message?
2. Where were you first introduced to the *5-4-3-2-1-Go!* message?
  - a. At a CLOCC quarterly meeting
  - b. At a CISC meeting
  - c. On the CLOCC website
  - d. Other
3. Have you used the *5-4-3-2-1-Go!* message in any of your school-based programming?
4. Which best describes your use of the *5-4-3-2-1-Go!* message in schools?
  - a. I have not used it and do not plan to use it
  - b. I have not used it but plan to use it soon
  - c. I have used it once or twice but do not plan to continue using it
  - d. I have used it a few times and plan to use it more
  - e. I have used it often and plan to continue to do so
  - f. Other
5. If you have not used the message in schools, which have been the barriers to using it? Select all that apply.
  - a. There isn't room in our curriculum to add anything new
  - b. I am not authorized to add new components to our lesson plans
  - c. I do not think it is an effective tool
  - d. It is not relevant to our program
  - e. I do not agree with the message
  - f. I do not know how to work it in
  - g. Other
6. If you have used the *5-4-3-2-1-Go!* message in schools; please select all activities you have tried.
  - a. I have passed out *5-4-3-2-1-Go!* flyers
  - b. I have referred to it during a session
  - c. I have spent significant time discussing it during a session
  - d. I have included it just as it appears in my own handouts and materials
  - e. I have modified it and included it in my own handouts and materials
  - f. Other
7. If you have modified the message, please describe how you have done so.
8. In which schools have you used the *5-4-3-2-1-Go!* message?
9. Have you used the *5-4-3-2-1-Go!* message in any non-school settings? If so, please describe.
10. How can we better support your use of the message?

## School-Based Provider Interview Questions

Agency Name:
Date of Interview:
Person Interviewed:
Title:
CCIS Interviewer:

**Introduction (use your own words):** We are particularly interested in our nutrition/physical activity providers because of our new organizational focus.

### The 5-4-3-2-1 Go! message:

1. Does the 5-4-3-2-1 message align with your program content?
2. Do you incorporate the 5-4-3-2-1 message into your presentation(s)? If so, how? If not, why not?
3. What were the benefits of utilizing the message?
4. What were some barriers to incorporating or difficulties utilizing the 5-4-3-2-1 message with your program?

### Impact of building awareness:

5. Are you seeing an increase in schools prioritizing nutrition and physical activity?
6. If so, do you know how this awareness was raised, how nutrition and physical activity became more of a priority at a school?
7. How is that affecting the delivery of your program (*for example, you might get easier access to schools if they are more aware of the importance of nutrition and physical activity*)?
8. Were there any barriers to building awareness around nutrition and physical activity?

School-based Program Observation Checklist

Internal Use Only

Agency Name:		<b>Does not meet expectations</b> - Was not accomplished			
Program Name/Session #:		<b>N/A</b> - Either you were not present, the school staff could not provide sufficient feedback, or the statement did not apply to the session you observed			
Presenter Name(s):		<b>Participant</b> - Any member of the target audience for the program			
Date:					
Observed at:					
Observed by:					
Grade:					
		<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>EXPECTATIONS</b>		<i>Does not meet expectations</i>	<i>Approaching expectations</i>	<i>Meets Expectations</i>	<i>Exceeds expectations</i>
<b>N/A</b>					
<b>Presentation - assesses presenter(s)</b>					
<b>Creation of Rationale/Context</b>					
Presented overview of the session					
Placed session in a context (ex: historical, cultural) relevant to the target audience					
<b>Classroom Management (inc. auditorium style)</b>					
Positively reinforced expectations of participant behavior					
Responded appropriately to behavior problems					
Followed teachable moments					
Managed time appropriately					
<b>Content Competency</b>					
Demonstrated knowledge of subject matter					
Defined unfamiliar terms, concepts, and principles					
Presented examples to clarify points					
Gave accurate answers to participant questions					
Reviewed important ideas					
Fact & opinion clearly defined					
Assessed participant performance and understanding					
<b>Presence</b>					
Maintained appropriate voice volume and quality					
Made eye contact with participants					
Maintained participant attention					
Confident and enthusiastic about subject matter					
<b>Professionalism</b>					
Presenter(s) were well prepared for the session					
Presenter(s) were dressed appropriately					
Presenter(s) were courteous					
<b>Content and Curriculum - assesses curriculum</b>					
<b>Learning Objectives</b>					
Goals and objectives of lesson clearly stated					
<b>Participant Engagement</b>					
Participant questions/discussion were encouraged					
Participants were actively involved in the session					
Session was supported with useful discussions and exercises					
<b>Content and Curriculum - (continued)</b>					
<b>Critical and Creative Thinking</b>					
Participants were invited to apply the information to their lives					
Participants were invited to think critically or creatively about the subject					
<b>Instructional Materials</b>					
Instructional materials were easily readable					
Presentation of material appropriate to stated purpose of the session					

School-based Program Observation Checklist

Internal Use Only

Grade:	0	1	2	3	
<b>EXPECTATIONS</b>	<i>Does not meet expectations</i>	<i>Approaching expectations</i>	<i>Meets Expectations</i>	<i>Exceeds expectations</i>	<b>N/A</b>
<b>Appropriateness for Audience</b>					
Program is age appropriate for audience					
Program is culturally appropriate for audience					
<b>Consideration of Diversity</b>					
Instructional materials and content demonstrated respect for diversity					
What were the major strengths of this presentation/presenter?					
What suggestions would you have for the presentation/presenter to improve upon?					
Did the agency perform any type of informal/formal evaluation. If so, please describe.					
If this was a nutrition provider:					
<input type="checkbox"/> Was the 5-4-3-2-1 message incorporated? Yes    No <input type="checkbox"/> If yes, was it clearly explained? Yes    No <input type="checkbox"/> Were any 5-4-3-2-1 materials used in the session? Yes    No <input type="checkbox"/> Please describe any 5-4-3-2-1 materials used.  <input type="checkbox"/> Please describe any notable student response to the 5-4-3-2-1 message.					
Overall comments on the session:					