

Go Team

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Go Team

To reach children in their community with the *5-4-3-2-1 Go!* message, the *Healthy Foods, Healthy Moves: InForm Chicago* project created the Go Team – a group of high school students trained to deliver the message to children.

Members of the Go Team are “youth ambassadors” for the project. The Go Team was promoted as an opportunity for teens to promote healthy eating and physical activity to younger kids – not as a job.

A full-time Youth Coordinator position was created for the *Healthy Foods, Healthy Moves: InForm Chicago* project. It was this person’s responsibility to build, train, and manage the Go Team. The Coordinator worked with the Go Team and members of CLOCC’s network to develop activities and games that the Go Team would use to share the *5-4-3-2-1 Go!* message with youth and their families. The major elements of this work are presented below.

Recruitment and Selection

The first step was to recruit members of the Go Team. CLOCC’s Community Networker staff, who were based in communities served by the project, identified and contacted key community organizations that could help recruit teens. CLOCC contacted organizations that feature youth programming, including community-based agencies, churches and high schools. Individuals within those organizations, including high school counselors, health teachers and community organization program staff, played an important role in getting students interested in attending an event about the project. The Youth Coordinator and Community Networkers also visited schools and made classroom presentations that they followed up with visits, phone calls and emails.

The next step was an orientation where students assessed their own interest in the program and CLOCC identified strong candidates for the Go Team. We looked for Go Team members who would be motivated by the responsibilities, leadership opportunities and learning objectives of this project. We wanted students who were interested in healthy lifestyles, had a commitment to community service work, and could communicate well with children and adults. Go Team members also needed to be a stakeholder in the community – which often meant they were a student or resident.

We were not specifically looking for students who fit a certain academic profile or had an impressive resume but for students who had a certain spark. We looked for teens who would be inspired by this challenge and would inspire younger children to develop an interest in healthy food and physical activity and, if given opportunities, to adopt healthier behavior.

We informed potential team members of the opportunity for scholarships available through the program, but not the hourly stipend. We wanted to avoid attracting students who were motivated solely by monetary incentives. The stipends were provided by the Chicago Department of Children and Youth Services at the minimum wage for student internships as determined by the City of Chicago. Scholarships, in the form of a 529 college savings account, were given at a rate of \$1,000 for each six months of participation.

At the orientation, students were introduced to the project and engaged in large and small group activities. These activities were designed to see who the natural leaders were, how creative they were, and how articulate they could be. Activities included coming up with ways to counter arguments against leading a healthy lifestyle and role plays about how they would teach a group of children one element of the *5-4-3-2-1 Go!* message. We started with one big city-wide recruitment and orientation event. More than 50 youth attended but we did not find many who were eligible or had the characteristics we were looking for. Later, smaller events in communities of interest were held

which gave project staff much more time to interact with each candidate and to see how they carried themselves in the group. The smaller local events also helped make sure that those youth recommended by teachers, counselors, or others could get to the event right after school.

After the group was narrowed down from the orientation events, the Youth Coordinator conducted interviews, mostly over the phone. In choosing the final group for Go Team membership, the project staff ensured that the team would be made of youth from different neighborhoods with diverse personalities, skills, interests, experiences, and backgrounds.

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HOW TO REPLICATE, STEP-BY-STEP

- 1. Decide age range to recruit.** We decided not to recruit seniors because of their limited availability due to imminent graduation, college preparation and other activities. We tended not to recruit ninth-graders because they are adjusting to high school and may not have the necessary maturity level.
- 2. Start early.** Develop a plan to create partnerships with youth agencies or schools in advance of the program start date.
- 3. Go to meetings attended by possible supporters.** Get in front of faculty and staff to give a range of people information about the program.

Tip: Go to regional meetings for guidance counselors and professional development meetings for teachers.

Tip: Distribute a one-page informational sheet with the important project elements and recruitment points you want to make. This will help make sure that all potential candidates get a similar message about what the expectations are.

- 4. Target key recruiters who know teens well.** Identify and foster relationships with individuals who work directly with teens and support the mission of the Go Team.

Tip: Recruiters should speak to students directly, if possible. Direct recruitment can make a big difference by helping you communicate about the project with greater accuracy.

- 5. Host events for teen recruitment and selection.** Small, community-focused events were most the successful tactic to gathering and assess potential Go Team members.

Tip: Develop activities that capitalize on each student's skills. Use activities in recruitment and selection processes that mirror what they will be required to do and allow their different strengths to shine. Examples of different activities include creating and performing skits, answering questions from their own experience, giving instructions to others, or working in a small group.

- 6. Reach students in various settings.** Develop strategies that enable you to see each teen in a variety of settings during the selection process. You may want to see teens one-on-one and in a group, with their friends and with youth they do not know, and with other adults around or when the recruiter is the only adult.

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Training

A significant amount of time was needed to train the youth team. It is rare that a teen will feel comfortable sharing information after only hearing it once or twice. The Go Team training typically lasted eight weeks and included five to eight hours of training spread over two sessions each week. Recruitment strategies described above will be extremely helpful in getting youth with the desired characteristics and skills that will make them effective team members. Nevertheless, for many of the youth you select this may be an entirely new endeavor. We found that none of the youth we worked with had previous experience teaching younger children about health or using games and interactive play for educational purposes. Training was designed and implemented so that the youth team felt confident in their abilities to deliver the message in effective ways that are fun and that make sense for them.

To develop the Go Team training, the Youth Coordinator conducted research on the Internet to learn about existing tactics. This strategy helped, as many youth-oriented programs post training materials online. She attended trainings provided by a variety of programs that teach youth healthy behaviors or that teach peer education techniques to youth. She adapted the most useful of these for incorporation into Go Team trainings.

Guest trainers from CLOCC's network of partner organizations also participated in trainings. A dietician taught the team about nutrition and strategies for encouraging young children to eat healthy. Sports and fitness organizations trained the team in designing and conducting youth-oriented physical activity programs. Staff from early childhood organizations trained the team on strategies for teaching younger children.

The Youth Coordinator also facilitated a number of interactive sessions with the team. Go Team members used training time to develop ground rules, expectations and a violations chart to hold each other accountable for meeting those expectations. They also worked on games and visual methods for teaching about the *5-4-3-2-1 Go!* message. Some training sessions were used to go and observe other youth outreach programs in Chicago and then debrief those observations.

When combined, these training activities helped prepare the Go Team for a busy schedule of outreach in a variety of settings with students of all ages – from young children, to pre-teens to their own peers.

HOW TO REPLICATE, STEP BY STEP

- 1. Research existing resources.** Do not reinvent the wheel – a lot of organizations have done valuable work with youth and on nutrition and physical activity. Go online and get ideas or materials for trainings. Approach contacts in your network to see if they can participate or help you design sessions for your training.
- 2. Design or find activities that align with the message.** Search for or create activities linked to the elements of your message and incorporate them into your training program.

Message Dissemination

The Go Team used interactive games and activities to present the *5-4-3-2-1 Go!* message to young children in various community-based settings. Different activities were selected for children ages three to five and children ages six to twelve. Time also was a key factor in which activities were selected. While most events were between a half-hour and hour-long, some events were much shorter. For example, community festivals and street fairs were more likely to accommodate a five to 10 minute presentation.

The project adapted games and lesson plans from numerous existing sources, including the Chicago Park District, Chicago Children's Museum, the National Dairy Council, MyPyramid.gov and others.

The Go Team connected with many organizations in the community and visited a myriad of sites, including YMCAs, community centers, schools, churches, park districts, daycare centers and community-wide events such as Back-to-School Health Fairs. The CLOCC network and staff were instrumental in promoting the Go Team. When the Go Team was ready to travel and conduct outreach, CLOCC used its website, newsletters, and Quarterly Meetings to let people know they were available. Long-term partnerships with agencies including the Chicago Park District and the Greater Chicago Food Depository also played a significant role in promoting the Go Team to their extensive network of sites.

After the first few outreach events were complete, the Youth Coordinator created a set of specific criteria to help to ensure that events were well-organized and hosts were prepared for the Go Team visit. These criteria included: having a minimum of 20 children present; mandating appropriate adult supervisors were in the room through an adult-youth ratio of 1:15; and providing adequate space and facilities for Go Team activities. All this information was included on the "Go Team Request Form" which was made available through contact with the Youth Coordinator and Community Networkers. During the first summer, the CLOCC administrative assistant helped coordinate and confirm outreaches and by the second summer, outreach events were set-up directly by the Youth Coordinator. Outreach sites located in targeted community areas that met the minimum criteria were given first priority. Additional requests were considered on a case-by-case basis.

The Go Team usually followed a structured routine at outreach events. The general format for an outreach event featured:

- Go Team Introduction
- Warm-Up
- Two or three games – including Eat the Rainbow, which teaches kids about the varieties of foods, and a water relay game that can lead to a discussion about water.
- Wrap-up and Review
- Distribution of Prizes

In the summer, the Go Team conducted outreach during the day on weekdays and weekends. During the school year, the team conducted outreach after school and occasionally on weekends.

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HOW TO REPLICATE, STEP-BY-STEP

- 1. Teach the elements of the message in a structured sequence.** Having different activities in separate segments that correspond to the elements of the message enables the team to mix and match depending on the environment, the time allotted, and the elements of the message that are of most interest to the host site or to the team members who are present. With five message components, it is rare that the Go Team can teach all components at one outreach session.

Tip: In a typical situation, Go Team members will each lead one segment of an event.

- 2. Build partnerships with appropriate professionals to ensure that the games and activities are accurate.** Link up with a teacher, fitness instructor and Registered Dietician to review games.

Tip: These professionals also can help you think through strategies for further integrating the message into the outreach.

- 3. Develop age-appropriate activities.** The activities you select will be different for children ages three to five and six to twelve.
- 4. Procure equipment.** Many of the games require equipment, which may include food cards, plastic foods, pictures and more.
- 5. Hold multiple sessions at sites.** By choosing one community site for a series of sessions, you can encourage a higher retention rate of the message by participants.
- 6. Involve parents and caregivers.** Develop a strategy to involve parents, teachers, and others responsible for childcare in the outreach sessions.

Tip: Partner with schools to participate in family night events as a way to reach families.

Go Team Evaluation

The goal of this evaluation was to measure the change in knowledge, behavior and self-efficacy of Go Team members. Research among youth peer educators shows that the educators themselves often show the highest levels of behavior change when compared to outreach audiences. We began with a conceptual model that illustrates the “theory of change” for the Go Team members. The model was comprised of activities and short-term, intermediate and long-term outcomes. Key long-term outcomes included increased communication skills and increased creativity in delivering messages.

Starting with a conceptual model helped the project partners to determine appropriate methodologies based on the changes we wanted to measure, including:

- **Pre-/Post-Test:** This method was used to measure changes in knowledge, attitudes, and behaviors among Go Team members. We developed this test by using or adapting questions from existing survey instruments.
- **Writing and Video Journaling:** This method was used to gather individual team members’ thoughts and feelings about their participation on the team.
- **Go Team Event Observation Form:** This method was used to assess the Go Team’s performance in outreach settings. The form assesses problem-solving skills, effectiveness and cooperation in outreach settings. Feedback helped the Youth Coordinator and the team to improve their outreach.
- **Focus Groups:** This method was used to learn about the opinions and thoughts of Go Team members related to their involvement in this project. Information about the group’s dynamic was also observed during focus groups.
- **Outreach Logs:** This method was used to track numbers of outreach events, children reached, and a variety of other information about the outreach events throughout the initiative.

HOW TO REPLICATE, STEP BY STEP

1. **Start early.** Create a plan for documenting the evaluation process before recruitment and training begin.

Tip: Develop a training timeline that includes data collection at appropriate times. Build testing and focus groups into the training agenda so special meetings do not need to occur.

2. **Develop tools at a strategic time.** It is important to develop evaluation tools after the curriculum and training workshops are finalized. That way, the evaluation will more closely reflect expected learning and outcomes.
3. **Create multiple methods for data gathering.** Create a range of vehicles for teen reflection. Some will prefer writing, others will prefer video. For some Go Team members, debriefing conversations also can be useful.
4. **Weekly meetings.** Plan weekly meetings between the staff members responsible for evaluation and those responsible for overseeing the team. These meetings will help to ensure synergy between evaluation and programmatic activities, reduce scheduling conflict, and help each to understand what the other is emphasizing and thus tailor activities as needed.

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Attachments

Go Team Recruitment Flyer

Sample Page, Go Team Orientation Manual

Go Team Orientation Session Summary

Go Team Event Information Form

Sample Script, Go Team Orientation Activity

Go Team Conceptual Model

Go Team Pre- and Post-test Instrument

Go Team Field Observation Tool

Go Team Recruitment Flyer

Seeking New Recruits for the Chicago Go Team!

We Are Looking for Teens Who:

- Demonstrate leadership and initiative in school or after-school programs
- Possess an interest in health, science, physical fitness, nutrition, creative arts, or public service work
- Express a strong desire to give back to their community
- Are comfortable speaking and leading others
- Display enthusiasm and motivation for working with younger kids
- Are eager to connect with other positive-minded youth
- Display out-going, mature, independent, energetic and articulate qualities

Requirements for Teen Applicants:

- Between the ages of 14-18 or in 9th, 10th or 11th grade
- Interested in a long-term commitment (8 months- 1 year)
- Must be comfortable traveling independently to neighborhoods across Chicago

Program Description:

The Go Team is a group of 12 high school students from across Chicago that teach kids and families 5-4-3-2-1-Go!™ a healthy lifestyle message which represents the daily recommendations of:

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

The Go Team leads fun, engaging activities for children ages 3-12 and their parents on healthy eating and physical activity. Go Team members visit community centers, YMCAs, schools, park districts, churches and community festivals after-school and during the summer.

Go Team Members Will Gain:

- Experience in public outreach and speaking
- Experience creating exciting health activities for kids
- An opportunity to earn college scholarship money upon successful program completion and a stipend for participation
- Expansion of their knowledge of health, nutrition, and physical activity

Recruitment and Selection Process:

Applicants will be required to participate in an orientation session, complete an application and an interview. We will select 2-4 teens. Position begins as soon as possible (Spring 2008).

For more information, please contact [CONTACT] at [PHONE/EMAIL].

Go Team Orientation Manual

Sample Page

What will I do on the Go Team?

1. Receive training in health promotion.

Go Team members become experts in the *5-4-3-2-1 Go!* message by learning about nutrition and physical activity. Team members have many opportunities to educate each other and talk about healthy and unhealthy choices. Go Team members learn how to be empowered decision-makers about their health.

2. Develop fun activities for kids.

The Go Team works together to figure out how to communicate *5-4-3-2-1- Go!* to different audiences. For younger audiences, the message is taught through active, energizing games. At the end of an outreach session, Go Team members ask kids questions about what they learned and distribute *5-4-3-2-1 Go!* prizes.

3. Travel around the city to lead kids in outreach activities.

Go Team members travel to different neighborhoods to visit after-school programs (during the school year) and day camps (during the summer). Every two weeks, Go Team members are assigned different outreach events to attend and are given a schedule. Go Team members travel on their own and meet the Youth Coordinator on-site. Two to four Go Team members participate in each outreach event. For large community events, all Go Team members participate and work together.

4. Plan outreach strategies for communicating the 5-4-3-2-1 Go! message to audiences of parents and peers.

The Go Team is currently designing a workshop for high school students on healthy living. As teen leaders and role models, the Go Team members facilitate dialogue with their peers about health issues. The Go Team is also thinking through ways to better reach parents with the *5-4-3-2-1 Go!* message.

5. Document the Go Team experience with video, photography, and writing.

As a Go Team member, you are responsible for keeping a journal about your experience. During training sessions and outreach events, Go Team members write about what they learn and experience. The Go Team will soon have access to video cameras to document outreach and interactions with peers and family members around healthy living.

6. Complete evaluations and give feedback for the continued growth and success of the program.

Go Team members are required to complete a 45-minute questionnaire the first week of training. This questionnaire will be taken again 6-months into the program. Also, Go Team members get to participate in focus groups to talk about the Go Team experience and give suggestions for improvement.

Go Team Orientation Session

Summary of Information Presented

Goals –

- To learn about the childhood obesity epidemic in Chicago
- To understand what CLOCC is all about
- To gain familiarity with the *5-4-3-2-1 Go!* message
- To learn about the roles, activities and responsibilities of the Go Team members
- To understand the Go Team selection process and know what will happen next

What is the Childhood Obesity Epidemic?

In the past 30 years, the occurrence of overweight in children has **doubled** and it is now estimated that *one in five children in the US is overweight*. Childhood overweight is regarded as the most common prevalent nutritional disorder of US children and adolescents. (NAASO Website)

Why is childhood obesity such a big deal?

Overweight children and teens are at greater risk for factors that contribute to cardiovascular (heart) disease, including high cholesterol and high blood pressure. Heart disease is the single leading cause of death in America. (American Heart Association website)

In addition to the health problems they may experience during their youth, overweight children and teens are at increased risk for various chronic diseases as adults including hypertension (high blood pressure), Type 2 diabetes and coronary heart disease. (CDC website)

***5-4-3-2-1 Go!*TM**

5-4-3-2-1 Go! is CLOCC's simple healthy lifestyle message designed to reach everyone in Chicago.

The message represents 5 core components:

- *Eat 5 or more serving of fruits and vegetables per day*
- *Drink 4 or more servings of water per day*
- *Eat 3 or more serving of low-fat dairy per day*
- *Spend 2 hours or less in front of a screen per day*
- *Get 1 hour or more of physical activity per day*

Spreading the Message – Community Support

- Church leaders, teachers, after-school program educators, dentists, doctors and others are telling people about *5-4-3-2-1 Go!*
- Staff members at community-based organizations are receiving training in *5-4-3-2-1 Go!*
- The Go Team will promote this message by talking to kids, adults and teens about its importance and providing tips on how to incorporate it into their daily lives.

What is the Go Team?

A group of youth who will work to promote *5-4-3-2-1 Go!* to kids, families, and their peers.

These students will all possess a desire to improve their own health and to make a difference in their community.

Selection Process

- Evaluation at today's orientation
- One-on-one interview
- Offer letters will go out in the next few weeks



GO TEAM EVENT INFORMATION FORM

I understand that by submitting this form, I am not scheduling an event/presentation with the Go Team at this time. I understand that someone with CLOCC will contact me and let me know if/when the Go Team can meet my programming needs. Please allow 4 weeks for confirmation.

Organization/Agency:	TODAY'S DATE:
Contact Person's Name:	Phone 1/Work:
Alternate/Second Contact Person's Name:	Phone 2/Cell:
Fax:	Email:
Address: _____ City: _____ State: _____ Zip: _____	
Notes to help identify the site/location:	

COMMUNITY AREA

Priority is given to sites in the neighborhoods listed below, though any site in Chicago will be considered.

- Englewood Humboldt Park Logan Square Lower West Side
 North Lawndale Rogers Park Roseland West Garfield Park
 West Town South Chicago Other: _____

TENTATIVE DATE

During the school year, we session begins as early as 4:30 pm and finish as late as 6:30 pm. Daytime hours between 9:30 am and 4:30 pm are available in the summer and on weekends. Please select two options for a date.

- Monday Tuesday Wednesday Thursday Friday Saturday (special events only)
 WE PREFER mornings afternoons either
 Date 1: _____ Time: _____ AM/ PM Date 2: _____ Time: _____ AM/ PM

On the dates and times identified above, are there any other special events or programs planned at your site? (See question 4 below) Yes No

EVENT SPACE AND DETAILS

We need a multi-purpose room, cafeteria, gym, or large outdoor space. This program involves physical activities that require adequate space.

1. Can proper space be provided? Yes No Name of Space: _____
 2. Type of Location: Indoors Outdoors Option of either
 3. If scheduled outdoors, is there a back-up space in the case of poor weather? Yes No
 4. Will the Go Team activities be part of a special event (such as a health fair, community festival or school wellness night)? No Yes
 5. If yes, please describe. Name of Event: _____
 Address: _____ City: _____ State: _____ Zip: _____
- Expected number of kids: _____ Expected number of adults: _____ Total expected attendees: _____

PARTICIPANTS

Instructor/Group Leader participation in the Go Team activities is required! Please inform your staff in advance. We also require a minimum of 25 kids in total and an adult supervisor per every 12 children who are participating in the Go Team event.

- Please list the number of kids participating in the event for each age range:** 3-5# _____
 6-8# _____ 9-12# _____ 14-16# _____ Adults/Caregivers# _____ Total Number: _____
- Are bilingual (Spanish) presenters needed?** No Yes
- Will parents be present during the activities?** No Yes

ROTATION SCHEDULE

Each Go Team session per one group of 10-30 participants is approximately 45 minutes- 1 hour. Please complete this section in 45 minute increments of the Go Team start time. (Note: We can accommodate a shorter rotation schedule of 15- 30 minutes for special events.)

TIME: _____ AGE GROUP: _____ # OF KIDS: _____ INSTRUCTOR'S NAME: _____
 TIME: _____ AGE GROUP: _____ # OF KIDS: _____ INSTRUCTOR'S NAME: _____
 TIME: _____ AGE GROUP: _____ # OF KIDS: _____ INSTRUCTOR'S NAME: _____
 TIME: _____ AGE GROUP: _____ # OF KIDS: _____ INSTRUCTOR'S NAME: _____

ADDITIONAL PROGRAM DETAILS

1. How did you hear about the Go Team?
2. At times, we will be video recording the Go Team presentation at select sites, focusing on footage of the Go Team members- NOT the participating kids. Is this ok with you? Yes No
3. However, if we do want to record a few of the participants at your site interacting with the Go Team, have their parents or guardians already signed a media release for your program or organization?
Yes No
4. Would you be willing to collect media consent forms (we would provide) from the parents/guardians prior to our visit? Yes No

Please review, sign, date, and fax to at [FAX NUMBER]

Please share all information in this document with instructors, teachers, and other staff at your site. In the case of your absence on the day of the event, it is crucial that everyone is informed in advance. Children should also be advised to dress comfortably and wear gym shoes. Some activities may take place outside.

Attention: [CONTACT]. Email to [EMAIL]

Signature: _____ Date: _____

Go Team Orientation

Script for Leader of Orientation Activity

Breakout Activity: Using Your Creativity to Reach Kids

Ask students -

- How many of you have younger brothers, sisters, or cousins?
- What is the best way to communicate with them?
- What do they like to do for fun?
- What's the best way to connect with younger kids?

Have students consider the answers to these questions as they complete the activity.

The purpose of this activity is for teens to demonstrate their creativity and ideas for working with a younger audience. We want to see which teens come up with the best ideas for getting younger students excited about health and the 5-4-3-2-1 Go! message. Divide the teens into pairs. Explain it's up to each pair to decide how they are going to teach or utilize the message in the activity. They can choose to create an activity that incorporates all five components of the message OR just focus on one number. When five minutes are up, we will have each pair lead the group through their activity. (Give pairs 5 minutes to come up with the activity and 10 minutes total to share for each round.) Then, we will mix into new pairs and do it again!

Round 1: Students pretend they have any resources at hand for making this activity, so they should feel open to coming up with ideas for props or equipment they might need. Or, they can create an activity that requires no props.

Scenario: Students should create an event for kids ages 3-5 and their parents at a YMCA family night.

Round 2: Bring out the box of fun stuff. Let the students choose props or materials from the box, of their choice, to create the second activity. These props do not have to be used but are meant to spark ideas and facilitate the process. (*Ask students to come up to the box in pairs, to keep competition for certain prized items to a minimum).

Scenario: Students should create an event for a mixed age group, ages 7-10, in an after-school program at the park district.

Go Team Concept Model: Training and anticipated short, intermediate and long term outcomes			
Activities	Short Term Outcomes	Intermediate Term Outcomes	Long Term Outcomes
<p>Training</p> <ul style="list-style-type: none"> Teaching about <i>5-4-3-2-1 Go!</i> Model activities for teaching <i>5-4-3-2-1 Go!</i> Provide each participant with learn one-teach one opportunities Discussions to understand facilitators and barriers to healthy eating (HE) and active living (AL) Public speaking training and feedback Planning skills Self-assessment and documentation skills <p>Field Activities/Outreach</p> <ul style="list-style-type: none"> Events: <ul style="list-style-type: none"> Kid focused CBO focused Peer focused Occasional booster/discussion sessions 	<ul style="list-style-type: none"> Increased knowledge on(Q): <ul style="list-style-type: none"> HE AL Increased understanding of importance of HE and AL (FG) Increased confidence in communicating about HE and AL (Q/FG) Increased repertoire of activities (OB/PD): Increased teaching skills Improved public speaking skills (OB) Increased knowledge about barriers and facilitators to HE and AL (Q/FG) Increased skills to promote <i>5-4-3-2-1 Go!</i> messages 	<ul style="list-style-type: none"> Increased critical awareness about healthy lifestyles (e.g., barriers, facilitators and beyond) (FG/OL) Increased outreach in non-structured settings (OL) Increased ability to make programmatic and delivery decisions to effectively communicate messages (FG/OB) Increased team skills (OB) Increased engagement (OB) Increased self-efficacy <p>Participant Outcomes</p> <ul style="list-style-type: none"> Participants were engaged in activities (OB) Participants demonstrated activities Participants asked questions about activities 	<ul style="list-style-type: none"> Increased HE (Q) Increased AL (Q) Increased communications on <i>5-4-3-2-1 Go!</i> to family, friends, peers, children, and public (PD) Increased self-perception as agents of change (Q/FG) Increased Activism/civic engagement (Q/FG) Increased creativity in delivering messages (OL/PD) Increased flexibility in delivery of messages (OL/PD) Career path decisions (FG/Q)

Key:
 Q-questionnaire
 FG-Focus Groups
 OB-direct participant observation
 OL-Outreach logs
 PD-Project documents

Go Team Pre- and Post-Test Instrument

1. On an average day, how many total servings of fruits and vegetables **DO** you eat? _____
2. On an average day, how many total servings of fruits and vegetables do you think you **SHOULD** eat? _____
3. For each of the following statements put an **X** in the box that matches your opinion.

A healthy snack:	Strongly agree	Agree	Neutral/ no opinion	Disagree	Strongly disagree
Is more expensive than an unhealthy snack.					
Doesn't taste as good as an unhealthy snack.					
Is easy to prepare.					
Should be low in sugar.					
Should be high in salt.					
Should be low in fiber.					
Should be full of vitamins and minerals.					
Is hard to find in my neighborhood.					

4. For each of the following statements put an **X** in the box that matches your opinion.

	True	False	Don't Know
What you eat can make a difference in your chances of getting heart disease or cancer.			
People who are overweight or underweight are more likely to have health problems than people of normal weight.			

5. Which of these would be the best example of a **SHORT-TERM** goal to help you begin to eat more fruits and vegetables?
 - a) Eat fruit or drink juice every day for breakfast and lunch
 - b) Try to eat more fruits and vegetables
 - c) Drink juice at breakfast 3 days this week
 - d) Don't know
6. Which of these would be the **LOWEST** fat sandwich choice?
 - a) Cheeseburger
 - b) Tuna salad sandwich with mayonnaise
 - c) Plain grilled chicken breast sandwich
 - d) Don't know

7. Which of these would be the best way to add a fruit or vegetable to your meal at a fast food restaurant?

- a) Add a tomato slice to your hamburger
- b) Order apple pie for dessert
- c) Order a large serving of French fries
- d) Order a side of salad
- e) Don't know

8. Which of these is the HEALTHIEST way to eat potatoes?

- a) Potato salad
- b) French fries
- c) Baked potato without toppings like butter
- d) Don't know

9. These questions ask you to think back to your activities for the past 7 days.

On how many of the past 7 days did you perform the following activities?	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?								
Participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?								
Exercise to strengthen or tone your muscles, such as push-ups, sit-ups, or weight lifting?								

10. For each of the following statements put an **X** in the box that matches your opinion.

Moderate physical activity:	Strongly agree	Agree	Neutral/ no opinion	Disagree	Strongly disagree
Reduces the risk of heart disease.					
Helps prevent high blood pressure.					
Reduces the risk of diabetes/ excess sugar.					
Helps prevent obesity.					

11. For each of the following statements put an **X** in the box that matches your opinion.

If I were more physically active:	Strongly agree	Agree	Neutral/no opinion	Disagree	Strongly disagree
I would have more energy.					
I would look better.					
I would feel better.					
I would be healthier.					

12. For each of the following statements put an **X** in the box that matches your opinion.

From my experience, I think people in my community believe the following:	Strongly agree	Agree	Neutral/no opinion	Disagree	Strongly disagree
Fruits and vegetables are too expensive.					
It is hard to tell if the quality of fruits and vegetables is good.					
Fruits and vegetables take too much time to prepare and cook.					
Not sure how to fix fruits and vegetables.					
Fruits and vegetables don't taste good.					
Fruits and vegetables are not available where I shop or eat.					
I do not need to eat more fruits and vegetables.					

13. Where do people in your community get most of their fresh fruits and vegetables?

Supermarket

Farmer's market

Co-op

Produce mobile

Grown at home

Other: _____

14. List 3 things that keep people in your neighborhood from eating healthy.

1. _____

2. _____

3. _____

15. List 3 things that help people in your neighborhood to eat healthy.

1. _____

2. _____

3. _____

16. For each of the following statements put an **X** in the box that matches your opinion.

From my experience, I think people in my community believe the following:	Strongly agree	Agree	Neutral/No Opinion	Disagree	Strongly disagree
Parks, playgrounds or open spaces are within walking distance of their home.					
The park or playground closest to where they live is safe during the day.					
The park or playground closest to where they live is safe at night.					
They are comfortable letting their children play outside in the neighborhood without supervision.					
They feel safe being out in their neighborhood during the day.					
There are a lot of places in their neighborhood where they can be physically active.					

17. List 3 things that keep people in your neighborhood from being physically active.

1. _____
2. _____
3. _____

18. List 3 things that help people in your neighborhood be physically active.

1. _____
2. _____
3. _____

19. This question asks you to assess your ability to communicate and educate different audiences. For each of the following statements put an **X** in the box that matches your opinion.

	Never	Rarely	Sometimes	Always	Never tried
I can effectively teach children about healthy eating.					
I can effectively teach my peers about healthy eating.					
I can effectively teach my family about healthy eating.					
I can convince children to eat healthy.					
I can convince my peers to eat healthy.					
I can convince my family to eat healthy.					

20. In the last year, how many times have you tried to convince other students, your family, or friends to eat healthy?

- a) Never
- b) Once
- c) 2 or 3 times
- d) 4 or 5 times
- e) 6 or more times

21. This question asks you to assess your ability to communicate and educate different audiences. For each of the following statements put an **X** in the box that matches your opinion.

	Never	Rarely	Sometimes	Always	Never Tried
I can effectively teach children about being active.					
I can effectively teach my peers about being active.					
I can effectively teach my family about being active.					
I can convince children to be active.					
I can convince my peers to be active.					
I can convince my family to be active.					

22. In the last year, how many times have you tried to convince other students, your family, or friends to be active?

- a) Never
- b) Once
- c) 2 or 3 times
- d) 4 or 5 times
- e) 6 or more times

23. How concerned are you about your own health regarding what you eat?

- a) Very concerned
- b) Concerned
- c) No Opinion
- d) Somewhat concerned
- e) Not at all concerned

24. During the past 7 days how many times did you drink 100% fruit juice such as orange juice, apple juice or grape juice? (Do not count punch, Kool-aid, sports drinks or other fruit-flavored drinks).

- a) I did not drink 100% fruit juice during the past 7 days.
- b) 1-3 times during the past 7 days.
- c) 4-6 times during the past 7days.
- d) 1 time per day.
- e) 2 times per day.
- f) 3 times per day.
- g) 4 or more times per day.

25. During the past 7 days how many times did you eat fruit? (Do not count fruit juice).

- a) I did not eat fruit during the past 7 days.
- b) 1-3 times during the past 7 days.
- c) 4-6 times during the past 7days.
- d) 1 time per day.
- e) 2 times per day.
- f) 3 times per day.
- g) 4 or more times per day.

26. During the past 7 days how many times did you eat vegetables?

- a) I did not eat vegetables during the past 7 days.
- b) 1-3 times during the past 7 days.
- c) 4-6 times during the past 7days.
- d) 1 time per day.
- e) 2 times per day.
- f) 3 times per day.
- g) 4 or more times per day.

27. How many glasses of water did you have yesterday (1 glass = 1 cup or 8 oz.)

28. On how many of the past 7 days did you eat food from a fast-food restaurant such as McDonalds or Burger King or a local fast-food restaurant?

- a) 0 days
- b) 1 day
- c) 2 days
- d) 3 days
- e) 4 days
- f) 5 days
- g) 6 days
- h) 7 days

29. How often do you eat or drink dairy products such as milk, cheese or yogurt?

- a) Less than once per week
- b) Once per week
- c) 1-2 times per week
- d) 3-5 times per week
- e) Everyday

30. Is the dairy you eat or drink usually regular, reduced fat 2%, low-fat 1% or skim/non-fat?

- a) Whole milk/ regular
- b) Reduced fat 2%
- c) Low-fat 1%
- d) Skim nonfat
- e) Not sure

31. How concerned are you about your own level of physical activity?

- a) Very concerned
- b) Concerned
- c) No Opinion
- d) Somewhat concerned
- e) Not at all concerned

32. How many times per week do you do some kind of physical activity? (Such as dancing, walking, playing sports or going to the park)

- a) Never
- b) Once per week
- c) 2-3 times per week
- d) 4-5 times per week
- e) Don't know

33. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that makes you breathe hard some of the time).

- a) 0 days
- b) 1 day
- c) 2 days
- d) 3 days
- e) 4 days
- f) 5 days
- g) 6 days
- h) 7 days

34. On an average day, how many hours a day do you:

- a) Watch TV _____
- b) Listen to the Radio _____
- c) Browse or surf the internet _____
- d) Read magazines _____
- e) Play video or computer games _____
- f) Use the computer for schoolwork _____

35. This question asks to you mark your opinions about being physically active. For each of the following statements put an **X** in the box that matches your opinion.

	Strongly disagree	Disagree	Neutral/ no opinion	Agree	Strongly agree
I like being physically active.					
I would rather watch TV or surf the internet than exercise					
My family thinks that being physically active is important.					

36. The next questions asks you to mark your opinion about the Go Team.
For each of the following statements put an **X** in the box that matches your opinion.

As a Go Team Member:	Strongly disagree	Disagree	Neutral/ no opinion	Agree	Strongly agree
I am allowed to have a say in planning events or outreach activities.					
There are specific leadership roles for youth.					
There are a variety of opportunities to participate in events or outreach activities.					
So many other youth are active in promoting healthy eating that it doesn't matter if I am involved.					
So many other youth are active in promoting physical activity that it doesn't matter if I am involved.					
I like to wait and see if someone else is going to solve a problem.					

37. Let's say you write a letter to the Chief Administrator for Chicago Public Schools to ask for more healthy options in the school lunch programs. How likely is it that CPS will do something about it?

- Not at all likely
- Not very likely
- Somewhat likely
- Quite likely
- Extremely likely

38. For each of the following statements put an **X** in the box that matches your response.

	Yes	No
Spoken to or written a letter to a public official		
Attended a meeting or other activity in your neighborhood		
Participated in a demonstration or protest		
Volunteered at a local community organization		
Joined a sport or club at school		

39. In the last year, how many times have you tried to convince school officials, local businesses, community agencies, or government officials to support healthy lifestyle initiatives? (For example, provide more access to fresh food, increase open space and recreation areas, etc.)

- Never
- Once
- 2 or 3 times
- 4 or 5 times
- 6 or more times

40. For each of the following statements put an **X** in the box that matches your opinion.

	Strongly agree	agree	Neutral/ no opinion	disagree	Strongly disagree
I can influence the health of people in my neighborhood.					
I am satisfied with the amount of influence I have over the health of people in my neighborhood.					
By working together with others in my neighborhood I can influence the health of people in my neighborhood.					
The people and places in my neighborhood have influence over my health.					
People in my neighborhood work together to influence decisions at the city, state, or national level that can affect the health of people in my neighborhood.					
I can control my own health.					
I am satisfied with the control I have over my own health.					
Most people in my neighborhood are active in influencing the health of the neighborhood.					
People in the neighborhood have connections to influential people outside the neighborhood who work to influence the health of the neighborhood.					

41. What is your date of birth?
 Month _____ Year _____

42. What is your gender?

- a) Male
- b) Female

43. Are you currently enrolled in school or plan to attend school in the fall?

- a) Yes
- b) No
- c) Undecided

44. How far do you think you will go in school?

- a) Less than 12th grade
- b) 12th grade or GED
- c) Some college or technical school but no degree
- d) Technical school degree
- e) College degree or more (graduate school)
- f) Don't know

45. What job would you like to have when you finish high school or college?
- a) _____
 - b) I don't know yet
46. How do you describe yourself? You can choose more than one of the following categories.
- a) American Indian or Alaska Native
 - b) Asian
 - c) Black or African American
 - d) Hispanic or Latino
 - e) Native Hawaiian or other Pacific Islander
 - f) White
 - g) Other

Go Team Field Observation Tool

Evaluated Items

- Facility name
- Date
- Area
- Start time
- Finish time
- # males
- # females
- Total
- Go Team introduce themselves
- Clear and concise description of *5-4-3-2-1 Go!* message was given
- Examples of how to achieve *5-4-3-2-1 Go!* were provided
- Go Team members projected their voices
- Clear instructions about the activities were explained
- New games were adapted to fit the *5-4-3-2-1 Go!* message
- Go Team tried new activity
- The activities selected were appropriate for the participants
- Appropriate props were selected for the activities
- The activities were appropriately paced
- Go Team members demonstrated the activities
- Participants were asked questions
- Participants questions were answered accurately
- Participants were encouraged to engage in the activities
- Participants demonstrated the activities
- Participants maintained attention throughout the activities
- Participants asked questions
- Go Team members were enthusiastic
- Go Team members supported the activities
- Go Team members were engaged in the activities
- Go Team adapted well to any unanticipated changes
- Go Team implemented activities with no input from supervisor
- Each Go Team member shared in leadership responsibilities
- Go Team worked effectively as a team
- Go team members assisted one another when appropriate
- Go Team members effectively interacted with each other
- Each activity was reviewed and connected to the *5-4-3-2-1 Go!* message
- Go Team members distributed give-a-ways at the end of the session

