Your Health Matters: Growing Active, Healthy Communities

TRAINER HANDBOOK

Free and reproducible materials for Community Health Workers to implement in local community education programs
Your Health Matters: Growing Active, Healthy Communities

Acknowledgements

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This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the Texas Department of State Health Services (DSHS) Health Promotion and Chronic Disease Prevention Section and Texas CORD (Childhood Obesity Research Demonstration).
Your Health Matters: Growing Active, Healthy Communities

Trainers Notes

The Your Health Matters: Growing Active, Healthy Communities training for Community Health Workers and community members was developed by The University of Texas Health Science Center at Houston, School of Public Health, Brownsville Regional Campus with funding from the Texas Department of State Health Services and Texas CORD (Childhood Obesity Research Demonstration).

Attendees will leave this training with an understanding of the growing obesity epidemic and why regular physical activity and health eating are important for a healthy lifestyle. It educates them on evidence-based policy improvements, systems and environmental changes to promote physical activity and healthy eating. Participants gain knowledge and skills to identify and analyze policy, systems and environmental barriers in their community that contribute to an unhealthy lifestyle and to identify evidence-based strategies to address them. Participants also practice skills to engage community partners, prioritize approaches and develop an action plan to support activities that create opportunities for physical activity and healthy eating in their communities. The curriculum uses videos and multiple activities to help participants learn. This training complements Your Health Matters: Nutritious Eating and Your Health Matters: Fitness for Life.

The Your Health Matters: Growing Active, Healthy Communities has been certified by the Texas Department of State Health Services for 9.0 continuing education units (CEUs) for Community Health Workers (CHWs) and 12.0 CEUs for Community Health Worker Instructors (CHWI), if they complete the additional take-home assignment.

Materials needed:
- Self-stick Wall Note Pads
- Sticky Notes
- Markers, pens
- Unhealthy, Texas Roles (cut and laminated)
- Sign in sheet and name tents
- Agendas that are marked with a unique ID number that participants will put on both pre and post tests and other evaluation forms, example # 0413-09 (#MMDD-ID) for April 13th and this was the 9th person in the training
- Pre-tests and Post-tests on two different colors of papers
- Evaluations on a third color paper
- Your Health Matters: Growing Active, Healthy Communities PowerPoint presentations
- Your Health Matters: Growing Active, Healthy Communities PowerPoint videos
- Computer
- External speakers
- Projector
- Internet connection (may need to bring a mobile hotspot device)
- Extension cord
- Paper clips, binder clips
Objectives by section:
1. The Issue
   a) Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
   b) Communicate current physical activity and healthy eating recommendations.
2. Communities Can Change
   c) Discuss why it is important to listen to members of your local community.
   d) Determine what defines a community i.e. culture, language, geography.
   e) Define policy improvements, systems and environmental change as it relates to physical activity and healthy eating.
3. Consider What Works
   f) Identify evidenced-based strategies to support increased physical activity and healthy eating in your community.
4. Partners
   g) Identify potential community partners to work with to create a healthy community.
   h) Practice techniques to increase confidence in and ability to engage community partners and grow healthy communities.
5. Community Assessments
   i) Identify ways to determine gaps and assets which influence physical activity and healthy eating in your community.
6. Prioritize Strategies
   j) Prioritize evidenced-based strategies to support increased physical activity and healthy eating in your community.
7. Take Action
   k) Describe the roles of decision makers to influence public policy and create healthy communities.
   l) Communicate effectively with your community leaders and decision makers.
   m) Identify appropriate techniques to evaluate physical activity and healthy eating initiatives.
8. Conclusion
   n) Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote physical activity and healthy eating and identify two policy improvements, systems or environmental changes that should be introduced to further enhance physical activity and healthy eating in your community. (CHWIs only)
   o) Talk to a community leader or decision maker about the needed policy improvements, systems or environmental changes to improve physical activity and healthy eating in your community. (CHWIs only)

Both CHWs and CWHIs may attend the same training, as the materials and content are relevant for both groups. CHWIs may receive an additional 3.0 CEUs by completing the additional take-home assignment, in which they will address objectives (n) and (o). For this assignment they will write about their experiences identifying and taking part in policy improvements, systems or environmental changes, as well as their experience talking with a community leader or decision maker.
Symbols within the training:

<table>
<thead>
<tr>
<th>Image on slide:</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image on slide:" /></td>
<td>There is a worksheet associated with this slide. All worksheets can be found in the resource section of the binders.</td>
</tr>
<tr>
<td><img src="image2.png" alt="My Plan" /></td>
<td>This is an activity introduced in “Communities Can Change” and completed in the “Conclusion” that allows participants to use everything they learned throughout the day to address an issue in their own community.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Welcome to Unhealthy, Texas USA" /></td>
<td>This references an activity based on a fictitious city called Unhealthy, Texas. You will return to this activity throughout the day.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Activity Breaks" /></td>
<td>These are 10-minute activity breaks to give participants a break from sitting and show them examples of ways to incorporate physical activity into their communities.</td>
</tr>
</tbody>
</table>

**Trainer script:**
The curriculum has a built-in script for the trainers, you will find this in the notes section of each PowerPoint. The script also contains the instructions for the various activities or games. Parts of the script written in italics are sub-notes just for the instructor. The regular typed script can be read to the participants.

**Activity Breaks:**
There are a total of 3-10 minute activity breaks, one is a walk outside, and the other two can be instructor led or led by a video from the DVD or YouTube links provided. The order of these breaks may be changed, to allow you to do the outdoor walk when the weather is favorable.

**Timing:**
This is a full 9 hour training. A breakdown of the times for each section, activity, and video has been provided in your trainer’s manual. Please stick to the time schedule provided, or you risk not finishing, not completing all the activities, and not covering all of the material. You may find the training easier to cover if you have the option of delivering it in two days. To help you stay on track please limit the examples you give throughout the curriculum to the ones provided in the manual with a few additional if you know of some specifically from the area. Participants will also offer examples from their communities.

**Lunch:**
Considering the topic of this training, please arrange for a healthy lunch and snacks to be part of this training.
### Time Schedule (set for an 8am-5pm training)

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Length of Activity</th>
<th>Length of Section</th>
<th>Time Estimate</th>
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<tbody>
<tr>
<td><strong>The Issue</strong></td>
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<tr>
<td></td>
<td>Pre-Knowledge Questionnaire and Evaluations</td>
<td>20 minutes</td>
<td>1 hour, 35 minutes</td>
<td>8:00-9:35am</td>
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<tr>
<td></td>
<td>Introductions</td>
<td>20 minutes</td>
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<tr>
<td></td>
<td>DSHS Growing Community Video</td>
<td>5 minutes</td>
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<tr>
<td><strong>Communities Can Change</strong></td>
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<td></td>
<td>Communities</td>
<td>5 minutes</td>
<td>1 hour, 40 minutes</td>
<td>9:35-11:05am</td>
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<tr>
<td></td>
<td>5-minute Break</td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>Confidence Ruler</td>
<td>10 minutes</td>
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<td></td>
<td>Defining Problems</td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>Unhealthy, Texas: Barriers to Physical Activity and Healthy Eating</td>
<td>20 minutes</td>
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<tr>
<td></td>
<td>My Plan: Communities Can Change</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>Let’s Move!</td>
<td>10 minutes</td>
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<tr>
<td><strong>Consider What Works</strong></td>
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<tr>
<td></td>
<td>Unhealthy, Texas: What Works</td>
<td>20 minutes</td>
<td>55 minutes</td>
<td>11:05am-12:00pm</td>
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<tr>
<td></td>
<td>My Plan: Consider What Works</td>
<td>10 minutes</td>
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<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td>30 minutes</td>
<td>12:00-12:30pm</td>
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<tr>
<td><strong>Partners</strong></td>
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<tr>
<td></td>
<td>What makes a healthy community? Video</td>
<td>5 minutes</td>
<td>1 hour</td>
<td>12:30-1:30pm</td>
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<tr>
<td></td>
<td>Unhealthy, Texas: Partners</td>
<td>15 minutes</td>
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<td></td>
<td>Let’s Move!</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>My Plan: Partners</td>
<td>10 minutes</td>
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<tr>
<td>Community Assessments</td>
<td>1 hour, 15 minutes</td>
<td>1:30-2:45pm</td>
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<tr>
<td>Mapping My Community</td>
<td>15 minutes</td>
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<tr>
<td>Let’s Move!</td>
<td>10 minutes</td>
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<tr>
<td>My Plan: Community Assessment</td>
<td>10 minutes</td>
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<table>
<thead>
<tr>
<th>Prioritize Strategies</th>
<th>35 minutes</th>
<th>2:45-3:20pm</th>
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<tbody>
<tr>
<td>Unhealthy, Texas: Establish Priorities</td>
<td>10 minutes</td>
<td></td>
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<tr>
<td>Unhealthy, Texas: Take Action</td>
<td>10 minutes</td>
<td></td>
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<tr>
<td>My Plan: Prioritize Strategies</td>
<td>10 minutes</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Take Action</th>
<th>55 minutes</th>
<th>3:20-4:15pm</th>
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<tbody>
<tr>
<td>Neighbors Unite to Promote a Healthier Community Video</td>
<td>10 minutes</td>
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<tr>
<td>Who do you need to talk to?</td>
<td>5 minutes</td>
<td></td>
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<tr>
<td>What do you need to say?</td>
<td>10 minutes</td>
<td></td>
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<tr>
<td>My Plan: Take Action</td>
<td>10 minutes</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>45 minutes</th>
<th>4:15-5:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY Action PLAN</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>What will you do…</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>Confidence Ruler</td>
<td>10 minutes</td>
<td></td>
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<tr>
<td>Post-Knowledge Questionnaire and Evaluations</td>
<td>20 minutes</td>
<td></td>
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</tbody>
</table>
Your Health Matters: Growing Active, Healthy Communities
Knowledge Questionnaire

1. The Centers for Disease Control states that ___ out of 7 individuals do not eat enough fruits and vegetables to achieve health benefits.
   a. 3
   b. 4
   c. 5
   d. 6
   e. I don’t know

2. House cleaning is an example of which level of activity?
   a. Light
   b. Moderate
   c. Vigorous
   d. House cleaning does not count as being active
   e. I don’t know

3. A community is solely defined by geographic or political boundaries.
   a. True
   b. False
   c. I don’t know

4. Starting a farmers market or community garden to improve access to fruits and vegetables is an example of ____.
   a. Policy improvement
   b. Environmental change
   c. Systems change
   d. Nature change
   e. I don’t know

5. “Evidence-based strategies” are recommended because ____.
   a. They are shown to work in scientific studies
   b. They are trendy
   c. They are less expensive
   d. All of the above
   e. I don’t know

6. Which of the following assessment tools best allows community members to take an active role in determining the safety of a route in their neighborhood?
   a. Observations
   b. Discussion groups
   c. Walkability survey
   d. PhotoVoice
   e. I don’t know

7. An effective coalition is made up of representatives who share the same background and perspectives.
   a. True
   b. False
   c. I don’t know
8. Which of the following are important partners to consider having in a coalition?
   a. Business and faith communities
   b. Clinics and health care centers
   c. Schools and community members
   d. All of the above
   e. I don’t know

9. Which of the following is NOT part of the steps to talk with community leaders and decision makers?
   a. Hook
   b. Line
   c. Sinker
   d. Catch
   e. I don’t know

10. For policy improvements, systems and environmental changes, I should prioritize changes that are _____.
    a. Important and doable
    b. Inexpensive and easy
    c. Important and easy
    d. Doable and inexpensive
    e. I don’t know

11. Which of the following statements is true?
    a. Evaluation is something to do once when conducting an intervention
    b. Evaluation does not require additional resources.
    c. Evaluation is not important because I have asked my community and they have told me what works.
    d. None of the above
    e. I don’t know

12. Which of these is NOT an example of policy improvements, systems or environmental change?
    a. Increasing safety with better crosswalks, traffic speed reduction measures, and street lighting along routes to grocery stores
    b. Agreements between schools and the community that let the community use school grounds after school hours
    c. A health fair focused on healthy eating and physical activity
    d. Labeling menus with nutrition information to encourage healthy eating
    e. I don’t know

13. Which of the follow places will you NOT find evidence-based strategies and examples to support increased physical activity and healthy eating in your community?
    a. The Community Guide
    b. Planhealthytexas.com
    c. Evidence for Community Planning
    d. All of the above
    e. I don’t know
Script: Welcome to the Your Health Matters: Growing Active, Healthy Communities training.
Acknowledgements

This curriculum was created by The University of Texas School of Public Health, Brownsville Regional Campus with partial funding from the Texas Department of State Health Services (DSHS) Health Promotion and Chronic Disease Prevention Section and Texas CORD (Childhood Obesity Research Demonstration).
Why is this training different?

• Attention on policy improvements, systems and environmental change to promote physical activity and healthy eating.
• Beyond an individual focus.
• Working with partners to create system changes.

Script: So why is this training different?
• We focus on the roles that policy improvements, systems and environmental change play in increasing physical activity and healthy eating.
• We do not only focus on the individual.
• Learning about what physical activity and healthy eating are and how to do it is only one part of the answer. But many people have lots of knowledge about physical activity and healthy eating and still do not do it, they do not meet the guidelines for physical activity or healthy eating. This training is different because it will build capacity for empowering the community to create long lasting, system wide changes to physical activity and healthy eating, and create easier choices for the whole community.
Script: Today, as we learn about Growing Active, Healthy Communities we will be learning about each of these sections. We will start with The Issue, followed by learning about how our Communities Can Change, next we will Consider What Works, followed by learning which Partners should be involved, then we will learn how to do Community Assessments in our own communities, learning how to Prioritize Strategies to improve policy and change systems and environment in your communities, and lastly before wrapping up with the Conclusion we will learn how to Take Action to improve policies and change systems and the environment in which we live.

Note the changes in color, the materials in each section will have the same color to help you navigate the sections and materials.
# Special Features in this Training

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
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<tbody>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>Worksheet associated with this slide.</td>
</tr>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>A continuing activity focusing on different aspects from different sections.</td>
</tr>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>Fictitious city used in activity.</td>
</tr>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>10-minute activity breaks to keep us moving throughout the day.</td>
</tr>
</tbody>
</table>
Curriculum Materials

- **Binders**
  - PowerPoint slides
  - Evaluations
  - Pre/post tests
  - Activity sheets
  - Assessment tools
- **CD**
  - PowerPoints
  - Activity sheets
  - Assessment tools
  - Videos
Script: Before we get started, please take out the pre-test that is located in the front of your binder. Don’t forget to write your number on the test, this way we can compare your answers to your post-test.

Administer Knowledge Questionnaire located in the front of the participant binders for pre-training assessment.

Tell participants to not write their names on the pre-test. Instead, give each participant a unique number. Either go around the room assigning numbers (1, 2, 3, 4…) or put the numbers on the agendas in advance. Remind them they will use this same number on the post-test so the scores can be compared.
Introductions

• What is your name?
• Head, Hands, and Heart
  – What knowledge do you have? (Head)
  – What skills do you have? (Hands)
  – What passions do you have? (Heart)

Example: My name is _____, and as a community member I have knowledge of _____, I am skilled at _____, and one of my passions is _____.

Use this slide to introduce the facilitators as well as allow everyone a chance to introduce themselves (write the things they hope to gain from the training on a large piece of paper and post in room).

We all have knowledge, skills, and passions that make us who we are. Introduce yourself, share your name and your head, hands, and heart.

Make a list of all of the knowledge, skills, and passions the group has.
The Issue: Learning Objectives

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
- Communicate current physical activity and healthy eating recommendations.

Script:
Now we are ready to get started with the Introduction. In this section we will learn to do these two things, before we do find a partner sitting next to you and each take 1 minute to:

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States; and
- Communicate current physical activity and healthy eating recommendations.

Set a timer for 60 seconds, announce it is time to switch when the timer goes off, set the timer for 60 seconds more.
Script:
Healthy eating starts with learning new ways to eat. Add more fresh fruits, vegetables, and whole grains and cut back on foods that have a lot of fat, salt, and sugar.

Start by taking these steps toward healthy eating:
• Decrease consumption of sugar-sweetened beverages.
• Increase consumption of fruits, vegetables, and whole grains.
• Reduce the consumption of high calorie foods.
• Increase water consumption.
• Manage portion sizes.
• Substitute healthy snacks for unhealthy snacks.
Did you know that 6 out of 7 Americans do not eat the recommended amounts of fruits and vegetables? The 2009 State Indicator Report on Fruits and Vegetables found that 86% of adults do not eat the recommended guidelines of 2+ fruits and 3+ vegetables per day.

This same report found that 90.5% of adolescents do not meet current guidelines for fruit and vegetable consumption.
The American Health Association recommends that women consume no more than 6 teaspoons and men no more than 9 teaspoons of added sugar per day. Even one 20 oz. soda contains far more than that.

- **6 teaspoons added sugars for women per day**
- **9 teaspoons added sugars for men per day**
- **15 teaspoons of sugars in a 20 oz. soda**
- **23 teaspoons** Actual added sugars consumed by average American per day
- **385 Calories consumed daily from added sugars by the average American**

Center for Science in the Public Interest [www.cspinet.org](http://www.cspinet.org)
This slide has animation.

**Script:**
We know that being healthy is not just about eating healthy, the other side of being healthy is being active. This concept is known as energy balance which is the balance of calories consumed through eating and drinking compared to calories burned through physical activity. What you eat and drink is ENERGY IN. What you burn through physical activity is ENERGY OUT.

--Maintaining your weight in a healthy range requires a balance between the calories you take in through food and drink and the calories you burn through physical activity.
--To lose weight: Consume fewer calories than you burn each day. Either cut back on the calories you consume, exercise more, or do both.
--To gain weight: Tip the balance the other way. Take in more calories than your body uses. However, your body still needs physical activity to remain healthy, so keep moving.
So what is physical activity? Physical activity is any body movement. Generally, when it takes more energy to do an activity and when more time has passed, you will receive more benefits. Vigorous activities work your heart and lungs more and tend to burn more calories. Moderate levels of activity are also excellent for your health. When you exercise for 30 minutes or more for the majority of the days in a week, at a moderate or vigorous level of intensity you can reduce the risk of cardiac illnesses.

Ask participants: What physical activity do you do?
Thirty minutes of daily exercise, every day, is the goal. We may need to build up to that, for instance, do ten minutes of exercise three times a day instead of trying 30 minutes all at once. Think “Be Active”—take the stairs instead of the elevator.

Ask participants: What are some other types of light exercise? Moderate exercise? Vigorous exercise?
Everyone needs physical activity

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**Children and adolescents**
- 1 hour or more of physical activity daily
- Children do not get enough in school

**Adults (18-64 years old)**
- At least 150 minutes a week at a moderate intensity—or—at least 75 minutes a week at a vigorous intensity—or—a combination

**Older Adults (65 years old and above)**
- Same main recommendations as adults 18-64
- Enhances balance and prevents falls

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**Script:** So how much physical activity do we all need?

Children and adolescents age range is generally considered to be aged 5-17 years. Typically children are active, their hearts are beating faster and they are perspiring, when they play; this will produce health benefits. It is important to encourage young people to participate in physical activity that is appropriate to their age, that makes them happy, and gets them moving, while offering a variety of benefits.

All adults should be active. Adults should exercise for at least 150 minutes each week at a moderate intensity or for at least 75 minutes at a vigorous intensity.

The same recommendations for adults also apply to older adults. Older adults should also do activity to enhance their balance three or more days per week, this will help prevent them from falling. Yoga and stretching helps to enhance balance. Older adults should determine their level for physical activity in relation to their physical condition. They should ask their doctor if they are not sure.
Did you know that 4 out of 5 Americans are not physically active enough to achieve health benefits? The 2008 National Health Interview Survey found that 36.2% of adults report no leisure-time physical activity and 81.8% do not meet current federal guidelines for physical activity and muscle strengthening.

Results from the 2009 Youth Risk Behavior Surveillance System found that 81.6% of adolescents do not meet current guidelines for aerobic physical activity.
Script:
- Obesity costs the government billions of dollars every year.
- Obesity, can cost you and your family money each year as well in:
  - loss of productivity at work,
  - more doctors visits and medications
    - Diabetes, heart conditions, etc.

New research shows that childhood obesity will cost $19,000 per person more over a lifetime that normal weight children. The increased cost of obesity occurring in adulthood is $12,900 per person.
The following maps represent changes in the rate of obesity in the US between 1985 and 2010. Obesity is one of the many consequences of not being physically active. I don’t want you to memorize any specific numbers and changes, but rather to get a broad sense of what is happening in our country. These maps are based on the Behavioral Risk Factor Surveillance System (BRFSS).

When this surveillance first started only three categories were needed. The states where 10 – 14% of the population were classified as obese are shaded in the darker blue color. The white states are states who did not collect data this year.

Obesity is defined as having a body mass index (BMI) of 30 or higher. These maps do not include individuals who are overweight, only those who are obese.
Script:
More states begin collecting the surveillance data. Most states are classified as having less than 10% of their population meeting criteria for obesity or no data yet.
Script:
This is the first year Texas collects surveillance data and has 10 – 14% of the population meeting the criteria for obesity already.
Obesity Trends Among U.S. Adults
BRFSS, 1988

Just view briefly and move on.
Just view briefly and move on.
Script:
The majority of states are now classified as having 10-14% of their population meeting obesity criteria, very few states have obesity rates below 10%
Script:
This is the first year a new category has to be added for states with 15 – 19% of their population meeting the obesity criteria.
Obesity Trends Among U.S. Adults

BRFSS, 1992

Just view briefly and move on.
Obesity Trends Among U.S. Adults  

BRFSS, 1993

Just view briefly and move on.
Script:
All states are now collecting the surveillance data. No state has less than 10% of their population meeting the obesity criteria.
Obesity Trends Among U.S. Adults
BRFSS, 1995

Just view briefly and move on.
Now the majority of states have 15-19% of their population meeting the obesity criteria. We have now seen 10 years of maps.
Script:
A new category has to be added this year for those states that have 20 – 24% of their population meeting the obesity criteria.
Obesity Trends Among U.S. Adults

BRFSS, 1998

Just view briefly and move on.
Script:
Texas now joins the growing trend of states with 20 – 24% of its population meeting the obesity criteria.
Just view briefly and move on.
Another new category is added this year for states that have 25-30% of their population who meet the obesity criteria.
Script:
There are now no states with any light blue categorization. All states have at least 15% of the population meeting obesity criteria.
Obesity Trends Among U.S. Adults
BRFSS, 2003

Just view briefly and move on.
Script:
Texas now joins the states with 25-30% of population meeting obesity criteria.
Another new category is added for states that have 30 – 34% of the population who meet the obesity criteria.
Just view briefly and move on.
Colorado is still the only state in blue who has not crossed the 20% obesity mark.
Your Health Matters: Growing Active, Healthy Communities

The Issue

Obesity Trends Among U.S. Adults
BRFSS, 2008

Just view briefly and move on.
Obesity Trends Among U.S. Adults
BRFSS, 2009

Just view briefly and move on.
Several interesting things are noted this year.

1. Texas has been classified as having 30 – 34% of its population meeting the obesity criteria.
2. No state is classified in dark or light blue. At least 20% of the population in every state meets the obesity criteria.
3. All indications show that people living in our country will continue to become more obese and suffer the many health consequences associated with obesity. In fact, it is now predicted that our children will have a shorter expected life span that their parents due to obesity and its health consequences.
Script:
Now that we have talked about physical activity, healthy eating, and obesity of individual people, let’s think about the whole community. What limits healthy living in a community?

*Ask participants to respond. Brainstorm as a group.*
Script:
Our environment is not always set up to support activity with the time we spend driving, with our kids riding the bus instead of walking to school, with sidewalks that lead nowhere, with no nearby playgrounds or many that go unused.

Sometimes if there are areas to walk or play, they may not be safe or operational.
**Script**: Our environment is not set up to support healthy eating with all the access to high calorie foods, these foods are often the best advertised in our schools and work places. Fast food places line the streets of many neighborhoods and fresh food places are hard to find. And in some areas there is no affordable or nutritious food, creating areas called “food deserts.”
Script:
• Although many schools have strict guidelines on what their cafeterias can serve, they do not have guidelines on their fundraising often having students sell cookie dough, candy bars, and pizza.
• There are a variety of healthy options such as water bottles, wrapping paper, fruit, discount cards, etc.
• Unfortunately, very few states require daily physical education in grades K through 12. Many children are not getting the recommended 60 minutes of daily physical activity, a portion of which should be provided at school.
• There is less time being spent in Physical Education (P.E.) classes and less time being active at recess.

• As of 2012, the state of Texas does not mandate physical education in elementary, middle/junior high or high school. Local school districts establish minimum requirements. Texas does not require elementary schools to provide daily recess, but does require a minimum weekly amount of 101-150 minutes of physical activity time for elementary school students. The state also requires a minimum weekly amount of 101-150 minutes of physical activity time for middle school/junior high school, but does not have a minimum weekly requirement for high school students. Classroom physical activity breaks are not required. While some requirements have been gaining, others have been chopped.
If being healthy is so important, why are people not doing it?

Not important to community leaders

Not safe

Not enough time

Our community isn’t designed for it

No motivation

No parks or sidewalks

LACK OF FRESH FRUITS AND VEGETABLES

CANN’T AFFORD A GYM AND HEALTHY FOOD IS TOO EXPENSIVE

Fear of injury

It’s not convenient

No support

Script:
Given the health benefits of regular physical activity and eating healthy, we have to ask ourselves why are we not doing it. Can you think of other ideas?
This is a video created by the Department of State Health Services and talks about the issue of physical activity and healthy eating in communities throughout Texas.

*Show this video.*
A Strong Leader is able to:

- Direct
- Encourage
- Engage
- Guide
- Shape
- Focus
- Connect

**Script**: A strong leader is able to:

- Provide direction and structure for participants.
- Encourage participation from a diverse group of community participants.
- Engage members during group meetings and events.
- Guide effective communication.
- Shape and encourage new leaders.
- Focus on small and large tasks.
- Connect to members of coalition and community.
Lead or Partner?

- Select your role.
- Who do you need to compliment your strengths and weakness?

**Script:** Not everyone feels comfortable taking the lead, but who is willing to team up with someone to accomplish this? Both leaders and team members are important in a coalition to create a change.
Switch to

*Communities Can Change*

PowerPoint
Script: In this section, we will be learning how our Communities Can Change.
Communities Can Change: Learning Objectives

- Discuss why it is important to listen to members of your local community.
- Determine what defines a community i.e. culture, language, geography.
- Define policy improvement, systems and environmental change as it relates to physical activity and healthy eating.

Script:

In this section we will learn to:

Discuss why it is important to listen to members of your local community.

Determine what defines a community i.e. culture, language, geography.

Define policy improvement, systems and environmental change as it relates to physical activity and healthy eating.
Healthy Communities

• A healthy community means more than just the absence of disease.

\textbf{Script:} A healthy community is one that embraces the belief that health is more than merely an absence of disease; a healthy community includes those elements that enable people to maintain a high quality of life and productivity. A healthy community still has people living with diseases and disabilities but they are still active.
Healthy Communities

- A healthy community has sidewalks, schools, and playgrounds.

**Script:** A healthy community has roads, schools, playgrounds, and other services to meet the needs of the people in that community. These items are often referred to as “infrastructure.”
Healthy Communities

• A health community has access to fresh fruits and vegetables.
Healthy Communities

• A healthy community is safe.

Script: A health community is safe for adults and children. This may include street lights, walking paths, and clearly marked bike paths.
Each Community is Unique

- Culture
- Language
- Local flavor
- Community spirit
- Collaborative leadership style

What makes your community unique and healthy?

**Script:** Each of our communities are unique. They vary in cultures and languages, have local flavors and spirit, and have different ways the leadership works together. One person cannot speak for the entire community, we need to look throughout the community and listen to many people.
We have been talking generally about community now. Here is a definition from Merriam-Webster on community:

- a unified body of individuals
- the people with common interests living in a particular area
- an interacting population of various kinds of individuals in a common location
- a group of people with a common characteristic or interest living together within a larger society
- a group linked by a common policy
- a body of persons having a common history or common social, economic, and political interests
- a body of persons of common and especially professional interests scattered through a larger society
Communities

• What communities do you belong to?

• Why do you belong to these communities?

**Script:** While we are talking about community, take a moment to fill in this form and note what communities you belong to and why.

**Some examples are:**
- church
- work
- organizations
- gyms
- schools
- neighborhoods
5-MINUTE BREAK

Meet one new person and ask them what communities they are a part of.
Script:

• It’s no secret that physical activity and healthy eating play a role in obesity prevention and improves quality of life.

• Policy improvements, systems and environmental changes play a big role in creating a healthier community. Improving access to sidewalks, bike lanes, trails and parks can lead to more physical activity at the community level, which helps all people in the environment. Adding community gardens and farmers markets increases the access to healthy foods in a community. These changes to the environment to make neighborhoods more walkable and bike friendly are key obesity interventions. Sometimes these changes are referred to as the built environment.
**WHAT ARE POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES?**

**Script:** We are now going to talk about what policy improvements, systems and environmental changes are so that we can become more familiar with these terms.

We are going to give you examples that promote physical activity and healthy food choices, even though this is not our main topic, just so you can see a variety of examples.

*Go through these next few slides quickly. Do not spend much time explaining the examples any further, we will come back to these in later sections.*
Policy Improvements

Definition:
Implementation of laws, regulations, and rules (both formal and informal) that reflect a point of view. These policies can be altered to support healthy lifestyles.

Read slide and ask if there are questions

Ask students to identify a few policy changes they have seen before continuing with examples.
Policy Improvement Example

- Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)

Read slide and ask if there are questions
Environmental Changes

Definition:
Modifications to the economic, social, or physical environments. The environment can be altered to support healthy lifestyles.

Read slide and ask if there are questions

Ask students to identify a few environmental changes they have seen before continuing with examples.
Environmental Change Example

- Posting mile markers on trails and other areas for physical activity

Read slide and ask if there are questions
System Changes

Definition

- Changes to the formal and informal components of a system to alter the way it provides a service or product.
- Types of systems:
  - Schools, transportation, parks and recreation

Read slide and ask if there are questions

Ask students to identify a few policy changes they have seen before continuing with examples.
System Change Example

- Worksite Wellness programs that encourage employees to be active, by providing rewards for employee physical activity, such as paid time for non-work-related exercise, onsite fitness areas at work, and reduced fees for health club memberships.

[Images of people exercising and walking]

http://planhealthytexas.org

Read slide and ask if there are questions
Invite all participants to the front of the room, read the question and ask them to stand along the ruler by the number they think they are. You will be forming a human ruler.

Script:

On this scale, with zero being not at all confident to help your community make changes to be healthier, and 10 being very confident to help your community make changes to be healthier, which point best reflects how confident you are that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

After participants have all decided which number they are, ask for a few volunteers who are on different parts of the ruler to share their number.

Why did you chose a # (the number they chose) and not a # (lower number than given)? *Example: If the person chose a 5: Why did you chose a 5 and not a 3?*

What would it take for you to become a # (higher number than given)? *Example: If the person chose a 5: What would it take for you to become a 7?* After a few volunteers have shared, ask participants to sit back in their seats.
Pedestrian Fatalities

Can you think of a child or adult in your community that was injured or killed by an automobile while being physically active?

“Few pedestrians have ever injured a motorist in an accident. We need streets and spaces to be safe for all.”

Script: If we haven't convinced you yet that policy improvements, systems and environmental changes are important please consider this question.

The strength of community health workers is sharing these kind of stories.

This slide gets at the emotional component of the issue.
These deaths could NOT have been prevented by:

- Health screenings
- Health education
- Doctor’s visits
- Counseling

**Script:** Community health workers are often focused on educating and working with people on an individual level. But these deaths could not have been prevented by health screenings, health education, doctor’s visits, or counseling.
These deaths COULD have been prevented by:

• Policies that support physical activity.
• Environmental changes that support physical activity.

Script:

• Many pedestrian deaths occur as youth and adults are walking or cycling in communities that don’t have the infrastructure and policies to support it, such as protected bike lanes, more crosswalks, better lighting, speed limits, etc.

• We often think the only way to improve health is through education or access to healthcare.
Script: Here are some examples of how we can look at an issue from different perspectives. First we see the problem at an individual level. Next we define the problem at a policy, systems, and environmental level.

<table>
<thead>
<tr>
<th><strong>Individual Level</strong></th>
<th><strong>Policy, Systems, and Environmental Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I live so far away from the big grocery stores, and the convenience store close to my house doesn’t have fresh fruits or vegetables.</td>
<td>• There are no policies or programs in place to get fresh fruits and vegetables to all areas of the city, there is a church in my area who is interested in hosting a farmers market in their parking lot.</td>
</tr>
<tr>
<td>• I’m afraid I’ll get hit by a car because there are no sidewalks.</td>
<td>• City planners and other stakeholders need to create ordinances requiring sidewalks on new streets as well as adding sidewalks to the old streets.</td>
</tr>
<tr>
<td>• There is no place close to my house for my family to be active.</td>
<td>• The school systems have policies that lock up the playgrounds after school hours.</td>
</tr>
</tbody>
</table>
Script: Now let’s think of some examples from our own community. Can you identify a problem from both perspectives?
**Script:** Now we are ready for an activity. We are all going to pretend to be citizens of a fictitious city called Unhealthy, Texas. Each of you has received a small piece of paper with a community role written on it. Please introduce yourself as a member of the Unhealthy, Texas community and state the role you have been given, the description on the back of the card is for you to read to yourself.

*The trainer will role play a facilitator at a community meeting.*
Read this to participants and refer to the map to help them with a visual of the city.

Script:

• Unhealthy, Texas is a medium-sized city which is split into different areas, the north end and the south end.

• The resources available are different in each end. The majority of parks, sidewalks, and recreational facilities are in the north end of the city. There are some nice trails in this area, but they don’t connect to other areas of town. The north side also has access to a community garden and a fully stocked grocery store with fresh fruits and vegetables.

• The south end has the reputation of being more dangerous. There are abandoned houses and vacant lots. This area has few parks and playgrounds. There is a busy highway that cuts through the south end with lots of truck traffic. There are railroad tracks that run through the south side, but train use is scheduled to shut down in the next year. The only access to food is at the convenience store and at a variety of fast food locations.

• There are schools with playground areas in the north and south ends, but the gates are locked after school hours and the residents are not allowed to use the areas.

• The bus system throughout the city is reliable but doesn’t reach the large manufacturing plant where many on the south side work.
Script: With this community in mind, let’s discuss these questions as a whole group.
For this part of the activity, you will need to use the Unhealthy, Texas Activity Sheets. If you are in a room where there is a pull down projection screen you could shine this image onto the wall behind the projector and do the activity there or just create it on another wall in the training room. This activity will be continued throughout the training, so it is important to have it set up in an area that won’t be disturbed.

**Script:** We will be using this activity throughout the day and referring back to our fictitious city, Unhealthy, Texas. For the purpose of this activity, this half of the room is from the north side and this other half is from the south side. *Divide the room into two groups.* Right now we are going to break into small groups. In your small groups please discuss some barriers to physical activity and healthy eating that the community members of Unhealthy, Texas face in your part of town. Please write these barriers on the cards or sticky notes that will be given to you. When you are ready bring them up to the board and stick them underneath the header of “Barriers to Physical Activity and Healthy Eating” under the appropriate North or South side header.

After the groups have finished, sort the cards into related groupings and place them in groups on the board.

Create concise but complete header cards for each final group. The header should capture the essential link for all of the cards below it.

**Debrief the exercise:** What are the headers telling us? What is suggested? Discuss any links that may be seen between headers.
We are now finished with the Communities Can Change section, let's review some of the things we learned:

- A community’s unique cultural features should influence how change happens.
- A community’s environment can be modified.
- Policy, systems, and environmental approaches create long-term change toward healthier communities.

Script: We are now finished with the Communities Can Change section, let's review some of the things we learned:

- A community’s unique cultural features should influence how change happens.
- A community’s environment can be modified.
- Policy, systems, and environmental approaches create long-term change toward healthier communities.
Script: As we start this activity, please get into groups with either those who you came to the training with or others in your community, we will be coming back to these groups throughout the day. Thinking about the section “Communities Can Change,” please think through these questions:

- What are your community’s current resources that promote physical activity and healthy eating?
- What policy improvement, systems or environmental changes can be made in your community to improve physical activity and healthy eating?

Have people work in groups who are from the same smaller communities and have all of the groups report back.
Script: With all this talk about needing to move more… let’s move with a short activity break!

Let’s take 10 minutes to do an Instant Recess. Instant Recesses introduce short activity breaks throughout your day. These can be done at work, at school, at church, in the library, or at sporting or cultural events. Check out http://www.instantrecess.com/ for some free tools to help you get started.
Switch to

*Consider What Works*

PowerPoint
**Script:** In this section, we will be talking about why we should Consider What Works when choosing what to do next and what it could look like in our communities.
In this section we will learn to:

• Identify evidenced-based strategies to support increased physical activity and healthy eating in your community.

Script: Script:
In this section we will learn to:

• Identify evidenced-based strategies to support increased physical activity and healthy eating in your community.
Why look at past examples?

• Evidence-based strategies have been shown to work in scientific studies.

Script:
• Evidence-based strategies have been shown to work in scientific studies.
• Using them means you are using the best approach.
• Why “reinvent the wheel” if there are programs and approaches that are shown to work.
Use evidence-based strategies instead of:

- Trendy
- Cost effective
- Quick fixes
- “We’ve always done it this way”

**Script:** Instead of using trendy, cost effective, or quick fix strategies look for ones that have been shown to work in multiple places and with multiple groups. This way you make the most of your resources and money and engage the community effectively. There may be good programs and strategies that work, but if they have not been evaluated it is harder to know if they are really making a difference.
Script: In the following slides we will be talking about five examples of evidence-based strategies and look at how communities around Texas have made them happen.
The first strategy we will talk about today is expanding opportunities to be physically active at existing locations. The key here is that these are locations that already exist in your community and may be suited for physical activity, but are underutilized either because they are locked up during non-business times or lack programming to invite people to.

We are going to look at three examples of communities around Texas that have used this strategy.

We can improve the physical activity of a community by:

- Increasing access to existing public facilities and spaces year round for physical activity at free or low-cost.
- Increasing programs for physical activity.
- Closing streets for certain times to provide a community space for recreation and fun.
- Providing year-round access to physical activity facilities such as parks, trails, recreation areas, and bike share programs.
Script: Churches, schools, and parks are providing space for their area residents to have the opportunity to exercise in neighborhoods where residents didn't have the opportunity before. The classes came about because community health workers identified a need. Community health workers were telling people to exercise, but the people had no where to go.

- These classes are provided free of charge and are led by CHWs and volunteers.
- CHWs worked with neighborhood churches, schools and community centers to get free space and advertise.
- CHWs attended training to become certified instructors.
- CHWs recruited volunteer instructors from the gyms and the University.
- Hundreds of people attend their daily classes.
- The community response to these classes has demonstrated to the City Parks and Recreation Department that as opportunities for physical activity expand, more people become active.
- Joint Use Agreements are used to share the space; this is a formal agreement between two separate entities, this time between a school and a church, that sets the conditions for shared use of a property or facility.
Example 2: Cedar Brook Elementary School in Spring Branch, Texas

SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.

Video: http://youtu.be/QZsgGWNQaho

Script: SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.

The first step to having your community school participate in the SPARK program is to have the principal send a letter of interest requesting a SPARK Park. Schools in areas most in need of park development are usually the first ones selected to participate. The neighborhood must demonstrate a willingness to help plan and fund the SPARK Park.

*Play the youtube.com video if you have internet access.*
Example 3: San Antonio Sículovía (Open Streets)

Script:
• Open Street days are occurring all over the country as a way to encourage people to go outside and be physically active. These events pull people out of their homes and back onto the streets. They turn downtown streets into a safe, fun place to walk, jog, bicycle, and enjoy the outdoors. Some cities call these Open Street days a Ciclovia, named after the original program that started in Bogota, Columbia over 30 years ago. Bogota shuts down 80 miles of streets every weekend for their Ciclovía.
• San Antonio is one of the cities in Texas to adapt this project and call it a Sículovía.
• More than 40,000 people biked, skated, ran, walked or wheeled their way up and down the two-mile stretch of Broadway Street.

Funding:
The City of San Antonio through the San Antonio Metropolitan Health District received the Communities Putting Prevention to Work (CPPW) grant from the American Recovery & Reinvestment Act (ARRA) to address obesity in Bexar County.

To address obesity, CPPW initiatives seek to increase physical activity and improve nutrition in the community by implementing strategic, evidence-based policy improvements, systems and environmental changes. Strategies include creating and implementing social marketing, providing safe, attractive, accessible places for activity, and protecting “vulnerable users.”
What locations exist in your communities that could be used for this strategy?

Continue the discussion
Strategy #2: Create streets that are safe and accessible everyday

Script: Sometimes this is called “complete streets.” Complete streets is the concept of creating streets that are safe for everyone to use, pedestrians (including wheelchairs and strollers), bikers, buses, and cars. One way of doing so is by making the road for one-way traffic, lower the speed limits, put in off-street parking, create bike lanes, and put sidewalks and crosswalks in places people will use them. It is important that these streets are visually pleasing and connect to places people want to go, let’s look at some examples.
Script:
In 1969, 48% of children 5 to 14 years of age usually walked or bicycled to school. In 2009, only 13% of children 5 to 14 walked or bicycled to school.

Funding options:
Use the Safe Routes to School infrastructure grants programs for such improvements.
Most cities do this in phases as they do regular maintenance on streets.

What to do:
• Ask local businesses and organizations in your community to offer bike racks close to their buildings.
• Ask local transit authorities to ensure bike racks are available on buses.
• Form family walking programs within your neighborhood or community.
• Form healthy competitions within your community to track and compete for the most mileage logged through walking, jogging or biking.
• Seek donations, such as bikes and helmets, from local businesses.
Team Better Block along with volunteers and city staff realigned the four lane block of Grand Avenue and converted the roadway to make room for a wide pedestrian walkway, on street parking, and maintained two lanes for vehicle traffic.

The overall effect created a safer street which accommodate pedestrians, and slowed vehicle traffic to turn the area into a destination.

Intersection enhanced to direct pedestrian traffic while giving the area a walkable feel.

This is a temporary project that usually lasts for one day. This allows communities to experience what their neighborhood could look like with the intent to get business owners, city officials, and residents to make improvements.
Script:
Funding: The City of Houston received federal funding for bike and pedestrian projects. They have also collaborated with a variety of local groups to make it happen, such as Texas Department of Transportation’s Houston District, the Metro system, government officials, cyclists, and transportation professionals.

Results:
The City of Houston offers over 300 miles of interconnected bikeway network spanning across 500 square miles. The network includes bike lanes, bike routes, signed-shared lanes and shared-use paths, commonly referred to as ‘hike and bike’ trails, which includes rails to trails, and other urban multi-use paths. In addition to these bicyclist transportation facilities, there are over 80 miles of hike and bike and nature trails found in the City of Houston parks. In addition, Harris County and many municipal utility districts have constructed over 160 miles of bikeways within the City limits.

The top photo here is of an unprotected path, there are marked areas for the bikers, however, nothing is preventing the car from driving in the bike lane. In the bottom photo, taken in New York City, shows a protected path. The bikers are protected from the moving traffic by a row of parked cars and shrubbery. The pedestrians are even further protected from the bikers and the cars.
Have the participants discuss where the community could benefit and how it would benefit from these changes
Strategy #3: Increase awareness to encourage physical activity in places where people make decisions

Script: This can be one of the easiest and cheapest strategies. This strategy increase awareness of places that are already set up for physical activity, instead of creating it. Place posters encouraging stair usage, signs that mark distance, and maps of walking routes to help people decide to be more physically active. Create awareness of existing parks and all of the activities it has to offer for example swimming, biking, fishing, etc. Let’s look at a community in Texas and how they are using this strategy.
The Learn to Love it Healthy Living Campaign was started by individuals who wanted to encourage physical activity and healthy eating in their community. They took photos of people being active around the community and created a poster with the photo and a quote from the active person.

They collaborated with the City Health Department for printing and asked at the local mall to place the signs wherever available advertisement space existed. When someone pays for the advertisement space the signs will be taken down and moved to another spot that hasn't been paid for yet. The mall is a great place to place signs encouraging individuals to be active.

This mall has also put in tracks and mile markers around the inside of the mall for individuals who are looking for a cool, comfortable place to walk. Other buildings have put mile markers around their parking lot for their employees or community members to walk.
As we’ve been learning today, physical activity is only one part of creating active and healthy communities; we also need to increase healthy eating. We can do this by increasing the number of fruits and vegetables we eat daily; however, this can be difficult if our environment does not naturally offer us these healthy options. We can improve this by increasing the number of farmers markets and community gardens as well as creating policies to open new grocery stores and improve the foods offered at convenience stores. Let’s see how some communities around Texas have done this.
A partnership between NET Health and East Texas Community Food Coalition in Tyler has led to the development of a farmers market. To encourage low-income mothers and their young children to eat more fresh fruits and vegetables, NET Health entered into an agreement with the Texas Department of Agriculture’s Farmers Market Nutrition Program, which supplies Special Supplemental Nutrition Program for Women, Infant, and Children (WIC) participants with vouchers to buy produce at the market. The market is centrally located and within walking distance from the main bus depot and within an identified Food Desert.

During the first four months of implementation, nutrition program volunteers distributed 6,025 vouchers among approximately 1,205 registered families. Participating farmers have been collectively reimbursed for $24,100. Multiple levels of nutrition education and community sustainability have also come to fruition as a result of the Fair Market and nutrition program.

The Fair Market is centrally located and within walking distance from the transfer hub of Tyler’s municipal bus system. The Coalition was able to secure an additional location at the Tyler Public Library and then requested a location at the Smith County downtown square. Both locations are positioned within Tyler’s multiple food deserts, as recognized by the United States Department of Agriculture.

The first request to have a location on the square was denied, due to existing event policies, but after a presentation given by the Coalition to the Commissioner’s Court, the location was given official approval. The market first opened in May 2013 and is called the Fair Market because it was previously located at the Tyler Fairgrounds. The market was established to address one of the East Texas Community Food Coalition and NET Health’s focus areas, which include farmers markets, community gardening, edible spaces, and farm to fork.
The Guadalupe Garden Coalition, formed by the Guadalupe Neighborhood Association, St. Joseph’s Church, and Healthy Lubbock through funding from the Centers for Disease Control and Prevention Community Transformation Grant, facilitated the development of community gardens in the Guadalupe neighborhood in Lubbock, Texas. As a result, residents can enjoy locally-grown fresh fruit and vegetables. The garden was created to provide and promote affordable healthy food options to residents. Guadalupe is a low-income neighborhood and predominantly Hispanic.

The garden contains eight raised beds, is open to the public during set hours, and is available to anyone in the community who applies for a spot. Participants are allowed to take home any produce they harvest and extra food is distributed to the community through St. Joseph’s church.

St. Joseph’s Church donated a gardening space next to the church and the Reverend Andy Garcia blessed the plot during the garden’s opening ceremony held May 25, 2013. A donation from Keep Lubbock Beautiful funded access to city water lines. Keep Lubbock Beautiful is a division of the City of Lubbock, whose mission is to educate and engage citizens to take responsibility for improving their community environment.

The Healthy Lubbock initiative is part of Texas Tech’s Health Sciences Center Garrison Institute on Aging. It seeks to make Lubbock and its surrounding communities a healthier place to live by supporting and encouraging people to improve nutrition, increase physical activity, and exercise regularly to promote wellness. The garden has been well received by community members and is expected to continue long past the life of the Transforming Texas grant that funded its creation.
Read slide. Use information below to further describe the project.

The City of Waco has partnered with the Sustainable Food Center of Austin and the Texas Department of State Health Services to implement a Farm to Work program that provides 1,500 employees access to fresh, locally grown fruits and vegetables while supporting local farmers. According to the 2013 Community Health Needs Assessment, many residents are not consuming the recommended amounts of fruits and vegetables. The goals of the Farm to Work program are to increase the accessibility, availability, and affordability of fresh fruits and vegetables, while introducing the convenience of having produce delivered to the office.

The program breaks the barrier of having to travel to the grocery store and promotes and supports local farmers. Farm to Work also encourages many employees to taste new fruits and vegetables they may not have tried, otherwise. Some employees are finding themselves cooking with fresh produce and eating healthier more often, since the program has been implemented.
Strategy #5: Reduce the consumption of high-calorie foods and sugar-sweetened beverages

Script: It may not be enough to solely increase the access to fresh fruits and vegetables in a community if it is otherwise inundated with high-calorie foods and sugar sweetened beverages. We need to work to reduce these as well. This can be done by working to develop local or city guidelines and policies that increase or improve menu labeling in restaurants and adjust portion sizes sold, or by replacing unhealthy vending machine options with affordable, healthy food and beverage choices.
Read slide. Use information below to further describe the project.

The ¡Por Vida! A Better Choice For Life! healthy menu labeling program has been introduced into communities in Burnet County and many restaurants have expressed interest in the program. The Por Vida program identifies healthy options on menus that fit a nutrition standard. Discussions held in Burnet County have also ignited other communities to realize a need for identifying healthy menu options. Through a Highland Lakes Health Partnership, Transforming Texas Committee member, the ¡Por Vida! program has begun to spread to Fredericksburg in Gillespie County. This very active member of the Transforming Texas Committee is working with local health care providers and dining establishments to make community members aware of the calories in the foods they choose to eat.
Example 2: San Antonio “Tienditas Por Vida”

- The ¡Tiendita Por Vida! program offers area residents an easy and accessible way to purchase healthier food choices and keep the neighborhood from being a ‘food desert,’ an area with no access to fresh or frozen produce within walking distance.
- The ¡Tiendita Por Vida! initiative installed refrigeration and freezer units in two family-owned stores. The stores stock the units with fresh and frozen foods, and feature culturally-relevant marketing and education, including healthy recipes and cooking demonstrations.

Read slide. Use information below to further describe the project.

The Healthy Selections Coalition for Corner Stores is an initiative of the Healthy Kids, Healthy Communities and the Communities Putting Prevention to Work grants through the San Antonio Metropolitan Health District. The Coalition, chaired by Dr. Adelita Cantu of the UT Health Science Center’s School of Nursing, seeks to provide nutritious food items at affordable prices to local corner stores, specifically targeting neighborhoods most in need.

Throughout 2011, this coalition has developed a marketing and outreach strategy, met with local corner store owners and other stakeholders, and launched the ‘Tiendita Por Vida’ Healthy Selections Initiative in 2 corner stores within the Westside of San Antonio. The ultimate goal will be to build upon success in 2011 and add additional corner stores to the project in 2012 and 2013.
The Community Guide summarizes research from programs all over the nation. It tells which strategies work and determines the effectiveness of the programs. It is a resource that gives examples of evidence-based strategies that have been shown to work all over the nation.

The Community Guide is only in English and can be used and shared with decision makers, your coalition, or community leaders to help guide your actions to:

- Identify what laws and policies promote public health and at what cost
- Draft evidence-based policies and legislation
- Justify funding decisions and proposals
- Support policies and legislation that promote the health of their communities and improve policies and legislation that do not
Script: The State of Texas has a website in English and Spanish that has useful examples of programs and evidence-based strategies that have been proven to increase physical activity, healthy eating, and health.

The website can be used to build a plan to work on increasing physical activity, decreasing screen time, increasing consumption of fruits and vegetables, decreasing consumption of sugar sweetened beverages and decreasing consumption of high energy-dense foods in school, worksite, and community settings.

Click on the link within the slide to open in an internet browser. Use the pull-down menus and check marks to complete the form and click “Get Directions” to show the content of the website.
**Script:** Now we’re back to Unhealthy, Texas.

*Use this script below as a reference if participants have questions about the city.*

- **Unhealthy, Texas** is a medium-sized city which is split into different areas, the north end and the south end.
- The resources available are different in each end. The majority of parks, sidewalks, and recreational facilities are in the north end of the city. There are some nice trails in this area, but they don’t connect to other areas of town. The north side also has access to a community garden and a fully stocked grocery store with fresh fruits and vegetables.
- The south end has the reputation of being more dangerous. There are abandoned houses and vacant lots. This area has few parks and playgrounds. There is a busy highway that cuts through the south end with lots of truck traffic. There are railroad tracks that run through the south side, but train use is scheduled to shut down in the next year. The only access to food is at the convenience store and at a variety of fast food locations.
- There are schools with playground areas in the north and south ends, but the gates are locked after school hours and the residents are not allowed to use the areas.
- The bus system throughout the city is reliable but doesn’t reach the large manufacturing plant where many on the south side work.
Script:
Break into small groups. Look at the barriers you came up with within the first part of this activity. Now use the evidence-based strategies we have learned about to address the barriers to physical activity and healthy eating.

In your groups, choose one evidence-based strategy and write it onto a card or self-stick note. Bring them up to the board and stick them on underneath the header “What Works.”

We will then get back into the large group and share the strategy you picked and why.

Post all of the cards and self-stick notes on the board and save for the rest of the activity in the Prioritize Strategies section.
We are now finished with the Consider What Works section, let’s review some of the things we learned:

- Evidence-based strategies should be used.
- PlanHealthyTexas.org is a great resource to help you take steps toward using evidence-based strategies.
- There are many more evidence-based strategies.
- All should be considered with partners in your community.
Script: Thinking about the section “Consider What Works,” please think through these questions:

- Have you seen any of these initiatives in your community?
- Which of these examples do you think will work in your community?

*Have people work in groups who are from the same smaller communities and have all of the groups report back.*
Switch to *Partners* PowerPoint
Script: In this section, we will be talking about how we can partner with others in our community for a common goal.
Partners: Learning Objectives

- Identify potential community partners to work with to create a healthy community.
- Practice techniques to increase confidence in and ability to engage community partners and grow healthy communities.

Script:
In this section we will learn to:
- Identify potential community partners to work with to create a healthy community.
- Practice techniques to increase confidence and ability to engage community partners and grow healthy communities.
• No single person, group, or program can reduce or prevent overweight and obesity alone, but together we can work to reduce the obesity epidemic through policy improvements, systems and environmental changes.
• Individuals and organizations can work together on issues such as obesity prevention, physical activity and nutrition policies and community development by forming collaborations or coalitions.
Script: So what coalitions already exist in your community that are focused on health? Are community members already a part of these?

Let them answer and support if needed.

Some of the coalitions may be:

- Natural groups: groups that are already formed with a common purpose: groups you may already be associated with
- Community Health Worker Associations
- School PTA's/Parental Involvement Groups
- Other health related coalitions
Why would you have a coalition?

• Sets priorities based on multiple perspectives
• Has subcommittees allowing for lots of work to be done
• Decisions are shared by more people
• Decisions made in coalitions can reach broader networks
Diverse Representation

• Coalitions should represent:
  – Different neighborhoods
  – Cultural groups
  – Faith-based organizations
  – A mix of ages
  – All genders
  – All abilities

Script:
• Leadership teams should include representatives from different neighborhoods and/or cultural groups, including faith-based organizations, will be more able to reach more of community.
• Understanding how to reach various neighborhoods and cultural groups is a critical part of improving the health of the whole community.
Choosing your team is much like picking players for a band or orchestra. There are a variety of different roles that must be filled with a diverse team representing multiple sectors and may vary based on the issues. Inviting a diverse group of people to join your coalition will give you partners with a variety of skills and contacts. Let’s look at some of these partners. Each person in the coalition has unique resources and relationships to draw from. We also have to consider what will engage them long-term.
Always Changing

• Coalitions change:
  – Depending on the task at hand.
  – As priorities change.
  – As the project grows.

Script:
- Our team will need to change depending on the task at hand. New coalition members may need to be added as priorities change.
- Much like a music group, changes depend on the music selected. A string quartet will not include a trombone player as his skill set is not needed.
- We want to always be thinking of who may be missing from the coalition and invite them to join.
What Makes a Healthy Community?

http://youtu.be/LeJ-Ub7M2sI

Play video.

**Script:** We can find partners all throughout our communities who can play a role in making our cities healthier. It will take many different individuals with varying backgrounds to change the health of our communities.
Script: Let’s think about who we have as a part of our coalition in Unhealthy, TX. Will the people with the following roles please disperse yourselves throughout the room: School Principal, Restaurant Owner, Parks and Recreation Director, Hospital Administrator, and one community member. Everyone else please count off 1-5. Assign each number to one of the roles standing around the room, ask them to join their group.

We are going to brainstorm in our smaller groups. Think in regard to the partner in your group:

• Why is this partner interested in being a part of this coalition?
• What type of power does this partner have in the community?
• How will this partner benefit from participating in this coalition?

Set a timer for 5 minutes and then ask each group to pick someone who will present their small group’s partner back to the whole group.

There is a resource in the back of your binders called “Partnerships for Coalitions,” participants may find this resource helpful for the activity.
Script: Remember before when we talked about the communities we are a part of. We will start with some key partners and continue coming back to talk about partners to determine who else we should add.
Script: We are now finished with the Partners section, let’s review some of the things we learned:

- Coalitions should consist of a diverse group of individuals who have a variety of skills and backgrounds.
- Who should we include?
  - Community members
  - Businesses and restaurants
  - Faith communities
  - Health care
  - Decision makers
  - Schools
  - City and county governments
  - Grocery stores and food vendors
  - Farmers
Script: With all this talk about needing to move more… let’s move with a short activity break!

Choose from a 10-minute aerobic exercise or another activity of your choice, make sure it lasts for 10 minutes. Zumba may be a good option for this activity.
Script: Thinking about the section “Partners,” please think through this question:

- Who are you going to partner with?

Have people work in groups who are from the same smaller communities and have all of the groups report back.
Switch to

Community Assessments

PowerPoint
Script: In this section, we will be learning about Community Assessments.
Community Assessments: Learning Objectives

- Identify ways to determine gaps and assets which influence physical activity and healthy eating in your community.

Script: In this section we will learn to:

- Identify three ways to determine gaps and assets which influence physical activity in your community.
A community assessment is powerful. It provides evidence for the need to improve a policy, change a system, or enhance the environment. We can use multiple assessments to examine an issue, each assessment tool helps us to look at different aspects. These assessments can be used to engage the community in the change effort. They can help collect data, help generate the meaning and help to share the findings and create an action plan. Assessments can be targeted to look at specific “problem areas.”
Script: Now that we have defined what community is, let’s make sure we look and listen within our communities for answers to questions like this: “Why is there a lack of physical activity and healthy food options in your community?”

We can’t answer this question on our own…even when we think we can. We need to hear others’ perceptions.

There are a variety of simple ways to hear from your community, these include:

- Observations
- PhotoVoice
- Vending Machine Assessment
- Walkability/Bikeability Audits
- Discussion Groups
- Surveys

We will be learning about each of these ways.
Script: Some examples include:

- Selecting various street corners to watch the ease or difficulty with which pedestrians can cross streets or move around in this area.
- Availability of fresh produce in neighborhoods, may just be an assessment of fresh produce in corner stores.

All of the ways we can look and listen to our communities have advantages and disadvantages. You will need to evaluate each way for yourself weighing the pros and cons for your group and community. What are some advantages and disadvantages of using observations?
PhotoVoice

- Combines photography with grassroots social action
- Youth and adults represent their community or point of view by taking photographs and adding text to describe their photographs
- A showcase of the best photos happens where community members can talk and decide to start making positive community change

Script: This is a great way to get youth and adults involved in an active way in their community. PhotoVoice combines teaching participants (youth or adults) how to take good photos and then gives them a camera and a topic. For instance, "take photos of things in your community which prevent physical activity." After the participants have taken the photos, they are printed out or developed and the participants write captions for their favorite photos. The captions should describe why they took that photo and what in the photo impacts their lives. Participants can discuss these photos with community members and often set up a photo gallery.

Community members view and discuss the photos and any solutions for change. This works well for introducing issues to local government officials. It is a tangible way for community members and decision makers to see the issues faced by members of their community.

When taking pictures of people you need to get their permission. This can be done by a media release form. Please review your organization's media release policy and/or use the sample release form in the appendix.
Physical activity in your community is...

"Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn’t locked up by my house.”

Script: This is an example of a PhotoVoice photo. The student was asked to take photos of where they saw physical activity in their community. This student took this photo and wrote that “Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn’t locked up by my house.”
**Script:**  Turn to page _____ For the vending machine assessment tool and directions on how do conduct one.

Capturing the type of food / beverage, size and price can help you determine where changes can be made to make healthier vending options.

Foods are categorized into different levels of
You may have heard the term Foods of Minimal Nutritional Value or FMNV.
The categories of “foods of minimal nutritional value” include: 1) Soda Water 2) Water Ices 3) Chewing Gum and 4) Certain Candies – (i) Hard Candy, (ii) Jellies and Gums, (iii) Marshmallow Candies, (iv) Fondant, (v) Licorice, (vi) Spun Candy, and (vii) Candy Coated Popcorn. Foods in these categories are foods of minimal nutritional value unless the specific food item has been exempted from the category by the FNS national office. For more information, go to the USDA website.

If you want to find the nutrition information (calories, fat, sodium, etc) of the individual foods, google search is an easy way to it.
Walkability/Bikeability Assessment

- Designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful.

Script: We can also use Walkability/Bikeability Assessments to learn about our communities. These assessments are designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful. These assessments put the focus on the environment and help us to develop coalitions around specific areas that people want to be walkable or bikeable.

We are going to conduct a walking assessment during our next activity break to help you to learn more about this tool.
Here are two examples of assessments. We will use the walkability checklist at the end of this section as we walked around the area here. These assessments put the focus on the environment and help us to develop coalitions around specific areas that people want to be walkable or bikeable. We are going to conduct a walking assessment during our next activity break to help you to learn more about this tool.

These are in the resource section of your binders.
Discussion Groups

• These small groups of 8-10 people gather information and opinions of the participants and are guided by a trained facilitator.

**Script:** Discussion groups involve gathering information and opinions from a small group of people (8-10 per group). They often provide insights that might not come out in interviews. Discussion groups are called focus groups.
Surveys provide a great way to potentially get some basic information from your community. They can be sent out in the mail, asked over the phone, or in person. A web-based survey tool that is easy to use is SurveyMonkey.
Tools for Web-based Surveys

- Google Forms ([www.google.com/drive/apps.html](http://www.google.com/drive/apps.html)) or SurveyMonkey ([www.SurveyMonkey.com](http://www.SurveyMonkey.com)) allow you to create your own surveys for free and email the link to participants or post them on a webpage or social media site.

**Script:** Google Forms is free to anyone with a Google account, which you can easily set up. You can easily set up a survey with a variety of templates to send through email or post on a social media site. SurveyMonkey is a free and easy to use too for creating and sending web-based surveys is www.surveymonkey.com. You can create 10 question surveys and receive responses from 100 people with a free account.
This image shows the percentage of people in each county who are physically inactive. The CDC defines a person as physically inactive if during the past month, other than a regular job, he or she did not participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise. Let's find our county on this map, which percentage category is it in? What is the percentage in some of the surrounding counties? Is your county more active or less active than other surrounding counties?

We can use this map to compare our county to other surrounding counties and state data on physical inactivity.

You can also use the maps from earlier, in the section “The Issue,” to compare your state with other states.

You can talk with your local health department or universities to help you to gather this type data if you are uncomfortable finding it on your own.
Community Mapping

- Is used to reveal people’s different perspectives about a community and see the resources available in a community.

**Script:** Community mapping is an activity that is used to reveal people’s different perspectives about a community and see the resources available in a community. This activity can be done to “collect data” from your home communities. It requires few resources and little time and can be adapted for participants of virtually any age or educational background.

In this activity, individuals or groups of participants draw a map of their community, marking certain portions of importance and noting how often they visit these places. A facilitator leads a discussion about the maps, while another facilitator records the discussion. Community mapping can be conducted at both informal community gatherings and at meetings to which community stakeholders are invited. You could also use Google Maps (www.google.com/maps) to help generate a map to use.
Script: Now let’s think about our own communities. Take page 61 out of the resource section and on the back of this paper draw your work space and map what is around it.

Think about your work place and the following:
- Schools, parks, playgrounds
- Sidewalks, crosswalks, street lights
- Bus stops or other public transportation
- Grocery stores
- Churches
- Major roads
- Housing (apartments, condos, houses on larger lots, vacant lots)
- Bike lanes or trails
- Farmers markets or community gardens
- Hospitals/clinics
- YMCAs or gyms
- Other organizations that are important to your community

Each small group will then present their group to the large group.

Discuss the following: What are the differences between them? Why are there differences? Are there any similarities between the maps? If so, why?

ADD ON: While participants are working on creating their own maps, trainer should link to WALKSCORE http://www.walkscore.com/.
Trainer can show this as an example and resource for community mapping.
Where to look for tools?

- University of Kansas Community Toolbox
  (http://ctb.ku.edu/en/default.aspx)
  - Creating and Maintaining Coalitions and Partnerships
  - Analyzing Problems
  - Developing Action Plans
  - Developing an Intervention
  - Advocating for Change
  - Influencing Policy Development
  - Evaluating the Initiative
  - Sustaining the Work

- www.activelivingresearch.org
  - Walkability/Bikability Assessment
  - Park Observation Forms
  - Physical Activity Assessments
  - Urban and Rural Physical Activity Assessments
  - Nutrition Environment Measures Survey

**Script:** The University of Kansas Community Toolbox is a helpful website that will give you templates for everything from assessment to community meetings and events.

Active Living Research can provide you with some samples of different assessments as they relate to physical activity and healthy eating.

*If there is internet, click on the link on the bottom of the slide to briefly show the website.*
Local data is powerful. Here are other places you can find local data:

- Texas Department of State Health Services
  [http://www.dshs.state.tx.us/](http://www.dshs.state.tx.us/)
  (Go to “Health Data”)
- County and City Health Departments
- Local Universities
  (Nursing/Public Health/Kinesiology/Education/Policy departments)
- Hospitals and Clinics
- United Way
- Community/non-profit Organizations
  (Individuals who write grants and may have local data)
Statistics and Stories

• Results can be presented simply.
• Highlight comparisons to national and state findings, ask these questions when looking at the data:
  – What is the obesity level in my community compared to the rest of the state or nation?
  – What percentage of my community are meeting the physical activity recommendations?
• Combine the data with your own stories.
  – Your personal stories are very important.
  – They have a huge impact on their own, but with a few simple statistics they can have an even larger impact.

Notes:
Pairing the data with the personal stories is a rich way to connect the dots concerning the issues you are working with and trying to solve.
Community Assessments:

*Key Point Recap*

- Use any or all of the previous ways to look at your community.
- Think about what methods will work best for your community, all methods have positives and negatives.
- Don’t forget to ask your community what they want!
- Have community members help lead the assessment.
- Specific, local stories and evidence can help to make the case.

**Script:** We are now finished with the Look and Listen section, let’s review some of the things we learned:

- Use any or all of the previous ways to look at your community.
- Think about what methods will work best for your community, all methods have positives and negatives.
- Don’t forget to ask your community what they want!
- Have community members help lead the assessment.
- Specific, local stories and evidence can help to make the case.
In advance, plan where to walk to to evaluate an area, either walking to a grocery store or a route for physical activity. Use the walkability assessment tool to assess how walkable this route is.

**Script:** With all this talk about needing to move more… let's move with a short activity break!

Let's break into groups (5-8 people per group) and take a 10 minute walk outside, look at your surroundings while you walk and talk with others about what you see. We will use the Walkability Checklist in the resource section of your binder so we can learn more about the area we will be walking in.

A walkability survey is mostly used to establish a safe route to a specific location or develop a walking trail. A walkability tool helps people to:
- identify needed resources
- make people aware of needed resources
- present needs to leaders

To start, let's read the instructions for the walkability tool. In our walk, we are using this to determine… (insert what you are assessing as it relates to the route that you planned out)

Here are some things you will be assessing on your walk:
Did you have room to walk?
Was it easy to cross streets?
Did the drivers behave well?
Were the safety rules easy to follow?
Was your walk pleasant?
How did you feel on your walk?

We need to stay on task; back here in 10 minutes so we can discuss your findings
Script: Is there anything surprising about the ratings and responses to the items in The Checklist? For example, were there unexpected problem areas or concerns identified during the walk.

After tallying…
What areas of The Checklist have the **highest ratings**? Why?

What areas of The Checklist have the **lowest ratings**? Why?

**Sidewalks:** were they safe (cracks, obstructed by poles, cars, etc); are they wide enough for foot traffic? Were there any uneven parts that people could trip on?

**Maintenance:** Were the curbs in good shape, was the grass mowed, were their weeds between the sidewalk plates?

**Lighting:** were there enough lights to walk safely at night?

**Safety Features:** Crosswalks? Pedestrian signage? Curb cuts? Traffic bumps for busy streets?

**Transparency:** were trees and shrubs maintained you could be seen from houses, businesses? Screened fences rather than privacy fences?
Why would this matter?
Transparency of fences and ability to be seen from houses on your walk, means that you can be fully aware of your surroundings; less chance for someone to be hiding.

Ask: When do you think this tool would be useful to use? What can you do with the results of the survey?
Note: it is mostly used to establish a safe route or trail. It helps people to:
   - To identify needed resources
   - To make people aware of needed resources
   - To present needs to leaders

Turn to page 64 where we can look at what you can do immediately and what can be done with more time.

Go through the individual items for highlights.
Script: Thinking about the section “Community Assessments,” please think through this question:

- What method of community assessment will you use in your community?

*Have people work in groups who are from the same smaller communities and have all of the groups report back.*
Switch to

Prioritize Strategies
PowerPoint
Script: In this section, we will be learning to prioritize evidence-based strategies.
In this section we will learn to:

• Prioritize evidenced-based strategies to support increased physical activity and healthy eating in your community.

Script:
In this section we will learn to:

• Prioritize evidenced-based strategies to support increased physical activity and healthy eating in your community.
Script: Let’s revisit this. Both individual and policy improvements, systems and environmental changes are important, but policy improvements, systems and environmental changes reach more people and can have a lasting impact.

Now that we have addressed the barriers to physical activity and looked at what some of the research says works, it’s time to see what we can improvements and changes at a policy, systems, and environmental level.
Script:
Now we’re back to Unhealthy, Texas.
How do we decide what is priority?

Important
• Is it a strategy that has been proven to work?
• Is it something the community really wants?
• Will it reach people who most need it?

Doable
• Do you have partners and resources to make this happen?
• Is it likely to continue on its own?
• Will it work within the culture of your community?
• Is it dependent on any larger change?
• Are there any deadlines we need to be aware of?

Script: Now we have identified what prevents us from being physically active, listened to what our community wants, and learned about what works in other places, it is time to decide what we will change in our community. How will we decide what to prioritize?

Part of the process of deciding what will be our priority is determining how important and doable the project is. We can ask ourselves these questions:

How important is it?:
• Is it a strategy that has been proven to work?
• Is it something the community really wants?
• Will it reach people who most need it?

How doable is it?:
• Do you have partners and resources to make this happen?
• Is it likely to continue on its own? (Are their organizations and individuals to maintain the project? Are there continued sources of funding?)
• Will it work within the culture of your community?
• Is it dependent on any larger change? (For example, if park renovations aren’t scheduled for another year and our project is changing an aspect of the park that will be redone next year, maybe the project should wait and another priority be chosen.)
• Are there any deadlines we need to be aware of?
Script: Let’s use these rulers to help us prioritize our cards/sticky notes from the previous "What Works" section associated with Unhealthy, Texas. We will first start with importance. Let’s rank this first card/sticky note on the diagram from less important to more important. Use the questions on the previous slide to help the group come to a consensus. Next let’s look at how doable this option is. Can you rank this card/sticky note on the diagram from less doable to more doable? Again use the questions on the previous slide to help the group come to a consensus.

Repeat this process with all of the cards/sticky notes. You may need to move some of the previous cards around as the group realizes some things are more or less doable or important than others.

Now that we have ranked all of the cards we can see the one/ones that are more important and more doable. This is the item that will become our priority. If there is a tie for the top card, ask the group to vote. In real communities, it will not be as simple as taking a vote.
Script:
Now we can fill in our priority. We will be using this priority to develop our action plan.

*Write the priority on the line labeled “Our Priority.”*
**Script:** Now that we have decided what we would like to do, it's time to start planning for how we will accomplish it.
Action Plans are Important…

- They tell you what to do next.
- They keep you on schedule.
- Tells you who is going to take the lead.
- Tells you how to measure success.

Read slide.
Script:
Now we’re back to Unhealthy, Texas.
Script: Let’s think back to our fictitious city, Unhealthy, Texas. Here we will be discussing a plan to act on our priority. Let’s use this table to create our plan. Go to the next slide for the table.
**Script:** Let’s think about the next steps we will need in order to accomplish our priority. *Brainstorm as a whole group to fill in the next steps and other columns of the table.*

Creating an action plan is always a team effort. Share the work load and you will be able to accomplish more.

*Some examples of next steps may be to meet with a specific decision maker, find the city layouts, or find funding for the project. Help the group think through various next steps in their fictitious city.*

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
<th>Measurement of success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Meet with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Find city layouts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Find funding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prioritize Strategies:  
*Key Point Recap*

• Prioritize strategies that are important and doable.
• An action plan helps guide your team and helps them stay on schedule.

**Script:** We are now finished with the section Prioritize Strategies, let’s review some of the things we learned:
  • Prioritize strategies that are important and doable.
  • An action plan helps guide your team and helps them stay on schedule.
Thinking about the section “Prioritize Strategies,” please think through these questions:

- How will you prioritize issues in your community?
- What might make it difficult to prioritize and plan in your community?

Have people work in groups who are from the same smaller communities and have all of the groups report back.
Switch to *Take Action* PowerPoint
Script: In this section, we will be talking about how we can Take Action in our communities.
Take Action: Learning Objectives

• Describe the roles of decision makers to influence public policy and create healthy communities.
• Communicate effectively with your community leaders and decision makers.
• Identify appropriate techniques to evaluate physical activity and healthy eating initiatives.

Script:
In this section we will learn to:
  • Describe the characteristics of leadership that are important to influence public policy and create active communities.
  • Communicate effectively with your community leaders and decision makers.
  • Identify appropriate techniques to evaluate physical activity initiatives.
Script: Decision makers play an important and influential role in shaping the environments in which children and adults live, learn and play.

Through laws, regulations, appropriations and other policy tools, decision makers can:

• Encourage environments that facilitate walking, running and biking.
• Promote access to trails, parks and recreational facilities that support active living.
• Encourage the provision of nutritionally balanced meals in schools, childcare, and public worksites.
• Increase the amount of school time dedicated to high-quality physical education.
• Increase access to fresh fruits and vegetables in neighborhoods with few resources.
• Reduce healthcare costs by focusing on preventative measures.

Decision makers are individuals that have power to make decisions about policies, ordinances or laws that will effect our local community. They may be based locally, regionally or at the state or national level, but their decisions have some direct impact on communities and neighborhoods.

Here are some examples of different positions and responsibilities in a local community. It is important to identify individuals who hold these positions and offices so we can begin to engage them in positive initiatives.

The term built environment refers to the man-made surroundings, such as buildings, parks, and transportation systems, sometimes it includes access to healthy food, such as farmers’ markets and community gardens.
Script: Let’s look at how a group of individuals in West Brownsville, stopped the development of a toll road in their neighborhood and are turning it into a walk and bike trail instead.
Neighbors Unite to Promote a Healthier Community Video Discussion

- What role did the community members of Brownsville play in stopping the toll road?
- What would be your first step to start a change like this in your community?

**Script:** Let’s discuss the movie we just watched as a whole group.

*What role did the community members of Brownsville play in stopping the toll road?*
- They joined together
- Created a coalition
- Talked to public officials
- Put together a petition
- Talked to community members

*What would be your first step to start a change like this in your community?*
- Get other community members involved
- Talk to decision makers
- Go through the steps you’ve learned in the training
Script: We need to begin by talking about how do you engage decision makers in discussions about policy improvements, systems and environmental changes to improve physical activity and healthy eating.

We will cover:
1. who are the leaders to connect with for your issue
2. What information to provide
3. ways to communicate with them
**Script:**
Connect with decision makers and their citizens.
  - Build a relationship.
  - Know who the key players are and who to target.
Educate decision makers about new and important findings and changes in your community.
  - Be able to provide data to talk about health issues in community.
  - Identify specific policy goals and a realistic strategy to achieve them.
  - Demonstrate community support.
Build ongoing, credible relationships.
  - Use networking to connect and reach out to decision makers.
Script: Now that we know how to educate decision makers and inform them about the needs and desires of our communities, let's learn about who our local decision makers are.

Refer to the handout associated with this slide called “Who are the decision makers in my area?”

Participants often ask about local, county, and state level decision makers. Here are some links if they have questions:

- [http://www.fyi.legis.state.tx.us/Zip.aspx](http://www.fyi.legis.state.tx.us/Zip.aspx)
- [http://www.dshs.state.tx.us/regions/default.shtm](http://www.dshs.state.tx.us/regions/default.shtm)
- Look up local city and county websites
How would you communicate this information?

• Communicate in a variety of ways.
• Prepare.
• Be concise.

Script: Some ways work better than others, but the most effective way to communicate and influence is usually in person. If that is not possible, phone call, emails, and other forms of contact can have an impact as well such as:

  Written letters
  Invitation to meetings
  Petition
  Media spots
  Town hall meetings

You can get free media spots by inviting television channels to cover an event you are having.
Script: Think of someone you would want to share your elevator speech with. It can be hard to say what is important when you have a very short time period to speak with a decision maker. Preparing your “speech” is important, even if the conversation will be more informal. You want to grab the person’s attention, define the problem and communicate a solution in a matter of a few minutes. This can take some practice.

I’ll show you one first:

- Hi my name is insert your name here. I live in the community you represent and have three children who go to school in your city.
- Obesity is a problem in our city among our youth. One reason for obesity is the lack of physical activity. Kids in our city can’t get physical activity by walking to school because there are no sidewalks. I try to take my kids to school walking and we have to walk in the street. We have been nearly hit by a car too many times to count. As you know, recently, a mother of a child was hit and killed while walking their child to school.
- I want you to increase the funding for sidewalks each year so sidewalks can be built in the area around my children’s school and around other schools in our city.

You can use this when talking to:

- Community members
- Decision makers
Read through the entire handout (questions 1-3) with the participants and then have them break into pairs and practice, first preparing individually by filling in the handout and then practicing with their partner as if one is the decision maker and one is the person making the pitch.

Script: Here is an outline you can use to prepare for an opportunity to speak with a decision maker. Pretend you run into them on an elevator, or are given only a very brief appointment to speak with them. These speeches are important even if you can only speak with the decision maker's secretary or staff. They too need to be influenced in order to gain access to the person who can ultimately help your cause or initiative. Prepare, prepare, prepare.
What do you need to say?

2. **LINE: WHAT IS THE ISSUE?**
   - Why does the issue matter?
   - Explain why this issue is important to your community.
   - Provide local data / comparisons to others.
   - Tell your story.

---

**Script:**
Demonstrate the difference between national or regional data and your community. Share data and opinions that you have collected from your community. Identify the issue your community is dealing with. Be concise and know your facts.
Script: Let the decision maker know why they should be interested in this issue and what you would like them to do, whether it is to support you at a town hall meeting, bring up the issue with other decision makers, or become a spokesperson for the community around this issue and its prevention.
Let’s Practice!

• Design your elevator talk and share it with a partner.

• Give feedback to your partner:
  – What is one thing they need to improve?
  – What was one thing they did really well?

Script:
• Use examples from your own community and issues your community faces.
• Tell real stories of families and individuals who are constituents of the decision maker or community leader with whom you are meeting.

Ask everyone to find a partner to practice their speeches with and ask them to give each other feedback. Give the first person 2 minutes and then switch to give the other partner 2 minutes to practice.
THINKING ABOUT THE FUTURE – HOW DO WE KNOW IF OUR PROJECT IS WORKING?

Script: Let’s change gears here and think about the future now, how do we know if our program is working? Take a few moments to discuss this as a group. We are able to see changes in the community if we measure our success. It is important to know if our action is working so we can continue to gain support, and if it is not make important changes. This is called evaluation. Evaluation doesn’t have to be scary.

There is a more extensive tool for evaluation in the resource section of the binder called the Physical Activity Evaluation Handbook if participants are interested in it.
Script: Often evaluation is thought of as...
  • Too complex.
  • Something to do once and you can be done with it.
  • A whole new set of activities that we do not have time or resources for.
  • Not important because I know what is good for my community.

These are all barriers and myths. Evaluation does not have to be complicated and should be ongoing to see how the project is going over time. Evaluation can be done at the same time as many of the other activities and we have already learned how important assessments can be used to evaluate our communities thoughts, opinions, and desires.
Measuring Our Success: Evaluation

- Here are a variety of measures:
  - Pre- and post-tests examining change
  - Changes in minutes of physical activity and blood pressure
  - Observed changes in human behavior and the physical environment
  - Changes in policy
- Evaluation should include repeating the assessment that was done in the beginning of the project to assess the change by the end.

Script:
Here are a variety of simple measures you can use for evaluation:
- Pre- and post-tests examining change – earlier this morning we filed out a pre-test to see how much you knew about the topic today, at the end of the session we will be taking the same test as a post-test to see how much you have learned
- Changes in minutes of physical activity and blood pressure – you can keep track of these in a log book
- Observed changes in human behavior and the physical environment – when we went on the walk outside earlier, we used an observational form to keep track of the changes in our environment
- Changes in policy
These measurements can demonstrate success and motivate your community to continue or do more.
They can also show you what is not working.
It is important to measure your community before, during, and after your program.
What do you do when it doesn’t go as planned?

- Pitfalls will happen, it’s better to expect them than to be surprised by them. Use evaluations to help identify problems before it’s too late.

**Script:** Bring the issues back to your group of community partners and ask them for suggestions and help. Measuring success (evaluation) will help identify problems before it's too late. Sometimes dealing with problems lead to new opportunities.
Script: We are now finished with the section Take Action, let’s review some of the things we learned:

- Decision makers are community leaders who hold multiple roles in the community and each one is able to make different changes.
- It is important to engage decision makers by creating ongoing, positive relationships.
- Do not forget to evaluate how successful your project is!
Lastly, thinking about the section “Take Action,” please think through these questions:

- What actions can you take in your community?
- Who can share your story and plan with?

_Have people work in groups who are from the same smaller communities and have all of the groups report back._
Switch to
Conclusion
PowerPoint
Script: This is the final section, we will be wrapping up the Your Health Matters: Growing Active, Healthy Communities training.
Script: Even when all of the components of a healthy, active community are known, sometimes we still have to wait for the external elements to line up. We can use the analogy of planting a garden, we may have the seeds and dirt, but the seeds will not have a good chance to grow in a hurricane nor in a drought. We have to wait for or create a healthy environment for the seedlings to grow.

For policies, this may mean having to wait or nurture relationships until the time is more favorable for the desired change.

These three elements let us look at the aspects that surround a policy improvement, systems and environmental change, when they converge we have a much better chance of making changes in our communities. With only two of these elements a change is less likely to happen.
Example Leading to a Window of Opportunity

**Problem**

There are high rates of obesity and few places to get fresh fruits and vegetables. The community wants a change, plus other communities are already improving.

**Solution**

There is increased funding available for community gardens and parks. Decision makers support the community gardens.

**Decision maker**

A public official is willing to propose budget changes for increased funding for community gardens knowing that other decision makers also support it.

**Window of opportunity opens**

**Script:** Let’s look at examples of each of the external elements. This will help us to see how they all fit together to open a window of opportunity.

*Read slide.*
Recognizing “Windows of Opportunity”

Windows open and close frequently

**Open Windows**
- Time to take action

**Closed Windows**
- Keep working on identifying the problems, finding feasible solutions, and engaging decision maker

**Script:** Recognizing when the windows are open helps us know when to take action that will result in positive change. If the windows are still closed, it means it’s time to keep working on identifying the problems, finding feasible solutions, and engaging decision makers. We can use all of the resources we’ve learned to do this.

There is a tool called the “Community Readiness Model,” this is a way to measure the degree to which a community is ready to make a change.
Apply what you have learned about policy improvements, systems and environmental changes to your local community

**Script:** We have covered a lot of material today. Now we want to be able to apply what we have learned about policy improvements, systems and environmental changes to our local communities.
Let’s think about an action plan for what we can do when we leave this training today for our own communities. Next slide.
**Script:** Please take out the My Plan Worksheet again. This will serve as a tool for you to use as you return back to your communities to make improvements and changes.
Get back into the My Plan workgroups. Think about your own community and MY PLAN worksheet. Think about the people in the room currently, they may be some of the best people to meet with when you get back to your community.

You can also use this as a tool to complete at home to help you continue.

**Script:** Get back into the My Plan workgroups. Think about your own community and MY PLAN worksheet. Think about the people in the room currently, they may be some of the best people to meet with when you get back to your community.

You can also use this as a tool to complete at home to help you continue.
Take-Home Learning Activity for Instructors

- Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote healthy living and identify two policy improvements, systems or environmental changes that should be introduced to further enhance healthy living in your community.
- Talk to a community leader or decision maker about the needed policy improvements, systems and environmental changes to improve healthy living in your community.

Please submit the take-home assignment identifying the various policy improvements, systems and environmental changes you see in your community and outlining your experience meeting with a community leader or decision maker, which will demonstrate completion of the two objectives above.

Use this slide only for CHW Instructor trainings.

Script: Since this is a training for CHW Instructors, you have the opportunity to earn three additional CEUs by completing this take-home activity.

Read slide.
Thinking about policy improvements, systems and environmental change to promote healthy living:

- What will you do…
  - In the next 7 days?
  - In the next 30 days?
  - In the next 60 days?

Use the handout in the back of the binder. Ask participants to fill in the actions they will take in the next 7 days, 30 days, and 60 days.
Don’t forget…

• This same process can work for creating policy improvements, systems and environmental changes for many other issues:
  – Decrease television viewing.
  – Increase breastfeeding initiation, duration, and exclusivity.
  – Reduce tobacco use and secondhand smoke exposure.

Script: The same process we have worked on today for physical activity and healthy eating can also work to create policy improvements, systems and environmental changes for many other issues:
  • Decrease television viewing.
  • Increase breastfeeding initiation, duration, and exclusivity.
  • Reduce tobacco use and secondhand smoke exposure.
Remember…

- Creating changes in your community is hard work, you may have to talk to TEN different people to find the ONE person who can join you in making that change!
Invite all participants to the front of the room, read the question and ask them to stand along the ruler by the number they think them are. You will be forming a human ruler.

Script:
On this scale, with zero being not at all confident to help your community make changes to be healthier, and 10 being very confident to help your community make changes to be healthier, which point best reflects how confident you are that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

After participants have all decided which number they are, ask for a few volunteers who are on different parts of the ruler to share their number.

Script:
Why did you chose a # (the number they chose) and not a # (lower number than given)? Example: If the person chose a 5: Why did you chose a 5 and not a 3?
What would it take for you to become a # (higher number than given)? Example: If the person chose a 5: What would it take for you to become a 7?

After a few volunteers have shared, ask participants to sit back in their seats.
Script: As we wrap up, please fill out the post-test that is in the back of your binder. Don’t forget to write the same number you wrote on your pre-test on this test.

Pass out post-tests on any colored paper (to keep separate from the pre-tests) if it is not already in the binders.

Also pass out and collect trainer evaluation (these do not need identification numbers on them).
THANK YOU!
Communities

- What communities do you belong to?
  __________________________________________
  __________________________________________
  __________________________________________

- Why do you belong to these communities?
  __________________________________________
  __________________________________________
  __________________________________________
Welcome to
Unhealthy, Texas USA
Welcome to Unhealthy, Texas USA

COMMUNITY INPUT

Barriers to Physical Activity and Healthy Eating
What Works
Establish Priorities: Important and/or Doable
Take Action

North
South

Next Steps
Who
When
Measure

Our Priority:

Partners:
Your Health Matters: Growing Active, Healthy Communities
MY PLAN: POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES IN MY COMMUNITY

Communities Can Change
- What are your community’s current resources that promote physical activity and healthy eating?
- What policy improvements, systems or environmental changes can be made in your community to improve physical activity and healthy eating?

Consider What Works
- Have you seen any of the strategies or examples we discussed in your community?
- Of the strategies and examples we discussed, which one do you think will work in your community?

Community Assessments
- Of the assessment options we talked about, what method of community assessment will you use in your community?

Prioritize Strategies
- How will you prioritize issues in your community?
- What might make it difficult to prioritize and plan in your community?

Take Action
- What actions can you take in your community?
- Who can you share your story and plan with?

Partners
- Who are you going to partner with?
## MY Action PLAN!

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
<th>Measurement of success:</th>
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</table>
### Evidence-Based Strategies Around Texas

#### Strategy #1: Expand opportunities to be physically active at existing locations

**Funding:**
- Look for free spaces first, churches and schools may be willing to cover the electricity for the time you’re there if it reaches their church members or children’s families.
- Work with your City Parks and Recreation Department to discuss low-cost options for additional programming.
- Parking lots can be a great space on weekends or evenings, when cars are not parked there.

**What to do:**
- Assess the needs of your community and discuss them with community, county and city leaders.
- Speak with coalitions and the city council about improving trails and posting signs, such as walking maps and mile markers, in the community, as well as bus routes to public facilities.
- Access public school gymnasiums or grounds, universities, malls, parks, recreational trails, bike-friendly streets and community recreation centers.
- We are not building new facilities; we are simply changing how we use them by expanding the hours, access, and offering more programs (classes, teams, etc.)

#### Strategy #2: Create streets that are safe and accessible everyday

**Funding:**
- Most cities do this in phases as they do regular maintenance on streets.
- Use the Safe Routes to School infrastructure grants programs for such improvements.

**What to do:**
- Organize neighbors, churches, school groups and contact the city council and local government officials and suggest Complete Streets programs and policies for your community.
- Attend city council meetings and speak in support of this effort.
- Get involved in your neighborhood association and work to develop and improve pedestrian and bicycle safety measures.

#### Strategy #3: Increase awareness to encourage physical activity in places where people make decisions

**Funding:**
- This can be one of the easiest and cheapest strategies to encourage community change.
- Ask businesses to provide the printing materials and look for spaces that are not being used to post the signs.

**What to do:**
- Ask your neighbors to volunteer to post signs in the neighborhood and community.
- Work with your employer, schools, church, or businesses to post the prompts.
- Work with Parks and Wildlife programs to post signage along a road and within their parks to draw people into the parks and let them know what activities are available there.
### Strategy #4: Increase consumption of fruits and vegetables

<table>
<thead>
<tr>
<th>Funding:</th>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use grant, loan, and other financing programs available in Texas.</td>
<td>• Increase the number of farmers markets and community gardens where fresh fruits and vegetable can be sold locally.</td>
</tr>
<tr>
<td>• Attend a city planning meeting to ask about financing programs and partnerships addressing these concerns.</td>
<td>• Work to improve policies to open new grocery stores, improve convenience stores, and promote community gardens and farmers markets.</td>
</tr>
<tr>
<td>• Work with Master Gardener programs in your area for in-kind funding</td>
<td>• Ask your employer to join a Farm-to-Work program, bringing local fresh fruits and vegetables to local employers for purchase at the work site.</td>
</tr>
</tbody>
</table>

### Strategy #5: Reduce the consumption of high-calorie foods and sugar-sweetened beverages

<table>
<thead>
<tr>
<th>Funding:</th>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Encourage your local farmers market to accept Supplemental Nutrition Assistance Program (SNAP) benefits.</td>
<td>• Improve availability of affordable, healthy food and beverage choices in public service venues.</td>
</tr>
<tr>
<td></td>
<td>• Develop local, city, or state guidelines or policies that increase or improve menu labeling in restaurants.</td>
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<td></td>
<td>• Speak with managers at restaurants and cafeterias in your area and ask them to offer healthy options and encourage menu labeling.</td>
</tr>
<tr>
<td></td>
<td>• Speak with convenience store and gas station owners about your interest in buying fresh fruits and vegetables from their stores and about the community need.</td>
</tr>
<tr>
<td></td>
<td>• Increase access to free, good tasting water in public venues, workplaces, and schools (i.e. Hydration Stations, more attractive water dispensers)</td>
</tr>
</tbody>
</table>
## Partnerships for Coalitions

<table>
<thead>
<tr>
<th>Partner:</th>
<th>What they contribute:</th>
<th>Interests in common:</th>
</tr>
</thead>
</table>
| Local Businesses, Restaurants, and Worksites | • Advertising.  
• Awareness in the community.  
• Aligning their products to physical activity and healthy eating. | • Increasing employee wellness.  
• Reducing health insurance costs and increasing employee productivity. |
| Faith Communities | • Space.  
• Access to congregation.  
• Desire for mind, body, and soul wellness. | • Belonging and connection.  
• Building character.  
• Enhancing opportunities for service. |
| Health and Medical Care Communities | • Facilities.  
• Trained people with a passion for health, expertise in measuring improvement, access to local statistics about the community. | • Improving health outcomes.  
• Connecting the community to services during patient visits. |
| Decision Makers and Elected Officials | • Power to create solutions.  
• Understanding of the policy process.  
• Connections between economic development and planning. | • Interest in a vibrant community.  
• Enhancing community connections. |
| Schools | • Facilities and a functioning system of personnel with expertise on reaching children and their families:  
  o School nurses.  
  o PE teachers.  
  o Health teachers.  
  o Human Resources.  
  o Cafeteria staff.  
• Policy making power. | • Producing whole, healthy individuals.  
• Implementing physical education and healthy eating as a part of curriculum.  
• Using neighborhood facilities (athletic fields, gyms, swimming pools, playgrounds). |
| City and County Governments | • Highly functioning system of employees and services already dedicated to aspects of healthy living:  
  o Parks and Recreation  
  o Planning  
  o Health Departments Policy making power | • Attracting new employers and residents to increase tax base.  
• Increasing employee wellness. |
## Partnerships for Coalitions, continued

<table>
<thead>
<tr>
<th>Partner:</th>
<th>What they contribute:</th>
<th>Interests in common:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Departments</td>
<td>• Ability to close or reroute roads.</td>
<td>• Interest in creating transportation routes.</td>
</tr>
<tr>
<td></td>
<td>• Advertising on bus, trains, metros, etc.</td>
<td></td>
</tr>
<tr>
<td>Parks and Recreation Departments</td>
<td>• Park facilities.</td>
<td>• Interest in active communities.</td>
</tr>
<tr>
<td></td>
<td>• Creation and maintenance of new parks.</td>
<td>• Providing safe and accessible places for all community members to enjoy.</td>
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<tr>
<td>Community Members</td>
<td>• Community members have voting power.</td>
<td>• Creating a trust and connection in communities.</td>
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<td></td>
<td>• Volunteer base.</td>
<td>• Building a safer, healthier, and more desirable community.</td>
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<td></td>
<td>• Different areas of expertise.</td>
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<td></td>
<td>• Valuable opinions about what should be done and how to sustain it.</td>
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<tr>
<td>Grocery Stores and Food Vendors</td>
<td>• Ability to change the food offered.</td>
<td>• Creating profit.</td>
</tr>
<tr>
<td></td>
<td>• Have the option of choosing healthier food options.</td>
<td>• Selling products.</td>
</tr>
<tr>
<td>Local Farmers</td>
<td>• Fresh fruits and vegetables.</td>
<td>• Selling fruits and vegetables.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of farming and produce.</td>
<td>• Creating profit.</td>
</tr>
</tbody>
</table>
Mapping My Community

ACTIVITY

- Think about the following:
  - Schools, parks, playgrounds
  - Sidewalks, crosswalks, street lights
  - Bus stops or other public transportation
  - Grocery stores
  - Churches
  - Major roads

- Housing (apartments, condos, houses on larger lots, vacant lots)
- Bike lanes or trails
- Farmers markets or community gardens
- Hospitals/clinics
- YMCAs or gyms
- Other organizations that are important to your community
Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you’ll need to pick a place to walk, like the route to school, a friend’s house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you’ve rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community’s score. You’ll find both immediate answers and long-term solutions under “Improving Your Community’s Score...” on the third page.
Take a walk and use this checklist to rate your neighborhood’s walkability.

### How walkable is your community?

#### Location of walk

1. Did you have room to walk?
   - □ Yes
   - □ Some problems:
     - Sidewalks or paths started and stopped
     - Sidewalks were broken or cracked
     - Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
     - No sidewalks, paths, or shoulders
     - Too much traffic
     - Something else __________________________

   **Rating:** (circle one) 1 2 3 4 5 6

   **Locations of problems:** __________________________

2. Was it easy to cross streets?
   - □ Yes
   - □ Some problems:
     - Road was too wide
     - Traffic signals made us wait too long or did not give us enough time to cross
     - Needed striped crosswalks or traffic signals
     - Parked cars blocked our view of traffic
     - Trees or plants blocked our view of traffic
     - Needed curb ramps or ramps needed repair
     - Something else __________________________

   **Rating:** (circle one) 1 2 3 4 5 6

   **Locations of problems:** __________________________

3. Did drivers behave well?
   - □ Yes
   - □ Some problems: Drivers ...
     - Backed out of driveways without looking
     - Did not yield to people crossing the street
     - Turned into people crossing the street
     - Drove too fast
     - Sped up to make it through traffic lights or drove through traffic lights?
     - Something else __________________________

   **Rating:** (circle one) 1 2 3 4 5 6

   **Locations of problems:** __________________________

4. Was it easy to follow safety rules?
   - Could you and your child...
     - □ Yes  □ No  Cross at crosswalks or where you could see and be seen by drivers?
     - □ Yes  □ No  Stop and look left, right and then left again before crossing streets?
     - □ Yes  □ No  Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
     - □ Yes  □ No  Cross with the light?

   **Rating:** (circle one) 1 2 3 4 5 6

   **Locations of problems:** __________________________

5. Was your walk pleasant?
   - □ Yes
   - □ Some problems:
     - Needed more grass, flowers, or trees
     - Scary dogs
     - Scary people
     - Not well lighted
     - Dirty, lots of litter or trash
     - Dirty air due to automobile exhaust
     - Something else __________________________

   **Rating:** (circle one) 1 2 3 4 5 6

   **Locations of problems:** __________________________

### How does your neighborhood stack up?

Add up your ratings and decide.

<table>
<thead>
<tr>
<th>Total:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–10</td>
<td>It’s a disaster for walking!</td>
</tr>
<tr>
<td>11–15</td>
<td>It needs lots of work. You deserve better than that.</td>
</tr>
<tr>
<td>16–20</td>
<td>Okay, but it needs work.</td>
</tr>
<tr>
<td>21–25</td>
<td>Celebrate a little. Your neighborhood is pretty good.</td>
</tr>
<tr>
<td>26–30</td>
<td>Celebrate! You have a great neighborhood for walking.</td>
</tr>
</tbody>
</table>

Now that you’ve identified the problems, go to the next page to find out how to fix them.
Now that you know the problems, you can find the answers.

### Improving your community's score

<table>
<thead>
<tr>
<th>1. Did you have room to walk?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalks or paths started and stopped</td>
<td>• pick another route for now</td>
<td>• speak up at board meetings</td>
</tr>
<tr>
<td>Sidewalks broken or cracked</td>
<td>• tell local traffic engineering or public works department about specific problems and provide a copy of the checklist</td>
<td>• write or petition city for walkways and gather neighborhood signatures</td>
</tr>
<tr>
<td>Sidewalks blocked</td>
<td>• • tell local traffic engineering or public works department about specific problems and provide a copy of the checklist</td>
<td>• make media aware of problem</td>
</tr>
<tr>
<td>No sidewalks, paths or shoulders</td>
<td>• • tell local traffic engineering or public works department about specific problems and provide a copy of the checklist</td>
<td>• work with a local transportation engineer to develop a plan for a safe walking route</td>
</tr>
<tr>
<td>Too much traffic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Was it easy to cross streets?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road too wide</td>
<td>• pick another route for now</td>
<td>• push for crosswalks/signals/ parking changes/curb ramps at city meetings</td>
</tr>
<tr>
<td>Traffic signals made us wait too long or did not give us enough time to cross</td>
<td>• share problems and checklist with local traffic engineering or public works department</td>
<td>• report to traffic engineer where parked cars are safety hazards</td>
</tr>
<tr>
<td>Crosswalks/traffic signals needed</td>
<td>• trim your trees or bushes that block the street and ask your neighbors to do the same</td>
<td>• report illegally parked cars to the police</td>
</tr>
<tr>
<td>View of traffic blocked by parked cars, trees, or plants</td>
<td>• leave nice notes on problem cars asking owners not to park there</td>
<td>• request the public works department to trim trees or plants</td>
</tr>
<tr>
<td>Needed curb ramps or ramps needed repair</td>
<td>• • report unsafe driving to the police</td>
<td>• make media aware of problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Did drivers behave well?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backed without looking</td>
<td>• pick another route for now</td>
<td>• petition for more enforcement</td>
</tr>
<tr>
<td>Did not yield</td>
<td>• set an example: slow down and be considerate of others</td>
<td>• request protected turns</td>
</tr>
<tr>
<td>Turned into walkers</td>
<td>• encourage your neighbors to do the same</td>
<td>• ask city planners and traffic engineers for traffic calming ideas</td>
</tr>
<tr>
<td>Drove too fast</td>
<td>• report unsafe driving to the police</td>
<td>• ask schools about getting crossing guards at key locations</td>
</tr>
<tr>
<td>Sped up to make traffic lights or drove through red lights</td>
<td>• • report unsafe driving to the police</td>
<td>• organize a neighborhood speed watch program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Could you follow safety rules?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross at crosswalks or where you could see and be seen</td>
<td>• educate yourself and your child about safe walking</td>
<td>• encourage schools to teach walking safely</td>
</tr>
<tr>
<td>Stop and look left, right, left before crossing</td>
<td>• organize parents in your neighborhood to walk children to school</td>
<td>• help schools start safe walking programs</td>
</tr>
<tr>
<td>Walk on sidewalks or shoulders facing traffic</td>
<td></td>
<td>• encourage corporate support for flex schedules so parents can walk children to school</td>
</tr>
<tr>
<td>Cross with the light</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Was your walk pleasant?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs grass, flowers, trees</td>
<td>• point out areas to avoid to your child; agree on safe routes</td>
<td>• request increased police enforcement</td>
</tr>
<tr>
<td>Scary dogs</td>
<td>• ask neighbors to keep dogs leashed or fenced</td>
<td>• start a crime watch program in your neighborhood</td>
</tr>
<tr>
<td>Scary people</td>
<td>• report scary dogs to the animal control department</td>
<td>• organize a community clean-up day</td>
</tr>
<tr>
<td>Not well lit</td>
<td>• report scary people to the police</td>
<td>• sponsor a neighborhood beautification or tree-planting day</td>
</tr>
<tr>
<td>Dirty, litter</td>
<td>• report lighting needs to the police or appropriate public works department</td>
<td>• begin an adopt-a-street program</td>
</tr>
<tr>
<td>Lots of traffic</td>
<td>• take a walk with a trash bag</td>
<td>• initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)</td>
</tr>
</tbody>
</table>

### A Quick Health Check

| What you and your child can do immediately | What you and your community can do with more time |
|-------------------------------|------------------------------------------|-----------------------------------------------|
| Could not go as far or as fast as we wanted | • start with short walks and work up to 30 minutes of walking most days | • get media to do a story about the health benefits of walking |
| Were tired, short of breath or had sore feet or muscles | • invite a friend or child along | • call parks and recreation department about community walks |
| Was the sun really hot? | • use sunscreen of SPF 15 or higher, wear a hat and sunglasses | • encourage corporate support for employee walking programs |
| Was it hot and hazy? | • try not to walk during the hottest time of day | • plant shade trees along routes |

Your Health Matters: Growing Active, Healthy Communities
Trainer Handbook ~ June 2014
Need some guidance? These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
www.pedbikeinfo.org
www.walkinginfo.org

National Center for Safe Routes to School
Chapel Hill, NC
www.saferoutesinfo.org

For More Information about Who Can Help
Address Community Problems
www.walkinginfo.org/problems/help.cfm

State Bicycle & Pedestrian Coordinators
http://www.walkinginfo.org/assistance/contacts.cfm

PEDESTRIAN SAFETY

Federal Highway Administration
Pedestrian and Bicycle Safety Team
Office Of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

National Highway Traffic Safety Administration
Traffic Safety Programs
Washington, DC
www.nhtsa.dot.gov/people/injury/pedbimot/pedSAFE

SIDEWALK ACCESSIBILITY INFORMATION

US Access Board
Washington, DC
Phone: (800) 872-2253;
(800) 993-2822 (TTY)
www.access-board.gov

FEDERAL POLICY, GUIDANCE AND FUNDING SOURCES FOR WALKING FACILITIES

Federal Highway Administration
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC
www.fhwa.dot.gov/environment/bikeped/index.htm
Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!
Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Can you get to where you want to go by bike?
Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score. Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride.
Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific): Rating Scale:  

1. Did you have a place to bicycle safely?
   a) On the road, sharing the road with motor vehicles?

   □ Yes  □ Some problems (please note locations):
   - No space for bicyclists to ride
   - Bicycle lane or paved shoulder disappeared
   - Heavy and/or fast-moving traffic
   - Too many trucks or buses
   - No space for bicyclists on bridges or in tunnels
   - Poorly lighted roadways
   Other problems:

   □ Yes  □ Some problems:
   - Path ended abruptly
   - Path didn’t go where I wanted to go
   - Path intersected with roads that were difficult to cross
   - Path was crowded
   - Path was unsafe because of sharp turns or dangerous downhills
   - Path was uncomfortable because of too many hills
   - Path was poorly lighted
   Other problems:

   Overall “Safe Place To Ride” Rating: (circle one)
   1 2 3 4 5 6

2. How was the surface that you rode on?

   □ Good  □ Some problems, the road or path had:
   - Potholes
   - Cracked or broken pavement
   - Debris (e.g. broken glass, sand, gravel, etc.)
   - Dangerous drain grates, utility covers, or metal plates
   - Uneven surface or gaps
   - Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
   - Bumpy or angled railroad tracks
   - Rumble strips
   Other problems:

   Overall Surface Rating: (circle one)
   1 2 3 4 5 6

3. How were the intersections you rode through?

   □ Good  □ Some problems:
   - Had to wait too long to cross intersection
   - Couldn’t see crossing traffic
   - Signal didn’t give me enough time to cross the road
   - Signal didn’t change for a bicycle
   - Unsure where or how to ride through intersection
   Other problems:

   Overall Intersection Rating: (circle one)
   1 2 3 4 5 6

Continue the checklist on the next page...
4. Did drivers behave well?

- [ ] Good
- [ ] Some problems, drivers:
  - Drove too fast
  - Passed me too close
  - Did not signal
  - Harassed me
  - Cut me off
  - Ran red lights or stop sign
  - Other problems:

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

- [ ] Good
- [ ] Some problems:
  - No maps, signs, or road markings to help me find my way
  - No safe or secure place to leave my bicycle at my destination
  - No way to take my bicycle with me on the bus or train
  - Scary dogs
  - Hard to find a direct route I liked
  - Route was too hilly
  - Other problems:

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

- [ ] Wore a bicycle helmet
- [ ] Obeyed traffic signals and signs
- [ ] Rode in a straight line (didn't weave)
- [ ] Signaled my turns
- [ ] Rode with (not against) traffic
- [ ] Used lights, if riding at night
- [ ] Wore reflective and/or retroreflective materials and bright clothing
- [ ] Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?
- [ ] Never
- [ ] Occasionally (one or two)
- [ ] Frequently (5-10)
- [ ] Most (more than 15)
- [ ] Every day

Which of these phrases best describes you?
- [ ] An advanced, confident rider who is comfortable riding in most traffic situations
- [ ] An intermediate rider who is not really comfortable riding in most traffic situations
- [ ] A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.
(Questions 6 and 7 do not contribute to your community's score)

2. ______ 21–25 Your community is pretty good, but there's always room for improvement.
3. ______ 16–20 Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
4. ______ 11–15 Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. ______ 5–10 Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.
### Improving your community's score

#### 1. Did you have a place to bicycle safely?

<table>
<thead>
<tr>
<th>a) On the road?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)</td>
<td>• pick another route for now</td>
<td>• participate in local planning meetings</td>
</tr>
<tr>
<td>Bicycle lane or paved shoulder disappeared</td>
<td>• tell local transportation engineers or public works department about specific problems; provide a copy of your checklist</td>
<td>• encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads</td>
</tr>
<tr>
<td>Heavy and/or fast-moving traffic</td>
<td>• find a class to boost your confidence about riding in traffic</td>
<td>• ask your public works department to consider “Share the Road” signs at specific locations</td>
</tr>
<tr>
<td>Too many trucks or buses</td>
<td></td>
<td>• ask your state department of transportation to include paved shoulders on all their rural highways</td>
</tr>
<tr>
<td>No space for bicyclists on bridges or in tunnels</td>
<td></td>
<td>• establish or join a local bicycle advocacy group</td>
</tr>
<tr>
<td>Poorly lighted roadways</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) On an off-road path or trail?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Path ended abruptly</td>
<td>• slow down and take care when using the path</td>
<td>• ask the trail manager or agency to improve directional and warning signs</td>
</tr>
<tr>
<td>Path didn't go where I wanted to go</td>
<td>• find an on-street route</td>
<td>• petition your local transportation agency to improve path/roadway crossings</td>
</tr>
<tr>
<td>Path intersected with roads that were difficult to cross</td>
<td>• use the path at less crowded times</td>
<td>• ask for more trails in your community</td>
</tr>
<tr>
<td>Path was crowded</td>
<td>• tell the trail manager or agency about specific problems</td>
<td>• establish or join a “Friends of the Trail” advocacy group</td>
</tr>
<tr>
<td>Path was unsafe because of sharp turns or dangerous downhill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Path was uncomfortable because of too many hills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Path was poorly lighted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. How was the surface you rode on?

| - Potholes | - report problems immediately to public works department or appropriate agency | - participate in local planning meetings |
| - Cracked or broken pavement | - keep your eye on the road/path | - encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads |
| - Debris (e.g. broken glass, sand, gravel, etc.) | - pick another route until the problem is fixed (and check to see that the problems are fixed) | - ask your public works department to consider “Share the Road” signs at specific locations |
| - Dangerous drain grates, utility covers, or metal plates | - organize a community effort to clean up the path | - ask your state department of transportation to include paved shoulders on all their rural highways |
| - Uneven surface or gaps | | • establish or join a local bicycle advocacy group |
| - Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings) | | |
| - Bumpy or angled railroad tracks | | |
| - Rumble strips | | |

#### 3. How were the intersections you rode through?

| - Had to wait too long to cross intersection | - pick another route for now | - ask the public works department to look at the timing of the specific traffic signals |
| - Couldn't see crossing traffic | - tell local transportation engineers or public works department about specific problems | - ask the public works department to install loop-detectors that detect bicyclists |
| - Signal didn't give me enough time to cross the road | - take a class to improve your riding confidence and skills | - suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view |
| - The signal didn't change for a bicycle | | • organize community-wide, on-bike training on how to safely ride through intersections |
| - Unsure where or how to ride through intersection | | |

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Your Health Matters: Growing Active, Healthy Communities
Trainer Handbook ~ June 2014

Page 248
4. Did drivers behave well?

Drivers:
- Drove too fast
- Passed me too close
- Did not signal
- Harassed me
- Cut me off
- Ran red lights or stop signs

What you and your child can do immediately
- report unsafe drivers to the police
- set an example by riding responsibly; obey traffic laws; don’t antagonize drivers
- always expect the unexpected
- work with your community to raise awareness to share the road

What you and your community can do with more time
- ask the police department to enforce speed limits and safe driving
- encourage your department of motor vehicles to include “Share the Road” messages in driver tests and correspondence with drivers
- ask city planners and traffic engineers for traffic calming ideas
- encourage your community to use cameras to catch speeders and red light runners

5. Was it easy for you to use your bike?

No maps, signs, or road markings to help me find my way
No safe or secure place to leave my bicycle at my destination
No way to take my bicycle with me on the bus or train
Scary dogs
Hard to find a direct route I liked
Route was too hilly

What you and your child can do immediately
- plan your route ahead of time
- find somewhere close by to lock your bike; never leave it unlocked
- report scary dogs to the animal control department
- learn to use all of your gears!

What you and your community can do with more time
- ask your community to publish a local bike map
- ask your public works department to install bike parking racks at key destinations; work with them to identify locations
- petition your transit agency to install bike racks on all their buses
- plan your local route network to minimize the impact of steep hills
- establish or join a bicycle user group (BUG) at your workplace

6. What did you do to make your ride safer?

Wore a bicycle helmet
Obeyed traffic signals and signs
Rode in a straight line (didn’t weave)
Signaled my turns
Rode with (not against) traffic
Used lights, if riding at night
Wore reflective materials and bright clothing
Was courteous to other travelers (motorists, skaters, pedestrians, etc.)

What you and your child can do immediately
- go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night
- always follow the rules of the road and set a good example
- take a class to improve your riding skills and knowledge

What you and your community can do with more time
- ask the police to enforce bicycle laws
- encourage your school or youth agencies to teach bicycle safety (on-bike)
- start or join a local bicycle club
- become a bicycle safety instructor
Great Resources

BICYCLING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.pedbikeinfo.org
http://www.bikinginfo.org

National Center for Safe Routes to School (NCSRTS)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.saferoutesinfo.org

STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials (AASHTO)
Washington, D.C.
http://www.aashto.org

Institute of Transportation Engineers (ITE)
Washington, D.C.
http://www.ite.org

Association of Pedestrian and Bicycle Professionals (APBP)
Cedarburg, WI
http://www.apbp.org

Federal Highway Administration (FHWA)
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC

EDUCATION AND SAFETY

National Highway Traffic Safety Administration (NHTSA)
Bicycle Safety Program, Office of Safety Programs
Washington, DC
http://www.nhtsa.gov/portal/site/nhtsa/menuitem.810acaee50c651189ca8e410db046a0/

Federal Highway Administration (FHWA)
Pedestrian and Bicycle Safety Team, Office of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

SafeKids World-wide
Washington, D.C.
http://www.safekids.org

HEALTH

Centers for Disease Control and Prevention (CDC)
Division of Nutrition and Physical Activity
Atlanta, GA
http://www.dcd.gov/nccdphp/dnpa

Centers for Disease Control and Prevention (CDC)
Childhood Injury Prevention
Atlanta, GA
http://www.dcd.gov/ncipc

ADVOCACY GROUPS

Alliance for Biking and Walking
http://www.peoplepoweredmovement.org

League of American Bicyclists (LAB)
http://www.bikeleague.org

National Center for Bicycling and Walking (NCBW)
http://www.bikewalk.org

PATHS AND TRAILS

Rails to Trails Conservancy
Washington, DC
http://www.railtrails.org

National Park Service (NPS)
Washington, DC
http://www.nps.gov/index.htm

FUNDING SOURCES

Transportation Enhancement Activities:
http://www.fhwa.dot.gov/environment/te/

Safe Routes to School Program:
http://safety.fhwa.dot.gov/saferoutes/

Recreational Trails Program:
http://www.fhwa.dot.gov/environment/recretrails/

National Scenic Byways Program:
http://www.bywaysonline.org/

Federal Lands Highway Program:
http://flh.fhwa.dot.gov/
**Welcome to Unhealthy, Texas USA**

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
<th>Measurement of success:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example: Meet with ____________</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Example: Find city layouts</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Example: Find funding</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What do local community decision makers do?

<table>
<thead>
<tr>
<th>City Councils and Commissioners</th>
<th>Mayor’s Offices</th>
<th>School Boards</th>
<th>Parks and Recreation Departments</th>
<th>Law Enforcement</th>
<th>City and Urban Planning Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out policy improvements that promote healthy living</td>
<td>Organize and lead forces to promote fitness and health</td>
<td>Improve policies regarding physical activity and healthy eating for school-age children (K-12)</td>
<td>Implement and maintain built environment</td>
<td>Promote and support security</td>
<td>Shape the development of new built environments</td>
</tr>
<tr>
<td>Uphold zoning regulations</td>
<td>Attend community events focused on health</td>
<td>Regulate the use of playground areas after school hours</td>
<td>Promote access to facilities that promote physical activity and healthy eating</td>
<td>Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active</td>
<td>Build sidewalks with all new roads</td>
</tr>
<tr>
<td>Determine the allocation of funding</td>
<td>Designate city resources and priorities toward health initiatives</td>
<td></td>
<td>Provide physical activity opportunities for all ages and abilities</td>
<td></td>
<td>Create parks in areas without them</td>
</tr>
</tbody>
</table>

Source: Your Health Matters: Growing Active, Healthy Communities

Trainer Handbook ~ June 2014

WHO ARE THE DECISION MAKERS IN MY AREA?

Local Level (County and City)
- Elected Officials: City and County Commissioners, Mayors, County Judges, City Planners
- Parks and Recreation Departments (Parks Board)
- City and County Health Departments
- Transportation Officials
- Department of Public Works

Organizations
- Local businesses (especially those with wellness programs)
- School Board Members
- Local law enforcement

Resources to find other decision makers:
http://www.fyi.legis.state.tx.us/Zip.aspx
http://www.dshs.state.tx.us/regions/default.shtm
What do you need to say?

1. HOOK: ABOUT YOU
   - Smile and open with a statement or question that grabs attention: a *hook* that prompts your listener to ask questions.
   - Tell who you are: describe yourself and your company.
   - Tell why you matter.

2. LINE: WHAT IS THE ISSUE?
   - Why does the issue matter?
   - Explain why this issue is important to your community.
   - Provide local data/comparisons to others.
   - Tell your story.

3. SINKER: ASK FOR COMMITMENT
   - What do you want from the person?
   - Ask them to support your issue, introduce a bill, etc.
   - You should always find out how you will be able to follow up. You will likely want an appointment with the decision maker or staff after the speech.
Thinking about policy improvements, systems and environmental change to promote physical activity:

• What will you do…
  – In the next 7 days?
  _______________________________________
  – In the next 30 days?
  _______________________________________
  – In the next 60 days?
  _______________________________________
**Disponible en español**

**The Issue/El Problema**

Energy Balance  
[www.cdc.gov](http://www.cdc.gov)

10 Facts on Physical Activity  
[www.who.int](http://www.who.int)

The Obesity Epidemic: Costs of Obesity  
[www.window.state.tx.us/specialrpt/obesitycost/epidemic.php](http://www.window.state.tx.us/specialrpt/obesitycost/epidemic.php)

Obesity Trends Among U.S. Adults Maps  
[www.cdc.gov/obesity/data/adult.html](http://www.cdc.gov/obesity/data/adult.html)

Shape of the Nation: Status of Physical Education in the USA 2012 Report  

Healthy Fundraising Options  

Growing Community Designed for Movement: Increasing Physical Activity Video  
[http://planhealthytexas.org/English/Success-Stories/Videos.aspx](http://planhealthytexas.org/English/Success-Stories/Videos.aspx)

**Communities Can Change/Las comunidades pueden cambiar**

Healthy People in Healthy Communities: A Community Planning Guide Using Health People 2010  

**Plan Healthy Texas: Welcome to Healthy Texas/Bienvenido a Sano, Texas**  
[http://planhealthytexas.org](http://planhealthytexas.org)

Center for Training and Research Translation: Evidence-based strategies and evaluation  
[www.centertrt.org/](http://www.centertrt.org/)

Active Texas 2020: Taking Action to Improve Health by Promoting Physical Activity  
National Physical Activity Plan, Toolkit, and Template
www.physicalactivityplan.org/
http://paprn.wustl.edu/tools-and-resources/Pages/Tools.aspx

Instant Recess:
www.instantrecess.com
http://youtu.be/m01GJIOQg6E
http://recess.keenfootwear.com/recess-at-work/

Consider What Works/Consideren que funciona

The Community Guide
www.thecommunityguide.org/pa/index.html

SPARK: School Park Program
www.sparkpark.org

Communities Putting Prevention to Work
www.cdc.gov/communitiesputtingpreventiontowork/

Safe Routes to School
www.saferoutesinfo.org/
http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Better Block Project
http://betterblock.org

Sustainable Food Center
www.sustainablefoodcenter.org

How to Start a Community Garden Toolkit
http://communitygarden.org

Tienditas Por Vida
www.sanantonio.gov/health/HKHC-HealthySelections.html

Partners/Socios

ACT for Youth: Engaging Partners
www.actforyouth.net/youth_development/communities/partners/business.cfm

Community Assessments/Evaluaciones comunitarias

Community Health Assessment aND Group Evaluation (CHANGE) Action Guide
www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm
International Physical Activity Questionnaire: Sample physical activity surveys
http://sites.google.com/site/theipaq

Google Forms: Online survey tool
www.google.com/drive/apps.html

Survey Monkey: Online survey tool
www.surveymonkey.com

Community Assessment Tools: detailed guidelines for conducting effective community assessments

**University of Kansas Community Toolbox/La Universidad de Kansas caja de herramientas comunitarias

Active Living Research
www.activelivingresearch.org

**Texas Department of State Health Services/El Departamento Estatal de Servicios de Salud de Texas
www.dshs.state.tx.us / www.dshs.state.tx.us/Spanish.aspx

Google Maps
www.google.com/maps

**Take Action/Actúen

Leadership for Health Communities PowerPoint
www.leadershipforhealthycommunities.org/index.php?option=com_content&task=view&id=173

Evaluation Presentation by the Kansas Department of Health and Environment

**Conclusion/Conclusión

Community Readiness Survey
http://www.triethniccenter.colostate.edu/docs/CR_Handbook_DS.pdf
# Additional Nutrition Resources

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Food Policy Roundtable</td>
<td><a href="http://txfoodpolicy.org">http://txfoodpolicy.org</a></td>
<td>The Texas Food Policy Roundtable (TFPR) is a broadly based group of Texas leaders who have joined forces to develop, coordinate, and improve the implementation of food policy to address hunger and promote equitable, sustainable, and healthy food in Texas.</td>
</tr>
<tr>
<td>Texas Department of Agriculture Nutrition Assistance Programs</td>
<td><a href="http://www.squaremeals.org">www.squaremeals.org</a></td>
<td>The Texas Department of Agriculture's Food and Nutrition Division administers 12 federal child and special nutrition programs for the State of Texas.</td>
</tr>
<tr>
<td><strong>MyPlate/MiPlato</strong></td>
<td><a href="http://www.myplate.gov">www.myplate.gov</a></td>
<td>Provides national dietary guidelines for children and adults. <strong>Proporciona información nutricional basada en la guía nacional de nutrición.</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.choosemyplate.gov/en-espanol.html">www.choosemyplate.gov/en-espanol.html</a></td>
<td></td>
</tr>
<tr>
<td>Dietary Guidelines for Americans</td>
<td><a href="http://www.dietaryguidelines.gov">www.dietaryguidelines.gov</a></td>
<td>Recommendations for Americans age 2 and up – some nutrition standards implemented in food service settings, nutrition environment assessments, etc. These are based on the Dietary Guidelines for Americans; jointly issued and updated every 5 years by the US Department of Agriculture and US Department of Health and Human Services.</td>
</tr>
<tr>
<td>Institution/Program</td>
<td>Website/Link</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Institute of Medicine’s <em>Accelerating Progress in Obesity Prevention</em> Report</td>
<td><a href="www.iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx">www.iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx</a></td>
<td>Goal 2: Create food and beverage environments that ensure that healthy food and beverage options are the routine, easy choice.</td>
</tr>
<tr>
<td>Michael &amp; Susan Dell Center for Healthy Living</td>
<td><a href="https://sph.uth.edu/research/centers/dell">https://sph.uth.edu/research/centers/dell</a></td>
<td>Research and programming center focused on child and adolescent health in Texas. Includes School Physical Activity and Nutrition surveys.</td>
</tr>
<tr>
<td>Yale Rudd Center for Food Policy &amp; Obesity</td>
<td><a href="www.yaleruddcenter.org">www.yaleruddcenter.org</a></td>
<td>Nonprofit research and public policy organization for food policy and obesity. Website features a legislation database, publications, a media gallery, and policy briefs and reports.</td>
</tr>
<tr>
<td>Smarter Lunchrooms</td>
<td><a href="www.smarterlunchrooms.org">www.smarterlunchrooms.org</a></td>
<td>Research-based lunchroom designs that guide smart choices.</td>
</tr>
<tr>
<td>Sustainable Food Center</td>
<td><a href="www.sustainablefoodcenter.org">www.sustainablefoodcenter.org</a></td>
<td>Farm Direct and Grow Local are programs that could be replicated through the Sustainable Food Center’s replication program.</td>
</tr>
<tr>
<td>Reshaping Texas</td>
<td><a href="www.reshapingtexas.org">www.reshapingtexas.org</a></td>
<td>Success stories, initiatives, and funding sections.</td>
</tr>
<tr>
<td>Food Politics: Marion Nestle books</td>
<td><a href="www.foodpolitics.com/books">www.foodpolitics.com/books</a></td>
<td>Author Marion Nestle discusses food politics in the United States in several books.</td>
</tr>
</tbody>
</table>
## Additional Physical Activity Resources

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael &amp; Susan Dell Center for Healthy Living</td>
<td><img src="https://sph.uth.edu/research/centers/dell" alt="image" /></td>
<td>Research and programming center focused on child and adolescent health in Texas. Includes School Physical Activity and Nutrition surveys.</td>
</tr>
<tr>
<td>Healthy Community Design Checklist Toolkit</td>
<td><img src="http://www.cdc.gov/healthyplaces/toolkit/" alt="image" /></td>
<td>This toolkit can help planners, public health professionals, and the general public to include health in the community planning process.</td>
</tr>
<tr>
<td>Playing Smart: A National Joint Use Toolkit</td>
<td><img src="http://changelabsolutions.org/publications/playing-smart" alt="image" /></td>
<td>This toolkit is a nuts-and-bolts guide designed to help school staff and other community leaders craft and implement joint use agreements.</td>
</tr>
</tbody>
</table>
COMMUNITY ASSESSMENT TOOLS

A Companion Piece to Communities in Action: A Guide to Effective Projects (605A)
Assessing your community’s strengths and weaknesses is an important first step in planning an effective service project. By taking the time to learn about your community’s issues, your club can discover new opportunities for service projects and prevent the duplication of existing community assets.

*Communities in Action* (605A) provides detailed guidelines for conducting effective community assessments. The following tools can be used in conjunction with an assessment to ensure that your project will meet community needs and make the best use of available resources. Clubs can adapt these inexpensive assessment options to fit their communities.

### Community Assessment Tools

1. Survey  
2. Asset Inventory  
3. Community Mapping  
4. Daily Activities Schedule  
5. Seasonal Calendar  
6. Community Cafe  
7. Focus Group  
8. Panel Discussion

*A sample session plan follows each description.*
1. Survey

A survey is one of the best known and most popular methods of assessing a community’s strengths and weaknesses. Surveys can be simple, targeting only a small group of community stakeholders, or complex, sampling large segments of a population. An effective community survey can reveal a wealth of useful and easily quantifiable information and is a good option for many projects.

Careful planning is one of the most important aspects of a successful survey. The design of most surveys begins with a statement of purpose, or why the survey is being conducted. This statement will help you determine what types of questions to ask, how the survey should be administered, and who should be asked to take it. In general, it’s best to keep a survey short, with easy-to-understand questions.

Also consider how the survey will be delivered. A survey’s design will change depending on the method of delivery (phone, mail, email, website, in-person interview). Keep in mind how the people you want to reach tend to communicate. If few people in your community have Internet access, you might use a paper survey and consider conducting it at a common gathering point like a restaurant or a market. You may need to combine several delivery methods to get a clear picture of the community.

Test your survey on a small group of people before distributing it to your target audience. This will help you identify poorly worded questions or flaws in the survey’s design that might result in inaccurate information.

Survey session plan

This session plan for conducting an assessment survey at a community meeting can be adapted to fit your club’s specific needs.

Objective
Identify the opinions of neighborhood residents about the development of a vacant lot in their neighborhood.

Time
30-45 minutes, depending on survey length

Preparation
Ask a small sample group to take the survey and test it for mistakes, unnecessary or flawed questions, and possible points of confusion. Choose a convenient meeting location for neighborhood residents, and arrange to use it for a community meeting. Invite community members to participate in the meeting.

Materials
For participants
- Survey questionnaire
- Pens or pencils
- Tables, clipboards, or other writing surface

For facilitators/organizers
- Bins to collect survey responses

Procedures
1. Before the session begins, place collection bins by the exits or in a convenient place for participants to return their surveys.
2. Introduce yourself and explain the purpose of the assessment. (2-3 minutes)
3. Distribute the survey and writing instruments to participants. Briefly review the survey instructions and answer participants’ questions. (5-10 minutes)
4. Allow participants enough time to complete the survey. (15-30 minutes)
5. Thank participants. (5 minutes)

Interviewing Tips
- Give survey participants enough time to answer questions thoroughly.
- Listen carefully to participants’ responses, and respect their opinions.
- Avoid overly personal questions that may make respondents uncomfortable and less willing to participate.
- Assure respondents that their answers are confidential, and maintain that confidentiality.
Next month, the City Council will decide what to do with the vacant lot on the corner of South Street and West Street. As a member of the neighborhood affected by this decision, please take a moment to complete the following survey to let the City Council know how you think the land should be used.

1. How would you feel about these possible uses for the lot? (Circle the number that corresponds to your feelings about each use.)

<table>
<thead>
<tr>
<th>Use</th>
<th>Very unhappy</th>
<th>Unhappy</th>
<th>Neither happy nor unhappy</th>
<th>Happy</th>
<th>Very happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Dog park</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Children's playground</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Community garden</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sports park</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Given to the school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Community center</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Commercial use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Residential use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. How strongly do you agree with the following statements? (Circle the number that best matches your level of agreement.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood residents should…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute financially to help develop the vacant lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Volunteer their time to help develop the vacant lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Not have to contribute anything to develop the vacant lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Contribute construction materials to help develop the vacant lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3. What concerns do you have about the development of the vacant lot?

4. How should the City Council keep residents informed of progress on the development of the vacant lot? (check all that apply)

- Hold regular community meetings
- Include progress reports in the daily newspaper
- Send quarterly progress reports to each resident
- Post progress reports in public buildings
- Post progress reports on the city’s website

5. Additional comments:

6. How long have you been a resident of the neighborhood? ________ years ________ months

7. Age: ________

8. Gender: ________ Female ________ Male

Thank you for completing our survey. Please place this form in one of the collection bins before you leave.
2. Asset Inventory

An asset inventory is a technique for collecting information about a community through observation. It’s similar to a shopkeeper taking stock of merchandise, but instead of cataloguing products in a store, community members catalogue assets in their community. It works best when conducted at a community meeting or gathering.

To conduct the inventory, small teams of participants walk around their community identifying people, places, and things they think are valuable. Team members then discuss their choices, create a list for the team, and share it with the larger group.

Asset inventory session plan

This session plan for conducting a sample inventory can be adapted to fit your club’s specific needs.

Objectives

- Identify community assets that members of the community think are important to community development.
- Reveal why people believe these assets are important.

Time

1-1½ hours

Preparation

Choose an appropriate meeting location in the target community. You can make the inventory part of a regular community meeting or call a special meeting for it. If you plan to hold a special meeting, find a location and time that will be convenient for most people in the community. The ideal group size is 20 to 30 participants, but this activity can be adapted for smaller or larger groups.

Visit the meeting location to see how large it is, and tour the community. Because you’ll be asking participants to walk around the community for about 30 minutes, decide the boundaries in advance. You may also want to prepare a handout or poster describing the asset inventory procedures.

Materials

For participants

- Pens or pencils
- Paper or notebooks
- Handout with asset inventory directions (optional)

For facilitators

- Map of the community, if available
- Chalkboard or dry-erase board, if available

Procedures

1. Introduce yourself and explain the purpose of your assessment. (5 minutes)
2. Randomly divide participants into groups of four to six. (5 minutes)
3. Ask each group to take a few minutes for introductions and to choose a team leader who will keep track of time, make sure the group stays on task, and report back to the larger group at the end of the meeting. (5 minutes)
4. Give participants a brief overview of the activity. Explain that they will be walking around the community to identify items they think are important to the community. If necessary, provide examples of community assets. Be sure to explain that each group member should identify at least one item. (5 minutes)
5. Distribute the activity materials to participants. (2 minutes)
6. Have group leaders take their teams out into the community to identify assets. (20-30 minutes)
7. After groups return, ask them to discuss their findings among themselves. Visit each group during the discussion period to monitor its progress and answer questions. (10 minutes)
8. Ask each group to develop a list of 5 to 10 assets they think are most important to the development of the community. (15 minutes)
9. Invite group leaders to briefly share their lists and explain choices. Record the lists on a chalkboard or dry-erase board. (10 minutes)
10. Discuss the assets that groups had in common. Why were these items considered important? Did any groups identify different items? If yes, why were these items chosen? (30 minutes)
11. Collect all the lists and keep them for reference when evaluating your asset inventory.

Variations

- Divide participants into groups by gender, age, or profession to reveal differences in the way different groups view the community. Or hold separate asset inventory sessions where you invite only men, only women, or only young people.
- If you’re short on time, you might skip the walk around the community.
3. Community Mapping

Community mapping is used to reveal people’s different perspectives about a community. It requires few resources and little time and can be adapted for participants of virtually any age or educational background.

In this facilitated activity, individuals or groups of participants draw a map of their community, marking certain points of importance and noting how often they visit these places. A facilitator leads a discussion about the maps, while another facilitator records the discussion. Community mapping can be conducted at both informal community gatherings and at meetings to which community stakeholders are invited.

Community mapping session plan

This session plan for conducting a community mapping activity can be adapted to fit your club’s specific needs.

Objectives

- Identify participant use and access to community resources.
- Compare perceptions of the importance of various community resources.
- Identify participant needs.

Time

1-1½ hours

Preparation

Select a meeting location and time that are convenient for people in the community. Because community mapping is most effective with small groups of people — perhaps no more than 20 participants — you may need to conduct multiple sessions for different groups in the community.

Make sure you have the materials you need and have invited enough people to participate.

Materials

- Large sheets of flip-chart paper or poster-size newsprint
- Markers in a variety of colors
- Tape
- Sticky notes or small squares of paper

Procedures

1. Introduce yourself and explain the purpose of the session. (5 minutes)
2. Divide participants into groups of four to six, either randomly or by age, gender, or profession. (2 minutes)
3. Have group members introduce themselves to one another. (3 minutes)
4. Distribute markers and flip-chart paper to each group, telling participants they’ll be drawing a map of their community. (3 minutes)
5. Ask participants to identify a central place in the community to help orient everyone’s maps. (5 minutes)
6. Ask each group member to mark his or her place of residence on the map. (5 minutes)
7. Ask participants to continue adding places of importance to them, such as markets, religious centers, schools, community centers, parks, businesses, fields, water sources, government offices, health clinics, police stations, and recreational areas. Visit each group briefly to monitor progress and answer questions. (15 minutes)
8. Ask each group to choose two or three of the following categories and add those places to their map: (5 minutes)
   a. Places where they spend the most time, using different colors to indicate daily, weekly, monthly, or yearly visits
   b. Places where they enjoy and don’t enjoy spending time, indicated by different colors of markers
   c. Places, organizations, and institutions that are most important to each group, indicated by a series of marks (checks, stars, Xs)
   d. Places they would like to add to the community, indicated by sticky notes or small squares of paper
9. Ask each group to briefly discuss its map, including the additional places identified. (10 minutes)
10. Bring the groups together and ask a representative from each to share the group’s map. (5 minutes)
11. In the large group, discuss all the maps. What are the differences between them? Why are there differences? Are there any similarities between the maps? If so, why? Have another facilitator record people’s comments. (15 minutes)
12. Collect the maps at the end of the activity.

Variations

- Have groups tour the community before drawing their maps.
- At the end of the activity, place a blank piece of paper next to each map to enable participants to offer comments on one another’s maps.
4. Daily Activities Schedule

Finding out about the work habits of community members is an excellent way to learn about a community’s division of labor and perceptions of work, based on gender and age. It can also help identify areas where new vocational techniques or tools might be used to improve a community’s work efficiency.

In this facilitated activity, participants are separated into groups of men and women and asked to develop an average daily schedule, based on their daily activities. A facilitator leads participants in a discussion of the different activities of community members, while another facilitator records the main points of the discussion.

This type of assessment reveals a great deal about perceptions of gender that might limit the effectiveness of a service project by affecting the participation of some community stakeholders. It can also provide important information about when different groups of people are available to participate in certain types of activities.

Daily activities schedule session plan

This session plan for conducting a daily activities schedule assessment can be adapted to fit your club’s specific needs.

Objective
Identify the daily routines of different people in your community.

Time
1-1½ hours

Preparation
Select a convenient meeting location and time. Invite people from the community to participate — 20 to 30 people is an ideal number, with an equal number of men and women.

Materials
- Large sheets of flip-chart paper or poster-size newsprint
- Blank sheets of paper for each participant
- Pens or pencils
- Markers in a variety of colors
- Tape

Procedures

1. Introduce yourself and explain the purpose of the assessment. (5 minutes)
2. Ask everyone to take a moment to think about all the activities he or she does each day, such as household chores, work, and recreation. (5 minutes)
3. Ask participants to write down their schedule on a typical day. (10 minutes)
4. Divide participants into groups of four to six, based on gender. (5 minutes)
5. Ask the members of each group to briefly discuss what their schedules have in common. (10 minutes)
6. Ask each group to develop a generic daily schedule. (10 minutes)
7. Bring everyone together and ask a spokesperson from each group to briefly describe his or her group’s daily schedule. (5 minutes)
8. Discuss the differences and similarities between the groups’ schedules. (20 minutes)
   Ask:
   a. What are the differences?
   b. What are the similarities?
   c. Why are there differences?
   d. What could be done to reduce people’s workloads?
   e. What would be the best time of day for a meeting or training?
9. Collect everyone’s daily schedules for reference, keeping them separated by group.

Variation
Create daily schedules for different members of the community. For example, you might have a group of students and a group of business professionals compare their schedules.
5. Seasonal Calendar

This activity reveals changes in seasonal labor supply and demand, household income patterns, food availability, and demands on public resources, such as schools, mass transit systems, and recreational facilities.

In this facilitated activity, a group of community members is divided into smaller groups based on age, gender, or profession. A facilitator asks each group to identify different tasks members must do at different times of the year (related to paid and unpaid work, social events, educational activities, family health, and environmental changes) and plot them on a timeline, which they then share with the other groups. The facilitator leads a discussion in which participants examine the differences.

These results can be used to determine the best times of the year to begin certain projects and to consider how projects will affect different groups of people.

Seasonal calendar session plan

This session plan for conducting a seasonal calendar activity can be adapted to fit your club’s specific needs.

Objective
Identify a community’s yearly patterns of labor, household income and expenditures, health and welfare, and recreation.

Time
2 hours

Preparation
Select a meeting place and time that are convenient for members of your community. Invite 20 to 30 people to participate.

Create a sample seasonal calendar, and prepare handouts for each participant.

Materials
- Large sheets of flip-chart paper or poster-size newsprint
- Blank sheets of paper for each participant
- Handouts of sample seasonal calendars
- Pens or pencils
- Markers in a variety of colors
- Tape

Procedures

1. Introduce yourself and explain the purpose of your assessment. (5 minutes)

2. Divide participants into groups of four to six, and distribute several sheets of flip-chart paper and markers to each group.

3. Ask groups to draw a timeline starting from the month they consider the beginning of the year, with each month labeled along the top of the timeline. (10 minutes)

4. Ask groups to use different-colored markers to indicate when different seasons begin. For example, the rainy season might be marked in green, the dry season in yellow, and the storm season in black. (15 minutes)

5. Ask each group to mark activities that take place throughout the year. For example, they might indicate when local schools are in session, major holidays occur, crops are being planted or harvested, the most food is available, people tend to fall ill. Encourage them to include as many major activities they can think of. (15 minutes)

6. Ask groups to use different symbols to indicate who performs each activity and the level of activity involved. For example, a dotted line might indicate an activity that requires little work, a thin line a moderate level of work, and a thick line an intense level of work. (15 minutes)

7. Ask groups to look at the patterns and discuss the following questions: (15 minutes)
   - Are some times of the year busier than others?
   - Are there times of the year when certain people are busier than others?
   - Are there times of the year when people are vulnerable to environmental changes (e.g., extreme temperatures, drought, flooding, patterns of infectious disease)?
   - What are the most important times of the year in the community (e.g., public holidays, festivals, labor cycles)?

8. Have a representative from each group present its calendar to the whole group, and facilitate a discussion of the similarities and differences. (15 minutes)

Variation

Divide participants by age or gender to reveal age- and gender-based differences in people’s seasonal routines.
6. Community Cafe

A community cafe creates the atmosphere of a restaurant or cafe in which small groups of people from the community discuss issues raised by facilitators. It can be both an entertaining event for Rotarians and a unique way to learn about a community by engaging stakeholders in a direct dialogue.

Each table has a “host,” or facilitator, who guides discussions on a particular topic. Participants move from table to table after a certain amount of time. As each issue is discussed, major ideas are recorded by the hosts, who report the most common ideas from their discussions to the cafe “maître d’,” or head facilitator. Clubs can use these ideas to determine what projects to undertake in their communities.

Community cafe session plan
This session plan for conducting a community cafe can be adapted to fit your club's specific needs.

Objectives
- Engage community stakeholders in meaningful discussions about their community.
- Identify the major issues a community faces.
- Establish relationships between your club and the community.

Time
1½-2 hours

Preparation
Although a community cafe can be run by a single facilitator, it is recommended that clubs choose one lead facilitator and a team of assistants to host each discussion table. Choose table hosts who are able to listen carefully and to guide, rather than dominate, discussions. Participants will move from one discussion table to another, so choose a location that's both convenient for participants and large enough to enable people to move around easily.

Meet with your team of table hosts to clarify the purpose of the community cafe. Consider these questions:
- What issues do we want to discuss?
- Who should be invited? You’ll need at least 20 participants to yield productive discussions.
- What questions should we ask to stimulate creative thinking and meaningful discussion?

Decide each table’s discussion topic(s) and the table host’s role in the discussion.

Serving food is an important part of this activity. Usually, light snacks accompanied by coffee, tea, and soft drinks are best because they will not impede conversation and are easy to transport from one table to another. Create an environment in which participants will feel comfortable and free to discuss issues as though they were at a dinner with friends.

Send invitations, clearly describing the purpose of the event.

Materials
- Invitations
- Food, beverages, and utensils (if needed)
- Enough tables and chairs to allow for a different discussion topic at each table
- Pens or pencils for each table host
- Notepads for each table host

Procedures
1. Before participants arrive, make sure your food, tables, and hosts are in place. (15-30 minutes)
2. Greet participants as they arrive, encourage them to get food and drink, and seat them at discussion tables. (15-30 minutes)
3. Once everyone has arrived, introduce yourself and explain the purpose of your assessment and the procedures for the discussions. (5-10 minutes)
4. Have the table hosts start their discussions, taking notes and facilitating the discussion.
5. Every 20 minutes, have participants switch tables to discuss a different issue or topic. Before the discussion begins, have each table host summarize the main points from the previous group’s discussion. Continue the process until everyone has discussed each topic.
6. Ask each host to share with the entire group a summary of the major ideas discussed at his or her table. (15-20 minutes)
7. Thank participants for attending. (5 minutes)
8. Meet briefly with all the hosts to discuss what they learned and observed. Collect the notes from each table and summarize the major themes. (10-20 minutes)
9. Send your summary report to participants after the event.

Variations
- Keep tables together and have each table host discuss a different topic every 20 minutes.
- Have one participant at each table serve as table host.
7. Focus Group

A focus group is a carefully planned discussion used to determine a community’s preferences and opinions on a particular issue or idea. Conducting a focus group requires careful planning and someone skilled at facilitating discussions. Most focus groups consist of 5 to 10 diverse stakeholders. Participants are asked a series of carefully worded questions that focus on different issues in the community.

An effective focus group will seem more like a job interview than a lively debate or group discussion. Though some clubs include a focus group at a club meeting, it can be more effective to conduct a focus group in a private setting, with one or two facilitators and someone to record participant responses.

Focus group session plan

This session plan for conducting a focus group can be adapted to fit your club's specific needs.

Objectives

- Identify stakeholders’ opinions about specific community issues.
- Identify how stakeholders believe these community issues should be addressed.

Time

1-2 hours

Preparation

Select a location that is both convenient and private for a small-group discussion.

Develop a list of concepts you wish to discuss. These could include issues that your club thinks might exist in the community, ideas for service projects, or people’s perceptions of community resources. Take time to develop questions that will help guide your discussion and encourage participants to share their ideas.

Arrange for another Rotarian facilitator to record the focus group session or take notes of participants’ responses. At least one week before the event, invite 10 to 20 people to participate. Make sure they are representative of the community and can communicate effectively.

Materials

- Name tags
- Pens or pencils for participants
- Notebooks for participants
- Chairs (arranged in a circle)
- Recording equipment, if available
- Refreshments
- Gift or honorarium for participants

Procedures

1. Welcome participants as they arrive, but avoid talking about the topic of the focus group. (5-10 minutes)
2. Introduce yourself and explain the purpose of the focus group. (5 minutes)
3. Begin with a warm-up question before moving on to the main issue. Ask each participant to answer, and briefly summarize his or her response. (10 minutes)
4. Introduce the main topic of discussion, and guide the discussion using your prepared questions. (15-30 minutes)
5. Allow each person time to answer. Listen carefully to the ideas expressed, asking for clarification if needed but avoiding confrontations or debates.
6. Summarize the main points discussed, and thank people for their participation. (10 minutes)

Variation

Try doing separate focus groups on the same issue with members of your club and non-Rotarians from the community. Are the responses the same or different?
8. Panel Discussion

A panel discussion is a guided exchange involving several experts on a specific subject. Panel discussions are carefully structured and typically involve a facilitator who asks panelists specific questions about the community or a particular issue. Often, city governments, nonprofit or nongovernmental organizations, hospitals, and universities pay experts to collect and interpret detailed information about communities and the issues they face. Drawing on this expertise is an excellent way to learn about a community without having to invest a lot of time or money in a new community assessment.

Before conducting a panel discussion, identify community members who are qualified to talk about particular issues and resources. Panels generally have four to six experts on a particular issue (for example, a discussion on community health might include a doctor from a local hospital, a health official from a government health office, a professor from a local university who researches community health issues, and a community health care specialist from a local nonprofit or nongovernmental organization). To get a broader view of the community, consider facilitating a series of panel discussions on different issues.

Panel discussions are a powerful tool to raise the awareness of club members and to quickly learn about service opportunities from experts.

Panel discussion session plan

This session plan for conducting a panel discussion can be adapted to fit your club’s specific needs.

Objective
Hear what experts have to say about specific community issues.

Time
1 hour

Preparation
Select the issue your club would like to learn more about, and identify four to six experts from the community with specific knowledge or experience related to that issue. Strive for a balanced panel with people from a variety of backgrounds. (Keep in mind that expertise isn’t necessarily determined by someone’s title, education level, or profession.)

Invite the potential panelists to participate, explaining the purpose of your panel discussion. Ask if they have any handouts that can be distributed to your club members, and offer to make copies for all attendees.

Carefully consider the discussion questions you’ll pose to the panel. Make arrangements to record the discussion or have someone take detailed notes.

Materials

- A table and chairs arranged to face the audience
- Microphones and amplification equipment, if necessary
- Name tags for each panelist
- Overhead projector or other projection equipment (optional)
- Seating for audience members

Procedures

1. Introduce the panelists and the discussion topic. (5 minutes)
2. Ask the prepared questions, giving each panelist an opportunity to speak. (30 minutes)
3. Open the floor to questions from the audience. (15-20 minutes)
4. Summarize the discussion, and thank panelists for their time. (5 minutes)

Variation
Hold expert panel discussions for each of Rotary’s six areas of focus.
## Assessment Resources

### External Resources

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<tr>
<th>Resource Name</th>
<th>Source/Creator</th>
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<tbody>
<tr>
<td><strong>Section 1. Tools for Data Collection and Assessment</strong></td>
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<tr>
<td><strong>Physical Activity</strong></td>
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<tr>
<td>SOPARC</td>
<td>Thomas L. McKenzie, Ph.D.</td>
<td>This is a systematic observation tool used to assess physical activity in <em>parks</em>.</td>
<td><a href="http://activelivingresearch.org/node/10654">http://activelivingresearch.org/node/10654</a></td>
</tr>
<tr>
<td>SOPLAY</td>
<td>Thomas L. McKenzie, Ph.D.</td>
<td>This is a systematic observation tool used to assess <em>free play at school</em>.</td>
<td><a href="http://activelivingresearch.org/node/10642">http://activelivingresearch.org/node/10642</a></td>
</tr>
<tr>
<td>SOFIT</td>
<td>Thomas L. McKenzie, Ph.D.</td>
<td>This is a systematic observation tool used to assess structured <em>physical education classes</em>.</td>
<td><a href="http://activelivingresearch.org/sofit-system-observing-fitness-instruction-time">http://activelivingresearch.org/sofit-system-observing-fitness-instruction-time</a></td>
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<tr>
<td><strong>Healthy Eating</strong></td>
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<tr>
<td>Measures of the Food Environment</td>
<td>National Cancer Institute</td>
<td>This site provides links to instruments as well as information on methodologies. The instruments include checklists, interviews/questionnaires, inventories and market baskets.</td>
<td><a href="http://appliedresearch.cancer.gov/mfe/defining-measures-instruments-and-methodologies">http://appliedresearch.cancer.gov/mfe/defining-measures-instruments-and-methodologies</a></td>
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<tr>
<td>Nutrition Environment Measures Survey (NEMS) tools</td>
<td>University of Pennsylvania</td>
<td>The NEMS Tools are observational measures to assess nutrition environments, including stores, corner stores, and restaurants. The measures focus on availability of healthful choices, prices and quality.</td>
<td><a href="http://www.med.upenn.edu/nems/measures.shtml">http://www.med.upenn.edu/nems/measures.shtml</a></td>
</tr>
<tr>
<td>Nutrition Environment Measures Survey-Vending (NEMS-V)</td>
<td>Iowa Dept of Public Health and Iowa State Univ.</td>
<td>The NEMS-V tools were developed to evaluate the worksite vending machine environment. They build on the nationally recognized NEMS tools.</td>
<td><a href="http://www.nems-v.com/Index.html">http://www.nems-v.com/Index.html</a></td>
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<tr>
<td><strong>Breastfeeding</strong></td>
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<tr>
<td>Texas Mother-Friendly Worksite Program</td>
<td>Texas Department of State Health Services</td>
<td>This page provides tools you may use when collecting data to assess worksites prior to implementing a worksite breastfeeding intervention.</td>
<td><a href="http://www.texasmotherfriendly.org/program/assess-your-site">http://www.texasmotherfriendly.org/program/assess-your-site</a></td>
</tr>
<tr>
<td><em>Breastfeeding Promotion in Physicians’ Office Practices (BPPOP III)</em> Evaluation tools</td>
<td>American Academy of Pediatrics</td>
<td>Evaluation tools for this pilot study are available on the website. Focused on professional training about breastfeeding for care providers, the Breastfeeding Promotion in Physicians’ Office Practices (BPPOP III) was a 4-year, national, grant-funded program that was</td>
<td><a href="http://www2.aap.org/breastfeeding/curriculum/tools.html">http://www2.aap.org/breastfeeding/curriculum/tools.html</a></td>
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<td>Community Readiness Assessment</td>
<td>Tri-Ethnic Center</td>
<td>The Community Readiness Model was developed to assess if a community is ready to address an issue. The aim of the model is to ensure a good match between a community’s readiness and the intervention, as alignment is essential to success. To maximize chances for success, the Community Readiness Model offers tools to measure readiness and to develop stage-appropriate strategies.</td>
<td><a href="http://triethniccenter.colostate.edu/communityReadiness_home.htm">http://triethniccenter.colostate.edu/communityReadiness_home.htm</a></td>
</tr>
<tr>
<td>Community Health Assessment and Group Evaluation (CHANGE) Action Guide</td>
<td>Centers for Disease Control and Prevention</td>
<td>The CHANGE guide can be used to assess the policy, systems, and environmental change strategies currently in place in a community, as well as to develop an action plan for improving these strategies to support healthy lifestyles. The CHANGE guide can also support groups in prioritizing community needs and allocating resources.</td>
<td><a href="http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm">http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm</a></td>
</tr>
<tr>
<td>Organization/Coalition Assessment tools</td>
<td>Fieldstone Alliance</td>
<td>These assessment tools will help you gauge strengths and weaknesses and other elements of organization/coalition success.</td>
<td><a href="http://www.fieldstonealliance.org/client/tools.cfm#assessment">http://www.fieldstonealliance.org/client/tools.cfm#assessment</a></td>
</tr>
<tr>
<td>Breastfeeding Report Card</td>
<td>Centers for Disease Control and Prevention</td>
<td>The Breastfeeding Report Card is released every year and provides a comprehensive look at breastfeeding practices and support in every state.</td>
<td><a href="http://www.cdc.gov/breastfeeding/data/reportcard.htm">http://www.cdc.gov/breastfeeding/data/reportcard.htm</a></td>
</tr>
<tr>
<td>Maternity Practices in Infant Nutrition and Care (mPINC) System</td>
<td>Centers for Disease Control and Prevention</td>
<td>Initiated in 2007, the Maternity Practices in Infant Nutrition and Care (mPINC) is a national survey of maternity care practices and policies. It is conducted by the CDC every two years and is administered to all hospitals and birth centers with registered maternity beds in the U.S. and Territories.</td>
<td><a href="http://www.cdc.gov/breastfeeding/data/mpinc/survey.htm">http://www.cdc.gov/breastfeeding/data/mpinc/survey.htm</a></td>
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<tr>
<td>Pediatric Nutrition Surveillance System (PedNSS)</td>
<td>Centers for Disease Control and Prevention</td>
<td>This surveillance system collects information on maternal and child health, including: pregnancy history, hypertension, WIC enrollment, smoking indicators, and breastfeeding. The pediatric components of the system collect child-based data.</td>
<td><a href="http://www.cdc.gov/pednss/what_is/pednss/">http://www.cdc.gov/pednss/what_is/pednss/</a></td>
</tr>
<tr>
<td>Behavioral Risk Factor Surveillance System (BRFSS)</td>
<td>Centers for Disease Control and Prevention</td>
<td>The BRFSS became a nationwide surveillance system in the early 1990s. The survey data are typically used to estimate prevalence of risk behaviors and health conditions. Some counties’ data is reported; county data are the smallest units reported.</td>
<td><a href="http://www.cdc.gov/brfss/">http://www.cdc.gov/brfss/</a></td>
</tr>
<tr>
<td>Youth Risk Behavioral Surveillance System (YRBSS)</td>
<td>Centers for Disease Control and Prevention</td>
<td>The YRBSS monitors behaviors that contribute to unintentional injuries and violence; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and inadequate physical activity.</td>
<td><a href="http://www.cdc.gov/HealthyYouth/yrbs/index.htm">http://www.cdc.gov/HealthyYouth/yrbs/index.htm</a></td>
</tr>
<tr>
<td>CDC Wonder</td>
<td>Centers for Disease Control and Prevention</td>
<td>The CDC WONDER provides a single point of access to a variety of public health reports and data systems categorized by topic (ie, chronic disease indicators, cancer, etc.). The system allows comparisons between different geographic areas.</td>
<td><a href="http://wonder.cdc.gov/WelcomeT.html">http://wonder.cdc.gov/WelcomeT.html</a></td>
</tr>
<tr>
<td>National Center for Health Statistics</td>
<td>Centers for Disease Control and Prevention</td>
<td>The National Center for Health Statistics provides compiled data on many health care topics, and from a variety of sources, such as National Health Care Surveys.</td>
<td><a href="http://www.cdc.gov/nchs/">http://www.cdc.gov/nchs/</a></td>
</tr>
<tr>
<td>County Health Rankings</td>
<td>University of Wisconsin Population Health Institute</td>
<td>The County Health Rankings provide data on multiple health issues at the county level. Note that since the rankings are determined within a state comparisons across states are not recommended, though guidance is provided in case this is necessary.</td>
<td><a href="http://www.countyhealthrankings.org/">http://www.countyhealthrankings.org/</a></td>
</tr>
<tr>
<td>State Fruit and Vegetable Indicator Reports</td>
<td>Centers for Disease Control and Prevention</td>
<td>The CDC’s State Fruit and Vegetable Indicator Reports provide national and state-level information on fruit and vegetable consumption patterns. The reports also</td>
<td><a href="http://www.cdc.gov/obesity/resources/reports.html/">http://www.cdc.gov/obesity/resources/reports.html/</a></td>
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<tr>
<td>Resource Name</td>
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<td>point out key areas in</td>
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<td>can be improved to increase fruit and vegetable access, availability, and affordability.</td>
<td>2013 report: <a href="http://www.cdc.gov/nutrition/downloads/State-Indicator-Report-Fruits-Vegetables-2013.pdf">http://www.cdc.gov/nutrition/downloads/State-Indicator-Report-Fruits-Vegetables-2013.pdf</a></td>
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<tr>
<td>point out key areas in</td>
<td></td>
<td>This website allows the user to add geographic information systems (GIS) data layers to a map of a designated geographic area. Layers that can be added cover more than traditional health-related information and include data about environment, civic engagement, transportation, and more. The site allows users to: visualize local, regional and national data; overlay data layers; and generate maps, reports and “what if” scenarios.</td>
<td><a href="http://ims2.missouri.edu/tool/RWJF/granteeMap.aspx">http://ims2.missouri.edu/tool/RWJF/granteeMap.aspx</a></td>
</tr>
<tr>
<td>point out key areas in</td>
<td></td>
<td>This website allows users to add geographic information systems (GIS) data layers to a map of a designated geographic area. Community Commons pulls data from over 30 sources, including County Health Rankings, the Bureau of Labor Statistics, National Highway Traffic Safety Administration, and US Department of Housing and Urban Development.</td>
<td><a href="http://www.communitycommons.org/">http://www.communitycommons.org/</a></td>
</tr>
<tr>
<td>point out key areas in</td>
<td></td>
<td>This map shows the food deserts in the US. The user can click on the food desert and then on a box with more data about that food desert (county, population, % of people with low access, etc.). Be sure to check the definitions of food deserts.</td>
<td><a href="http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx#.UmbUJhBEPk8">http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx#.UmbUJhBEPk8</a></td>
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<tr>
<td>point out key areas in</td>
<td></td>
<td>Similar to the Food Desert Locator, this map shows multiple layers (has several layers you can combine). The user can click on the map and get more detailed data about that census tract.</td>
<td><a href="http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx#.UmbUehBEPk8">http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx#.UmbUehBEPk8</a></td>
</tr>
<tr>
<td>point out key areas in</td>
<td></td>
<td>This self-directed mapping tool shows prevalence of diagnosed diabetes at the county level for all states.</td>
<td><a href="http://www.cdc.gov/diabetes/atlas/">http://www.cdc.gov/diabetes/atlas/</a></td>
</tr>
<tr>
<td>point out key areas in</td>
<td></td>
<td>This mapping system has the capability to show different data sets in a visual format related to participation in SNAP and SNAP benefits used (in monetary terms).</td>
<td><a href="http://www.ers.usda.gov/data-products/supplemental-nutrition-assistance-program-%28snap%29-data-system/go-to-the-map.aspx#.UmbVZBBEPk8">http://www.ers.usda.gov/data-products/supplemental-nutrition-assistance-program-%28snap%29-data-system/go-to-the-map.aspx#.UmbVZBBEPk8</a></td>
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UNC Center for Health Promotion and Disease Prevention
Center for Training and Research Translation (Center TRT)

Your Health Matters: Growing Active, Healthy Communities
Trainer Handbook ~ June 2014

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<th>Resource Name</th>
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<tbody>
<tr>
<td>Identifying Community Assets and Resources</td>
<td>Community Toolbox</td>
<td>The chapter, <em>Assessing Community Needs and Resources</em>, includes a section on asset mapping, which includes topic information, a checklist, examples, tools, and a PowerPoint presentation.</td>
<td>Chapter 3, Section 8: <a href="http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/example">http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/example</a></td>
</tr>
<tr>
<td><strong>Section 2. Collaboration &amp; stakeholder engagement</strong></td>
<td></td>
<td></td>
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<tr>
<td>Collaboration: What Makes it Work <em>(book)</em></td>
<td>Paul Mattesich et al</td>
<td>This book describes what makes a collaboration succeed or fail. Included in the book are: <em>The Collaboration Factors Inventory</em>, a tool for assessing your collaboration on twenty indicators; case studies of how organizations have used the inventory and a case study illustrating how one collaboration assessed itself and used the results to take action to improve its success; and new ideas for using the factors based on examples from others.</td>
<td>Order here: <a href="http://www.fieldstonealliance.org/productdetail?PC=126">http://www.fieldstonealliance.org/productdetail?PC=126</a></td>
</tr>
<tr>
<td>Collaboration Multiplier</td>
<td>Prevention Institute</td>
<td>The Collaboration Multiplier is a tool to help practitioners analyze collaborative efforts across fields and sectors. The tool is designed to guide an organization in identifying and engaging partners, improving work with existing partners to help identify common goals, identifying missing partners, distinguishing different partners' perspectives and contributions, and leveraging diverse expertise and resources.</td>
<td><a href="http://www.preventioninstitute.org/index.php?option=com_jlibrary&amp;view=article&amp;id=44&amp;Itemid=127">http://www.preventioninstitute.org/index.php?option=com_jlibrary&amp;view=article&amp;id=44&amp;Itemid=127</a></td>
</tr>
<tr>
<td>Community Engagement Resource List</td>
<td>Robert Wood Johnson Foundation Center to Prevent Childhood Obesity</td>
<td>This Resource List provides case studies and tools to support community engagement.</td>
<td><a href="http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72843">http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72843</a></td>
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<td>Community Engagement: What is it?</td>
<td>Robert Wood Johnson Foundation Center to Prevent Childhood Obesity</td>
<td>This Guide defines and provides background information on community engagement.</td>
<td><a href="http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72844">http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72844</a></td>
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<td><strong>Stories and case examples</strong></td>
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<td>Prevention and Public Health Stories in the States</td>
<td>Trust for America’s Health (TFAH)</td>
<td>These stories provide a real world perspective and demonstrate various approaches to chronic disease topics: childhood obesity prevention, access to healthy foods, food deserts, health disparities and more. The stories are short vignettes.</td>
<td><a href="http://healthyamericans.org/health-issues/prevention-page">http://healthyamericans.org/health-issues/prevention-page</a></td>
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<td>Stories from the Field</td>
<td>State Health Departments and CDC Division of Nutrition, Physical Activity and Obesity (DNPAO)</td>
<td>DNPAO compiled these Stories from the Field, which illustrate different states’ approaches to implementing obesity prevention strategies ranging from creating an obesity taskforce to creating bicycle-friendly trails. These stories make the strategies come alive.</td>
<td><a href="http://www.cdc.gov/obesity/stateprograms/statestories.html">http://www.cdc.gov/obesity/stateprograms/statestories.html</a></td>
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<td><strong>Center TRT Examples</strong></td>
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<td>West Virginia School Nutrition Standards</td>
<td>West Virginia Department of Education &amp; Center TRT</td>
<td>This intervention seeks to change the food and beverage environment in schools to encourage healthier eating. The package includes a sample logic model and evaluation plan for use by practitioners.</td>
<td><a href="http://centertrt.org/?p=intervention&amp;id=1103">http://centertrt.org/?p=intervention&amp;id=1103</a></td>
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<td>Connecticut Breastfeeding Initiative</td>
<td>Connecticut Department of Public Health &amp; Center TRT</td>
<td>This intervention promotes practices in maternity facilities that support the initiation and continuation of breastfeeding. The package includes a sample logic model and evaluation plan for use by practitioners.</td>
<td><a href="http://centertrt.org/?p=intervention&amp;id=1006">http://centertrt.org/?p=intervention&amp;id=1006</a></td>
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<tr>
<td>OSNAP Initiative: Strategies to Increase Drinking Water Access</td>
<td>Harvard Prevention Research Center &amp; Center TRT</td>
<td>This intervention seeks to increase consumption of water in out of school time (ie, in after school programs) by implementing a curriculum and making changes to policy and staff practices. The package includes a sample logic model and evaluation plan for use by practitioners.</td>
<td><a href="http://centertrt.org/?p=intervention&amp;id=1180">http://centertrt.org/?p=intervention&amp;id=1180</a></td>
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<td>Hawaii Complete Streets</td>
<td>Hawaii Dept of Health and Univ of Hawaii at</td>
<td>This intervention seeks to change the built environment (county and state roads) to facilitate increased active transportation. The package includes a sample logic</td>
<td><a href="http://centertrt.org/?p=intervention&amp;id=1111">http://centertrt.org/?p=intervention&amp;id=1111</a></td>
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<td>Manoa &amp; Center TRT</td>
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<td>model and evaluation plan for use by practitioners.</td>
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### Section 4. Guidance on intervention strategies

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<th>Resource Name</th>
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<tr>
<td>Center TRT Intervention Strategies</td>
<td>Center TRT</td>
<td>The Center TRT cross-walked six key guidance documents to compile a list of 26 intervention strategies for obesity prevention.</td>
<td><a href="http://centertrt.org/?p=find_strategies">http://centertrt.org/?p=find_strategies</a></td>
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<tr>
<td>The Community Guide</td>
<td>The Guide to Community Preventive Services</td>
<td>The Community Guide completes systematic reviews to determine if a strategy is recommended or not. A summary of the determination is also available.</td>
<td><a href="http://www.thecommunityguide.org/pa/Environmental-Policy/index.html">Physical activity recommendations:</a></td>
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<td>Community Guide article: The Effectiveness of Interventions to Increase Physical Activity A Systematic Review</td>
<td>Kahn et al (2002)</td>
<td>This systematic review provides guidance for public health decision-makers about which interventions are effective. The authors show several types of interventions to be effective: two informational interventions, three behavioral and social interventions, and one environmental and policy intervention. The article also provides information about applicability, other effects, and barriers to implementation for these interventions.</td>
<td><a href="http://healthyamericans.org/assets/files/Compendium_Report_1016_1131.pdf">PDF (available on Sakai)</a></td>
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<td>Community Guide article: The Effectiveness of Worksite Nutrition and Physical Activity Interventions for Controlling Employee Overweight and Obesity A Systematic Review</td>
<td>Anderson et al (2009)</td>
<td>This is a systematic review of the effectiveness of worksite nutrition and physical activity programs to promote healthy weight among employees. The review found that worksite nutrition and physical activity programs achieve modest improvements in employee weight status at the 6- and 12-month follow-up. The majority of the studies included combined informational and behavioral strategies to influence diet and physical activity, while a smaller number modified the work environment to support healthy choices.</td>
<td><a href="http://healthyamericans.org/assets/files/Compendium_Report_1016_1131.pdf">PDF (available on Sakai)</a></td>
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<td>A Compendium of Proven Community-Based Prevention Programs</td>
<td>Trust for America’s Health (TFAH)</td>
<td>This listing of community-based prevention programs (ie, those occurring outside of a healthcare or hospital setting) was created through a review of articles from 2002 to present. Interventions were included if they were in line with the highest level criteria laid out by the review articles. Case examples were then selected to illustrate strategies.</td>
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<td>What Works for Health</td>
<td>University of Wisconsin Population Health Institute</td>
<td><em>What Works for Health</em> provides a selection of evidence-informed policies, programs and system changes to improve various factors known to affect health. From this page, you may select a health factor of interest (the light blue boxes on the right) to learn more about strategies that could work in your community. Brief web tutorial available.</td>
<td><a href="http://www.countyhealthrankings.org/roadmaps/what-works-for-health">http://www.countyhealthrankings.org/roadmaps/what-works-for-health</a></td>
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<td>A systematic review of professional support interventions for breastfeeding</td>
<td>Hannula et al (2008) in <em>Journal of Clinical Nursing</em></td>
<td>This systematic review article describes (1) the ways in which breastfeeding can be professionally supported during the pregnancy, at the maternity hospital and/or during postnatal time and (2) the effectiveness of professional interventions in supporting breastfeeding.</td>
<td>PDF (available on Sakai)</td>
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<td>The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies</td>
<td>Centers for Disease Control and Prevention</td>
<td>This guide provides information to public state/local public health practitioners to inform decisions about which intervention strategy best meets their needs. Breastfeeding support is needed in many different settings, including hospitals and birthing centers, worksites, and communities. This Guide builds upon the research evidence demonstrating effective intervention strategies and also includes program examples and resources.</td>
<td><a href="http://www.cdc.gov/breastfeeding/resources/guide.htm">http://www.cdc.gov/breastfeeding/resources/guide.htm</a></td>
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