Your Health Matters: Growing Active, Healthy Communities

PARTICIPANT HANDBOOK

Free and reproducible materials for Community Health Workers to implement in local community education programs

Your Health Matters: Growing Active, Healthy Communities
Participant Handbook – June 2014
Your Health Matters: Growing Active, Healthy Communities

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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).
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
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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.

Growing Active, Healthy Communities Curriculum Sections

- 1: The Issue
- 2: Communities Can Change
- 3: Consider What Works
- 4: Partners
- 5: Community Assessments
- 6: Prioritize Strategies
- 7: Take Action
- 8: Conclusion

Special Features in this Training

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>📝</td>
<td>Worksheet associated with this slide.</td>
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<tr>
<td>🌱</td>
<td>A continuing activity focusing on different aspects from different sections.</td>
</tr>
<tr>
<td>🌱</td>
<td>Fictitious city used in activity.</td>
</tr>
<tr>
<td>🕒</td>
<td>10-minute activity breaks to keep us moving throughout the day.</td>
</tr>
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</table>

Curriculum Materials

- Binders
  - PowerPoint slides
  - Evaluations
  - Pre/post tests
  - Activity sheets
  - Assessment tools
- CD
  - PowerPoints
  - Activity sheets
  - Assessment tools
  - Videos
Knowledge Questionnaire

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 __________.

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.

What is healthy eating?

Healthy eating means eating the right amounts of the right kinds of foods. Add more fresh fruits, vegetables, and whole grains and cut back on foods that have a lot of fat, salt, and sugar.

Take 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.

6 out of 7 Americans do not eat enough fruits and vegetables

6 teaspoons added sugars for women per day
9 teaspoons added sugars for men per day
23 teaspoons actual added sugars consumed by average American per day
385 Calories consumed daily from added sugars by the average American

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.
Energy Balance

CALORIES IN
Food
Beverages

CALORIES OUT
Body functions
Physical Activity

Weight Gain

Weight Loss

What is Physical Activity?

Physical activity is any body movement. There are different levels of physical activity.

Levels of Intensity

Vigorous...
Running; your heart beats strongly and you sweat; difficult to talk

Moderate...
Walking quickly; your heart rate beats faster than normal and you sweat; can maintain a conversation

Light...
Walking slowly; you’re not in a rush and don’t work up a sweat

Examples of Activities

To gain health benefits, activities should last for continuous periods of at least 10 minutes.

Light Exercise: slow walk, light gardening, house cleaning, caring for children, etc.

Moderate Exercise: walking quickly, riding a bike, dancing, etc.

Vigorous Exercise: aerobics, Zumba®, playing soccer, running, swimming laps, etc.

Everyone needs physical activity

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

Economic Costs of Obesity

• Billions of dollars every year to the government and costs you too:
  – loss of productivity at work,
  – more doctors visits and medications
• Diabetes, heart conditions, etc.

4 out of 5 Americans are not physically active enough
Obesity Trends Among U.S. Adults
BRFSS, 1985

Centers for Disease Control and Prevention

Obesity Trends Among U.S. Adults
BRFSS, 1986

Centers for Disease Control and Prevention

Obesity Trends Among U.S. Adults
BRFSS, 1987

Centers for Disease Control and Prevention

Obesity Trends Among U.S. Adults
BRFSS, 1988

Centers for Disease Control and Prevention

Obesity Trends Among U.S. Adults
BRFSS, 1989

Centers for Disease Control and Prevention

Obesity Trends Among U.S. Adults
BRFSS, 1990

Centers for Disease Control and Prevention
Obesity Trends Among U.S. Adults
BRFSS, 1997

Obesity Trends Among U.S. Adults
BRFSS, 1998

Obesity Trends Among U.S. Adults
BRFSS, 1999

Obesity Trends Among U.S. Adults
BRFSS, 2000

Obesity Trends Among U.S. Adults
BRFSS, 2001

Obesity Trends Among U.S. Adults
BRFSS, 2002
Obesity Trends Among U.S. Adults
BRFSS, 2003

Obesity Trends Among U.S. Adults
BRFSS, 2004

Obesity Trends Among U.S. Adults
BRFSS, 2005

Obesity Trends Among U.S. Adults
BRFSS, 2006

Obesity Trends Among U.S. Adults
BRFSS, 2007

Obesity Trends Among U.S. Adults
BRFSS, 2008
The Issue

Obesity Trends Among U.S. Adults
BRFSS, 2009

Obesity Trends Among U.S. Adults
BRFSS, 2010

What limits healthy living in a community?

Toxic Environment: Environmental Limitations
Traffic, sidewalks leading to nowhere, underused playgrounds, safety concerns

Toxic Environment: Surrounded by unhealthy foods
Surrounded by high calorie food choices, snacks, sodas, and sugary beverages in schools, and food deserts

Toxic Environment: Unhealthy Fundraisers and Less Physical Education (P.E.) in Schools

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If being healthy is so important, why are people not doing it? 

- Not important to community leaders
- Not enough time
- Not safe
- Our community isn’t designed for it
- No motivation
- LACK OF FRESH FRUITS AND VEGETABLES
- No support
- It’s not convenient
- Can’t afford a gym and healthy food is too expensive
- Fear of injury

A Strong Leader is able to:

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


Lead or Partner?

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

Switch to Communities Can Change PowerPoint
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.

Healthy Communities

- A healthy community means more than just the absence of disease.
- A healthy community has sidewalks, schools, and playgrounds.
- A healthy community has access to fresh fruits and vegetables.
- A healthy community is safe.
Each Community is Unique

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

What makes your community unique and healthy?

Definition of Community

• COMMUNITY is:
  a united group of people who share common interests. Examples of communities may be where you live, work, or go to school. Community may be based on relationships rather than geography.

Communities

• What communities do you belong to?
  ______________________________________________
  ______________________________________________
  ______________________________________________

• Why do you belong to these communities?
  ______________________________________________
  ______________________________________________
  ______________________________________________

Policy improvements, systems and environmental changes play a big role in creating a healthier community.

5-MINUTE BREAK

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

WHAT ARE POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES?
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.

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

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

Definition Example
• Posting mile markers on trails and other areas for physical activity

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

Definition 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.
On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

HOW CONFIDENT ARE YOU?

<table>
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<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<td>Not confident at all</td>
<td>Some what confident</td>
<td>Very confident</td>
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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."

These deaths could NOT have been prevented by:

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

These deaths COULD have been prevented by:

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

Defining Problems: Individual and Policy/Systems/Environmental

**Individual Level**

- 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.
- I’m afraid I’ll get hit by a car because there are no sidewalks.
- There is no place close to my house for my family to be active.

**Policy, Systems, and Environmental Level**

- 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.
- City planners and other stakeholders need to create ordinances requiring sidewalks on new streets as well as adding sidewalks to the old streets.
- The school systems have policies that lock up the playgrounds after school hours.
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ACTIVITY

Picturing the Community

- What are the community’s current resources that promote physical activity and healthy eating?
- Who might have access to these resources?
- What do the communities have in common and what are the differences?

Next Steps

Our Priority:

Communities Can Change:

Key Point Recap

- 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.

Communities Can Change

MY PLAN

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?
Let’s move!

Instant Recess: http://youtu.be/mO1GjOCg6E

For free tools to get started: www.instantrecess.com


10-minute Activity Break

Switch to Consider What Works PowerPoint
Your Health Matters: Growing Active, Healthy Communities

Consider What Works

Learning Objectives

- Identify evidence-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.

Use evidence-based strategies instead of:

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

Evidence-Based Strategies Around Texas

Strategy #1: Expand opportunities to be physically active at existing locations
Example 1: Free Exercise Classes in Brownsville, TX
- Using existing facilities around the city, including schools, churches, and community buildings to offer exercise classes.

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

Example 3: San Antonio Síclovía (Open Streets)
The difference between a Block Party and Open Streets is that Open Streets is a regular occurrence.

What locations exist in your communities that could be used for this strategy?

Strategy #2: Create streets that are safe and accessible everyday
Make walking, biking, and using mass transit the easy thing to do.

Safe Routes to School
Example 2: South Dallas Better Block Project

BEFORE

AFTER

- Safe pedestrian walkway
- On street parking
- Walkable feel
- Active People

http://betterblock.org/?p=599

Example 3: Houston Bikeway Program

Unprotected Path

Protected Path

- Cars
- Bikes
- Pedestrians

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

Example 1: Brownsville’s Sunrise Mall “Learn to Love It!” and other point of decision prompts

Strategy #4: Increase consumption of fruits and vegetables

Where some places are in your community that could benefit from improved sidewalks, crosswalks, and/or bicycle paths?

How?
Example 1: Tyler Gets a Taste of Healthy Eating with The Fair Market

- 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, the market provides 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.

Example 2: Lubbock Community Garden Provides Affordable Fresh Produce

- The Guadalupe Garden Coalition in Lubbock, Texas helped to develop community gardens in the low-income neighborhood of Guadalupe.
- Community members can apply for a spot and grow and harvest their own produce.
- The extra food is distributed to the community through St. Joseph’s church.

Example 3: Waco Brings Farm-Fresh Produce to Work

- The Waco-McLennan County Public Health District facilitated the partnership between City of Waco and Sustainable Food Center to implement the Farm to Work program as a project of the Community Transformations Grant funded through DSHS by CDC.
- The program provides 1,500 employees access to fresh, locally grown fruits and vegetables without having to travel to a grocery store and supports local farmers.

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

Example 1: Burnet County Menu Labeling

- This program was started by the San Antonio Metro Health District.
- Williamson County & Cities Health District adapted the ¡Por Vida! A Better Choice For Life! healthy menu labeling program locally in Burnet County and Williamson County.
- With this program they are 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 ¡Tienditas 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 ¡Tienditas 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.

For information on how to start a community garden: http://communitygarden.org

Sustainable Food Center: www.sustainablefoodcenter.org

http://www.sanantonio.gov/health/HKHC-HealthySelections.html
**What is the Community Guide?**

[Image of Community Guide]


**Welcome to Healthy, Texas!**

[Image of Healthy, Texas]

[http://planhealthytexas.org](http://planhealthytexas.org)

**Welcome to Unhealthy, Texas USA**

[Image of Unhealthy, Texas USA]

**Consider What Works: Key Point Recap**

- PlanHealthyTexas.org is a great resource to identify evidence-based strategies.
- There are many more evidence-based strategies.
- All should be considered with partners in your community.

**MY PLAN 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?
Switch to
*Partners*
PowerPoint
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.

What is a coalition?

- A coalition is a group of people taking action together to reach a common goal.

What coalitions already exist in your community that are focused on health?

Are community members already a part of these?

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
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COMMUNITY INPUT

Barriers to Physical Activity and Healthy Eating

What Works

Establish Priorities:

Important and/or Doable

Take Action

Next

• 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?

Measure

Partners:

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Your Health Matters: Growing Active, Healthy Communities
Partners
Let's move!

10-minute Activity Break

Switch to *Community Assessments* PowerPoint

**MY PLAN**

Who are you going to partner with?

Examples: transportation, faith-based, school, restaurants
Community Assessments: Learning Objectives

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

Power of a Community Assessment

- Assessments identify areas to:
  - Improve a policy
  - Change a system
  - Enhance the environment
- Multiple assessments can better examine an issue and involve the community in:
  - Helping to collect data
  - Helping to generate meaning
  - Helping to share findings and create action plans
- Assessments can be targeted to specific "problem areas."

Lack of physical activity and healthy eating in communities

- We know our own perception but we need to look and listen for others' perceptions.
  - Observations
  - PhotoVoice
  - Vending Machine Assessment
  - Walkability/Bikeability Audits
  - Discussion Groups
  - Surveys

Observations

- Allows you to gather clues and generate conclusions about specific places or experiences

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
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.”

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

Discussion Groups

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

Surveys

- Postal
- Telephone
- Face-to-face
- Web-based
- Social media (Facebook, twitter, blogs, etc.)
Tools for Web-based Surveys

- Google Forms (www.google.com/drive/apps.html) or SurveyMonkey (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.

Use Maps to Show Data

- County-level Estimates of Leisure-time Physical Inactivity among Adults aged ≥ 20 years: United States 2009

What are some advantages and disadvantages of using maps to show data?

A person is considered 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.

Community Mapping

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

Mapping My Community

- 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

Use Maps to Show Data

- Texas Department of State Health Services
  http://www.dshs.state.tx.us/
- County and City Health Departments
- Local Universities
- Hospitals and Clinics
- United Way
- Community/non-profit Organizations

Where can I find local data?

- Texas Department of State Health Services
  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.

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.

Let’s move!

10-minute Activity Break

Walkability Debrief

1. Tally up your scores
2. What good things stood out on your walk?
   a) Sidewalks – were they wide enough? Maintenance? Lighting? Safety features? Transparency? Other?
3. What could be improved upon?
4. What other tools could help when conducting an walkability audit?
   a) Google real map, extra set of eyes, camera
5. What are the next steps?

Switch to Prioritize Strategies

PowerPoint
Prioritize Strategies: Learning Objectives

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

Moving from Individual to Policy Improvements, Systems and Environmental Changes

- Remember, policy improvements, systems and environmental changes reach more people and can have a longer impact.

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?

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Welcome to Unhealthy, Texas USA

Barriers to Physical Activity and Healthy Eating

What Works

Establish Priorities: Important and/or Doable

Take Action

Next Steps

Who

When

Measure

Our Priority:

Partners:

PLANNING

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.

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Next steps to accomplish it:

<table>
<thead>
<tr>
<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>
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<tr>
<td>Example: Find city layouts</td>
<td></td>
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<tr>
<td>Example: Find funding</td>
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</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.

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

Switch to Take Action 
PowerPoint
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.

What do local community decision makers do?

- **City Councils and Commissioners**
  - Carry out policy improvements that promote healthy living
  - Support existing organizations that promote healthy living
  - Designate the allocation of city resources and priorities toward health initiatives

- **Mayor’s Offices**
  - Organize and lead forces to promote fitness and health
  - Attend community events focused on health

- **School Boards**
  - Improve policies regarding physical activity and healthy eating for school-age children (K-12)

- **Parks and Recreation Departments**
  - Implement and maintain built environments
  - Promote access to facilities that promote physical activity and healthy eating
  - Provide physical activity opportunities for all ages and abilities

- **Law Enforcement**
  - Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

- **City and Urban Planning Departments**
  - Shape the development of new built environments
  - Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

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?
Communicate needs by...

- Connecting
- Educating
- Building long-term relationships

Who do you need to talk to?

How would you communicate this information?

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

What do you need to say?

Prepared statements, commonly known as elevator speeches, are previously written and practiced presentations in which you communicate what is important for your community.

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 role in the community.
   - 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.
What do you need to say?

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.

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?

THINKING ABOUT THE FUTURE – HOW DO WE KNOW IF OUR PROJECT IS WORKING?

Barriers and Myths: Evaluation

- Evaluation is...
  - 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.

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.

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.
Take Action

Key Point Recap

- 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!

Switch to Conclusion

PowerPoint
8: Conclusion

Window of Opportunity

External elements

Problem
A problem is identified and recognized as important and something should be done about it.

Solution
The policy options are considered doable and reasonable in cost and an appealing option is found.

Decision Maker
A decision maker is able and passionate and puts the policy up for a vote.

Time to act
A window of opportunity opens

Example Leading to a Window of Opportunity

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.

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

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

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

Apply what you have learned about policy improvements, systems and environmental changes to your local community

Bringing Policy, Systems, and Environmental Changes Home

• Think of your community for this final activity.
• Work with others to develop your MY PLAN worksheet!
**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.

**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?

**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.

**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!
On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

**HOW CONFIDENT ARE YOU?**

- 0: Not confident at all
- 1: Some what confident
- 2: Very confident

---

Knowledge Questionnaire

THANK YOU!
Communities

• What communities do you belong to?
  ____________________________________________
  ____________________________________________
  ____________________________________________

• Why do you belong to these communities?
  ____________________________________________
  ____________________________________________
  ____________________________________________
Welcome to Unhealthy, Texas USA

COMMUNITY INPUT

Barriers to Physical Activity and Healthy Eating

What Works

Establish Priorities: Important and/or Doable

Take Action

Next Steps

Who

When

Measure

North

South

Our Priority:

Partners:

Your Health Matters: Growing Active, Healthy Communities
Participant Handbook ~ June 2014
**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>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Evidence-Based Strategies Around Texas

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

<table>
<thead>
<tr>
<th>Funding:</th>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Assess the needs of your community and discuss them with community, county and city leaders.</td>
</tr>
<tr>
<td>• Work with your City Parks and Recreation Department to discuss low-cost options for additional programming.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Parking lots can be a great space on weekends or evenings, when cars are not parked there.</td>
<td>• Access public school gymnasiums or grounds, universities, malls, parks, recreational trails, bike-friendly streets and community recreation centers.</td>
</tr>
<tr>
<td></td>
<td>• 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.)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Funding:</th>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most cities do this in phases as they do regular maintenance on streets.</td>
<td>• Organize neighbors, churches, school groups and contact the city council and local government officials and suggest Complete Streets programs and policies for your community.</td>
</tr>
<tr>
<td>• Use the Safe Routes to School infrastructure grants programs for such improvements.</td>
<td>• Attend city council meetings and speak in support of this effort.</td>
</tr>
<tr>
<td></td>
<td>• Get involved in your neighborhood association and work to develop and improve pedestrian and bicycle safety measures.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Funding:</th>
<th>What to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This can be one of the easiest and cheapest strategies to encourage community change.</td>
<td>• Ask your neighbors to volunteer to post signs in the neighborhood and community.</td>
</tr>
<tr>
<td>• Ask businesses to provide the printing materials and look for spaces that are not being used to post the signs.</td>
<td>• Work with your employer, schools, church, or businesses to post the prompts.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>Strategy #4: Increase consumption of fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Funding:</strong></td>
<td></td>
</tr>
<tr>
<td>• Use grant, loan, and other financing programs available in Texas.</td>
<td></td>
</tr>
<tr>
<td>• Attend a city planning meeting to ask about financing programs and partnerships addressing these concerns.</td>
<td></td>
</tr>
<tr>
<td>• Work with Master Gardener programs in your area for in-kind funding</td>
<td></td>
</tr>
<tr>
<td><strong>What to do:</strong></td>
<td></td>
</tr>
<tr>
<td>• Increase the number of farmers markets and community gardens where fresh fruits and vegetable can be sold locally.</td>
<td></td>
</tr>
<tr>
<td>• Work to improve policies to open new grocery stores, improve convenience stores, and promote community gardens and farmers markets.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #5: Reduce the consumption of high-calorie foods and sugar-sweetened beverages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding:</strong></td>
</tr>
<tr>
<td>• Encourage your local farmers market to accept Supplemental Nutrition Assistance Program (SNAP) benefits.</td>
</tr>
<tr>
<td><strong>What to do:</strong></td>
</tr>
<tr>
<td>• Improve availability of affordable, healthy food and beverage choices in public service venues.</td>
</tr>
<tr>
<td>• Develop local, city, or state guidelines or policies that increase or improve menu labeling in restaurants.</td>
</tr>
<tr>
<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>• 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>• 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>• <em>Interest in creating transportation routes.</em></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>• <em>Interest in active communities.</em></td>
</tr>
<tr>
<td></td>
<td>• Creation and maintenance of new parks.</td>
<td>• <em>Providing safe and accessible places for all community members to enjoy.</em></td>
</tr>
<tr>
<td>Community Members</td>
<td>• Community members have voting power.</td>
<td>• <em>Creating a trust and connection in communities.</em></td>
</tr>
<tr>
<td></td>
<td>• Volunteer base.</td>
<td>• <em>Building a safer, healthier, and more desirable community.</em></td>
</tr>
<tr>
<td></td>
<td>• Different areas of expertise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Valuable opinions about what should be done and how to sustain it.</td>
<td></td>
</tr>
<tr>
<td>Grocery Stores and Food Vendors</td>
<td>• Ability to change the food offered.</td>
<td>• <em>Creating profit.</em></td>
</tr>
<tr>
<td></td>
<td>• Have the option of choosing healthier food options.</td>
<td>• <em>Selling products.</em></td>
</tr>
<tr>
<td>Local Farmers</td>
<td>• Fresh fruits and vegetables.</td>
<td>• <em>Selling fruits and vegetables.</em></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of farming and produce.</td>
<td>• <em>Creating profit.</em></td>
</tr>
</tbody>
</table>

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*Your Health Matters: Growing Active, Healthy Communities*  
Participant Handbook ~ June 2014
Mapping My Community

- 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.

1. ______ 26–30 Celebrate! You have a great neighborhood for walking.
2. ______ 21–25 Celebrate a little. Your neighborhood is pretty good.
3. ______ 16–20 Okay, but it needs work.
4. ______ 11–15 It needs lots of work. You deserve better than that.
5. ______ 5–10 It’s a disaster for walking!

Total: ______

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>• make media aware of problem</td>
<td>• work with a local transportation engineer to develop a plan for a safe walking route</td>
</tr>
<tr>
<td>No sidewalks, paths or shoulders</td>
<td>• pick another route for now</td>
<td>• speak up at board meetings</td>
</tr>
<tr>
<td>Too much traffic</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>
</tbody>
</table>

2. Was it easy to cross streets?

| Road too wide | • pick another route for now | • push for crosswalks/signals/ parking changes/curb ramps at city meetings |
| Traffic signals made us wait too long or did not give us enough time to cross | • share problems and checklist with local traffic engineering or public works department | • report to traffic engineer where parked cars are safety hazards |
| Crosswalks/traffic signals needed | • trim your trees or bushes that block the street and ask your neighbors to do the same | • report illegally parked cars to the police |
| View of traffic blocked by parked cars, trees, or plants | • leave nice notes on problem cars asking owners not to park there | • request that the public works department trim trees or plants |
| Needed curb ramps or ramps needed repair | • pick another route for now | • make media aware of problem |

3. Did drivers behave well?

| Backed without looking | • pick another route for now | • petition for more enforcement |
| Did not yield | • set an example: slow down and be considerate of others | • request protected turns |
| Turned into walkers | • encourage your neighbors to do the same | • ask city planners and traffic engineers for traffic calming ideas |
| Drove too fast | • report unsafe driving to the police | • ask schools about getting crossing guards at key locations |
| Sped up to make traffic lights or drove through red lights | • educate yourself and your child about safe walking | • organize a neighborhood speed watch program |

4. Could you follow safety rules?

| Cross at crosswalks or where you could see and be seen | • educate yourself and your child about safe walking | • encourage schools to teach walking safely |
| Stop and look left, right, left before crossing | • organize parents in your neighborhood to walk children to school | • help schools start safe walking programs |
| Walk on sidewalks or shoulders facing traffic | • point out areas to avoid to your child; agree on safe routes | • encourage corporate support for flex schedules so parents can walk children to school |
| Cross with the light | • ask neighbors to keep dogs leashed or fenced | |

5. Was your walk pleasant?

| Needs grass, flowers, trees | • request increased police enforcement | • get media to do a story about the health benefits of walking |
| Scary dogs | • start a crime watch program in your neighborhood | • call parks and recreation department about community walks |
| Scary people | • organize a community clean-up day | • encourage corporate support for employee walking programs |
| Not well lit | • sponsor a neighborhood beautification or tree-planting day | • plant shade trees along routes |
| Dirty, litter | • begin an adopt-a-street program | • have a sun safety seminar for kids |
| Lots of traffic | • initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times) | • have kids learn about unhealthy ozone days and the Air Quality Index (AQI) |

A Quick Health Check

| 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 | • offer increased police enforcement |
| Were tired, short of breath or had sore feet or muscles | • invite a friend or child along | • start a crime watch program in your neighborhood |
| Was the sun really hot? | • walk along shaded routes where possible | • organize a community clean-up day |
| Was it hot and hazy? | • use sunscreen of SPF 15 or higher, wear a hat and sunglasses | • sponsor a neighborhood beautification or tree-planting day |
| | • try not to walk during the hottest time of day | • begin an adopt-a-street program |

Your Health Matters: Growing Active, Healthy Communities
Participant Handbook ~ June 2014
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 2 3 4 5 6
awful many problems some problems good very good excellent

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:

☐ No

b) On an off-road path or trail, where motor vehicles were not allowed?

☐ 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:

☐ No

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?

Your behavior contributes to the bikeability of your community. Check all that apply:

☐ Wore a bicycle helmet
☐ Obeyed traffic signal 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.

Total: 

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.
Now that you know the problems, you can find the answers.

### Improving your community's score

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

<table>
<thead>
<tr>
<th>Problem</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><strong>a) On the road?</strong></td>
<td>• pick another route for now</td>
<td>• participate in local planning meetings</td>
</tr>
<tr>
<td>No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)</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>Bicycle lane or paved shoulder disappeared</td>
<td>• find a class to boost your confidence about riding in traffic</td>
<td>• ask your public works department to consider &quot;Share the Road&quot; signs at specific locations</td>
</tr>
<tr>
<td>Heavy and/or fast-moving traffic</td>
<td></td>
<td>• ask your state department of transportation to include paved shoulders on all their rural highways</td>
</tr>
<tr>
<td>Too many trucks or buses</td>
<td></td>
<td>• establish or join a local bicycle advocacy group</td>
</tr>
<tr>
<td>No space for bicyclists on bridges or in tunnels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly lighted roadways</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b) On an off-road path or trail?</strong></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 ended abruptly</td>
<td>• find an on-street route</td>
<td>• petition your local transportation agency to improve path/roadway crossings</td>
</tr>
<tr>
<td>Path didn't go where I wanted to go</td>
<td>• use the path at less crowded times</td>
<td>• ask for more trails in your community</td>
</tr>
<tr>
<td>Path intersected with roads that were difficult to cross</td>
<td>• tell the trail manager or agency about specific problems</td>
<td>• establish or join a &quot;Friends of the Trail&quot; advocacy group</td>
</tr>
<tr>
<td>Path was crowded</td>
<td></td>
<td></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
- 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

- • report problems immediately to public works department or appropriate agency
- • keep your eye on the road/path
- • pick another route until the problem is fixed (and check to see that the problems are fixed)
- • organize a community effort to clean up the path
- • participate in local planning meetings
- • encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- • ask your public works department to consider "Share the Road" signs at specific locations
- • ask your state department of transportation to include paved shoulders on all their rural highways
- • establish or join a local bicycle advocacy group

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

- Had to wait too long to cross intersection
- Couldn't see crossing traffic
- Signal didn't give me enough time to cross the road
- The signal didn't change for a bicycle
- Unsure where or how to ride through intersection

- • pick another route for now
- • tell local transportation engineers or public works department about specific problems
- • take a class to improve your riding confidence and skills
- • ask the public works department to look at the timing of the specific traffic signals
- • ask the public works department to install loop-detectors that detect bicyclists
- • suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- • organize community-wide, on-bike training on how to safely ride through intersections
## Improving your community's score

### 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 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 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

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*Your Health Matters: Growing Active, Healthy Communities*

*Participant Handbook ~ June 2014*
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

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.810acaee50c651189ca8e410dba046a0/

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

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

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/recreatrails/

National Scenic Byways Program:
http://www.byways.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>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>
What do local community decision makers do?

City Councils and Commissioners
- Carry out policy improvements that promote healthy living
- Uphold zoning regulations
- Determine the allocation of funding

Mayor’s Offices
- Organize and lead forces to promote fitness and health
- Attend community events focused on health
- Designate city resources and priorities toward health initiatives

School Boards
- Improve policies regarding physical activity and healthy eating for school-age children (K-12)
- Regulate the use of playground areas after school hours
- Provide physical activity opportunities for all ages and abilities

Parks and Recreation Departments
- Implement and maintain built environment
- Promote access to facilities that promote physical activity and healthy eating
- Provide physical activity opportunities for all ages and abilities

Law Enforcement
- Promote and support security
- Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

City and Urban Planning Departments
- Shape the development of new built environments
- Build sidewalks with all new roads
- Create parks in areas without them
- Create ordinances for healthy growth and development

Active Texas 2020: Taking Action to Improve Health By Promoting Physical Activity.
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?
  __________________________________________
Your Health Matters: Growing Active, Healthy Communities

Tu Salud ¡Sí Cuenta!: Cultivando la actividad y la salud en la comunidad

Resources/Recursos

**Disponible en español**

**The Issue/El Problema**

Energy Balance
www.cdc.gov

10 Facts on Physical Activity
www.who.int

The Obesity Epidemic: Costs of Obesity
www.window.state.tx.us/specialrpt/obesitycost/epidemic.php

Obesity Trends Among U.S. Adults Maps
www.cdc.gov/obesity/data/adult.html

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

Healthy Fundraising Options
http://cspinet.org/new/pdf/sweet_deals_one-pager.pdf

Growing Community Designed for Movement: Increasing Physical Activity Video
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

Center for Training and Research Translation: Evidence-based strategies and evaluation
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/m01GJQQg6E
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>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><strong>Institute of Medicine’s Accelerating Progress in Obesity Prevention Report</strong></td>
<td><a href="http://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>---</td>
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</tr>
<tr>
<td><strong>Michael &amp; Susan Dell Center for Healthy Living</strong></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><strong>Yale Rudd Center for Food Policy &amp; Obesity</strong></td>
<td><a href="http://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><strong>Smarter Lunchrooms</strong></td>
<td><a href="http://www.smarterlunchrooms.org">www.smarterlunchrooms.org</a></td>
<td>Research-based lunchroom designs that guide smart choices.</td>
</tr>
<tr>
<td><strong>Sustainable Food Center</strong></td>
<td><a href="http://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><strong>Reshaping Texas</strong></td>
<td><a href="http://www.reshapingtexas.org">www.reshapingtexas.org</a></td>
<td>Success stories, initiatives, and funding sections.</td>
</tr>
<tr>
<td><strong>Food Politics: Marion Nestle books</strong></td>
<td><a href="http://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>
<tr>
<td>Website</td>
<td>URL</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Community Design Checklist</td>
<td><a href="http://www.cdc.gov/healthyplaces/tookit/">http://www.cdc.gov/healthyplaces/tookit/</a></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>Toolkit</td>
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<tr>
<td>Playing Smart: A National Joint Use</td>
<td><a href="http://changelabsolutions.org/publications/playing-smart">http://changelabsolutions.org/publications/playing-smart</a></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>
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<tr>
<td>Toolkit</td>
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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.
Sample survey

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></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 . . . Contribute financially to help develop the vacant lot</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer their time to help develop the vacant lot</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not have to contribute anything to develop the vacant lot</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute construction materials to help develop the vacant lot</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></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.

Community Assessment Tools
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

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Source/Creator</th>
<th>Description</th>
<th>Link</th>
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<td><strong>Section 1. Tools for Data Collection and Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOPARC</td>
<td>Thomas L. McKenzie, Ph.D.</td>
<td>This is a systematic observation tool used to assess physical activity in parks.</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 free play at school.</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 physical education classes.</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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<td><strong>Healthy Eating</strong></td>
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<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>
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<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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<td><strong>Breastfeeding</strong></td>
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<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>Breastfeeding Promotion in Physicians’ Office Practices (BPPOP III) 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 focused on professional training about breastfeeding for care providers.</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>coordinated by the American Academy of Pediatrics in partnership with the Health Resources and Services Administration.</td>
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<td>Additional Resources</td>
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<td>First Things First: Prioritizing Health Problems</td>
<td>National Association of City and County Health Officials (NACCHO)</td>
<td>This Guide provides concrete processes and tools for prioritizing health problems. It provides five widely used options for prioritization and includes step by step instructions for implementation and useful examples.</td>
<td><a href="http://chfs.ky.gov/NR/rdonlyres/B070C722-31C1-4225-95D5-27622C16CBEE/0/PrioritizationSummariesandExamples.pdf">http://chfs.ky.gov/NR/rdonlyres/B070C722-31C1-4225-95D5-27622C16CBEE/0/PrioritizationSummariesandExamples.pdf</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>
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<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>
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<tr>
<td>Surveillance &amp; Monitoring</td>
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<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>
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<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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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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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<td>Childhood Obesity GIS</td>
<td>Community Initiatives out of University of Missouri</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>
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<tr>
<td>Community Commons</td>
<td>Advancing the Movement</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>
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<td>Food Access Research Atlas</td>
<td>United States Department of Agriculture</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>Food Environment Atlas</td>
<td>United States Department of Agriculture</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>
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<tr>
<td>Diabetes Interactive Atlases</td>
<td>Centers for Disease Control and Prevention</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>
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<td>SNAP Data Systems Map</td>
<td>United States Department of Agriculture</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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This book describes what makes a collaboration succeed or fail. Included in the book are: The *Collaboration Factors Inventory*, 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. | Order here: [http://www.fieldstonealliance.org/productdetail.s.cfm?PC=126](http://www.fieldstonealliance.org/productdetail.s.cfm?PC=126) |
| Collaboration Multiplier                          | Prevention Institute                  | 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. | [http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=44&Itemid=127](http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=44&Itemid=127) |
| Community Engagement Resource List                | Robert Wood Johnson Foundation Center to Prevent Childhood Obesity | This Resource List provides case studies and tools to support community engagement.                                                                                                                        | [http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72843](http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72843) |
| Community Engagement: What is it?                | Robert Wood Johnson Foundation Center to Prevent Childhood Obesity | This Guide defines and provides background information on community engagement.                                                                                                                           | [http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72844](http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72844) |
### Section 3. Case studies and examples

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<th>Resource Name</th>
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<tr>
<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>Center TRT Examples</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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<tr>
<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>Center TRT Intervention Strategies</td>
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<td>The Community Guide</td>
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<td>Community Guide article: The Effectiveness of Interventions to Increase Physical Activity A Systematic Review</td>
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<tr>
<td>Community Guide article: The Effectiveness of Worksite Nutrition and Physical Activity Interventions for Controlling Employee Overweight and Obesity A Systematic Review</td>
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<tr>
<td>A Compendium of Proven Community-Based Prevention Programs</td>
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<tr>
<td>Manoa &amp; Center TRT</td>
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<td>Center TRT</td>
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<td>The Guide to Community Preventive Services</td>
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<td>Anderson et al (2009)</td>
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<td>Trust for America’s Health (TFAH)</td>
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<td>model and evaluation plan for use by practitioners.</td>
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<td>The Center TRT cross-walked six key guidance documents to compile a list of 26 intervention strategies for obesity prevention.</td>
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<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>
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<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>
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<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>
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<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><a href="http://centertrt.org/?p=find_strategies">http://centertrt.org/?p=find_strategies</a></td>
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<td>What Works for Health</td>
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<td>A systematic review of professional support interventions for breastfeeding</td>
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<td>The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies</td>
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