Healthy Oklahoma

Protocol for Healthy Oklahoma (HO) Youth Nutrition Education Evaluation

Background:
The Healthy Oklahoma youth curriculum consists of 6 lessons and is the intervention being evaluated for impact. The target audience is upper elementary grades (4\textsuperscript{th} – 6\textsuperscript{th} grades). Each HO team member is asked to complete 2, 6-lesson series to the target audience and conduct the evaluation as described below under Evaluation Protocol. Lessons can be accessed at http://oces.okstate.edu/healthyok under Curriculum ~ Youth. Group sizes may vary depending on the county.

Each lesson contains background information for the instructor. Lesson format follows a learning task model developed by Dr. Joye Norris. The anchor task grounds the topic in the learners’ lives; add tasks provide new information; apply tasks have learners do something with the information; and the away tasks allow learners to move the information into the future.

The emphasis for each lesson addresses one or more of the topics identified as covered most often by the 2006 TIP Grant journaling activity. (NOTE: As of October 2008, HO educators are no longer required to complete the journaling pages.) In addition, the topics are consistent with research identifying determinants contributing to overweight and obesity in youth populations.

The lessons are:

- Keeping Balance with MyPyramid
- Mix it Up for Fitness
- Snack Wise
- Beverage Buzz
- Fast Break with Breakfast
- Making Fast Food Fit

It is recommended Keeping Balance with MyPyramid and Mix it Up for Fitness be the first two lessons taught. Thereafter, lesson order can vary to meet needs. Consider using the exercise resistant bands (used in the Mix it Up for Fitness lesson) in subsequent lessons to help reinforce the benefit of regular physical activity.

The lessons have been tied to the Oklahoma Department of Education Priority Academic Skills and Ag in the Classroom lessons. It is recommended that the HO educator share the list of Ag in the Classroom lessons with the classroom teacher.

Evaluation Protocol:
NOTE: For sound evaluation purposes, it is imperative that all 6 lessons be taught and that the evaluation questionnaire not be altered. The time frame over which the lessons are taught is dependent on the school and educator’s schedule.

1. Prior to teaching the first lesson, have students complete the Pre Health Oklahoma Youth Questionnaire. It can be accessed at http://oces.okstate.edu/healthyok under Pre Post Form.
   a. Circle “Pre” before making copies.
   b. Give each student a copy.
   c. Ask students to write their initials in the upper right hand corner; check the box in front of the appropriate gender; and write the grade they are in.
   d. Briefly explain the frequency variables as follows:
      i. “Every day” means you do that activity every day.
      ii. “Most days” means that you almost always do the activity, but not every day.
      iii. “Some days” means that the activity is not a habit but might do it on some days.
      iv. “Almost never” means that you very rarely do this activity, like once a month or less.
      v. “Never” means you would do not perform the activity.
   e. Read each sentence aloud. Ask students to decide how often they do the activity and mark an "X" in the appropriate box. Use the following descriptions to explain what is being asked.
i. “I eat whole grain breads and cereals.” Examples of a whole grain are: brown rice, oatmeal, popcorn, whole wheat cereal flakes, whole wheat bread, whole wheat crackers, whole wheat pasta, whole wheat sandwich buns and rolls, whole wheat tortillas, and wild rice.

ii. “I eat low-fat meats.” Low-fat meats usually don’t have breading and have not been fried. Examples of high-fat meats are chicken nuggets, fried chicken, chicken fried steak, steak fingers, bologna, hot dogs etc.

iii. “I am physically active 60 minutes.” Being physically active means participating in an activity that makes students breathe hard and/or perspire. Examples of physical activity include walking, running, swimming, bike riding, and active games. Students do not have to be physically active for 60 minutes at one time; smaller bouts throughout the day add up. For example playing tag at recess for 20 minutes, walking the dog for 20 minutes, and riding a bike for 20 minutes.

iv. “I snack only when I am hungry.” This means not snacking because you are bored, tired, sad, or upset.

v. “I use the nutrition facts label to make food and beverage choices.” Students look on the food package to find out how big a serving is or the amount of calories, fat, or sugar that is in a serving.

vi. “When I eat high fat foods, I eat small amounts.” Students may think of high-fat foods as “junk food” like chips, donuts, or candy bars. Fried foods like French fries and fried vegetables would also be included.

vii. “When I drink sugar-sweetened beverages, I drink small amounts.” Sugar-sweetened beverages include soft drinks, lemonade, sports drinks, energy drinks, fruit drinks, and sweet-tea.

f. Collect the questionnaires from the students. Maintain in an office file.

2. Teach the series of 6 lessons.

3. After the 6th lesson, ask students to complete a Post 1 questionnaire.
   a. Circle Post 1 before making copies.
   b. Follow the protocol in 1c through 1e above.
   c. Collect the questionnaires from the students.
   d. Using the students’ initials, match each student’s pre questionnaire to their post questionnaire. Staple the two questionnaires together.

4. Submit the matched questionnaires to:

   Janice Hermann
   305 HES Building
   Oklahoma State University
   Stillwater, OK  74078-6141

   To be included in data analysis for 2009 impact team reporting, all matched questionnaires must be postmarked by November 20, 2009.

Evaluation of the Farm to You interactive exhibit:
If you are participating in the evaluation of the Farm to You interactive exhibit follow the above protocol. In addition, approximately 1 week after students visit the exhibit, have students in a 4th or 5th grade class complete a Post 2 HO Youth questionnaire. Circle Post 2 on the questionnaire before making copies. Follow the protocol outlined above in 1c through 3.

Using each student’s initials match their pre, post 1 and post 2 questionnaires; staple the three questionnaires together. Submit by April 30, 2009 to Abby Stover, 305 HES Building, Oklahoma State University, Stillwater, OK  74078-6141

NOTE: These efforts will count toward the HO team requirement of teaching the 2, 6-lesson series. The data will be submitted to Janice Hermann for inclusion in data analysis and impact reporting.