

Extension Empowers Alabama Youth to Improve Dietary Behaviors

by

Kara Marie Terry

A thesis submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the requirements for the Degree of
Master of Science

Auburn, Alabama
December 14, 2019

Keywords: childhood obesity prevention program, nutrition, public health

Copyright 2019 by Kara Marie Terry

Approved by

Barbara J. Struempler, Chair, Professor of Nutrition, Dietetics, and Hospitality Management
Sondra M. Parmer, Program Manager, Supplemental Nutrition Assistance Program-Education
Donna O. Burnett, Assistant Professor & Director Graduate Clinical Education Programs
Katie Funderburk, Nutrition & Evaluation Coordinator, Supplemental Nutrition Assistance
Program-Education

Abstract

The purposes were to determine the outcome and procedural efficacies of *Eat Better, Move More* (EBMM), an obesity prevention program, and to identify sugar-sweetened beverages (SSBs) in the home. A convenience sample of youth attending summer programs in Alabama and their parents participated in a 6-week SNAP-Ed intervention. Youth completed health behaviors surveys. Parents completed a survey measuring health behaviors and beverage availability in the home. A process evaluation was performed to assess intervention procedures. Youth (n =144) reported significant increases in daily vegetable consumption ($p = .004$) and significant decreases in SSB consumption ($p = .002$) ($p = .028$). More than 50% of parents (n = 263) answered “yes” to having the following SSBs available in the home: Regular Soda Pop, Sport Drinks and Fruit Drinks. Six themes emerged from the process evaluation. During EBMM, health behaviors that contribute to obesity improved in these youth and identified SSBs available in the home helped fill knowledge gaps. The process evaluation themes identified implementation difficulties. These findings can help tailor future programming.

Acknowledgments

I would like to extend gratitude to all committee members who made this thesis complete. I am grateful for the opportunity to work within the Auburn SNAP-Ed family. Barb and Sondra, I appreciate all of your attention to detail and grit through this thesis process. A special recognition to Katie for all of her patience and guidance through my graduate school career. Ruth and Kelly, life in the office would not be the same without you two, thanks for the many laughs. Jamilah, I will be forever grateful that our paths crossed in life. Dr. Burnett, I am so thankful for your mentorship as I continue my journey to become an RDN. To other faculty, mentors, friends, and my family who supported me through this graduate school journey, I want to thank you because it truly takes a village.

Table of Contents

| | |
|---|------|
| Abstract..... | ii |
| Acknowledgments..... | iii |
| List of Tables and Figures | vii |
| List of Abbreviations | viii |
| Chapter 1. Introduction | 1 |
| Obesity Rates..... | 1 |
| Contributing Factors to Obesity: Personal Health Behaviors, Home Food Environment and Social Determinants..... | 1 |
| Comorbidities and Healthcare Costs Related to Obesity..... | 3 |
| Obesity Prevention Programs..... | 4 |
| Chapter 2. Literature Review | 5 |
| Fruit and Vegetable Consumption..... | 5 |
| Sugar-Sweetened Beverages | 6 |
| Physical Inactivity | 7 |
| Home Food Environment | 7 |
| Summer Nutrition Programming..... | 8 |
| Purpose Statement..... | 8 |
| Research Questions..... | 9 |
| Quantitative Research Questions..... | 9 |

| | |
|--------------------------------------|----|
| Qualitative Research Questions..... | 9 |
| Mixed-Methods Research Question..... | 10 |

Chapter 3. Manuscript 1. Article 1.

| | |
|---|----|
| Extension Empowers Alabama Youth to Improve Dietary Behaviors: A Mixed-Methods Approach to a SNAP-Ed Obesity Prevention Program Abstract..... | 11 |
| Introduction..... | 12 |
| Methodology | 14 |
| Design..... | 14 |
| Evaluations..... | 17 |
| Subjects..... | 18 |
| Results and Analysis | 19 |
| Quantitative Data Analysis | 19 |
| Qualitative Data Analysis | 20 |
| Discussion | 20 |
| Strengths, Limitations and Future Research..... | 23 |
| Conclusion | 23 |
| References..... | 25 |
| Tables..... | 31 |
| Figures..... | 34 |

| | |
|---|-----|
| Chapter 4. Summary of Findings..... | 35 |
| Overview..... | 35 |
| <i>Eat Better, Move More</i> Findings..... | 35 |
| Quantitative..... | 35 |
| Qualitative..... | 37 |
| Mixed-Methods..... | 37 |
| Discussion, Strengths and Limitations of <i>Eat Better, Move More</i> | 38 |
| Conclusion and Future Research..... | 40 |
| Chapter 5. References | 41 |
| Chapter 6. Appendices..... | 50 |
| Appendix A: Auburn University Institutional Review Board Protocol..... | 51 |
| Appendix B: <i>Eat Better, Move More</i> Protocol & Curriculum | 171 |
| Appendix C: Text Message Database | 226 |
| Appendix D: Process Evaluation | 228 |
| Appendix E: Data..... | 23 |

List of Tables and Figures

| | |
|--|----|
| Table 1. Youth (n= 144) Demographics of 4 th -6 th Graders and Parent (n= 262) Demographics from a 6-Week Nutrition Intervention, <i>Eat Better, Move More</i> | 31 |
| Figure 1. SNAP Parents (n = 102) and Non-SNAP Parents (n = 151) SSB Consumption Before a 6-Week Nutrition Intervention, <i>Eat Better, Move More</i> | 34 |
| Table 2. Youth Pre- and Post-Assessment Results from a 6-Week Nutrition Intervention, <i>Eat Better, Move More</i> | 32 |
| Table 3. Parent Survey Results in a 6-Week Nutrition Intervention, <i>Eat Better, Move More</i> | 33 |

List of Abbreviations

| | |
|---------|---|
| CATCH | Coordinated Approach To Child Health |
| CDC | Centers for Disease Control and Prevention |
| EBMM | <i>Eat Better, Move More</i> |
| SNAP | Supplemental Nutrition Assistance Program |
| SNAP-Ed | Supplemental Nutrition Assistance Program-Education |
| SSB | Sugar-Sweetened Beverage |
| USDA | United States Department of Agriculture |

Chapter 1: Introduction

Obesity Rates

The National Institute of Health classifies individuals with a Body Mass Index of 30 or more as obese.¹ Since the 1960s, U.S. obesity rates have consistently risen among children and adults.² Nationally, as of 2017, 14% of children ages 2-5, 18% of children ages 6-11 and 21% of adolescents ages 12-19 are obese.² Approximately 25% of adults were obese in 48 states.² For Alabama, 18.2% of Alabama adolescents ages 10-17 are overweight or obese and adults are higher than the national average at 36%.² These trends in obesity are influenced through personal health behaviors, the home food environment and social determinants.

Contributing Factors to Obesity: Personal Health Behaviors, Home Food Environment and Social Determinants

Three of the personal health behaviors contributing to obesity are low fruit and vegetable consumption, sugar-sweetened beverage (SSB) consumption and inadequate physical activity.³ A diet rich in fruits and vegetables can help reduce the risk of obesity along with heart disease and type 2 diabetes because they provide vitamins, minerals and fiber that are essential for metabolic processes.⁴ According to the Youth Behavioral Risk Factor Surveillance System, 39% of U.S. adolescents report eating less than 1 fruit a day and 41% report eating less than 1 vegetable a day.⁵ According to the Behavioral Risk Factor Surveillance System survey, 12% of U.S. adults met daily fruit recommendations and 9% of U.S. adults met daily vegetable recommendations.⁶ In Alabama, 51% of adolescents report eating less than 1 fruit a day and 49% report eating less than 1 vegetable a day.⁵ In Alabama, 45% of adults report eating less than 1 fruit a day and 19% report eating less than 1 vegetable a day.⁶

Added sugar in SSBs is the leading source of non-nutritious calories in the American diet.⁷ Sugar-sweetened beverages do not include beverages with artificial sweeteners found in items such as “diet soda”. On average, 63% of youth (2-19 years of age) consume an SSB accounting for 121-164 kcal/day and 7.3% of daily caloric intake.⁸ Moreover, 49% of adults consume an SSB accounting for 113-179 kcal/day and 6.5% of daily caloric intake.⁹ In Alabama, the Centers for Disease Control and Prevention (CDC) currently has no SSB consumption data.¹⁰

A majority of youth and adult populations are physically inactive, which is associated with weight gain.^{5,6,11} Nationally, 15% of adolescents grades 9-12 participate in 1 hour of daily physical activity; 27% of adults do not engage in any leisure-time physical activity.^{5,6} As of 2017, 48 states and the District of Colombia report 20% of their adult population is inactive.⁶ In Alabama, 18% of adolescents’ grades 9-12 achieve 1 hour of moderate and/or vigorous physical activity daily; 32% participate in daily physical education.⁵ Furthermore, 32% of Alabama adults do not engage in any leisure-time physical activity; 43% achieve at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity.⁶

In addition to personal health behaviors, the home food environment also influences obesity rates.¹²⁻¹⁷ The home food environment accounts for 2 contributing factors to obesity, low fruit and vegetable consumption and high SSB consumption. Availability and accessibility in the home food environment are commonly identified barriers to low fruit and vegetable consumption and 52% of SSBs are consumed in the home.^{16,17}

Furthermore, poverty, a social determinant of health, is associated with higher rates of obesity in the U.S.¹⁸ Moreover, geography has been associated with higher rates of poverty when comparing rural areas to urban areas.¹⁹ Persistent poverty is prevalent within the state of

Alabama.²⁰ In Alabama, 55 of 67 counties are considered rural and 22 of 67 counties are classified as persistently poor counties.^{20,21} As of 2017, 9 of the 22 persistently poor counties have a poverty rate between 27% and 38% (Barbour, Bullock, Dallas, Greene, Macon, Perry, Pike, Sumter, and Wilcox).²⁰ Persistent poverty creates hardships such as childcare difficulties, psychological stress from finances and food insecurity.^{22,23} These hardships can influence the dietary practices of both caretaker and child.²³

Comorbidities and Healthcare Costs Related to Obesity

Obesity is associated with a low-grade chronic inflammatory state that predisposes individuals to an increased risk for co-morbidities such as type 2 diabetes, heart disease, stroke and hypertension.²⁴ As the rates of obesity increase in the U.S. population, the prevalence of these comorbidities rise as well.² Although there are limited U.S. state data on youth comorbidity rates, researchers state the incidence of type 1 and type 2 diabetes among youth in the U.S. has significantly increased from 2002-2012.²⁵ Another study reports 1.3 million youth between ages 12-19 have hypertension, which correlates to approximately 4% of the U.S. youth population.²⁶ In the U.S., there are 33 states where the adult population affected by diabetes is 10% or higher.² In 49 states and the District of Columbia, 25% or more of the population is hypertensive.² In Alabama, diabetes and hypertension affects 14% and 42% of the adult population, respectively.²

The estimated direct healthcare expenses of childhood obesity are \$14 billion annually.²⁷ Direct medical costs of non-institutionalized adults with obesity in 2013 were estimated to be \$342.2 billion.²⁸ Indirect costs such as missed work, estimated at \$4.3 billion annually, and lower work productivity, estimated at \$506 per year per worker, also are associated with obesity.^{29,30}

Although healthcare spending data in Alabama is scarce, as of 2012, 10.2% of Medicaid spending and 8.6% of Medicare spending was attributable to obesity in Alabama.³¹

From a health and financial perspective, it is more advantageous to prevent obesity rather than trying to reverse it.³² Preventing obesity could lower prevalence of other chronic diseases as well as decrease medical costs. Promoting personal health behaviors through obesity prevention programs could combat this obesity epidemic.³² In addition to targeting personal health behaviors in youth, parental involvement would be impactful. Parent involvement would allow for more data collection on the home food environment.

Obesity Prevention Programs

Obesity prevention programs have evolved over the past 20 years to include various settings and multilevel approaches.³³ These interventions now occur in several sites: schools, homes, childcare facilities and community sites.³³⁻³⁸ Within these settings, researchers utilize multilevel approaches, as these interventions have the most supporting evidence for effectiveness: school-based; school-based with a home component; school-based, home component and community component; and home component and community component.³³ Although several systematic reviews and meta-analyses have been conducted on school-based obesity prevention programs, evidence about summer obesity prevention programs is scarce.³³ Therefore, it is important to test the efficacy of summer obesity prevention programs because youth are at risk of weight gain in summer months and may not have exposure to an obesity prevention program until school resumes in the fall.³⁹

Chapter 2: Review of Literature

Fruit and Vegetable Consumption

A diet high in fruit and vegetable consumption has many health benefits including decreased risk of chronic disease, cardiovascular disease, type 2 diabetes and obesity.⁴ Per the 2015–2020 *Dietary Guidelines for Americans*, children between the ages of 4-8 years should consume 1.5 cups of fruit & 1.5 cups of vegetables.⁴⁰ Female youths aged 9-13 should consume 1.5 cups of fruit and 2 cups of vegetables and male youths 9-13 should consume 1.5 cups of fruit and 2.5 cups of vegetables.⁴⁰ However, adolescents in the Alabama report eating less than 1 fruit a day and 49% report eating less than 1 vegetable a day.⁵

Limited research shows improvement in youth consumption of fruit and vegetables.³³ A likely explanation for the limited data on successful fruit and vegetable interventions is the complexity of the issue. The complexity can partly be explained using Bandura's Social Cognitive Theory. Bandura states a dynamic relationship exists between an individual's personal factors (i.e., attitudes, beliefs, knowledge) and their environment (i.e., social norms and access), which influences their behavior.^{41,42} Obesity prevention studies have exemplified this dynamic relationship.^{33,42}

Personal preference (attitudes), peer perception (beliefs/social norms) and the home food environment all influence fruit and vegetable consumption.^{12,43} Evidence suggests repeatedly exposing youth to vegetable tastings increases the youth's acceptance for vegetables (personal preference).⁴⁴ In 1 study, researchers found a significant relationship when evaluating peer perception to fruit and vegetable consumption. Students who thought all or a majority of their peers consumed fruit and vegetables had higher consumption of fruit and vegetables themselves

(peer perception).⁴⁵ Researchers recommend incorporating parents into nutrition programs.⁴³ Parents serve as crucial role models and if parents adopt positive fruit and vegetable behaviors their child may improve their fruit and vegetable behaviors (home food environment).⁴³ When developing an obesity prevention program aimed at improving fruit and vegetable consumption, it is important to include vegetable tastings, peer to peer activities and a parent component.

Sugar-Sweetened Beverages

Sugar-sweetened beverage consumption has risen in concern for obesity prevention. In youth, dental cavities and risk for weight gain are associated with SSB consumption.⁴⁶ In the adult population, research links increased SSB consumption to an increased risk for type 2 diabetes, metabolic syndrome and weight gain.⁴⁷

Among Supplemental Nutrition Assistance Program (SNAP) households, SSBs ranked as the second highest category for expenditures, which accounted for 9.3% of total household spending or about \$608.70 million.⁴⁸ According to data from 6 states (Delaware, Hawaii, Iowa, Minnesota, New Jersey and Wisconsin) that participated in the optional CDC BRFSS module to assess SSB consumption, 52% of SSB calories are consumed in the home.⁴⁹ As previously reported, the CDC currently has no SSB consumption data in Alabama.¹⁰ Researchers urge future studies to assess beverage availabilities in homes and identify successful SSB educational interventions.⁵⁰ It would be advantageous for an obesity prevention program to assess SSB availability in the home and then tailor future curricula for SSB interventions.

Physical Inactivity

A majority of the youth and adult population are physically inactive, which is associated with weight gain.^{5,6,11} Nationally, 15% of adolescents grades 9-12 participate in 1 hour of daily physical activity; 27% of adults do not engage in any leisure-time physical activity.⁵ In Alabama, 18% of adolescents grades 9-12 achieve 1 hour of moderate and/or vigorous physical activity daily; 32% participate in daily physical education.⁵ Obesity prevention programs combining nutrition and physical activity education have been more successful than independent nutrition interventions.³³

Home Food Environment

Several studies incorporate the home food environment into obesity prevention programs because they have been shown to elicit significant changes in health behaviors.³³ The home food environment includes sociocultural aspects and availability of food and beverages. Social factors include parental modeling and/or siblings taking part in the intended personal health behavior. Families who eat meals together and encourage healthful behaviors, in addition to the parents modeling healthful behaviors, are associated with higher F/V intake among their adolescents.¹³ These family characteristics, when present, are associated with lower fast-food consumption.¹³

To evaluate the home food environment, inventories examining fruit, vegetable and beverage availability and accessibility have been studied.⁵¹ Research demonstrates positive associations between fruit and vegetable consumption and fruit and vegetable availability and accessibility in the home.⁵² Interventions should evaluate parental behaviors to assess the sociocultural aspect of the home food environment and utilize food inventories to identify availability of foods or beverages in the home food environment.

Summer Nutrition Programming

Summer nutrition education and physical activity programming is lacking because most obesity prevention programs occur during the school year.³³ Several studies have conducted obesity prevention programs using the Coordinated Approach To Child Health (CATCH) Kids Club in after-school audiences.^{37,38} In addition to the lack in summer programming, youth are at risk for weight gain during summer months when they are out of school.⁵³ No single causal factor has been identified, but children in areas with high food insecurity rely on the National School Lunch Program for access to healthful food during the school year.⁵⁴ The United States Department of Agriculture (USDA) Summer Food Service Program aims to improve access to healthy foods to children during summer months, but the lack of engaging structured programming hinders its utilization.⁵⁵ Hall et al. encourages summer programs to not only focus on academic learning, but also incorporate nutrition education and physical activity to enhance youth development.⁵⁶

Purpose Statement

Childhood and adult obesity continues to be a concern in Alabama and across the United States. In an effort to improve the health profile of Alabamians, *Eat Better, Move More* (EBMM), a 6-lesson Supplemental Nutrition Assistance Program-Education (SNAP-Ed) obesity prevention program, was conducted for 4th – 6th graders attending summer programs and their parents. The purpose of this mixed-methods study was to evaluate the efficacy of EBMM by reporting changes in personal health behaviors that contribute to obesity, such as fruit and vegetable intake, beverage intake including SSBs and physical activity. Another goal of this study was to identify types of SSBs in the home food environment as reported by

parents. Finally, a process evaluation was performed to assess the EBMM intervention procedures.

Research Questions

Quantitative Research Questions

1. Will elementary youth who participate in *Eat Better, Move More* significantly increase fruit consumption?
2. Will elementary youth who participate in *Eat Better, Move More* significantly increase vegetable consumption?
3. Will elementary youth who participate in *Eat Better, Move More* significantly increase fruit variety?
4. Will elementary youth who participate in *Eat Better, Move More* significantly increase vegetable variety?
5. Will elementary youth who participate in *Eat Better, Move More* significantly increase physical activity?
6. Will elementary youth who participate in *Eat Better, Move More* significantly decrease SSB consumption?
7. What types of SSBs are available in the home of parents whose children participate in *Eat Better, Move More*?

Qualitative Research Questions

1. What aspects of *Eat Better, Move More* were perceived as successful by the county SNAP-Ed educators?
2. What aspects of *Eat Better, Move More* were perceived as challenges by the county SNAP-Ed educators?

Mixed-Methods Research Question

1. How does the process evaluation with county SNAP-Education educators help to explain any quantitative differences in personal health behaviors for youth?

Chapter 3: Extension Empowers Alabama Youth to Improve Dietary Behaviors: A Mixed-Methods Approach to a SNAP-Ed Obesity Prevention Program

Prepared for submission to the *American Journal of Public Health*, using citation style *American Medical Association Manual of Style, 10th Edition*.

Abstract

Objectives. To determine the outcome and procedural efficacy of *Eat Better, Move More* (EBMM), an obesity prevention program, and identify sugar-sweetened beverages (SSBs) in the home.

Methods. In 2018, a convenience sample of youth (4th - 6th graders) attending summer programs in Alabama and their parents were recruited to participate in a 6-lesson SNAP-Ed intervention. Youth completed health behavior assessments. Parents completed a survey examining health behaviors and beverage availability in the home environment. A process evaluation was performed to assess the EBMM intervention procedures.

Results. Youth (n =144) reported significant increases in daily vegetable consumption ($p = .004$) and significant decreases in daily SSB consumption ($p = .002$) ($p = .028$). More than 50% of parents reported the following SSBs available in the home: Regular Soda Pop, Sport Drinks and Fruit Drinks. Six themes emerged from the process evaluation.

Conclusions. During EBMM, health behaviors that contribute to obesity improved in these youth and identified SSBs available in the home helped fill knowledge gaps. The process evaluation themes identified implementation challenges. These findings can help tailor future obesity prevention programming.

Introduction

Since the 1960s, U.S. obesity rates have consistently risen among children and adults.¹ Nationally, as of 2017, 18% of children ages 6-11 are obese. In 48 states, 25% of adults are obese.¹ In Alabama, 18.2% of Alabama adolescents ages 10-17 are overweight or obese and adult obesity rates are higher than the national average at 36%.¹ Obesity is associated with a low-grade chronic inflammatory state that predisposes individuals to an increased risk for co-morbidities such as type 2 diabetes, heart disease, stroke and hypertension.² In childhood obesity alone, the estimated direct healthcare expenses are \$14 billion annually.³ The total medical costs of non-institutionalized adults with obesity in 2013 were estimated to be \$342.2 billion.⁴

In the U.S., poverty is associated with higher rates of obesity.⁵ Poverty can impact the health and life expectancy of an individual.^{6,7} Moreover, geography has been associated with higher rates of poverty when comparing rural areas to urban areas.⁸ In Alabama, 55 of 67 counties are considered rural and 22 of 67 counties are classified as persistently poor counties.^{9,10} Nine of the 22 persistently poor counties have a poverty rate between 27% and 38%.¹⁰ All of Alabama's persistently poor counties also classify as rural.^{9,10} Persistent poverty creates hardships such as childcare difficulties, psychological stress from finances and food insecurity.⁷ These hardships can influence the dietary practices of both caretaker and child.⁷

Dietary practices are often targeted by obesity prevention programs.¹¹ Behaviors to target include: fruit and vegetable intake, beverage intake including sugar-sweetened beverages (SSBs), physical activity and parental purchases for the home food environment.¹¹

Research shows few interventions leading to improvement in youth fruit and vegetable consumption. CDC data from 2007-2010 demonstrate a slight increase in whole fruit

consumption and a decrease in fruit juice consumption, but still no increase in vegetable consumption among youth aged 2-18.¹² A likely explanation for the limited success of fruit and vegetable interventions is the complexity of the issue.¹³ Challenges such as personal motivation, cultural influences and external influences can affect behavior.

Sugar-sweetened beverage consumption has risen in concern for obesity prevention. On any given day, 63% of youth (2-19 years of age) consume an SSB accounting for 121-164 kcal/day and 7.3% of daily caloric intake.¹⁴ Moreover, 49% of adults consume an SSB accounting for 113-179 kcal/day and 6.5% of daily caloric intake.¹⁵ Among Supplemental Nutrition Assistance Program (SNAP) households, SSBs ranked as the second highest category for expenditures, which accounted for 9.3% of total household spending or about \$608.70 million.¹⁶ According to data from 6 states (Delaware, Hawaii, Iowa, Minnesota, New Jersey and Wisconsin) that participated in the optional CDC Behavioral Risk Factor Surveillance System module to assess SSB consumption, 52% of SSB calories are consumed in the home.¹⁷ In Alabama, the CDC currently has no SSB consumption data.¹⁸ Researchers urge future studies to assess beverage availabilities in homes and identify successful SSB educational interventions.¹⁹

A majority of youth and adult populations are physically inactive, which is associated with weight gain.²⁰ Nationally, 15% of adolescents in grades 9-12 participate in 1 hour of daily physical activity; 27% of adults do not engage in any leisure-time physical activity.²¹ In Alabama, 18% of adolescents in grades 9-12 achieve 1 hour of daily moderate and/or vigorous physical activity.²¹ Furthermore, 32% of Alabama adults do not engage in any leisure-time physical activity; 43% achieve at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity.²¹

Most obesity prevention programs occur during the school months or at afterschool programs.^{11,22-24} However, youth have an increased risk for weight gain during summer months.²⁵ Summer programming emphasizing nutrition and physical activity may help reduce the risk of weight gain during the summer.

In an effort to improve the health profile of Alabamians, *Eat Better, Move More* (EBMM), a 6-lesson obesity prevention program, was conducted for 4th – 6th graders attending summer programs and their parents. The purpose of this mixed-methods study was to evaluate the efficacy of EBMM by reporting changes in personal health behaviors of youth that contribute to obesity, such as fruit and vegetable intakes, beverage intake including SSBs and physical activity. Another goal of this study was to identify personal health behaviors of parents and types of SSBs available in the home food environment. Finally, a process evaluation was performed to assess the EBMM intervention procedures.

Methodology

Design

Eat Better Move More, was conducted in 19 of 67 Alabama counties. In brief, EBMM was a summer nutrition and physical activity program for 4th-6th graders. In addition, parents were asked about home SSB availability. This program was developed by nutrition specialists with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) in Alabama Extension at Auburn University, and implemented by SNAP-Ed county educators. SNAP-Ed is a federally-funded grant designed to increase the likelihood that SNAP recipients will improve dietary and physical activity practices.²⁶ In Alabama, Auburn University SNAP-Ed employs 32 SNAP-Ed county educators responsible for 1-2 counties each, for a total reach of 58 counties.²⁷ In 2018, this study was approved by the Institutional Review Board at Auburn University (Appendix A).

With site permission and prior to the first week of instruction, SNAP-Ed educators visited summer program sites to read recruitment scripts to youth and explain the Consent Form Packet for parent approval. The Consent Form Packet included (1) consent forms for the child and parent that required the parent signature, (2) a parent survey and (3) parental enrollment information for a text messaging program. The youth were instructed to give the Consent Form Packet to their parent to sign and complete and return to the SNAP-Ed educator. Before EBMM instruction, youth with parent consent, completed a pre-assessment. Regardless of consent, all youth were provided the education.

Eat Better, Move More curriculum was composed of 6 lessons and based on the Social Cognitive Theory, with instruction including interpersonal, behavioral and environmental factors.²⁸ The curriculum was adapted from the Coordinated Approach To Child Health (CATCH) Kids Club Healthy Habits & Nutrition for K-5th grades.²⁹ In its entirety, the CATCH Kids Club curriculum has 7 themes and 28 lessons. For this research, lessons from the CATCH Kids Club curriculum were adapted to meet allotted instruction time, target the appropriate age group and focus on key topics related to obesity prevention. Additional resources were utilized from USDA Food and Nutrition Service and Auburn University SNAP-Ed to comprise the full EBMM youth and parent curriculum.

For youth, EBMM consisted of 6 weekly, 1-hour lessons that included nutrition and physical activity education, vegetable tastings and take home materials for parents such as handouts and recipes cards (Appendix B). Youth were encouraged to make the recipes with their parent at home. The first lesson included the introduction of GO, SLOW, WHOA food concepts that were used throughout EBMM to teach energy balance. Lessons 2 through 5 included instruction on fruits, vegetables, water, SSBs, dairy products, and physical activity. EBMM

emphasized vegetable and SSB topics with weekly vegetable tastings and SSB activities. The vegetable tastings for lessons 1-5 included a variety of vegetables such as cherry tomatoes, carrots, broccoli and spinach. Each week, the SNAP-Ed educator discussed “added sugars” within beverages such as flavored milk, sports drinks, fruit drinks, non-100% fruit juices, sodas, teas and processed fruits. At the end of each lesson, SNAP-Ed educators asked the youth about the weekly take-home recipe. *Eat Better, Move More* concluded with lesson 6, in which youth built a salad to taste combining vegetables from previous tastings and completed the post-assessment.

A unique aspect of EBMM was an optional enrollment for parents to participate in a text messaging campaign. Parents provided their cell phone number on the Consent Form Packet. The text messaging campaign used Short Message Service (SMS) software to deliver 3, weekly messages to parent cell phones.³⁰ Text messages included tips and reinforcement phrases (Appendix C) to encourage parents to eat better and move more. Text examples include (1) “Sugary drinks can weaken teeth and lead to cavities. Choose water!”, (2) “Carrots are cheap and always in season. Eat them raw with dressing or hummus. Dip them in peanut butter for a sweet surprise.” and (3) “Get 10,000 steps a day your way! Walk the dog, take the stairs or go window shopping. Just find a way to keep moving.”

After the intervention, researchers performed a process evaluation with county SNAP-Ed educators. SNAP-Ed state staff facilitated small group discussions using a provided discussion guide addressing the Consent Form Packet, assessments, partnering with sites, curriculum and general feedback (Appendix D).

Evaluations

This mixed-methods study included a youth pretest-posttest design, parent survey and process evaluation. The pretest-posttest design evaluated the personal health behaviors of youth in EBMM. The parent survey identified personal health behaviors of parents and SSB availability in the home. The process evaluation assessed the procedures of EBMM.

The youth assessment questions in EBMM were from a previously validated survey.³¹ Youth pre- and post-assessments were comprised of the same 10 questions measuring personal health behaviors related to fruit and vegetable consumption and variety; SSB, water and milk consumption; and physical activity. Youth assessments were evaluated for internal consistency ($\alpha = .697$). To determine readability of the youth assessments, the Flesch-Kincaid reported a 3.5 grade level.

The parent survey was comprised of 13 questions adapted from validated surveys.³² These questions measured personal health behaviors related to fruit and vegetable consumption and variety; SSB, water and milk consumption; grocery shopping behaviors; and physical activity. To assess SSB availability in the home, parents completed an SSB inventory.³³ Sugar-sweetened beverages were classified as any beverage with added sugar that contributes caloric value to the beverage. Sugar-sweetened beverages did not include beverages with artificial sweeteners found in items like “diet soda.” The parent survey was evaluated for internal consistency for the personal health behavior questions ($\alpha = .663$). To determine readability of the parent survey, the Flesch-Kincaid reported a 3.8 grade level.

Quantitative analysis for the youth pre- and post-assessments and the parent survey included descriptive statistics using IBM SPSS Statistics 23. Analyses included paired samples *t*-tests, a one-way ANOVA, validity of internal consistency and frequencies.

The process evaluation analysis followed the Data Analysis Spiral.³⁴ The Data Analysis Spiral is a strategic method for generating outcomes from qualitative data.³⁴ This method has 5 steps to develop raw data into outcomes: (1) organize data, (2) read data and develop notes or codes, (3) classify notes or codes into themes, (4) interpret themes and (5) represent findings in a text, table, or figure.³⁴ After qualitative data collection, data were organized by hand, primary researchers summarized field notes and sketched reflective categories; these summary notes guided data interpretation and the reflective categories emerged as common themes for the qualitative findings.

Subjects

The sampling method for this study was a convenience sample. Participants were youth (4th-6th graders) and their parents. This study targeted youth and adults in community-based programs located near SNAP-Ed-eligible schools, i.e., schools with 50% or more students receiving free or reduced-priced meals. In addition, individuals residing in communities with a majority low-income population were targeted. SNAP-Ed at Auburn University reaches 58 urban and rural Alabama counties.²⁷ Of the 19 counties where EBMM was conducted, 7 were urban counties and 12 were rural counties. Of the 12 rural counties, 5 are classified as persistent poverty counties.¹⁰

For this study, youth demographics were recorded based on program rosters provided by the EBMM sites. For youth (*n* = 144), the majority of participants were female, non-Hispanic

and African-American (Table 1). Parent demographics were self-reported on the parent survey. For parents ($n = 263$), the majority were between ages 31-40, female, non-Hispanic and African-American. Parental education varied across all levels, with the highest number of people having some college (36.7%). Parents indicated 40.3% received SNAP benefits (Table 1).

Results and Analysis

Quantitative Data Analyses

Descriptive statistics measuring central tendency were performed on all youth assessment items (Table 2). Significance level was set at $p < .05$. A paired samples t-test for youth showed a significant difference ($p < .05$) pre to post for the following items: daily vegetable consumption increased ($p = .004$), daily fruit variety increased ($p = .027$) and daily SSB consumption decreased ($p = .002$) ($p = .028$).

As shown in Figure 1, 93% of SNAP parents reported drinking 1 or more SSB a day (1 Drink = 19.6%, 2 Drinks = 40.2%, 3 Drinks = 16.7%, 4+ Drinks = 16.7%) compared to 78% of non-SNAP parents who drank 1 or more SSB a day. A one-way ANOVA showed a significant difference ($p < 0.01$) and medium effect size ($\eta^2 = 0.08$) for SSB consumption between SNAP and non-SNAP groups.

As shown in Table 3, parents reported practicing some positive health behaviors related to nutrition and physical activity. However, more than 50% of parent respondents had Regular Soda Pop, Sport Drinks or Fruit Drinks available in their home.

Qualitative Data Analysis

After conducting the Data Analysis Spiral, a process evaluation found the following 6 key themes: (1) Youth Attentiveness/Behavior, (2) Curriculum, (3) Consent Process, (4) Duration of Instruction, (5) Best Sites and (6) Activities. The following responses are examples of the 6 themes, respectively: (1) “If the lesson was interactive, it held their attention better.”, (2) “Easy to follow!”, (3) “If we don’t distribute Consent Form Packets to parents when they sign their child up for their community program, it’s hard to get consent.”, (4) “Lessons took anywhere from 45 minutes to an hour to complete.”, (5) “Boys and Girls Club was a great site for me to work with.” and (6) “The kids did not like the paperwork part of the lessons.”

From theme interpretation, 3 of the 6 themes were found to have concerns. These include: (1) Consent Process, (2) Duration of Instruction and (3) Activities. Through the facilitated discussion, solutions were explored.

Discussion

This study examined the efficacy of a 6-lesson summer youth nutrition program. There are 2 findings from this study that have implications for nutrition programming. First, this study demonstrates that a 6-lesson summer youth nutrition intervention can result in increased fruit variety and vegetable consumption, and decreased SSB consumption. Second, this study begins the understanding of Alabama’s SSB availability in the home and SSB consumption; data that are currently lacking.

The EBMM curriculum promoted the importance of vegetable consumption and provided youth with the opportunity to taste different vegetables each week. Vegetable tastings, along with the final week’s salad bar, aimed to increase vegetable exposure. *Eat Better, Move More’s*

finding of increased vegetable consumption is notable because it is not in accordance with previous studies.¹¹

All EBMM lessons focused on added sugars. Youth were made aware of the added sugars in various beverages such as flavored milks, fruit drinks, sports drinks, regular soda pops and teas through energy balance activities, an SSB experiment and various worksheets. Data for behavioral SSB interventions in youth are limited; however, 2 childhood obesity prevention studies have demonstrated similar findings of decreased SSB consumption in youth.^{35,36}

To the best of our knowledge, this is the first obesity prevention program in Alabama that assessed the availability of SSBs in the home food environment. Results show regular soda pop, sports drinks and fruit drinks were the most likely types of SSB available in the home. This information can be used in future SSB education. For example, future lessons could encourage participants to choose water over SSBs, learn the appropriate use of sport drinks and choose beverages that are 100% fruit juice, messages consistent with USDA *Dietary Guidelines for Americans*.³⁷

Eat Better, Move More targeted SNAP-Ed-eligible school areas in 5 of Alabama's persistent poverty counties. Because limited-resource populations are at a higher risk of obesity and its comorbidities, it was noteworthy that EBMM participants reported decreases in SSB consumption in its youth sample and identified the types of SSBs available in the home.⁶ Similar to previous research, 84% of the parent population reported consumption of at least 1 SSB a day and was higher among SNAP parents compared to non-SNAP parents.³⁸

There were no significant findings for physical activity in the youth sample. In EBMM, emphasis was on nutrition behavior and energy balance, not vigorous physical activity. Given

time constraints of EBMM and limited space at the sites, SNAP-Ed educators only introduced the value of physical activity as part of a healthy lifestyle. Previous obesity prevention research focusing on a longer duration of physical activity yielded more successful physical activity results.¹¹

The qualitative assessment for this study with SNAP-Ed educators uncovered 3 procedural difficulties in EBMM. First, it was challenging to obtain consent forms in the short summertime period, hindering the “consent process.” There was minimal contact with parents in an out-of-school (summer) programming setting in comparison to school-based education. In addition, there was limited program site structure. For example, there was no “school folder” for youth to take home each day or week. In the summer, the Consent Form Packet could be lost or not returned like other class-like papers. Providing Consent Form Packets to parents at the time the parents sign up youth for summer programming should assist with this challenge.

Second, there was a discrepancy in the “duration of instruction” between the 6 weekly lesson format of EBMM programming and some community summer programs. For example, several community summer youth sites only offered 4 weeks for educational opportunities. Offering EBMM as a 4-week or 6-week option will allow flexibility in programming at the local level.

Finally, educators requested “curriculum” enhancements to the GO, SLOW, WHOA cards to better target a southern audience. For example, the dessert category could include banana pudding; the seafood category could include grouper and the cultural food category could include grits and collard greens.

Strengths, Limitations and Future Research

This study expands the literature on obesity prevention summer programs. Furthermore, this study identified types of SSBs available in the homes of our sample population; data currently not found in the literature.

Several limitations were observed in this study. This study lacked a control group; therefore, conclusions can only amount to correlation, not causation. In addition, this study utilized self-reported data via surveys; self-reported data are only the perceptions of the individuals.³⁹ Responders may record answers they think the researcher wants to hear, which can flaw data.³⁹ To assist with this concern, assessment directions consisted of the following language to help encourage authentic answers, “Choose the best answer for you. There are no right or wrong answers.”

Threats to internal validity exist in this study. Pre-assessment sensitization is a threat to internal validity; youth were already familiar with the format and questions and may answer the post-assessment with the answers they know are ‘better’ than their pre-assessment response. Repeating this study in classrooms during the school year may yield a higher response rate and different results on the effectiveness of EBMM. Moreover, repeating the study may help establish more reliability in the survey instruments.

Conclusion

Eat Better, Move More improved health behaviors, such as increased vegetable intake and decreased SSB intake, that contribute to obesity in a youth population. This research filled

knowledge gaps about the types of SSBs in Alabama homes to help tailor future programming. Moreover, the process evaluation identified unique challenges and potential solutions for summer nutrition programming.

References

1. Warren M, Beck S, Rayburn J. *The state of obesity: better policies for a healthier America 2018*. Washington, DC: Trust for America's Health; 2018:1-68.
<https://media.stateofobesity.org/uploads/2018/09/stateofobesity2018.pdf>. Accessed March 27, 2019.
2. Sattiel AR, Olefsky JM. Inflammatory mechanisms linking obesity and metabolic disease. *J Clin Invest*. 2017;127(1):1-4. doi:10.1172/JCI92035.
3. Childhood obesity: costs, treatment patterns, disparities in care, and prevalent medical conditions. Thomson Medstat Research Brief; 2006.
http://www.medstat.com/pdfs/childhood_obesity.pdf. Access March 22, 2019.
4. Biener A, Cawley J, Meyerhoefer C. The high and rising costs of obesity to the US health care system. *J Gen Intern Med*. 2017;32(Suppl 1):6-8. doi:10.1007/s11606-016-3968-8.
5. Levine JA. Poverty and obesity in the U.S. *Diabetes*. 2011;60(11):2667-2668. doi:10.2337/db11-1118.
6. Council on Community Pediatrics. Poverty and child health in the United States. *Pediatrics*. American Academy of Pediatrics; 2016;137(4):e20160339-e20160339. doi:10.1542/peds.2016-0339.
7. Chaudry A, Wimer C. Poverty is not just an indicator: the relationship between income, poverty, and child well-being. *Acad Pediatr*. 2016;16(3, Supplement):S23-S29. doi:10.1016/j.acap.2015.12.010.

8. United States Department of Agriculture Economic Research Service. Rural poverty & well-being. <https://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/>. Accessed March 29, 2019.
9. The Office of Primary Care and Rural Health, Alabama Department of Public Health, The Alabama Rural Health Association. *Selected indicators of health status in Alabama*; 2007:3-9.
<https://www.alabamapublichealth.gov/ruralhealth/assets/StatewideReport.pdf>. Accessed March 28, 2019.
10. Dalaker, J. The 10-20-30 provision: defining persistent poverty counties. Congressional Research Service. March 2019:1-30. <https://fas.org/sgp/crs/misc/R45100.pdf>. Accessed April 2, 2019.
11. Wang Y, Cai L, Wu Y, et al. What childhood obesity prevention programmes work? a systematic review and meta-analysis: childhood obesity prevention. *Obesity Reviews*. 2015;16(7):547-565. doi:10.1111/obr.12277.
12. Centers for Disease Control and Prevention. Children eating more fruit, but fruit and vegetable intake still too low. CDC Newsroom. August 5, 2014.
<https://www.cdc.gov/media/releases/2014/p0805-fruits-vegetables.html>. Accessed March 27, 2019.
13. Hab J, Hartmann M. What determines the fruit and vegetables intake of primary school children? - an analysis of personal and social determinants. *Appetite*. 2018;120:82-91. doi:10.1016/j.appet.2017.08.017.

14. Rosinger A, Herrick K, Gahche J, Park S. Sugar-sweetened beverage consumption among U.S. youth, 2011–2014. *NCHS Data Brief*. 2017;(271):8.
15. Rosinger A, Park S. Sugar-sweetened beverage consumption among U.S. adults, 2011–2014. *NCHS Data Brief*. 2017;(270):8.
16. Garasky S, Mbwana K, Romualdo A, Tenaglio A, Roy M. Foods Typically purchased by supplemental nutrition assistance program (SNAP) households. United States Department of Agriculture, Food and Nutrition Service. November, 2016:1-49.
17. Park S, Pan L, Sherry B, Blanck HM. Consumption of sugar-sweetened beverages among US adults in 6 states: behavioral risk factor surveillance system, 2011. *Prev Chronic Dis*. 2014;11:E65. doi:10.5888/pcd11.130304.
18. Centers for Disease Control and Prevention. Sugar Sweetened Beverage Intake. Centers for Disease Control and Prevention. <https://www.cdc.gov/nutrition/data-statistics/sugar-sweetened-beverages-intake.html>. Published October 23, 2018. Accessed March 29, 2019.
19. Bea JW, Jacobs L, Waits J, et al. Need for specific sugar-sweetened beverage lessons for fourth- and fifth-graders. *J Nutr Educ Behav*. 2015;47(1):36-43. doi:10.1016/j.jneb.2014.08.004.
20. King GA, Fitzhugh EC, Bassett DR, et al. Relationship of leisure-time physical activity and occupational activity to the prevalence of obesity. *Int J Obes Relat Metab Disord*. 2001;25(5):606-612. doi:10.1038/sj.ijo.0801583.
21. Centers for Disease Control and Prevention. National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition, Physical Activity, and Obesity.

Data, Trend and Maps. <https://www.cdc.gov/nccdphp/dnpao/data-trends-maps/index.html>. Accessed Mar 29, 2019.

22. Sharpe EK, Forrester S, Mandigo J. Engaging community providers to create more active after-school environments: results from the Ontario CATCH Kids Club implementation project. *J Phys Act Health*. 2011;8(1):S26-31.
23. Kelder S, Hoelscher DM, Barroso CS, Walker JL, Cribb P, Hu S. The CATCH Kids Club: a pilot after-school study for improving elementary students' nutrition and physical activity. *Public Health Nutr*. 2005;8(2):133-140.
24. Struempfer BJ, Parmer SM, Mastropietro LM, Arsiwalla D, Bubb RR. Changes in fruit and vegetable consumption of third-grade students in Body Quest: Food of the Warrior, a 17-class childhood obesity prevention program. *J Nutr Educ and Behav*. 2014;46(4):286-292. doi:10.1016/j.jneb.2014.03.001.
25. Franckle R, Adler R, Davison K. Accelerated weight gain among children during summer versus school year and related racial/ethnic disparities: a systematic review. *Prev Chronic Dis*. 2014;11:E101. doi:10.5888/pcd11.130355.
26. Supplemental Nutrition Assistance Program-Education. United States Department of Agriculture-National Institute of Food and Agriculture website. <https://nifa.usda.gov/program/supplemental-nutrition-education-program-education-snap-ed>. Accessed March 27, 2019.
27. Supplemental Nutrition Assistance Program-Education at Auburn University. FY18 Annual Report. <https://community-nutrition-education.extension.org/wp->

- content/uploads/2019/03/Alabama-Extension-at-Auburn-University-SNAP-Ed-Annual-Accomplishment-Report-FY18.pdf. Published 2018. Accessed March 27, 2019.
28. Bandura A. *Social Learning Theory*. 1st ed. Englewood Cliffs, New Jersey: Prentice-Hall; 1976.
 29. Luton S. *CATCH Kids Club-Healthy Habits and Nutrition: K-5th Grade*. 2nd ed. Hasbrouck, NJ: FlagHouse, Inc.; 2011.
 30. SMS Marketing & Text Marketing Services. <https://simpletexting.com/>. Accessed April 29, 2019.
 31. Penkilo M, George GC, Hoelscher DM. Reproducibility of the school-based nutrition monitoring questionnaire among fourth-grade students in Texas. *J Nutr Educ Behav*. 2008 Jan-Feb;40(1):20-7. doi: 10.1016/j.jneb.2007.04.375.
 32. Auld G, Baker S, McGirr K, Osborn KS, Skaff P. Confirming the reliability and validity of others' evaluation tools before adopting for your programs. *J Nutr Educ Behav*. 2017 May; 49(5):441-450.e1. doi: 10.1016/j.jneb.2017.02.006.
 33. Fulkerson JA, Nelson MC, Lytle L, Moe S, Heitzler C, Pasch KE. The validation of a home food inventory. *Int J Behav Nutr Phys Act*. 2008;5:55. doi:10.1186/1479-5868-5-55.
 34. Creswell JW, Poth CN. *Qualitative Inquiry & Research Design: Choosing among Five Approaches*. 4th ed. Los Angeles: SAGE; 2018.
 35. Luna V, Hannon BA, Hammons A, et al. Improving dietary behaviors of Hispanic children with a family-based obesity prevention program: “Abriendo Caminos.” *J Nutr Educ Behav*. 2019;51(7). doi:10.1016/j.jneb.2019.05.550

36. Hammons AJ, Wiley AR, Fiese BH, Teran-Garcia M. Six-week Latino family prevention pilot program effectively promotes healthy behaviors and reduces obesogenic behaviors. *J Nutr Educ Behav*. 2013;45(6):745-750. doi:10.1016/j.jneb.2013.01.023.
37. United States Department of Health and Human Services and United States Department of Agriculture. 2015-2020 Dietary Guidelines for Americans. December 2015;8:1-144.
38. Bleich SN, Vine S, Wolfson JA. American adults eligible for the Supplemental Nutritional Assistance Program consume more sugary beverages than ineligible adults. *Prev Med*. 2013 Dec;57(6):894-9. doi: 10.1016/j.ypmed.2013.10.006.
39. Mertler CA. *Introduction to Educational Research*. 2nd ed. Thousand Oaks, CA: SAGE Publications, Inc; 2018.

TABLE 1. Youth (n = 144) Demographics of 4th-6th Graders and Parent (n = 262) Demographics from a 6-Week Nutrition Intervention, *Eat Better, Move More*

| Youth Demographic Characteristics | n | % |
|---|----------|----------|
| <i>Sex</i> | | |
| Male | 65 | 45.1 |
| Female | 79 | 54.9 |
| <i>Ethnicity</i> | | |
| Non-Hispanic | 142 | 98.6 |
| Hispanic | 2 | 1.4 |
| <i>Race</i> | | |
| White/Caucasian | 38 | 26.4 |
| Black/African-American | 100 | 69.4 |
| Asian | 1 | 0.7 |
| Other | 5 | 3.5 |
| Parent Demographic Characteristics | | |
| <i>Age</i> | | |
| 26-30 | 38 | 14.7 |
| 31-40 | 140 | 55.0 |
| 41-50 | 49 | 19.2 |
| 50+ | 28 | 11.1 |
| <i>Sex</i> | | |
| Male | 25 | 9.5 |
| Female | 237 | 90.5 |
| <i>Ethnicity</i> | | |
| Non-Hispanic | 252 | 97.3 |
| Hispanic | 7 | 2.7 |
| <i>Race</i> | | |
| White/Caucasian | 95 | 36.7 |
| Black/African-American | 152 | 58.7 |
| American Indian/Alaska Native | 2 | 0.8 |
| Asian | 1 | 0.4 |
| Other | 9 | 3.5 |
| <i>Education</i> | | |
| Some High School | 24 | 9.3 |
| Graduated High School | 66 | 25.5 |
| Some College | 95 | 36.7 |
| Graduated College | 74 | 28.6 |
| <i>Receiving SNAP Benefits</i> | | |
| Yes | 102 | 40.3 |
| No | 151 | 59.7 |

TABLE 2. Youth Pre- and Post-Assessment Results from a 6-Week Nutrition Intervention, *Eat Better, Move More*

| Paired Samples <i>t</i> -Test | n | Mean Pre-Post | <i>t</i> | <i>p</i> value |
|--|-----|---------------|----------|----------------|
| <i>Fruit and Vegetable Intakes</i> | | | | |
| Yesterday, did you eat any fruits? ^a | 139 | 1.24-1.40 | 1.424 | .157 |
| Yesterday, did you eat any vegetables? ^a | 138 | 0.83-1.12 | 2.963 | .004* |
| Do you eat more than one kind of fruit a day? ^b | 138 | 1.37-1.56 | 2.229 | .027* |
| Do you eat more than one kind of vegetable a day? ^b | 137 | 1.18-1.38 | 1.952 | .053 |
| <i>Beverage Intake</i> | | | | |
| Yesterday, did you drink any water, such as a bottle, a glass or water fountain? ^c | 142 | 3.00-2.83 | 1.113 | .268 |
| Yesterday, did you drink any punch, sports drinks, or other fruit-flavored drinks? <i>Do not</i> count 100% fruit juice or diet drinks. ^c | 142 | 1.50-1.22 | 2.219 | .028* |
| Yesterday, did you drink any regular (not diet) sodas or soft drinks? ^c | 141 | 1.18-0.77 | 3.097 | .002* |
| Yesterday, did you drink any kind of milk? Count chocolate or other flavored milk, milk on cereal, and drinks made with milk. ^a | 140 | 1.06-1.09 | 0.223 | .823 |
| <i>Physical Activity Intake</i> | | | | |
| Are you physically active for 60 minutes each day? ^b | 140 | 2.10-2.05 | 0.528 | .598 |
| After school yesterday, were you physically active or did you play sports that made your heart beat fast for at least 30 minutes? ^b | 140 | 2.01-1.94 | 0.821 | .413 |

**P* <.05

^a Response Scale: 0=None, 1= 1 time, 2= 2 times, 3= 3 times

^b Response Scale: 0=Never, 1=Sometimes, 2=Often, 3=Always

^c Response Scale: 0=None, 1= 1 time, 2= 2 times, 3= 3 times, 4= 4 times, 5= 5 or more times

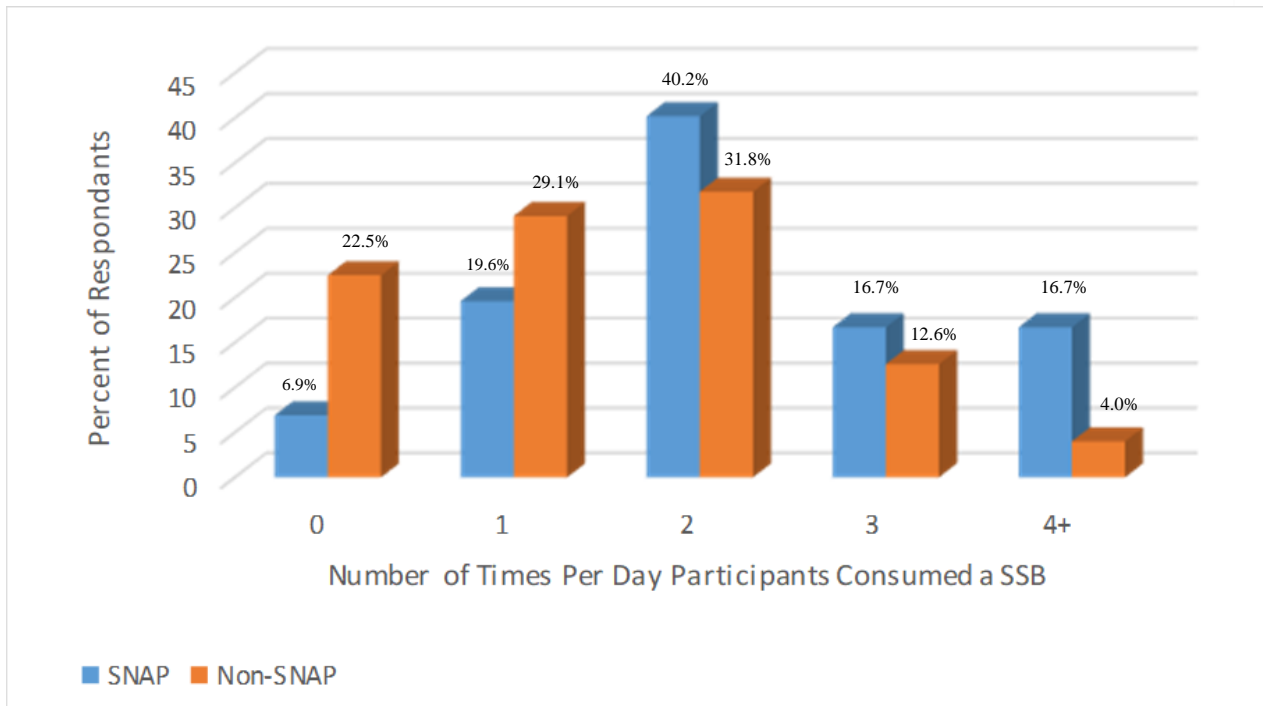
TABLE 3. Parent Survey Results in a 6-Week Nutrition Intervention, *Eat Better, Move More*

| Personal Health Behavior Questions | n | % of Parents | | | | |
|--|-----|--------------|---------------------|------------|----------------------|-----------------------|
| | | No | Sometimes | Often | Always | |
| <i>Home Food Environment</i> | | | | | | |
| I choose healthy foods for my family. | 260 | .4 | 36 | 53 | 10 | |
| My child and I cook meals together. | 261 | 16 | 63 | 19 | 1.5 | |
| I buy foods with lower added sugar. | 263 | 7.2 | 53 | 32 | 8 | |
| I buy low-fat or fat-free milk or dairy foods. | 263 | 19 | 35 | 22 | 24 | |
| <i>Fruit and Vegetable Intake</i> | | | | | | |
| Do you eat more than one kind of fruit a day? | 263 | 12 | 48 | 30 | 10 | |
| Do you eat more than one kind of vegetable a day? | 263 | 8 | 38 | 42 | 12 | |
| In the past week, how many cups of fruit did you eat each day? This includes fresh, frozen, canned, dried or 100% juice. | 262 | None | 1 Cup | 2 Cups | 3 Cups | 4+ Cups |
| In the past week, how many cups of vegetables did you eat each day? This includes fresh, frozen, canned, dried or 100% juice. | 262 | None | 1 Cup | 2 Cups | 3 Cups | 4+ Cups |
| <i>Beverage Intake</i> | | | | | | |
| How often do you typically drink a bottle or a glass of water? (Count tap, bottle and sparkling water.) | 263 | Not at all | Once a week or less | Once a day | More than once a day | More than once a week |
| On average, how many times a day do you drink sugar-sweetened beverages? (This includes soft drinks, fruit drinks, sports drinks, sweet tea, some coffee drinks, energy drinks and any other beverages to which sugar has been added. DO NOT count diet or zero calorie drinks.) | 263 | None | 1 time | 2 times | 3 times | 4+ times |
| When you have milk, how often do you choose low-fat milk (Fat-Free or 1%)? | 263 | Never | Rarely | Sometimes | Often | Does Not Apply |
| <i>Physical Activity</i> | | | | | | |
| How many days in a week are you physically active for at least 30 minutes? | 261 | 0 Days | 1 Day | 2 Days | 3 Days | 4 or More Days |

TABLE 3. Parents of 4th-6th Graders Survey Results in a 6-Week Nutrition Intervention, *Eat Better, Move More*-Continued

| Sugar-Sweetened Beverage Inventory | n | % | |
|---|-----|----|-----|
| | | No | Yes |
| Regular Soda Pop (any variety, flavor) | 262 | 42 | 58 |
| Sweet Teas (any variety, flavor) | 262 | 54 | 46 |
| Lemonade | 262 | 66 | 34 |
| Sport Drinks (example: Gatorade) | 261 | 39 | 61 |
| Fruit Drinks (example: less than 100% juice, Capri Sun) | 260 | 27 | 73 |
| Soy Milk, Almond Milk, Rice Milk, or Other Milk Alternatives (DO NOT include unsweetened varieties) | 260 | 73 | 27 |
| Fat-Free Flavored Milk (strawberry or chocolate) | 258 | 83 | 17 |
| 1% or 2% Flavored Milk (strawberry or chocolate) | 257 | 76 | 24 |
| Flavored Whole Milk (strawberry or chocolate) | 259 | 84 | 16 |

FIGURE 1. SNAP Parents (n = 102) and Non-SNAP Parents (n = 151) SSB Consumption Before a 6-Week Nutrition Intervention, *Eat Better, Move More*



Chapter 4: Summary of Findings

Overview

In an effort to improve the health profile of Alabamians, *Eat Better Move More* (EBMM), a 6-lesson obesity prevention program, was tailored to 4th-6th graders attending summer programs and their parents. In this thesis, the researcher summarized the outcome efficacy of EBMM by reporting changes in personal health behaviors of youth, identified the types of SSBs available in the home food environment and completed a process evaluation to assess the procedural efficacy of EBMM. Lastly, to summarize the mixed-methods approach, the researcher utilized the qualitative data to explain any differences in quantitative results.

Eat Better, Move More Findings

This pretest-posttest study, EBMM, was conducted in 19 Alabama counties. In brief, EBMM was a summer nutrition and physical activity program targeting 4th-6th graders and their parents. Youth reported health behaviors before and after participating in EBMM. The process evaluation with county SNAP-Ed educators was conducted at a SNAP-Ed conference. Researchers facilitated small group discussions and analyzed the data using the Data Analysis Spiral.⁵⁷ The following research questions have been addressed in this study.

Quantitative

1. Will elementary youth who participate in *Eat Better, Move More* significantly increase fruit consumption?

Finding: In youth, there were no significant findings from pre to post for increased fruit consumption.

2. Will elementary youth who participate in *Eat Better, Move More* significantly increase vegetable consumption?

Finding: In youth, there were significant findings from pre to post for increased vegetable consumption ($p = .004$).

3. Will elementary youth who participate in *Eat Better, Move More* significantly increase fruit variety?

Finding: In youth, there were significant findings from pre to post for increased fruit variety ($p = .027$).

4. Will elementary youth who participate in *Eat Better, Move More* significantly increase vegetable variety?

Finding: In youth, there were no significant findings from pre to post for increased vegetable variety.

5. Will elementary youth who participate in *Eat Better, Move More* significantly increase physical activity?

Finding: In youth, there were no significant findings from pre to post for physical activity.

6. Will elementary youth who participate in *Eat Better, Move More* significantly decrease SSB consumption?

Finding: In youth, there were significant findings between pre and post for decreased SSB consumption ($p = .002$) ($p = .028$).

7. What types of SSBs are available in the home of parents whose children participate in *Eat Better, Move More*?

Finding: More than 50% of parents had Regular Soda Pop, Sport Drinks, or Fruit Drinks available in their home.

Qualitative

1. What aspects of *Eat Better, Move More* were perceived as successful by the county SNAP-Ed educators?
2. What aspects of *Eat Better, Move More* were perceived as challenges by the county SNAP-Ed educators?

Findings: After conducting the Data Analysis Spiral, a process evaluation found the following 6 key themes: (1) Youth Attentiveness/Behavior, (2) Curriculum, (3) Consent Process, (4) Duration of Instruction, (5) Best Sites and (6) Activities. The following responses are examples of the 6 themes, respectively: (1) “If the lesson was interactive and did not have paperwork, it held their attention better.”, (2) “Easy to follow!”, (3) “If we don’t distribute Consent Form Packets to parents when they sign their child up for their community program, it’s hard to get consent.”, (4) “Lessons took anywhere from 45 minutes to an hour to complete.”, (5) “Boys and Girls Club was a great site for me to work with.” and (6) “Some sites had limited space and it was hard to conduct some activities.”

Mixed Methods

How does the process evaluation with county SNAP-Ed educators help to explain any quantitative differences in personal health behaviors for youth?

Findings: Two of the qualitative themes help explore the quantitative findings related to vegetable consumption, SSB consumption and physical activity. First, the Youth Attentiveness/Behavior theme stressed that youth did not like paperwork and their

attention was held better during more interactive parts of EBMM. Both the vegetable tastings and SSB activities were interactive which may have influenced the significant findings of those personal health behaviors. Second, the Activities theme highlighted challenges in sites where space was limited. Limited space for physical activities may have influenced the non-significant findings of physical activity.

Discussions, Strengths and Limitations of *Eat Better, Move More*

This study examined the efficacy of a 6-lesson summer youth nutrition program. There are 2 findings from this study that have implications for nutrition programming. First, this study demonstrates that a 6-lesson summer youth nutrition intervention can result in increased fruit variety and vegetable consumption, and decreased SSB consumption. Second, this study begins the understanding of Alabama's SSB availability in the home and SSB consumption; data that are currently lacking.

The EBMM curriculum promoted the importance of vegetable consumption and provided youth with the opportunity to taste different vegetables each week. Vegetable tastings, along with the final week's salad bar, aimed to increase vegetable exposure. *Eat Better, Move More's* finding of increased vegetable consumption is notable because it is not in accordance with previous studies.³³

All EBMM lessons focused on added sugars. Youth were made aware of the added sugars in various beverages such as flavored milks, fruit drinks, sports drinks, sodas and teas through energy balance activities, an SSB experiment and various worksheets. Data for behavioral SSB interventions in youth are limited; however, 2 childhood obesity prevention studies have demonstrated similar findings of decreased SSB consumption in youth.^{58,59}

To the best of our knowledge, this is the first obesity prevention program in Alabama that assessed the availability of SSBs in the home food environment. Results show regular soda pop, sports drinks and fruit drinks were the most likely types of SSB available in the home. This information can be used in future SSB education. For example, future lessons could encourage participants to choose water over SSBs, learn the appropriate use of sport drinks and choose beverages that are 100% fruit juice, messages consistent with USDA *Dietary Guidelines for Americans*.⁴⁰

Eat Better, Move More targeted SNAP-Ed-eligible school areas in 5 of Alabama's persistent poverty counties. Because limited-resource populations are at a higher risk of obesity and its comorbidities, it was noteworthy that EBMM participants reported decreases in SSB consumption in its youth sample and identified the types of SSBs available in the home.²² Similar to previous research, 84% of the parent population reported consumption of at least 1 SSB a day and was higher among SNAP parents compared to non-SNAP parents.⁶⁰

There were no significant findings for physical activity in the youth sample. In EBMM, emphasis was on nutrition behavior and energy balance, not vigorous physical activity. Given time constraints of EBMM and limited space at the sites, SNAP-Ed educators only introduced the value of physical activity as part of a healthy lifestyle. Previous obesity prevention research focusing on a longer duration of physical activity yielded more successful physical activity results.³³

The qualitative assessment for this study with SNAP-Ed educators uncovered 3 procedural difficulties in EBMM. First, it was challenging to obtain consent forms in the short summertime period, hindering the "consent process." There was minimal contact with parents in

an out-of-school (summer) programming setting in comparison to school-based education. In addition, there was limited program site structure. For example, there was no “school folder” for youth to take home each day or week. In the summer, the Consent Form Packet could be lost or not returned like other class-like papers. Providing Consent Form Packets to parents at the time the parents sign up youth for summer programming should assist with this challenge.

Second, there was a discrepancy in the “duration of instruction” between the 6-lesson format of EBMM programming and some community summer programs. For example, several community summer youth sites only offered 4 weeks for educational opportunities. Offering EBMM as a 4-week or 6-week option will allow flexibility in programming at the local level.

Finally, educators requested “curriculum” enhancements to the GO, SLOW, WHOA cards to better target a southern audience. For example, the dessert category could include banana pudding; the seafood category could include grouper and the cultural food category could include grits and collard greens.

Conclusion and Future Research

Eat Better, Move More improved health behaviors that contribute to obesity in a youth population. This research filled knowledge gaps about the types of SSBs in Alabama homes to help tailor future programming. Moreover, the process evaluation identified unique challenges and successes for summer nutrition programming.

Future research of EBMM will test different lengths of the intervention, specifically 4 or 6 weeks. Repeating this study in classrooms during the school year may yield a higher response rate and different results on the effectiveness of EBMM.

Chapter 5: References

1. Berrington de Gonzalez B, Hartge P, Cerhan JR, et al. Body-mass index and mortality — among 1.46 million white adults. *N Engl J Med*. 2010 Dec 2;363(23):2211-9. doi: 10.1056/NEJMoa1000367.
2. Warren M, Beck S, Rayburn J. *The state of obesity: better policies for a healthier America 2018*. Washington, DC: Trust for America’s Health; 2018:1-68. <https://media.stateofobesity.org/uploads/2018/09/stateofobesity2018.pdf>. Accessed March 27, 2019.
3. Obesity Causes. Obesity Prevention Source. <https://www.hsph.harvard.edu/obesity-prevention-source/obesity-causes/diet-and-weight/>. Accessed March 29, 2019.
4. Vegetables and Fruits. The Nutrition Source. <https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/>. Accessed March 29, 2019.
5. Centers for Disease Control and Prevention. 2017 Youth Risk Behavioral Survey Data. www.cdc.gov/yrbs. Accessed March 29, 2019.
6. Centers for Disease Control and Prevention. 2017 Behavioral Risk Factor Survey Data. www.cdc.gov/brfss. Accessed March 29, 2019.
7. Johnson R, Appel LJ, Brands M et al. Dietary sugars intake and cardiovascular health: a scientific statement from the American Heart Association. *Circulation*. 2009;120(11):1011-20. doi: 10.1161/CIRCULATIONAHA.109.192627.
8. Rosinger A, Herrick K, Gahche J, Park S. Sugar-sweetened beverage consumption among U.S. youth, 2011–2014. *NCHS Data Brief*. 2017;(271):8.

9. Rosinger A, Herrick K, Gahche J, Park S. Sugar-sweetened Beverage Consumption Among U.S. Adults, 2011–2014. *NCHS Data Brief*. 2017;(270):8.
10. Centers for Disease Control and Prevention. Sugar Sweetened Beverage Intake. Centers for Disease Control and Prevention. <https://www.cdc.gov/nutrition/data-statistics/sugar-sweetened-beverages-intake.html>. Published October 23, 2018. Accessed March 29, 2019.
11. King GA, Fitzhugh EC, Bassett DR, et al. Relationship of leisure-time physical activity and occupational activity to the prevalence of obesity. *Int J Obes Relat Metab Disord*. 2001;25(5):606-612. doi:10.1038/sj.ijo.0801583
12. Campbell KJ, Crawford DA, Salmon J, Carver A, Garnett SP, Baur LA. Associations between the home food environment and obesity-promoting eating behaviors in adolescence. *Obes Silver Spring Md*. 2007;15(3):719-730. doi:10.1038/oby.2007.553
13. Couch SC, Glanz K, Zhou C, Sallis JF, Saelens BE. Home food environment in relation to children's diet and quality and weight Status. *J Acad Nutr Diet*. 2014 Oct;114(10):1569-1579.e1. doi: 10.1016/j.jand.2014.05.015.
14. van Ansem WJ, van Lenthe FJ, Schrijvers CT, Rodenburg G, van de Mheen D. Socio-economic inequalities in children's snack consumption and sugar-sweetened beverage consumption: the contribution of home environmental factors. *Br J Nutr*. 2014;112(3):467-476. doi:10.1017/S0007114514001007
15. Fulkerson JA, Friend S, Horning M, et al. Family home food environment and nutrition-related parent and child personal and behavioral outcomes of the healthy home offerings via the mealtime environment (HOME) plus program: a randomized controlled trial. *J Acad Nutr Diet*. 2018;118(2):240-251. doi:10.1016/j.jand.2017.04.006

16. John JH, Ziebland S. Reported barriers to eating more fruit and vegetables before and after participation in a randomized controlled trial: a qualitative study. *Health Educ Res.* 2004 Apr;19(2):165-74.
17. Kit BK, Fakhouri TH, Park S, Nielsen SJ, Ogden CL. Trends in sugar-sweetened beverage consumption among youth and adults in the United States: 1999-2010. *Am J Clin Nutr.* 2013;98(1):180-188.
18. Levine JA. Poverty and obesity in the U.S. *Diabetes.* 2011;60(11):2667-2668.
doi:10.2337/db11-1118.
19. United States Department of Agriculture Economic Research Service. Rural Poverty & Well-Being. <https://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/>. Accessed March 29, 2019.
20. Dalaker J. The 10-20-30 Provision: Defining Persistent Poverty Counties. Congressional Research Service. March 2019:1-30. <https://fas.org/sgp/crs/misc/R45100.pdf>. Accessed March 30, 2019.
21. The Office of Primary Care and Rural Health, Alabama Department of Public Health, The Alabama Rural Health Association. *Selected Indicators of Health Status in Alabama.* 2007;3-9.
<https://www.alabamapublichealth.gov/ruralhealth/assets/StatewideReport.pdf>.
22. Council on Community Pediatrics. Poverty and child health in the United States. *Pediatrics.* American Academy of Pediatrics; 2016;137(4):e20160339-e20160339.
doi:10.1542/peds.2016-0339.

23. Chaudry A, Wimer C. Poverty is not just an indicator: the relationship between income, poverty, and child well-being. *Acad Pediatr*. 2016;16(3, Supplement):S23-S29.
doi:10.1016/j.acap.2015.12.010.
24. Saltiel AR, Olefsky JM. Inflammatory mechanisms linking obesity and metabolic disease. *J Clin Invest*. 2017;127(1):1-4. doi:10.1172/JCI92035.
25. Mayer-Davis EJ, Lawrence JM, Dabelea D, et al. Incidence trends of type 1 and type 2 diabetes among youths, 2002–2012. *N Engl J Med*. 2017;376(15):1419-1429.
doi:10.1056/NEJMoa1610187.
26. Centers for Disease Control and Prevention. High Blood Pressure During Childhood and Adolescence. Centers for Disease Control and Prevention.
<https://www.cdc.gov/bloodpressure/youth.htm>. Published July 18, 2018. Accessed March 29, 2019.
27. Childhood obesity: costs, treatment patterns, disparities in care, and prevalent medical conditions. Thomson Medstat Research Brief, 2006.
http://www.medstat.com/pdfs/childhood_obesity.pdf.
28. Biener A, Cawley J, Meyerhoefer C. The high and rising costs of obesity to the US health care system. *J Gen Intern Med*. 2017;32(Suppl 1):6-8. doi:10.1007/s11606-016-3968-8.
29. Cawley J, Rizzo JA, Haas K. Occupation-specific absenteeism costs associated with obesity and morbid obesity: *J Occup Environ Med*. 2007;49(12):1317-1324.
doi:10.1097/JOM.0b013e31815b56a0.
30. Gates DM, Succop P, Brehm BJ, Gillespie GL, Sommers BD. Obesity and presenteeism: the impact of body mass index on workplace productivity: *J Occup Environ Med*. 2008;50(1):39-45. doi:10.1097/JOM.0b013e31815d8db2.

31. Trogdon JG, Finkelstein EA, Feagan CW, Cohen JW. State and payer-specific estimates of annual medical expenditures attributable to obesity. *Obesity*. 2012;20(1):214-220. doi:10.1038/oby.2011.169.
32. Chan RSM, Woo J. Prevention of overweight and obesity: how effective is the current public health approach. *Int J Environ Res Public Health*. 2010;7(3):765-783. doi:10.3390/ijerph7030765.
33. Wang Y, Cai L, Wu Y, et al. What childhood obesity prevention programmes work? A systematic review and meta-analysis: childhood obesity prevention. *Obes Rev*. 2015;16(7):547-565. doi:10.1111/obr.12277.
34. Taverno Ross SE, Documet PI, Pate RR, Smith-Tapia I, Wisniewski LM, Gibbs BB. Study protocol for a home-based obesity prevention program in Latino preschool children. *Transl J Am Coll Sports Med*. 2017;2(14):85. doi:10.1249/TJX.0000000000000038.
35. Langford R, Bonell C, Jones H, Campbell R. Obesity prevention and the health promoting schools framework: essential components and barriers to success. *Int J Behav Nutr Phys Act*. 2015;12(1):15. doi:10.1186/s12966-015-0167-7.
36. Dzewaltowski DA, Rosenkranz RR, Geller KS, et al. HOP’N after-school project: an obesity prevention randomized controlled trial. *Int J Behav Nutr Phys Act*. 2010;7:90. doi:10.1186/1479-5868-7-90.
37. Kelder S, Hoelscher DM, Barroso CS, Walker JL, Cribb P, Hu S. The CATCH Kids Club: a pilot after-school study for improving elementary students’ nutrition and physical activity. *Public Health Nutr*. 2005;8(2):133-140.

38. Sharpe EK, Forrester S, Mandigo J. Engaging community providers to create more active after-school environments: results from the Ontario CATCH Kids Club implementation project. *J Phys Act Health*. 2011;8 Suppl 1:S26-31.
39. Hopkins LC, Holloman C, Melnyk B, et al. Participation in structured programming may prevent unhealthy weight gain during the summer in school-aged children from low-income neighbourhoods: feasibility, fidelity and preliminary efficacy findings from the camp NERF study. *Public Health Nutr*. January 2019:1-13.
doi:10.1017/S1368980018003403
40. United States Department of Health and Human Services and United States Department of Agriculture. 2015-2020 Dietary Guidelines for Americans. December 2015;8:1-144.
41. Bandura A. Social cognitive theory of self-regulation. *Organ Behav Hum Decis Process*. 1991;50:248-287.<http://www.uky.edu/~eushe2/BanduraPubs/Bandura1991OBHDP.pdf>. Accessed March 30, 2019.
42. Bandura A. Health promotion by social cognitive means. *Health Educ Behav Off Publ Soc Public Health Educ*. 2004;31(2):143-164. doi:10.1177/1090198104263660.
43. Hab J, Hartmann M. What determines the fruit and vegetables intake of primary school children? an analysis of personal and social determinants. *Appetite*. 2018;120:82-91.
doi:10.1016/j.appet.2017.08.017.
44. Lakkakula A, Geaghan J, Zanovec M, Pierce S, Tuuri G. Repeated taste exposure increases liking for vegetables by low-income elementary school children. *Appetite*. 2010;55(2):226-231. doi:10.1016/j.appet.2010.06.003.

45. Gross SM, Pollock ED, Braun B. Family influence: key to fruit and vegetable consumption among fourth- and fifth-grade students. *J Nutr Educ Behav.* 2010;42(4):235-241. doi:10.1016/j.jneb.2009.05.007.
46. Bleich SN, Vercammen KA. The negative impact of sugar-sweetened beverages on children's health: an update of the literature. *BMC Obes.* 2018;5:6. doi:10.1186/s40608-017-0178-9.
47. Malik VS, Popkin BM, Bray GA, Després J-P, Willett WC, Hu FB. Sugar-sweetened beverages and risk of metabolic syndrome and type 2 diabetes: a meta-analysis. *Diabetes Care.* 2010;33(11):2477-2483. doi:10.2337/dc10-1079.
48. Garasky S, Mbwana K, Romualdo A, Tenaglio A, Roy M. Foods Typically purchased by supplemental nutrition assistance program (SNAP) households. United States Department of Agriculture, Food and Nutrition Service. November, 2016:1-49.
49. Park S, Pan L, Sherry B, Blanck HM. Consumption of sugar-sweetened beverages among US adults in 6 states: behavioral risk factor surveillance system, 2011. *Prev Chronic Dis.* 2014;11:E65. doi:10.5888/pcd11.130304.
50. Bea JW, Jacobs L, Waits J, et al. Need for specific sugar-sweetened beverage lessons for fourth- and fifth-graders. *J Nutr Educ Behav.* 2015;47(1):36-43. doi:10.1016/j.jneb.2014.08.004.
51. Fulkerson JA, Nelson MC, Lytle L, Moe S, Heitzler C, Pasch KE. The validation of a home food inventory. *Int J Behav Nutr Phys Act.* 2008;5:55. doi:10.1186/1479-5868-5-55.

52. Cook LT, O'Reilly GA, DeRosa CJ, Rohrbach LA, Spruijt-Metz D. Association between home availability and vegetable consumption in youth: a review. *Public Health Nutr.* 2015 Mar;18(4):640-8. doi: 10.1017/S1368980014000664.
53. Franckle R, Adler R, Davison K. Accelerated weight gain among children during summer versus school year and related racial/ethnic disparities: a systematic review. *Prev Chronic Dis.* 2014;11:E101. doi:10.5888/pcd11.130355.
54. United States Department of Agriculture Economic Research Service. The National School Lunch Program. <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/national-school-lunch-program.aspx>. Accessed March 14, 2019.
55. Turner L, Calvert HG. The academic, behavioral, and health influence of summer child nutrition programs: A narrative review and proposed research and policy agenda. *J Acad Nutr Diet.* 2019 Jun;119(6):972-983. doi: 10.1016/j.jand.2019.02.006.
56. Deutsch NL. *After-School Programs to Promote Positive Youth Development.* Vol 2. 1st ed. Cham, Switzerland: Springer; 2017.
57. Creswell JW, Poth CN. *Qualitative Inquiry & Research Design: Choosing among Five Approaches.* 4th ed. Los Angeles: SAGE; 2018.
58. Luna V, Hannon BA, Hammons A, et al. Improving dietary behaviors of Hispanic children with a family-based obesity prevention program: "Abriendo Caminos." *J Nutr Educ Behav.* 2019;51(7). doi:10.1016/j.jneb.2019.05.550.
59. Hammons AJ, Wiley AR, Fiese BH, Teran-Garcia M. Six-week Latino family prevention pilot program effectively promotes healthy behaviors and reduces obesogenic behaviors. *J Nutr Educ Behav.* 2013;45(6):745-750. doi:10.1016/j.jneb.2013.01.023.

60. Bleich SN, Vine S, Wolfson JA. American adults eligible for the Supplemental Nutritional Assistance Program consume more sugary beverages than ineligible adults. *Prev Med.* 2013 Dec;57(6):894-9. doi: 10.1016/j.ypmed.2013.10.006.

Chapter 6: Appendices

Appendix A
Auburn University
Institutional Review Board
PROTOCOL

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
REQUEST for MODIFICATION**

For help, contact: THE OFFICE OF RESEARCH COMPLIANCE (ORC), 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs>

Revised 2.1.2014 Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. Protocol Number: 17-461 EP 1801
2. Current IRB Approval Dates: From: 01/03/2018 To: 01/01/2019
3. Project Title: Eat Better Move More

| | | | | |
|-------------------------|--|----------------|---------------------|---------------------------|
| <u>Sondra M. Parmer</u> | <u>ExtSpecialist</u> | <u>SNAP-Ed</u> | <u>334-844-2231</u> | <u>parmesm@auburn.edu</u> |
| Principal Investigator | Title | Department | Phone | AU E-Mail (primary) |
| <i>Sondra Parmer</i> | <u>208 Duncan Hall Auburn University</u> | | | |
| PI Signature | Mailing Address | | | Alternate E-Mail |

| | | | | |
|----------------------------------|------------------------|------------|-------|--------------------------------------|
| Faculty Advisor | FA Signature | Department | Phone | AU E-Mail |
| Name of Current Department Head: | <u>Barb Struempler</u> | | | AU E-Mail: <u>struebj@auburn.edu</u> |

5. Current External Funding Agency and Grant number: SNAP-Ed/FNS
6. a. List any contractors, sub-contractors, other entities associated with this project:
Alabama Department of Human Resources 4153 FY2018

b. List any other IRBs associated with this project: _____

7. Nature of change in protocol: (Mark all that apply)

- Change in Key Personnel ([attach](#) CITI forms for new personnel)
- Change in Sites ([attach](#) permission forms for new sites)
- Change in methods for data storage/protection or location of data/consent documents
- Change in project purpose or questions
- Change in population or recruitment ([attach](#) new or revised recruitment materials as needed)
- Change in consent procedures ([attach](#) new or revised consent documents as needed)
- Change in data collection methods or procedures ([attach](#) new data collection forms as needed)
- Other (explain): Funding

Population Language in the following sections: Project Overview; Participants; Project Design and Methods

FOR ORC OFFICE USE ONLY

DATE RECEIVED IN ORC: _____ by _____ MODIFICA
 DATE OF IRB REVIEW: _____ by _____ PROTOCO
 DATE OF IRB APPROVAL: _____ by _____ MODIFICA
 COMMENTS: _____ INTERVAL

The Auburn University Institutional Review Board has approved this Document for use from 04/18/2018 to 01/01/2019
 Protocol # 17-461 EP 1801

8. Briefly list (numbered or bulleted) the activities that have occurred up to this point, particularly those that involved participants.

All planned activities occurred as expected. Extension SNAP-Ed and 4-H educators provided EBMM education to 4th graders and their parents in Jefferson County, AL.

9. For each item marked in Question #7, describe the requested changes to your research protocol, with an explanation and/or rationale for each. (Additional pages may be attached if needed to provide a complete response.)

Change in Key Personnel: Katie Funderburk, Extension Specialist, kem0017@auburn.edu
ACES, SNAP-Ed; Part of the team providing oversight of research project, developing protocol and text message program and analyzing data.

Change in Sites: EBMM will be provided statewide in SNAP-Ed eligible schools and after-school/summer programs at Boys/Girls Clubs, YMCA, etc. The current IRB Protocol is limited to Jefferson County, AL. (Authorization letter updated and attached.)

Change in Methods for Data Storage/Protection: Text Messages will be sent to consenting parents using a web-based Short Message Service software program (Simple Texting), requiring upload of names and cell phone numbers.

Change in Population: Populations will now include 4th-6th grade students because after-school and summer programming classes contain mixed grades and EBMM wants to capture the whole audience.

Change in Data Collection: On the student pre-assessment, students will be asked to record their grade level. Parent assessment questions have been modified. (attached)

Other: Funding: One year Walmart/4-H grant expires 9/30/18. Continued funding will be provided through AL Dept. of Human Resources SNAP-Ed grant.

10. Identify any changes in the anticipated risks and / or benefits to the participants.

N/A

11. Identify any changes in the safeguards or precautions that will be used to address anticipated risks.

For parents to receive/send text messages, parents' names, cell phone numbers and voluntary responses via text -message will be stored on a web-based Short Message Service software program (SimpleTexting). Online access is accessible only to the primary researchers through password protection. SimpleTexting uses industry standards or better for practices related to handling all personally identifiable data. This includes strong encryption standards on the servers and in the sending of messages to the carriers. Data is only used for the management and delivery of messages by account holders (primary researchers).

12. Attach a copy of all "stamped" IRB-approved documents you are currently using. (information letters, consents, flyers, etc.)

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
RESEARCH PROTOCOL REVIEW FORM
FULL BOARD or EXPEDITED**

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE (ORC)**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2.1.2014

Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. PROPOSED START DATE of STUDY: 12/01/2017

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD EXPEDITED

SUBMISSION STATUS (Check one): NEW REVISIONS (to address IRB Review Comments)

2. PROJECT TITLE: Eat Better, Move More

| | | | |
|--|----------------------------|----------------------|---------------------------|
| 3. <u>Sondra Parmer</u> | <u>ExtensionSpecialist</u> | <u>ACES, SNAP-Ed</u> | <u>parmesm@auburn.edu</u> |
| PRINCIPAL INVESTIGATOR | TITLE | DEPT | AU E-MAIL |
| <u>208 Duncan Hall Auburn University, AL 36849</u> | | <u>334-844.2231</u> | |
| MAILING ADDRESS | | PHONE | ALTERNATE E-MAIL |

4. FUNDING SUPPORT: N/A Internal External Agency: The Walmart Foundation Pending Received

For federal funding, list agency and grant number (if available). _____

5a. List any contractors, sub-contractors, other entities associated with this project:

b. List any other IRBs associated with this project (including Reviewed, Deferred, Determination, etc.):

PROTOCOL PACKET CHECKLIST

All protocols must include the following items:

- Research Protocol Review Form** (All signatures included and all sections completed)
(Examples of appended documents are found on the OHSR website: <http://www.auburn.edu/research/vpr/ohs/sample.htm>)
- CITI Training Certificates** for all Key Personnel.
- Consent Form or Information Letter** and any Releases (audio, video or photo) that the participant will sign.
- Appendix A**, "Reference List"
- Appendix B** if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.
- Appendix C** if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.
- Appendix D** if you will be using a debriefing form or include emergency plans/procedures and medical referral lists
(A referral list may be attached to the consent document).
- Appendix E** if research is being conducted at sites other than Auburn University or in cooperation with other entities. A **permission letter** from the site / program director must be included indicating their cooperation or involvement in the project.
NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.
- Appendix F** - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR ORC OFFICE USE ONLY

DATE RECEIVED IN ORC: _____ by _____ PROTOCOL
DATE OF IRB REVIEW: _____ by _____ APPROVAL
DATE OF IRB APPROVAL: _____ by _____ INTERVAL
COMMENTS:

**The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801**

6. **GENERAL RESEARCH PROJECT CHARACTERISTICS**

6A. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data Source(s): New Data Existing Data

Will recorded data directly or indirectly identify participants?
 Yes No

Data collection will involve the use of:

- | | |
|--|--------------------------|
| Educational Tests (cognitive diagnostic, aptitude, etc.) | Internet / Electronic |
| Interview | Audio |
| Observation | Video |
| Location or Tracking Measures | Photos |
| Physical / Physiological Measures or Specimens (see Section 6E.) | Digital images |
| <input checked="" type="checkbox"/> Surveys / Questionnaires | Private records or files |
| Other: _____ | |

6B. Participant Information

Please check all descriptors that apply to the target population.

Males Females AU students

Vulnerable Populations

Pregnant Women/Fetuses Prisoners Institutionalized
 Children and/or Adolescents (under age 19 in AL)

Persons with:

Economic Disadvantages Physical Disabilities
 Educational Disadvantages Intellectual Disabilities

Do you plan to compensate your participants? Yes No

6C. Risks to Participants

Please identify all risks that participants might encounter in this research.

Breach of Confidentiality* Coercion
 Deception Physical
 Psychological Social
 None
 Other: Allergic Reaction, Anxiety

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

6D. Corresponding Approval/Oversight

• Do you need IBC Approval for this study?
 Yes No

If yes, BUA # _____ Expiration date _____

• Do you need IACUC Approval for this study?
 Yes No

If yes, PRN # _____ Expiration date _____

• Does this study involve the Auburn University MRI Center?
 Yes No

Which MRI(s) will be used for this project? (Check all that apply)
 3T 7T

Does any portion of this project require review by the MRI Safety Advisory Council?
 Yes No

Signature of MRI Center Representative: _____
Required for all projects involving the AU MRI Center

Appropriate MRI Center Representatives:
 Dr. Thomas S. Denney, Director AU MRI Center
 Dr. Ron Beyers, MR Safety Officer

7. PROJECT ASSURANCES Eat Better, Move More

A. PRINCIPAL INVESTIGATOR'S ASSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
 - a. Conducting the project by qualified personnel according to the approved protocol
 - b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Research Compliance
 - c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
 - d. Promptly reporting significant adverse events and/or effects to the Office of Research Compliance in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise ORC, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Research Compliance before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Sondra Parmer
Printed name of Principal Investigator

Sondra Parmer
Principal Investigator's Signature

10/31/17
Date

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. I have read the protocol submitted for this project for content, clarity, and methodology.
2. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
3. I agree to meet with the investigator on a regular basis to monitor study progress. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
4. I assure that the investigator will promptly report significant incidents and/or adverse events and/or effects to the ORC in writing within 5 working days of the occurrence.
5. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the ORC by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.

Printed name of Faculty Advisor / Sponsor

Faculty Advisor's Signature

Date

C. DEPARTMENT HEAD'S ASSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

Barb Struempfer
Printed name of Department Head

Barb Struempfer
Department Head's Signature

Oct-31, 2017
Date

8. PROJECT OVERVIEW: Prepare an abstract that includes:

(350 word maximum, in language understandable to someone who is not familiar with your area of study):

a) A summary of relevant research findings leading to this research proposal:

(Cite sources; include a "Reference List" as Appendix A.)

b) A brief description of the methodology, including design, population, and variables of interest

a) Alabama's adult obesity rate is 35.7% and adolescents between ages 10-17 have an obesity rate of 18.6%. Obesity is linked to additional disease states like diabetes, hypertension, cardiovascular disease, and stroke.(1)

Three behaviors that can contribute to obesity among the general population are low fruit and vegetable consumption, high sugar-sweetened beverage (SSB) consumption and a lack of physical activity. In Alabama, 24% of adults and 44% of adolescents consume one or less vegetables a day.(2) In addition, 44% of adults and 46% of adolescents consume one or less fruits a day.(2) When surveying SSB, 62.9% of U.S. youth and 25% of adults consumed one or more SSB a day.(3,4) There are no data available on SSB intake in Alabama.(5) Moreover in Alabama, 15.2% of youth and 32.6% of adults reported no participation in daily physical activity.(6)

b) Eat Better, Move More is an Alabama Extension intervention program intended to deliver nutrition and physical activity education in Jefferson County. The educational component includes a 6-lesson, weekly curriculum using the CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades taught by a 4-H and a SNAP-Ed educator. The CATCH activities include GO, SLOW, and WHOA food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance. To assess the efficacy of this program, pre-assessment and post-assessment questionnaires will be administered to the target population. The target population includes fourth grade students who attend schools that are eligible for SNAP-Ed or who are participating in programs outside of school that serve low-income youth (e.g., Boys/Girls Club, 4-H, and YMCA). For schools to be eligible for SNAP-Ed, 50% or more of students must receive free or reduced price meals. In addition to the target population, the fourth grader's parent/guardian also will be contacted to participate in a pre-assessment and post-assessment examining their nutrition and physical activity behaviors and household beverage inventory. Parents will be invited to become "recipe testers" and will receive educational handouts and kid-friendly healthy recipes. In addition, parents also will receive 2-3 text messages each week with nutrition and physical activity education. Each 4-H and SNAP-Ed educator will have 325 youth and their parent/guardian completing both pre- and post-assessments, for a total of 650 underserved, fourth graders and 650 parents/guardians.

9. PURPOSE.

a. Clearly state the purpose of this project and all research questions, or aims.

- 1) Increase fruit and vegetable consumption.
- 2) Increase consumption of healthy beverages such as low-fat milk and water.
- 3) Decrease the consumption of sugar-sweetened beverages.
- 4) Increase physical activity.

Two additional secondary goals are:

- 1) Assess the sources/types, if any, of sugar-sweetened beverages in the home.
- 2) Assess the frequency consumption of sugar-sweetened beverages by both the parent and youth.
- 3) Increase participation in cooking and healthy eating at home through a parent education component, Recipe Tester for Eat Better, Move More.

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

b. Results will be disseminated through thesis and/or dissertation publications and professional presentations and publications.

10. **KEY PERSONNEL.** Describe responsibilities. Include information on research training or certifications related to this project. **CITI is required.** Be as specific as possible. (Include additional personnel in an attachment.) *All key personnel must **attach CITI certificates of completion.***

Principle Investigator Sondra Parmer Title: ExtensionSpecialist E-mail address parmesm@auburn.edu
Dept / Affiliation: ACES, SNAP-Ed

Roles / Responsibilities:

PI for Eat Better, Move More. Oversees all intervention and evaluation activities. Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: Barb Struempler Title: Professor E-mail address struebj@auburn.edu
Dept / Affiliation: Department of Nutrition, Dietetics & Hospitality Management; ACES, SNAP-Ed

Roles / Responsibilities:

Program Leader for Nutrition Programs. Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: Kara Terry Title: GRA E-mail address kmt0048@auburn.edu
Dept / Affiliation: ACES, SNAP-Ed

Roles / Responsibilities:

Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

11. **LOCATION OF RESEARCH.** List all locations where data collection will take place. (School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) Be as specific as possible. Attach permission letters in **Appendix E.** (See sample letters at <http://www.auburn.edu/research/vpr/ohs/sample.htm>)

Data collection for youth will occur in qualifying 4th grade classrooms in Jefferson County schools; alternate sites for youth include after-school programs, Boys/Girls Clubs, 4-H Clubs, and YMCAs. Data collection for parents will occur in the home.

12. PARTICIPANTS.

- a. Describe the participant population you have chosen for this project including inclusion or exclusion criteria for participant selection.

Check here if using existing data, describe the population from whom data was collected, & include the # of data files.

Subjects for this study will be 4th grade students and their parent/guardian in SNAP-Ed qualifying Jefferson County schools. Schools are defined as qualifying if 50% or more of the students receive free or reduced price meals. Participants may also be 4th graders and their parent/guardian that are participating in programs outside of school (e.g., Boys/Girls Club, 4-H, and YMCA).

- b. Describe, step-by-step, in layman's terms, all procedures you will use to recruit participants. Include in [Appendix B](#) a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate. (See sample documents at <http://www.auburn.edu/research/vpr/ohs/sample.htm>.)

Alabama Extension will provide two educators for Eat Better, Move More (EBMM). One 4-H educator and one SNAP-Ed educator will teach 4th graders in qualifying schools, after-school programs or other youth programs. Students will be asked if they would like to participate in the study. A recruitment script will be used to describe the study to the students. A second recruitment script for the parent component will be read to the students inviting their parents to take part in the study as a Recipe Tester. All children in these programs will be given a consent form to take home to obtain a parent signature for approval. With parent permission, students will be allowed to participate in activities/assessments and their data will be included in the data set. A consent form for parent participation will be sent home. With parental consent, parents will take a survey before and after their child's EBMM programing, receive recipe cards and text messages.

- c. What is the minimum number of participants you need to validate the study? 600
How many participants do you expect to recruit? 800

Is there a limit on the number of participants you will include in the study? No Yes – the # is _____

- d. Describe the type, amount and method of compensation and/or incentives for participants.

(If no compensation will be given, check here:)

Select the type of compensation: Monetary Incentives

Raffle or Drawing incentive (Include the chances of winning.)

Extra Credit (State the value)

Other

Description:

Two of the following: plastic water bottle, collapsable strainer, apron, plastic bank, cutting board, measuring cups

13. PROJECT DESIGN & METHODS.

- a. Describe, step-by-step, all procedures and methods that will be used to consent participants. If a waiver is being requested, check each waiver you are requesting, describe how the project meets the criteria for the waiver.

- Waiver of Consent (including using existing data)
- Waiver of Documentation of Consent (use of Information Letter)
- Waiver of Parental Permission (for college students)

An Extension educator recruitment script will be read aloud to students to explain the program. Extension educators will explain that in order to participate, a consent form will be sent home for a parent to sign. It will be explained in both the recruitment script and consent form that participation is voluntary and whether or not they choose to participate will not affect their grades in school or their participation in programs outside of school. A second recruitment script for the parent component will be read to the students inviting their parents to take part in the study as a Recipe Tester. A consent form for parent participation will be sent home. It will be explained in both the recruitment script and consent form that participation is voluntary and whether or not they choose to participate will not affect their child's grades or their participation in programs outside of school.

- b. Describe the research design and methods you will use to address your purpose. Include a clear description of when, where and how you will collect all data for this project. Include specific information about the participants' time and effort commitment. (*NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF file and insert after page 7 of this form.*)

Eat Better, Move More (EBMM) is an intervention to deliver nutrition and physical activity education in Alabama. Participants in the study will be 4th grade students and their respective parent/guardian. All participants will attend schools that are eligible for SNAP-Ed or participating in programs outside of school (e.g., Boys/Girls Club, 4-H, and YMCA). Extension SNAP-Ed and 4-H educators will conduct 30-60 minute, weekly EBMM lessons in Jefferson County. EBMM will be conducted over a 6-week period. Each class will last approximately 30-60 minutes and will be provided to 4th graders once a week. The parent will receive six recipe cards, healthy tips through a text messaging program, and handouts that their child will bring home after various EBMM lessons.

Each educator will work in approximately 12 classes comprising of 25-30 students each. The curriculum is composed of lessons from the CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades. Prior to the first week of instruction the educator will meet with students, introduce themselves, read recruitment scripts and explain the consent packet. Before instruction, a student pre-assessment will be administered and the parent pre-assessment will be sent home with the student. The first lesson will include introduction of GO, SLOW, and WHOA food concepts, food tasting, and recipe overview. Lessons two through five will include instruction of the following topics: vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance along with a food tasting, and recipe overview. At the end of lesson five students will be sent home with parent post-assessment and will return completed assessments during the last week's lesson. The last week will include student post-assessment, food tasting, and recipe overview. The food tasting gives opportunities for the participants to taste healthy foods they may have not tried before and the recipe overview reinforces concepts from the lessons. These recipes encourage the child and parent to take part in healthy behaviors together.

For students who do not participate in EBMM, teachers will decide what these students will do during EBMM education. It is anticipated that these students will remain in the classrooms, so they will be able to listen to EBMM education, but will not participate in EBMM activities, tastings or evaluations. Alabama Extension has a plethora of nutrition activity handouts, such as nutrition word searches or crossword puzzles, available for general education. Teachers will be offered a sufficient number of handouts to use for students not receiving EBMM education. However, the final decision on what non-participating students do during 30-minute EBMM classes ultimately rests with the classroom teacher.

13. PROJECT DESIGN & METHODS. *Continued*

- c. List all data collection instruments used in this project, in the order they appear in **Appendix C**. (e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)

Getting to Know You/Putting it All Together-Student: pre/post-assessment measuring behavior changes related to fruit and vegetable consumption, beverage choices and physical activity.

All About Your Food and You/Bringing it Home-Parent: pre/post assessment measuring behavior changes related to fruit and vegetable consumption, beverage choices, physical activity and home beverage inventory.

- d. Data analysis: Explain how the data will be analyzed.

Extension educators collect individual data from students using paper assessments. Assessments are immediately shipped to AU and data are entered into a secured SharePoint site by student data entry clerks. Assessments are then stored in Haley Center in locked cabinets. Statistical analyses include factor analyses for validating instruments, descriptive statistics, and within/between group comparisons (t-tests and ANOVAs).

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. *If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in Appendix D.* (Examples of possible risks are in section #6D on page 2)

Because identifiable data are being used, breach of confidentiality is an inherent risk.

The primary risk associated with this research is the potential of inducing an allergic reaction to a food during the food tastings.

An additional opportunity for discomfort is that a child may be uncomfortable when confronted with a taste test and may experience some anxiety.

Coercion is a risk since children and their parent/guardian may feel some pressure to enroll. Extension educators will be instructed to treat all youth and parents/guardians equally and with sensitivity regardless of participation.

15. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals. Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D. (Samples can be found online at <http://www.auburn.edu/research/vpr/ohs/sample.htm#precautions>)

Breach of Confidentiality: Because student names are used when collecting data, breach of confidentiality is a risk. Students names will be used to match assessment data over time for each student, but will then be stripped from data. Unique indentifying codes will be used in place of student names with a master list matching the two kept in a locked file and available only to the three primary researchers at Auburn University. It is anticipated that there will be no reason to again refer to student names, but the list will act as a safeguard in case a mistake is made in coding.

Allergic Reaction: Parents will be asked to disclose any food allergies their child may have on the consent form. In addition, students will be asked prior to the food tasting if they know of any food allergies they may have. If a child is identified with a food allergy to a planned food for tasting in EBMM classes, the child will not participate in that tasting.

Anxiety: Participation in tastings, as with all aspects of the study, is strictly voluntary. It is a perfectly acceptable response for a child to choose not to taste any or all of the foods provided. Educators will in no way coerce a child to taste any food. If the child indicates that he or she does not wish to taste the food item, the educator will move to the next item with no further mention of the item.

If using the Internet or other electronic means to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.

N/A

16. **BENEFITS.**

- a. List all realistic direct benefits participants can expect by participating in this specific study.
(Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants.

It is anticipated that students will learn and adopt healthy eating behaviors, especially related to increasing fruit and vegetable consumption, increasing water and decreasing sugary beverage consumption and increasing physical activity. These are all known mediating factors of childhood obesity.

It is anticipated that students will influence their parent's behaviors and help encourage healthy family behaviors such as lowering sugar-sweetened beverage inventory in the home and cooking healthy recipes together.

- b. List all realistic benefits for the general population that may be generated from this study.

Reducing weight once it has reached obesity proportions has not been effective. Preventing obesity may be easier to attain. Parents can have an effect on helping prevent childhood obesity; therefore, it is important for parents to receive nutrition education. When children maintain a healthy weight into adulthood, they become more productive workers, less socially stigmatized and are less strain on the healthcare system, all benefits to the general population.

17. PROTECTION OF DATA.

a. Data are collected:

- Anonymously with no direct or indirect coding, link, or awareness of who participated in the study (Skip to e)
- Confidentially, but without a link of participant's data to any identifying information (collected as "confidential" but recorded and analyzed as "anonymous") (Skip to e)
- Confidentially with collection and protection of linkages to identifiable information

b. If data are collected with identifiers or as coded or linked to identifying information, describe the identifiers collected and how they are linked to the participant's data.

Student and parent names will be used to match assessments over time. Once matched, student and parent names will be stripped from the data and each participant's data will be assigned a unique identifying code.

c. Justify your need to code participants' data or link the data with identifying information.

Students and their parents will be completing multiple assessments during the 6-week program. In order to match all data, names will be used, but then ultimately stripped from data sets. Matching of names is the most accurate way to guarantee assessments can be correctly matched over time.

d. Describe how and where identifying data and/or code lists will be stored. (Building, room number?) Describe how the location where data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.

Code lists will be stored in a locked cabinet in Haley Center, Room #2242.

e. Describe how and where the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.), and how the location where data is stored is separated from identifying data and will be secured in your absence. For electronic data, describe security

Assessments forms and consent forms will be stored in a locked cabinet in Haley Center. Data will be entered into spreadsheets located on a secured shared network drive. This drive is permission-based with controlled access.

f. Who will have access to participants' data?

(The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit.)

The three primary researchers will be the only people with access to participant data.

g. When is the latest date that identifying information or links will be retained and how will that information or links be destroyed? (Check here if only anonymous data will be retained)

All data will be kept 3 years from the end of the study.



PARENT CONSENT TO PARTICIPATE

For a Research Study called

Recipe Tester for Eat Better, Move More

Do not sign this form unless an IRB approval stamp with current dates is on this form.

Your child is learning about eating healthy and being active in a study called *Eat Better, Move More*. Today, we invite parents to join in this study to become recipe testers. As a recipe tester, you will learn how to get your child to eat more vegetables. If you join by the end of the study, you will have 6, kid-approved, healthy recipes!

Do you have trouble getting a healthy dinner on the table? During the 6-week study, your child will bring home 6 recipes, 1 every week. The recipes will be on recipe cards. The recipes use fruits and vegetables, are low-cost, and are easy to make. The best part is kids like them!

If you give your cell phone number, you will get 3 texts a week with tips for being healthy. Your standard text message rates apply.

If you choose to be a recipe tester, you will be asked to do 3 things:

1. Complete the forms in this packet. You will get a free item when you send all forms back with your child.
2. Make the 6 recipes.
3. Complete another survey that your child will bring home in about 6 weeks. The same parent who completes this packet, should complete the final survey. You will get another free item for returning the second survey.

We will use the information from the surveys for the study. There are no good or bad answers. If your child is participating in the *Eat Better, Move More* program outside of school, your answers will not change anything about their life. If your child is participating in *Eat Better, Move More* during school, your child's grades or school status will not be affected. Everything will be kept private.

The Auburn University Institutional Review Board has approved this Document for use from 01/02/2018 to 01/01/2019
 Protocol # 17-461 EP 1801

Put your initials here to show you have read this page _____

Being in this study is up to you. You can drop out at any time. Whether or not you are a recipe tester, your child can be in the *Eat Better, Move More* program with your permission.

Whether or not you are in this study will not affect how you are treated by Alabama Extension.

If you have questions, contact Sondra Parmer (334-750-2965, parmesm@auburn.edu) or the Office of Human Subjects Research (334-844-5966, irbadmin@auburn.edu) at Auburn University. You will get a copy of this form to keep.

IF YOU SIGN THIS FORM IT MEANS:

1. YOU UNDERSTAND WHAT IS IN THIS LETTER.
2. YOU WILL BE IN THIS STUDY.

Please give your cell phone number so you can get text messages. Your standard text messaging rates apply. Your phone number will not be shared with anyone outside of the study. To stop getting texts at any time, reply STOP after any text.

CELL PHONE NUMBER: _____

Parent/Guardian Signature Date

Sondra Parmer 10/31/17

Sondra Parmer, Researcher Date

Print Your Name

Print Name of Your Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801



PARENT PERMISSION for a Research Study called *Eat Better, Move More*

All students in your child’s class are invited to help us study how to get children to eat more fruits and vegetables. The program, called *Eat Better, Move More*, also will teach your child how to stay healthy by exercising. *Eat Better, Move More* will take 30-60 minutes per lesson once a week for 6 weeks.

During *Eat Better, Move More*, your child will get to taste some vegetables and fruits. They also will get to taste some healthy snack foods like low-fat cheese sticks. Your child does not have to eat anything that he/she does not like or is allergic to. If you would like us to know of any foods your child is allergic to, please write the name of the food or foods on the line below.

My child is allergic to these foods:

Before the first class, we will ask your child questions about fruits and vegetables and other foods and drinks. We also will ask your child to complete the same questions at the end of *Eat Better, Move More* classes. Everything your child tells us will be kept private.

During this nutrition program, your child will:

1. Be taught about healthy eating and physical activity.
2. Get things like take-home recipe-cards.

If you let your child help us, we will use your child’s information in our study. There are no good or bad answers. If your child is participating in *Eat Better, Move More* in a program outside of school, your child’s participation in this program will not change anything about their life. If your child is participating in *Eat Better, Move More* at school your child’s grades will not be affected because of anything your child says or does. Everything will be kept private.

Being a part of this study is totally up to you and your child. Your child can drop out any time.

Nothing bad will happen to your child if he or she does not want to be in this study or drops out. If your child is in *Eat Better, Move More* in school, he or she will still stay in the classroom during *Eat Better, Move More*.

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Initial here to show that you have read this page _____

Whether or not your child is in the study will not make a difference to Auburn University or the Alabama Cooperative Extension System.

If you or your child have questions, call Sondra Parmer (334-750-2965) or the Office of Human Subjects Research (334-844-5966) at Auburn University. You will get a copy of this form to keep.

IF YOU SIGN THIS FORM IT MEANS:

1. YOU UNDERSTAND WHAT IS IN THIS LETTER.
2. YOU ARE LETTING YOUR CHILD BE IN THIS STUDY.

Parent/Guardian Signature Date

Sondra Parmer 10/31/17

Sondra Parmer, Researcher Date

Print Your Name

Print Name of Your Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Photograph and Video Release for Your Child

For a research study called
Eat Better, Move More

Your signature on this form gives us permission to photograph and videotape your child as your child learns about nutrition and physical activity in a study called *Eat Better, Move More*.

Your signature gives us permission to use the photos and videos in the future to tell others about *Eat Better, Move More* in meetings and magazine articles. The photos and videos will be kept forever.

If you sign this form, you are letting us take photographs and videos of your child in this study. The photos and videos will be used in meetings and in articles. They will be kept forever. You will get a copy of this form to keep.

Parent/Guardian's Signature Date

Sondra Parmer 10/31/17
Sondra Parmer, Researcher Date

Parent/Guardian's Printed Name

Print Name of Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801



Eat Better.

Move More.

SIGN AND RETURN THESE FORMS.

You and your child can help us learn how to get kids to eat more fruits and vegetables, drink more water and low-fat milk and be more physically active. *Eat Better, Move More* is a nutrition and physical activity education program for fourth-graders created by Alabama Extension at Auburn University. At school this year, your child will have 6 weeks of *Eat Better, Move More* lessons.

With your permission, your child will taste some vegetables and fruits. Your child also will answer questions about what he or she eats and does for physical activity.

Parents can join the fun too by signing up to join as a Recipe Tester. If you sign up and complete the All About Your Food and You form in this packet, you will get a free item and 6 recipes to try at home. By the end of *Eat Better, Move More*, you will have 6 easy, low-cost, kid-friendly recipes! You also can get text messages with tips for feeding your family.

To join the fun, sign and return 4 forms with your child:

- Permission form for child. Sign and return for your child to participate.
- Consent form for parent
- Photo and Video Release form
- All About Your Food and You. Fill out and return for parent to get a free item.

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Eat Better.

Move More.

KEEP THESE FORMS.

These forms are the same as the forms you signed and returned with your child.

They are for you to keep.

In this packet:

- Permission form for child
- Consent form for parent
- Photo and Video Release form

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Appendix A: Reference List

1. Robert Wood Johnson Foundation and Trust for America's Health. (2017). *State of Obesity: Better Policies for a Healthier America 2017*. Published August 2017. <http://healthyamericans.org/assets/files/TFAH-2017-ObesityReport-FINAL.pdf>. Accessed September 3, 2017.
2. Centers for Disease Control and Prevention. State Indicator Report on Fruits and Vegetables, 2013. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services; 2013.
3. Rosinger A, Herrick K, Gahche J, Park S. Sugar-sweetened Beverage Consumption Among U.S. Youth, 2011-2014. *NCHS Data Brief*[serial online]. January 2017;(271): 1-8.
4. Sugar-Sweetened Beverage Consumption Among Adults — 18 States, 2012. Centers for Disease Control and Prevention. <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6332a2.htm>. Published August 15, 2014.
5. Get the Facts: Sugar-Sweetened Beverages and Consumption. Nutrition. Centers for Disease Control and Prevention. <https://www.cdc.gov/nutrition/data-statistics/sugar-sweetened-beverages-intake.html>. Published April 7, 2017. Accessed September 5, 2017.
6. Centers for Disease Control and Prevention. State Indicator Report on Physical Activity, 2014. Atlanta, GA: U.S. Department of Health and Human Services, 2014.

Appendix B: Recruitment Scripts

Eat Better, Move More Parent Recruitment Script

Read to Fourth Grade Students as an Invitation to Ask Their Parents to Become a *Recipe Tester for Eat Better, Move More*

Hello. My name is _____. I am a teacher with Alabama Extension at Auburn University. Today I am going to tell you about a nutrition program called *Recipe Tester for Eat Better, Move More* that your parents might be interested in.

All of your parents are invited to help me learn about kids and their families eating fruits and vegetables, drinking water and being active. For this study, the word “parent” can mean your mom, dad, grandmother, aunt, or anyone who is the main person that takes care of you at home. This study will teach your parent about healthy recipes for you and your family.

Every week, I will send a recipe home with you on a recipe card. **(Show a recipe card.)** I would like for your parent to become a “recipe tester.” If your parent decides to become a recipe tester, they can make the recipe for you and the rest of your family. All six recipes will let you try new foods and eat more fruits and vegetables. But, it’s okay if you do not like something you try.

Your parent will fill out two short surveys. The first survey is in the packet I am sending home today. The other survey will be sent home at the end of the program. We will ask what your parent thinks about eating healthy. After your parent takes each survey, it is very important that you bring them back to your teacher. There are no good or bad answers to the questions we will ask your parent. Nothing you or your parent does or says will affect you in any way. All answers will be kept private.

During this study, your parent will get three text messages every week with tips and reminders for eating healthy. They also will get things like six recipe cards and a free item. **(Show item.)**

If your parent starts the study and decides not to finish, your parent can drop out at any time. Just tell your teacher or me. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** No one will be angry with your parent or you if your parent stops, and it will not make any difference in your school grade.

(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.) No one will be angry with your parent or you if your parent stops, and it will not make any difference to your participation in this program.

If your parent does not want to join the study at all, that is okay too. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** Your grades will not change if your parent is not in the study, but your parent will not take the surveys or get the text messages. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** Your life and your participation in this program will not be affected if your parent is not in the study, but your parent will not take the surveys or get the text messages.

If your parent or guardian wants to be a recipe tester in *Eat Better, Move More*, they will need to sign this permission form. **(Show Parent Consent Form).**

They need to put their initials on the first page and then sign their name on the second page. **(Show students initial place and where parent needs to sign.)**

Also, make sure they put your name on the second page. **(Show students.)**

If your parent wants to get the text messages, your parent will need to write their cell phone number on the second page of this permission form. **(Show students.)**

Take this home **(today or in your weekly folder).**

Return the signed forms and completed survey to me on _____.

When you bring this packet back with your parent's completed survey, you will receive an *Eat Better, Move More* item to give to your parent.

Do you have any questions now? If you think of questions later, write them down and we can talk about the next time I am here.

END OF RECRUITMENT SCRIPT # #

***Eat Better, Move More* Student Recruitment Script**

Read to Fourth Grade Students as an Invitation be in *Eat Better, Move More*

Hello. My name is _____. I am a teacher with Alabama Extension at Auburn University. Today I am going to tell you about a nutrition program called *Eat Better, Move More* that you might be interested in.

All students in this class are invited to help me learn about kids eating fruits and vegetables. In this study, *Eat Better, Move More*, you also will learn how to stay healthy by exercising. *Eat Better, Move More* will take 30-60 minutes per lesson, once a week, for 6 weeks.

During *Eat Better, Move More* education, you will taste some vegetables. But, you do not have to eat anything that you do not like or are allergic to. Here are the vegetables you will be tasting.

VEGETABLES: baby carrots, cherry tomatoes, broccoli, cucumber, spinach, and snow peas

At the beginning and at the end of *Eat Better, Move More*, you will have to tell me what you think about fruits and vegetables, and other foods and drinks. You will complete these questions using a pencil and paper. There are no right or wrong answers to the questions. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** The answers to these questions do not affect your grades in this class. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** The answers to these questions will not affect your life or affect your participation in this program.

During this nutrition program, you will:

1. Be taught about healthy eating and physical activity.
2. Get things like take-home recipe cards. **(Show items.)**

If you start in the *Eat Better, Move More* study and decide you do not want to continue, you can drop out at any time. Just tell your parents, teacher or me. **(If the *Eat***

Better, Move More program is being conducted in school, read the following statement.) No one will be angry with you if you stop, and it will not make any difference in your school grades. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** No one will be angry with you if you stop, and it will not make any difference in your life or your participation in this program.

For those of you who do not even want to sign up for *Eat Better, Move More*, you will stay in the classroom while I'm teaching *Eat Better, Move More* to the other students. Your teacher will give you some worksheets to do.

Before you can be in *Eat Better, Move More*, your parent or guardian needs to give us their okay. Here is a permission form that they will need to sign. **(Show Student Permission Form).**

If it is okay for you to be in *Eat Better, Move More*, they need to put their initials on the front piece of paper and then sign their name on the second page. **(Show students initial place and where parent needs to sign).**

Also, make sure they put your name on the page. **(Show students.)**

There is also a survey inside this packet for your parents to complete. **(Show parent survey.)**

Take this home **(today or in your weekly folder).**

Return the signed forms and completed survey to me on _____.

Do you have any questions now? If you think of questions later, write them down and we can talk about them next time I am here.

END OF RECRUITMENT SCRIPT # #

Appendix C: Survey Instruments

Getting to Know You/Putting It All Together

Pre/Post Assessment for Students

Circle the best answer for you. There are no right or wrong answers.

1. Yesterday, did you eat any fruits?

- a. No, I did not eat any fruit yesterday.
- b. Yes, I ate fruit **1 time**.
- c. Yes, I ate fruit **2 times**.
- d. Yes, I ate fruit **3 or more times**.

2. Yesterday, did you eat any vegetables?

- a. No, I did not eat any vegetables yesterday.
- b. Yes, I ate vegetables **1 time**.
- c. Yes, I ate vegetables **2 times**.
- d. Yes, I ate vegetables **3 or more times**.

3. Do you eat more than one kind of fruit a day?

No Sometimes Often Always

4. Do you eat more than one kind of vegetable a day?

No Sometimes Often Always

5. Yesterday, did you drink any water, such as from a bottle, a glass or water fountain?

- a. No, I did not drink any water yesterday.
- b. Yes, I drank water **1 time** yesterday.
- c. Yes, I drank water **2 times** yesterday.
- d. Yes, I drank water **3 times** yesterday.
- e. Yes, I drank water **4 times** yesterday.
- f. Yes, I drank water **5 or more times** yesterday.

6. Yesterday, did you drink any punch, sports drinks or other fruit-flavored drinks? Do not count 100% fruit juice or diet drinks.

- a. No, I did not drink any of these drinks yesterday.
- b. Yes, I drank one of these drinks **1 time** yesterday.
- c. Yes, I drank one of these drinks **2 times** yesterday.
- d. Yes, I drank one of these drinks **3 times** yesterday.
- e. Yes, I drank one of these drinks **4 times** yesterday.
- f. Yes, I drank one of these drinks **5 or more times** yesterday.

7. Yesterday, did you drink any regular (not diet) sodas or soft drinks?

- a. No, I did not drink any regular (not diet) sodas or soft drinks yesterday.
- b. Yes, I drank regular (not diet) sodas or soft drinks **1 time** yesterday.
- c. Yes, I drank regular (not diet) sodas or soft drinks **2 times** yesterday.
- d. Yes, I drank regular (not diet) sodas or soft drinks **3 times** yesterday.
- e. Yes, I drank regular (not diet) sodas or soft drinks **4 times** yesterday.
- f. Yes, I drank regular (not diet) sodas or soft drinks **5 or more times** yesterday.

8. Yesterday, did you drink any kind of milk? Count chocolate or other flavored milk, milk on cereal, and drinks made with milk.

- a. No, I did not drink any milk yesterday.
- b. Yes, I drank milk **1 time** yesterday.
- c. Yes, I drank milk **2 times** yesterday.
- d. Yes, I drank milk **3 times** yesterday.

9. What type of milk do you drink most of the time? Choose only one.

- a. Regular (whole) milk
- b. 2% milk
- c. 1% (low-fat) or fat-free (skim/non-fat) milk
- d. Soy milk, almond milk, rice milk or other milk
- e. I do not drink milk.
- f. I do not know.

10. Are you physically active for 60 minutes each day?

Yes No

11. After school yesterday, were you physically active or did you play sports that made your heart beat fast for at least 30 minutes?

Yes No

All About Your Food and You/Bringing it Home

Pre/Post Assessment for Parents

Circle the best answer for you. There are no right or wrong answers.

1. I choose healthy foods for my family.

No Sometimes Often Always

2. My child and I cook meals together.

No Sometimes Often Always

3. I buy low-fat or fat-free milk or dairy foods.

No Sometimes Often Always

4. I buy foods with lower added sugar.

No Sometimes Often Always

5. I buy foods with lower added salt (or sodium).

No Sometimes Often Always

6. Yesterday, did you eat any vegetables?

a. Yes, I ate vegetables **1 time**.

b. Yes, I ate vegetables **2 times**.

c. Yes, I ate vegetables **3 or more times**.

d. No, I did not eat any vegetables yesterday

15. Do you add sugar, to taste, to your beverages? (i.e. tea, coffee, lemonade, smoothies)

No Yes, sometimes Yes, often Yes, Always

16. How often do you typically drink sweet tea, fruit punch or other fruit-flavored drinks? (**Do not** count 100% fruit juice).

Not at all Once a week or less More than once a week Once a day More than once a day

17. How often do you typically drink a can, bottle or glass of regular soda or pop, sports drink or energy drink? (**Do not** count diet or zero calorie drinks.)

Not at all Once a week or less More than once a week Once a day More than once a day

18. When you have milk, how often do you choose low-fat milk (Fat-Free or 1%)?

Never Rarely Sometimes Often Does not apply

19. When you eat dairy products like yogurt, cheese, cottage cheese, sour cream, etc., how often do you choose low-fat or fat-free options?

Never Rarely Sometimes Often Does not apply

Look in areas in your house where you store food, including the refrigerator, freezer, pantries, cupboards, and other storage areas. Please check “yes” or “no” to each of the food products below. Check “yes” to a food product if it is present anywhere in your home (opened or unopened) as you are completing this form. Check “no” to a food product if it is not present anywhere in your home as you are completing this form.

20. Beverages (do not include alcoholic beverages)

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | a. Regular Soda Pop (any variety, flavor) |
| ___ | ___ | b. Diet Soda Pop (any variety, flavor) |
| ___ | ___ | c. Prepared Iced Teas or Lemonade (e.g., Snapple) |
| ___ | ___ | d. Prepared Light Iced Teas or Lemonade (example: diet Snapple) |
| ___ | ___ | e. Sports Drinks (example: Gatorade) |
| ___ | ___ | f. 100% Fruit Juice (labeled as 100% juice) |
| ___ | ___ | g. Fruit Drinks (example: less than 100% juice, Capri Sun) |
| ___ | ___ | h. Bottled Water (unsweetened, any variety, flavor) |
| ___ | ___ | i. Soy Milk, Rice Milk (any variety, flavor) |
| ___ | ___ | j. Almond Milk (any variety, flavor) |
| ___ | ___ | k. Fat-Free White Milk |
| ___ | ___ | l. Fat-Free Strawberry Milk |
| ___ | ___ | m. Fat-Free Chocolate Milk |
| ___ | ___ | n. 1% or 2% White Milk |
| ___ | ___ | o. 1% or 2% Chocolate Milk |
| ___ | ___ | p. 1% or 2% Strawberry Milk |
| ___ | ___ | q. Whole White Milk |
| ___ | ___ | r. Whole Chocolate Milk |
| ___ | ___ | s. Whole Strawberry Milk |

21. **Now please open your refrigerator.** Which of the following items can you see **without moving items around?**

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | a. Regular Soda Pop (any variety, flavor) |
| ___ | ___ | b. Diet Soda Pop (any variety, flavor) |
| ___ | ___ | c. Prepared Iced Teas or Lemonade (e.g., Snapple) |
| ___ | ___ | d. Prepared Light Iced Teas or Lemonade (e.g., diet Snapple) |
| ___ | ___ | e. Sports Drinks (example: Gatorade) |
| ___ | ___ | f. 100% Fruit Juice (labeled as 100% juice) |
| ___ | ___ | g. Fruit Drinks (example: less than 100% juice, Capri Sun) |
| ___ | ___ | h. Bottled Water (unsweetened, any variety, flavor) |
| ___ | ___ | i. Soy Milk, Rice Milk (any variety, flavor) |
| ___ | ___ | j. Almond Milk (any variety, flavor) |
| ___ | ___ | k. Fat-Free White Milk |
| ___ | ___ | l. Fat-Free Strawberry Milk |
| ___ | ___ | m. Fat-Free Chocolate Milk |
| ___ | ___ | n. 1% or 2% White Milk |
| ___ | ___ | o. 1% or 2% Chocolate Milk |
| ___ | ___ | p. 1% or 2% Strawberry Milk |
| ___ | ___ | q. Whole White Milk |
| ___ | ___ | r. Whole Chocolate Milk |
| ___ | ___ | s. Whole Strawberry Milk |

Circle the best answer for you about being active.

22. How many days in a week are you physically active for at least 30 minutes?

- 1 day 2 days 3 days 4 or more days 0 days

23. Did you and your family spend time together being active last week?
Yes No
24. Will you and your family spend time together being active next week?
Yes No

Tell us about you, not your child. This information is about parents only.

25. What year were you born?
19_____
26. Are you male or female?
Male Female
27. Are you?
Married Single
28. Are you Hispanic or Latino?
Yes No
29. What is your race? (Choose all that apply.)
_____ White/Caucasian
_____ Black/African American
_____ American Indian or Alaska Native
_____ Native Hawaiian or Other Pacific Islander
_____ Asian
_____ Other/ please specify: _____

30. Including you, how many people live in your house?

_____ Adults (over 19 years old)

_____ Children (18 years and under)

31. What is the highest level of education you have completed?

_____ Some High School

_____ Graduated High School

_____ Some College

_____ Graduated College

32. Do you get food assistance (food stamps/SNAP)?

Yes

No

Appendix E: Permission Letter

County Extension Coordinator
Address
City, Alabama, Zip

Date

Dear **County Extension Coordinator's Name**,

The _____ (**school or afterschool program**) welcomes the opportunity to work with the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) and 4-H of Alabama Extension. This partnership will provide nutrition education to _____ (**school system**). Given Alabama's childhood obesity rate, nutrition and physical education is vital.

Eat Better, Move More is a partnership between Auburn University Alabama Extension SNAP-Ed and 4-H. These agencies were awarded a Nutrition Education Grant presented by the National 4-H Council and the Walmart Foundation. The goal of *Eat Better, Move More* is to deliver nutrition and physical activity education to underserved youth in Jefferson County.

Eat Better, Move More, is a 6-lesson, weekly curriculum using CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades taught by a SNAP-Ed and a 4-H educator. The CATCH activities include *GO, SLOW and WHOA* food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance.

Eat Better, Move More has a parent education component. Consenting parents will prepare recipes to make the home environment more vegetable-friendly. During a 6-week period, parents will receive 6 free recipes and educational handouts. Parents also can receive weekly nutrition text messages. Parents will receive a free item sent home with students. Pre- and post-assessments will occur with parents.

When requested, the SNAP-Ed/4-H educators can provide me a copy of the Auburn University Institutional Review Board (IRB) approved, stamped documents. Any data collected by educators and Auburn University will be kept confidential and stored electronically on a password-protected server through Auburn University. If desired, I can request a copy of study results.

If SNAP-Ed/4-H or IRB at Auburn University has any concerns about the permission being granted by this letter, please contact me. Likewise, I am free to contact the state SNAP-Ed office at 334-844-2231 or parmesm@auburn.edu (Sondra Parmer, Program Coordinator).

Sincerely,

(Superintendent of Education/ Program Leader)



Sondra M. Parmer, PhD
SNAP-Ed Program Coordinator
Alabama Cooperative Extension System
208 Duncan Hall
Auburn University, AL 36849

IRB Administration
115 Ramsay Hall
Auburn University

November 29, 2017

Dear IRB Administration,

Thank you for your review of the *Eat Better, Move More* Protocol 17-461. One comment was received: **Need permission letter from each school - otherwise good protocol.**

To satisfy this request, a permission letter template has been added to Appendix E. This letter will be requested from each site prior to beginning any educational effort at that site.

No other changes to the protocol have been made.

Please let me know if any further information is required.

Warm regards,

A handwritten signature in blue ink that reads 'Sondra M. Parmer'.

Sondra M. Parmer, PhD
SNAP-Ed Program Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Sondra Parmer (ID: 1862361)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** parnesm@auburn.edu
- **Institution Unit:** ACES
- **Phone:** 334-844-2231

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259286
- **Completion Date:** 23-May-2017
- **Expiration Date:** 22-May-2021
- **Minimum Passing:** 80
- **Reported Score*:** 100

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|---|----------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 5/5 (100%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k0103accb-a041-4afb-bc51-55edabfb0805-23259286

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org
Phone: 888-529-5929
Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Sondra Parmer (ID: 1862361)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** pamesm@auburn.edu
- **Institution Unit:** ACES
- **Phone:** 334-844-2231

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259286
- **Report Date:** 23-May-2017
- **Current Score**:** 100

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|---|-------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 5/5 (100%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k0103accb-a041-4afb-bc51-55edabfb0805-23259286

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | parmesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393889 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Research in Public Elementary and Secondary Schools - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | pamesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH CHILDREN - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14394220 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|------------------------------|-----------------------|--------------|
| Research with Children - SBE | 11/19/14 | 4/5 (80%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | pamesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH PUBLIC SCHOOL STUDENTS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14391973 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|--|-----------------------|--------------|
| Research With Protected Populations - Vulnerable Subjects: An Overview | 11/19/14 | 4/4 (100%) |
| Research in Public Elementary and Secondary Schools - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER Sondra Parmer (ID: 1862361)
DEPARTMENT ACES
PHONE 334-844-2231
EMAIL parmesm@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

SOCIAL/BEHAVIORAL RESEARCH COURSE : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

COURSE/STAGE: Refresher Course/2
PASSED ON: 11/19/2014
REFERENCE ID: 14390348

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|----------------|------------|
| SBE Refresher 1 – Defining Research with Human Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Privacy and Confidentiality | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Assessing Risk | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Children | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – International Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 - Instructions | 11/19/14 | No Quiz |
| SBE Refresher 1 – History and Ethical Principles | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Federal Regulations for Protecting Research Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Informed Consent | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Prisoners | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research in Educational Settings | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Instructions | 11/19/14 | No Quiz |
| Biomed Refresher 2 – History and Ethical Principles | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Regulations and Process | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Informed Consent | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – SBR Methodologies in Biomedical Research | 11/19/14 | 4/4 (100%) |
| Biomed Refresher 2 – Genetics Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Records-Based Research | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 - Populations in Research Requiring Additional Considerations and/or Protections | 11/19/14 | 1/1 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Prisoners | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Children | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Pregnant Women, Human Fetuses, Neonates | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Conflicts of Interest in Research Involving Human Subjects | 11/19/14 | 2/3 (67%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | parmesm@aubum.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

VULNERABLE SUBJECTS - RESEARCH WITH MINORS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393535 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Vulnerable Subjects - Research Involving Children | 11/19/14 | 3/3 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** barbara struempler (ID: 1865401)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** struebj@auburn.edu
- **Institution Unit:** Nutrition and Food Science
- **Phone:** 334-844-2217

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259285
- **Completion Date:** 23-May-2017
- **Expiration Date:** 22-May-2021
- **Minimum Passing:** 80
- **Reported Score*:** 93

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|---|----------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 4/5 (80%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kd0088235-af71-4132-a9d9-72e30d7de624-23259285

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** barbara struempler (ID: 1865401)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** struebj@auburn.edu
- **Institution Unit:** Nutrition and Food Science
- **Phone:** 334-844-2217

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259285
- **Report Date:** 23-May-2017
- **Current Score**:** 93

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|---|-------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 4/5 (80%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kd0088235-af71-4132-a9d9-72e30d7de624-23259285

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393891 |

REQUIRED MODULES

Research in Public Elementary and Secondary Schools - SBE
Auburn University

DATE COMPLETED

11/19/14
11/19/14

SCORE

5/5 (100%)
No Quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER barbara struempler (ID: 1865401)
DEPARTMENT Nutrition and Food Science
PHONE 334-844-2217
EMAIL struebj@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

RESEARCH WITH CHILDREN - SBR

COURSE/STAGE: Basic Course/1
PASSED ON: 11/19/2014
REFERENCE ID: 14394222

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|------------------------------|-----------------------|--------------|
| Research with Children - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH PROTECTED POPULATIONS - VULNERABLE SUBJECTS: AN OVERVIEW

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393292 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|--|-----------------------|--------------|
| Research With Protected Populations - Vulnerable Subjects: An Overview | 11/19/14 | 4/4 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER barbara struempler (ID: 1865401)
DEPARTMENT Nutrition and Food Science
PHONE 334-844-2217
EMAIL struebj@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

SOCIAL/BEHAVIORAL RESEARCH COURSE : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

COURSE/STAGE: Refresher Course/2
PASSED ON: 11/19/2014
REFERENCE ID: 14390350

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|----------------|------------|
| SBE Refresher 1 – Defining Research with Human Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Privacy and Confidentiality | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Assessing Risk | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Children | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – International Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 - Instructions | 11/19/14 | No Quiz |
| SBE Refresher 1 – History and Ethical Principles | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Federal Regulations for Protecting Research Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Informed Consent | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Prisoners | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research in Educational Settings | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Instructions | 11/19/14 | No Quiz |
| Biomed Refresher 2 – History and Ethical Principles | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Regulations and Process | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Informed Consent | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – SBR Methodologies in Biomedical Research | 11/19/14 | 4/4 (100%) |
| Biomed Refresher 2 – Genetics Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Records-Based Research | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Populations in Research Requiring Additional Considerations and/or Protections | 11/19/14 | 1/1 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Prisoners | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Children | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Pregnant Women, Human Fetuses, Neonates | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Conflicts of Interest in Research Involving Human Subjects | 11/19/14 | 2/3 (67%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

VULNERABLE SUBJECTS - RESEARCH WITH MINORS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393536 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Vulnerable Subjects - Research Involving Children | 11/19/14 | 3/3 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kara Terry (ID: 3687238)
- **Email:** Kmterry1@svsu.edu
- **Institution Affiliation:** Saginaw Valley State University (ID: 1454)
- **Institution Unit:** Student in BIOL 232

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 21327646
- **Completion Date:** 08-Nov-2016
- **Expiration Date:** 08-Nov-2019
- **Minimum Passing:** 80
- **Reported Score*:** 87

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|--|----------------|------------|
| Belmont Report and CITI Course Introduction (ID: 1127) | 08-Nov-2016 | 3/3 (100%) |
| Students in Research (ID: 1321) | 08-Nov-2016 | 4/5 (80%) |
| History and Ethical Principles - SBE (ID: 490) | 08-Nov-2016 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 08-Nov-2016 | 4/5 (80%) |
| The Federal Regulations - SBE (ID: 502) | 08-Nov-2016 | 4/5 (80%) |
| Assessing Risk - SBE (ID: 503) | 08-Nov-2016 | 4/5 (80%) |
| Informed Consent - SBE (ID: 504) | 08-Nov-2016 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08-Nov-2016 | 4/5 (80%) |
| Research with Prisoners - SBE (ID: 506) | 08-Nov-2016 | 5/5 (100%) |
| Research with Children - SBE (ID: 507) | 08-Nov-2016 | 5/5 (100%) |
| Research in Public Elementary and Secondary Schools - SBE (ID: 508) | 08-Nov-2016 | 5/5 (100%) |
| International Research - SBE (ID: 509) | 08-Nov-2016 | 4/5 (80%) |
| Internet-Based Research - SBE (ID: 510) | 08-Nov-2016 | 5/5 (100%) |
| Research and HIPAA Privacy Protections (ID: 14) | 08-Nov-2016 | 4/5 (80%) |
| Vulnerable Subjects - Research Involving Workers/Employees (ID: 483) | 08-Nov-2016 | 4/4 (100%) |
| Conflicts of Interest in Research Involving Human Subjects (ID: 488) | 08-Nov-2016 | 3/5 (60%) |
| Saginaw Valley State University (ID: 13079) | 31-Oct-2016 | No Quiz |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?7093bd25-1de6-40c6-a08d-a87eb57337ff>

CITI Program

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kara Terry (ID: 3687238)
- **Email:** Kmterry1@svsu.edu
- **Institution Affiliation:** Saginaw Valley State University (ID: 1454)
- **Institution Unit:** Student in BIOL 232

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 21327646
- **Report Date:** 08-Nov-2016
- **Current Score**:** 87

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|--|-------------|------------|
| Students in Research (ID: 1321) | 08-Nov-2016 | 4/5 (80%) |
| History and Ethical Principles - SBE (ID: 490) | 08-Nov-2016 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 08-Nov-2016 | 4/5 (80%) |
| Belmont Report and CITI Course Introduction (ID: 1127) | 08-Nov-2016 | 3/3 (100%) |
| The Federal Regulations - SBE (ID: 502) | 08-Nov-2016 | 4/5 (80%) |
| Assessing Risk - SBE (ID: 503) | 08-Nov-2016 | 4/5 (80%) |
| Saginaw Valley State University (ID: 13079) | 31-Oct-2016 | No Quiz |
| Informed Consent - SBE (ID: 504) | 08-Nov-2016 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08-Nov-2016 | 4/5 (80%) |
| Research with Prisoners - SBE (ID: 506) | 08-Nov-2016 | 5/5 (100%) |
| Research with Children - SBE (ID: 507) | 08-Nov-2016 | 5/5 (100%) |
| Research in Public Elementary and Secondary Schools - SBE (ID: 508) | 08-Nov-2016 | 5/5 (100%) |
| International Research - SBE (ID: 509) | 08-Nov-2016 | 4/5 (80%) |
| Internet-Based Research - SBE (ID: 510) | 08-Nov-2016 | 5/5 (100%) |
| Research and HIPAA Privacy Protections (ID: 14) | 08-Nov-2016 | 4/5 (80%) |
| Vulnerable Subjects - Research Involving Workers/Employees (ID: 483) | 08-Nov-2016 | 4/4 (100%) |
| Conflicts of Interest in Research Involving Human Subjects (ID: 488) | 08-Nov-2016 | 3/5 (60%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?7093bd25-1de6-40c6-a08d-a87eb57337ff>

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
RESEARCH PROTOCOL REVIEW FORM
FULL BOARD or EXPEDITED**

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE (ORC)**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2.1.2014

Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. PROPOSED START DATE of STUDY: 12/01/2017

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD EXPEDITED

SUBMISSION STATUS (Check one): NEW REVISIONS (to address IRB Review Comments)

2. PROJECT TITLE: Eat Better, Move More

| | | | |
|--|----------------------------|----------------------|---------------------------|
| 3. <u>Sondra Parmer</u> | <u>ExtensionSpecialist</u> | <u>ACES, SNAP-Ed</u> | <u>parmesm@auburn.edu</u> |
| PRINCIPAL INVESTIGATOR | TITLE | DEPT | AU E-MAIL |
| <u>208 Duncan Hall Auburn University, AL 36849</u> | | <u>334-844.2231</u> | |
| MAILING ADDRESS | | PHONE | ALTERNATE E-MAIL |

4. FUNDING SUPPORT: N/A Internal External Agency: The Walmart Foundation Pending Received

For federal funding, list agency and grant number (if available). _____

5a. List any contractors, sub-contractors, other entities associated with this project:

b. List any other IRBs associated with this project (including Reviewed, Deferred, Determination, etc.):

PROTOCOL PACKET CHECKLIST

All protocols must include the following items:

- Research Protocol Review Form (All signatures included and all sections completed)
(Examples of appended documents are found on the OHSR website: <http://www.auburn.edu/research/vpr/ohs/sample.htm>)
- CITI Training Certificates for all Key Personnel.
- Consent Form or Information Letter and any Releases (audio, video or photo) that the participant will sign.
- Appendix A, "Reference List"
- Appendix B if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.
- Appendix C if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.
- Appendix D if you will be using a debriefing form or include emergency plans/procedures and medical referral lists
(A referral list may be attached to the consent document).
- Appendix E if research is being conducted at sites other than Auburn University or in cooperation with other entities. A permission letter from the site / program director must be included indicating their cooperation or involvement in the project.
NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of IRB approval from each entity is required prior to initiating the project.
- Appendix F - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR ORC OFFICE USE ONLY

DATE RECEIVED IN ORC: _____ by _____ PROTOCOL
DATE OF IRB REVIEW: _____ by _____ APPROVAL
DATE OF IRB APPROVAL: _____ by _____ INTERVAL
COMMENTS:

**The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801**

6. **GENERAL RESEARCH PROJECT CHARACTERISTICS**

6A. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data Source(s): New Data Existing Data

Will recorded data directly or indirectly identify participants?
 Yes No

Data collection will involve the use of:

- | | |
|--|--------------------------|
| Educational Tests (cognitive diagnostic, aptitude, etc.) | Internet / Electronic |
| Interview | Audio |
| Observation | Video |
| Location or Tracking Measures | Photos |
| Physical / Physiological Measures or Specimens (see Section 6E.) | Digital images |
| <input checked="" type="checkbox"/> Surveys / Questionnaires | Private records or files |

Other: _____

6B. Participant Information

Please check all descriptors that apply to the target population.

Males Females AU students

Vulnerable Populations

Pregnant Women/Fetuses Prisoners Institutionalized
 Children and/or Adolescents (under age 19 in AL)

Persons with:

Economic Disadvantages Physical Disabilities
 Educational Disadvantages Intellectual Disabilities

Do you plan to compensate your participants? Yes No

6C. Risks to Participants

Please identify all risks that participants might encounter in this research.

Breach of Confidentiality* Coercion
 Deception Physical
 Psychological Social
 None
 Other: Allergic Reaction, Anxiety

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

6D. Corresponding Approval/Oversight

• Do you need IBC Approval for this study?
 Yes No

If yes, BUA # _____ Expiration date _____

• Do you need IACUC Approval for this study?
 Yes No

If yes, PRN # _____ Expiration date _____

• Does this study involve the Auburn University MRI Center?
 Yes No

Which MRI(s) will be used for this project? (Check all that apply)
 3T 7T

Does any portion of this project require review by the MRI Safety Advisory Council?
 Yes No

Signature of MRI Center Representative: _____
Required for all projects involving the AU MRI Center

Appropriate MRI Center Representatives:
 Dr. Thomas S. Denney, Director AU MRI Center
 Dr. Ron Beyers, MR Safety Officer

7. PROJECT ASSURANCES Eat Better, Move More

A. PRINCIPAL INVESTIGATOR'S ASSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
 - a. Conducting the project by qualified personnel according to the approved protocol
 - b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Research Compliance
 - c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
 - d. Promptly reporting significant adverse events and/or effects to the Office of Research Compliance in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise ORC, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Research Compliance before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Sondra Parmer
Printed name of Principal Investigator

Sondra Parmer
Principal Investigator's Signature

10/31/17
Date

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. I have read the protocol submitted for this project for content, clarity, and methodology.
2. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
3. I agree to meet with the investigator on a regular basis to monitor study progress. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
4. I assure that the investigator will promptly report significant incidents and/or adverse events and/or effects to the ORC in writing within 5 working days of the occurrence.
5. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the ORC by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.

Printed name of Faculty Advisor / Sponsor

Faculty Advisor's Signature

Date

C. DEPARTMENT HEAD'S ASSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

Barb Struempfer
Printed name of Department Head

Barb Struempfer
Department Head's Signature

Oct-31, 2017
Date

8. PROJECT OVERVIEW: Prepare an abstract that includes:

(350 word maximum, in language understandable to someone who is not familiar with your area of study):

a) A summary of relevant research findings leading to this research proposal:

(Cite sources; include a "Reference List" as **Appendix A.**)

b) A brief description of the methodology, including design, population, and variables of interest

a) Alabama's adult obesity rate is 35.7% and adolescents between ages 10-17 have an obesity rate of 18.6%. Obesity is linked to additional disease states like diabetes, hypertension, cardiovascular disease, and stroke.(1)

Three behaviors that can contribute to obesity among the general population are low fruit and vegetable consumption, high sugar-sweetened beverage (SSB) consumption and a lack of physical activity. In Alabama, 24% of adults and 44% of adolescents consume one or less vegetables a day.(2) In addition, 44% of adults and 46% of adolescents consume one or less fruits a day.(2) When surveying SSB, 62.9% of U.S. youth and 25% of adults consumed one or more SSB a day.(3,4) There are no data available on SSB intake in Alabama.(5) Moreover in Alabama, 15.2% of youth and 32.6% of adults reported no participation in daily physical activity.(6)

b) Eat Better, Move More is an Alabama Extension intervention program intended to deliver nutrition and physical activity education in Jefferson County. The educational component includes a 6-lesson, weekly curriculum using the CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades taught by a 4-H and a SNAP-Ed educator. The CATCH activities include GO, SLOW, and WHOA food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance. To assess the efficacy of this program, pre-assessment and post-assessment questionnaires will be administered to the target population. The target population includes fourth grade students who attend schools that are eligible for SNAP-Ed or who are participating in programs outside of school that serve low-income youth (e.g., Boys/Girls Club, 4-H, and YMCA). For schools to be eligible for SNAP-Ed, 50% or more of students must receive free or reduced price meals. In addition to the target population, the fourth grader's parent/guardian also will be contacted to participate in a pre-assessment and post-assessment examining their nutrition and physical activity behaviors and household beverage inventory. Parents will be invited to become "recipe testers" and will receive educational handouts and kid-friendly healthy recipes. In addition, parents also will receive 2-3 text messages each week with nutrition and physical activity education. Each 4-H and SNAP-Ed educator will have 325 youth and their parent/guardian completing both pre- and post-assessments, for a total of 650 underserved, fourth graders and 650 parents/guardians.

9. PURPOSE.

a. Clearly state the purpose of this project and all research questions, or aims.

- 1) Increase fruit and vegetable consumption.
- 2) Increase consumption of healthy beverages such as low-fat milk and water.
- 3) Decrease the consumption of sugar-sweetened beverages.
- 4) Increase physical activity.

Two additional secondary goals are:

- 1) Assess the sources/types, if any, of sugar-sweetened beverages in the home.
- 2) Assess the frequency consumption of sugar-sweetened beverages by both the parent and youth.
- 3) Increase participation in cooking and healthy eating at home through a parent education component, Recipe Tester for Eat Better, Move More.

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

b. Results will be disseminated through thesis and/or dissertation publications and professional presentations and publications.

10. **KEY PERSONNEL.** Describe responsibilities. Include information on research training or certifications related to this project. **CITI is required.** Be as specific as possible. (Include additional personnel in an attachment.) *All key personnel must **attach CITI certificates of completion.***

Principle Investigator Sondra Parmer Title: ExtensionSpecialist E-mail address parmesm@auburn.edu
Dept / Affiliation: ACES, SNAP-Ed

Roles / Responsibilities:

PI for Eat Better, Move More. Oversees all intervention and evaluation activities. Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: Barb Struempler Title: Professor E-mail address struebj@auburn.edu
Dept / Affiliation: Department of Nutrition, Dietetics & Hospitality Management; ACES, SNAP-Ed

Roles / Responsibilities:

Program Leader for Nutrition Programs. Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: Kara Terry Title: GRA E-mail address kmt0048@auburn.edu
Dept / Affiliation: ACES, SNAP-Ed

Roles / Responsibilities:

Part of the team providing oversight of research project, developing evaluation instruments, analyzing data and reporting/disseminating information as publication, presentations and reports.

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
Dept / Affiliation: _____

Roles / Responsibilities:

11. **LOCATION OF RESEARCH.** List all locations where data collection will take place. (School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) Be as specific as possible. Attach permission letters in **Appendix E.** (See sample letters at <http://www.auburn.edu/research/vpr/ohs/sample.htm>)

Data collection for youth will occur in qualifying 4th grade classrooms in Jefferson County schools; alternate sites for youth include after-school programs, Boys/Girls Clubs, 4-H Clubs, and YMCAs. Data collection for parents will occur in the home.

12. PARTICIPANTS.

- a. Describe the participant population you have chosen for this project including inclusion or exclusion criteria for participant selection.

Check here if using existing data, describe the population from whom data was collected, & include the # of data files.

Subjects for this study will be 4th grade students and their parent/guardian in SNAP-Ed qualifying Jefferson County schools. Schools are defined as qualifying if 50% or more of the students receive free or reduced price meals. Participants may also be 4th graders and their parent/guardian that are participating in programs outside of school (e.g., Boys/Girls Club, 4-H, and YMCA).

- b. Describe, step-by-step, in layman's terms, all procedures you will use to recruit participants. Include in [Appendix B](#) a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate. (See sample documents at <http://www.auburn.edu/research/vpr/ohs/sample.htm>.)

Alabama Extension will provide two educators for Eat Better, Move More (EBMM). One 4-H educator and one SNAP-Ed educator will teach 4th graders in qualifying schools, after-school programs or other youth programs. Students will be asked if they would like to participate in the study. A recruitment script will be used to describe the study to the students. A second recruitment script for the parent component will be read to the students inviting their parents to take part in the study as a Recipe Tester. All children in these programs will be given a consent form to take home to obtain a parent signature for approval. With parent permission, students will be allowed to participate in activities/assessments and their data will be included in the data set. A consent form for parent participation will be sent home. With parental consent, parents will take a survey before and after their child's EBMM programing, receive recipe cards and text messages.

- c. What is the minimum number of participants you need to validate the study? 600
How many participants do you expect to recruit? 800

Is there a limit on the number of participants you will include in the study? No Yes – the # is _____

- d. Describe the type, amount and method of compensation and/or incentives for participants.

(If no compensation will be given, check here:)

Select the type of compensation: Monetary Incentives

Raffle or Drawing incentive (Include the chances of winning.)

Extra Credit (State the value)

Other

Description:

Two of the following: plastic water bottle, collapsable strainer, apron, plastic bank, cutting board, measuring cups

13. PROJECT DESIGN & METHODS.

- a. Describe, step-by-step, all procedures and methods that will be used to consent participants. If a waiver is being requested, check each waiver you are requesting, describe how the project meets the criteria for the waiver.

- Waiver of Consent (including using existing data)
- Waiver of Documentation of Consent (use of Information Letter)
- Waiver of Parental Permission (for college students)

An Extension educator recruitment script will be read aloud to students to explain the program. Extension educators will explain that in order to participate, a consent form will be sent home for a parent to sign. It will be explained in both the recruitment script and consent form that participation is voluntary and whether or not they choose to participate will not affect their grades in school or their participation in programs outside of school. A second recruitment script for the parent component will be read to the students inviting their parents to take part in the study as a Recipe Tester. A consent form for parent participation will be sent home. It will be explained in both the recruitment script and consent form that participation is voluntary and whether or not they choose to participate will not affect their child's grades or their participation in programs outside of school.

- b. Describe the research design and methods you will use to address your purpose. Include a clear description of when, where and how you will collect all data for this project. Include specific information about the participants' time and effort commitment. (*NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF file and insert after page 7 of this form.*)

Eat Better, Move More (EBMM) is an intervention to deliver nutrition and physical activity education in Alabama. Participants in the study will be 4th grade students and their respective parent/guardian. All participants will attend schools that are eligible for SNAP-Ed or participating in programs outside of school (e.g., Boys/Girls Club, 4-H, and YMCA). Extension SNAP-Ed and 4-H educators will conduct 30-60 minute, weekly EBMM lessons in Jefferson County. EBMM will be conducted over a 6-week period. Each class will last approximately 30-60 minutes and will be provided to 4th graders once a week. The parent will receive six recipe cards, healthy tips through a text messaging program, and handouts that their child will bring home after various EBMM lessons.

Each educator will work in approximately 12 classes comprising of 25-30 students each. The curriculum is composed of lessons from the CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades. Prior to the first week of instruction the educator will meet with students, introduce themselves, read recruitment scripts and explain the consent packet. Before instruction, a student pre-assessment will be administered and the parent pre-assessment will be sent home with the student. The first lesson will include introduction of GO, SLOW, and WHOA food concepts, food tasting, and recipe overview. Lessons two through five will include instruction of the following topics: vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance along with a food tasting, and recipe overview. At the end of lesson five students will be sent home with parent post-assessment and will return completed assessments during the last week's lesson. The last week will include student post-assessment, food tasting, and recipe overview. The food tasting gives opportunities for the participants to taste healthy foods they may have not tried before and the recipe overview reinforces concepts from the lessons. These recipes encourage the child and parent to take part in healthy behaviors together.

For students who do not participate in EBMM, teachers will decide what these students will do during EBMM education. It is anticipated that these students will remain in the classrooms, so they will be able to listen to EBMM education, but will not participate in EBMM activities, tastings or evaluations. Alabama Extension has a plethora of nutrition activity handouts, such as nutrition word searches or crossword puzzles, available for general education. Teachers will be offered a sufficient number of handouts to use for students not receiving EBMM education. However, the final decision on what non-participating students do during 30-minute EBMM classes ultimately rests with the classroom teacher.

13. PROJECT DESIGN & METHODS. *Continued*

- c. List all data collection instruments used in this project, in the order they appear in **Appendix C**. (e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)

Getting to Know You/Putting it All Together-Student: pre/post-assessment measuring behavior changes related to fruit and vegetable consumption, beverage choices and physical activity.

All About Your Food and You/Bringing it Home-Parent: pre/post assessment measuring behavior changes related to fruit and vegetable consumption, beverage choices, physical activity and home beverage inventory.

- d. Data analysis: Explain how the data will be analyzed.

Extension educators collect individual data from students using paper assessments. Assessments are immediately shipped to AU and data are entered into a secured SharePoint site by student data entry clerks. Assessments are then stored in Haley Center in locked cabinets. Statistical analyses include factor analyses for validating instruments, descriptive statistics, and within/between group comparisons (t-tests and ANOVAs).

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. *If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in Appendix D.* (Examples of possible risks are in section #6D on page 2)

Because identifiable data are being used, breach of confidentiality is an inherent risk.

The primary risk associated with this research is the potential of inducing an allergic reaction to a food during the food tastings.

An additional opportunity for discomfort is that a child may be uncomfortable when confronted with a taste test and may experience some anxiety.

Coercion is a risk since children and their parent/guardian may feel some pressure to enroll. Extension educators will be instructed to treat all youth and parents/guardians equally and with sensitivity regardless of participation.

15. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals. Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D. (Samples can be found online at <http://www.auburn.edu/research/vpr/ohs/sample.htm#precautions>)

Breach of Confidentiality: Because student names are used when collecting data, breach of confidentiality is a risk. Students names will be used to match assessment data over time for each student, but will then be stripped from data. Unique indentifying codes will be used in place of student names with a master list matching the two kept in a locked file and available only to the three primary researchers at Auburn University. It is anticipated that there will be no reason to again refer to student names, but the list will act as a safeguard in case a mistake is made in coding.

Allergic Reaction: Parents will be asked to disclose any food allergies their child may have on the consent form. In addition, students will be asked prior to the food tasting if they know of any food allergies they may have. If a child is identified with a food allergy to a planned food for tasting in EBMM classes, the child will not participate in that tasting.

Anxiety: Participation in tastings, as with all aspects of the study, is strictly voluntary. It is a perfectly acceptable response for a child to choose not to taste any or all of the foods provided. Educators will in no way coerce a child to taste any food. If the child indicates that he or she does not wish to taste the food item, the educator will move to the next item with no further mention of the item.

If using the Internet or other electronic means to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.

N/A

16. **BENEFITS.**

- a. List all realistic direct benefits participants can expect by participating in this specific study.
(Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants.

It is anticipated that students will learn and adopt healthy eating behaviors, especially related to increasing fruit and vegetable consumption, increasing water and decreasing sugary beverage consumption and increasing physical activity. These are all known mediating factors of childhood obesity.

It is anticipated that students will influence their parent's behaviors and help encourage healthy family behaviors such as lowering sugar-sweetened beverage inventory in the home and cooking healthy recipes together.

- b. List all realistic benefits for the general population that may be generated from this study.

Reducing weight once it has reached obesity proportions has not been effective. Preventing obesity may be easier to attain. Parents can have an effect on helping prevent childhood obesity; therefore, it is important for parents to receive nutrition education. When children maintain a healthy weight into adulthood, they become more productive workers, less socially stigmatized and are less strain on the healthcare system, all benefits to the general population.

17. PROTECTION OF DATA.

a. Data are collected:

- Anonymously with no direct or indirect coding, link, or awareness of who participated in the study (Skip to e)
- Confidentially, but without a link of participant's data to any identifying information (collected as "confidential" but recorded and analyzed as "anonymous") (Skip to e)
- Confidentially with collection and protection of linkages to identifiable information

b. If data are collected with identifiers or as coded or linked to identifying information, describe the identifiers collected and how they are linked to the participant's data.

Student and parent names will be used to match assessments over time. Once matched, student and parent names will be stripped from the data and each participant's data will be assigned a unique identifying code.

c. Justify your need to code participants' data or link the data with identifying information.

Students and their parents will be completing multiple assessments during the 6-week program. In order to match all data, names will be used, but then ultimately stripped from data sets. Matching of names is the most accurate way to guarantee assessments can be correctly matched over time.

d. Describe how and where identifying data and/or code lists will be stored. (Building, room number?) Describe how the location where data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.

Code lists will be stored in a locked cabinet in Haley Center, Room #2242.

e. Describe how and where the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.), and how the location where data is stored is separated from identifying data and will be secured in your absence. For electronic data, describe security

Assessments forms and consent forms will be stored in a locked cabinet in Haley Center. Data will be entered into spreadsheets located on a secured shared network drive. This drive is permission-based with controlled access.

f. Who will have access to participants' data?

(The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit.)

The three primary researchers will be the only people with access to participant data.

g. When is the latest date that identifying information or links will be retained and how will that information or links be destroyed? (Check here if only anonymous data will be retained)

All data will be kept 3 years from the end of the study.



PARENT CONSENT TO PARTICIPATE

For a Research Study called

Recipe Tester for Eat Better, Move More

Do not sign this form unless an IRB approval stamp with current dates is on this form.

Your child is learning about eating healthy and being active in a study called *Eat Better, Move More*. Today, we invite parents to join in this study to become recipe testers. As a recipe tester, you will learn how to get your child to eat more vegetables. If you join by the end of the study, you will have 6, kid-approved, healthy recipes!

Do you have trouble getting a healthy dinner on the table? During the 6-week study, your child will bring home 6 recipes, 1 every week. The recipes will be on recipe cards. The recipes use fruits and vegetables, are low-cost, and are easy to make. The best part is kids like them!

If you give your cell phone number, you will get 3 texts a week with tips for being healthy. Your standard text message rates apply.

If you choose to be a recipe tester, you will be asked to do 3 things:

1. Complete the forms in this packet. You will get a free item when you send all forms back with your child.
2. Make the 6 recipes.
3. Complete another survey that your child will bring home in about 6 weeks. The same parent who completes this packet, should complete the final survey. You will get another free item for returning the second survey.

We will use the information from the surveys for the study. There are no good or bad answers. If your child is participating in the *Eat Better, Move More* program outside of school, your answers will not change anything about their life. If your child is participating in *Eat Better, Move More* during school, your child's grades or school status will not be affected. Everything will be kept private.

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Put your initials here to show you have read this page _____

Page 1 of 2

Being in this study is up to you. You can drop out at any time. Whether or not you are a recipe tester, your child can be in the *Eat Better, Move More* program with your permission.

Whether or not you are in this study will not affect how you are treated by Alabama Extension.

If you have questions, contact Sondra Parmer (334-750-2965, parmesm@auburn.edu) or the Office of Human Subjects Research (334-844-5966, irbadmin@auburn.edu) at Auburn University. You will get a copy of this form to keep.

IF YOU SIGN THIS FORM IT MEANS:

1. YOU UNDERSTAND WHAT IS IN THIS LETTER.
2. YOU WILL BE IN THIS STUDY.

Please give your cell phone number so you can get text messages. Your standard text messaging rates apply. Your phone number will not be shared with anyone outside of the study. To stop getting texts at any time, reply STOP after any text.

CELL PHONE NUMBER: _____

Parent/Guardian Signature Date

Sondra Parmer 10/31/17

Sondra Parmer, Researcher Date

Print Your Name

Print Name of Your Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801



PARENT PERMISSION for a Research Study called *Eat Better, Move More*

All students in your child's class are invited to help us study how to get children to eat more fruits and vegetables. The program, called *Eat Better, Move More*, also will teach your child how to stay healthy by exercising. *Eat Better, Move More* will take 30-60 minutes per lesson once a week for 6 weeks.

During *Eat Better, Move More*, your child will get to taste some vegetables and fruits. They also will get to taste some healthy snack foods like low-fat cheese sticks. Your child does not have to eat anything that he/she does not like or is allergic to. If you would like us to know of any foods your child is allergic to, please write the name of the food or foods on the line below.

My child is allergic to these foods:

Before the first class, we will ask your child questions about fruits and vegetables and other foods and drinks. We also will ask your child to complete the same questions at the end of *Eat Better, Move More* classes. Everything your child tells us will be kept private.

During this nutrition program, your child will:

1. Be taught about healthy eating and physical activity.
2. Get things like take-home recipe-cards.

If you let your child help us, we will use your child's information in our study. There are no good or bad answers. If your child is participating in *Eat Better, Move More* in a program outside of school, your child's participation in this program will not change anything about their life. If your child is participating in *Eat Better, Move More* at school your child's grades will not be affected because of anything your child says or does. Everything will be kept private.

Being a part of this study is totally up to you and your child. Your child can drop out any time.

Nothing bad will happen to your child if he or she does not want to be in this study or drops out. If your child is in *Eat Better, Move More* in school, he or she will still stay in the classroom during *Eat Better, Move More*.

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Initial here to show that you have read this page _____

Whether or not your child is in the study will not make a difference to Auburn University or the Alabama Cooperative Extension System.

If you or your child have questions, call Sondra Parmer (334-750-2965) or the Office of Human Subjects Research (334-844-5966) at Auburn University. You will get a copy of this form to keep.

IF YOU SIGN THIS FORM IT MEANS:

1. YOU UNDERSTAND WHAT IS IN THIS LETTER.
2. YOU ARE LETTING YOUR CHILD BE IN THIS STUDY.

Parent/Guardian Signature Date

Sondra Parmer 10/31/17

Sondra Parmer, Researcher Date

Print Your Name

Print Name of Your Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Photograph and Video Release for Your Child

For a research study called
Eat Better, Move More

Your signature on this form gives us permission to photograph and videotape your child as your child learns about nutrition and physical activity in a study called *Eat Better, Move More*.

Your signature gives us permission to use the photos and videos in the future to tell others about *Eat Better, Move More* in meetings and magazine articles. The photos and videos will be kept forever.

If you sign this form, you are letting us take photographs and videos of your child in this study. The photos and videos will be used in meetings and in articles. They will be kept forever. You will get a copy of this form to keep.

Parent/Guardian's Signature Date

Sondra Parmer 10/31/17
Sondra Parmer, Researcher Date

Parent/Guardian's Printed Name

Print Name of Child

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

The Alabama Cooperative Extension System (Alabama A&M University and Auburn University) is an equal opportunity educator and employer.
www.aces.edu Everyone is welcome!



Eat Better.

Move More.

SIGN AND RETURN THESE FORMS.

You and your child can help us learn how to get kids to eat more fruits and vegetables, drink more water and low-fat milk and be more physically active. *Eat Better, Move More* is a nutrition and physical activity education program for fourth-graders created by Alabama Extension at Auburn University. At school this year, your child will have 6 weeks of *Eat Better, Move More* lessons.

With your permission, your child will taste some vegetables and fruits. Your child also will answer questions about what he or she eats and does for physical activity.

Parents can join the fun too by signing up to join as a Recipe Tester. If you sign up and complete the All About Your Food and You form in this packet, you will get a free item and 6 recipes to try at home. By the end of *Eat Better, Move More*, you will have 6 easy, low-cost, kid-friendly recipes! You also can get text messages with tips for feeding your family.

To join the fun, sign and return 4 forms with your child:

- Permission form for child. Sign and return for your child to participate.
- Consent form for parent
- Photo and Video Release form
- All About Your Food and You. Fill out and return for parent to get a free item.

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Eat Better.

Move More.

KEEP THESE FORMS.

These forms are the same as the forms you signed and returned with your child.

They are for you to keep.

In this packet:

- Permission form for child
- Consent form for parent
- Photo and Video Release form

The Auburn University Institutional
Review Board has approved this
Document for use from
01/02/2018 to 01/01/2019
Protocol # 17-461 EP 1801

Appendix A: Reference List

1. Robert Wood Johnson Foundation and Trust for America's Health. (2017). *State of Obesity: Better Policies for a Healthier America 2017*. Published August 2017. <http://healthyamericans.org/assets/files/TFAH-2017-ObesityReport-FINAL.pdf>. Accessed September 3, 2017.
2. Centers for Disease Control and Prevention. State Indicator Report on Fruits and Vegetables, 2013. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services; 2013.
3. Rosinger A, Herrick K, Gahche J, Park S. Sugar-sweetened Beverage Consumption Among U.S. Youth, 2011-2014. *NCHS Data Brief*[serial online]. January 2017;(271): 1-8.
4. Sugar-Sweetened Beverage Consumption Among Adults — 18 States, 2012. Centers for Disease Control and Prevention. <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6332a2.htm>. Published August 15, 2014.
5. Get the Facts: Sugar-Sweetened Beverages and Consumption. Nutrition. Centers for Disease Control and Prevention. <https://www.cdc.gov/nutrition/data-statistics/sugar-sweetened-beverages-intake.html>. Published April 7, 2017. Accessed September 5, 2017.
6. Centers for Disease Control and Prevention. State Indicator Report on Physical Activity, 2014. Atlanta, GA: U.S. Department of Health and Human Services, 2014.

Appendix B: Recruitment Scripts

Eat Better, Move More Parent Recruitment Script

Read to Fourth Grade Students as an Invitation to Ask Their Parents to Become a *Recipe Tester for Eat Better, Move More*

Hello. My name is _____. I am a teacher with Alabama Extension at Auburn University. Today I am going to tell you about a nutrition program called *Recipe Tester for Eat Better, Move More* that your parents might be interested in.

All of your parents are invited to help me learn about kids and their families eating fruits and vegetables, drinking water and being active. For this study, the word “parent” can mean your mom, dad, grandmother, aunt, or anyone who is the main person that takes care of you at home. This study will teach your parent about healthy recipes for you and your family.

Every week, I will send a recipe home with you on a recipe card. **(Show a recipe card.)** I would like for your parent to become a “recipe tester.” If your parent decides to become a recipe tester, they can make the recipe for you and the rest of your family. All six recipes will let you try new foods and eat more fruits and vegetables. But, it’s okay if you do not like something you try.

Your parent will fill out two short surveys. The first survey is in the packet I am sending home today. The other survey will be sent home at the end of the program. We will ask what your parent thinks about eating healthy. After your parent takes each survey, it is very important that you bring them back to your teacher. There are no good or bad answers to the questions we will ask your parent. Nothing you or your parent does or says will affect you in any way. All answers will be kept private.

During this study, your parent will get three text messages every week with tips and reminders for eating healthy. They also will get things like six recipe cards and a free item. **(Show item.)**

If your parent starts the study and decides not to finish, your parent can drop out at any time. Just tell your teacher or me. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** No one will be angry with your parent or you if your parent stops, and it will not make any difference in your school grade.

(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.) No one will be angry with your parent or you if your parent stops, and it will not make any difference to your participation in this program.

If your parent does not want to join the study at all, that is okay too. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** Your grades will not change if your parent is not in the study, but your parent will not take the surveys or get the text messages. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** Your life and your participation in this program will not be affected if your parent is not in the study, but your parent will not take the surveys or get the text messages.

If your parent or guardian wants to be a recipe tester in *Eat Better, Move More*, they will need to sign this permission form. **(Show Parent Consent Form).**

They need to put their initials on the first page and then sign their name on the second page. **(Show students initial place and where parent needs to sign.)**

Also, make sure they put your name on the second page. **(Show students.)**

If your parent wants to get the text messages, your parent will need to write their cell phone number on the second page of this permission form. **(Show students.)**

Take this home **(today or in your weekly folder).**

Return the signed forms and completed survey to me on _____.

When you bring this packet back with your parent's completed survey, you will receive an *Eat Better, Move More* item to give to your parent.

Do you have any questions now? If you think of questions later, write them down and we can talk about the next time I am here.

END OF RECRUITMENT SCRIPT # #

***Eat Better, Move More* Student Recruitment Script**

Read to Fourth Grade Students as an Invitation be in *Eat Better, Move More*

Hello. My name is _____. I am a teacher with Alabama Extension at Auburn University. Today I am going to tell you about a nutrition program called *Eat Better, Move More* that you might be interested in.

All students in this class are invited to help me learn about kids eating fruits and vegetables. In this study, *Eat Better, Move More*, you also will learn how to stay healthy by exercising. *Eat Better, Move More* will take 30-60 minutes per lesson, once a week, for 6 weeks.

During *Eat Better, Move More* education, you will taste some vegetables. But, you do not have to eat anything that you do not like or are allergic to. Here are the vegetables you will be tasting.

VEGETABLES: baby carrots, cherry tomatoes, broccoli, cucumber, spinach, and snow peas

At the beginning and at the end of *Eat Better, Move More*, you will have to tell me what you think about fruits and vegetables, and other foods and drinks. You will complete these questions using a pencil and paper. There are no right or wrong answers to the questions. **(If the *Eat Better, Move More* program is being conducted in school, read the following statement.)** The answers to these questions do not affect your grades in this class. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** The answers to these questions will not affect your life or affect your participation in this program.

During this nutrition program, you will:

1. Be taught about healthy eating and physical activity.
2. Get things like take-home recipe cards. **(Show items.)**

If you start in the *Eat Better, Move More* study and decide you do not want to continue, you can drop out at any time. Just tell your parents, teacher or me. **(If the *Eat***

Better, Move More program is being conducted in school, read the following statement.) No one will be angry with you if you stop, and it will not make any difference in your school grades. **(If the *Eat Better, Move More* program is being conducted outside of school, read the following statement.)** No one will be angry with you if you stop, and it will not make any difference in your life or your participation in this program.

For those of you who do not even want to sign up for *Eat Better, Move More*, you will stay in the classroom while I'm teaching *Eat Better, Move More* to the other students. Your teacher will give you some worksheets to do.

Before you can be in *Eat Better, Move More*, your parent or guardian needs to give us their okay. Here is a permission form that they will need to sign. **(Show Student Permission Form).**

If it is okay for you to be in *Eat Better, Move More*, they need to put their initials on the front piece of paper and then sign their name on the second page. **(Show students initial place and where parent needs to sign).**

Also, make sure they put your name on the page. **(Show students.)**

There is also a survey inside this packet for your parents to complete. **(Show parent survey.)**

Take this home **(today or in your weekly folder).**

Return the signed forms and completed survey to me on _____.

Do you have any questions now? If you think of questions later, write them down and we can talk about them next time I am here.

END OF RECRUITMENT SCRIPT # #

Appendix C: Survey Instruments

Getting to Know You/Putting It All Together

Pre/Post Assessment for Students

Circle the best answer for you. There are no right or wrong answers.

1. Yesterday, did you eat any fruits?

- a. No, I did not eat any fruit yesterday.
- b. Yes, I ate fruit **1 time**.
- c. Yes, I ate fruit **2 times**.
- d. Yes, I ate fruit **3 or more times**.

2. Yesterday, did you eat any vegetables?

- a. No, I did not eat any vegetables yesterday.
- b. Yes, I ate vegetables **1 time**.
- c. Yes, I ate vegetables **2 times**.
- d. Yes, I ate vegetables **3 or more times**.

3. Do you eat more than one kind of fruit a day?

No Sometimes Often Always

4. Do you eat more than one kind of vegetable a day?

No Sometimes Often Always

5. Yesterday, did you drink any water, such as from a bottle, a glass or water fountain?

- a. No, I did not drink any water yesterday.
- b. Yes, I drank water **1 time** yesterday.
- c. Yes, I drank water **2 times** yesterday.
- d. Yes, I drank water **3 times** yesterday.
- e. Yes, I drank water **4 times** yesterday.
- f. Yes, I drank water **5 or more times** yesterday.

6. Yesterday, did you drink any punch, sports drinks or other fruit-flavored drinks? Do not count 100% fruit juice or diet drinks.

- a. No, I did not drink any of these drinks yesterday.
- b. Yes, I drank one of these drinks **1 time** yesterday.
- c. Yes, I drank one of these drinks **2 times** yesterday.
- d. Yes, I drank one of these drinks **3 times** yesterday.
- e. Yes, I drank one of these drinks **4 times** yesterday.
- f. Yes, I drank one of these drinks **5 or more times** yesterday.

7. Yesterday, did you drink any regular (not diet) sodas or soft drinks?

- a. No, I did not drink any regular (not diet) sodas or soft drinks yesterday.
- b. Yes, I drank regular (not diet) sodas or soft drinks **1 time** yesterday.
- c. Yes, I drank regular (not diet) sodas or soft drinks **2 times** yesterday.
- d. Yes, I drank regular (not diet) sodas or soft drinks **3 times** yesterday.
- e. Yes, I drank regular (not diet) sodas or soft drinks **4 times** yesterday.
- f. Yes, I drank regular (not diet) sodas or soft drinks **5 or more times** yesterday.

8. Yesterday, did you drink any kind of milk? Count chocolate or other flavored milk, milk on cereal, and drinks made with milk.

- a. No, I did not drink any milk yesterday.
- b. Yes, I drank milk **1 time** yesterday.
- c. Yes, I drank milk **2 times** yesterday.
- d. Yes, I drank milk **3 times** yesterday.

9. What type of milk do you drink most of the time? Choose only one.

- a. Regular (whole) milk
- b. 2% milk
- c. 1% (low-fat) or fat-free (skim/non-fat) milk
- d. Soy milk, almond milk, rice milk or other milk
- e. I do not drink milk.
- f. I do not know.

10. Are you physically active for 60 minutes each day?

Yes No

11. After school yesterday, were you physically active or did you play sports that made your heart beat fast for at least 30 minutes?

Yes No

All About Your Food and You/Bringing it Home

Pre/Post Assessment for Parents

Circle the best answer for you. There are no right or wrong answers.

1. I choose healthy foods for my family.

No Sometimes Often Always

2. My child and I cook meals together.

No Sometimes Often Always

3. I buy low-fat or fat-free milk or dairy foods.

No Sometimes Often Always

4. I buy foods with lower added sugar.

No Sometimes Often Always

5. I buy foods with lower added salt (or sodium).

No Sometimes Often Always

6. Yesterday, did you eat any vegetables?

a. Yes, I ate vegetables **1 time**.

b. Yes, I ate vegetables **2 times**.

c. Yes, I ate vegetables **3 or more times**.

d. No, I did not eat any vegetables yesterday

15. Do you add sugar, to taste, to your beverages? (i.e. tea, coffee, lemonade, smoothies)

No Yes, sometimes Yes, often Yes, Always

16. How often do you typically drink sweet tea, fruit punch or other fruit-flavored drinks? (**Do not** count 100% fruit juice).

Not at all Once a week
or less More than
once a week Once a day More than
once a day

17. How often do you typically drink a can, bottle or glass of regular soda or pop, sports drink or energy drink? (**Do not** count diet or zero calorie drinks.)

Not at all Once a week
or less More than
once a week Once a day More than
once a day

18. When you have milk, how often do you choose low-fat milk (Fat-Free or 1%)?

Never Rarely Sometimes Often Does not
apply

19. When you eat dairy products like yogurt, cheese, cottage cheese, sour cream, etc., how often do you choose low-fat or fat-free options?

Never Rarely Sometimes Often Does not
apply

Look in areas in your house where you store food, including the refrigerator, freezer, pantries, cupboards, and other storage areas. Please check “yes” or “no” to each of the food products below. Check “yes” to a food product if it is present anywhere in your home (opened or unopened) as you are completing this form. Check “no” to a food product if it is not present anywhere in your home as you are completing this form.

20. Beverages (do not include alcoholic beverages)

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | a. Regular Soda Pop (any variety, flavor) |
| ___ | ___ | b. Diet Soda Pop (any variety, flavor) |
| ___ | ___ | c. Prepared Iced Teas or Lemonade (e.g., Snapple) |
| ___ | ___ | d. Prepared Light Iced Teas or Lemonade (example: diet Snapple) |
| ___ | ___ | e. Sports Drinks (example: Gatorade) |
| ___ | ___ | f. 100% Fruit Juice (labeled as 100% juice) |
| ___ | ___ | g. Fruit Drinks (example: less than 100% juice, Capri Sun) |
| ___ | ___ | h. Bottled Water (unsweetened, any variety, flavor) |
| ___ | ___ | i. Soy Milk, Rice Milk (any variety, flavor) |
| ___ | ___ | j. Almond Milk (any variety, flavor) |
| ___ | ___ | k. Fat-Free White Milk |
| ___ | ___ | l. Fat-Free Strawberry Milk |
| ___ | ___ | m. Fat-Free Chocolate Milk |
| ___ | ___ | n. 1% or 2% White Milk |
| ___ | ___ | o. 1% or 2% Chocolate Milk |
| ___ | ___ | p. 1% or 2% Strawberry Milk |
| ___ | ___ | q. Whole White Milk |
| ___ | ___ | r. Whole Chocolate Milk |
| ___ | ___ | s. Whole Strawberry Milk |

21. **Now please open your refrigerator.** Which of the following items can you see **without moving items around?**

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. Regular Soda Pop (any variety, flavor) |
| <input type="checkbox"/> | <input type="checkbox"/> | b. Diet Soda Pop (any variety, flavor) |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Prepared Iced Teas or Lemonade (e.g., Snapple) |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Prepared Light Iced Teas or Lemonade (e.g., diet Snapple) |
| <input type="checkbox"/> | <input type="checkbox"/> | e. Sports Drinks (example: Gatorade) |
| <input type="checkbox"/> | <input type="checkbox"/> | f. 100% Fruit Juice (labeled as 100% juice) |
| <input type="checkbox"/> | <input type="checkbox"/> | g. Fruit Drinks (example: less than 100% juice, Capri Sun) |
| <input type="checkbox"/> | <input type="checkbox"/> | h. Bottled Water (unsweetened, any variety, flavor) |
| <input type="checkbox"/> | <input type="checkbox"/> | i. Soy Milk, Rice Milk (any variety, flavor) |
| <input type="checkbox"/> | <input type="checkbox"/> | j. Almond Milk (any variety, flavor) |
| <input type="checkbox"/> | <input type="checkbox"/> | k. Fat-Free White Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | l. Fat-Free Strawberry Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | m. Fat-Free Chocolate Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | n. 1% or 2% White Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | o. 1% or 2% Chocolate Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | p. 1% or 2% Strawberry Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | q. Whole White Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | r. Whole Chocolate Milk |
| <input type="checkbox"/> | <input type="checkbox"/> | s. Whole Strawberry Milk |

Circle the best answer for you about being active.

22. How many days in a week are you physically active for at least 30 minutes?

1 day 2 days 3 days 4 or more days 0 days

23. Did you and your family spend time together being active last week?
Yes No
24. Will you and your family spend time together being active next week?
Yes No

Tell us about you, not your child. This information is about parents only.

25. What year were you born?
19_____
26. Are you male or female?
Male Female
27. Are you?
Married Single
28. Are you Hispanic or Latino?
Yes No
29. What is your race? (Choose all that apply.)
_____ White/Caucasian
_____ Black/African American
_____ American Indian or Alaska Native
_____ Native Hawaiian or Other Pacific Islander
_____ Asian
_____ Other/ please specify: _____

30. Including you, how many people live in your house?

_____ Adults (over 19 years old)

_____ Children (18 years and under)

31. What is the highest level of education you have completed?

_____ Some High School

_____ Graduated High School

_____ Some College

_____ Graduated College

32. Do you get food assistance (food stamps/SNAP)?

Yes

No

Appendix E: Permission Letter

County Extension Coordinator
Address
City, Alabama, Zip

Date

Dear **County Extension Coordinator's Name**,

The _____ (**school or afterschool program**) welcomes the opportunity to work with the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) and 4-H of Alabama Extension. This partnership will provide nutrition education to _____ (**school system**). Given Alabama's childhood obesity rate, nutrition and physical education is vital.

Eat Better, Move More is a partnership between Auburn University Alabama Extension SNAP-Ed and 4-H. These agencies were awarded a Nutrition Education Grant presented by the National 4-H Council and the Walmart Foundation. The goal of *Eat Better, Move More* is to deliver nutrition and physical activity education to underserved youth in Jefferson County.

Eat Better, Move More, is a 6-lesson, weekly curriculum using CATCH Kids Club Healthy Habits & Nutrition for 3-5th grades taught by a SNAP-Ed and a 4-H educator. The CATCH activities include *GO, SLOW and WHOA* food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance.

Eat Better, Move More has a parent education component. Consenting parents will prepare recipes to make the home environment more vegetable-friendly. During a 6-week period, parents will receive 6 free recipes and educational handouts. Parents also can receive weekly nutrition text messages. Parents will receive a free item sent home with students. Pre- and post-assessments will occur with parents.

When requested, the SNAP-Ed/4-H educators can provide me a copy of the Auburn University Institutional Review Board (IRB) approved, stamped documents. Any data collected by educators and Auburn University will be kept confidential and stored electronically on a password-protected server through Auburn University. If desired, I can request a copy of study results.

If SNAP-Ed/4-H or IRB at Auburn University has any concerns about the permission being granted by this letter, please contact me. Likewise, I am free to contact the state SNAP-Ed office at 334-844-2231 or parmesm@auburn.edu (Sondra Parmer, Program Coordinator).

Sincerely,

(Superintendent of Education/ Program Leader)



Sondra M. Parmer, PhD
SNAP-Ed Program Coordinator
Alabama Cooperative Extension System
208 Duncan Hall
Auburn University, AL 36849

IRB Administration
115 Ramsay Hall
Auburn University

November 29, 2017

Dear IRB Administration,

Thank you for your review of the *Eat Better, Move More* Protocol 17-461. One comment was received: **Need permission letter from each school - otherwise good protocol.**

To satisfy this request, a permission letter template has been added to Appendix E. This letter will be requested from each site prior to beginning any educational effort at that site.

No other changes to the protocol have been made.

Please let me know if any further information is required.

Warm regards,

A handwritten signature in blue ink that reads 'Sondra M. Parmer'.

Sondra M. Parmer, PhD
SNAP-Ed Program Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Sondra Parmer (ID: 1862361)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** parnesm@auburn.edu
- **Institution Unit:** ACES
- **Phone:** 334-844-2231

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259286
- **Completion Date:** 23-May-2017
- **Expiration Date:** 22-May-2021
- **Minimum Passing:** 80
- **Reported Score*:** 100

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|---|----------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 5/5 (100%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k0103accb-a041-4afb-bc51-55edabfb0805-23259286

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Sondra Parmer (ID: 1862361)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** pamesm@auburn.edu
- **Institution Unit:** ACES
- **Phone:** 334-844-2231

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259286
- **Report Date:** 23-May-2017
- **Current Score**:** 100

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|---|-------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 5/5 (100%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k0103accb-a041-4afb-bc51-55edabfb0805-23259286

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | parmesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393889 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Research in Public Elementary and Secondary Schools - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | pamesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH CHILDREN - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14394220 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|------------------------------|-----------------------|--------------|
| Research with Children - SBE | 11/19/14 | 4/5 (80%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | pamesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH PUBLIC SCHOOL STUDENTS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14391973 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|--|-----------------------|--------------|
| Research With Protected Populations - Vulnerable Subjects: An Overview | 11/19/14 | 4/4 (100%) |
| Research in Public Elementary and Secondary Schools - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER Sondra Parmer (ID: 1862361)
DEPARTMENT ACES
PHONE 334-844-2231
EMAIL parmesm@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

SOCIAL/BEHAVIORAL RESEARCH COURSE : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

COURSE/STAGE: Refresher Course/2
PASSED ON: 11/19/2014
REFERENCE ID: 14390348

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|----------------|------------|
| SBE Refresher 1 – Defining Research with Human Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Privacy and Confidentiality | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Assessing Risk | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Children | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – International Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 - Instructions | 11/19/14 | No Quiz |
| SBE Refresher 1 – History and Ethical Principles | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Federal Regulations for Protecting Research Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Informed Consent | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Prisoners | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research in Educational Settings | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Instructions | 11/19/14 | No Quiz |
| Biomed Refresher 2 – History and Ethical Principles | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Regulations and Process | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Informed Consent | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – SBR Methodologies in Biomedical Research | 11/19/14 | 4/4 (100%) |
| Biomed Refresher 2 – Genetics Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Records-Based Research | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 - Populations in Research Requiring Additional Considerations and/or Protections | 11/19/14 | 1/1 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Prisoners | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Children | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Pregnant Women, Human Fetuses, Neonates | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Conflicts of Interest in Research Involving Human Subjects | 11/19/14 | 2/3 (67%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|-----------------------------|
| LEARNER | Sondra Parmer (ID: 1862361) |
| DEPARTMENT | ACES |
| PHONE | 334-844-2231 |
| EMAIL | parmesm@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

VULNERABLE SUBJECTS - RESEARCH WITH MINORS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393535 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Vulnerable Subjects - Research Involving Children | 11/19/14 | 3/3 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** barbara struempler (ID: 1865401)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** struebj@auburn.edu
- **Institution Unit:** Nutrition and Food Science
- **Phone:** 334-844-2217

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259285
- **Completion Date:** 23-May-2017
- **Expiration Date:** 22-May-2021
- **Minimum Passing:** 80
- **Reported Score*:** 93

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|---|----------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 4/5 (80%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kd0088235-af71-4132-a9d9-72e30d7de624-23259285

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** barbara struempler (ID: 1865401)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** struebj@auburn.edu
- **Institution Unit:** Nutrition and Food Science
- **Phone:** 334-844-2217

- **Curriculum Group:** CITI Conflicts of Interest
- **Course Learner Group:** Conflicts of Interest
- **Stage:** Stage 1 - Stage 1

- **Record ID:** 23259285
- **Report Date:** 23-May-2017
- **Current Score**:** 93

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|---|-------------|------------|
| CITI Conflict of Interest Course - Introduction (COI-Basic) (ID: 15177) | 23-May-2017 | No Quiz |
| Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) | 23-May-2017 | 4/5 (80%) |
| Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) | 23-May-2017 | 5/5 (100%) |
| Conflicts of Commitment and Conscience (COI-Basic) (ID: 15073) | 23-May-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kd0088235-af71-4132-a9d9-72e30d7de624-23259285

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS - SBR

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393891 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Research in Public Elementary and Secondary Schools - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER barbara struempler (ID: 1865401)
DEPARTMENT Nutrition and Food Science
PHONE 334-844-2217
EMAIL struebj@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

RESEARCH WITH CHILDREN - SBR

COURSE/STAGE: Basic Course/1
PASSED ON: 11/19/2014
REFERENCE ID: 14394222

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|------------------------------|-----------------------|--------------|
| Research with Children - SBE | 11/19/14 | 5/5 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

RESEARCH WITH PROTECTED POPULATIONS - VULNERABLE SUBJECTS: AN OVERVIEW

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393292 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|--|-----------------------|--------------|
| Research With Protected Populations - Vulnerable Subjects: An Overview | 11/19/14 | 4/4 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014**

LEARNER barbara struempler (ID: 1865401)
DEPARTMENT Nutrition and Food Science
PHONE 334-844-2217
EMAIL struebj@auburn.edu
INSTITUTION Auburn University
EXPIRATION DATE 11/18/2017

SOCIAL/BEHAVIORAL RESEARCH COURSE : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

COURSE/STAGE: Refresher Course/2
PASSED ON: 11/19/2014
REFERENCE ID: 14390350

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|----------------|------------|
| SBE Refresher 1 – Defining Research with Human Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Privacy and Confidentiality | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Assessing Risk | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Children | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – International Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 - Instructions | 11/19/14 | No Quiz |
| SBE Refresher 1 – History and Ethical Principles | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Federal Regulations for Protecting Research Subjects | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Informed Consent | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research with Prisoners | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Research in Educational Settings | 11/19/14 | 2/2 (100%) |
| SBE Refresher 1 – Instructions | 11/19/14 | No Quiz |
| Biomed Refresher 2 – History and Ethical Principles | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Regulations and Process | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Informed Consent | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – SBR Methodologies in Biomedical Research | 11/19/14 | 4/4 (100%) |
| Biomed Refresher 2 – Genetics Research | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Records-Based Research | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Populations in Research Requiring Additional Considerations and/or Protections | 11/19/14 | 1/1 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Prisoners | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Children | 11/19/14 | 3/3 (100%) |
| Biomed Refresher 2 – Vulnerable Subjects – Pregnant Women, Human Fetuses, Neonates | 11/19/14 | 2/2 (100%) |
| Biomed Refresher 2 – Conflicts of Interest in Research Involving Human Subjects | 11/19/14 | 2/3 (67%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
COURSE IN THE PROTECTION HUMAN SUBJECTS CURRICULUM COMPLETION REPORT
Printed on 11/19/2014

| | |
|------------------------|----------------------------------|
| LEARNER | barbara struempler (ID: 1865401) |
| DEPARTMENT | Nutrition and Food Science |
| PHONE | 334-844-2217 |
| EMAIL | struebj@auburn.edu |
| INSTITUTION | Auburn University |
| EXPIRATION DATE | 11/18/2017 |

VULNERABLE SUBJECTS - RESEARCH WITH MINORS

| | |
|----------------------|----------------|
| COURSE/STAGE: | Basic Course/1 |
| PASSED ON: | 11/19/2014 |
| REFERENCE ID: | 14393536 |

| REQUIRED MODULES | DATE COMPLETED | SCORE |
|---|-----------------------|--------------|
| Vulnerable Subjects - Research Involving Children | 11/19/14 | 3/3 (100%) |
| Auburn University | 11/19/14 | No Quiz |

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kara Terry (ID: 3687238)
- **Email:** Kmterry1@svsu.edu
- **Institution Affiliation:** Saginaw Valley State University (ID: 1454)
- **Institution Unit:** Student in BIOL 232

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 21327646
- **Completion Date:** 08-Nov-2016
- **Expiration Date:** 08-Nov-2019
- **Minimum Passing:** 80
- **Reported Score*:** 87

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|--|----------------|------------|
| Belmont Report and CITI Course Introduction (ID: 1127) | 08-Nov-2016 | 3/3 (100%) |
| Students in Research (ID: 1321) | 08-Nov-2016 | 4/5 (80%) |
| History and Ethical Principles - SBE (ID: 490) | 08-Nov-2016 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 08-Nov-2016 | 4/5 (80%) |
| The Federal Regulations - SBE (ID: 502) | 08-Nov-2016 | 4/5 (80%) |
| Assessing Risk - SBE (ID: 503) | 08-Nov-2016 | 4/5 (80%) |
| Informed Consent - SBE (ID: 504) | 08-Nov-2016 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08-Nov-2016 | 4/5 (80%) |
| Research with Prisoners - SBE (ID: 506) | 08-Nov-2016 | 5/5 (100%) |
| Research with Children - SBE (ID: 507) | 08-Nov-2016 | 5/5 (100%) |
| Research in Public Elementary and Secondary Schools - SBE (ID: 508) | 08-Nov-2016 | 5/5 (100%) |
| International Research - SBE (ID: 509) | 08-Nov-2016 | 4/5 (80%) |
| Internet-Based Research - SBE (ID: 510) | 08-Nov-2016 | 5/5 (100%) |
| Research and HIPAA Privacy Protections (ID: 14) | 08-Nov-2016 | 4/5 (80%) |
| Vulnerable Subjects - Research Involving Workers/Employees (ID: 483) | 08-Nov-2016 | 4/4 (100%) |
| Conflicts of Interest in Research Involving Human Subjects (ID: 488) | 08-Nov-2016 | 3/5 (60%) |
| Saginaw Valley State University (ID: 13079) | 31-Oct-2016 | No Quiz |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?7093bd25-1de6-40c6-a08d-a87eb57337ff>

CITI Program

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kara Terry (ID: 3687238)
- **Email:** Kmterry1@svsu.edu
- **Institution Affiliation:** Saginaw Valley State University (ID: 1454)
- **Institution Unit:** Student in BIOL 232

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 21327646
- **Report Date:** 08-Nov-2016
- **Current Score**:** 87

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|--|-------------|------------|
| Students in Research (ID: 1321) | 08-Nov-2016 | 4/5 (80%) |
| History and Ethical Principles - SBE (ID: 490) | 08-Nov-2016 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 08-Nov-2016 | 4/5 (80%) |
| Belmont Report and CITI Course Introduction (ID: 1127) | 08-Nov-2016 | 3/3 (100%) |
| The Federal Regulations - SBE (ID: 502) | 08-Nov-2016 | 4/5 (80%) |
| Assessing Risk - SBE (ID: 503) | 08-Nov-2016 | 4/5 (80%) |
| Saginaw Valley State University (ID: 13079) | 31-Oct-2016 | No Quiz |
| Informed Consent - SBE (ID: 504) | 08-Nov-2016 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08-Nov-2016 | 4/5 (80%) |
| Research with Prisoners - SBE (ID: 506) | 08-Nov-2016 | 5/5 (100%) |
| Research with Children - SBE (ID: 507) | 08-Nov-2016 | 5/5 (100%) |
| Research in Public Elementary and Secondary Schools - SBE (ID: 508) | 08-Nov-2016 | 5/5 (100%) |
| International Research - SBE (ID: 509) | 08-Nov-2016 | 4/5 (80%) |
| Internet-Based Research - SBE (ID: 510) | 08-Nov-2016 | 5/5 (100%) |
| Research and HIPAA Privacy Protections (ID: 14) | 08-Nov-2016 | 4/5 (80%) |
| Vulnerable Subjects - Research Involving Workers/Employees (ID: 483) | 08-Nov-2016 | 4/4 (100%) |
| Conflicts of Interest in Research Involving Human Subjects (ID: 488) | 08-Nov-2016 | 3/5 (60%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?7093bd25-1de6-40c6-a08d-a87eb57337ff>

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative

Parent Assessment Questions Pre/Post

1. I choose healthy foods for my family.

No Sometimes Often Always

2. My child and I cook meals together.

No Sometimes Often Always

3. How sure are you that you can prepare a healthy meal for your family most nights of the week?

Not at all sure Not very sure Do not know Somewhat sure Very sure

4. I buy low-fat or fat-free milk or dairy foods.

No Sometimes Often Always

5. I buy foods with lower added sugar.

No Sometimes Often Always

6. Do you eat more than one kind of fruit a day?

No Sometimes Often Always

7. Do you eat more than one kind of vegetable a day?

No Sometimes Often Always

8. In the past week, how many cups of fruit did you eat each day? This includes fresh, frozen, canned, dried or 100% juice.

None 1 Cup 2 Cups 3 Cups 4+ Cups

9. In the past week, how many cups of vegetables did you eat each day? This includes fresh, frozen, canned, dried or 100% juice.

None 1 Cup 2 Cups 3 Cups 4+ Cups

10. How often do you typically drink a bottle or a glass of water? (Count tap, bottled and sparkling water.)

Not at all Once a Once a More than More than
 week or less day once a day once a week

11. On average, how many times a day do you drink sugar-sweetened beverages? (This includes soft drinks, fruit drinks, sports drinks, sweet tea, some coffee drinks, energy drinks and any other beverages to which sugar has been added.)

None 1 time 2 times 3 times 4+ times

12. When you have milk, how often do you choose low-fat milk (Fat-Free or 1%)?

Never Rarely Sometimes Often Does Not Apply

13. Now please open your refrigerator. Which of the following items can you see without moving items around? Check “yes” to a beverage if it is present (opened or unopened). Check “no” to the beverage if you cannot see it without moving items around.

Yes No

- ___ ___ a. Regular Soda Pop (not diet)
- ___ ___ b. Prepared Iced Teas or Lemonade (e.g., Snapple)
- ___ ___ c. Sports Drinks (example: Gatorade)
- ___ ___ d. Fruit Drinks (example: less than 100% juice, Capri Sun)
- ___ ___ e. Soy Milk, Almond Milk, Rice Milk or Other Milk Alternatives (do not include unsweetened varieties)
- ___ ___ f. Fat-Free Flavored Milk (strawberry or chocolate)
- ___ ___ g. 1% or 2% Flavored Milk (strawberry or chocolate)
- ___ ___ h. Flavored Whole Milk (strawberry or chocolate)

14. Now look in areas in your house where you store food, including the refrigerator, freezer, pantries, cupboards, and other storage areas. Please check “yes” or “no” to each of the beverages below. Check “yes” to a beverage if it is present anywhere in your home (opened or unopened) as you are completing this form. Check “no” to a beverage if it is not present anywhere in your home as you are completing this form.

Beverages

Yes No

- ___ ___ a. Regular Soda Pop (not diet)
- ___ ___ b. Prepared Iced Teas or Lemonade (e.g., Snapple)
- ___ ___ c. Sports Drinks (example: Gatorade)
- ___ ___ d. Fruit Drinks (example: less than 100% juice, Capri Sun)
- ___ ___ e. Soy Milk, Almond Milk, Rick Milk, or Other Milk Alternatives (do not include unsweetened varieties)
- ___ ___ f. Fat-Free Flavored Milk (strawberry or chocolate)
- ___ ___ g. 1% or 2% Flavored Milk (strawberry or chocolate)
- ___ ___ h. Flavored Whole Milk (strawberry or chocolate)

15. How many days in a week are you physically active for at least 30 minutes?

1 day 2 days 3 days 4 or more days 0 days

16. Did you and your family spend time together being active last week?

Yes No

17. Will you and your family spend time together being active next week?

Yes No

18. What year were you born?

19 _____

19. Are you male or female?

Male Female

20. Are you?

Married Single

21. Are you Hispanic or Latino?

Yes No

22. What is your race? (Choose all that apply.)

- _____ White/Caucasian
- _____ Black/African American
- _____ American Indian or Alaska Native
- _____ Native Hawaiian or Other Pacific Islander
- _____ Asian
- _____ Other/ please specify: _____

23. Including you, how many people live in your house?

- _____ Adults (over 19 years old)
- _____ Children (18 years and under)

24. What is the highest level of education you have completed?

- _____ Some High School
- _____ Graduated High School
- _____ Some College
- _____ Graduated College

25. Do you get food assistance (food stamps/SNAP)?

Yes No

Post Assessment Only

Did you get the recipes that were sent home from school/out of school programming with your child?

Yes No Not Sure

Circle each recipe you made at home.

Quick Stir Fry Kickin' Chicken Stew Apple Celery Slaw

Sweet Potato Hash Sneaky Mashed Potatoes Tasty Taco Dip

Example Letter to be Placed on School or Organization Letterhead

The SNAP-Ed educator should complete the sections in red. After completing these sections, provide the example letter on a flash drive to appropriate City or County Superintendents of Education or summer program leader to place on school letterhead.

County Extension Coordinator

Address

City, Alabama, Zip

Date

Dear **County Extension Coordinator's Name**,

The _____ (**school or afterschool program**) welcomes the opportunity to work with the Alabama Extension's Supplemental Nutrition Assistance Program-Education (SNAP-Ed). This partnership will provide nutrition education to _____ (**school system or afterschool program**). Given Alabama's childhood obesity rate, nutrition and physical education is vital.

Eat Better Move More is an Alabama Extension intervention program intended to deliver nutrition and physical activity education to 4th, 5th and 6th graders and their parents in Alabama.

Eat Better Move More, is a 6-lesson, weekly curriculum using CATCH Kids Club Healthy Habits & Nutrition taught by SNAP-Ed educators. The CATCH activities include *GO*, *SLOW* and *WHOA* food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance.

Eat Better Move More has a parent education component. Consenting parents will prepare recipes to make the home environment more vegetable-friendly. During a 6-week period, parents will receive 6 free recipes and educational handouts. Parents also can receive weekly nutrition text messages. Parents will receive a free item sent home with students. Pre- and post-assessments will occur with parents.

When requested, the SNAP-Ed educators can provide me a copy of the Auburn University Institutional Review Board (IRB) approved, stamped documents. Any data collected by educators and Auburn University will be kept confidential and stored electronically on a password-protected server through Auburn University. If desired, I can request a copy of study results.

If SNAP-Ed or IRB at Auburn University has any concerns about the permission being granted by this letter, please contact me. Likewise, I am free to contact the state SNAP-Ed office at 334-844-2231 or parmesm@auburn.edu (Sondra Parmer, Program Coordinator).

Sincerely,

(Superintendent of Education/ Program Leader)

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Katherine Funderburk (ID: 3668096)
- **Email:** kem0017@auburn.edu
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Unit:** Nutrition
- **Phone:** 334-844-5563

- **Curriculum Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher
- **Course Learner Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Key Personnel (including AU Faculty, Staff and Students) and Faculty Advisors involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 19610372
- **Completion Date:** 08/05/2016
- **Expiration Date:** 08/05/2019
- **Minimum Passing:** 80
- **Reported Score*:** 85

REQUIRED AND ELECTIVE MODULES ONLY

| | DATE COMPLETED | SCORE |
|---|----------------|------------|
| Belmont Report and CITI Course Introduction (ID: 1127) | 08/04/16 | 3/3 (100%) |
| The Federal Regulations - SBE (ID: 502) | 08/04/16 | 5/5 (100%) |
| Assessing Risk - SBE (ID: 503) | 08/05/16 | 4/5 (80%) |
| Informed Consent - SBE (ID: 504) | 08/05/16 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08/05/16 | 3/5 (60%) |
| Students in Research (ID: 1321) | 08/05/16 | 3/5 (60%) |
| Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928) | 08/05/16 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program

Email: citisupport@miami.edu

Phone: 305-243-7970

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Katherine Funderburk (ID: 3668096)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** kem0017@auburn.edu
- **Institution Unit:** Nutrition
- **Phone:** 334-7343149

- **Curriculum Group:** IRB Additional Modules
- **Course Learner Group:** Research with Children - SBE
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 23626742
- **Completion Date:** 20-Jun-2017
- **Expiration Date:** 19-Jun-2020
- **Minimum Passing:** 80
- **Reported Score*:** 80

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|--|----------------|-----------|
| Research with Children - SBE (ID: 507) | 20-Jun-2017 | 4/5 (80%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kad7bcbf7-6b64-4f01-8659-5dc3abf460f0-23626742

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Katherine Funderburk (ID: 3668096)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** kem0017@auburn.edu
- **Institution Unit:** Nutrition
- **Phone:** 334-7343149

- **Curriculum Group:** IRB Additional Modules
- **Course Learner Group:** Research with Children - SBE
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 23626742
- **Report Date:** 20-Jun-2017
- **Current Score**:** 80

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|--|-------------|-----------|
| Research with Children - SBE (ID: 507) | 20-Jun-2017 | 4/5 (80%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kad7bcbf7-6b64-4f01-8659-5dc3abf460f0-23626742

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Katherine Funderburk (ID: 3668096)
- **Email:** kem0017@auburn.edu
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Unit:** Nutrition
- **Phone:** 334-844-5563

- **Curriculum Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher
- **Course Learner Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Key Personnel (including AU Faculty, Staff and Students) and Faculty Advisors involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 19610372
- **Report Date:** 08/05/2016
- **Current Score**:** 85

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

| | MOST RECENT | SCORE |
|---|-------------|------------|
| Students in Research (ID: 1321) | 08/05/16 | 3/5 (60%) |
| Belmont Report and CITI Course Introduction (ID: 1127) | 08/04/16 | 3/3 (100%) |
| The Federal Regulations - SBE (ID: 502) | 08/04/16 | 5/5 (100%) |
| Assessing Risk - SBE (ID: 503) | 08/05/16 | 4/5 (80%) |
| Informed Consent - SBE (ID: 504) | 08/05/16 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 08/05/16 | 3/5 (60%) |
| Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928) | 08/05/16 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program

Email: citisupport@miami.edu

Phone: 305-243-7970

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative
at the University of Miami

Appendix B
Eat Better, Move More
Protocol & Curriculum

Eat Better

Move More

2018

Protocol & Curriculum

4th, 5th & 6th Grades



This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. USDA is an equal opportunity provider and employer. The Alabama Cooperative Extension System (Alabama A&M University and Auburn University) is an equal opportunity educator and employer. Everyone is welcome!

www.LiveWellAlabama.com

Eat Better Move More

2018 Protocol & Curriculum for 4th, 5th & 6th Grades

| | |
|--|----|
| Eat Better Move More Program Overview..... | 1 |
| EBMM At-a-Glance | 2 |
| EBMM Before Week 1 | 3 |
| Before Teaching EBMM (Recruitment)..... | 4 |
| Consent Packets | 6 |
| Text Messaging Program Instructions | 7 |
| Mailing Consent Packets and Assessments | 8 |
| Week 1: It's <i>GO, SLOW, WHOA</i> Time! | 9 |
| Week 2: Let's Get Moving with <i>GO</i> Activities | 17 |
| Week 3: Go <i>GO</i> Fruits! | 24 |
| Week 4: Go <i>GO</i> Veggies! | 33 |
| Week 5: <i>GO</i> Beverages on the Go! | 40 |
| Week 6: Putting It All Together | 50 |

Eat Better Move More lessons were adapted with permission from
CATCH Kids Club – Healthy Habits and Nutrition: K-5th Grade, 2nd Edition,
The Regents of the University of California and FlagHouse, Inc., 2011.

Eat Better Move More

What: Obesity prevention is a top priority for Alabama Supplemental Nutrition Assistance Program — Education (SNAP-Ed). *Eat Better Move More* (EBMM) is a nutrition education program designed by Alabama SNAP-Ed to prevent obesity through behavior change. Three contributing behaviors to obesity are low fruit and vegetable consumption, increased sugar-sweetened beverage consumption and a lack of physical activity. Behavior changes in these areas are emphasized in EBMM.

Target Audience: Underserved elementary youth, grades 4th—6th, and their parents in Alabama. Each educator should aim to complete EBMM, including pre-and post-assessments with youth and parents, with at least two groups in summer 2018.

Where: Summer programs at Boys & Girls Clubs, community centers, USDA Summer Meals sites and any other community organization serving the target audience.

What: The **youth component** includes a 6-lesson, weekly curriculum using the CATCH Kids Club Healthy Habits & Nutrition. Activities include *GO, SLOW, and WHOA* food concepts. Topics emphasize vegetables, fruits, dairy products, sugar-sweetened beverages, physical activity and energy balance.

The **parent component** occurs simultaneously with the youth component. It includes six recipe cards, handouts and educational teaching tools sent home with students after EBMM lessons and healthy tips through a text messaging program.

Evaluation: SNAP-Ed educators will use a pre- and post-assessment model:

Before Eat Better Move More

Educators will meet with EBMM classes prior to Lesson 1.

Educators will read the Student and Parent Recruitment Scripts to students and distribute White Consent Packet to students. The White Consent Packet includes the parent pre-assessment, *All About Your Food and You*. The packet also includes Student and Parent Consent forms to be signed by the parent. **The Parent Consent form includes an optional enrollment into a text messaging program for parents, which must be shared with AU State Staff according to instructions on page 7.**

During Week 1

For Students: Educators will facilitate the pre-assessment, *Getting to Know You*.

Educators will obtain a class roster with student demographic information.

For Parents: Educators will collect returned parent pre-assessments and distribute educational teaching tools in exchange for returned pre-assessments.

Educators will organize completed student and parent pre-assessments and ship to AU State Staff according to instructions on page 8.

During Week 5

For Parents: Educators will send home the parent post-assessment, *Bringing It Home*, with each student whose parents signed a Parent Consent form.

During Week 6

For Students: Educators will facilitate the post-assessment, *Putting It All Together*.

For Parents: Educators will collect returned parent post-assessments and distribute educational teaching tools in exchange for returned post-assessments.

Educators will organize completed student and parent post-assessments and ship to AU State Staff according to instructions on page 8.

Eat Better Move More At-a-Glance

| Assessment/Education | Instructions |
|-----------------------|---|
| Student Consent Forms | Before and During Week 1: Send White Consent Packets home with students for parents. |
| Student Assessments | Week 1: Pre-assessment: <i>Getting to Know You</i> Week 6: Post-assessment: <i>Putting It All Together</i> |
| Student Education | Weeks 1-6: EBMM Education Weeks 1-4: Veggie Tasting Week 5: Snack Tasting Week 6: Salad Tasting |
| Parent Assessments | <p>Before and During Weeks 1 and 2: Send White Consent Packets home with students for parents.</p> <p>Collect signed White Consent Packets including parent pre-assessments, <i>All About Your Food and You</i>, from students.</p> <p>If White Consent Packets are signed and returned, send Yellow Consent Packets home with students for parents to keep and send home an educational teaching tool of your choice for parents.</p> <p>Do not collect additional consent packets after Week 2.</p> <p>Week 5: Send post-assessments, <i>Bringing it Home</i>, with students for parents to complete.</p> <p>Week 6: Send home an educational teaching tool with students whose parents returned a post-assessment.</p> |
| Parent Education | <p>Educators send home recipes cards, handouts and educational teaching tools.</p> <p>AU state staff sends text messages.</p> |

Eat Better
Move More

Before Week 1

Eat Better

Move More

Before Teaching *Eat Better Move More*

Items You Will Need for Student Recruitment:

- *Eat Better Move More* Student Recruitment Script
- Items to show class when reading Student Recruitment Script (recipe cards)
- White and Yellow Consent Packets

In Class Activities for Student Recruitment:

- Read Student Recruitment Script.

Items You Will Need to Collect Before *Eat Better Move More* Lesson 1:

- Collect student demographics (name, gender, ethnicity, race) from the teacher, such as a class roster. Write educator name on top of the form. (The class roster will be included with both pre- and post-assessments when shipping to AU State Staff, so make an extra copy of the roster.)
- Collect completed and signed White Consent Packets, including parent pre-assessment, *All About Your Food and You*.

Eat Better Move More

Before Teaching *Eat Better Move More*

Items You Will Need for Parent Recruitment:

- *Eat Better Move More* Parent Recruitment Script
- Items to show class when reading Parent Recruitment Script (free item — educational teaching tool of choice)
- White and Yellow Consent Packets

In Class Activities for Parent Recruitment:

- Read Parent Recruitment Script.
- Hand out White Consent Packets.

Talking Points about the Recruitment Script for Parents:

- “We would be excited to have your parent join our Recipe Tester Club.”
- “If your parent signs and returns the Consent Form (**show Parent Consent Form for Eat Better Move More**) AND answers these questions about vegetables and eating healthy (**show *All About Your Food and You*, parent pre-assessment form**), they will get a free item.” (**Show item.**)
- **“If your parent writes down their cell phone number, they also will get text messages about ways to have fun with food.”**
- “You can turn in all of the signed forms to your teacher.” (**Show White Consent Packet.**)

Consent Packets

Consent Packets were created, printed and shipped to county offices. Packets are color-coded to indicate which packet is to be signed by parents and returned to educators (White Packet) and which packet is for parents to keep for their records (Yellow Packet).

Important: Do not send home or collect any Consent Packets after Week 2 of EBMM.

There are 2 consent packets: White and Yellow

All students take home the White Packet during the week before Lesson 1, or during Lesson 1 for any students who did not receive them before Lesson 1. After the White Packet is returned to the educator, send home the Yellow Packet for parents to keep for their records. This should eliminate confusion over which packet should be returned.

White Packets should be signed by the parent and returned to the educator. A White Packet includes the following EBMM forms:

1. **Student Consent Form:** For student participation, a parent must sign the student consent form. Students may participate in EBMM activities without a signed student consent form (if they enter the class late or a parent never returns the White Consent Packet). For these students, demographic data will be entered into PEARS (see EBMM PEARS Tip Sheet), but pre- and post-assessments will not be mailed to AU state staff for any participant without a signed consent form.
2. **Parent Consent Form:** For parent participation as a recipe tester and inclusion in the text messaging program, a parent must sign the parent consent form. Providing a cell phone number is optional for participation as a recipe tester, but required for participation in the text messaging program. Students can participate in EBMM without parent participation. For example, a parent may sign the student consent form allowing their child to participate, but choose not to sign the parent consent form or complete the parent pre-assessment.
3. **Photo and Video Release Form:** This form is optional for the parent to sign. A parent may consent for a child to participate in EBMM, but not want photos taken of the child. In this case, do not take any photos of the child.
4. **Parent Pre-Assessment:** *All About Your Food and You* is a written pre-assessment for parents to complete and return in order to participate in EBMM.

Yellow Packets are for parents to keep. A Yellow Packet includes copies of student, parent and photo/video consent forms. Send this packet home with students who bring back the completed forms and pre-assessment in the White Packet.

Text Messaging Program Instructions

Once White Packets are returned, educators immediately will follow the instructions below to ensure parents begin receiving text messages when EBMM begins.

Educators will download a *Text Message Input Sheet for EBMM* spreadsheet from the Eat Better Move More, Educator Resources section on SharePoint ([link at bottom of page](#)). Save this spreadsheet to your computer for current and future use.

IMMEDIATELY after Week 1, in the saved copy of *Text Message Input Sheet for EBMM*, enter information for “Parent First Name,” Parent Last Name” and “Cell Phone Number” from the second page of the Parent Consent Form.

- o Type information into the spreadsheet. Do not print and handwrite into spreadsheet.
- o If a parent did not provide a cell phone number, do not include them in the spreadsheet.
- o Enter parent information from all classes into the same spreadsheet. Do not create a separate spreadsheet for each class.
- o Save after entering information.

Email a copy of *Text Message Input Sheet for EBMM* including information on all parents who returned a consent form during Week 1 to [Katie Funderburk \(kem0017@auburn.edu\)](mailto:kem0017@auburn.edu) and **CC** [Kara Terry \(kmt0048@auburn.edu\)](mailto:kmt0048@auburn.edu). These parents will be enrolled immediately into the text messaging program by AU state staff.

To re-use the *Text Message Input Sheet for EBMM* after Week 2, either download a blank copy from SharePoint, or delete parent information from Week 1 from the *Text Message Input Sheet for EBMM* **after** emailing a copy to the [Katie](#) and [Kara](#). Then, type new parent information received during Week 2 into the spreadsheet, save and email to [Katie](#) and [Kara](#).

IMMEDIATELY after Week 2, for any additional parents who returned the Parent Consent Form, enter “Parent First Name,” Parent Last Name” and “Cell Phone Number” into a **blank** *Text Message Input Sheet for EBMM*. **Email** a saved copy to [Katie Funderburk \(kem0017@auburn.edu\)](mailto:kem0017@auburn.edu) and **CC** [Kara Terry \(kmt0048@auburn.edu\)](mailto:kmt0048@auburn.edu).

Follow instruction on next page to ship ALL White Consent Packets, including Consent Forms and parent pre-assessments, and Student Demographics (class roster for each EBMM class) to the AU state staff. Do not make or keep any copies in the county office.

All materials needed to conduct EBMM are located on the SNAP-Ed SharePoint site at <https://sites.aces.edu/group/livewell>. Once here, click Eat Better Move More at the top of the page, and select Educator Resources from the left menu.

Mailing White Consent Packets and Assessments

Student and parent consent forms and assessments will be shipped to AU state staff at 2 time points. Consent Packets and pre-assessments for consenting students and parents will be sent immediately after Week 2. Post-assessments for consenting students and parents will be sent immediately after Week 6. Do not ship any assessments to AU state staff taken by students or parents that did not provide a signed consent form. Do not make or keep any copies in the county office.

Immediately after Week 2: Organize and ship **White Consent Packets, including parent pre-assessments, and student pre-assessments** to AU state staff. Include a class roster for each class. Do not wait to ship pre-assessment data until the end of EBMM.

Before shipping, organize materials according to the following instructions:

1. **For each class**, put the following forms in alphabetical order by student last name. You will have two separate stacks of alphabetized forms after this step.
 - a. Student **Getting to Know You** pre-assessments
 - b. White Consent Packets (includes **All About Your Food and You** parent pre-assessment; packets should remain stapled)
2. Place the stack of alphabetized student pre-assessments for one class on top of the stack of alphabetized White Consent Packets for the same class. Then, place the class roster with student demographic information on top of the stack. Write your name, county, organization or site name, and teacher or group leader name, if applicable, on roster.) Make a copy of each class roster to keep. You will send them again with post-assessments after Week 6.
3. Secure all forms in the stack for a specific class together using a large rubber band, clip or envelope. DO NOT use folders.
4. Repeat this organization process for each EBMM class.
5. Ship organized materials **in a box or padded bag using FedEx** to **Kelly Mailen, 208 Duncan Hall, Auburn University, 36849**.

Immediately after Week 6: Organize and ship **student and parent post-assessments for each class** to AU state staff. Include a class roster for each class.

Repeat the same process outlined above to organize and ship the **Putting It All Together** student post-assessments and the **Bringing It Home** parent post-assessments.

Eat Better
Move More

Week 1

It's *GO, SLOW, WHOA* Time!

Eat Better

Move More

Lesson 1: It's *GO, SLOW, WHOA* Time!

Items You Will Need for Student Education:

- **Getting to Know You** pre-assessment (1 per student)
 - Read the Educator Instruction Guide before conducting the pre-assessment
- Veggie tasting (offer one each of the following options to students)
 - Snow peas; baby carrots; cherry tomatoes; broccoli; spinach
 - Ranch dressing (1 per student)
- Hand wipes (hand washing)
- Curriculum: Lesson 1
- *Milk: GO, SLOW, WHOA?* handout (1 per student)
- Pencil (one per student)
- *GO, SLOW, WHOA* Food Cards (cards used in Lesson 1 and Lesson 2)

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Power Mac and Cheese* recipe card
 - *The Sour Truth About Sweet Drinks* handout
 - Educational Teaching Tool of your choice to give to parents for completion of White Consent Packet.
- White Consent Packets (for those students who were absent last meeting)
- Yellow Consent Packets (for those students who returned White Consent packet)

Eat Better

Move More

Lesson 1: It's *GO, SLOW, WHOA* Time!

In Class Activities for Students:

- Give each student the *Getting to Know You* pre-assessment. Read each question aloud to the class. Collect completed assessments when finished.
- Hand out veggie bag and Ranch dressing.
- Begin Lesson 1: It's *GO, SLOW, WHOA* Time!
- Give each student a *Milk: GO, SLOW, WHOA?* handout.
- Distribute Yellow Consent Packets to students who returned signed White Consent Packets. Tell students Yellow Packets are for parents to keep.
- Distribute White Consent Packets to any student who is new this week.
- Give each student an Eat Better Move More Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Power Mac and Cheese*

- "Today, you will take home a recipe for *Power Mac and Cheese*."
- "This recipe has a mixture of *GO, SLOW* and *WHOA* foods we learned about in today's *Eat Better Move More* lesson. It is a good example of a balanced recipe."
- "Who can name a *GO* food in this recipe?"
 - Answer: Skim or 1% Milk and Broccoli
- "What can be added to this meal to make it more balanced?"
 - Answer: Fruit for dessert.
- "Now, put the recipe card in your bag and take it home to your parent."

Office Management:

- **IMMEDIATELY** fill out *Text Message Input Sheet for EBMM* and email [Katie Funderburk](#) and [CC Kara Terry](#). Follow instructions on page 7.

Lesson 1: It's *GO, SLOW, WHOA* Time!

Theme: *GO, SLOW* and *WHOA* Foods

OBJECTIVES

Participants will:

- Distinguish between *GO, SLOW* and *WHOA* foods and activities
- Compare *GO, SLOW* and *WHOA* foods in terms of recommended frequency of consumption

1. DISCUSSION AND DEMONSTRATION

A. Explain the *CATCH* healthy eating message by saying or paraphrasing the following:

Did you know there is no such thing as a “bad” food? It’s true! But it’s also true that it’s best to eat some foods more often than others. For example, do you think it’s better to eat fresh fruit or candy bars more often? (Fresh fruit) Is it better to eat crunchy potato chips or crunchy carrots more often? (Carrots)

It's OK to eat foods like candy bars and potato chips once in a while. But if you eat them often, then you might not be as healthy as you could be. That's because of certain things these foods contain.

Let's think about three foods you can buy at a store: an apple, applesauce and a fried apple pie. The applesauce contains added sugar. The fried apple pie is made of dough with cooked apples inside. The dough contains a fat, and the cooked apples contain a lot of added sugar. Which do you think you should eat most often: the apple, the applesauce or the fried apple pie? (Apple) Yes, because it's the healthiest. Which one should you eat least often because it's the least healthy? (Fried apple pie) The applesauce is in between the apple and fried apple pie.

There's another reason you should eat an apple much more often than a fried apple pie. An apple is a whole food. A whole food is a food that can be eaten in its natural state, as it grows in nature. The more a food looks like it does growing in nature, the more likely it is to be a whole food.

Many foods are *not* eaten in their natural state. Instead, they're processed. "Processing a food" means doing something to it to change it from the natural state. A fried apple pie contains cooked apples, but it also contains a lot of other things that don't grow in nature.

In CATCH Kids Club, foods are divided into three groups: GO, SLOW and WHOA. To decide which group a food belongs to, you think about how much salt, added sugars and unhealthy kinds of fat are in it. You also ask, "How processed is this food?"

GO foods usually contain the smallest amounts of salt, added sugars and unhealthy kinds of fat. WHOA foods usually contain the largest amounts. And SLOW foods are usually in between. Also, whole foods are usually GO foods, and the most processed foods are usually WHOA foods.

Think about the applesauce, the apple and the fried apple pie again. Which one do you think is a GO food? (Apple) Which one is a SLOW food? (Applesauce) Which one is a WHOA food? (Fried apple pie)

Use the GO, SLOW, WHOA Food Cards for this activity.

Tell participants they will now look at a few GO, SLOW, WHOA foods.

Select 5 each GO, SLOW, and WHOA food cards (15 total).

Show the students a “food” card.

Ex: Show the Banana Split card.

Ask students if the food is a GO, SLOW or WHOA food.

Ex: “Is this a GO, SLOW or WHOA food?”

Allow the students two or three guesses, then show the correct answer.

Ex: Turn card over and show the red WHOA. Tell students, “The Banana Split is a WHOA food.” Positively reinforce students who chose the correct answer.

This activity was modified from the following:

CATCH Kids Club-Healthy Habits and Nutrition: K-5th Grade, 2nd Edition, the Regents of the University of California and FlagHouse, Inc., 2011.

We Can! Ways to Enhance Children’s Activity & Nutrition– GO, SLOW, WHOA flash cards. National Heart, Lung and Blood Institute, National Institute of Health, 2005.

2. GO, SLOW OR WHOA?

- A. Tell participants they're going to compare some GO, SLOW and WHOA foods. Give each participant a *Milk: GO, SLOW or WHOA?* handout. Read aloud, or have participants take turns reading aloud, the kinds of milk listed in the Milk chart. Ask participants what "flavored" means. (A flavoring, such as chocolate or strawberry flavoring, has been added to the milk.) Tell them that milk with a flavoring contains added sugars, and milk without a flavoring does not contain added sugars.

Tell participants that a few kinds of milk are GO beverages. Say or paraphrase the following:

Some kinds of milk contain more of an unhealthy, solid fat than others. This fat is called saturated fat. The kind of milk that contains the most saturated fat is called whole milk. Do you think whole milk is a GO or a WHOA food? (WHOA food). One kind of milk, called fat-free milk, contains no saturated fat. Another kind, called 1% milk, contains just a small amount of saturated fat.

Which kinds of milk do you think are GO beverages? (Plain fat-free milk, plain 1% milk)

- B. Remind participants that "processing a food" means doing something to it to change it from the natural state it used to be in. Then ask them whether milk with a flavoring is more processed than plain milk. (Yes)
- C. For the matching activity on the handout, say or paraphrase the following directions:

There are five foods from the Milk chart pictured below the chart. For each one, decide whether it's a GO, SLOW or WHOA food. Then draw a line from the food to the correct bag.

D. After participants have finished, give the following answers and have them check their work:

Vanilla milkshake: WHOA

Fat-free milk: GO

1% milk: GO

Whole chocolate milk: WHOA

1% peach-flavored milk: SLOW

E. Tell participants to take home their handout and use it to explain what they learned about GO, SLOW and WHOA foods to their family.

F. Encourage participants to eat more GO foods than SLOW foods, and more SLOW foods than WHOA foods, including kinds of milk. Ask them to raise their hand if they already eat GO foods. Reinforce them for a positive response. Ask them to raise their hand if they're going to eat GO foods more often. Reinforce them for a positive response.

Eat Better
Move More

Week 2

Let's Get Moving with
GO Activities

Eat Better

Move More

Lesson 2: Let's Get Moving with *GO* Activities

Items You Will Need for Student Education:

- Veggie tasting (offer one each of the following options to students)
 - Snow peas; baby carrots; cherry tomatoes; broccoli; spinach
- Ranch dressing (1 per student)
- Hand wipes (hand washing)
- Curriculum: Lesson 2
- *GO, SLOW, WHOA* Food Cards

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Kickin' Chicken Stew* recipe card
 - *CATCH Family Tip Sheets*
 - *Be Active Adults* Handout
- Yellow Consent Packets (for students who returned White Consent Packets)
- Educational Teaching Tool of your choice to give to parents for completion of the White Consent Packet.

Eat Better

Move More

Lesson 2: Let's Get Moving with GO Activities

In Class Activities for Students:

- Hand out veggie bag and Ranch dressing.
- Begin Lesson 2: Let's Get Moving With GO Activities
- Distribute Yellow Consent Packets to students who returned signed White Consent Packets.
- Give each student an Eat Better Move More Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Kickin' Chicken Stew*

- "Today, you will take home a recipe for *Kickin' Chicken Stew*."
- "How many GO vegetables are in this recipe?"
 - Answer: Three (Onion, Tomatoes and Corn)
- "This is a really yummy recipe to make. Ask your parent to let you help make this recipe."
- "Now, put the recipe card in your bag and take it home to your parent."

Office Management:

- **IMMEDIATELY** fill out a new *Text Message Input Form for EBMM* for any additional parents who have complete the White Consent Packet in the past week; email [Katie Funderburk](#) and [CC Kara Terry](#).
- Organize and mail White Consent Packets and student pre-assessments according to instructions on page 8.
- Do not distribute or collect any Consent Packets after Lesson 2. If any new students enter the class after Week 2, allow them to participate, but do not use pre- or post-assessment data or take photos of students without photo consent forms. Check with teacher and new students about food allergies before providing vegetable, snack or salad tastings.

Lesson 2: Let's Get Moving with *GO* Activities

Theme: Physical Activity

OBJECTIVES

Participants will:

- Distinguish between moderate-to-vigorous, muscle-strengthening and bone-strengthening types of physical activity
- Identify health benefits of doing different types of physical activity
- Relate the concept of energy balance to their food consumption and physical activity levels

1. DISCUSSION

- A. Ask participants why it's important to do *GO* activities. (*Possible answers:* Your heart will be stronger and healthier; doing them makes you have energy, stay healthy and be strong.) Ask them how many minutes each day they should try to do *GO* activities. (At least 60 minutes) Ask them to name the four body cues they may feel while doing *GO* activities. (Heart beating faster, breathing harder, sweating, warmer face)

B. Say or paraphrase the following:

Different kinds of GO activities help your body in different ways. Let's see how.

Stand up and feel the bones in your arms. Some GO activities help your bones stay strong. The GO activities that do this best are the ones in which you jump or put weight on your bones. Jump-roping and running are two examples of GO activities that help your bones stay strong. What are some others? (*Possible answers:* Jumping jacks, jumping on a trampoline, gymnastics, walking, playing catch, softball, kickball, soccer, roller-skating)

Now feel the muscles in your arms and legs. Some GO activities help your muscles get strong and stay strong. For example, walking, running and doing jumping jacks help your leg muscles. Doing push-ups helps your arm muscles. Doing sit-ups helps your stomach muscles.

Now use those leg muscles to run in place as I count to 20. Take deep breaths as you run. [Lead participants in running until you count to 20.] Did you feel your lungs get bigger each time you took a deep breath and filled them up with air? Now feel your heart beating. Some GO activities help your heart and lungs stay healthy, especially if you do them for a while or do them fast. Running and playing kickball are two examples of GO activities that help your heart and lungs stay healthy. What are other examples? (*Possible answers:* Jumping jacks, jumping on a trampoline, swimming soccer, roller-skating, riding a bike)

Do you think there are any GO activities that help your heart and lungs and also your muscles? (Yes) That's right! Swimming and bike riding are examples. And a few GO activities—like running, jump-roping and doing jumping jacks—help your muscles, heart and lungs, *and* your bones!

2. DISCUSSION

A. Explain the idea of energy balance by saying or paraphrasing the following:

Let's think about balance. Raise your hand if you've ever seen a see-saw on a playground. [As needed, describe a see-saw.] When two baby bear cubs the same size are on the see-saw, what happens? (The board goes straight across.) The see-saw is balanced. What happens if one cub gets off and a big, tall mamma bear takes its place on the see-saw? (That end of the see-saw goes down to the ground.) Now the see-saw is out of balance.

Your body can be in balance or out of balance—but in a little different way than a see-saw is.

What does your body need so it can grow, move, and do all the other things it does? (Food) Raise your hand if you've heard the word *calories* before. Food contains energy your body uses, and a calorie is unit of food energy.

Different foods contain different amounts of calories. For example, a small apple contains about 60 calories. So you take in about 60 calories' worth of energy from eating it.

Most GO foods contain fewer calories than SLOW and WHOA foods. That's because GO foods usually contain less fat and added sugars—and fat and added sugars supply a lot more calories.

Kids your age need from around 1,500 to 2,000 calories a day. When your body uses up all the calories in the foods you eat each day, it's in energy balance. Doing lots of GO activities and eating mostly GO foods help your body stay in energy balance.

What do you think happens if you take in fewer calories than your body needs? (Your body will get out of energy balance, and over time you may lose weight.)

What do you think happens if you take in a lot more calories than your body needs and can use? (Your body will get out of energy balance, and over time you may gain weight.) You're even more likely to gain too much weight if you don't do enough GO activities or if you eat a lot of WHOA foods.

3. GAME

A. Tell participants they're going to play a game to help them understand what can make their body get out of energy balance. Tell them that first, they're going to practice the exercises they'll do during the game. Have them quickly practice each of the following: knee lifts, arm circles, toe touches, jumping jacks and invisible jump-rope.

B. Hold up one of the Food Cards, and say or paraphrase the following:

I'll call on kids one at a time to turn over one of these Food Cards. They'll read the four things on it: a food; whether it's a GO, SLOW or WHOA food; an exercise; and the number of times everyone will do that exercise. Then we'll all do the exercise together.

Pay close attention to the foods and the number of times you do the exercises. See if you can figure out a pattern.

When you do the exercises, be careful not to bump into other kids. Also, stay on your feet and don't lose your balance.

C. Play the game until all the cards have been turned over, or as time allows. Then say or paraphrase the following:

What was the pattern between the kinds of foods and the number of times you did the exercises? (You did an exercise only 5 times for a GO food, but 10 times for a SLOW food and 15 times for a WHOA food.)

Why did you have to do the exercises the greatest number of times for the WHOA foods? (When you eat a lot of WHOA foods, you need to do more exercise for your body to use up the calories in them.) **WHOA foods usually contain more unhealthy kinds of fat and added sugars.**

What did we say can happen if you eat a lot of WHOA foods—especially if you don't do enough GO activities? (Over time you might gain too much weight.)

If you eat GO foods more than SLOW foods, and SLOW foods more than WHOA foods—and if you do GO activities just about every day — you'll help your body stay in energy balance. You'll also have lots of energy to do all the things you want to do.

Eat Better
Move More

Week 3
Go *GO* Fruits!

Eat Better

Move More

Lesson 3: Go GO Fruits!

Items You Will Need for Student Education:

- Water tasting (Prepare the Citrus water from the Water Recipe handout. Make the beverage to offer a tasting to students.)
- Small cups for tasting (1 per student)
- Oranges (cut into slices for tasting); 1 bag per student
- Hand wipes (hand washing)
- Curriculum: Lesson 3
- Canned peaches in syrup (emptied and rinsed)
- Canned peaches in water (emptied and rinsed)
- Small bottle orange juice (100% juice); empty and rinsed
- Small bottle orange drink juice (Ex: Sunny D, Capri Sun); emptied and rinsed
- Small bottle orange sports beverage (Ex: Gatorade or PowerAde); emptied and rinsed
- *GO, SLOW, WHOA Fruits* handout (1 per student)
- *Tricky Beverages* handout (1 per student)
- Pencil (1 per student)
- Blue, red, green, yellow and orange hula hoops (optional)

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Apple Celery Slaw* recipe card
 - *Water Recipes* handout
 - Educational Teaching Tool of your choice (optional)

In Class Activities for Students:

- Give each student a tasting of the water and an orange slice.
- Begin Lesson 3: Go GO Fruits!
 - Give each student a *GO, SLOW, WHOA Fruits* handout.
 - Give each student a *Tricky Beverages* handout.
- Give each student an *Eat Better Move More* Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Apple Celery Slaw*

- “Today, you will take home a recipe for Apple Celery Slaw.”
- “This recipe contains GO fruits and vegetables.”
- “Name the GO fruit in this recipe.”
 - Answer: Apple
- “What are some GO fruits we talked about today?”
 - Answers: Bananas, Apples, Strawberries, Blueberries, Oranges, Prunes or Grapes
- Remember, is it better to drink your fruit (i.e. 100% orange juice) or eat your fruit?
 - Answer: Eat your fruit!
- “Is it better to drink a fruit juice (100% orange juice with natural sugar) or drink a fruit-flavored drink (Ex: Sunny D or Capri Sun) with added sugar?”
 - Answer: 100% juice

Lesson 3: Go *GO* Fruits!

Theme: Fruits

OBJECTIVES

Participants will:

- Identify fruits of a variety of colors
- Identify health benefits of fruits

1. DISCUSSION

A. Say or paraphrase the following:

Fruits are great GO foods. Listen to all the good things they do for you.

- **They help your body grow the way it should.**
- **They help you stay well.**
- **When you cut yourself, they help you heal faster.**
- **They keep your eyes, skin, bones, teeth and hair healthy.**
- **Since they don't contain unhealthy kinds of fat or sugar, they help your body stay in balance.**

Fruits also help you in another important way. They give you the energy you need to do all the things you want to.

Are all fruits the same color? (No) Let's see which colors fruits can be.

B. Give each participant a *GO, SLOW, WHOA Fruits* handout. Say the name of each fruit in the chart at the top and, as needed, name the outside and inside colors and point out which part is usually eaten. Also say whether the fruit comes in more than one color. [As needed, use the information that follows.]

What are colors that fruits can be? [As needed, supply the following: red, orange, yellow, green, blue, purple.]

Some fruits, such as grapefruits and the inside of a watermelon, are pink, which is a light red. We'll put these fruits in the group of red fruits. Let's name some other fruits that the part you can eat is red. [As needed, supply the following: strawberries, cherries, cranberries, raspberries, red plum, red pear, red grapes.]

Let's name some fruits that the part you can eat is green. [As needed, supply the following: kiwi, honeydew melon, green apple, green pear, green grapes.]

Let's name some fruits that the part you can eat is blue or purple. [As needed, supply the following: blackberries, blueberries, prunes, raisins, purple plum, purple grapes.]

Let's name some fruits that the part you can eat is yellow or orange. [As needed, supply the following: banana, cantaloupe, lemon, mango, nectarine, orange, papaya, peach, pineapple, tangerine, yellow pear.]

All fruits help you in some way. But it's best to eat different kinds of fruit each day — and of different colors — whenever you can. That's because fruits of different colors help your body in different ways.

C. Tell participants that fruits make great GO snacks. Then say or paraphrase the following:

Fresh fruit, like orange slices, a banana or apple slices, are a quick snack. Raise your hand if you sometimes eat fresh fruit for a snack.

Some fruits are dried. They make great snacks too — especially when they're GO foods because no sugar has been added to them. Raise your hand if you've eaten raisins. Raisins are dried grapes!

Frozen fruit can be fun to eat. Raise your hand if you've eaten frozen grapes or some other kind of frozen fruit.

You can also buy fruit in a can. But be careful about canned fruit. A fruit is sometimes canned with very sweet syrup, and this makes it a WHOA food. Should you eat fruit canned with very sweet syrup often? (No, only once in a while) *Show cans of fruit.*

D. Point out that 100% fruit juices are GO beverages. Ask participants to name a few juices made with fruit. (*Possible answers:* apple, grape, orange) Then say or paraphrase the following:

There's something important to know about 100% fruit juices. They're a GO food, but they contain a lot of natural sugar. So it's best to drink only one small glass a day of a 100% fruit juice.

Also, if you have a choice between eating a piece of fruit or drinking a 100% fruit juice, it's best to eat the piece of fruit more often. *Show bottle of 100% juice.*

2. ACTIVITY WITH HANDOUT

- A. Point out the difference between GO 100% fruit juices and two WHOA beverages by saying or paraphrasing the following:

Did you know that drinking 100% fruit juice can be tricky? You might think that what you're drinking is a 100% fruit juice because it has the color and taste of a fruit — and maybe because there's a picture of fruit on the box or bottle.

But what you might be drinking instead is a WHOA beverage called a fruit drink. Fruit drinks contain only a small amount of juice from fruit — sometimes 5%, sometimes 10%. That's a whole lot less than a 100% fruit juice, which is *all* juice from fruit. [Either name or ask participants to name a few brands of fruit drinks.] Fruit drinks contain a lot of added sugars. That's why they're WHOA foods. *Show bottle of fruit drink and sports beverage.*

- B. Give each participant a *Tricky Beverages* handout and a pencil. Ask them which beverage is a fruit drink. (Zip-Zip) Ask them how much juice from fruits this beverage contains. (5%) Tell them to write "WHOA" in the rectangle under this beverage. Then say or paraphrase the following:

If you're not careful, there's another kind of WHOA beverage you might be drinking instead of 100% fruit juice. It's called a fruit-flavored drink. Fruit-flavored drinks are just colored sugar water. [Either name or ask participants to name a few brands of fruit-flavored drinks.] There's *no* juice from fruit in them at all. So they don't contain the vitamins and minerals that are in 100% fruit juices. But fruit-flavored drinks do contain a lot of added sugars. That's why they're WHOA foods.

- C. Ask participants which beverage on the handout is a fruit-flavored drink. (Cute Fruit) Tell them to write “WHOA” in the rectangle under this beverage. Then say or paraphrase the following:

To make sure a beverage is really 100% fruit juice, look for the number “100” on the box or bottle. The “100%” means that the beverage contains only juice from fruit, and that there’s no added sugar. Look for “100%” on the other beverage on your handout. What should you write in the rectangle under this beverage? (GO)

3. GAME (Fruit Hoops)

[*Note:* If plastic hoops aren’t available, designate each of four areas with the color cards (blue-purple, red-pink, green, yellow-orange) provided at the end of this lesson. Tape them to a wall, the floor or a piece of furniture.]

- A. Tell participants they’re going to play the Fruit Hoops Game. Point out the plastic hoops and explain the following:

The red hoop represents red and pink fruits. The green hoop represents green fruits. The blue hoop represents blue and purple fruits. The yellow hoop represents yellow and orange fruits.

B. Say or paraphrase the following directions:

You'll randomly walk fast around the hoops. When I give the cue, quickly step inside the closest hoop. Be careful not to run into anyone. Everyone in the hoop becomes a group, and this group has to agree on one fruit that's a color represented by the hoop.

One person in the group should check the sheet of paper that's in the center of the hoop. If the fruit you agreed on isn't on the list, the person will write the group's answer on the paper—neatly and not too large. If that fruit *is* on the list, the group has to think of another fruit of that color. We'll do this for several rounds.

There are two rules: (1) The color can be the outside of the fruit only if people eat that part. So can you write down *watermelon* in the green hoop? (No) (2) Throughout the game, the sheet of paper needs to stay inside the hoop, and face down except when you're writing on it.

- C. Tell participants what the cue will be for starting to walk around and for stepping inside the hoops. Have them play as many rounds as time allows.
- D. At the end, check the lists of fruits against the Fruit Hoops Game: Answer Key provided at the end of this lesson. Read aloud any fruits not on the lists.
- E. Ask participants to raise their hand if they're going to eat fruits more often for a snack. Reinforce participants for a positive response. If time allows, ask them what they intend to eat.

Eat Better
Move More

Week 4
Go *GO* Veggies!

Eat Better
Move More

Lesson 4: Go *GO* Veggies!

Items You Will Need for Student Education:

- Veggie tasting (offer one each of the following options to students)
 - Baby carrots; cherry tomatoes; broccoli; spinach
- Ranch dressing
- Hand wipes (hand washing)
- Curriculum: Lesson 4
- *GO, SLOW, WHOA Vegetables* handout (1 per student)
- *Which Vegetable Would You Try?* handout (1 per student + 1 for educator)
- Pencils or crayons (one per student)

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Sweet Potato Hash* recipe card
 - *Smart Shopping for Veggies and Fruits* handout
 - *Add More Vegetables to Your Day* handout
 - Educational Teaching Tool of your choice (optional)

In Class Activities for Students:

- Hand out veggie bag and Ranch dressing.
- Begin Lesson 4: Go GO Veggies!
- Give each student a *GO, SLOW, WHOA Vegetables* handout.
 - *Which Vegetable Would You Like to Try?* Veggie Graph activity
 - **Section B:** If you are short on time, read the question for each vegetable aloud to students.
 - Count the number of students who respond to the specific vegetable they would like to try and then mark the graph.
 - Once the activity is finished, show the graph to the class so they can mark their own graph.
- Give each student an *Eat Better Move More* Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Sweet Potato Hash*

- “Today, you will take home a recipe for *Sweet Potato Hash*.”
- “How many GO vegetables does this recipe have in it?”
 - Answer: Three (Onion, Bell Pepper and Sweet Potato).
- “It has **variety**, meaning more than one color of GO vegetable.”
- “Remember, when you eat more than one color of vegetable you are helping your body in different ways. This is the same for fruits.”
- “Now, put the recipe card in your bag and take it home to your parent.”

Lesson 4: Go *GO* Veggies

Theme: Vegetables

OBJECTIVES

Participants will:

- Identify vegetables of a variety of colors
- Identify health benefits of vegetables
- Recognize that vegetables are healthy snacks

1. DISCUSSION

A. Ask participants if their parents and teachers want them to eat a lot of vegetables. Tell them the reason for this is that vegetables help kids' bodies in many ways.

B. Say or paraphrase the following:

Vegetables are great GO foods, just like fruits. And vegetables help your body in many of the same ways that fruits do.

Do you think fruits and vegetables help your body grow the way it should? (Yes)
Do fruits and vegetables help you not get sick? (Yes) **What do fruits and vegetables help you do when you cut yourself? (Heal faster)** **Which parts of your body do fruits and vegetables keep healthy? (Eyes, skin, bones, teeth, hair)** **Finally why do fruits and vegetables help your body stay in energy balance? (Because they don't contain unhealthy kinds of fat or added sugar)**

Are all vegetables the same color? (No) Let's see which colors they can be.

- C. Give each participant a *GO, SLOW, WHOA Vegetables* handout. Say the name of each vegetable in the chart at the top and, as needed, name the outside and inside colors and point out which part is usually eaten. Also say whether the vegetable comes in more than one color. [As needed, use the information that follows.]

Asparagus: Entire vegetable can be eaten; green outside and inside

Beets: Outside part usually not eaten; purple outside and inside

Bell Peppers: Entire vegetable can be eaten; either green, red, yellow or orange outside and inside

Broccoli: Entire vegetable can be eaten; green outside and inside.

Cabbage: Entire vegetable can be eaten; either green or purple outside and inside

Cauliflower: Entire vegetable can be eaten; white outside and inside

Celery: Entire vegetable can be eaten; green outside and inside

Cucumber: Entire vegetable can be eaten; green outside and white inside

Eggplant: Entire vegetable can be eaten; purple outside and brown inside

Spinach: Entire vegetable can be eaten; green outside and inside

Sweet Potato: Outside part usually not eaten; orange outside and inside

Zucchini: Entire vegetable can be eaten; green outside and white inside

- D. Ask participants if they remember why it's best to eat fruits of different colors every day whenever they can. (Fruits of different colors help your body in different ways.) Tell them the same is true for vegetables.

2. VEGETABLE GRAPH

A. Say or paraphrase the following:

Some kids think a vegetable they've never tried before is going to be yucky. If you think this, be brave! Try a bite or two. You might like it! And even if the new vegetable doesn't taste just right the first time, don't give up. The more you try a new food, the more you'll like it.

Let's find out which new vegetable other kids would most like to try.

B. Give each participant a *Which Vegetable Would You Like to Try?* handout and a pencil or crayon. Read aloud, or ask a participant to read aloud, the question above the graph and the names of the five vegetables. Then say or paraphrase the following directions:

Look at the top of the last column. It says "Suggest Your Own." Under those words, quickly either draw a vegetable or write down the name of one. Try to think of a vegetable that a lot of kids might not have tried before. It might be a vegetable on your *GO, SLOW, WHOA Vegetables* handout. [Allow participants time to do this.]

To complete the graph, ask the other kids which vegetable they would most like to try. Each time a vegetable is named, mark an X in a box in the column for that vegetable.

Start marking X's at the bottom of the graph and go up. Make each X big enough to fill up the box. When you finish, you'll have a bar graph of the vegetables that other kids would most like to try.

C. After participants complete the activity, if time allows, have a few of them comment on their results.

D. Tell participants that vegetables make great GO snacks. Ask a few participants which vegetables they could eat at snack-time. (*Possible answers:* baby carrots, cherry tomatoes, cut-up raw vegetables like broccoli and zucchini)

E. Encourage participants to show their *GO, SLOW, WHOA Vegetables* handout to a grown-up at home. Suggest that they politely ask the grown-up to buy vegetables for them to try.

ADDITIONAL ACTIVITIES

Announce that you're going to say riddles whose answers are a vegetable. Tell participants that if they think they know the correct answer to run gently in place until you call on someone. After most participants are doing the exercise, call on one of them to answer the riddle. [**Note:** You can choose another exercise if you like.]

Either use the following riddles, make up others, or ask participants to make up others:

- I can put this vegetable on my sandwich. It's round and red. Lots of them are used to make spaghetti sauce. What is it? (Tomato)
- I can eat little sticks made from this vegetable. This vegetable is orange, crunchy and loved by rabbits. What is it? (Carrot)
- I can eat slices of this vegetable. On the outside it's green, and on the inside it's white with seeds. Pickles are made from it. What is it? (Cucumber)
- I can eat this vegetable with dip. It's green and looks like small trees. What is it? (Broccoli)
- I can cut up the leaves of this vegetable and put them in a salad. This vegetable can be green or purple. What is it? (Cabbage)

Eat Better
Move More

Week 5

GO Beverages on the Go!

Eat Better

Move More

Lesson 5: GO Beverages on the Go!

Items You Will Need for Student Education:

- Snack tasting
 - Low-fat cheese sticks (1 per student)
- Hand wipes (hand washing)
- Curriculum: Lesson 5
- Small container unflavored fat-free milk (emptied and rinsed)
- Small container unflavored 1% milk (emptied and rinsed)
- Small container unflavored 2% milk (emptied and rinsed)
- Small container unflavored whole milk (emptied and rinsed)
- Small container chocolate 1% milk (emptied and rinsed)
- Small container chocolate whole milk (emptied and rinsed)
- Empty beverages containers from Lesson 3
- *Added Sugars Experiment* handout (1 per student)
 - 6 Clear cups (at least 8 ounces)
 - Sugar cubes* (4 grams/1 teaspoon serving)
 - Popsicle sticks
 - Tape
 - Beverage images (provided at the end of lesson)
 - 3 x 5 index cards (6 each)
 - (Optional) Clean, empty 8-ounce milk carton

* *When purchasing sugar cubes, check the Nutrition Facts label to make sure 1 sugar cube is 4 grams. One cube in some brands (Ex: Domino) is only 2.5 grams.*

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Sneaky Mashed Potatoes* recipe card
 - *Make Better Beverage Choices* handout
 - Educational Teaching Tool of your choice (optional)
 - Parent Post-Assessment, ***Bringing It Home***

Eat Better

Move More

Lesson 5: GO Beverages on the Go!

In Class Activities for Students:

- Give each student a low-fat cheese stick.
- Begin Lesson 5: GO Beverages on the Go!
- Give each student an *Eat Better Move More* Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Sneaky Mashed Potatoes*

- Use the empty milk containers to teach this recipe.
- “Today, you will be taking home a recipe for *Sneaky Mashed Potatoes*.”
- “This recipe contains dairy products.”
 - “Which items fall into the dairy category?”
 - Answer: Milk and Cheese
 - “What kind of milk belongs in the GO group?”
 - Answer: Unflavored Fat-free Milk and 1% Milk.
 - “Ask your parents to use fat-free milk to make this tasty dish.”
 - Show unflavored fat-free milk and unflavored 1% milk containers.
 - “What kind of milk belongs in the SLOW group?”
 - Answer: “2% Milk, Flavored Fat-free and Flavored 1% Milk”
 - Show unflavored 2% milk and chocolate 1% milk containers.
 - “What kind of milk belongs in the WHOA group?”
 - Answer: Whole Milk, Flavored 2% Milk
 - Show whole milk container.
- “Now, put the recipe card in your bag and take it home to your parent.”

Talking Points for Parent Packet:

- “Inside your Parent Packet this week there is a survey for your parents.” (**Show *Bringing It Home* parent post-assessment.**)
- “If your parent completes the survey and sends it back, they will get another free item.” (**Show free item of your choice.**)
- “Bring the parent survey back to me at the next lesson.”

Lesson 5: *GO* Beverages on the Go!

Theme: Sugary Beverages and Water

TEACHER NOTE

Review the concept of energy balance:

Let's remember what we said about your body being in energy balance. What does your body need and use so you can do things like move and play? (Food) When your body uses up all the food you eat, your body is in energy balance. What can you do to help your body stay in energy balance? (Do lots of GO activities; eat mostly GO foods)

What can make your body get out of energy balance? (Not eating enough food, which might make you lose weight over time; eating more food than your body uses up, which might make you gain too much weight over time) You're even more likely to gain too much weight if you eat more food than your body uses up *and* you don't do enough GO activities.

It's best to eat more GO foods than WHOA foods. What do WHOA foods contain that make them less healthy? (Salt, added sugars, unhealthy kinds of fat)

OBJECTIVES

Participants will:

- Distinguish between natural and added sugars
- Compare 100% fruit juices and sugary beverages in terms of nutrients and amount of sugar
- Explore the extra calories and possible weight gain associated with drinking sugary beverages
- Identify health benefits of drinking water
- Identify water as a GO beverage

1. DISCUSSION

TEACHER NOTE

“Soft drink” is used in the CATCH Kids Club program. If participants call this type of beverage “soda,” “pop,” “soda pop,” or “coke” you may want to do one of the following: (1) point out that “soft drink” refers to the same type of beverage; (2) substitute the word they use for “soft drink” throughout the lesson.

A. Explain the difference between natural and added sugars by saying or paraphrasing the following:

Today, we’re going to talk about beverages. What does *beverage* mean? (Something you drink) **Do you think all beverages are GO beverages?** (No) **Let’s find out why.**

Does apple juice taste sweet? (Yes) **Does a soft drink taste sweet?** (Yes) **It’s true that they’re both sweet. But did you know that one of these beverages is a GO beverage and one of them is a WHOA beverage?**

The kinds of sugar in 100% fruit juices are natural sugars. They’re already in the fruits used to make the juice. When you eat and drink foods and beverages like fruits, vegetables, grains, milk and 100% fruit juice, that contain natural sugars, you’re also getting vitamins and minerals from those foods and beverages that help you stay healthy. *Show 100% juice bottle.*

Other foods and beverages contain sugar that has been added during processing, like white sugar, brown sugar and corn syrup. Those kinds of sugar are usually added to the food in the factories that make them. Sometimes the person who cooks a food adds sugar. Sometimes the person who eats a food adds sugar. Raise your hand if you’ve ever added sugar to a food.

Foods that contain natural sugars are mostly GO foods.

Let’s call beverages that contain added sugars “sugary beverages.” Do you think soft drinks are the only kind of sugary beverage? (No)

B. Tell participants that a few kinds of milk are GO beverages. Say or paraphrase the following:

Do some kinds of milk taste sweeter than others? (Yes) Which kinds taste sweeter? (Milk with flavoring, like chocolate or strawberry) The flavoring contains a lot of added sugars. *Show chocolate 1% and chocolate whole milk containers.* Plain, unflavored milk doesn't contain any added sugars.

Some kinds of milk contain more of an unhealthy, solid fat than others. This fat is called saturated fat. The kind of milk that contains the most saturated fat is called whole milk. Do you think whole milk is a GO or a WHOA food? (WHOA food) One kind of milk, called fat-free milk, contains no saturated fat. Another kind, called 1% milk, contains just a small amount of saturated fat.

Which kinds of milk do you think are GO beverages? (Plain fat-free milk, plain 1% milk) *Show unflavored fat-free and 1% milk containers.*

C. Have participants name all the GO beverages they've just heard about. (Water, 100% fruit juices, plain fat-free milk, plain 1% milk.)

D. Say or paraphrase the following:

The strawberry and chocolate 1% milk are SLOW foods. That means it's in between GO and WHOA kinds of milk. *Show chocolate 1% milk container.*

2. DISCUSSION AND QUIZ

- A. Tell participants that now they're going to learn about another GO beverage — and that this one contains no sugar at all. Say the following:

I'm going to describe a scene. Listen carefully. Play like you're the kid in the scene. Do all the actions the kid would do.

"It's a really hot day. You're running on the playground. You're throwing balls. You're catching balls. Now it's time to walk to the school building. You walk inside to the water fountain. You lean over. You take a long drink of water."

How does the water taste?

- B. Have several participants answer the question. Encourage them to use descriptive words. Have participants sit down. Then say or paraphrase the following:

Water tastes great when you're thirsty. Did you know that this GO beverage also helps your body in many ways? When you were the kid in the scene, did you bend your arms and legs when you were running and playing catch? Water helps you bend parts of your body.

Listen to other ways that water helps your body.

- **It helps you fight off illness.**
- **It helps your body cool off when it's too hot.**
- **It helps your blood move through your body.**
- **It helps your body get rid of the parts of food it can't use.**

- C. Tell participants now they are going to do an added sugar activity. Complete the activity on the following page.

ADDED SUGARS EXPERIMENTS

MATERIALS

- 6 Clear cups (at least 8 ounces)
- Sugar cubes (4 grams/1 teaspoon serving)
- Popsicle sticks
- Tape
- Beverage images (provided in lesson packet)
- *Added Sugars* handout (1 per student)
- 3 x 5 index cards (6 each)

Instructions for Experiment Prep:

- Create an index card for each of the six beverages in the table below with the following information:

Side 1:

Beverage name

Quantity (8 ounces for each beverage)

Grams of added sugar

Side 2:

Grams of added sugar

Teaspoons of added sugar

- Added sugar calculations

| | |
|--|---|
| Soda: 28 grams of added sugar; 7 tsp; 7 sugar cubes | Sweet tea: 20 grams of added sugar; 5 tsp; 5 sugar cubes |
| Unflavored fat-free milk: 0 grams of added sugar; 0 tsp | Flavored fat-free milk: 12 grams of added sugar; 3 tsp; 4 sugar cubes |
| Gatorade: 16 grams of added sugar; 4 tsp; 4 sugar cubes | Water: 0 grams of added sugar; 0 tsp; 0 sugar cubes |

- Assemble cups with the beverage images.
 - Tape beverage images to popsicle sticks.
 - Tape popsicle sticks to the inside of cups. (The images should be above the top of the cup rims.)

Introduction and Instructions for Students:

Display the six empty cups on a table. Hand each student an *Added Sugars* handout. Explain that in this experiment, students will answer the question:

Which beverage has the most teaspoons of added sugars? Do you drink any beverages with added sugars?

Have students write down each beverage on the handout (Row A). Then have students hypothesize which beverage they think has the most sugar added and record answer under “My Hypothesis”. Have them write the number of teaspoons they think the beverage contains (Row A). After students make their predictions, place the index cards in front of cups. Side 1 facing front. Students will learn how many grams of added sugars are found in each beverage.

Have students write the number of grams from each beverage card on their handout (Row B). Next, they will calculate the equivalent amount in teaspoons. Give them the formula that 1 teaspoon of added sugar equals 4 grams. They will need to divide the total amount of added sugars in grams by 4. They should do these calculations on their handouts. Once they have done the calculation, have students write the grams on the handout in Row C. Turn the index card over to Side 2 for them to check their work.

Next, select a student volunteer to display the amount of added sugar in each drink by measuring out the sugar cubes into each labeled cup. Allow students to note their observations, analyses and conclusions, and reflection of the *Added Sugars* experiment on their handouts.

Are any of these results surprising? Were your predictions correct? What does this tell you about the amount of added sugars you consume? What are some healthier GO beverages you can choose instead?

This experiment was modified from the Serving Up My Plate Grade 3-4 from the U.S. Department of Agriculture. Available at <http://teamnutrition.usda.gov>

Complete this activity if time allows.

D. Tell participants you're going to quiz them on what they already know about water. Say or paraphrase the following directions:

This is a true-false quiz about water. But it isn't a quiz you take with pencil and paper. Instead, do five toe touches if you think a statement about water is true. Do five fast marches in place if you think a statement about water is false. Here's how you can remember what to do: Do "toe touches" for "true" because both *true* and *toe touches* start with the letter *t*. Do "fast marches in place" for "false" because both *false* and *fast* start with the letter *f*. After you've let me know if your answer is "true" or "false," I'll say the correct answer.

Read each statement below. After participants have indicated their response, read the explanation that follows it.

1. **When you're doing any type of exercise, you should drink a sports drink instead of water.**

FALSE: You might need to drink a sports drink *only* if you've been exercising hard for more than an hour or in very hot weather. In any other exercise situation, all the sugar and sodium in sports drinks do your body more harm than good — and water is what you really need.

2. **You should drink 3 to 4 glasses of water every day.**

FALSE: You should drink 6, 7 or 8 glasses of water every day. That's the amount that would fill up 6, 7 or 8 of the milk cartons in the school cafeteria. Six to 8 glasses a day may sound like a lot. But your body depends on water to work right.

3. **A flavored bottled water that contains vitamins is a healthier choice than either plain bottled water or tap water.**

FALSE: Most types of flavored bottled water, whether they contain vitamins or not, also contain sugar. One brand contains almost as much sugar as a soft drink. The best thing to do is to drink tap water and then get vitamins from foods. This way, you'll take in less sugar and help yourself stay at a healthy weight. You'll also save money.

4. **If you've been exercising hard for more than an hour, a glass of low-fat milk will get water back into your body the same as a sports drink will.**

True: Milk contains the same minerals that are added to sports drinks to help get water back into your body.

Eat Better
Move More

Week 6

Putting It All Together

Items You Will Need for Student Education:

- ***Putting It All Together*** post-assessment (1 per student)
 - Read the Educator Instructions Guide before conducting the post-assessment
- Salad tasting; Allow students to make their own salad. Bring any of the vegetables from tasting days, fruits (examples: blueberries, mandarin oranges), low-fat shredded cheese and Ranch dressing cups (1 per student). Remember to bring serving utensils.
- Small disposable salad bowls (1 per student)
- Disposable forks or spoons (1 per student)
- Hand wipes (hand washing)

Items for Students to Take Home to Parents (Parent Packet):

- Assemble a Parent Packet for each student.
 - Eat More Fruits and Veggies bag (optional)
 - *Tasty Taco Dip* recipe card
 - Educational Teaching Tool of your choice to give to the parents for completion of the parent post-assessment

Items to Collect from Students:

- Collect Student Post-Assessment, ***Putting It All Together***
- Collect Parent Post-Assessment, ***Bringing It Home***

Eat Better Move More

Lesson 6: Putting It All Together

In Class Activities for Students:

- Give each student the **Putting It All Together** post-assessment. Read each question aloud to the class. Collect completed assessments when finished.
- Allow each student to make their own personal salad.
- Give each student an *Eat Better Move More* Parent Packet.

Each student will use the recipe card for the discussion below, which should take place at the end of the lesson.

Recipe Introduction: *Tasty Taco Dip*

- "Today, you will take home a recipe for *Tasty Taco Dip*."
- "It is important to choose healthy snacks for our diet."
- "This tasty snack has a variety of *GO* vegetables."
- "Can you think of an extra *GO* vegetable you want to add to this recipe?"
- "Before you try this tasty dish, what *GO* activity can you do after school?"
 - "Maybe walk, run or play sports?"
- "Now, put the recipe card in your bag and take it home to your parent."

Office Management:

IMMEDIATELY

- Organize student and parent post-assessments according to instructions on page 8.
- Mail class roster, student post-assessments and parent post-assessments to AU state staff immediately.

Apenndix C
Text Message Database

| 2017-2018 BQP Text Message Schedule | | |
|-------------------------------------|-----------------------|---|
| Date | Description | |
| 6/1/18 | SSB | Most fruit drinks have lots of added sugar. If your kids love juice, buy 100% fruit juice, but limit to 1 cup a day. |
| 6/4/18 | Other | We need vitamin D to help our bodies get calcium from foods. Try scrambled eggs for vitamin D and low-fat cheese for calcium. |
| 6/6/18 | SSB | A can of regular soda has almost 10 teaspoons of sugar. That's more than you should have in a whole day! Rethink your drink. |
| 6/8/18 | Other | To save money, plan ahead. Make a grocery list and stick to it. Don't go to the store hungry if you can help it. |
| 6/11/18 | SSB | Stay cool this summer by taking your own water bottle everywhere you go. |
| 6/13/18 | Fruits and Vegetables | Out of sight, out of mind. Keep cut-up veggies and fruits in see-through containers in the fridge so they are easier to spot. |
| 6/15/18 | Fruits and Vegetables | Dried fruit has fiber and vitamins, but also can have a lot of added sugar. Look for NO ADDED SUGAR, and choose whole fruit more often. |
| 6/18/18 | SSB | Always hungry? Maybe you don't drink enough water. Reach for a glass of water first before grabbing an extra snack. |
| 6/20/18 | SSB | Do you drink whole milk? One cup of whole milk has as much saturated fat as 5 strips of bacon! Give low-fat milk a try. |
| 6/22/18 | Fruits and Vegetables | Helpful Hint - Bagged spinach stays fresh longer when stored in a sealed plastic bag or container with a dry paper towel. |
| 6/25/18 | Fruits and Vegetables | Start with small goals you can reach. Eat at least one piece of fruit every day this week. |
| 6/27/18 | SSB | The average sugar-sweetened beverage (SSB) is \$0.06 cents per ounce. Replacing ONE SSB with water could save you save you \$22 a month. |
| 6/29/18 | Fruits and Vegetables | The fiber in fruits and veggies can help you feel full, so they hold you over between meals better than chips or cookies. |
| 7/2/18 | Fruits and Vegetables | Does your fruit go bad before you eat it? You need longer lasting fruit! Apples and oranges last for weeks in the fridge. |
| 7/4/18 | | Independence Day |
| 7/6/18 | Other | Here's a smart tip. Eat slowly. It takes about 20 minutes for your brain to realize you are full. |
| 7/9/18 | SSB | Serve ice cold water with cut-up fruit for a nice treat in the summer heat. Need ideas? Check out these Water Recipes! |
| 7/11/18 | Fruits and Vegetables | Need a quick snack? Grab a whole fruit, cut-up veggies or dried fruit and nuts for "fast food" you can feel good about. |
| 7/13/18 | SSB | Watch what you sip on this summer. It takes a whole hour of walking to burn off the calories in a large glass of sweet tea! |
| 7/16/18 | Fruits and Vegetables | Kids like choices when it comes to foods. Let them choose between two healthy snacks, like an apple or carrot sticks. |
| 7/18/18 | Fruits and Vegetables | Salad makes a great light lunch on a hot summer day. Add more color and flavor with carrots, tomatoes, corn or berries. |
| 7/20/18 | SSB | A teaspoon of sugar is about 4 grams. If a food label says there are 40 grams of sugar in a serving, that is 10 teaspoons! |
| 7/23/18 | Fruits and Vegetables | Be a good role model. Let your kids see you enjoying fruits and veggies at meals and snacks. |
| 7/25/18 | Fruits and Vegetables | Kids love anything frozen. You can buy frozen berries for little ones to snack on. Serve them with yogurt for a cool treat. |
| 7/27/18 | Fruits and Vegetables | Does produce go bad before you can eat it? Buy frozen and canned fruits and veggies to stretch your food dollar. |
| 7/30/18 | Fruits and Vegetables | Carrots are cheap and always in season. Eat them raw with dressing or hummus. Dip them in peanut butter for a sweet surprise. |
| 8/1/18 | Physical Activity | Too hot outside to walk or jog? Visit a public pool near you! For exercise, try walking in the shallow end or swimming in the deep end. |
| 8/3/18 | Fruits and Vegetables | Getting your veggies every day? Start small with a goal that is easy to reach. Try eating one more helping of veggies today. |
| 8/6/18 | Fruits and Vegetables | It's National Farmer's Market Week! Check out this link to find a local farmer's market near you. http://bit.ly/2IOSoix |
| 8/8/18 | Other | How can you tell if a food has too much sodium? Read the label. The sodium number should be less than the calorie number. |
| 8/10/18 | Physical Activity | Get 10,000 steps a day, your way! Walk the dog, take the stairs or go window shopping. Just find a way to keep moving. |
| 8/13/18 | SSB | Most sports drinks have 9 teaspoons of sugar! They may be OK for active kids, but water and a healthy snack is the best fuel. |
| 8/15/18 | Fruits and Vegetables | Kids taste raw veggies in Eat Better Move More! Ask about your child's favorite veggie and serve it with salad dressing. |
| 8/17/18 | Fruits and Vegetables | Always on the go? Show kids fruits and veggies make good "grab-and-go" snacks by packing bananas or baby carrots in your bag. |
| 8/20/18 | SSB | The sugary drinks can weakened teeth and lead to cavities. Choose water! |
| 8/22/18 | Fruits and Vegetables | Canned veggies are great, but full of salt. Drain and rinse black beans and other canned veggies before using for a change. |
| 8/24/18 | Other | Have some fun in the kitchen this weekend! Kids love to play chef and like to try foods they helped make. |
| 8/27/18 | Other | Shop after you eat. It will be easier to say no to junk foods. You'll have more of your food budget for veggies and fruits. |
| 8/29/18 | Other | Look for the word "lean" on packaged ground meat. Choose meats with higher "lean" numbers like 90% and 95%. They have less fat. |
| 8/31/18 | Physical Activity | Don't have time to exercise? At work, try 10 minutes of standing at your desk 3 times a day to break up some of your hours sitting. |

Appendix D

Process Evaluation:

- 1) Discussion Guide for Facilitated Discussion
- 2) Summarized Notes from Facilitated Discussion
- 3) Themes from Facilitated Discussion

Objective: to receive input towards a process evaluation using the following outline

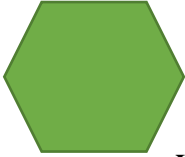
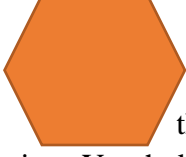
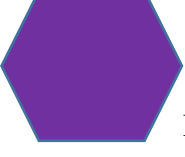

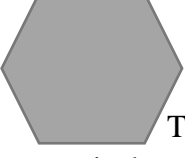
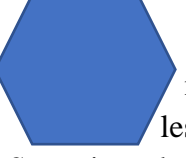
The *facilitator* poses questions below the bolded topics to prompt discussion among the group. Notes in parentheses are feedback educators have expressed during the process, in case further prompting is needed. The *note taker* writes important comments on the flip chart. To wrap up the activity, a *group representative* shares a few points with the entire room.

- **8:15 Introduction (Katie)**
 - Review reasons for providing EBMM
 - Instruct educators to sit in small groups
- **Partnering with Sites**
 - Was it easy to find sites to conduct EBMM with 4th-6th graders? Why or why not?
 - What could be done to improve or avoid the obstacles you faced?
(Example: Reach out to sites earlier)
 - When is the ideal time to begin reaching out to sites to set up summer classes?
 - Which types of sites worked best, and which did not work for EBMM?
(Example: Summer feeding sites have different children every week; camps or Boys & Girls Clubs may have been more organized.)
- **Consent/Assessment**
 - Did you find collecting consent forms and conducting assessments was easier in certain settings than others? If so, why?
 - Do you have any ideas for how to get parents to return consent forms?
- **Curriculum**
 - Did you feel prepared to teach EBM based on the leader's guide and training conference calls?
 - On average, how long did it take to conduct one lesson and activity/game?
 - Were the games/activities manageable in terms of time, class size, and supplies?
 - Did the lessons hold students' attention? If no, why not?
 - Did the students remember lessons taught from the week before and understand the GO, SLOW, WHOA concept?
 - Were students receptive to the veggie tastings?
 - Was the Added Sugar Experiment in Lesson 5 well-received?
 - Was the expanding file folder of Curriculum and Handouts helpful or would you like to see it structured more like the BQ Protocol?
- **Feedback**
 - Share any feedback from students, parents or partnering organizations.
- **Group Sharing**
 - A representative from each group will share important takeaways from their group's discussion.

Themes from Process Evaluation for *Eat Better, Move More*



Summarized Notes from Facilitated Discussion

| | |
|---|---|
|  <p>Housing Authority, Boys & Girls Clubs, Open-Door Resource Center, Summer Camps, YMCA, Community Center and Summer Feeding Sites</p> |  <p>Limited space makes it challenging to conduct some of the physical activity games in the sites. Youth did not like paperwork, but enjoyed the GO, SLOW, WHOA cards, physical activity and vegetable tastings. One educator suggested the use of crayons to help the students “buy in” to the paperwork. Some students needed help with the Added Sugars Experiment; educators recommended this activity for at least 5th grade. Supplies for the activities were manageable to find.</p> |
|  <p>Interactive lessons held the youth’s attention the most. Educators suggested that there be an instructor or leader from the site to help maintain behavior and allow the educator to focus on the teaching. Sometimes in summer groups it is hard to divide students by age; educators wanted to get younger and older students outside of the target population into another activity other than <i>Eat Better, Move More</i>, to not distract or change the demeanor of those interested in <i>Eat Better, Move More</i>. “Older kids felt they were too cool for school.”</p> |  <p>It is difficult to get parent consent mid-way through the summer. Educators suggested sending Consent Form Packets home to parents in March/April with the sign-up sheets for camps/YMCA, etc. Minimal contact with parents once the summer program has begun as brother/sister may be picking up the student. No “school folder” goes home with the student at these sites; the Consent Form Packet gets lost. Educators felt like the Consent Form Packet was too long and would like to see it condensed. Educators want to combine student and student video/photo into one form.</p> |
|  <p>Educators praised and “loved” the curriculum. “Easy to follow.” The educators thought the lessons were nicely organized. Some educators thought it was too structured for a summer program.</p> |  <p>Most educators agree it takes 45 minutes to 1 hour to conduct one lesson of <i>Eat Better, Move More</i>. Sometimes lessons were cut short by field trips and schedule changes within the organization site.</p> |

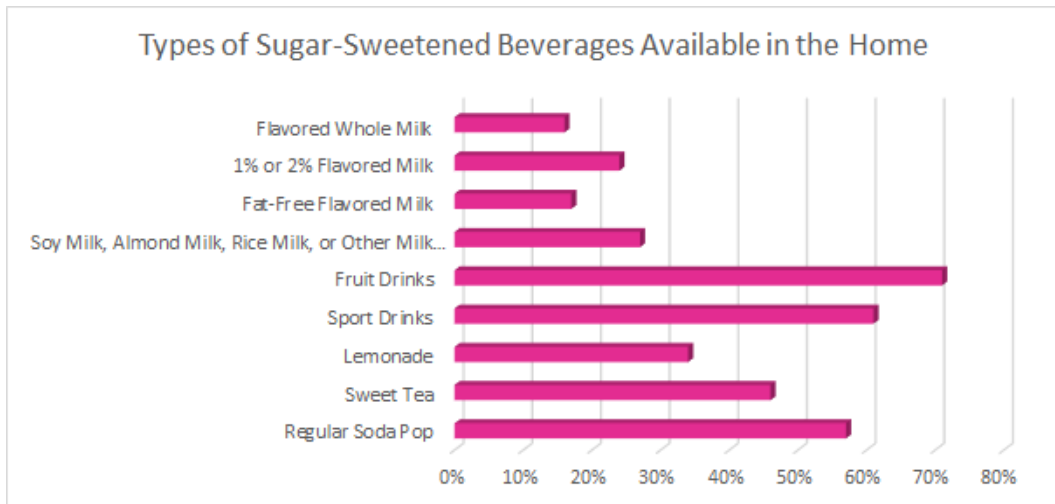
Appendix E

Data

Parents of 4th-6th Graders Survey Results in a 6-Week Nutrition Intervention, *Eat Better, Move More*

| Sugar-Sweetened Beverage Inventory | n | % | % |
|---|----------|-----------|------------|
| <i>Accessibility</i> | | No | Yes |
| Regular Soda Pop (any variety, flavor) | 256 | 58 | 42 |
| Sweet Teas (any variety, flavor) | 258 | 56 | 44 |
| Lemonade | 251 | 73 | 28 |
| Sport Drinks (example: Gatorade) | 254 | 58 | 42 |
| Fruit Drinks (example: less than 100% juice, Capri Sun) | 251 | 48 | 52 |
| Soy Milk, Almond Milk, Rice Milk, or Other Milk Alternatives (DO NOT include unsweetened varieties) | 251 | 76 | 24 |
| Fat-Free Flavored Milk (strawberry or chocolate) | 252 | 88 | 12 |
| 1% or 2% Flavored Milk (strawberry or chocolate) | 254 | 80 | 20 |
| Flavored Whole Milk (strawberry or chocolate) | 255 | 85 | 15 |

Parents of 4th-6th Graders Survey Results in a 6-Week Nutrition Intervention,
Eat Better, Move More



Parents of 4th-6th Graders Survey Results in a 6-Week Nutrition Intervention,
Eat Better, Move More

