Childhood and Adolescent Overweight & Obesity Awareness Raising Campaign

Central Coast, NSW

Project Report 2003 - 4

Q4: Live Outside the Box Project Report 2003-04
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ACKNOWLEDGEMENTS

Central Coast Health’s Health Promotion Unit, together with the Nutrition Department, wish to thank our project partners:

We would like to acknowledge the support of:

- NSW Cancer Council
- Central Coast Division of General Practice
- NSW Dept Tourism Sport & Recreation, Central Coast Regional Office
- Wyong Shire Council
- NSW Department of Education and Training
- Central Coast District Council of Parents & Citizens Associations
- Secondary Schools Principals Council
- Teacher Education, Central Coast Campus, Newcastle University
- Catholic Schools Office, Diocese of Broken Bay
- Gosford City Council
- Primary Schools Principals Council

As well as Central Coast Health representatives including:

- Allied Health
- Health Improvement & Information Services
- Youth Health
- Public Health Unit
- Nunyara Aboriginal Health Unit
- Division of Children, Women & Families
- GP Collaboration Unit
- Division of Community Health
- Families First
INTRODUCTION

Obesity is a global epidemic and poses a major public health problem in Australia\(^1\). During the ten years from 1985-1995, the prevalence of overweight amongst Australian children doubled and obesity tripled. Evidence suggests this is due to an increase in sedentary behaviour, a decrease in participation in physical activity, and an increase in the consumption of energy dense foods\(^2\).

“Obesity is the most common health issue facing our children today and the consequences are serious. Overweight and obese children are at risk of developing many health problems including diabetes, high blood pressure, high cholesterol and eventually cardiac disease. Problems that were traditionally only seen in adults are now being seen in children.” (Dr Adam Buckmaster, Staff Specialist Pediatrician for Central Coast Health).

The issue is complex and requires a combination of strategies. Increasing physical activity, reducing sedentary behaviour and reducing consumption of energy dense, high fat and high sugar foods are the key elements. Changes in supportive environments and policies are essential for supporting parents in any behaviour change for their children.

CENTRAL COAST OBESITY FORUM

In response to the NSW Childhood Obesity Summit in September 2002, the Central Coast Health’s Health Promotion Unit, in consultation with the Nutrition Department, decided to tackle the issue locally.

In June 2003, the Health Promotion Unit (HPU) invited a number of leading figures from local government and non-government agencies to a forum on tackling the issue of childhood and adolescent overweight and obesity. The agencies were seen as being some of the major stakeholders and leaders for the Central Coast Community in taking action on this issue.

Leaders represented the following agencies:
- Division of General Practice
- Primary School Principals Council
- Gosford City Council
- NSW Dept of Sport & Recreation, Central Coast Regional Office
- Wyong Council,
- NSW Dept of Education & Training
- NSW Cancer Council, Central Coast Region
- Secondary School Principals Council
- Teacher Education, Central Coast Campus, Newcastle University
- NSW Cancer Council, Hunter Region
- Catholic Schools Office, Diocese of Broken Bay
- Central Coast District P&C Association

Central Coast Health representatives included:
- Health Promotion Unit
- Nutrition Department
- Allied Health
- Health Improvement & Information Services
- Youth Health
- Public Health Unit
- Nurning Aboriginal Health Unit
- Division of Children, Women & Families
- GP Collaboration Unit
- Division of Community Health
- Families First

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\(^1\) NHMRC. Acting on Australia’s weight: A strategic plan for the prevention of overweight and obesity. 1997.
\(^2\) Magarey et al. MJA 2001; 174:561-564

Q4: Live Outside the Box Project Report 2003-04
The HPU was very encouraged by the number of existing activities and partnerships amongst Central Coast agencies.

The aim of the forum was to explore how those activities and partnerships could effectively begin to raise community awareness of the magnitude of childhood and adolescent overweight and obesity, and generate community discussion.

The commitment and enthusiasm from all agencies on the day generated some exciting ideas for action. These ideas provided a good starting point, but required further development to bring about effective results. Fortunately, the commitment from agencies helped make this manageable.

The Central Coast was well placed by having the partnerships and commitment from agencies to begin this community awareness process.

Following is a summary of presentations made at the forum, along with a summary of ideas for collaborative actions. Each agency also made brief presentations about the current related work from their agency.

<table>
<thead>
<tr>
<th>Presentations from the forum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation by Bill Bellew, Director for the Centre of Health Promotion NSW Health – summary from Obesity Summit</td>
</tr>
<tr>
<td>• Presentation by Dr Peter Lewis, Director Public Health Unit – local figures on childhood overweight and obesity</td>
</tr>
<tr>
<td>• Presentation by Wendy Harris – elements of effective public messages</td>
</tr>
<tr>
<td>• Presentation by Dawn Vanderkroft – Area Manager of Nutrition</td>
</tr>
<tr>
<td>• Summary of the updates from agencies</td>
</tr>
</tbody>
</table>

Ideas for collaborative action

The main suggestions from the forum included:

1. Agencies to utilise their existing communication channels to:
   - Distribute information “triggers” to be generated by the Health Promotion Unit that target contributing factors to overweight and obesity. For example, TV, advertising, computer games, fast foods, etc.
   - Raise the profile of existing projects or actions in the context of addressing obesity in children and adolescents.

   **Action by:** Health Promotion Unit and all agencies

2. Community Event – a one month blitz of activities in early 2004 in schools, pre-schools, other agencies and local media. This could also tie in with Council family events.
   The working party to discuss and co-ordinate the practical and specific activities for the event.

   **Action by:** Working Party
   **Agencies include:** Health Promotion Unit, Central Coast Health, Wyong Council, Division of General Practice, Gosford High School, Youth Health Service, Nuyara Aboriginal Health Unit, Central Coast Health Nutrition Department, The Cancer Council New South Wales, Dept of Education & Training, Point Clare Primary School, Tuggerah Lakes Secondary College, Catholic Schools Office Diocese of Broken Bay, NSW Dept of Tourism, Sport and Recreation, Central Coast Region, Central Coast District Council of Parents and Citizens Associations.

3. RCMG (Regional Co-ordination Management Group) – to approach the RCMG for sponsorship or endorsement of activities.
GOALS AND OBJECTIVES

In leading this work, the Health Promotion Unit had the following goals and objectives for January to June 2004:

**Our Goal:** To increase public awareness about the issue of childhood overweight and obesity on the Central Coast and generate community actions to address the problem locally.

**Who are we targeting?** Parents of primary & high school children, teachers, general community

<table>
<thead>
<tr>
<th>What are we going to achieve?</th>
<th>How do we know we are making a difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raise the profile of the childhood obesity in the Central Coast community by:</td>
<td></td>
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<tr>
<td>• Continuing to distribute Q4 question and answer articles to schools and other media outlets monthly.</td>
<td>• By recording the distribution of the Q4s monthly.</td>
</tr>
<tr>
<td>• Launching the <em>Q4: Live Outside the Box Campaign</em> in Central Coast Schools in February and maintaining profile in the local media</td>
<td>• Level of coverage of the <em>Q4: Live Outside the Box</em> Campaign in the local media</td>
</tr>
<tr>
<td>• Conducting the Secondary School <em>Design a TV Commercial Competition</em></td>
<td>• The number of entries submitted from secondary schools and students</td>
</tr>
<tr>
<td>• Conducting the Primary School <em>Passport Competition</em></td>
<td>• The number of primary schools participating in the competition</td>
</tr>
<tr>
<td>2. Maintain support and advocacy from key stakeholders by:</td>
<td></td>
</tr>
<tr>
<td>Continuing regular meetings and communication with the Working Group</td>
<td>• The level of attendance and actions developed from the working group</td>
</tr>
</tbody>
</table>

**Q4: LIVE OUTSIDE THE BOX**

From August 2003, the working group developed a high profile awareness raising campaign, led by the Health Promotion Unit. The event launched in February 2004, known as *Q4: Live Outside the Box*, was designed to raise community awareness about the components of our daily lives that contribute to the increasing rate of overweight and obesity in children and young people. These include, but are not limited to, television watching, computer games, takeaway and convenience foods.

The name for the campaign was adapted with permission from the “Live Outside the Box” campaign run by Alberta Sport, Recreation, Parks and Wildlife Foundation.

**Q4 Awareness Raisers**

In the lead up to the *Q4: Live Outside the Box* campaign, awareness raisers known as “Q4’s” were distributed to schools and various agencies. The Q4’s are a series of questions and answers about childhood and adolescent overweight and obesity (see Appendix 1 for examples). They were designed to get people to ask questions, and to start discussing the factors that are affecting the obesity rate. The Q4’s are used in newsletters, websites, bulletin boards and other publications relevant to families and people who work with children.

Radio ads were developed based on a selection of the Q4’s, that aired on Central Coast Radio in March 2004 during the school competitions, and also play on the website.
**School Competitions**

Central Coast Primary and Secondary Schools launched the campaign, with competitions which commenced in Term 1, 2004. The aim was to have a high proportion of Central Coast Schools participating in the competitions and to generate a high profile in the local media.

The HPU already works closely with schools on a number of related projects. The campaign supported these current projects, which dealt with issues such as healthy eating and physical activity. Before the competition started, there had been an increase in requests from schools for assistance in addressing the issue of overweight and obesity.

The design of the competitions was important to be age appropriate, and to involve as many schools and students as possible.

There was extensive consultation with representatives from both local primary and high schools in the development of the competition to ensure they did not create additional burden to teaching staff and to enhance ease of implementation.

Schools received comprehensive resources to support their involvement in the competition as well as ideas for other activities encouraging ongoing action.

**Primary School Competition**

Central Coast Primary Schools were invited to involve the whole school or selected classes in a competition to help raise awareness of the factors contributing to childhood and adolescent overweight and obesity.

Each student participated by recording their activities over 2 weeks in a passport, receiving points for:
- Limiting their television and computer use
- Being physically active every day
- Eating fruit and vegetables every day

Parents/carers were involved by signing the student's passport every day.

The Primary School Competition Resource pack was distributed to all Central Coast Primary Schools in Week 1, Term 1 2004 (see Appendix 2: Timetable of important dates).

There are 82 primary schools on the Central Coast.

Each school that entered the competition also received:
- Passports for each student
- Certificates of participation for each student
- Prize packs (3 for each year Kindergarten to Year 6)

**Points were designed to encourage and reward students for healthy activities.**

- All participating students received a certificate based on the amount of points they accumulated over the 2-week period.
- Students in each year at each school with the highest scores went into a draw to win a prize pack.
- **Prize Packs contained:** a water bottle, Frisbee, sticker and a bookmark.

**Points were also designed to encourage whole school participation**

- To be eligible for a school prize, schools submitted their score to the Health Promotion Unit
- Schools with the highest average student scores received vouchers for **sporting equipment.**
  (First Prize– $500 voucher, Second Prize– $300 voucher, Third Prize – $200 voucher)
- Prizes were awarded to the winning schools at an awards ceremony held in May 2004 (see Appendix 5 for winning schools).
Secondary School Competition

The concept for the secondary school competition was developed after consultation with SRC (Student Representative Council) representatives from local secondary schools.

The Q4: Live Outside the Box Design a TV Commercial Competition encouraged Central Coast secondary students to design a 30 second television commercial that presented overweight and obesity as an issue the audience could do something about.

The television commercial needed to target young people either 12 – 15 years old or 16 – 18 years old. Entries were required to present their commercial as a script and storyboard. Producing the commercial as a video was optional and needed to be in addition to providing the script and storyboard.

A briefing session was held for teachers and students in March 2004 to clarify the competition guidelines and answer questions about the competition.

Experts from Central Coast NBN Television, Central Coast Health (Health Promotion Unit and Nutrition Department) and a panel of youth judges assessed each commercial. They evaluated each entry based on ‘How effective the commercial was in communicating the message to the target audience’.

The judges selected six of the entries. Each finalist was given an opportunity to make a 20-minute presentation, providing entrants with another opportunity to inform the judges of how their commercial met the above criteria.

The winning commercial will be professionally produced by Central Coast NBN Television and will be broadcast on Central Coast NBN Television during third term 2004. The student(s) who developed the winning concept will be present at production of their commercial.

Prizes were given to students with the 1st, 2nd and 3rd winning entries. (Gift vouchers from Rebel Sport). The winning entries’ schools also received prizes (vouchers for sporting equipment from Ross Haywood Sports).

Students who participated in the competition received a certificate of participation. Each entrant that did not win 1st, 2nd or 3rd prize went into a lucky draw to win free passes to Erina Ice World.

Two resource booklets were distributed to all Central Coast Secondary Schools in Week 1, Term 1 2004.

There are 28 secondary schools on the Central Coast.

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PREPARING SCHOOLS

Packages developed for schools contained:

1. Information about the competitions including:
   - Background information
   - Competition Guidelines
   - Prizes for students and schools
   - Judging Criteria and Process

2. Resource Information for Teachers including:
   - Information for Nominated School Contacts
   - Timetable of Important Dates
   - Articles for the school newsletter - These articles were designed for inclusion in the school newsletter to complement the Q4: Live Outside the Box campaign by providing relevant information to parents.
   - Activity sheets - These activity sheets were developed for teachers to use as homework sheets or in-class activities to provide practical learning experiences that complemented the Q4: Live Outside the
Box campaign. Completing the activity sheets was not necessary to participate in the competition. The activity sheets focused on sedentary behaviours, advertising of junk food, physical activity and nutrition.

- Optional school activities - These activities were provided for schools to choose from to promote other Q4: Live Outside the Box activities throughout the school year.
- Useful Contacts
- Websites and other sources of information
- Support services available for students that are overweight / obese

## ENGAGING SCHOOLS

Information about the campaign and draft material was distributed to all Central Coast Schools in a variety of ways during the months of October and November 2003:

- Presentations to the Primary and Secondary Principals Meetings (Public Schools)
- Presentations to Head Teachers of: Design and Technology, Creative and Performing Arts, Student Welfare, Personal Development and Physical Education (PDHPE), English.
- Presentation to the Central Coast District Parents and Citizens Association (Public Schools)
- Mail outs to Principals of Northern Central Coast Schools (who have until 2004, been included in the Hunter District)
- Mail outs to Catholic and Independent Schools.

Letters of support from the appropriate leaders (District Superintendents etc) accompanied these packages.

This process was very important, to encourage as many schools as possible to participate in the competitions and to also encourage the school community to begin to generate their own discussion and action about the issue.

## School contact person

After draft packages were distributed to all Central Coast Schools, a reminder was sent to Principals inviting them to nominate a School Contact Person to liaise with the Health Promotion Unit for the duration of the campaign. This person allowed smooth implementation of the competition in the school, and was also valuable for evaluation for the competitions. School Contacts received incentive prizes for taking on this role.

## LOCAL PARTNERS

Local businesses were very supportive in donating prizes for the school competitions.

- Primary School Prizes donated by Ross Haywood Sports Pty Ltd, The Cancer Council NSW, Mingara Recreation Club, and The Health Promotion Unit - Central Coast Health
- Central Coast NBN Television have been very supportive as major partners by the production and broadcasting of the winning commercial in the Secondary School Competition.
- The website [www.healthpromotion.com.au](http://www.healthpromotion.com.au) was also used to promote the Q4: Live Outside the Box Campaign. The website contained links to all teacher resources, and information on the website was updated regularly as the campaign progressed.
IMPLEMENTATION

Primary School competition

Resources were distributed to all primary schools registered to take part in the competition, based on the number of students indicated on the entry form. Nearly 17000 primary students from 45 Central Coast schools took part. Due to this overwhelming response, it was necessary to have extra passports printed (see Appendix 5 for participating schools and winners). Resource packs included passports, certificates and prize packs (3 for each participating year) containing Q4 water bottles, Frisbees, stickers and book marks.

The official launch of Q4: Live Outside the Box was held at Berkeley Vale PS, which was chosen in recognition of effort they had been making to address healthy weight at their school. BVPS captains explained the competition to the assembly, and then year 6 students performed a play demonstrating how the primary school passport worked. District Superintendent of NSW Dept Education Bill Lowe gave support from that area, then Dr Stephen Christley, CEO Central Coast Health, launched the campaign by throwing Q4: Live Outside the Box Frisbees into the assembly.

Regular contact was made with the school contact person, offering reminders to use school newsletter articles and classroom activities and alerting them to important dates. Schools submitted their final score (average score of students in their school over the two week activity) to the Project Officer.

Schools were informed of the results of the competition via fax, and were also sent a report detailing average scores for all schools and participation rates (see Appendix 7). An awards ceremony was held to present primary schools with their prizes, as well as to present campaign partners with recognition awards.

Secondary School competition

Regular contact was made with high schools, alerting them to important dates throughout the competition.

Entries were initially evaluated according to the general entry requirements of the competition: each entry had to include the Q4: Live Outside the Box branding, and be presented as a script and storyboard. Entries that did not meet these requirements were not included for further consideration in the competition. The remaining entries were ranked in order to determine the top three entries to be presented to the judging panel. Due to the high quality of the entries, six were chosen to make a presentation about why they had chosen their concept and how it fulfilled each of the criteria set out in the competition guidelines (see Appendix 8).

The winning entries were selected at the conclusion of the presentation session (see Appendix 7). Production of the commercial has been delayed, with this scheduled to commence late August. It is anticipated a “Premiere Event” will be held to showcase the commercial when it is due to go to air.

PUBLICITY

- Q4 Awareness Raisers – Adapted Q4s played on Central Coast Radio during the Primary school competition. Q4s also continued to be distributed through agencies that attended the initial Forum.

- Launch of the Q4: Live Outside the Box Campaign and in particular, the School Competitions occurred during the last week of February. Use of newspaper, television and radio ensured a wide profile of the campaign.

- Central Coast NBN Television ran related stories as news items during the school term.

- Newsletter articles were provided for schools newsletters to reach parents and carers of school students.

- Schools were encouraged to generate their own publicity and to promote what was happening in their schools.
Winners of both school competitions were publicised in local newspapers, on local radio and on television.

The winning TV commercial of the Secondary School competition will be broadcast locally and in Newcastle in September 2004. This commercial will help raise and maintain the profile of the Q4: Live Outside the Box Campaign.

**EVALUATION / FUTURE DIRECTIONS**

The goal of the Q4: Live Outside the Box Campaign was initially to raise awareness of the Central Coast Community about the issue of childhood and adolescent overweight and obesity. The key indicators of achieving our goal were:

- The participation rates by Central Coast Schools in the competition
- The level of interest or support generated by the entire campaign within schools and the wider community
- Changes that occurred or action taken within schools and the wider community
- The amount of publicity generated in the local media
- General inquiries
- Requests from schools for support for new activities

**Key results – Primary school competition**

To evaluate the success of the primary school component of the campaign in raising awareness of the factors contributing to childhood overweight and obesity, focus groups were held with students, and parents and teachers were surveyed. Media surrounding the campaign, participation rates and anecdotal feedback were also recorded:

- Close to 17,000 (65%) of students from Central Coast schools involved
- 100% of parents surveyed rated the campaign as “Excellent” or “Good” (n=98)
- 100% of schools found the competition easy to implement and wish to take part next year (n=29)

Strong positive results from the evaluation support running the competition in Primary schools in Term 1, 2005. The campaign has the support of NSW Health, and there has also been interest from NSW Cancer Council and The Premiers Department with a view to running Q4: Live Outside the Box statewide.

**Key results – Secondary school competition**

Evaluation of the secondary school component looked at the number of students attending competition information sessions, the number of schools and students submitting entries, the quality of the concepts generated by the competition, media coverage of the campaign and anecdotal feedback.

The quality of the concepts produced in the secondary school component was strong, and the campaign was received positively by teachers and students. However, this component of the campaign did not reach the high levels of participation achieved in the primary school component.

Plans are underway to run an activity similar to the primary school passport in middle school (years 7 & 8) modified to appeal to this age group. There are 28 secondary schools on the Central Coast with approximately 9000 students in years 7 & 8.

Please see the full Evaluation Report for more information (Appendix 10).
Appendix 1: Sample of Q4 Awareness Raisers

**Q4: Who is telling our kids what they want to eat?**

There are approximately 8 food ads per hour during children’s television viewing times – most of these ads promote foods high in fat, sugar & salt!


**Q4: What’s the cost?**

The cost of feeding a child 2 fruit & 5 veg can be as little as 43 cents a day!


**Q4: Why are we less active?**

By 2007 the worldwide market for video and computer games will be $28 - $30 billion US dollars. This is an increase of 45% in 5 years.

<table>
<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>Week 2 2/2</td>
<td>Week 3 9/2</td>
<td>Week 4 16/2</td>
<td>Week 5 23/2</td>
<td>Week 6 &amp; 7 1/3</td>
<td>Week 8 15/3</td>
<td>Week 9 22/3</td>
<td>Week 10 &amp; 11 29/3</td>
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</tr>
<tr>
<td>✓ Principal receives information packs about “Live Outside the Box” competition.</td>
<td>✓ School contact person notifies Health Promotion Unit the number of passports needed. (Appendix 2)</td>
<td>✓ Health Promotion Unit delivers passports, certificates and prizes to schools.</td>
<td>✓ School launch of Q4: Live Outside the Box Campaign.</td>
<td>✓ Teachers remind students to complete their passport entries by the end of Week 8.</td>
<td>✓ Teachers collect passports from students.</td>
<td>✓ School Contact person calculates the average point score for the school and faxes this to the Health Promotion Unit (fax sheet Appendix 6).</td>
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<tr>
<td>✓ Schools nominate a Contact Person for competition.</td>
<td>✓ Health Promotion Unit provides competition information to put into school newsletters for Term1 (Appendix 3)</td>
<td>✓ School Contact to put competition information into newsletter (Appendix 3)</td>
<td>✓ Teachers hand out passports to classes and explain competition (Parent information included).</td>
<td>✓ Teachers hand out passports to classes and explain competition (Optional) newsletter inserts and activity sheets</td>
<td>✓ Teachers remind students to start Week 1 of passport. (Optional) newsletter inserts (Appendix 3)</td>
<td>✓ Teachers present students with their certificates.</td>
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<tr>
<td>✓ (Optional) Schools decide on other activities for the term or school year.</td>
<td>✓ (Optional) Schools decide on other activities for the term or school year.</td>
<td>✓ (Optional) Schools decide on other activities for the term or school year.</td>
<td>✓ Teachers can use optional activity sheets. (Appendix 4) (Optional) newsletter inserts and activity sheets</td>
<td>✓ Teachers can use optional activity sheets. (Appendix 4) (Optional) newsletter inserts and activity sheets</td>
<td>✓ Teachers can use optional activity sheets. (Appendix 4) (Optional) newsletter inserts and activity sheets</td>
<td>✓ Principal presents prizes to students with the 3 highest scores in each year (K – 6).</td>
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Please note: Activity at your school will be complimented by a Q4: Live Outside the Box competition conducted in Central Coast High Schools, as well as a local media campaign during the same period.
Appendix 3: Secondary School Competition - Timeline of Important Dates

Q4: Live Outside the Box Project Report 2003-04

Secondary School Competition, Central Coast, 2004

**Term 1, Week 1, 27th Jan 2004**

*Q4: Live Outside the Box* competition packs delivered to schools.

**Week 7**

- Tuesday 9th March, 4-6pm
- Wednesday 10th March, 4-6pm
- Thursday 11th March, 4-6pm

Competition briefing sessions will be held at:
- Health Promotion Unit, Ourimbah
- North Lakes
- Woy Woy / Peninsula

**Term 2, week 1 Friday 30th April 2004**

Entries for the *Q4: Live Outside the Box* competition must arrive by today.

**Week 2 – 4, May 2004**

Judges will consider all entries

**Week 4 - 6, May 2004**

Presentations of the top three entries.

**Week 6, June 2004**

Winners will be announced

**Week 6 – 10 June 2004**

Production of winning television commercial to commence

**Term 3, September 2004**

*Q4: Live Outside the Box* television commercial will be broadcast on Central Coast NBN Television
### Appendix 4: Obesity Project Timeline 2003-04

<table>
<thead>
<tr>
<th>Dec-03</th>
<th>Jan-04</th>
<th>Feb-04</th>
<th>Mar-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4 to agencies</td>
<td>Q4 to agencies</td>
<td>Q4 to agencies</td>
<td>Q4 to agencies</td>
</tr>
<tr>
<td>Resources at printers</td>
<td>prepare resources to distribute</td>
<td>Q4 in paper fortnily</td>
<td>Q4 in paper fortnily</td>
</tr>
<tr>
<td>mailing list for resources</td>
<td>prepare for media</td>
<td>send resources to schools</td>
<td>launch 1st week</td>
</tr>
<tr>
<td>draft cover letter</td>
<td>start media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>article in CC Herald</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Resources back from printers</td>
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</tr>
</tbody>
</table>

1/12/2004 Start Collating Primary & 2ndry packs. Mailing labels

Arrange Q4s for newspapers fortnightly in Feb

19 Jan

Send Q4s to agencies

Arrange venue for 2ndry school briefing sessions Notify NBN - Wendy

26 Jan (Wk 1)

Post secondary school packs

Post Primary School packs

2 Feb (Wk2)

Working Group meeting 4th Feb

Start Q4s in newspapers fortnightly

9 Feb (Wk3)

School contact sends no. of passports to HPU by 10th

Fax reply to school contacts

16 Feb (Wk4)

Deliver passports, Certificates, prizes and incentive Prizes to schools

Buy gift Vouchers from Rebel Sport

23 Feb (Wk5)

Launch "LOB" campaign in papers, NBN, Radio

Arrange meeting with judging panel

1 Mar (Wk6)

Send Q4s to agencies

2 Mar (Wk7)

Hold 2ndary school briefing meetings 9, 10, 11th

15 Mar (Wk8)

Arrange judging panel for 2ndry comp for 1st week in May

Arrange date for 2ndry schools to present to judges on week of 24/05

22 Mar (Wk9)

Schools submit final score by 26th

29 Mar (Wk10)

Work out 1,2,3 prizes for primary schools

 Arrange presentations to primary schools with sponsors & media

5 Apr (Wk11)

Make presentations to winning primary schools

Develop Primary School evaluation questions

School Hols!

Notify Sponsors which primary schools won

Send thank you letter to participating primary schools with feedback

30 Apr (Wk 1)

2ndry competition entries close 30th

Conduct Primary school evaluation with School Contacts

7 May (wk 2)

Judge TV ad entries by 7th May

Arrange date with sponsors for presentation of prizes to 3 entries June

10 May (wk 3)

10th May - Notify top 3 entries of date for panel presentation for 24/05

Post Certificates to Secondary student entrants

24 May (wk 4)

Judging panel of 3 entries

Arrange media for presentation of prizes at top 3 schools

June

Notify winner and 2nd & 3rd Prizes & of date to present to schools.

Notify Lucky draw winners

July

Commence production of TV commercial

Conduct Secondary school evaluation with School Contacts

August

Send thank you letter to participating schools with feedback

Notify sponsors of secondary comp of winners

September

Broadcast commercial on NBN TV

Notify Forum members of results

October

Write up project evaluation/report
Appendix 5 – Participating & winning schools in primary school competition

Entries:

<table>
<thead>
<tr>
<th>Avoca Beach Public School</th>
<th>Northlakes Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley Vale Public School</td>
<td>Our Lady of the Rosary</td>
</tr>
<tr>
<td>Brisbania Public School</td>
<td>Peats Ridge Public School</td>
</tr>
<tr>
<td>Brooke Avenue Public School</td>
<td>Point Clare Public School</td>
</tr>
<tr>
<td>Central Mangrove Public School</td>
<td>Pretty Beach Public School</td>
</tr>
<tr>
<td>Chittaway Bay Primary School</td>
<td>Spencer Primary School</td>
</tr>
<tr>
<td>Empire Bay Public School</td>
<td>St Cecilias Catholic School</td>
</tr>
<tr>
<td>Erina Heights Primary School</td>
<td>St John Fisher School</td>
</tr>
<tr>
<td>Ettalong Primary School</td>
<td>St John the Baptist Woy Woy</td>
</tr>
<tr>
<td>Glenvale S.S.P, Narara</td>
<td>St Patricks Primary School</td>
</tr>
<tr>
<td>Gorokan Primary School</td>
<td>Tacoma Public School</td>
</tr>
<tr>
<td>Gosford East Public School</td>
<td>The Entrance Public School</td>
</tr>
<tr>
<td>Holgate Public School</td>
<td>Tuggerah Public School</td>
</tr>
<tr>
<td>Kariong Public School</td>
<td>Tuggerawong Public School</td>
</tr>
<tr>
<td>Killarney Vale Public School</td>
<td>Umina Public School</td>
</tr>
<tr>
<td>Kulnura Public School</td>
<td>Wamberal Public School</td>
</tr>
<tr>
<td>Lake Munmorah Public School</td>
<td>Wamervale School</td>
</tr>
<tr>
<td>Lakes Anglican Grammar</td>
<td>Woy Woy Public School</td>
</tr>
<tr>
<td>Lisarow Public School</td>
<td>Woy Woy South Public School</td>
</tr>
<tr>
<td>Mannering Park Public School</td>
<td>Wyong Creek Public School</td>
</tr>
<tr>
<td>Mooney Mooney Public School</td>
<td>Wyong Grove Public School</td>
</tr>
<tr>
<td>Narara Primary School</td>
<td>Wyong Public School</td>
</tr>
<tr>
<td>Niagara Park Public School</td>
<td></td>
</tr>
</tbody>
</table>

Winners:

Winners were decided by using the average point score for each participating student (calculated by schools), and then adjusting this score according to the schools participation rate.

1\textsuperscript{st} place – Central Mangrove Public School
2\textsuperscript{nd} place – Wyong Creek Public School and Spencer Public School
3\textsuperscript{rd} place - Gosford East Public School
Appendix 6 – Report sent to Primary Schools

Dear (School contact person name),

On behalf of the Central Coast Obesity Awareness Working Group, the Health Promotion Unit would like to congratulate (school name) on their participation in the Primary School Competition.

In total, 17000 students from 45 schools from across the Central Coast took part. Your results are summarised below, with information on how your score compared with other schools who entered.

**Returned passport average**

![Image](image-url)  

**Participation adjustment** – in judging the winning school, average scores were adjusted for level of participation (that is, the number of passports issued compared with the number of passports returned)

Your school’s participation rate was 62%, with the average across all schools 69%.

![Image](image-url)  

We would like to express how much we appreciate your assistance in helping to run the competition in your school. Without your help the program would not have run as smoothly and as effectively.

Enclosed is a questionnaire, which we would like you to complete on behalf of the staff at your school. This will help us to improve Q4: Live Outside the Box if it is repeated at a later date. We have conducted focus groups with students, and will also be seeking the feedback of parents about the competition. Please return in the enclosed reply paid envelope by Friday 7th May and please contact me on 4349 4869 if you would like any further information on the survey.

Regards,

Niki Kajons  
Q4: Live Outside the Box Project Officer  
Health Promotion Unit – Central Coast Health
Appendix 7 – Entrants and Winners of secondary school competition

Entries:
- Lakes Grammar School
- Erina High School
- Lake Munmorah High School

Finalists:

<table>
<thead>
<tr>
<th>Group</th>
<th>Students</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Natalie Pearce</td>
<td>Erina High School</td>
</tr>
<tr>
<td></td>
<td>Cassie Hudson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jade Roughan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katherine Lavery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ellen Patterson</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>John Dwyer</td>
<td>Erina High School</td>
</tr>
<tr>
<td></td>
<td>Brody Collier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ryan Adcock</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Candice Heckenberg</td>
<td>Lake Munmorah High School</td>
</tr>
<tr>
<td>4</td>
<td>Tahlia Sweeney</td>
<td>Lake Munmorah High School</td>
</tr>
<tr>
<td>5</td>
<td>Tom Dyer</td>
<td>Lakes Grammar</td>
</tr>
<tr>
<td></td>
<td>Kale Strawbridge</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ally Davis</td>
<td>Lakes Grammar</td>
</tr>
<tr>
<td></td>
<td>Claire Dyer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheryl Foote</td>
<td></td>
</tr>
</tbody>
</table>

Winners:

<table>
<thead>
<tr>
<th>Place</th>
<th>Students</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st place</td>
<td>Tom Dyer</td>
<td>Lakes Grammar</td>
</tr>
<tr>
<td></td>
<td>Kale Strawbridge</td>
<td></td>
</tr>
<tr>
<td>2nd place</td>
<td>Natalie Pearce</td>
<td>Erina High School</td>
</tr>
<tr>
<td></td>
<td>Cassie Hudson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jade Roughan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katherine Lavery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ellen Patterson</td>
<td></td>
</tr>
<tr>
<td>3rd place (equal)</td>
<td>Candice Heckenberg</td>
<td>Lake Munmorah High School</td>
</tr>
<tr>
<td>3rd place (equal)</td>
<td>Tahlia Sweeney</td>
<td>Lake Munmorah High School</td>
</tr>
</tbody>
</table>
# Secondary School Design a TV commercial competition

**SCORE SHEET**

ENTRY NUMBER: _________________  
TARGET AGE GROUP: ________________

Evaluate entry based on:

> *How effective the commercial is in communicating the message to the target audience*.

Please allocate a mark from 1-10 using the following guide:

<table>
<thead>
<tr>
<th>Mark ( /10)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Does not meet criteria</td>
</tr>
<tr>
<td>5</td>
<td>Meets criteria</td>
</tr>
<tr>
<td>10</td>
<td>Meets criteria very well</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark ( /10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the commercial get the audience’s attention?</td>
<td></td>
</tr>
<tr>
<td>Is the commercial’s message to the audience clear and straightforward?</td>
<td></td>
</tr>
<tr>
<td>Is the message appropriate for the age of the target audience – will they understand and believe it?</td>
<td></td>
</tr>
<tr>
<td>Will the commercial increase awareness about the factors contributing to overweight and obesity?</td>
<td></td>
</tr>
<tr>
<td>Will the commercial stand out against other commercials and messages on television and be remembered?</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ( /50)**

Evaluated by:  
Signed:  
Date: ___ / ___ / ___
### Appendix 9: Printing and Prizes Cost for the Q4: Live Outside the Box campaign 2004

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DETAILS</th>
<th>QTY</th>
<th>UNIT COST</th>
<th>COST (GST excl, unless indicated)</th>
<th>PRODUCED BY</th>
<th>PAID BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Certificates</td>
<td>A4, 4 colours, 300gsm Matt Art</td>
<td>16,000</td>
<td>$0.16</td>
<td>$2600 approx</td>
<td>Australia Wide</td>
<td>HPU</td>
</tr>
<tr>
<td>Primary Passports</td>
<td>A5, 12pp, 300gsm gloss 4 colours card cover, B&amp;W text inside</td>
<td>16,000</td>
<td>$0.37</td>
<td>$6000 approx</td>
<td>Australia Wide</td>
<td>HPU</td>
</tr>
<tr>
<td>Water bottles</td>
<td>5 colour logo</td>
<td>1000</td>
<td>$3.02</td>
<td>$3020</td>
<td>Good Gear</td>
<td>HPU</td>
</tr>
<tr>
<td>Frisbees</td>
<td>5 colour logo</td>
<td>1000</td>
<td>$3.07</td>
<td>$3070</td>
<td>Good Gear</td>
<td>Mingara ($1000) NSWCC ($1000) HPU ($1070)</td>
</tr>
<tr>
<td>Stickers</td>
<td>A4, 200x400mm, 4 colours on white gloss adhesive</td>
<td>8000</td>
<td>$0.18</td>
<td>$1450</td>
<td>Australia Wide</td>
<td>HPU</td>
</tr>
<tr>
<td>Primary Vouchers</td>
<td>First prize</td>
<td>1</td>
<td>$500</td>
<td>$500 (GST inclusive)</td>
<td>Ross Haywood Sports</td>
<td>Ross Haywood Sports</td>
</tr>
<tr>
<td>Primary vouchers</td>
<td>2nd &amp; 3rd prizes</td>
<td>2</td>
<td>2nd $300  3rd $200</td>
<td>$500</td>
<td>Ross Haywood Sports</td>
<td>HPU</td>
</tr>
<tr>
<td>Primary teacher resource</td>
<td>Colour card cover, inside text B&amp;W</td>
<td>180</td>
<td>?</td>
<td>$700 approx</td>
<td>CCH Design Dept &amp; Print Shop</td>
<td>HPU</td>
</tr>
<tr>
<td>2ndry Certificates</td>
<td>A4, 4 colours, 300gsm Matt Art</td>
<td>500</td>
<td>$1.34</td>
<td>$670</td>
<td>Australia Wide</td>
<td>HPU</td>
</tr>
<tr>
<td>2ndry vouchers</td>
<td>First prize</td>
<td>1</td>
<td>$700</td>
<td>$700 (GST inclusive)</td>
<td>Ross Haywood Sports</td>
<td>Ross Haywood Sports</td>
</tr>
<tr>
<td>2ndry vouchers</td>
<td>2nd &amp; 3rd prizes</td>
<td>2</td>
<td>2nd $500  3rd $300</td>
<td>$800</td>
<td>Ross Haywood Sports</td>
<td>HPU</td>
</tr>
<tr>
<td>2ndry students vouchers</td>
<td>1st, 2nd, 3rd prizes</td>
<td>3</td>
<td>1st $250  2nd $200  3rd $150</td>
<td>$600</td>
<td>Rebel Sport</td>
<td>HPU</td>
</tr>
<tr>
<td>2ndry TV competition info book</td>
<td>Colour card cover, B&amp;W inside. Spiral bound</td>
<td>250 (6 for each school)</td>
<td>?</td>
<td>$700</td>
<td>CCH Design Dept &amp; Print Shop</td>
<td>HPU</td>
</tr>
<tr>
<td>2ndry teacher resource</td>
<td>Colour card cover, B&amp;W inside. Spiral bound</td>
<td>250 (6 for each school)</td>
<td>?</td>
<td>$700</td>
<td>CCH Design Dept &amp; Print Shop</td>
<td>HPU</td>
</tr>
<tr>
<td>Production of commercial</td>
<td></td>
<td></td>
<td>$10000</td>
<td></td>
<td>NBN</td>
<td>HPU $5000 NBN $5000</td>
</tr>
<tr>
<td>Q4 ads in newspapers</td>
<td></td>
<td></td>
<td>$4000</td>
<td></td>
<td>Express and Advocate</td>
<td>HPU</td>
</tr>
</tbody>
</table>

**Total Cost incurred by the HPU $ 27,810**

**Total cost for project $ 36,010**
Appendix 10-: Evaluation Report

Q4: Live Outside the Box Project Report 2003-04

EXECUTIVE SUMMARY & FUTURE DIRECTIONS

Primary School Component
During Term 1 2004, Central Coast primary school students recorded TV/computer use, fruit and vegetable consumption, and time spent doing physical activity in a special “passport”. Certificates and prizes were awarded according to points accumulated for these activities over two-weeks.

To evaluate the success of the campaign in raising awareness of the factors contributing to childhood overweight and obesity, focus groups were held with students, and parents and teachers were surveyed. Media surrounding the campaign, participation rates and anecdotal feedback were also recorded.

Key results:
- Close to 17,000 (65%) of students from Central Coast schools involved
- 100% of parents surveyed rated the campaign as “Excellent” or “Good” (n=98)
- 100% of schools found the competition easy to implement and wish to take part next year (n=29)

Strong positive results from the evaluation support running the campaign in primary schools in Term 1, 2005. The campaign has the support of NSW Health, and there has also been interest from NSW Cancer Council and The Premiers Department with a view to running Q4: Live Outside the Box statewide.

Secondary School Component
Secondary students took a creative approach to combating obesity by developing concepts for television commercials that presented obesity as an issue the audience (their peers) could do something about.

Evaluation looked at the number of students attending competition information sessions, the number of schools and students submitting entries, the quality of the concepts generated by the campaign, media coverage of the campaign and anecdotal feedback.

Key results
The quality of the concepts produced in the secondary school component was strong, and the campaign was received positively by teachers and students. However, this component of the campaign did not reach the high levels of participation achieved in the primary school component.

Plans are underway to run an activity similar to the primary school passport in middle school (years 7 & 8) modified to appeal to this age group. There are 28 secondary schools on the Central Coast, with approximately 9000 school students in years 7 & 8.

INTRODUCTION

Obesity is a global epidemic and poses a major public health problem in Australia. During the ten-year period 1985-1995, the prevalence of overweight Australian children doubled and obesity tripled. Locally, rates since 1995 have worsened, with recent local surveys putting rates at well over 30%. Evidence suggests this alarming trend is due to an increase in sedentary behaviour, a decrease in participation in physical activity, and an increase in the consumption of energy dense foods.

3 NHMRC. Acting on Australia’s weight: A strategic plan for the prevention of overweight and obesity. 1997.
4 Magarey et al. MJA 2001; 174:561-564
In 2003, Central Coast agencies attended a local Childhood Obesity Forum. The Central Coast Childhood Obesity Awareness Working Group was formed at the conclusion of the forum. The Group developed a campaign for Central Coast schools to raise the profile of the health issue in the general community, particularly to parents and carers.

The event launched in February 2004, known as Q4: Live Outside the Box, aimed to raise community awareness about the components of our daily lives that are contributing to the increasing rates of overweight and obesity in children and young people. These include, but are not limited to, television watching, computer games, takeaway and convenience foods, and a lack of physical activity.

PART I - PRIMARY SCHOOL COMPONENT

For two weeks during Term 1, 2004, primary school students recorded their TV/computer use, fruit and vegetable consumption, and time spent doing physical activity in a special Live Outside the Box “passport”. Parents/carers were involved by signing the passport every day. The passport also included useful information for parents on the issues.

Points were designed to encourage and reward students for healthy activities:
- All participating students received a certificate based on the amount of points they accumulated
- Students in each year at each school with the highest scores received a prize pack.

Points were also designed to encourage whole school participation:
- Schools with the highest average student scores received vouchers for sporting equipment at an awards ceremony held in May 2004.

PERFORMANCE INDICATORS

- Number of schools participating in the competition
- Number of students participating in the competition
- Student satisfaction
- Reported student behaviour change
- Parent satisfaction
- Reported change in parent knowledge
- Teacher satisfaction
- Responses from non-participating schools
- Amount of media coverage
- Unsolicited feedback

METHOD

- **Number of schools and number of students participating in competition**
  Principals entered their school in the competition by returning a fax to the Health Promotion Unit, nominating a school contact person and providing information on the total number of students in their school, which years (K-6) were participating, and the number of students this represented.

- **Student satisfaction, reported student behaviour change, parent satisfaction, reported parent knowledge change, teacher satisfaction**
  These performance indicators were assessed using the methodologies outlined in Table 1.
Table 1. Performance indicator methodology matrix

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Student focus groups</th>
<th>Parent survey</th>
<th>Teacher survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student satisfaction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reported student behaviour change</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Reported parent knowledge change</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Parent satisfaction</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher satisfaction</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Student focus groups**
Principals from two schools involved in the competition were approached for permission to conduct focus groups with students, and the Principals then selected seven children to be involved. Each group contained one student from each participating year (K-6) and the sessions were conducted and taped by 2-3 members of the Central Coast Health Promotion Unit (HPU) and Nutrition Department. The focus groups explored children’s recall of and reaction to the competition, as well as assessing, through self-report, any behaviour changes in the relevant areas (see Appendix 2 for guidelines/questions used for the focus groups).

**Parent surveys**
A short (one-page) questionnaire was developed for parents (see Appendix 3) to assess their involvement in and rating of the competition, and any perceived increase in their knowledge of obesity issues. Parents were also asked about their perceptions of which parts of the competition children had liked/disliked, and any changes in their children’s behaviour.

Principals from the same two schools involved in the student focus groups were approached for permission to ask parents to do the survey. The survey was first piloted on 14 parents from a different school. A team of 5-8 HPU workers was stationed outside exits of the schools. Adults attending the school were asked if their children were students at the school, and if so, were asked: Do you have time to talk about a health program your school was involved in recently? If they answered yes, they were then asked - Do you remember a competition about physical activity & healthy eating your children did in March? If they answered yes, they were asked - Do you remember the name of the campaign? – this answer was recorded and the parent then completed a survey. Each parent was given a Q4: Live Outside the Box shopping bag for completing the survey.

**Teacher surveys**
A survey was sent to the nominated contact person from each school to gather feedback from teachers about issues such as the resources, the timing of the competition, ease of implementation, and their willingness to participate in the competition again (see Appendix 1). The three-page survey was posted out with each school’s competition results, asking the contact person to complete it in consultation with other teachers from their school. A reply paid envelope was included.

- **Non-participating schools**
A survey was sent to the Principal of each primary school on the Central Coast that did not participate in the competition (n = 34) accompanied by a letter of introduction and a reply-paid envelope (see Appendix 4). It assessed issues such as recall of the competition, reasons for not participating and willingness to participate if the competition was run again.

- **Amount of media coverage**
Daily scans of all local and national media were conducted, and articles/news items related to the campaign were collected or described in a central log sheet by the project officer.

- **Unsolicited feedback**
Contact from parents & teachers was encouraged by providing details of how to contact the project officer in the passport sent home with students, on the website, and all correspondence with schools. The project officer captured all feedback on a central log sheet.
RESULTS

- **Number of schools participating in competition**
  45 Central Coast primary schools entered the competition (Government, Catholic and Independent). Five of these schools did not submit final scores.

- **Number of students participating in competition**
  16,978 students received a passport and were entered in the competition, representing 65% of all primary school students on the Central Coast. 12,224 of these students (participation rate 72%) finished the competition by completing the two-week activity.

**Student focus groups**

Two focus groups were conducted at two separate schools. There were seven children representing one from each year (K-6) in each group. The responses to focus group questions were similar in both schools. The following is an overview of the responses.

**Recall of the Campaign**

There was excellent recall of the campaign 4 weeks after it concluded. The components, scoring system and even the look of the materials were easily recalled.

- “How many hours or minutes you watch TV or played the computer and how long you were active out of school and how much fruit and veg you ate…”
- “And if you win, you got a drink bottle and a Frisbee and…”
- “You recorded in the passport”
- “It has an orange background in a square box lines in it for your name grand total of points…”
- “It had a picture of two kids on the front”
- “They (parents) had to sign it each day”
- “You won by having the highest points by basically being a bit more active than the others”
- “210” (is the most points you could get in a day)
- “Watch half an hour” (TV, and still get full points)

**Student satisfaction**

Generally feelings were very positive about the program, but there was some acknowledgment that not everyone was motivated by the exercise component. Children reported going outside to play as the most rewarding aspect of the program and eating vegetables as the least rewarding.

- “It just made you want to go outside and do something rather than just watch TV and all that”
- “Um what I like about doing is running around the street about 20 times. And then I ride my bike around the house about two times”
- “It was very fun and playing with my brothers – we can go outside more eat more healthy stuff”
- “I went out more than I used to and I got to get a new bike because the gears wouldn’t work”
- “I didn’t like it because I couldn’t watch as much TV or play as much computer”
- “Not eat vegetables” (things that would make LOTB better)

**Reported behaviour change**

There were some indications of increased fruit and vegetable consumption, but consistent reports of sustained increase in physical activity.

- “I eat a lot more fruit”
- “I normally eat fruit every time when I get home until I get to my second piece. Then I go to the bathroom and I wash my face and I start doing it all over again”
- “Love vegies been doing much the same as Q4” (is that more than before Q4) “Yes because I really didn’t like vegies just ate everything mum and dad did”
- “Now every night I ask if I can have vegies nearly every night”
- “My brother and I do more laps in the pool than we used to”
Reported behaviour change (continued)

- “A long time ago when I was four I didn’t like vegies but now I do”
- “I watch less TV now”
- “I do more playing outside now”

Parent survey

117 people were approached to complete surveys. 19 declined to participate, and 98 parents completed a survey (response rate = 83%). 85.7% of respondents were the mother of the student/s, 14.3% were the father. The number of children in the family ranged from 1 (52.2%) to 3 (6.7%).

12% were successfully able to recall the full and correct name of the competition (Q4: Live Outside the Box), and another 71% recalled either “Live Outside the Box”, “Q4”, or a combination of “Q4, Outside or Box”.

Parent’s perception of student satisfaction and behaviour change is shown in Table 2.

<table>
<thead>
<tr>
<th>Aspects of LOTB child/ren liked</th>
<th>Aspects of LOTB child/ren disliked</th>
<th>Children’s behaviour that changed during LOTB</th>
<th>Change in behaviour has been maintained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limiting TV</td>
<td>30.9%</td>
<td>44.3%</td>
<td>34%</td>
</tr>
<tr>
<td>Limiting computer use</td>
<td>21.6%</td>
<td>35.1%</td>
<td>27.8%</td>
</tr>
<tr>
<td>More active play</td>
<td>88.7%</td>
<td>0%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Eating more veg</td>
<td>43.3%</td>
<td>36.1%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Eating more fruit</td>
<td>73.2%</td>
<td>7.2%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Parents indicated areas where they believed their own knowledge had changed as a result of the competition (Table 3).

Table 3. Parent knowledge change

<table>
<thead>
<tr>
<th>Knowledge about:</th>
<th>Parent knowledge that changed as a result of LOTB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limiting TV</td>
<td>22.7%</td>
</tr>
<tr>
<td>Eating more fruit</td>
<td>18.6%</td>
</tr>
<tr>
<td>Limiting computer use</td>
<td>16.5%</td>
</tr>
<tr>
<td>Eating more vegetables</td>
<td>14.4%</td>
</tr>
<tr>
<td>More active play</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

73.2% were “very involved” in the competition with their children, while 25.8% were only “slightly involved”. All respondents found it ‘Easy” or “Very Easy” to understand what they needed to do, and 100% rated the overall program as “Excellent” or “Good”.

Teacher survey

Perceived Student satisfaction

92.9% of contact teachers received feedback from students, with teachers saying some students commented on no TV, whilst others said it was nothing out of the ordinary for them. They said students were motivated, took the competition seriously and liked ownership of the diary. Teachers also said students had told them they enjoyed the challenge of the competition, and that the response spoke for itself.
Perceived Parent satisfaction
65.5% of contact teachers said parents had contacted them or other teachers about LOTB, saying they were supportive and positive, the competition was motivating, and their children were enthusiastic to gain points. Teachers said there was a lot of interest generated in households and parents had told them it had provided an incentive to improve their children’s diet.

32.1% of contact teachers said their P&C had provided feedback on what they thought of the competition saying they were positive, supportive, and gave their approval, with one P&C now running a special “healthy home cooked” lunch menu three times per term.

Teacher satisfaction
29 of the surveys sent to the contact person were returned (response rate = 64%).

96.6% rated the competition as “successful” or “very successful” in their school, and 100% of schools indicated they would participate next year.

100% felt they were kept informed in the lead-up to the competition, and that the contact from the HPU during the campaign was appropriate. 93.1% felt the resources arrived at an appropriate time and that the duration of the competition was “just right”. 66.7% felt the name Q4: Live Outside the Box was successful in promoting the campaign.

39.3% said the program had generated other activities in their school in the areas of physical activity and nutrition.

The school contact person indicated they felt it was easy to explain the competition to relevant groups, implement in their school and for teachers to manage in their classes (Table 4).

Table 4. School contact reports on explanation to relevant groups, implementation and manageability.

<table>
<thead>
<tr>
<th>Easy to…</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to teachers</td>
<td>100</td>
</tr>
<tr>
<td>Implement in school</td>
<td>100</td>
</tr>
<tr>
<td>Explain to students</td>
<td>96.6</td>
</tr>
<tr>
<td>Manage in class</td>
<td>96.4</td>
</tr>
<tr>
<td>Explain to parents</td>
<td>93.1</td>
</tr>
</tbody>
</table>

The contact person was asked how they promoted/supported the competition (Table 5).

Table 5. Promotion of LOTB in Central Coast schools.

<table>
<thead>
<tr>
<th></th>
<th>Promoted in</th>
<th>Activities to support</th>
</tr>
</thead>
<tbody>
<tr>
<td>School newsletter</td>
<td>96.6%</td>
<td>31% (extra items)</td>
</tr>
<tr>
<td>School assembly</td>
<td>93.1%</td>
<td>-</td>
</tr>
<tr>
<td>Classroom</td>
<td>89.7%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Homework only</td>
<td>-</td>
<td>3.4%</td>
</tr>
<tr>
<td>Classroom &amp; homework</td>
<td>-</td>
<td>31%</td>
</tr>
<tr>
<td>P&amp;C meetings</td>
<td>34.5%</td>
<td>-</td>
</tr>
<tr>
<td>School noticeboard</td>
<td>37.9%</td>
<td>-</td>
</tr>
<tr>
<td>Sport</td>
<td>-</td>
<td>41.4%</td>
</tr>
<tr>
<td>Canteen</td>
<td>-</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
Teachers were asked whether they had used each resource offered in the campaign, and were asked to rate their presentation, how easy they were to use, and their relevance to the subject (Table 6).

Table 6. Percentage of teachers surveyed who rated each item as “excellent” or “good”

<table>
<thead>
<tr>
<th>Item</th>
<th>Used</th>
<th>Presentation</th>
<th>Ease of use</th>
<th>Relevance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher resource</td>
<td>96.6%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>“Relevant to curriculum”, “Good to see a program introduced to a school containing all resources”</td>
</tr>
<tr>
<td>Passport</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>“Great quality”</td>
</tr>
<tr>
<td>Certificates</td>
<td>100%</td>
<td>96.3%</td>
<td>96.1%</td>
<td>100%</td>
<td>“Great quality”, “2004 printed-must be used this year”</td>
</tr>
<tr>
<td>Prizes</td>
<td>100%</td>
<td>92.6%</td>
<td>96%</td>
<td>100%</td>
<td>“Greatly appreciated by children”, “K-2 loved them, 3-6 not so much”</td>
</tr>
<tr>
<td>Website</td>
<td>44.8%</td>
<td>83.3%</td>
<td>83.3%</td>
<td>83.3%</td>
<td>“Q4 questions very thought provoking”; “Did not use due to time constraints”; “Didn’t use computers down”</td>
</tr>
<tr>
<td>Newsletter articles</td>
<td>96.6%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Homework activities</td>
<td>75.9%</td>
<td>90.5%</td>
<td>90.5%</td>
<td>90.5%</td>
<td>-</td>
</tr>
<tr>
<td>Title</td>
<td>-</td>
<td>66.7%</td>
<td>60%</td>
<td>57.1%</td>
<td>“Confusing, especially with Freedom Furniture ad”; “Kids liked the title”</td>
</tr>
</tbody>
</table>

The contact person was encouraged to make suggestions on ways to improve the resources and the overall competition. These suggestions included:

**Suggested changes to resources**
- More lesson plans for stage 1, or a unit of work for each stage on a “balanced lifestyle” (2)
- Include posters to promote the competition in school (1)
- Better prizes (1)
- More clarity on how to calculate the final scores (1)

**Suggested overall changes**
- Some schools indicated they would try to involve other staff and the canteen more next time (2)
- Title – obscure, especially the Q4 component (1)
- Include other foods (1)
- Run in term 3 (1)
- Run for 1 week (1)
- More information for parents (1)
- One school indicated next time they would use it as an opportunity to increase physical activity in their school (1)

**Feedback from teachers**
96.6% of contact teachers received feedback from other teachers in their school, saying other teachers were positive about doing the competition, found the resources ready to use and loved the classroom activities. Teachers indicated they felt it had raised awareness of the issue, and was a worthwhile activity. Some were surprised at how motivated and competitive some children were and said children were discovering things to do instead of “the box”.

Q4: Live Outside the Box Project Report 2003-04
Follow up activities
44.4% of contact teachers indicated follow up activities to LOTB were planned such as:
- Publishing school/student results in the school newsletter
- Placing a stronger emphasis on the health component of PD/H/PE lessons
- Continuing with the healthy school canteen
- Running fitness programs in class time and reviewing the daily PE program
- Highlighting nutrition in health lessons
- Discussing concerns with parents about lunches brought from home
- Incorporating LOTB activity sheets into class programs
- Introducing daily fruit for students
- Using the theme of healthy food not lollies in the Rock Eisteddfod item

32% said they would appreciate help from the HPU in doing follow up activities, with comments such as: “It would be a shame to stop competition with nothing ongoing to support healthy lifestyle”, “We are interested in knowing what other schools are doing”. In addition, 96% were interested in doing other activities coordinated by the HPU.

General comments
- “Congratulations on a wonderful resource and a fantastic promotion!”
- “WORKING TOGETHER MAKES A BIG DIFFERENCE! Appreciated your professional organisation that linked your department, the schools - and parents together.”
- “It was quite a bit of work for the school coordinator, but anything worthwhile always is. Thanks for a great promotion.”
- “We felt that the program was of great value in changing behaviour in students for two weeks and would hope for a change in values. Our school will participate next year.”

Responses from non-participating schools
Seven of the surveys sent to Principals of non-participating schools were returned (response rate 20%). Six remembered receiving information about the competition, and three said teachers in their school were using the resources sent (classroom/homework activities, newsletter articles and the website). Three had heard about the campaign during competition time through the media or other schools.

Four Principals indicated they had not participated due to time constraints, and two others said more notice was needed. Three schools said they would definitely participate next year, with the remaining four indicating they were not sure.

Comments made by Principals included:
- “The material/ideas were great. I’m sorry we were not involved”.
- “We have used some of the material in the Newsletter to inform parents of the facts on childhood obesity, but we didn’t run with the competition this year.”
- “It was a great program. I put a weekly article in the newsletter in Term 2. Great articles!”
- “We would definitely like to join in this competition next year”.

Amount of media coverage
The campaign received strong media coverage, with
- eight stories in local and state newspapers
- six radio interviews with local stations
- four stories in local television news bulletins
- eleven stories in newsletters of schools or other agencies

See Appendix 5 for a description of these stories (please note this includes coverage of both primary and high school competitions). The bulk of the interest surrounded the primary school competition.
Unsolicited feedback
There was a great deal of unsolicited feedback from schools throughout the competition, as well as anecdotal feedback from parents, students and the wider school community. This was predominantly positive (see Appendix 6). The feedback to the project officer included:

- 7 phone calls to the HPU from parents, including 2 parents with children attending non-participating schools who had seen the passport and wanted one for their child
- 4 messages from parents through e-mail or HPU staff
- 12 messages from schools about what they thought of the competition
- 7 student teachers wanting information on the project for assignments
- 3 schools wanted to enter the competition late but were unable to due to resources being exhausted, and 2 schools not on the Central Coast wanting to run the program
- 2 inquiries from other health areas

PART II - SECONDARY SCHOOL COMPONENT

In the Q4: Live Outside the Box Design a TV Commercial Competition, secondary students took a creative approach to combating obesity by developing concepts for television commercials that presented obesity as an issue the audience (their peers) could do something about. The winning concept will be professionally produced by Central Coast NBN Television and will be broadcast during third term (September) 2004. The students who developed the winning commercial will have the opportunity to be present at the production of their commercial.

Prizes were given to students for the top 3 entries, and the winning entries’ schools also received prizes. All students who participated in the competition received a certificate of participation and each entrant that did not win a prize went into a lucky draw to win free passes to Erina Ice World.

PERFORMANCE INDICATORS

- Number of schools attending competition information sessions
- Number of schools submitting entries
- Number of students submitting entries
- Quality of the concepts generated by the competition
- Media coverage
- Anecdotal feedback

METHODOLOGY

- Number of schools attending competition information sessions
  Invitations to attend information sessions were sent with resource packages. These were sent to head teachers of PD/H/PE, Design & Technology, English, Welfare and Creative and Performing Arts, as well as the Principal of each secondary school on the Central Coast. The information session was held with an industry expert to assist entrants in developing their concept. Records were kept of the number of teachers and students registered to attend the session.

- Number of schools and number of students submitting entries
  Teachers from secondary schools could nominate to be a school contact person for the duration of the competition, however this was not a requirement of entry. Students submitted entries via an official entry form, which accompanied their script and/or storyboard.

- Quality of the concepts generated by the competition
  The concepts will be viewed as being of high quality if industry experts (NBNTV) are willing to produce one or more of the concepts into a television commercial and screen this at peak viewing times for the target demographic (at their cost).
• Media coverage
Please see Primary school methodology section.

• Anecdotal feedback
Regular contact was made with secondary school teachers and the nominated contact person throughout the competition. This generated informal feedback, which was noted by the project officer.

RESULTS

• Number of schools attending competition information sessions
There were 27 students and teachers in attendance at the briefing session. One of the briefing sessions scheduled to take place was cancelled, as there were no registrations to attend.

• Number of schools and number of students submitting entries
Entires were received from 10% of Central Coast secondary schools, which represented a total of 27 students. From these entries, six were chosen to present their concept to a judging panel, with the winning entries chosen at the conclusion of these presentations.

• Quality of the concepts generated by the competition
Production of the commercial has been delayed, however NBNTV have agreed to produce at least the winning concept, with the possibility that they may also choose to produce the second placed concept.

• Media coverage
The campaign received strong media coverage, with
• eight stories in local and state newspapers
• six radio interviews with local stations
• four stories in local television news bulletins
• eleven stories in newsletters of schools or other agencies
See Appendix 5 for a description of these stories (please note this includes coverage of both primary and high school competitions). The bulk of the interest surrounded the primary school competition.

• Anecdotal feedback
Teachers reported anecdotally that many students expressed an interest in the competition, and some started entries, however when demands on their time increased due to school assessment items, they chose not to enter the competition. One school indicated they intended to run the competition with their “gifted” students, however no entries were received from that school.

DISCUSSION

The positive feedback was very strong for the primary school campaign, both on the validity of the competition components and also the delivery and ability to reach the target groups (children and their parents) about the issue. For secondary schools, participation rates were lower than hoped, however this was somewhat expected in this hard to reach group.

We see the reasons the primary school competition was so successful as the existence of strong relationships with local schools, gaining the backing of local media, strong support of key local agencies and businesses, and the underlying positive and practical message the campaign was based upon.

The success of Primary school component has led to the adaptation of the campaign to be run in years 7 & 8 of Central Coast secondary schools in 2005. From the concepts generated in the secondary school competition, an ad that appeals to the target age group will be produced and aired, which is where we see the value of that competition.