

Pan-Territorial Evaluation of
Drop the Pop

Summary Evaluation Report

Submitted by

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Executive Summary

INTRODUCTION

Drop the Pop, which originated in Nunavut in 2003-2004, currently runs across all three territories. As a school-based initiative, it is designed to increase students' awareness of the affect of sugary beverages (e.g., pop, sports/energy drinks, fruit drinks, slushies, etc.) on their health and to encourage them and their families to make healthier drink, food and lifestyle choices. Prior to 2010, the basic theme of the project was adapted within each territory based on a number of factors such as funding, personnel and community-based partnerships. The pan-territorial implementation of the 2011 event was coordinated by the Department of Health and Social Services in each territory. A total of 84 out of a possible 120 schools (70.0%) from across the territories took part in *Drop the Pop* this year.

THE EVALUATION PROCESS

The overall purpose of the evaluation presented in this report was to evaluate the implementation and selected short-term outcomes of the 2011 pan-territorial *Drop the Pop* project. A series of self-administered surveys were used to collect evaluation data. *Drop the Pop* coordinators in all registered schools that offer Grade 4, Grade 5 and/or Grade 6 were asked to complete a School Survey. Then, a sample of participating schools was selected in each territory to complete the Student (class) and Parent Surveys. Each sample school was asked to administer a survey to **one** pre-assigned class of students; Parent Surveys were linked to the Student Surveys. Forty of the 67 schools that were eligible to take part in this evaluation completed a School Survey (schools that offer Grade 4, Grade 5 and/or Grade 6) for an overall response rate of 59.7%. As well, 26 of the 31 sample schools (83.9%) participated in the evaluation. Twenty-one of the sample schools (67.7%) submitted a total of 277 Student Surveys and 120 parents from 18 of the sample schools (61.9%) completed a Parent Survey.

SUMMARY OF THE FINDINGS

The majority of the schools that took part in this evaluation had participated in *Drop the Pop* prior to 2011 and, for the most part, the parents who completed a survey reported that they were aware of the project. A number of resources were available to schools; the most frequently used were the prizes, incentives and/or coupons and the *Drop the Pop* posters. Implementation of the project was facilitated most frequently by the support of school staff/teachers and information and the support provided by the territorial governments (*Drop the Pop* Territorial Leads). As well, a number of community partners were identified that provided support to the schools including local grocery stores/businesses, school breakfast program, health centre staff and parents. 'Too many other commitments' was an implementation-related challenge schools faced. It should be noted that a significant number of schools (50.0%) indicated that the project was easy to run.

The majority of schools (76.6%) that participated in this study indicated that their students brought healthier beverages and foods to school during *Drop the Pop*. Similarly, students in all three territories reported that they drank or ate more healthy foods/beverages both at school and at home during the campaign/challenge. And, the majority of parents who completed a survey felt that their children's consumption of pop decreased while their consumption of healthy foods and drinks stayed the same during the *Drop the Pop*. They also indicated that their children had asked them to buy healthy foods, such as fresh fruits and vegetables or unsweetened drinks, for them to eat at school or at home.

The students identified what they learned about being healthy during *Drop the Pop* month. Their responses included eating more healthy foods and drinking less pop and sugary drinks. They also

commented on the high sugar content of pop. The majority of students were able to correctly identify three foods that they should eat more of (70.6%) and three foods that they should eat less of (86.3%) in order to have a healthy body and teeth.

According to the findings of this evaluation, awareness of the importance of healthy eating and lifestyle choices increased among school administration and staff as a result of *Drop the Pop*. Furthermore, the school respondents identified a number of changes made to support healthy eating including school staff modeling healthy eating and selling healthy food at school functions and in school.

RECOMMENDATIONS

The following recommendations were put forward for the future development and implementation of *Drop the Pop*. They are based on the integration and analysis of all of the evaluation findings.

1. The implementation of *Drop the Pop* should be coordinated with other nutrition-related programs offered by the schools if possible and as appropriate. How do these programs compliment *Drop the Pop*? Are there overlaps in programming? As the demands of the mandated curriculum will limit the number and types of optional programs/projects schools are able to implement, it is important that *Drop the Pop* not be in 'competition' with other similar programs if it is to succeed.
2. It is important that schools receive project-related information early in the school year so that teachers can better plan and build the campaign/challenge into their lesson plans and curricula.
3. Ensure that the implementation of *Drop the Pop* be coordinated across all three territories so that the resources, promotional items, messaging, etc. are the same.
4. Explore the feasibility of a pan-territorial *Drop the Pop* website. This would not only help to ensure consistent messaging, etc. but could provide a vehicle to share activities, events, challenges and successes with schools across the territories.
5. In order to decrease and streamline school reporting requirements, a pan-territorial, combination report/evaluation template should be developed and administered to all schools that participate in *Drop the Pop*.
6. The findings of this evaluation indicate that *Drop the Pop* is well-established in schools in all three territories. Therefore, it is suggested that ways of expanding the project to include parents/families in a more formal way be considered. This might, for example, mean developing resources (e.g., pamphlet or fact sheets) specifically for parents or activities/ challenges that the whole family could take part in at home.
7. In order to assess the types and extent of the contributions made by partners to *Drop the Pop*, the evaluation of the project should be expanded to include a survey of key project partners within the participating communities in 2012.
8. Given their current workloads and multiple responsibilities, the feasibility of someone other than the Territorial *Drop the Pop* Leads administering the pan-territorial evaluation surveys in 2012 should be explored. It is suggested that each of the sample coordinators be contacted by telephone to explain the evaluation purpose and process. It is anticipated that subsequent follow-up with the school coordinators would increase response rates.

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1.0 INTRODUCTION

Healthy eating patterns/habits in childhood and adolescence promote optimal childhood health, growth and intellectual development.^{1,2,3} They also help prevent immediate health problems such as Type 2 diabetes, obesity, eating disorders, dental caries and iron deficiency anemia as well as long-term health problems including coronary heart disease, diabetes, cancer and stroke as unhealthy habits tend to be maintained as children age.^{1,4,5,6,7,8,9,10} School health programs and nutrition education provide school-aged children with the skills and social and environmental supports they need to adopt long-term, healthy eating behaviours.^{1,10,11} Schools are effective venues for nutrition education because they can reach almost all children and youth, provide opportunities to practice healthy eating (e.g., through breakfast, lunch and/or snack programs), and trained teachers are available to deliver the nutrition information and programs. For this reason, the US Department of Health and Human Services recommended that school-based programs to promote healthy eating include:¹ school policies on nutrition; a sequential, coordinated curriculum; appropriate nutrition-related instruction for students; integration of school food service and nutrition education; staff training; family and community involvement; and program evaluation. While these guidelines are largely classroom-based, they are relevant to the components of a comprehensive school health program.

Comprehensive school health (CSH) is described as a “framework for supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated and holistic way.”¹² CSH is based on four inter-related pillars of action: (1) social and physical environment; (2) teaching and learning; (3) healthy school policy; and (4) partnerships and services. It recognizes the interdependency of health and education by improving health and educational outcomes as well as encouraging lifelong healthy behaviours. A variety of school health initiatives, which are based on these principles, have been developed and implemented across Canada; one initiative common to all three territories is *Drop the Pop*.

This report describes the research activities and findings of the pan-territorial evaluation of the 2011 *Drop the Pop* campaign or challenge. A brief overview of *Drop the Pop* in each territory and the pan-territorial Program Logic Model are also presented.

2.0 DROP THE POP IN THE TERRITORIES

Drop the Pop, which originated in Nunavut in 2003-2004, currently runs across all three territories. The project was developed in response to growing concern over the high rate of pop consumption in the north as well as to the high prevalence of obesity, dental cavities, diabetes and other nutrition-related health issues that may result from poor eating and lifestyle habits/choices. As a school-based initiative, *Drop the Pop* was initially designed to increase students’ awareness of the affect of sugary beverages (e.g., pop, sports/energy drinks, fruit drinks, slushies, etc.) on their health and to encourage them and their families to make healthier drink, food, and lifestyle choices. Prior to 2010, the basic theme of the project was adapted within each territory based on a number of factors such as funding, personnel and community-based partnerships. The focus of the 2011 *Drop the Pop* campaign in Nunavut and Yukon was on ‘Strong Bones’ and ‘Take the Lead’ in the Northwest Territories. The implementation of the project was coordinated by the Department of Health and Social Services in each territory. Participation in *Drop the Pop* is summarized below in Table 1. The number of schools that participated in the project in 2011 represents 70.0% of all schools in the Northwest Territories, 71.4% of schools in Nunavut and 67.9% of schools in Yukon (Kindergarten – Grade 12).

Table 1: Drop the Pop Participation

Territory	Number of Participating Schools							
	2004	2005	2006	2007	2008	2009	2010	2011
Northwest Territories	n/a	n/a	13	33	35	38	41	35
Nunavut	11	27	37	37	37	36	32	30 ¹
Yukon	n/a	n/a	23	21	18	20	26	19 ²

¹Two daycares were also funded through *Drop the Pop* in Nunavut.

²Nine daycares and one after school program also received *Drop the Pop* funding in Yukon.

The following sections of this report provide a description of *Drop the Pop* including an overview of the administration of the campaign/challenge, school funding and awards in each territory.

2.1 Northwest Territories¹³

According to the NWT *Drop the Pop* website, the purpose of the campaign in the territory was to “encourage students and their families to consume healthier beverages and foods, to learn new skills and knowledge and to foster long-term healthier food intakes in order to maintain and improve overall well-being.”¹³ The territorial theme for 2011 was *Drop the Pop* – Take the Lead. The theme, which was suggested by school staff and students, was meant to recognize leaders who have worked to make positive changes related to healthy eating.

2.1.1 Administration of the Campaign

The 2011 *Drop the Pop* campaign was coordinated by the Departments of Health and Social Services and Education, Culture and Employment (GNWT). Project partners included the Aboriginal Diabetes Initiative (Health Canada), the Department of Health and Social Services Governments of Nunavut and Yukon, Food First Foundation (NWT), Northern Stores and NorthMart.

2.1.2 Funding and Activities

Funding to hold specific nutrition-related events or activities was provided to schools (K-Grade 12). *Drop the Pop* funding, which was allocated on a first-come-first-serve basis, was based on student enrollment and broken down into five categories; from \$750 for fewer than 50 students to \$2,000 for schools/organizations with more than 350 students.

Organizations used the funding to plan and host events/programs that highlighted the importance of healthy drinks, foods, etc. Examples of nutrition-related initiatives provided on the NWT website include: promoting healthy foods or other healthy food days; learning how to make healthy drinks, snacks or meals; cooking traditional foods; working with a regional dietitian and/or nutritionist to support nutrition awareness and education; organizing events that support school health, nutrition curriculum and sciences; and learning to cook new foods from other countries. It was suggested that these events could, in turn, be used to talk about issues related to the “marketing of unhealthy foods and how advertising influences the amount of sugary beverages consumed in a week or a month.”

All information related to the campaign, such as application packages, etc., is located on the NWT *Drop the Pop* website. Each year, schools are notified by email to remind them of the campaign. Table 2 provides a summary of the *Drop the Pop* Campaign in the Northwest Territories (2005-2011).

Table 2: Northwest Territories *Drop the Pop* Campaign

School Year	Dates	Theme	Materials Distributed
2005-06	March 27-31/06	<i>Drop the Pop</i> – Here’s Why	Posters, magnets, pencils, DTP manual
2006-07	March 12-23/07	<i>Drop the Pop</i> – Here’s Why	Posters
2007-08	February 18-29/08	<i>Drop the Pop</i> – Grab the Tap	Posters
2008-09	February 1-28/09	<i>Drop the Pop</i> – Get Real	Posters
2009-10	February 1-28/10	<i>Drop the Pop</i> for Strong Bones	Posters, calcium brochure for parents, coupons for students (Northern Store)
2010-11	January 17-February 28/11	<i>Drop the Pop</i> – Take the Lead	Website

2.1.3 Awards

The 2011 NWT *Drop the Pop* Awards recognized several teachers, students, grades and schools who helped make healthy changes in schools, communities and/or neighborhoods. Only schools received monetary prizes which were based on school population (three prizes per enrollment category): \$1,000 for schools with up to 100 students; \$1,500 for schools with 101 to 250 students; and \$2,000 for schools with more than 250 students. Nominations were judged on the extent to which the nominee helped improve healthy eating in the school/community, degree of collaboration with partners to create change or improvements, degree to which the nominee responded to an issue in the school/community and the extent of participation in the initiative. Prizes were awarded at a ceremony held at the NWT Legislative Assembly.

2.2 Nunavut¹⁴

The 2011 *Drop the Pop* theme in Nunavut was “Strong Bones!” The focus of the *Drop the Pop* Challenge was on the promotion of calcium rich foods such as milk, yogurt, cheese and other traditional foods.

2.2.1 Administration of the Campaign

The *Drop the Pop* Challenge was coordinated by the Department of Health and Social Services with support from the Department of Education and the Department of Culture, Language, Elder’s and Youth. Corporate partners included the North West Company Northern stores. The Department of Health and Social Services paid for a full-page ad in *Nunatsiaq News* featuring *Drop the Pop* as well as advertising on the Cable station. And, the North West Company provided all elementary/high school students with coupons for a free fresh fruit or milk in their stores (excluding students in four communities that do not have a Northern store).

2.2.2 Funding and Activities

The *Drop the Pop* challenged students, classrooms and schools to go ‘pop-free’ and get active for a minimum of one week during January and February. Funding, which ranged from \$750 for schools with fewer than 50 students to \$2,000 for schools with student populations of more than 351, was available for every school in the territory. As in past years, schools were encouraged to plan and implement their own event or activity. Examples of special projects included: creating a calcium-rich foods cookbook; offering a cooking class or taste testing; organizing pop and calcium trivia games; holding cooking classes and calcium smoothie challenges; providing calcium rich breakfasts; and decorating classrooms using the ‘Strong Bones’ theme.

A variety of incentives are created each year for registered schools based on available funding. Incentives have included: logo designed water bottles for all students; *Drop the Pop* stickers, buttons, tattoos, multi-coloured bracelets; and funding to organize their *Drop the Pop* activities. From 2004-2007, the school with the most pop-free students per capita won a week's supply of healthy drinks. As well, the winning students from each school were eligible to win a gift certificate for sports equipment; one \$400 prize per region was awarded to a student. Licensed Early Childhood Programs also receive age-appropriate incentives such as stickers, fruit coupons, and sports equipment. In 2008, all schools, Canada Prenatal Nutrition Programs, and ADI projects were sent a blender and information on the *Drop the Pop* Smoothie Challenge. The school with the winning recipe received a week of free drinks. Table 3 provides a summary of the *Drop the Pop* Campaign in Nunavut (2004-2011).

Table 3: Nunavut *Drop the Pop* Campaign

School Year	Dates*	Theme/Challenge	Materials Distributed
2003-04	March/04	Healthy Drinks in Schools	DTP manual, water bottles
2004-05	March/05	Healthy Drinks in Schools	Updated DTP manual, buttons, stickers
2005-06	March/06	<i>Drop the Pop</i> & Move to the Beat	New DTP manual, water bottles, posters
2006-07	March/07	<i>Drop the Pop</i> & Move to the Beat	Bracelets, tattoos, \$350/school
2007-08	March/08	Smoothie Challenge	Fruit coupons, dental health supplies
2008-09	March-April/09	Decorate a Door & Dental Health Theme	Fruit/milk coupons, Dental Health Manual, dental health supplies
2009-10	February-March/10	<i>Drop the Pop</i> for Healthy Bones	Fruit/milk/yogurt coupons, posters
2009-11	January-February/11	<i>Drop the Pop</i> "Strong Bones!"	Posters, fruit/milk coupons, Calcium Tips & Tidbits distributed via Canada Post

*Specific dates of the campaign are determined by individual schools.

2.2.3 Awards

Schools that submitted a *Drop the Pop* territorial activity report by March 11th were entered into prize draws for one of three gift certificates worth \$500 each at the Northern or Co-op store. As well, schools that returned a completed pan-territorial evaluation form received a \$500 gift certificate for the Northern store; 23 certificates were distributed this year.

2.3 Yukon¹⁵

2011 *Drop the Pop* continued to encourage Yukon students to "STOP and think about your drink." The purpose of the campaign was to provide students with the knowledge and skills they need to make healthy food and drink choices by encouraging them to "drop the pop . . . and build 'Strong Bones' by choosing milk, water and 100% fruit and vegetable juices.

2.3.1 Administration of the Campaign

Since 2005-06, elementary schools and students throughout the Yukon have participated in *Drop the Pop*. In 2011, the scope of the campaign was broadened to include not only elementary and high school students, but daycares as well. *Drop the Pop* was funded and hosted by the Department of Health and Social Service's Health Promotion Unit. The Northwest Company provided coupons for use at the NorthMart store in Old Crow.

2.3.2 Funding and Activities

Funding, ranging from \$400 for schools with fewer than 50 students to \$1,250 for schools with student populations of more than 200, is available for every school in the territory. As well, participating daycares received \$300 each. Schools were encouraged to plan and implement their own event or activity – “anything” that helped to promote healthy eating and drink choices, encouraged students to “STOP and think about your drink” and highlighted “Strong Bones!”. Table 4 provides a summary of the *Drop the Pop* Challenge in the Yukon (2005-2011).

Table 4: Yukon *Drop the Pop* Campaign

School Year	Dates	Theme	Materials Distributed
2005-06	March 27-31/06	<i>Drop the Pop</i>	Posters, DTP manual, tattoos, stickers
2006-07	March 26-30/07	<i>Drop the Pop</i>	Posters, DTP manual, tattoos, stickers
2007-08	March 31-April 4/08	<i>Drop the Pop</i> – Re-Think Your Drink	Posters, DTP manual, tattoos, buttons, fortune tellers
2008-09	March 30-April 3/09	<i>Drop the Pop</i> – Re-Think Your Drink	Posters, DTP manual, tattoos, buttons, fortune tellers
2009-10	February 1-28/10	<i>Drop the Pop</i> for Healthy Bones	Posters, brochure
2010-11	January 17-February 28/11	<i>Drop the Pop</i> – Strong Bones!	Posters, brochure, website, Calcuim Tips & Tidbits sent to parents (Kindergarten-Grade 7)

2.3.3 Awards

All participating schools that submitted an Activity Report Form by March 11th were eligible to be entered in a draw for a *Drop the Pop* school award. The awards recognized targeted, collaborative and innovative efforts to promote healthy eating and healthy drink choices for students as well as initiatives that encourage and celebrate healthy eating for students. They also served to gather and share information about successful projects. School prizes were awarded based on student population: one prize of \$1,000 for schools with 49 or fewer students; one prize of \$1,500 for schools with 50 to 100 students; one prize of \$2,000 for schools with 101 to 200 students; and one prize of \$2,500 for schools with more than 200 students. As well, one prize of \$750 was awarded to daycares.

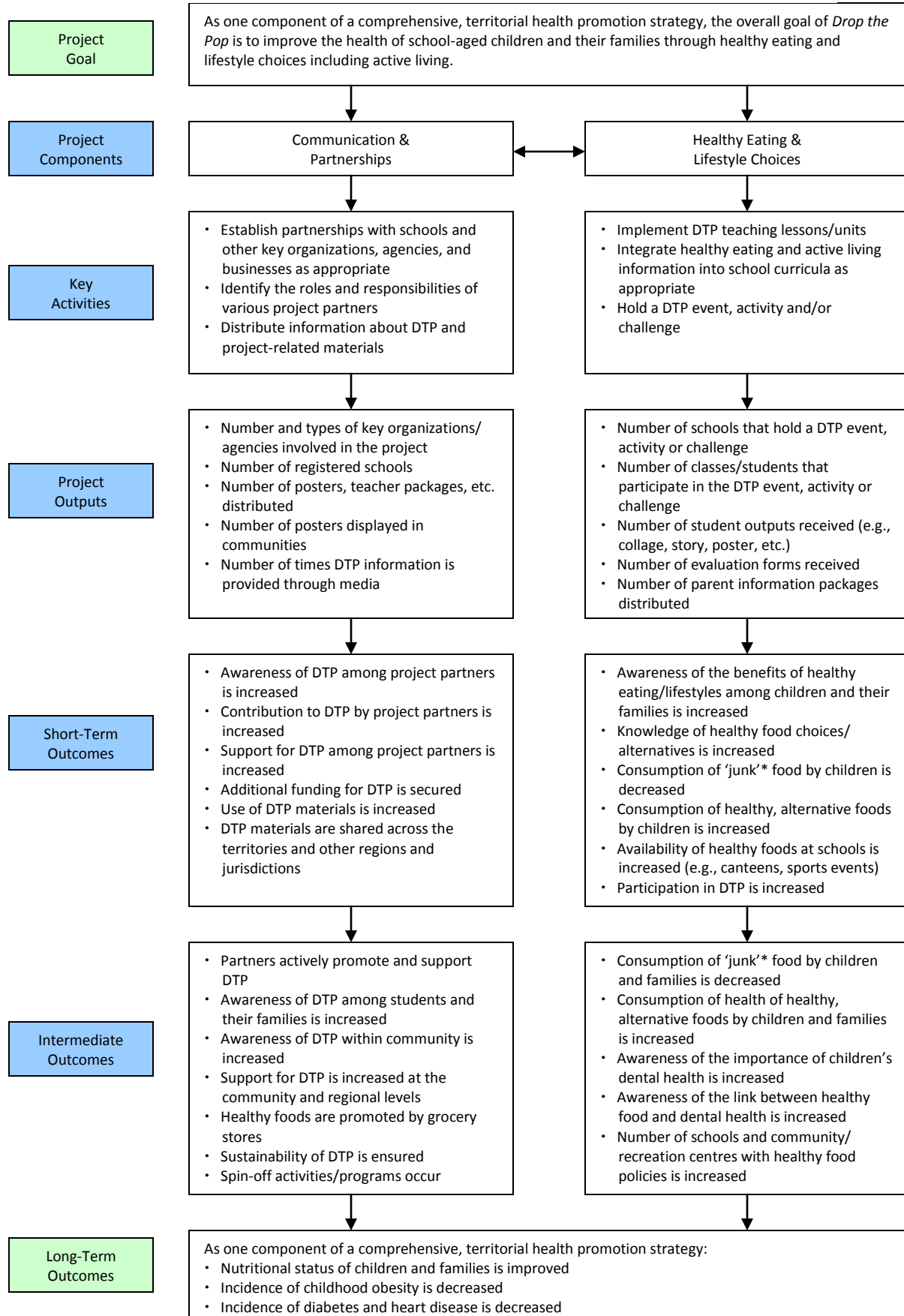
3.0 DROP THE POP PROGRAM LOGIC MODEL

A Program Logic Model (PLM) is a visual representation of the relationship between the goals and objectives, activities, and intended outcomes of a program. A PLM may also reveal the assumptions and values underlying a program and declare the resources available to it. In other words, a PLM shows an idealized and logical causal path between goals and objectives and the outcomes and activities that are undertaken to achieve the outcomes.¹⁶ The following pan-territorial *Drop the Pop* PLM was developed in

consultation with the Territorial *Drop the Pop* Leads and other key stakeholders and was informed by information provided by a total of 28 community- and school-based key informants from across the territories; 12 from Nunavut, nine from the Northwest Territories, seven from Yukon. It is comprised of the following components:

- **Project Goal** – The overall goal of the project is located across the top of the model. This placement is intentional; the goal underscores each component of the campaign and its activities.
- **Project Components** – The two major components of *Drop the Pop* are presented next: (1) communication and partnerships; and (2) healthy eating and lifestyle choices.
- **Key Activities** – The key activities offered to reach the desired outcomes are listed for each project component; very simply they are the ‘*what*’ of the project. The activities included in the PLM are meant to be reflective of the activities offered across all three territories.
- **Project Outputs** – Outputs are the simplest and most immediate indicators of the project’s progress. They are directly linked to the key activities; they are the events, services or products that document an activity’s implementation.
- **Short-Term Outcomes** – The PLM identifies a number of short-term outcomes that are linked to the overall project goal. For the purpose of the evaluation outlined in this document, short-term outcomes are defined as those that can be reasonably achieved within one to two years of the project’s implementation.¹⁷
- **Intermediate Outcomes** – The intermediate outcomes included in the PLM are the measurable traits and features that will assist in determining the project’s success in meeting its overall goal. Typically, these outcomes are not observed until three to five years after implementation depending on the specific outcome.¹⁷
- **Long-Term Outcomes** – Long-term outcomes or program impacts are linked to the project’s intermediate outcomes and, in the case of community nutrition education, may be tied to personal health and nutritional independence.^{18,19} These types of outcomes are often measured by research, population data, and public policy outcomes.¹⁸ It should be noted that, while long-term outcomes are identified in the PLM, they will not be assessed as part of the pan-territorial *Drop the Pop* evaluation.

Pan-Territorial *Drop the Pop* Program Logic Model



* 'Junk food' is defined as food that is highly processed, has little nutritional value and is usually high in salt, fat or sugar.

4.0 THE EVALUATION PROCESS

The purpose and objectives of this study are reviewed and the methodologies used to collect and analyze the evaluation data are presented in this section of the report.

4.1 Purpose of the Evaluation

The overall purpose of the evaluation presented in this report was to evaluate the implementation and selected short-term and intermediate outcomes of the 2011 pan-territorial *Drop the Pop* campaign. It is anticipated that the findings of this study will be used by the territorial governments to guide the future development and implementation of the campaign/challenge.

4.2 Evaluation Objectives

Given the purpose stated above, the following objectives were developed for the evaluation of the 2011 *Drop the Pop*:

1. To determine the 'reach' of *Drop the Pop* at the community level.
2. To determine the types and extent of support provided by various project partners to implement *Drop the Pop*.
3. To assess awareness of *Drop the Pop* at the community level.
4. To identify factors that facilitated and inhibited the implementation of the project in order to determine 'promising practices.'
5. To determine the level of awareness/knowledge of children of the benefits of healthy eating and lifestyle choices.
6. To determine changes in the awareness, knowledge, and/or behaviours of key school-based stakeholders including teachers, administrators, school boards and/or District Education Authorities concerning healthy eating and lifestyle choices.
7. To evaluate the extent to which the overall goal of *Drop the Pop* was met.
8. To identify unanticipated outcomes of the project.

4.3 Data Collection

A series of self-administered surveys were used to collect evaluation data. These methods, along with the survey samples and response rates, are described in more detail below.

4.3.1 The Survey Sample

To begin, **all** *Drop the Pop* coordinators in registered schools that offer Grade 4, Grade 5 and/or Grade 6 were asked to complete a School Survey. Then, a sample of participating schools was selected in each territory to complete the Student (class) and Parent Surveys. Schools were selected by District Education Council in the Northwest Territories, by region in Nunavut and by area and student population in Yukon. As well, the number of schools chosen was roughly proportionate to the total number of eligible schools that registered to participate in *Drop the Pop* in each territory.

Each sample school was asked to administer a survey to **one** pre-assigned class of students. Parent Surveys were linked to the Student Surveys; this means that the parents of the students selected to complete a Student Survey were asked to take part in the evaluation. *Drop the Pop* coordinators or

classroom teachers facilitated the administration of both sets of surveys. The schools selected to participate in the 2011 evaluation of *Drop the Pop* are presented in Appendix A. It should be noted that the schools that took part in the evaluation in 2010 were not asked to submit Student and Parent Surveys in 2011.

4.3.2 School Survey

A simple survey was developed and used to collect information about the implementation of *Drop the Pop* (e.g., awareness of the project, resources, partner support) as well as selected student and school-based outcomes (see Appendix B). Each of the 67 schools that were eligible to participate in the evaluation was asked to complete a survey (schools that offer Grade 4, Grade 5 and/or Grade 6); 40 School Surveys were completed for an overall response rate of 59.7%. Survey response rates by territory are presented in Table 5.

Table 5: School Survey Response Rates

Territory	No. of Registered Schools	No. of Registered Schools (Grades 4, 5 &/or 6)	No. of Surveys Completed	Response Rate (%)
Northwest Territories	35	30	12	40.0
Nunavut	30	23	20	86.9
Yukon	19	14	8	57.1
Overall Response	84	67	40	59.7

It should be noted that 26 of the 31 sample schools (83.9%) participated in the evaluation; 12 from the Northwest Territories (100%), 9 from Nunavut (81.2%) and 5 from Yukon (62.5%). The overall response rate for the sample schools in 2011 is significantly greater than the response rate in 2010 (65.5%) A list of the sample schools that completed a School Survey is provided in Appendix C.

4.3.3 Student Survey

A Student Survey was administered to **one** class of Grade 4, Grade 5 or Grade 6 students in each of the 31 sample schools. The students were asked to provide information about their consumption of 'junk' food as well as healthy beverages and foods and to assess their knowledge about healthy food and beverage choices and the benefits of healthy eating and active lifestyles. A copy of the survey is included in Appendix B. Twenty-one of the 31 sample schools (67.7%) submitted a total of 277 Student Surveys; this is comparable to the Student Survey response rate in 2010 (69.0%). See Appendix C for a list of the participating schools. Table 6 presents the number of Student Surveys submitted and response rates by territory.

Table 6: Student Survey Response Rates

Territory	No. of Surveys Completed	No. of Sample Schools	No. of Responding Schools	School Response Rate (%)
Northwest Territories	168	12	11	91.7
Nunavut	56	11	5	45.5
Yukon	53	8	5	62.5
Total	277	31	21	67.7

4.3.4 Parent Survey

The parents whose children participated in this evaluation were asked to complete a simple survey. They provided information about their child's consumption of 'junk' food as well as healthy beverages and foods and their awareness of *Drop the Pop*. A copy of the survey is included in Appendix B. A total of 120 parents from 18 of the 31 sample schools (61.9%) completed a survey. Again, this response rate is comparable to that of the Parent Survey in 2010 (62.1%). The schools that submitted Parent Surveys are identified in Appendix C. Table 7 presents the number of Parent Surveys submitted and response rates by territory.

Table 7: Parent Survey Response Rates

Territory	No. of Surveys Completed	No. of Sample Schools	No. of Responding Schools	School Response Rate (%)
Northwest Territories	46	12	10	83.3
Nunavut	32	11	5	45.5
Yukon	42	8	3	37.5
Total	120	31	18	61.9

4.4 Data Analysis

The qualitative data generated by the surveys were sorted, grouped, and analyzed using well-documented content analysis procedures.^{20,21,22,23} Common themes were identified across all data and, unless otherwise indicated, the perceptions of the majority of the respondents are reflected in this report. Quantitative data are summarized, in both raw (individual territory) and aggregate (pan-territorial) forms, in the frequency tables presented in this report.

4.5 Limitations of the Data

While data collected via the self-administered surveys are presented in this report by territory as well as in aggregate form, only the aggregate data are discussed. There are simply too few respondents in some cases to allow for meaningful comparisons between and/or among territories. Therefore, territory-specific data are presented for information only and should be interpreted accordingly.

5.0 EVALUATION FINDINGS

This section of the report presents the findings of the 2011 pan-territorial evaluation of *Drop the Pop*; those related to the implementation of the project as well as selected outcomes and impacts.

5.1 Project Implementation

5.1.1 Awareness of *Drop the Pop*

The School Survey asked the respondents how long their respective schools had participated in *Drop the Pop*. The majority of schools had participated for four or more years (72.0%); only one respondent indicated that 2011 was the first year their school took part in the project. The average length of time the schools were involved with *Drop the Pop* was 4.6 years in the Northwest Territories, 4.6 years in Nunavut and 5.3 years in Yukon. The length of time that *Drop the Pop* has run in the respondents' schools is summarized in Table 8.

Table 8: School Participation in *Drop the Pop*

Response	Northwest Territories (n=8)		Nunavut (n=13)		Yukon (n=4)		Overall Pan-territorial (n=25)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
First year- 2011	0	—	1	7.7	0	—	1	4.0
Two years	0	—	1	7.7	0	—	1	4.0
Three years	1	12.5	4	30.8	0	—	5	20.0
Four years	3	37.5	1	7.7	1	25.0	5	20.0
Five years	2	25.0	0	—	1	25.0	3	12.0
Six years	2	25.0	1	7.7	2	50.0	5	20.0
Seven years	0	—	5	38.5	0	—	5	20.0
Total	8	100.0	13	100.0*	4	100.0	25	100.0

*Does not total 100 due to rounding error.

The overwhelming majority of parents (90.0%) indicated that they had heard about *Drop the Pop*. As in 2010, they reported, most frequently, that they heard about the project from their child (76.6%) and/or information sent home by the school (52.3%). Individual parents mentioned that they heard about the project through a school breakfast program (Northwest Territories) and a school newsletter and advertisement posted at a school other than their child's (Yukon). These data are presented in Table 9.

Table 9: How Parents Heard About *Drop the Pop*

Response	Northwest Territories (n=46)		Nunavut (n=28)		Yukon (n=37)		Overall Pan-territorial (n=111)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
My child talks about it	36	78.3	20	71.4	29	78.4	85	76.6
School sent information home	26	56.5	6	21.4	26	70.3	58	52.3
Took part in a school event	10	21.7	3	10.7	9	24.3	22	19.8
Saw ad in newspaper	5	10.9	2	7.1	5	13.5	12	10.8
Heard about it on radio	6	13.0	3	10.7	2	5.4	11	9.9
Saw a poster	0	—	5	17.9	3	8.1	8	7.2
School sent store coupons home	5	10.9	1	3.6	0	—	6	5.4
Child/school took part before	3	6.5	1	3.6	2	5.4	6	5.4
Saw it on website	3	6.5	0	—	NA	—	3	2.7
Project advertised at workplace	0	—	0	—	3	8.1	3	2.7
Other individual responses	1	2.2	0	—	2	5.4	3	2.7

5.1.2 *Drop the Pop* Resources

The school contacts were asked which *Drop the Pop* materials or resources their school used this year. As in 2010, the resources the respondents most frequently used were prizes/incentives/coupons (76.5%) and *Drop the Pop* posters (61.8%). Other individual responses included: school made posters/displays and the *Drop the Pop* Jeopardy game (Northwest Territories); a *Drop the Pop* magnet which was distributed in 2010 and student radio show (Nunavut); and existing school curricula (e.g., Health, Science) and take-home letter for parents (Yukon). These data are summarized in Table 10.

Table 10: Drop the Pop Resources Used

Response	Northwest Territories (n=10)		Nunavut (n=18)		Yukon (n=6)		Overall Pan-territorial (n=34)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Prizes/incentives/coupons	7	70.0	17	94.4	2	33.3	26	76.5
Posters	0	—	15	83.3	6	100.0	21	61.8
Website	8	80.0	5	27.8	3	50.0	16	47.1
Teaching manual, units, etc.	5	50.0	5	27.8	2	33.3	12	35.3
Brochure	6	60.0	3	16.7	2	33.3	11	32.4
Education kit/package	4	40.0	2	11.1	4	66.7	10	29.4
Internet resources	1	10.0	1	5.6	0	—	2	5.9
SipSmart NWT	2	20.0	NA	—	NA	—	2	5.9
Other individual responses	2	20.0	2	11.1	2	33.3	6	17.6

The respondents indicated that the materials/resources they found most useful were the posters (61.2%) and participant prizes, incentives and/or coupons (41.9%). These resources were also identified as useful by the 2010 school respondents. Individual responses in 2011 included: Internet resources and *Drop the Pop* funding (Northwest Territories); Kid Fit DVD and student radio show (Nunavut); and take-home letter for parents and information about the amount of sugar in pop (Yukon). Table 11 summarizes these responses.

Table 11: Most Useful Drop the Pop Resources

Response	Northwest Territories (n=11)		Nunavut (n=15)		Yukon (n=5)		Overall Pan-territorial (n=31)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Posters	1	9.1	2	13.3	2	40.0	5	61.2
Prizes/incentives/coupons	4	36.4	8	53.3	1	20.0	13	41.9
Education kit/package	1	9.1	1	6.7	2	40.0	4	12.9
<i>Drop the Pop</i> website	3	27.3	1	6.7	0	—	4	12.9
Teaching manual/units	0	—	2	13.3	1	20.0	3	9.7
Other individual responses	2	18.2	2	13.3	2	40.00	6	19.4

Lastly, the schools were asked what other materials or resources they need to run a successful campaign or challenge. With the exception of additional activity/game ideas, information or fact sheets and different posters, the resources requested by the respondents were territorial or school specific. Other individual needs included: additional healthy living resources (Northwest Territories); resources suitable for elementary students, more copies of the resources and a YouTube *Drop the Pop* video (Nunavut); and a *Drop the Pop* campaign for parents (Yukon). As well, two respondents mentioned that they would like to receive the resources (e.g., posters) earlier in the school year so that they can better plan for the campaign. This feedback is presented in Table 12.

Table 12: Additional Resource Needs

Response	Northwest Territories (n=2)		Nunavut (n=18)		Yukon (n=4)		Overall Pan-territorial (n=24)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Teaching manual/education kit	0	—	6	33.3	0	—	6	25.0
Additional activity/game ideas	2	100.0	0	—	2	50.0	4	16.7
Nunavut-specific website	0	—	4	22.2	0	—	4	16.7
Info/fact sheets	0	—	1	5.6	2	50.0	3	12.5
Additional/different posters	0	—	2	11.1	1	25.0	3	12.5
Additional/other incentives ¹	0	—	2	11.1	0	—	2	8.3
Funding to buy healthy snacks	0	—	2	11.1	0	—	2	8.3
Other individual responses	1	50.00	3	16.7	1	25.0	5	20.8

¹Suggested incentives included stickers, magnets, buttons, bookmarks, hats, hoodies.

5.1.3 Promising Practices and Challenges

When asked if there was anything or anyone that helped make it easier for them to run their *Drop the Pop* project this year, the respondents most frequently mentioned the support of school staff/teachers (31.0%). This type of support was also identified in 2010 as facilitating the implementation of the campaign. Other individual responses included: the teaching manual/education kit (Northwest Territories); Recreation Coordinator (Nunavut); and the take-home letter for parents and the support of community partners (Yukon). These findings are summarized in Table 13.

Table 13: Factors that Facilitated Implementation of *Drop the Pop*

Response	Northwest Territories (n=8)		Nunavut (n=15)		Yukon (n=6)		Overall Pan-territorial (n=29)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
School staff/teachers	2	25.0	5	33.3	2	33.3	9	31.0
Territorial government support	0	—	2	13.3	3	50.0	5	17.2
Store manager	0	—	5	33.3	0	—	5	17.2
Support of health centre	0	—	4	26.7	0	—	4	13.8
Prizes/incentives	1	12.5	2	13.3	0	—	3	10.3
Community support/volunteers	1	12.5	2	13.3	0	—	3	10.3
<i>Drop the Pop</i> funding	0	—	2	13.3	1	16.7	3	10.3
Student involvement/support	2	25.0	0	—	0	—	2	6.9
<i>Drop the Pop</i> website	2	25.0	0	—	0	—	2	6.9
Elders	0	—	2	13.3	0	—	2	6.9
Other individual responses	1	12.5	1	—	2	33.3	3	10.3

In addition to identifying factors that facilitated the implementation of their *Drop the Pop* campaign/challenge, the schools were asked if there was anything that made it difficult for them to run their project. Seventeen of the 34 schools that responded to this question indicated that the project had been easy to run (50.0%). Of the remaining 17 schools, too many other commitments (school activities and work demands) (64.7%) was identified most frequently as a barrier to implementation. These evaluation findings are similar to those reported in 2010. Individual barriers were mentioned by two respondents from Nunavut; one mentioned that she/he was not aware of the resources while another felt that some “older students say they drop the pop when staff know

they haven't" so it is "hard to 'judge' for the challenge when it is based on an 'honor' system." The challenges identified by the respondents are summarized in Table 14.

Table 14: Challenges to Implementing *Drop the Pop*

Response	Northwest Territories (n=10)		Nunavut (n=18)		Yukon (n=6)		Overall Pan-territorial (n=17)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Other commitments	5	50.0	4	22.2	2	33.3	11	64.7
Not enough time	1	10.0	4	22.2	1	16.7	6	35.3
Lack of other resources	1	10.0	3	16.7	1	16.7	5	29.4
Lack of school/teacher interest	1	10.0	1	5.6	2	33.3	4	23.5
Arranging food supplies	1	10.0	3	16.7	0	–	4	23.5
Lack of student interest	1	10.0	1	5.6	0	–	2	11.8
Late receipt of resources	0	–	2	11.1	0	–	2	11.8
Time of year project runs	0	–	2	11.1	0	–	2	11.8
Lack of funding	0	–	2	11.1	0	–	2	11.8
Other individual responses	0	–	2	11.1	0	–	2	11.8

5.1.4 Community Partners

When asked which groups, businesses and/or individuals supported the schools' *Drop the Pop* projects this year, local grocery stores/businesses (88.6%), school breakfast program (68.6%), health centre staff (40.0%) and parents (40.0%) were mentioned most frequently. These supports were similar to those identified in 2010. Other individual supports were territory-specific and included a town's administration, Nutritionist and students in the Northwest Territories and unspecified donations in Nunavut. Table 15 summarizes these findings.

Table 15: Project Partners/Supports

Response	Northwest Territories (n=11)		Nunavut (n=19)		Yukon (n=5)		Overall Pan-territorial (n=35)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Local grocery store	10	90.9	17	89.5	4	80.0	31	88.6
Breakfast program	9	81.8	14	73.7	1	20.0	24	68.6
Health centre	5	45.5	7	36.8	2	40.0	14	40.0
Parents	5	45.5	5	26.3	4	80.0	14	40.0
Elders	0	–	7	36.8	1	20.0	8	22.9
CHR	1	9.1	4	21.1	0	–	5	14.3
School staff/admin	3	27.3	2	10.5	0	–	5	14.3
Band/hamlet office	0	–	1	5.3	4	80.0	5	14.3
Dental Therapist	1	9.1	2	10.5	0	–	3	8.6
Other individual responses	3	27.3	1	5.3	0	–	4	11.4

As in 2010, the respondents' project partners most frequently promoted or supported their *Drop the Pop* project (78.8%), provided coupons for a healthy drink/snack (48.5%), and/or provided information about traditional/country foods (27.3%). Other individual support included: providing leadership (Northwest Territories); and free toothbrushes and paste for the students and blenders to make smoothies (Nunavut). As well, one respondent from a school in Nunavut reported that a local grocery store brought healthy snacks in for *Drop the Pop* week while a store in another community delivered food to the school. This information is presented in Table 16.

Table 16: Project Partners' Contributions to *Drop the Pop*

Response	Northwest Territories (n=11)		Nunavut (n=18)		Yukon (n=4)		Overall Pan-territorial (n=33)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Promoted/supported project	8	72.7	14	77.8	4	100.0	26	78.8
Coupons for healthy drink/food	6	54.5	10	55.6	0	–	16	48.5
Info re traditional foods	2	18.2	5	27.8	2	50.0	9	27.3
Provided funding	2	18.2	4	22.2	1	25.0	7	21.2
Provided prizes	3	27.3	4	22.2	0	–	7	21.2
Helped run activities	0	–	2	11.1	2	50.0	4	12.1
Purchased healthy drink/food	1	9.1	1	5.6	1	25.0	3	9.1
Discounted food/equipment	1	9.1	2	11.1	0	–	3	9.1
Provided leadership	1	9.1	0	–	0	–	1	3.0
Other individual responses	0	–	4	22.2	0	–	4	12.1

Coupons for healthy drinks and/or food (78.8%), *Drop the Pop* funding (48.5%) and the involvement of health professionals in the project (e.g., Public Health Nurse, Dental Therapist) (27.3%) were identified most frequently as important to running the respondents' projects in 2011 and 2010. Other contributions mentioned by individual project coordinators included the involvement of a town's administration and school breakfast program (Northwest Territories); the provision of prizes/ incentives (Nunavut); and volunteer help running activities (Yukon). Table 17 summarizes the contributions made project partners.

Table 17: Most Important Contributions to *Drop the Pop*

Response	Northwest Territories (n=9)		Nunavut (n=15)		Yukon (n=4)		Overall Pan-territorial (n=28)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Coupons for healthy drink/food	4	44.4	2	13.3	0	–	6	21.4
<i>Drop the Pop</i> funding	4	44.4	1	6.7	0	–	5	17.9
Health professional involvement	1	11.1	3	20.0	1	25.0	5	17.9
Student involvement	2	22.2	0	–	1	25.0	3	10.7
Support of grocery store	0	–	3	20.0	0	–	3	10.7
Parental support	0	–	1	6.7	1	25.0	2	7.1
Involvement of elders	0	–	2	13.3	0	–	2	7.1
Involvement of school staff	0	–	2	13.3	0	–	2	7.1
Other individual responses	2	22.2	1	6.7	1	25.0	4	14.3

4.1.5 Suggestions for Improving *Drop the Pop*

The school coordinators, students and parents were asked for suggestions for improving *Drop the Pop*. The suggestion most frequently made by the schools in 2011 was to ensure that the resources are received by all schools (19.2%) while in 2010 it was to extend or change the timelines of the project. The schools' responses to this question are presented in Table 18. For the most part, their recommendations were territory-specific.

Table 18: Schools' Suggestions for Improving *Drop the Pop*

Response	Northwest Territories (n=5)		Nunavut (n=16)		Yukon (n=4)		Overall Pan-territorial (n=26)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Ensure school receives resources	2	40.0	3	18.8	0	–	5	19.2
Change timeframe	0	–	3	18.8	1	25.0	4	15.4
Increase funding for healthy snacks	0	–	3	18.8	0	–	3	11.5
Send info to schools earlier	0	–	3	18.8	0	–	3	11.5
Produce more materials for teachers	0	–	3	18.8	0	–	3	11.5
Provide ideas for hands-on activities	1	20.0	0	–	1	25.0	2	7.7
Other individual responses	2	40.0	3	18.8	2	50.0	7	26.9

Individual suggestions included:

- Check periodically with the schools to see if they need support, more resources, etc. instead of requiring the schools to “search for it.”
- Increase the number of store coupons from one to two per student.
- Advocate for stores to decrease the amount of pop they stock and increase the amount/variety of healthy foods.
- Develop a Nunavut-specific website.
- Produce materials in Inuktitut.
- Increase the involvement of parents in the campaign.
- Link healthy food and drink choices with healthy, active lifestyle choices.

When asked what they thought would make *Drop the Pop* better, the students suggested, most frequently, making more healthy drinks and foods available at school (72.7%) and providing more prizes or giveaways (64.0%). These are the same suggestions students made in 2010. Their responses to this question are presented in Table 19.

Table 19: Students' Suggestions for Improving *Drop the Pop*

Response	Northwest Territories (n=162)		Nunavut (n=52)		Yukon (n=50)		Overall Pan-territorial (n=264)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
More healthy drinks/food at school	112	69.1	37	71.1	43	86.0	192	72.7
More prizes or giveaways	96	59.3	35	67.3	38	76.0	169	64.0
More <i>Drop the Pop</i> activities	49	30.2	16	30.8	8	16.0	73	27.7
Different prizes or giveaways	56	34.6	9	17.3	4	8.0	69	26.1
Different <i>Drop the Pop</i> activities	25	15.4	4	7.7	1	2.0	30	11.4

A number of the students gave examples of different *Drop the Pop* activities as well as prizes or giveaways. The suggestions they made are summarized below:

Different *Drop the Pop* Activities

- Exercise more – run, walk, exercise in the gym
- Play games
- Run a special event/activity – art/poster contest
- Organize more art activities
- Run a *Drop the Pop* challenge for parents

Different *Drop the Pop* Prizes/Giveaways

- Fresh fruits/snacks
- iPod, iTunes card, MP3 player, CD
- Laptop, iPad
- *Drop the Pop* promotional items (t-shirt, water bottle, stickers, pencils)
- Toys (soccer ball, hoola-hoop, skipping rope)
- School bag/backpack
- Cash prize, gift certificate
- Movie pass/rental card
- Camera
- Books, comics
- Bike, bike helmet

Like the schools and students, parents were asked how they thought *Drop the Pop* could be improved. A number of suggestions were made including, most frequently, extending the duration of the project (21.7%), involving parents (19.6%) and providing more education to students about healthy eating (13.0%). Involving parents in the project and promoting/advertising *Drop the Pop* were also suggested by parents who took part in the evaluation in 2010. These findings are summarized in Table 20.

Table 20: Parents' Suggestions for Improving *Drop the Pop*

Response	Northwest Territories (n=14)		Nunavut (n=11)		Yukon (n=21)		Overall Pan-territorial (n=46)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Extend duration of project	3	21.4	0	–	7	33.3	10	21.7
Involve parents in project	4	28.6	0	–	5	23.8	9	19.6
More healthy eating education	0	–	3	27.3	3	14.3	6	13.0
More prizes or giveaways	0	–	3	27.3	1	4.8	4	8.7
Ban unhealthy drink/food in school	0	–	1	9.1	3	14.3	4	8.7
More <i>Drop the Pop</i> activities	2	14.3	0	–	1	4.8	3	6.5
Identify alternative drink/food	0	–	1	9.1	2	9.5	3	6.5
Provide info re project to parents	0	–	2	18.2	1	4.8	3	6.5
Promote/advertise project more	0	–	2	18.2	1	4.8	3	6.5
More healthy drinks/food at school	0	–	3	27.3	0	–	3	6.5
Other individual responses	2	14.3	1	9.1	1	4.8	4	8.7

Individual suggestions included:

- Develop/offer follow-up activities for school/students.
- Include whole school in project including office staff.
- Include other junk foods in the campaign/challenge.
- Provide parents with ideas to make healthy lunches.

5.2 Project Outcomes

5.2.1 Change in Student Behaviour

When asked if they thought their students brought healthier beverages and foods to school during *Drop the Pop*, the majority of the school coordinators felt that they had (76.6%); 81.8% in the Northwest Territories, 78.9% in Nunavut and 66.7% in Yukon. As in 2010, the school contacts reported most frequently that the children drank juice, water and milk and ate fruit and yogurt at school. Five schools specifically mentioned that they provided healthy meals (breakfast/lunch), snacks and/or beverages.

The students were asked to indicate whether they drank or ate more, less or the same amount of healthy foods like fruit, vegetables and milk at school and at home during *Drop the Pop*. Overall, the majority of students in all three territories reported that they drank or ate more healthy foods/beverages both at school (73.5%) and at home (49.6%) during the campaign/ challenge. A greater percentage of students said that they ate the same amount of healthy and junk food at home than at school during *Drop the Pop*. These data are presented in Table 21a (consumption at school) and Table 21b (consumption at home).

Table 21a: Student Consumption of Healthy Foods and Beverages at School

Response	Northwest Territories (n=164)		Nunavut (n=52)		Yukon (n=52)		Overall Pan-territorial (n=268)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Ate more healthy foods	115	70.2	46	88.5	36	69.2	197	73.5
Ate more junk foods	3	1.8	4	7.7	1	1.9	8	3.0
Ate same amount of healthy & junk foods	46	28.0	2	3.8	15	28.9	63	23.5
Total	164	100.0	52	100.0	52	100.0	268	100.0

Table 21b: Student Consumption of Healthy Foods and Beverages at Home

Response	Northwest Territories (n=164)		Nunavut (n=52)		Yukon (n=52)		Overall Pan-territorial (n=268)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Ate more healthy foods	85	51.8	27	51.9	21	40.4	133	49.6
Ate more junk foods	11	6.7	8	15.4	2	3.8	21	7.8
Ate same amount of healthy & junk foods	68	41.5	17	32.7	29	55.8	114	42.6
Total	164	100.0	52	100.0	52	100.0	268	100.0

The students also reported whether they asked their parents to buy healthy foods or drinks for them to eat/drink at home or school during *Drop the Pop*. They were also asked if they bought healthy foods and drinks to eat or drink at home or school. The majority of students in all three territories indicated that they asked their parents to purchase healthy foods or drinks (64.8%); 60.1% in the Northwest Territories, 85.7% in Nunavut and 56.3% in Yukon. A majority of students also reported that they bought more healthy foods or drinks for themselves (67.8%); 68.9% in the Northwest Territories, 75.9% in Nunavut and 55.1% in Yukon. In 2010, a lower percentage of students asked parents to purchase (59.2%) or bought healthy drinks/foods for themselves (57.3%) than in 2011.

And lastly, parents were asked how much pop and sugar sweetened beverages as well as healthy foods such as fresh fruits, vegetables or unsweetened drinks their children consumed during *Drop the Pop*. Overall, the majority of the parents thought that their children's consumption of pop decreased (69.8%) while their consumption of healthy foods and drinks stayed the same (50.0%). A slightly higher percentage of parents felt their children consumed less unhealthy foods in 2011 than in 2010 (65.6%). These findings are presented in Table 22a (consumption of unhealthy drinks) and Table 22b (consumption of healthy drinks/foods).

Table 22a: Children's Consumption of Pop and Sugary Beverages

Response	Northwest Territories (n=45)		Nunavut (n=30)		Yukon (n=41)		Overall Pan-territorial (n=116)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Drank more	0	—	2	6.7	0	—	2	1.7
Drank less	35	77.8	23	76.7	23	56.1	81	69.8
Drank same amount	10	22.2	5	16.7	10	24.4	25	21.6
Never drinks pop	0	—	0	—	8	19.5	8	6.9
Total	45	100.0	30	100.0	41	100.0	116	100.0

Table 22b: Children's Consumption of Healthy Foods and Beverages

Response	Northwest Territories (n=44)		Nunavut (n=31)		Yukon (n=41)		Overall Pan-territorial (n=116)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Ate/drank more	17	38.6	13	41.9	14	34.2	44	37.9
Ate/drank less	7	15.9	1	3.3	3	7.3	11	9.5
Ate/drank same amount	20	45.5	17	54.8	21	51.2	58	50.0
Always eats healthy foods	0	—	0	—	3	7.3	3	2.6
Total	44	100.0	31	100.0	41	100.0	116	100.0

The Parent Survey also asked the respondents if their children asked them to buy healthy foods, such as fresh fruits and vegetables or unsweetened drinks, for them to eat at school or at home during the campaign. As in 2010, the majority of parents across the territories indicated that this had been the case (69.8%); 71.1% in the Northwest Territories, 83.9% in Nunavut and 57.5% in Yukon.

5.2.2 Student Knowledge

The students wrote down one thing that they learned during *Drop the Pop* about being healthy. They provided a variety of responses; the three most frequently made were that they should eat more healthy foods (23.3%), there is a lot of sugar in pop (16.3%) and they should eat less junk food/sugar (16.3%). While these findings are similar to those of the 2010 pan-territorial evaluation, the students' responses to this question were more varied in 2011 (e.g., suggested healthy alternative drinks, linked the consumption of sugar foods to diabetes, obesity and tooth decay, identified the importance of being active or exercising). The responses given by students in all three territories are presented in Table 23. It should be noted that two students in the Northwest Territories, one in Nunavut and four in Yukon indicated that they had not learned anything during *Drop the Pop* about being healthy. As well, two students in the Northwest Territories and three in

Yukon mentioned that they already knew what to eat to be healthy and, therefore, did not learn anything.

Table 23: What Students Learned About Being Healthy

Response	Northwest Territories (n=119)		Nunavut (n=44)		Yukon (n=39)		Overall Pan-territorial (n=202)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
Eat more healthy foods	23	19.3	7	15.9	17	43.6	47	23.3
Lots of sugar in pop	17	14.3	15	34.1	1	2.6	33	16.3
Eat less junk food/sugar	27	22.7	4	9.1	2	5.1	33	16.3
Drink less pop/sugary drinks	16	13.4	8	18.2	8	20.5	32	15.8
Drink more water	6	5.0	10	22.7	6	15.4	22	10.9
Calcium/milk = healthy bones	0	–	21	47.7	0	–	21	10.4
Eat more vegetables/fruit	9	7.6	2	4.5	7	17.9	18	8.8
Drink more milk	3	2.5	13	29.5	2	5.1	18	8.9
Be active/exercise	11	9.2	0	–	4	10.3	15	7.4
Junk food/pop rots teeth	10	8.4	0	–	0	–	10	5.0
A little pop/candy is okay	5	4.2	0	–	3	7.7	8	4.0
Pop/junk food makes you fat	4	3.4	1	2.3	2	5.1	7	3.5
Healthy foods = ↑ energy	5	4.2	0	–	0	–	5	2.5
Brush your teeth	2	1.7	1	2.3	2	5.1	5	2.5
Drink more juice	1	0.8	3	6.8	0	–	4	2.0
‘Ose’ means sugar	0	–	0	–	4	10.3	4	2.0
Pop/candy results in diabetes	2	1.7	0	–	1	2.6	3	1.5
Eat more country meat	0	–	3	6.8	0	–	3	1.5
Lots of sugar in juice box	2	1.7	0	–	0	–	2	1.0
Pop clogs arteries	2	1.7	0	–	0	–	2	1.0
Healthy body = clean body	2	1.7	0	–	0	–	2	1.0

The students were also asked to list three foods they should eat more of and three foods they should eat less of in order to have a healthy body and teeth. The majority of students who responded to this question correctly identified three healthy (70.6%) and three unhealthy (86.3%) foods and/or beverages. The healthy foods/beverages most frequently listed included fruit, vegetables, milk, water and meat while chips, pop, chocolate and candy were most frequently identified as examples of foods that they should eat less of. These findings are presented in Table 24a (foods they should eat/drink more of) and Table 24b (foods they should eat/drink less of).

Table 24a: Number of Healthy Foods/Beverages Identified Correctly

Number Healthy Foods Identified Correctly	Northwest Territories (n=161)		Nunavut (n=55)		Yukon (n=53)		Overall Pan-territorial (n=269)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Three (3)	106	65.8	42	76.4	42	79.2	190	70.6
Two (2)	39	24.3	11	20.0	8	15.1	58	21.6
One (1)	15	9.3	2	3.6	2	3.8	19	7.1
Zero (0)	1	0.6	0	–	1	1.9	2	0.7
Total	161	100.0	55	100.0	53	100.0	269	100.0

Table 24b: Number of Unhealthy Foods/Beverages Identified Correctly

Number Unhealthy Foods Identified Correctly	Northwest Territories (n=157)		Nunavut (n=54)		Yukon (n=52)		Overall Pan-territorial (n=263)	
	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses	No. of Responses	% Total Responses
Three (3)	130	82.8	53	98.1	44	84.6	227	86.3
Two (2)	16	10.2	1	1.9	7	13.5	24	9.1
One (1)	11	7.0	0	—	0	—	11	4.2
Zero (0)	0	—	0	—	1	1.9	1	0.4
Total	157	100.0	54	100.0	52	100.0	263	100.0

5.2.3 School-Based Impacts

The School Survey asked if the awareness of the importance of healthy eating and lifestyle choices increased among school administration and staff as a result of *Drop the Pop*. As in 2010, the overwhelming majority of the respondents (83.8%) felt that it had.

The school contacts were also asked what changes their schools have made related to healthy eating and lifestyle choices as a result of *Drop the Pop*. They mentioned most frequently that staff model healthy food choices while at school (59.5%) followed by healthy food at school functions (35.1%) and in school (29.7%). Their responses to this question are summarized in Table 25.

Table 25: Impact of *Drop the Pop* on Schools

Response	Northwest Territories (n=12)		Nunavut (n=19)		Yukon (n=6)		Overall Pan-territorial (n=37)	
	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents	No. of Responses	% Total Respondents
School staff serve as models	7	58.3	12	63.1	3	50.0	22	59.5
Healthy food sold school functions	6	50.0	3	15.8	4	66.7	13	35.1
Healthy food sold in school	5	41.7	3	15.8	3	50.0	11	29.7
Healthy breakfast/lunch/snack	0		7	36.8	2	33.3	9	24.3
Healthy food used as fundraiser	4	33.3	2	10.5	1	16.7	7	18.9
No changes	1	8.3	4	21.1	1	16.7	6	16.2
Formal, written policy/guidelines	2	16.7	0		1	16.7	3	8.1
Other individual responses	0		2	10.5	1	16.7	3	8.1

Individual responses included:

- School initiated a breakfast program.
- Food preparation credit courses used to engage students in recipe research, cooking and serving.
- Some staff encourage healthy snacks and do not allow unhealthy choices during school hours.
- School staff, public health representatives, First Nation community health representatives are meeting to discuss food guidelines for students including nut-free policy, energy drinks, bake sales, etc.

5.2.4 Unanticipated Outcomes

The individuals who completed a School Survey identified a number of unanticipated outcomes associated with *Drop the Pop*. The following are representative of their responses:

- As a result of the wake-up exercises, many teachers commented that the children were able to focus and have higher quality output.
- Students are always very excited about the option to eat snacks at recess and during events; they choose these over unhealthy snacks.
- The students recognize the importance of eating healthy.
- The students enjoy the smoothies as much as they did. Students show much enthusiasm for new foods.
- Children can point out what is healthy or what can be expected when they choose to eat at school.
- The number of students saying, “I don’t like pop anymore.”
- Students tried soy milk and loved it. Some students said they would buy it.
- How committed the students were to having ‘pop-free’ days. [There is] excitement for next year.
- How difficult it is for some teachers to find time to promote the campaign. Philosophically, everyone was on board and very happy that Drop the Pop was running again but incorporating it into the schedule seemed difficult.
- Staff started to bring more healthy options to lunch and meetings and expressing the importance of it to each other.
- The *Drop the Pop* initiative is spreading to other venues where healthy choices are being made available – bake sales, ski hill concession, etc.

6.0 SUCCESS STORIES

Thirty-three of the schools that participated in this evaluation shared a success story about their school’s *Drop the Pop* project. Many of the schools talked about the impact of their projects on their students. The following five stories are representative of those told by the schools. The remaining stories are appended to this report (see Appendix D).

After our introductory skit, students all over the school were reading labels to see just how much sugar was in everything. Students and teachers alike were surprised by the amount they found.

The fruit smoothies were a hit with students and staff. This healthy treat increased my class attendance during the time the program was running. Seeing the students excited about healthy choices and foods was a rewarding experience.

We had all classes participate and tracked the number of pops students drank each day during the week. One class had all students not drink pop all week and there were many other classes that had almost 100% participation.

Several of my students told me that they don't drink pop normally. One told me that she's never had pop. Another said that he didn't like pop. Perhaps this has something to do with the awareness that has developed over the years of doing Drop the Pop. Now students are learning that pop can weaken their bones.

In our Grade 1/2 class, the teacher focused on teaching the kids to read the labels of packages and making healthy food and drink choices. She also brought in healthy snacks to try. After about three weeks a parent came in to thank the teacher for providing the opportunity and choices to her son. The parent said, "My son is more willing to try new things and is exploring and asking questions about different foods all the time."

7.0 DISCUSSION

In this final section of the report, goal achievement is assessed and recommendations for the future implementation of the initiative are put forward for consideration.

7.1 Goal Achievement

As one component of a comprehensive, territorial health promotion strategy, the overall goal of *Drop the Pop* is to improve the health of school-aged children and their families through healthy eating and lifestyle choices including active living. The short-term outcomes linked to the overall project goal (as per the PLM) are reviewed with respect to goal achievement in this section of the report.

***Project Component* – Communication and Partnerships**

- Awareness of *Drop the Pop* among project partners is increased
 - ♦ 35 out of 40 (87.5%) schools identified groups, businesses and/or individuals that supported *Drop the Pop* in 2011 compared to 30 out of 34 (88.2%) schools in 2010
 - ♦ awareness of the project among partners was not assessed
- Contribution to *Drop the Pop* by project partners is increased
 - ♦ extent of partners' contribution to the project was not assessed
- Support for *Drop the Pop* among project partners is increased
 - ♦ 26 out of 33 (78.8%) schools reported that partners promoted/supported their project in 2011 compared to 21 out of 28 (75.0%) schools in 2010
 - ♦ extent of partners' support for project was not assessed
- Additional funding for *Drop the Pop* is secured
 - ♦ evidence that this has occurred was not available
- Use of *Drop the Pop* materials is increased
 - ♦ 34 out of 40 (85.0%) schools reported the use of a variety of Drop the Pop materials and resources in 2011 compared to 33 out of 34 (97.1%) schools in 2010
 - ♦ several schools mentioned that they were not aware of/did not receive any resources in 2011
- *Drop the Pop* materials are shared across the territories and other regions and jurisdiction
 - ♦ evidence that this has occurred was not available

Project Component – Healthy Eating and Lifestyle Choices

- Awareness of the benefits of healthy eating/lifestyles among children and their families is increased
 - ♦ number of schools involved in *Drop the Pop* has increased since the project's initiation in each territory as follows: Northwest Territories – 13 schools in 2006 to 35 schools in 2011; Nunavut – 11 schools in 2004 to 30 schools in 2011 (plus two daycares); Yukon – 23 schools in 2006 to 19 schools in 2011 (plus two daycares and two youth organizations)
- Knowledge of healthy food choices/alternatives is increased
 - ♦ number of schools involved in *Drop the Pop* has increased since the project's initiation in each territory
 - ♦ majority of students in 2011 and 2010 were able to correctly identify three foods they should eat more of and three foods they should eat less of to have a healthy body and teeth
- Consumption of 'junk' food by children is decreased
 - ♦ majority of students in 2010 and 2011 reported that they ate or drank more healthy foods/beverages both at school and at home during *Drop the Pop*
 - ♦ parents indicated that their children's consumption of pop decreased during the campaign in 2011 (69.8%) and 2010 (65.6%)
- Consumption of healthy, alternative foods by children is increased
 - ♦ school coordinators in 2011 (76.6%) and 2010 (78.1%) felt that their students brought healthier beverages and foods to school during *Drop the Pop*
 - ♦ majority of students in 2010 and 2011 reported that they ate or drank more healthy foods/beverages both at school and at home during the campaign
 - ♦ parents felt that their children's consumption of healthy foods and drinks stayed the same during *Drop the Pop* in 2011 (50.0%) and 2010 (52.3%)
 - ♦ parents reported that their children asked them to purchase healthy foods and drinks in 2011 (69.8%) and in 2010 (69.1%)
- Availability of healthy foods at schools is increased
 - ♦ availability of healthy foods was not assessed
- Participation in *Drop the Pop* is increased
 - ♦ number of schools involved in *Drop the Pop* has increased since the project's initiation in each territory

7.2 Recommendations

The recommendations presented in this section of the report are based on the integration and analysis of all of the evaluation findings. The suggestions made by the participating schools, students and parents for improving *Drop the Pop* were also taken into consideration. It is important to note that the findings of this evaluation are limited in that they reflect the perceptions and/or experiences of only a sample of individuals involved with the project. Keeping this in mind, the following recommendations for the future pan-territorial implementation of *Drop the Pop* are put forward for consideration.

1. The implementation of *Drop the Pop* should be coordinated with other nutrition-related programs offered by the schools if possible and as appropriate. How do these programs compliment *Drop the Pop*? Are there overlaps in programming? As the demands of the mandated curriculum will limit the

number and types of optional programs/projects schools are able to implement, it is important that *Drop the Pop* not be in 'competition' with other similar programs if it is to succeed.

2. It is important that schools receive project-related information early in the school year so that teachers can better plan and build the campaign/challenge into their lesson plans and curricula.
3. Ensure that the implementation of *Drop the Pop* be coordinated across all three territories so that resources, promotional items, messaging, etc. are the same.
4. Explore the possibility of the feasibility of a pan-territorial *Drop the Pop* website. This would not only help to ensure consistent messaging, etc. but could provide a vehicle to share activities, events, challenges and successes with schools across the territories.
5. In order to decrease and streamline school reporting requirements, a pan-territorial, combination report/evaluation template should be developed and administered to all schools that participate in *Drop the Pop*.
6. The findings of this evaluation indicate that *Drop the Pop* is well-established in schools in all three territories. Therefore, it is suggested that ways of expanding the project to include parents/families in a more formal way be considered. This might, for example, mean developing resources (e.g., pamphlet or fact sheets) specifically for parents or activities/ challenges that the whole family could take part in at home.
7. In order to assess the types and extent of the contributions made by partners to *Drop the Pop*, the evaluation of the project should be expanded to include a survey of key project partners within the participating communities in 2012.
8. Given their current workloads and multiple responsibilities, the feasibility of someone other than the Territorial *Drop the Pop* Leads administering the pan-territorial evaluation surveys in 2012 should be explored. It is suggested that each of the sample coordinators be contacted by telephone to explain the evaluation purpose and process. It is anticipated that subsequent follow-up with the school coordinators would increase response rates.

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APPENDIX A

2011 *Drop the Pop* Sample Schools and Grades

2011 *Drop the Pop* Sample Schools and Grades

Territory	Community	School	Grade
NWT	Aklavik	Moose Kerr School	4
	Paulatuk	Angik School	5
	Tuktoyaktuk	Mangilaluk School	6
	*Wrigley	Chief Julian Yendo School	6
	Deline	?Eehtseo Ayha School	4
	Norman Wells	Mackenzie Mountain School	5
	Tulita	Chief Albert Wright School	6
	Hay River	Princess Alexandra School	6
	Fort Smith	Joseph Burr Tyrrell Elementary School	5
	Gameti	Jean Wetrade Gameti School	4
	Yellowknife	NJ McPherson	4
	Yellowknife	Ecole St. Joseph	5
	Yellowknife	Ecole Allain St-Cyr	6
Nunavut	Arctic Bay	Inuujuq School	4
	Cape Dorset	Sam Pudlat School	5
	Igloolik	Ataguttaaluk Elementary School	6
	Pangnirtung	Attagoyuk Ilisavik	4
	Iqaluit	Nakasuk School	5
	Clyde River	Quluaq School	6
	Baker Lake	Rachel Arngnamaktiq	4
	Rankin Inlet	Simon Aliattuq School	5
	Whale Cove	Inuglak School	6
	Cambridge Bay	Kullik Ilihakvik	6
	Kugluktuk	Jimmy Kikok Ilihakvik	5
Yukon	Whitehorse	Holy Family Elementary	4
	Whitehorse	Takini Elementary	5
	Whitehorse	Elijah Smith Elementary	6
	Faro	Del Van Gorder	4,5,6
	Ross River	Ross River School	4,5,6
	Mayo	JV Clark School	4,5,6
	Whitehorse	Selkirk Elementary	4
	Whitehorse	Hidden Valley Elementary	6

*Chief Julian Yendo School in Wrigley did not run a *Drop the Pop* project this year. Therefore, 12 schools comprised the NWT sample.

APPENDIX B

Data Collection Tools

Drop the Pop **2011 School Survey**

Please take a few minutes to tell us about *Drop the Pop* in your school. Your answers to the following questions will be used to inform the ongoing and future improvement of the *Drop the Pop*. Your answers will be kept confidential – neither your name nor the name of your school will be included in any report. Please return the completed survey **before Friday, March 4th**.

Thank you for taking the time to complete this survey!

1. How long has your school participated in *Drop the Pop*? (Check ☒ **one** response only)

<input type="checkbox"/> This is the first year (2011)	<input type="checkbox"/> Five years
<input type="checkbox"/> Two years	<input type="checkbox"/> Six years
<input type="checkbox"/> Three years	<input type="checkbox"/> Seven years
<input type="checkbox"/> Four years	<input type="checkbox"/> Not sure

- 2.a) Which of the following *Drop the Pop* materials or resources did your school use this year? (Check ☒ all responses that apply)

<input type="checkbox"/> Posters	<input type="checkbox"/> Brochure, etc.
<input type="checkbox"/> Teaching manual/learning units/guidebook	<input type="checkbox"/> Participation prizes/incentives/coupons
<input type="checkbox"/> Education kit/package	<input type="checkbox"/> <i>Drop the Pop</i> website
<input type="checkbox"/> Other (Please describe)	

- b) Which of these materials did you find **most** useful?

- c) What other materials or resources do you need to run a successful project? (Please list)

- 3.a) Was there anything or anyone that helped make it easier for you to run your project this year? (If yes, please list)

- b) Was there anything that made it difficult for you to implement *Drop the Pop*? (Check ☒ all responses that apply)

- | | |
|--|---|
| <input type="checkbox"/> No, it was easy to run | <input type="checkbox"/> Lack of student interest |
| <input type="checkbox"/> Lack of funding | <input type="checkbox"/> Not enough time |
| <input type="checkbox"/> Lack of other resources | <input type="checkbox"/> Too many other commitments |
| <input type="checkbox"/> Lack of school/teacher interest | |
| <input type="checkbox"/> Other (Please describe) | |

- 4.a) Do you think the students brought healthier beverages and foods to school during the project?

- ☐ Yes ☐ No (*Go to Question #5*)

- b) If yes, what types of healthy beverages and foods did they eat at school?

5. In your opinion, has the awareness of the importance of healthy eating and lifestyle choices increased among your school's administration and staff as a result of *Drop the Pop*?

- ☐ Yes ☐ No

6. As a result of *Drop the Pop*, what changes has your school made related to healthy eating and lifestyle choices? (Check ☒ all responses that apply)

- ☐ School developed a formal, written food policy
☐ Healthy foods and beverages sold in school (e.g., canteen, vending machines)
☐ Healthy foods/beverages sold at school functions (e.g., dances, tournaments)
☐ Healthy foods used as fundraisers
☐ School staff model healthy food choices while at school
☐ There haven't been any changes
☐ Other (Please describe)

7.a) Which of the following groups, businesses, and/or individuals supported *Drop the Pop* project this year? (Check ☒ all responses that apply)

☐ Local grocery store

☐ Band/hamlet office

☐ Dental Therapist

☐ Nutritionist

☐ Health centre

☐ CHR

☐ Elders

☐ Parents

☐ Breakfast program

☐ Other (Please list)

b) In what way(s) did they contribute to your school's project? (Check ☒ all responses that apply)

☐ Provided funding

☐ Provided prizes

☐ Provided coupons for a healthy drink/snack

☐ Provided information about traditional/country foods

☐ Helped promote/support the project

☐ Other (Please describe)

c) Which of these contributions do you feel was the *most* important to running your school's project and why?

8. What suggestions do you have for changing or improving *Drop the Pop*?

9. Did anything happen as a result of your school's involvement in *Drop the Pop* that came as a surprise to you? (If yes, please describe)

10. Is there anything else about the project that you feel is important for us to know?

11. Please share a *Drop the Pop* success story with us.

Please provide the following information:

Community:

Name of school:

Your position:

Thank You!

Drop the Pop **2011 Student Survey**

Please take a few minutes to answer the following questions about *Drop the Pop*.

Thank You!

1. Which is **most true** for you during *Drop the Pop*?
 - a) **At SCHOOL**, I drank or ate (Check ☒ one answer only)
 - ☐ **more healthy** foods like fruit, vegetables and milk
 - ☐ **more junk** foods like sweetened drinks, pop, chips and candy
 - ☐ the **same amount** of healthy foods and junk foods
 - b) **At HOME**, I drank or ate (Check ☒ one answer only)
 - ☐ **more healthy** foods like fruit, vegetables and milk
 - ☐ **more junk** foods like sweetened drinks, pop, chips and candy
 - ☐ the **same amount** of healthy foods and junk foods
- 2.a) Did you ask ***your parents*** to buy healthy foods or drinks for you to eat or drink at home or school during *Drop the Pop* month?

☐ Yes

☐ No
- b) Did ***you*** buy healthy foods or drinks to eat or drink at home or school during Drop the Pop month?

☐ Yes

☐ No
3. To have a healthy body and teeth

I should eat **MORE**:

 1. _____
 2. _____
 3. _____

I should eat **LESS**:

 1. _____
 2. _____
 3. _____

Go to the next page→

4. What is one thing you learned during *Drop the Pop* month about being healthy?

5. What do you think would make *Drop the Pop* better?

- ☐ More healthy drinks and food available at school
- ☐ More *Drop the Pop* activities
- ☐ Different *Drop the Pop* activities (Can you give an example?)

- ☐ More prizes or giveaways
- ☐ Different prizes or giveaways (Can you give an example?)

- ☐ Other (Please list)

Where do you live?

What school do you go to?

How old are you?

Are you:

☐ a girl

☐ a boy

Thank You!

Drop the Pop **2011 Parent Survey**

Please take a few minutes to answer the following questions about *Drop the Pop* at your child's school. Your answers to the following questions will be used to improve the project in the future. Your answers will be kept confidential and your name will not be included in any report.

Please have your child return the completed survey to their classroom teacher ***before Tuesday, March 1st***.

Thank you for taking the time to complete this survey!

1.a) Have you heard about *Drop the Pop*?

☐ Yes

☐ No

b) If yes, how did you hear about *Drop the Pop*? (Check ☒ all responses that apply)

☐ My child talks about it

☐ Saw an ad in the newspaper

☐ School sent information home

☐ Heard about it on the radio

☐ School sent store coupon home

☐ Took part in a school event

☐ Saw a poster

☐ Other (Please describe)

2. Do you think your child drank more, less or the same amount pop and sugar sweetened beverages during *Drop the Pop* month?

☐ More

☐ Less

☐ Same amount

3. Do you think you child ate more, less or the same amount of healthy foods, such as fresh fruits, vegetables or unsweetened drinks, during *Drop the Pop* month?

☐ More

☐ Less

☐ Same amount

4. Did your child ask you to buy healthy foods, such as fresh fruits, vegetables or unsweetened drinks, for her/him to eat at school or at home during *Drop the Pop* month?

☐ Yes

☐ No

5. How do you think *Drop the Pop* could be improved?

Thank you!

APPENDIX C

2011 *Drop the Pop* Survey Response Data

2011 *Drop the Pop* Survey Response Data

Territory	Community	School	Survey Response		
			School	Student	Parent
NWT	*Aklavik	Moose Kerr School	1	8	8
	*Paulatuk	Angik School	1	19	0
	*Tuktoyaktuk	Mangilaluk School	1	10	7
	*Deline	?Eehtseo Ayha School	1	0	0
	*Norman Wells	Mackenzie Mountain School	1	7	2
	*Tulita	Chief Albert Wright School	1	6	1
	*Hay River	Princess Alexandra School	1	27	4
	*Fort Smith	Joseph Burr Tyrrell Elementary School	1	17	3
	*Gameti	Jean Wettrade Gameti School	1	2	2
	*Yellowknife	NJ McPherson	1	30	11
	*Yellowknife	Ecole St. Joseph	1	18	8
	*Yellowknife	Ecole Allain St-Cyr	1	24	0
Nunavut	*Arctic Bay	Inuujuq School	1	8	8
	*Cape Dorset	Sam Pudlat School	0	13	7
	*Igloodik	Ataguttaaluk Elementary School	1	0	0
	*Iqaluit	Nakasuk School	1	0	0
	*Clyde River	Quluaq School	1	0	0
	*Baker Lake	Rachel Arnngnamakti1	1	15	6
	*Rankin Inlet	Simon Aliattuq School	1	0	0
	*Whale Cove	Inuglak School	1	9	3
	*Kugluktuk	Jimmy Kikok Ilihakvik	1	11	8
	Coral Harbour	Sakku School	1	NA	NA
	Iqaluit-Apex	Nanook School	1	NA	NA
	Sanikiluaq	Nuiyak School	1	NA	NA
	Repulse Bay	Tusarvik School	1	NA	NA
	Arviat	Levi Angmak Elementary School	1	NA	NA
	Rankin Inlet	Leo Ussak School	1	NA	NA
	Gjoa Haven	Quqshuun Ilihakvik	1	NA	NA
	Chesterfield Inlet	Victor Sammurtok School	1	NA	NA
	Pangnirtung	Alookie School	1	NA	NA
	Qikiqtarjuaq	Inuksuit School	1	NA	NA
	Pond Inlet	Nasivvik	1	NA	NA
Yukon	*Whitehorse	Takhini Elementary	1	10	33
	*Faro	Del Van Gorder	1	5	4
	*Ross River	Ross River School	0	19	5
	*Mayo	JV Clark School	1	7	0
	*Whitehorse	Hidden Valley Elementary	0	12	0
	Old Crow	Chief Zzeh Gittlit School	1	NA	NA
	Whitehorse	Whitehorse Elementary School	1	NA	NA
	Dawson City	Robert Service School	1	NA	NA

*Schools included in the 2011 *Drop the Pop* sample for the administration of the Student and Parent Surveys.

APPENDIX D

2011 *Drop the Pop* Success Stories

2011 Drop the Pop Success Stories

Over the past four years I have watched our students drink sugary drinks and eat unhealthy options from the store. During Drop the Pop week they do make it a priority to not drink as much (or at least bring it to school). This school year our school administration has made it a priority to bring in and offer healthy options for all of our students for breakfast, morning and afternoon recess. The students love having a healthy option for snack during this time. They can't wait to see what our breakfast coordinator has prepared. It is great to see them choosing healthier options and hopefully it will carry over their own homes.

For the month of February staff noticed that students were not bringing pop to school. They were making healthier choices like water & juices.

As a school community, regular attendance at school is a focus. In order for regular attendance, they need to be making healthy choices. Promoting proper nutrition and sleep habits is a focus. To reward regular attendance the classes with highest/improved attendance are recognized with healthy snacks. The initiative started with Drop the Pop and will continue.

We do an activity at the end of Drop the Pop week every year. Last September the students were reminding me of their experiences and asking about this year. We rotate activity stations such as: Drop the Pop Jeopardy, fruit smoothies, circuit training, fruit kebabs, dental health, dancing, yoga or Public Health (nutrition).

Student leadership in Do Edaezhe program really made an impression on our pre-schoolers especially when they taught them about the importance of a healthy breakfast and served a model one to them.

We were able to provide healthy options for recess snacks during Drop the Pop. Students were very happy to have these options (oranges, apples, milk, Yop, bananas) and have asked for them to be continued. With additional funding from other organizations we have been able to continue offering these healthy snacks at recess breaks and during school events.

The parents were given a pledge form to keep track of their child's commitment to nutritious drinks. The parents were more involved this year.

Students in my Aboriginal art class made Drop the Pop posters. These posters were nicely done. We posted them all over the community.

Our students really enjoyed our fresh muffin day. We also provided a hot breakfast once a week during the program. It was a great time to sit and chat with your students and friends.

The children helped make the smoothies; especially when they drank the smoothies they were surprised how good it tasted. They learned that fresh fruits and dairy are good and good for them.

One of our staff members has stopped drinking pop, increased exercise and stopped snacking on potato chips. He's currently lost 7 lbs and says he is not on a diet; it's a change of lifestyle.

I teach grade 7 and 10 out of 12 students gave up pop for the month and have continued to switch to juice/water/crystal light. I'm so proud of them.

Our Smoothie Challenge Afternoon was on Feb 25. We made smoothies using blueberries and peaches, orange juice and yogurt. Kids were participating in the gym with the Fit Kids DVD and two classes at a time came out to enjoy a smoothie. We also invited the daycare and the AHS Program to our afternoon events. Everyone had a great time.

Students really like the door decorating challenge – makes the school look nice to community/parents.

Even with the short notice the parents did come out and took part in the “minute to win it” activities. The tooth fairy parade continues to be a big hit at our school and most classes made costumes – tiaras, crowns, wands – to wear at the parade.

Switching-In closing “Drop the Pop” week, switching took place at Quqshuun Ilihakvik. Each classroom teacher had a special pre-planned activity to take place for a 30 minute period. Activities began in students own classroom, then after 30 minutes they moved to another classroom where a different physical activity took place. This continued till students had gone to all nine classrooms. So each student got 270 minutes of enjoyable, fun activities. Activities consisted of: square dancing/ skipping/ traditional games/ musical chairs/ bean bag throw/ jigging/ drum dancing. This was followed by all students assembling in the school Gym for a half hour of drum dancing by Elders who invited students to put forth their talent in performing.

My Grade 7 students made a lot of their own posters and nutritional projects to post around the school, as well as bone facts. We painted huge banners in English and Inuktitut to put around the school hallways with a simple slogan: Drop The Pop, Pick Up Milk and it was very successful. I had students recite it in every class, every day that I passed out the healthy drinks. Students enjoyed it and kids, even little kids would come up to me in the hallway and say 'Drop the Pop, pick up milk'. So, I would say student involvement in running the program is a success story, as well as a successful slogan.

The typical sex stereotyping of cooking and food preparation is disappearing – our best cooks are male.

The Grade 1 class learned about how much sugar was in one pop and many of them have not had any for two weeks. They say they are giving it up.

Part of our activities included a Drop the Pop door decorating contest. Several classes competed and their creativity and imagination was incredible. Some students wrote positive ads, some drew pictures, we even had a skeleton that actually Dropped the Pop he was carrying. Students clearly got the message and had a great time showing off their knowledge.

Students learned what mangos and cantaloupe were during the smoothie making challenge.

Parental involvement – the parents of several students got involved and stopped buying pop for them.

Healthy food was prepared together to develop teamwork and educate students on new foods. We purchase diverse fruit and vegetables, many of which the students had never tried but really enjoyed – like avocado, bosc pears, pineapple.

The Grades 1/2/3 class wished to have a pajama day. They very quickly decided to include the whole school. They had decided that the perfect snack for PJ Day was cereal. We encouraged them to pick a cereal with a high fibre/nutrition rating, added milk and bananas and had a blast. The exercise component was a "sock hop", "limbo" and infamous Bird Dance included. The high school kids enjoyed it as much or more than the 5 year olds.

In one of our classes, children were delighted to try foods that they had never seen/tasted before.

Our junior high Home Economics class prepared weekly healthy treats for all the students in our school. They made vegetables and dip for week one, fruit kabobs for week two and a healthy cookie for week three. They worked really hard and were proud to be a part of the campaign.