

# Administration Protocol

## I. Purpose

The purpose of the Eating and Activity Tool for Students (EATS) is to collect information about dietary and physical activity behaviors from students in grades 4 and above using a simple and tested survey instrument. You can use EATS in schools or other settings where you are delivering **six or more hours** of direct education over **at least four weeks**.

## II. Who Should Administer

We recommend that only UCCE staff who (1) attend the EATS webinar (or watch the recording) and (2) read the EATS administration protocol collect pre/post surveys. The State Office will review these procedures annually with UCCE staff input.

## III. When to Administer

Pre: Administer the pre-survey at the beginning of the school year before intervention activities have begun. Ideally, the pre-survey should be completed as early as possible after the first full week of classes.

Post: Administer the post-survey towards the end of the year after you complete your intervention activities. Aim to avoid days/times around standardized test schedules to avoid testing fatigue.

### General guidelines:

- Please collect EATS on a day following a regular school day (e.g. typically Tuesday through Friday).

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***Note:** Do NOT administer EATS on a Monday or following a holiday, for example, not on a Tuesday after a Monday holiday.*

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- You can administer EATS at any time during the day.
- To the extent possible, both pre and post surveys should be administered at the same time, in the same way, with the same staff. For example, if the pre-survey is administered by an educator before lunch, the same educator should administer the post-survey before lunch.

## IV. Materials Needed

- Surveys - printed in color, on white paper
- Extra copy of the survey and consent cover page for your reference
- Pencils - one per student plus extras (if needed)
- Survey administration protocol
- School breakfast and lunch menus from the previous day

## V. Student Consent

The UC Davis Institutional Review Board (IRB) requires our program to obtain consent for all youth program evaluation. In order to secure consent to participate in EATS, UCCE staff will read the student consent page aloud to the class prior to both pre and post survey administration. Consent to participate is assumed to have been provided if a student completes the EATS after reviewing the consent page which is provided to students as the cover page to the pre and post survey. The IRB does not require a written consent form or parental consent.

## VI. Unique Student ID

Students will fill in their unique Student ID at the top of the first survey page using the appropriate table below. This will allow you to match a students' pre-survey with their corresponding post-survey. Please make sure students understand how to fill in the Student ID and take time to answer any questions. Ensure that each survey has the student ID completed as you collect them.

ENGLISH				SPANISH			
First letter of your <b>FIRST</b> name	First letter of your <b>LAST</b> name	Birth <b>MONTH</b>	Birth <b>DAY</b>	Primera letra de su nombre	Primera letra de su apellido	Mes de su nacimiento	Día de su nacimiento
A-Z	A-Z	01-12	01-31	A-Z	A-Z	01-12	01-31
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you find this approach (e.g. students complete ID) too time consuming, an alternative is to have students write their full name and birth month/day on a sticky note and place it on the first page. Check that each survey has the necessary information written clearly on the sticky note as you collect them. Then, UCCE staff can fill in the student IDs and pull off the sticky notes immediately following survey administration. In addition, you will find a birth month table included in the Appendix, which some county teams have used to help students identify and report their birth month numerically.

## VII. Before You Begin

- UCCE staff can fill in the county, school name, date, and mark pre or post on the student surveys to reduce respondent burden. It may also be helpful to write the teacher's name in pencil to help with matching pre/post surveys.
- Assess your audience to decide which administration method is best:
  - *Reading the survey aloud:* Recommended for 4<sup>th</sup>/5<sup>th</sup> graders to cut down on chatter and keep the students who read a little slower on task.
  - *Having students read and complete the survey on their own:* Students who are faster may wish to complete the dietary questions on their own, which will help maintain their interest.

- *If administering the Physical Activity Module:* All students should regroup after the diet questions and complete the physical activity questions together.
- Consider bringing along a non-intervention related activity (e.g. generic crossword puzzle) to give students who choose not to complete the survey, so they do not distract others.
- Maintain a neutral tone and confidentiality.
- Please take time to help students recall what they ate yesterday and physical activities they did yesterday as well as over the past week.
- To assist you in planning, please allow a total of **60 minutes** to administer the complete EATS tool. You will find estimates of the time to allow for completing each EATS sections below:
  - ~5-10 minutes for the recall/prompt section
  - ~5-10 minutes for the consent and student information pages
  - ~10-15 minutes for the FV module
  - ~10 minutes for the SB module
  - ~5-10 minutes for the PA module

## Helping Kids Recall Yesterday's Intake:

Write yesterday's day of the week and date on a board (or large poster paper) in large print in front of the classroom. To help students recall what they did yesterday, where they may have been, what meals they ate, and when they ate or drank, write prompts as shown below. Using the school breakfast and lunch menu, write on the board what was served at school meals yesterday.

- |   |                           |
|---|---------------------------|
| ● <i>School?</i>                            | ● <i>Breakfast?</i>       |
| ● <i>Home?</i>                              | ● <i>Morning snack?</i>   |
| ● <i>At a friend's or relative's house?</i> | ● <i>Lunch?</i>           |
| ● <i>A fast food restaurant?</i>            | ● <i>Afternoon snack?</i> |
| ● <i>Another restaurant?</i>                | ● <i>Dinner?</i>          |
| ● <i>Somewhere else?</i>                    |                           |

## Helping Kids Recall Physical Activity:

Follow similar prompts for physical activity to help students recall when they did active play yesterday at school; and over the last week, when they had PE, what activities they did in PE, and on which days they were active for 60 minutes or more. Ask the teacher on which days the students had PE last week and write the days on the board, including the physical activities they did in PE.

### Yesterday, at school

- *Before school?*
- *During PE class?*
- *During other class time (not PE)?*
- *During recess?*
- *At lunchtime?*
- *After school?*

### Last Week

- *PE days?*
- *PE activities?*
- *Days active for 60+ mins? (e.g. heart beating fast and breathing hard) Home? School? Park? Sports practice/activity classes?*

## VIII. Survey Administration Script

Below is a sample script with instructions for administering EATS. While it is not required that you use this script, it is highly encouraged. If you choose not to use the script, please review the content and be sure to address each salient point. Please note that:

- Instructions for the UCCE staff administering the survey are in plain type (e.g. Do).
- **Instructions to be read ALOUD to the students are in bold type (e.g. Say).**

Do: Before you begin, write on the board the prompts for meals/foods students may have eaten yesterday (see section **VII. Before You Begin** for additional instructions). If using the Physical Activity Module, add the physical activity and PE prompts.

Do: Pass out the surveys (and pencils, if needed). It may be helpful to have a student volunteer or two help.

**Say: Let's read the cover page together.**

Do: Read the consent cover page.

**Say: Does anyone have any questions?**

Do: Answer any questions students may have. Give students who choose not to participate a non-intervention related activity (e.g. generic crossword puzzle) to work on.

**Say: For those who are willing, let's complete the first page of the survey together. Let's begin by filling in your Student ID. We use a code rather than your name to keep the information you share private. I'll put an example on the board.**

Do: Write the example below on the board. Wait for students to fill in the box(es) for each question before moving on. Ask the teacher to circulate around the room and help students.

**Say: For Jose Ortega born on January 15<sup>th</sup>, the Student ID is J-O-01-15.**

- In the first column, please write the **FIRST letter** of your **FIRST name** in the box. If your first name was Jose, you would enter 'J' for the first letter.
- In the second column, please write the **FIRST letter** of your **LAST name** in the box. If your last name was Ortega, you would enter 'O' for the first letter.

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*Note: For students with multiple last names, use the first letter of their first last name.*

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- In the third column, please write your **Birth MONTH** using two numbers. If you were born in January, you would enter '01' for the month.
- In the fourth column, please write your **Birth DAY** using two numbers. If you were born on the 15<sup>th</sup> you would enter '15' for the day.

Do: Take time to answer any questions.



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**Say:** For the rest of the survey, wherever you see a bubble (or circle), choose the ONE best answer for the question. Wherever you see a box (or square), choose each answer that is true for you. This is not a test, and there are no right or wrong answers. Please just respond to the questions as honestly and accurately as you can.

Now, let's read through the first part of the survey together.

Do: Wait for students to finish each question before moving on.

**Say:**

- Question 1: Bubble in your age.
- Question 2: Bubble in your grade. (Do: if class is a single grade, provide the answer) For this class, you would bubble in \_\_\_ grade.
- Question 3: Bubble in whether you are a boy or a girl. It's ok if you don't want to answer this question. In that case, bubble in "Don't want to answer".
- Question 4: How do you describe yourself? Fill in all the boxes that describe you.

Next, If Administering the [Fruits and Vegetables](#) and/or [Sweetened Beverages and Water](#) Modules, Read:

**Say:** Now there are questions about foods and beverages that you ate or drank yesterday. Yesterday was (name of day). Think about what you ate and what you drank yesterday. Please count only what you ate or drank yesterday, even if it was not a normal day for you. On the board up here, I've written some places to help you remember where you were yesterday, the names of different meals, and what was served for school breakfast and lunch. Let's do an example to see how to answer this type of question. We're going to look at question #5. Yesterday, did you eat any potatoes, corn, or peas? Suppose you had a scoop of corn as part of school lunch and roasted potatoes as a side dish with dinner. Which circle would you bubble in?

Do: Wait for responses.

**Say:** You ate corn 1 time at lunch, and potatoes 1 time at dinner, so you ate potatoes, corn, or peas a total of 2 times yesterday. You would bubble in the circle for "Yes, I ate these vegetables 2 times yesterday". Remember, when you answer this question on your survey, think about only the vegetables you ate yesterday.

**Are there any questions about the instructions I've just explained?**

Do: Answer any questions about the survey. If students ask questions about specific survey questions, help clarify the questions for the students, but do not provide answers. See section VII. Before You Begin for additional guidance on helping students with recall.

**Say:** If you have a question while you are taking the survey, please raise your hand and someone will help you. Remember, the pictures are examples only and do not necessarily include all the possible foods or beverages covered by the question. What you ate or drank may have looked different.

Do: For younger grades (e.g. 4<sup>th</sup>/5<sup>th</sup>), read the questionnaire out loud to minimize chatter and keep students on task. Walk around the room as you read aloud to help keep the students focused on the survey.

Next, If Administering the **Physical Activity** Module, Read:

**Say**: Please stop when you get to Physical Activity so the group can catch up.

Do: Allow time for the class to catch up.

**Say**: The next questions are about your physical activity. When we ask about physical activity, this includes sports or dance that make you sweat or make your legs feel tired, or games that make you breathe hard, like tag, skipping, running, climbing, and others. At school, think about the time you spent playing sports, physically active games, playing actively with friends, or other activities that got your body moving. Also, walking counts as physical activity, but only if you did it for more than 10 minutes at a time. Let's look at question 1 together.

**Question 1**: Yesterday at school, when did you do physical activities like: Sports, physically active games, playing actively with friends, other activities that got your body moving.

Put a check in the box next to each of these times that apply: Before school, during PE class, during another class (that's not PE), during recess, at lunchtime, or afterschool. If you were not physically active during any of these times yesterday, check the last box.

Do: Wait for students to finish.

**Say**: For the next three questions, we want you to think about last week rather than yesterday. Continue to read and respond to Questions 2 through 4. Remember, for the questions with a box (square), you should put a check next to all answers that are true for you.

## IX. Question-Specific Troubleshooting

### Fruits and Vegetables Module

- **Question 1 (Potatoes, corn, and peas)**: Do not include fried potatoes (French fries) or sweet potatoes (yams).
- **Question 3 (Salad or green vegetables)**: If there are other leafy greens consumed that are not listed, have the student include them; however, do not include other green vegetables besides broccoli and green beans (include them in Question 4 – other vegetables).
- **Question 4 (Other vegetables)**: This question collects frequency of consumption of all other vegetables not included in the previous categories. Include green vegetables not listed in Question 3 here.



- **Question 5 (Beans):** It does not matter how the beans were prepared (e.g. refried, containing lard, with pork). Instruct students to include all kinds of beans, except green beans.
- **Question 7 (Juice):** 100% juice refers to beverages that are pure fruit juice with no added sugar or anything else.

## Sweetened Beverages and Water Module

- **Question 1 (Diet soda):** Include sodas with diet in the name, along with any other sodas that contain 0 calories and/or a sugar substitute instead of sugar.
- **Question 2 (Fruit drinks):** Include any fruit-flavored drinks that are not 100% juice. If they have fruit juice added, but are not 100% juice, include them here. Also include fruit-flavored waters that contain added sugar.
- **Question 3 (Sports drinks):** Include regular, sweetened sports drinks. Do not include those with 0 calories and/or a sugar substitute.
- **Question 5 (Energy drinks):** In addition to those found in cans, also include energy “shots”. Younger children may not know what energy drinks are. If a student does not know what an energy drink is and he/she does not recognize any of the examples, then instruct him/her to mark that they didn’t drink any.
- **Question 7: (Flavored milk or milk-type drinks):** This question does not include regular, full-fat, 2%, 1%, or non-fat *unflavored* milk. It does include any milk or milk-containing (dairy or non-dairy) beverage that is flavored (i.e. sugar added).

## Physical Activity Module

- **Question 2 (PE):** PE is considered structured physical activity led by the classroom teacher or another teacher specifically tasked with leading PE classes.
- **Question 4 (Total physical activity):** Students should add up their total daily physical activity. The 60 minutes does not need to be performed at one time during the day, but rather, can be a total of physical activity performed throughout the day. Let students know they can add up the activities they did in the space at the bottom of the page.

## X. Collect and Review Surveys

When collecting the surveys (and pencils, if needed), take a few minutes to confirm that:

- the Student IDs were completed and
- all survey questions were completed appropriately (see below).
  - Bubbles (O) – Select one answer.
  - Boxes (□) – Mark all that apply.

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***Note:** Double check that all pages and questions were completed. Students are especially likely to leave the questions blank on the last page.*

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If not, follow-up with students to fill them in. Be sure to reassure students that you are not checking their answers for accuracy, but making sure all of the questions were answered.

Lastly, please thank the students and classroom staff: **Thank you for your participation!**



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## XI. APPENDIX

<b>BIRTHDAY MONTH</b>		
JANUARY	0	1
FEBRUARY	0	2
MARCH	0	3
APRIL	0	4
MAY	0	5
JUNE	0	6
JULY	0	7
AUGUST	0	8
SEPTEMBER	0	9
OCTOBER	1	0
NOVEMBER	1	1
DECEMBER	1	2