

A Resource Package for Using Shelf Labels in Remote Community Stores

This package is for remote nutritionists, health promotion officers, health workers or other health staff to use when working with local people and store staff in developing a Shelf Label Project.



**Make WHOLEGRAIN CRISP-
BREAD your TICK choice for
snacks and lunch...**

- Top with tomato & cottage cheese, vegemite & cheese
- Top with avocado, egg or creamed corn
- Try with soup, stew and dips
- Eat these instead of other biscuits
- Make mini pizzas with them



CORN KERNELS 500GM





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- Pormpuraaw State School
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2. What's involved in Shelf Label Project?

This package will provide background information and walk you through the following processes that are used to run shelf label projects:

DEVELOP – page 7

- Talk about shelf labels in your community
- Decide whether shelf labels are right for your store
- Design your shelf labels
- Make your shelf labels

IMPLEMENT – page 13

- Use a set of nutrition criteria to know which foods to label
- Put your labels up in the store
- Provide training for store staff and others
- Promote the shelf labels in the community

MAINTAIN – page 15

- Check label placement
- Collect data from the store
- Discuss the findings
- Make any changes needed

EVALUATE – page 17

- Plan your evaluation
- Analyse store sales data
- Run interviews or group discussions
- Bring together other data from the store and community

3. An Introduction to Shelf Label Projects:

Shelf labels show which store sold food and drink items are healthy choices and also remind people how important it is to eat healthy food.

This here is really what we're after, and it's hitting the community two ways; half of that mob are ready for this sort of stuff, they know they have to change, they've spoken to the doctor, they'll see those labels and then they'll be able to buy that healthy food. That other half, they're not really ready to start shopping healthy yet, they're not interested, but they'll start seeing those posters and labels and it will get them thinking, slowly.

- Community Leader.

People in many remote communities around Australia have worked with store staff and health professionals to design shelf labels for their store. Their labels have all been different: long shelf strips, hanging labels, shelf wobblers, stickers, posters or images printed directly on price tags. Some labels have been designed by local artists or school children and others use computer pictures or photographs.

Shelf labels are more likely to be noticed, understood and used when local people are involved, simple and clear messages are used, plans are put in place to monitor and maintain labels, and labels are linked with other community activities.

Shelf labels are valued by local people and store staff and have the potential to increase the sales of healthier items. The labels also act in association with other nutrition promotion activities. This guide has been developed to assist in working with local people and stakeholders to develop, implement, maintain and evaluate shelf label projects that are community-specific, sustainable and effective.

This package is for remote nutritionists, health promotion officers, health workers or other health staff to use when working with local people and store staff.



4. Stories from the four Pilot Projects:

The Titjikala Mai Palya Shelf Labels

Titjikala is a community of 200 people, 120kms southeast of Alice Springs.

The store committee in Titjikala decided that it wanted to use shelf labels to show people where the healthy food was located in their store. They met to find out more about shelf labels and to work out what would be best for them. They talked about lots of different ideas: using an eagle (the local totem) to show where the good food is, taking a photo of local people giving the thumbs up to good food, or making a painting that could be used as the label.

In the end the men in the store committee decided that this was women's business and asked them to decide what needed to be done. The women said they wanted one of the store committee members, an artist, to make a "good tucker" painting.

Her painting shows different bush tucker that can be found near Titjikala and the words 'Mai Palya' which means 'good tucker'. A graphic designer helped change the painting into a computer image and make some sample shelf strips and hanging shelf labels.

The store committee met again to decide what shape to make the label, they decided to go with the hanging shelf labels as these would stand out the most.

As soon as people saw the labels in the store they knew what they meant and they knew that they were for. People were really happy to know that a local person had made the labels and that they were just for Titjikala, not for other places.



The Galiwin'ku Manymak Ngatha Shelf Label Project

Galiwin'ku is a community of 2500 people on Elcho Island in East Arnhem Land, NT.

The Shelf Label Project in Galiwin'ku was led by women from the Yalu' Marggithinyaraw Nurturing Centre. They had been talking to other people in the community about good food and were eager to work on something that would show where the good food was in the store.

They also wanted to address the need for traditional food. The women didn't want to give people the wrong idea that store food was the only type of healthy food around. They wanted to make sure that people knew that food from the bush and food from the sea was the best choice, but that we need the good food from the store, too.

4. Stories from the four Pilot Projects: Continued

The way to show this was by making a 'dhanyia', a traditional basket made from paper bark, used to carry food, water or other goods. They filled the Dhanyia with different foods that they collected locally from the bush and the sea as well as foods from their store.

Making the dhanyia meant trips out to the bush and some trips to the homelands to see what was growing and to gather paper bark. The women collected fish, berries, bush plums, bush apples and 'guku' (sugarbag) for the basket.

Different fruit and vegetables were also chosen from the store. These were put in the dhanyia along with the traditional foods. Photos of this dhanyia were put on a shelf label with the words 'manymak ngatha' which means 'good food'. The women discussed which colours to use to show that the label means good, healthy food. They chose green as it is a 'living' colour that people would like.

The shelf strips were put up in the store and everyone could see how it looked. The women from Yalu said that they were really proud of how it looked, and that everyone else in Galiwin'ku would be proud of them when they saw it. They were happy that their own design was on the shelves and that it looked so bright and colourful.



The Pormpuraaw 'Thumbs Up' Shelf Label Project

Pormpuraaw is a community of 700 people on the Western coast of Cape York Peninsula.

The Jimmy Little 'Thumbs Up!' project was used in a number of remote communities across Australia. Kids at the Pormpuraaw School had the chance to make the project their own by writing and recording a "good tucker" song for their community. This was linked in with a Shelf Label Project at the store and other activities in the community.

The shelf labels were launched during the week that the Jimmy Little team visited and ran music workshops at the school. Shelf labels were put on all the food that met the nutrition criteria. Posters, signs and a recipe stand were put in the store, too. The recipes were changed monthly so that everyone had a chance to try something new and healthy. The store manager was really supportive of the project. He began making a monthly display that showed all the ingredients needed for the latest recipe and how much it would cost to make that meal for the family.

All the children who participated in the music video workshop were familiar with Uncle Jimmy when they came into the store and saw the shelf strips. They also told other people in their family, so the word spread about what was happening in the store.

The music video was officially launched at a local movie night and all of the kids who participated were given a DVD to take home. Everyone enjoyed watching the DVD, people were really proud of the kids and what they had done. They have asked for a TV in the store so that the "good tucker" song can play while people are shopping.



4. Stories from the four Pilot Projects: Continued

The IBIS Healthy Tick program on Mabuiag Island

Mabuiag is a small island of about 200 people in the Northwest of the Torres Strait.

The 'Healthy Tick' came from a competition that was run across all of the IBIS stores in the Torres Strait. Kids at the schools were asked to come up with a symbol for healthy food to be used on the printed price labels to show if a product was a good choice. The kids received a voucher for the store if they entered and there was a prize for both the school and the artist if their design was chosen.

The winning tick design was made smaller to fit on the existing price tags. A design with not too much detail was chosen so that it would still look good on a small label.

The healthy tick was printed on the price labels of all products that met the nutrition criteria. The IBIS nutritionist went through the online product database to make sure all items were marked electronically. During maintenance visits to the store these labels were checked again and any missing or incorrect labels were fixed.

As part of the Menzies project and to encourage people to use the labels, Mabuiag ran a 'Healthy Tick Week'. People did not always notice or use the label. They said an event was needed to remind them it was there and to give them some tips for using it. The activities included cooking sessions with kids at the school, nutrition sessions at the clinic and recipe demonstrations and taste tests at the store for a whole week. The activities actively involved people in the project and reminded them about the labels while giving them easy tips on how to use them to select food.



5. Developing Shelf Label Programs:

Introduction:

In your community the idea or request for shelf labels can come from local people, store managers, health workers, the store committee, your council, or the school. It is important to identify and meet with local decision makers and key stakeholders to discuss the idea and decide whether this is right for your store.

If this group decides it wants shelf labels in the store then you'll need to discuss how the project will work and what it will include. This guide will support you in talking about shelf labels and then working together with local people and stakeholders to design your shelf labels and decide on how they will be used in the store.



"The idea for shelf labels came from the store managers in Titjikala. The managers had heard of shelf labels before and thought they were a good idea. They had chatted to a few local people about the idea and it had gone down well. The store committee had recently taken on ownership of the store and were keen to start having some input into the store. Shelf labels were seen as a really positive first project to work on together and a way to create a healthy focus for the store.

From my view as the nutritionist I felt that half the battle was already won, as the store managers were so keen for this. I knew that the maintenance of the shelf labels and buy in from the store are some of the hardest parts of these projects and having that support from the beginning was important. The area manager was very driven too and happy to work with the committee to showcase something positive about the store.

I travelled to Titjikala with the Menzies project officer, the NT health nutritionist and the area manager for the store committee meeting. During the meeting we talked about the idea and shared some stories and pictures about other Shelf Label projects. There were a few questions about the idea and everyone had a good discussion about it and how it could work. We made plans to follow it up at the next meeting after everyone had a chance to think it over and discuss it amongst themselves. "

*- Stacey Holden,
Outback Stores Nutritionist 2011*

5. Developing Shelf Label Programs: Continued

Deciding whether to run a Shelf Label Project:

Before talking about shelf labels with people in the community, consider the following:

- Do you/your organisation have the capacity to support a Shelf Label Project in the proposed community? A Shelf Label Project will require a number of meetings and community visits and an ongoing commitment of maintenance and evaluation.
- Will you need to find additional funding for a Shelf Label Project? Shelf label projects can be run using in-house resources only (printer, existing travel budget, local staff, etc). However you may need funding to run community activities and print project materials.
- Does the proposed activity align with any existing strategies/action plans for your organisation/region?
- Would a Shelf Label Project complement existing activities in the community?

Planning a community meeting to talk about shelf labels:

Shelf labels are most likely to be noticed, understood and used to make healthier purchasing choices when communities are engaged and involved in the project from the beginning. You can start by planning a meeting to discuss what shelf labels are and whether people want them in their store.

When planning your meeting, consider the following:

- Who should lead the meeting?
- How will people find out about the meeting?
- Where will the meeting be held?
- Will transport be required?
- Will you need refreshments?
- Will printed materials or handouts be needed for the meeting?
- Will an interpreter be needed at the meeting?
- Will permission be needed to take photos during the discussion?
- Do you need someone to help take notes?



The Talking About Shelf Labels flipchart (Appendix A)

The Talking About Shelf Labels flipchart (Appendix A) is a flipchart for talking to people about Shelf Label Projects. In the meeting you can use this flipchart to explain how shelf labels work and what their benefits are so that people can decide whether they want them in their store. The flipchart can also be used later to help people decide what their shelf labels will look like and how they will run their project.

The first decision that needs to be made at the community meeting is whether people want labels in their store. To make this decision people will need to know:

- What shelf labels are
- What shelf labels look like
- How they have worked elsewhere
- How they could work in their/your store
- How food contributes to health outcomes

The key questions to discuss are:

- Do we want a Shelf Label Project in our store?
- Is there any more information that we need in order to make our decision?

Extra information that you may need:

- A background on where the idea for shelf labels in this store came from
- If anyone (local people, store managers or visiting staff) has any experience with Shelf Label Projects it may be a good idea for them to share their story with everyone else

5. Developing Shelf Label Programs: Continued

- Information on potential funding
- Information about the health of the community
- Data showing what sort of foods and drinks experience the highest sales in the community (you can use the Menzies RIST Keeping Track of Healthy Food tool to generate a report if you have access to store sales data and permission from the store to use it in this way)
- Information about the sort of services available to the community and who could be asked to help out with this sort of project

Use pages 5–11, 17, 23 and 33 from the flipchart to help you. Depending on who is at the meeting, pages 25–31 may be useful also. Make sure that people have the chance to go away and think about what has been discussed and whether they would like shelf labels in their store. Also set a time to meet again and talk about this further.



"In Galiwin'ku a number of people had been talking about shelf labels; the store managers, the store nutritionist and a group of local people involved in the Good Food Systems Project, also with Menzies. We wanted to meet with the store committee first to if it thought that introducing the labels was a good idea and to get the go ahead to talk to other people. Due to other events in the community it wasn't possible to meet everyone together so we visited the store directors individually first, then, once we had spoken to them, discussed shelf labels with Yalu' Marggithinyaraw Nurturing Centre, health workers at the clinic and people involved in the Families as First Teachers and Families and Schools Together Projects. Given the circumstances, this was the best way to go about chatting to everyone. It meant that we could take on the views and ideas of lots of people before a core project group was formed."

- Frances Knight, Menzies Project Officer, 2011

Decisions at the Store/Store Organisation:

Store staff and manager/s are important for the promotion and maintenance of shelf labels and need to be involved in the process.

It is best to invite store staff/managers to the community meetings so that everyone can discuss the idea for shelf labels together.

People from the store may want to consider the following information so that they can make a decision about whether to support the project:

- Whether Shelf Label Projects are effective
- Which foods and drinks will be labeled
- Who would pay for the shelf labels to be printed
- Who would run the Shelf Label Project
- How much time would be required of store staff
- Whether the Shelf Label Project would require any changes to the store or its layout
- How the project would be evaluated and what sort of information would be needed

You can use the flipchart or stories from the beginning of this resource to discuss these questions with the group.

Other things to consider:

If people are interested in running a Shelf Label Project then you can start to work on the following:

- Developing a project plan and timeline
- Looking for funding (if necessary)
- Talking to service providers to see who else can be involved in the project
- Organising a meeting with local people who want to be involved in designing the labels
- Working out the ethical considerations there may be for your project (see Appendix Q)

I had been spending time working with The Jimmy Little Foundation (JLF) and Queensland Health to try to get the JLF project to our Cape York stores. We really wanted more nutrition activities happening on the ground that involved the stores. Once JLF and Retail Stores had both agreed to go ahead I needed to visit the communities, including Pormpuraaw, to talk with local people and service providers there and see if it was something they would be interested in. I was able to do this over a number of visits and the Health Promotion Officer (who visited every fortnight) was able to talk about it with people and help out, too. By the time it came to getting formal approval for the activities to go ahead people had been hearing about the JLF projects for a while and seen videos from other communities, so they really knew what it was and what they were agreeing to.

- Kirsty Goodwin, Retail Stores Nutritionist 2011

5. Developing Shelf Label Programs: Continued

This process could involve:

- People who were at your first meetings and who indicated interest
- Other interested local people
- Representatives from the store
- Local artists
- Other relevant stakeholders or service providers

You can use the flipchart to share information about shelf labels with this group. It may help to write the following questions on butcher's paper at the meeting so that everyone knows key decisions to consider:

- What will look good and stand out in their store?
- What will be meaningful to local people?
- What will the labels look like and what they will say?
- Who will design the labels?
- How will the labels be printed/made?
- How will the project be run and who will be involved?
- Will other materials be needed (posters, recipes etc.)?

One of the store directors in Titjikala is a brilliant artist. She was dubbed in by the rest of the committee members and asked if she could paint a design that would be seen by local people as meaning 'healthy food'. Unfortunately there was illness in her family and then sorry business in the community so things were delayed for quite a while. There were further delays in getting the right colour paints to Titjikala too, but eventually the painting was completed. Once the painting was ready a graphic designer in Darwin helped to change the painting on canvas into a shelf label. On the day we put the labels up people saw them as soon as they came into the store and commented on how good they looked. "Mai Palya! It's good tucker!" they said, everyone was really proud of the artist, they kept saying how good it looked. It really was worth waiting for a label that meant something to the people from Titjikala, people told us that they knew it was just for them, I think that means something.

- Frances Knight, Menzies Project Officer

The group will also need to discuss other activities to support the shelf labels. Some activities could include:

- Nutrition sessions at the clinic
- Nutrition training for store staff and other people
- A launch to show people what the labels are and how to use them
- Linking the labels in with other community events
- Store tours
- Cooking demonstrations using labeled ingredients
- Asking the clinic staff to talk to their patients about the labels and how to use them
- Activities at the school such as nutrition sessions, music or games
- Healthy eating songs and music videos
- Competitions to encourage people to buy labeled foods

The flipchart offers more helpful suggestions.



5. Developing Shelf Label Programs: Continued

The Shelf Label Project had been running at the Mabuia store for a while but some community leaders and the managers at IBIS were concerned that people weren't really noticing the labels and were buying the same food as always. We interviewed local people at the store to ask whether they had seen the labels, knew what they meant and used them to shop. While many people said they had seen the labels and could guess correctly what the healthy tick meant, only a few people said they used them to shop.

We took this information back to the store managers, council, school and clinic to see what should be done. It was the council that came up with the idea of running 'Mabuia Healthy Tick Week': a week's worth of nutrition activities on the Island all aimed at promoting healthy eating and telling people about the healthy tick labels. IBIS stores group were really supportive and donated all of the food that we needed for the week.

Queensland Health was also a great support and allowed some extra nutrition staff to travel up to Mabuia for the event. Activities were run at the school, store and the local clinic all week long, people got to try different recipes and ask questions about their health and their shopping. People started telling us that they had noticed and were using the Healthy Tick Labels to shop with and had taken the healthy tick recipe and cooked it for dinner that night! At the end of the week people were talking about the Healthy Tick and more people were able to explain what it was about.

- Frances Knight, Menzies Project Officer

Budget

Shelf Label Projects can be run on either large or small budgets. Labels can be printed and laminated in-house and linked with activities that are already taking place in the community. Labels and posters can also be professionally printed and extra activities can be run.

If funding is required:

- Ask if the store has a dedicated nutrition budget that could be used
- See whether the store committee can contribute community funds
- Apply for a grant or funding
- Ask the council or other stakeholders if they are able to contribute any funds to the Shelf Label Project

The flipchart section to share during this conversation is on page 17.

There was no budget available for the Shelf Label Project in Galiwin'ku so we had to do things ourselves. The local ladies running the project had the great idea of making a traditional basket full of healthy food from both the bush and the store and taking a photo of it to make the label. We then played around and resized the picture on the computer, added some text and printed out some different options. It took a couple of days in total as we had to go back to everyone and see what they thought but it worked well. We printed out the labels on the Menzies printer and laminated them at the ALPA store. It took us a while to cut them out but the labels looked really great and the ladies who designed them were really proud to see them in the store.

- Clare Brown, ALPA Nutritionist



5. Developing Shelf Label Programs: Continued

Printing the Shelf Labels

Before printing your shelf labels, check the following:

- Has the final design, including spelling, images and colours, been shown to and approved by the local group?
- Were sample shelf labels tried out on the store shelves to see how they will look?
- Have other local people been asked what they think of the design and what they think the label means?
- Have you counted how many labels will be needed?
- Are you getting some extra labels printed in case of damage or loss?
- Have the store shelves been measured and were accurate measurements used for the final labels?
- Are laminated or waterproof labels needed for wet areas in the store, such as fresh produce, fridges and freezers?
- Will stronger labels or shelf strips be needed for lower shelves where they can easily be pulled off by small children?
- Do you have permission to reproduce any photos or artwork that may be on the labels/posters?

We spent a few days designing the labels with the Yalu' ladies in Galiwin'ku. Once everyone had agreed on the final label design we printed them in colour and spent many hours cutting them out by hand – then we set about putting them up in the store. Galiwin'ku is a community of around 2000 people so the store is pretty big. We were really happy with how everything looked and called the store staff together so that everyone could see the Labels. After reading the labels one of the store workers (who used to work as the ALPA translator) shook her head and told us the bad news: one of the words in Yolngu Matha [there is no 'r' in this word? Or does 'Matha' mean 'language?'] was spelt wrong, with one 'r' instead of two. Nobody in the project group had noticed that the spelling was not correct and we hadn't specifically asked if it was okay. Unfortunately we had to take all of the labels off the shelves and start again – but we were careful to check the spelling after that.

- Frances Knight, Menzies Project Officer



6. Implementing Shelf Label Projects

A. Introduction:

This section explains how to set up shelf labels in your store and the relevant tools that will help you.

B. Things to consider when setting up shelf labels:

- Who will set up the shelf labels?

- It is important to involve store staff, health workers or other local people in the set up so they can learn more about the project
- If people understand the shelf labels they may be more involved in maintaining them
- Store staff who help with the label project are more likely to tell other people about it
- Store staff may be too busy to help with the entire process but involving them as much as possible is beneficial

- How long will it take to set up the labels?

(Staff may need to return to their usual work if the store gets busy)

- The amount of time that will be needed to set up the labels depends on the size of the store, how easy the labels are to use, how the shelves are designed, how many people will be helping out, whether training will be required and how busy the store is
- If you are working with store staff you will need enough time to discuss why certain products are labeled and how to check what is labeled
- Allow 1.5 full days or three half days (preferable) to set the system up if working with others

- Will you need to move any store items or re-lay any shelves?

- It is easier to label a whole shelf than label individual items across a number of shelves
- Talk to the store manager/s about whether items in a product group (i.e. breakfast cereal or meat) can be rearranged so that all of the healthier, labeled items are on the same shelf (preferably at eye level)
- The store may have an existing "planogram" or system for product placement that you will need to use

Will waterproof labels be needed?

- You can order waterproof labels from your printer or laminate any labels you need for wet areas
- If your labels are not waterproof you can leave some spares with the store manager for replacing any that disintegrate in fridges or freezers.
- You may be able provide suppliers with labels to add to packaged goods during processing (i.e. frozen meat or packaged vegetables) so that these items are labeled when they arrive at the store

Is there a space to hang the labels?

- In some stores the shelf stripping (plastic sleeve that price tags and shelf labels sit in) can be damaged or missing completely.

- Talk to the store manager to see if any replacement stripping is available or offer to fix any damaged stripping
- Bring some cable ties and double sided tape in case stripping is not available. Ask if you can move labeled products to a shelf that has stripping
- If there is no shelf stripping on a whole section (for example inside a fridge) you could make fridge stickers, posters or other signs that clearly show the label design

How will you attach the labels?

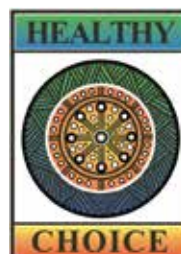
- Make sure that you don't cover any price tags with your shelf labels
- If you are using an adhesive make sure it won't leave any marks.

How busy will the store be?

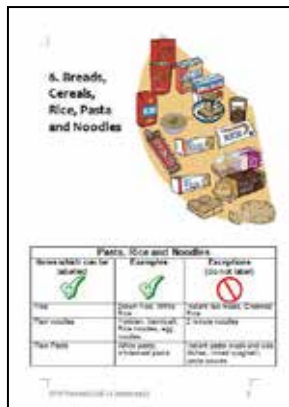
- Find out when the store is quietest or ask if you can put up the labels/move stock when the store is closed. This way the label set up will not have too much impact on the day-to-day running of the store.

What will you need to pack?

- Scissors
- Cable ties
- Double sided tape
- Sticky tape
- Blu Tack
- Camera
- Posters
- Copies of the nutrition criteria or guide (Appendix B or C)
- Copies of the store observation checklist for use before and after (Appendix F or G)



6. Implementing Shelf Label Projects: Continued



Pages from the Nutrition Criteria for Shelf Label Projects (Appendix B)

Using the Nutrition Criteria/Guide:

When deciding which products to label as healthy choices you can use the Nutrition Criteria For Shelf Labels (Appendix B), the Quick Nutrition Guide (Appendix C) or another relevant set of criteria.

The criteria you use depends on:

- How confident you are in reading nutrition information panels
- Who will set up the Labels
- How much time you have to put up the Labels
- Who will maintain the Labels

It may be useful to make a list or take pictures of which items should be labeled in your store for maintenance. The list below was made for staff at one of the pilot stores so that they could see where the Labels were meant to be if they had to move stock or replace a lost Label.

The guide included photos of the Labels in the store and a list of each item/product area that should have a Label.



Pages from a pictorial list of what to label in a remote store

Using the training resources

The two training resources in this package can be used to discuss how the Shelf Label Project was developed, how to maintain the Labels and how they can be used as well as to introduce basic nutrition concepts.

- The more detailed Store Staff Training Guide (Appendix D) was adapted from the RIST Store Staff Training Tool* and the Eat Better, Move More** resource package. This can be used over 3-5 training sessions.
- The Training Notes (Appendix E) can be used to talk to one or more store staff members over a number of short sessions/conversations. This should be used if there isn't enough time to run the full training.
- Both resources can also be used to train health staff, community workers, NGO workers or other interested people. Health workers or other health staff can deliver the training sessions however, a nutritionist or dietitian should be present to help with any questions.

*Developed by the Queensland Health Public Health Nutrition Unit

** Developed by the Nutrition and Physical Activity Unit of the Northern Territory Department of Health

"We ran the nutrition training project in Galiwin'ku because the Shelf Label Project had just been launched and many local people involved in the Menzies Good Food Systems Project had asked for it. The training happened over three half days so that people wouldn't get too tired and bored of the information. It went really well, there were about 20 community people in total, not all of them came to every session but they still said that they got a lot out of it. There was a lot of conversation and people were really engaged."

- Kathryn Edwards, Nutrition Student at Menzies 2011

7. Maintaining Shelf Label Projects:

Introduction:

If Labels are missing or on the wrong products it can confuse people or turn them off using the labels entirely. This section explains how to check whether the Labels are on the correct items, find out if there are any issues with the Shelf Label Project and carry out any maintenance that is needed.

It wasn't too hard to maintain our shelf labels but we had to check up on them every few weeks. The store managers were too busy to check on them, it wasn't really their thing, so it was up to me to keep going back and making sure that everything was okay. One store had issues with kids pulling down the labels but apart from that it wasn't too bad. I always found that some of the labels had moved (or the products had moved) and I had to be really careful to fix them. One time I went into the store and there was a 'good tucker' label under a can of fly spray! It really shows that you can't just put the labels up and forget about them.

- Mai Wiru Stores Nutritionist, 2011

No. of items	No. of items with labels	No. of items with correct labels	No. of items with incorrect labels	No. of items with no labels
1				
2				
3				
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The store observation checklist

• The store observation checklists (Appendices F and G) can be used to check whether items in the store that meet the nutrition criteria are labeled. Two versions of the checklist are included in this package, one (F) to check the labels only and another (G) that has been adapted from the RIST Remote Indigenous Stores and Takeaways checklist* that can be used as an indicator of store 'healthiness'.

Both checklists record whether healthier items are labeled or if the original Label is nearby but on the wrong product. What you use depends on the store/store organization and what information is needed.

*For more information see <http://www.healthinonet.ecu.edu.au/health-risks/nutrition/resources/rist>

How to use the Store Observation Checklist

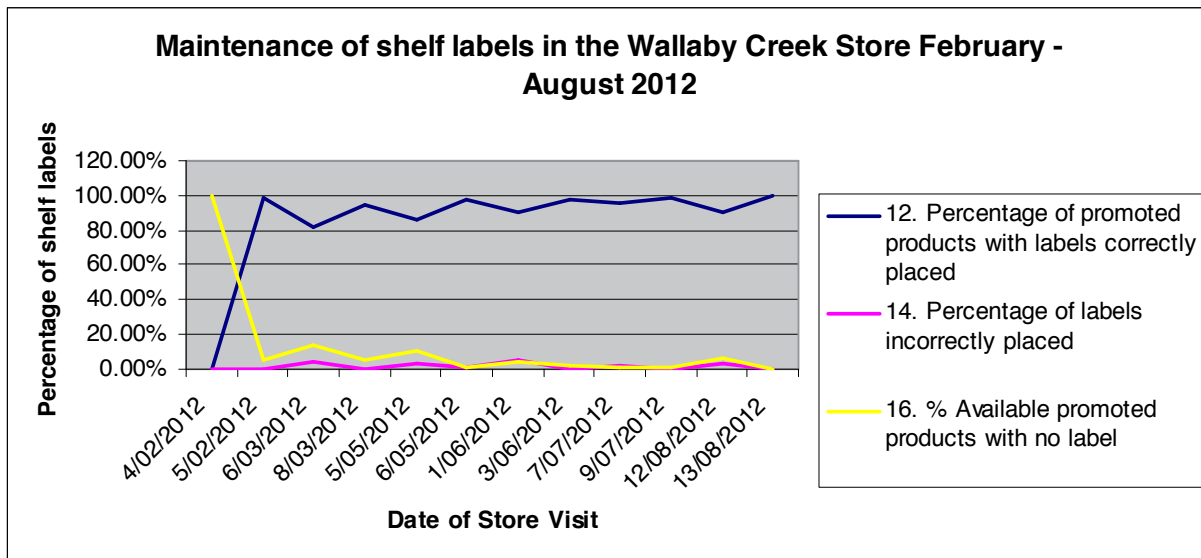
- Maintenance visits should happen every 2-4 weeks
- Use your checklist upon arrival at the store to record any changes since the last visit and make a list of which items need maintenance
- After replacing/fixing Labels the checklist should be used again so that you can record any changes
- You can ask store managers, health workers, visiting health staff such as nutritionists and health promotion officers or community workers if they are able to complete the checklist and maintenance visit when they are in the store. Make sure that they are clear on how to use the checklist and that all data is being collected in the same way
- Whoever is doing the maintenance visits should be given some spare labels
- Labels are more likely to need replacing at the beginning of your project, store staff should become more used to looking after them as the project continues
- Make sure that you also check product groups that are not on the checklist such as ready meals, canned meals, cooking sauces and noodles to see whether any labels need replacing

Excel Results Spreadsheet

Once a maintenance visit is completed, enter the data into one of the Excel results spreadsheets that have been developed for this resource package (Appendix H or J) (checklist F corresponds to spreadsheet H and the RIST checklist G corresponds to spreadsheet J). These excel files are available in the appendices folder from your electronic version of the resource package. If you do not have an electronic version of this package please email Menzies info@menzies.edu.au

Sample spreadsheets that show how the results will look once the data has been entered are attached in Appendix I (corresponds to H) and Appendix K (corresponds to J).

7. Maintaining Shelf Label Projects: Continued



Project Log

Use project log (Appendix L) to make a note of any conversations or things that you notice in the store or while talking to other people in the community. By using this you will be able to collect information about any issues that need addressing. Also, you will have a record of feedback and conversations to refer to when evaluating your project.

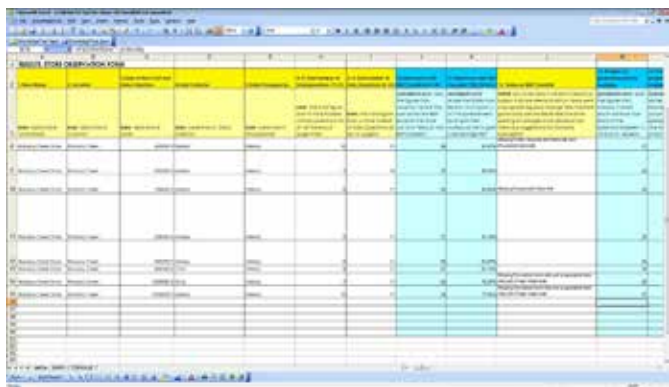
Bringing the information together:

You can use the information that you collect to:

- Show where Labels need replacing and to remove Labels that are in the wrong spot
- To show store staff/community people how well the Labels are being maintained in the store. This could be useful for congratulating store staff and management if the Labels are doing well or to ask for more support if the results show that the Labels are not staying in place
- Let the project group know how the project is going and make decisions about any changes or improvements
- Contribute to the final evaluation, as detailed in the next section.



8. Evaluating Shelf Label Projects:

A screenshot of a project logic diagram, which is a grid-based tool used for project planning. The grid has several columns and rows. The top row is highlighted in yellow and contains headers for 'Inputs', 'Activities', 'Outputs', and 'Outcomes'. Below this, the grid is filled with text describing various project components and their relationships. The grid is color-coded with yellow, blue, and white cells.

Introduction:

This section will introduce a project logic and evaluation framework that you can adapt for your Shelf Label project as well as an interview guide and the RIST Keeping Track of Healthy Food Tool. There are other resources that can help you in planning and carrying out project evaluations, further details on how to access these are at the end of this guide.

The project logic, evaluation framework and evaluation tools in this guide are based around process and impact indicators. This will help you to routinely look at how your project is going and make any improvements that may be needed, while also collecting data that will be used to assess how effective the project has been to date.

Why evaluate your shelf label project?

- To find out whether your project was run as planned
- To highlight areas that may need improvement
- To see to what extent you achieved what you set out to achieve (i.e. did people purchase more healthy foods at the store, how much?)
- To look at whether the project was worthwhile and a good use of resources
- To report back to the individuals and communities involved in the project and let them know what the results were and what contributed to these
- To report back to any funding bodies
- To assist planning for future projects and future funding applications
- To contribute to the evidence base for Shelf Label Projects

Evaluation timeline

You should start by mapping out when you will run different evaluation activities such as data collection and discussing results with community people.

The sample evaluation framework in Appendix O has been based on running the project and evaluation over one year. A timeframe based on this sample is provided in Appendix M. You may need to adapt this timeframe to suit the resources and time available and the needs of the community and stakeholders.

Project Logic

A project logic is made up of a series of inputs and expected outcomes. The extent to which outcomes are met and the reasons for this, are questions that will be asked in the evaluation. The evaluation of these outcomes is explained further in the evaluation framework. A sample project logic diagram for Shelf Label Projects in a remote Indigenous community store is included in Appendix N.

Evaluation Framework

An evaluation framework links the strategies and expected outcomes for your project, with the methods of data collection (interviews, sales data etc). You can plan your evaluation by adjusting the sample framework from Appendix O to fit your project. This framework uses both process and impact indicators to guide data collection so that specific evaluation questions can be answered at different stages of the project. You can use the timeline (Appendix N) to help plan when you will carry out your evaluation activities.

Interview Guides

The interview guides (Appendix P) contain a series of questions about the Shelf Label Project to discuss with different groups in the community. These have been designed to help you find out how the project is being received and explore any significant themes or issues.

The interview guides contain questions as well as prompts to encourage discussion. You only need to use the questions or parts of a question that are the most relevant to your project or the person/people that you are interviewing. You can use your evaluation framework to decide what it is that you want to find out.

The questions from the interview guide can either be used to interview individuals or to run focus group discussions with a number of people. Some people may feel more comfortable talking in a group, with their family or friends, while it might be more appropriate to talk to other people alone. Make sure you discuss this decision with local people and ask their advice.

8. Evaluating Shelf Label Projects: Continued

In Pormpuraaw we had a chat to members of the Health Action Team (who had given permission for interviews to take place in the community) and the Store Staff to see what the best way to interview local people about the Shelf Labels would be. We were told a good way would be to sit on the benches outside the local store as a lot of people like to sit there and chat after/before they go shopping. We were told that it wouldn't be too intrusive as people there would not be in a hurry. We also checked whether people would mind talking about the Shelf Labels in a public place but were told it wouldn't be a problem as the interviews were not discussing overly sensitive information.

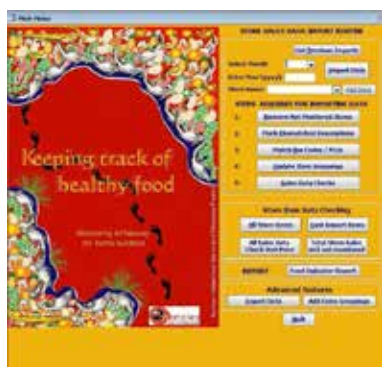
– Frances Knight, Menzies Project Officer

Analysing store sales data using the RIST Keeping Track of Healthy Food tool:

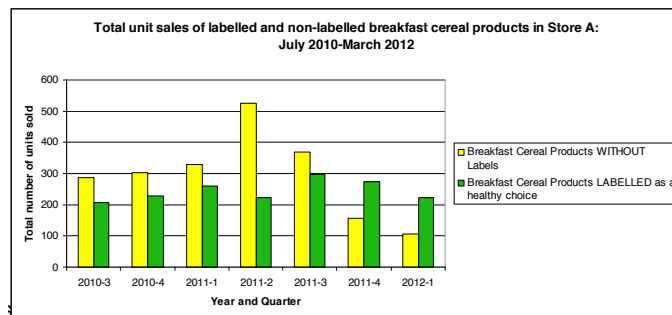
The RIST Keeping Track of Healthy Food tool is a Microsoft Access-based tool that was developed by Menzies School of Health Research to report on point of sale store data. Store sales data is uploaded into a database where it can be checked and processed. If you have permission from store management and the store committee (if relevant) to access store sales data then you can use the tool in two different ways:

- To automatically generate a report showing the changes in sales to key indicator products in the store on a monthly basis
- To code individual store products that meet the nutrition criteria and compare their sales with the sales of items that are not labeled as a healthy choice

Information on the RIST Keeping Track of Healthy Food tool as well as available support can be accessed through the Menzies School of Health Research website (www.menzies.edu.au)



During the four Shelf Label pilot projects the RIST Keeping Track of Healthy Food tool was used to analyse store sales data collected one year before the implementation of the Shelf labels and for a 6–9



month period following this. This was used to compare the sales of labeled items with unlabeled items within a particular product group such as breakfast cereals or ready meals. This was presented in a graph.

There are a number of factors that can influence store sales:

- Freight
- Weather
- Fridge breakdowns
- Tourism
- Store management and staffing
- Income payments
- Suppliers
- Seasonal population changes
- Other health projects

It is important to review store sales data reports with local store management to identify these factors and try to explain the reasons behind any changes you see in store sales. Further information about this is available in the RIST Keeping Track of Healthy Food user guide

Consent and Ethical Considerations:

An illustration of points to consider concerning ethics and consent and links to NHMRC ethics information has been included in Appendix Q.

Data storage and ownership:

Any data that you collect as part of this evaluation belongs to the community, the respondents that you spoke to or to the store. It is important to ensure people that this data is stored securely and will not be accessed by unauthorised people. It is also important to discuss confidentiality with your participants and explain to them how the data will be stored and used.

It is imperative to share and discuss any findings from your evaluation with the participants, store and stakeholders before distributing results externally. Discussions within the community and store provide the opportunity to review and talk about the significance of the results before they are shared with any external organisations or groups.

Appendix B: Nutrition criteria for labelling items as 'healthier choices' in remote community stores

Introduction to user:

This set of criteria is for use by community nutritionists who are working with store managers and store staff to implement Shelf Label Projects in remote community stores. It was developed by members of the steering committee for the Menzies School of Health Research (Menzies) Nutrition Promotion and Education in Remote Stores Project which included remote store nutritionists, government nutritionists, representatives from health departments and non-government organisation staff.

The process for developing this set of criteria included:

- Discussing and understanding the products that are commonly stocked and purchased in remote stores and possible areas for improvement
- Grouping relevant sets of nutrition criteria including the Australian Guide to Healthy Eating, The National Guidelines for Healthy Foods and Drinks Supplied in School Canteens, The Western Australian (WA) A Health Healthy options and Queensland Health ABC nutrition guidelines and the criteria used for the Green Label and Jimmy Little Foundation Shelf Label Programs in Australia and the Guiding Stars and Safeway Simple Nutrition programs overseas
- Comparing the nutrient cut off points for different item groups and discussing the relevance of these to the remote Indigenous stores context
- Agreeing on set nutrient cut-offs for each item group
- Trialling this draft criteria as part of the four pilot groups
- Discussing the application of the criteria in the remote store context and making any necessary alterations to the criteria.

This set of criteria has been developed for the remote Indigenous community store context only and is not appropriate for use in other areas. The criteria was developed as a guide only and it is important to consider what is most relevant to your store, your region, state or territory and what is commonly stocked and purchased in your community. For example, your community may be concerned about high consumption of flavoured milk with added sugar and may therefore choose to exclude this items from the list of labelled products.



Appendix B: Nutrition criteria for labelling items as 'healthier choices' in remote community stores

Category	Items which can be labelled as a 'healthier choice'
Fruit	<ul style="list-style-type: none"> - All fresh fruit - Frozen fruit - 100% dried fruit - Tinned fruit (in natural juice or water only)
Vegetables	<ul style="list-style-type: none"> - All fresh vegetables - All plain frozen vegetables (except frozen potato products) - All tinned vegetables - Dried vegetables (such as peas, carrots and mashed potato) - Tinned legumes (such as chickpeas, three bean mix, kidney beans, lentils, broad beans and baked beans but NOT baked beans with sausages) - Dried legumes (such as green/ yellow split peas, soup mix, red/green lentils) <p><i>*For any vegetable-based cooking sauces or vegetables with sauces (except baked beans and mushrooms), refer to the 'ready to eat meals' sections (such as potato salad, cooking sauces, and frozen vegetables with sauces).</i></p>
Dairy	<ul style="list-style-type: none"> - Milk (full cream, skim, low fat, reduced fat). Includes all fresh, powdered, UHT and evaporated milk. - Flavoured milk (less than 400ml) (excludes coffee flavour) - Yoghurt (diet, regular and reduced fat). Includes natural/unflavoured and flavoured yoghurt - Vanilla Custard (excludes baby custard) - Cheese (Regular, lite and reduced fat) Block or grated cheddar, mozzarella, cottage cheese and cream cheese (does not include jar cream cheese spread).
Fish and Seafood	<ul style="list-style-type: none"> - Fresh and frozen plain fish and seafood - All tinned fish including tuna, salmon, herrings and sardines - Tinned oysters and mussels (in oil, brine, spring water, tomato, or BBQ) <p>Processed fish or seafood products that meet the following criteria:</p> <ul style="list-style-type: none"> - Total Fat: Less than 10g/100g - Saturated Fat: Less than 20% of total fat - Sodium: Less than 400mg/100g <p>(Includes items such as fish fingers and crumbed fish that meet this criteria).</p>
Nut and Seed Products	<p>Sugar: Less than 15g/100g Saturated Fat: Less than 20% of total fat Sodium: Less than 400mg/100g Includes: nut bars (not muesli bars) and roasted/salted nuts as well as dried fruit and nut products (like fruit and nut bars).</p> <p>Plain popcorn (plain raw popcorn kernels or air popped, plain popcorn. Does not include popcorn with butter, salt, sugar or flavour or any microwave popcorn).</p>

Appendix B: Nutrition criteria for labelling items as 'healthier choices' in remote community stores

Category	Items which can be labelled as a 'healthier choice'
Meat, poultry, eggs and nuts	<ul style="list-style-type: none"> - Fresh or frozen lean meat* (less than 10g fat/100g, no white fat) - All Kangaroo meat <p>Cuts of meat which are usually lean include</p> <p><u>Beef:</u> Beef stir-fry, beef strips, BBQ steak, Diced beef Chuck steak, Blade Steak, Round Steak, Topside Roast, Topside Steak, Silverside Roast, Fillet steak, Lean/Diet Mince (less than 10g fat/100g, no white fat)</p> <p><u>Lamb:</u> Diced Lamb, Lamb Strips</p> <p><u>Pork:</u> Pork stir-fry/strips, Diced pork, Pork mince, Butterfly steak, Pork leg steak, Pork Fillets</p> <p><u>Veal:</u> Strips, Diced, Leg steak, Cutlet</p> <p><u>Offal:</u> Lamb kidney, Beef kidney, Beef heart, Lamb heart, Beef liver, Lamb liver, Lamb brain, Beef tripe</p> <ul style="list-style-type: none"> - Fresh or frozen chicken/turkey (skin removed) - Eggs - Plain, unsalted nuts and seeds (including peanut butter) <p><u>*Includes all lean and plain beef/veal/lamb/pork/ that has not undergone any processing beyond boning, slicing, dicing, mincing or freezing</u></p>
Processed Meat and Poultry products*	<p>Any products that meet the following criteria:</p> <ul style="list-style-type: none"> - Total Fat: Less than 10g/100g - Sodium: Less than 400mg/100g <p>(such as ham, sausages, rissoles smoked meat, bacon, canned hamper, canned chicken, chicken nuggets and marinated chicken that meet these criteria).</p> <p>*Processed meat means a meat product containing no less than 300 g/kg meat, where meat, either singly or in combination with other ingredients or additives, has undergone a method of processing other than boning, slicing, dicing, mincing or freezing, and includes manufactured meat and cured and/or dried meat flesh in whole cuts or pieces.</p>
Pasta, Rice and Noodles	<p>Brown rice, Long Grain Rice, Basmati Rice Plain noodles (hokkien, vermicelli (rice), egg) White pasta Wholemeal pasta</p>
Breads and flour	<p>All bread and flour products that have at least 5g of fibre per 100g. Such as: Wholemeal and multigrain Bread and rolls Wholemeal/multigrain wraps Hi-fibre bread Rye Bread Wholemeal English Muffins Wholemeal Crumpets Wholemeal Flour Hi-Fibre Flour</p>

Appendix B: Nutrition criteria for labelling items as 'healthier choices' in remote community stores

Category	Items which can be labelled as a 'healthier choice'
Crispbreads and crackers	<p>- Plain, unflavoured savoury biscuits: Wheat, Rye, Grain, Rice and Corn based (Ryvita, Vita Wheat, Corn thins etc)</p> <p>- Plain Corn/Rice cakes</p> <p>For any other products assess using the following criteria: Fat <10g/100g Saturated Fat <2.5g of Saturated Fat/100g Sodium <700mg/100g</p> <p>(Excludes all sweet biscuits, and high salt/fat biscuits such as saos, jatz, shapes etc)</p>
Breakfast cereals and cereal products	<p>Automatically include (don't need to assess) all plain core food cereals including Rolled oats, oat bran, plain porridge, natural muesli, unprocessed bran and wheat biscuits and wheat flakes.</p> <p>For all other breakfast cereals and cereal products: Saturated Fat: <2g per 100g. Sodium: Less than 400mg per 100g, Fibre: At least 3g/serve, Sugar: Less than 15g/100g (or less than 30g per 100g if the product contains dried fruit).</p>
Drinks	<p>100 % Plain Water (includes bottled water, sparkling water, plain mineral water and plain soda water).</p>
Ready to eat and canned meals:	<p>Includes canned meat and vegetable meals, canned soups (not condensed soups) and frozen meals.</p> <p>Must contain at least one vegetable Energy: Less than 2200 kilojoules per serve Saturated Fat: Less than 2g per 100g and less than 6g per serve Sodium: Less than 400mg/100g and less than 900mg per serve</p>
Cooking Sauces	<p>Includes all non-condensed pasta sauces, simmer sauces, Asian-style cooking sauces and Indian-style cooking sauces.</p> <p>Saturated Fat: 1g per 100g or less Sodium: - Pasta Sauces: 400mg/100g or less - Other sauces: 450mg/100g or less</p>

Appendix C: Quick Nutrition Guide

Introduction to user:

This guide has been put together to show which foods and drinks can be labelled as healthier choices in remote Aboriginal and Torres Strait Islander community stores. Store managers, store staff or health workers can use this guide to put shelf labels in the store.

You will see that the products that can be labelled are those that are core foods or based on core foods with minimal processing and minimal added fat, sugar or salt. This guide was developed by members of the steering committee for the Menzies School of Health Research (Menzies) Nutrition Promotion and Education in Remote Stores project which included remote store nutritionists, government nutritionists, representatives from health departments and non-government organisation staff.

The guide is based on the Aboriginal and Torres Strait Islander guide to healthy eating.

How to use it:

Tables on the following pages show which foods can be labelled as good choices. Ask your local nutritionist or dietitian if you would like some support or training for using this guide.



Appendix C: Quick Nutrition Guide

THE ABORIGINAL AND TORRES STRAIT ISLANDER GUIDE TO HEALTHY EATING

Eat good food to be Healthy and Strong

Vegetables
(including legumes – baked beans, kidney beans & split peas).

Fruit

Milk, cheese and yoghurt

Meat
including bush meat, chicken, eggs & fish (including nuts & legumes – baked beans).

Breads, cereals, rice, spaghetti & noodles

Drink plenty of water

Eat in small amounts

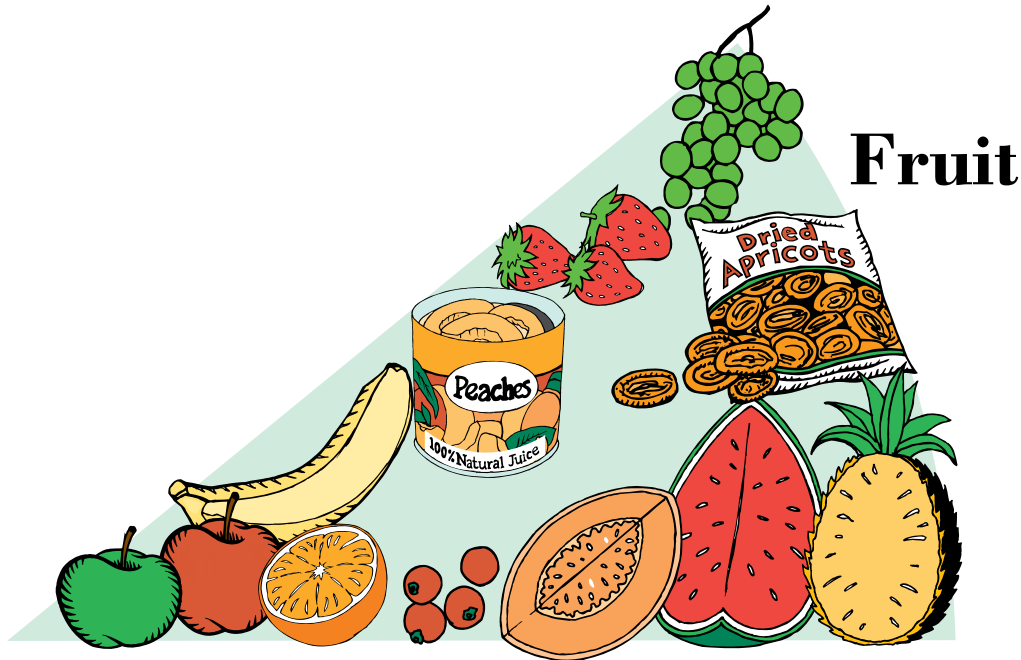
ADAPTED WITH PERMISSION FROM THE AUSTRALIAN GUIDE TO HEALTHY EATING (1998, COMMONWEALTH DEPARTMENT OF HEALTH AND AGED CARE)




Government of South Australia
Department of Health

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All pictures sources from: Aboriginal and Torres Strait Islander guide to healthy eating (2005)
<http://digitallibrary.health.nt.gov.au/dspace/bitstream/10137/438/2/ATSIGTHE%20poster%2009%20A3.pdf>

Appendix C: Quick Nutrition Guide



Fruit		
Items which can be labelled 	Examples 	Exceptions (do not label) 
All Fresh Fruit	Apple, Banana, Mandarin, Strawberries etc.	Fruit juice
All plain Frozen Fruit	Berries, mango etc.	
100% Dried fruit	Apricots, Sultanas, prunes etc.	
Tinned Fruit in natural juice or water	Tinned peaches, pineapple chunks, two fruits etc.	Tinned fruit in Syrup




Appendix C: Quick Nutrition Guide



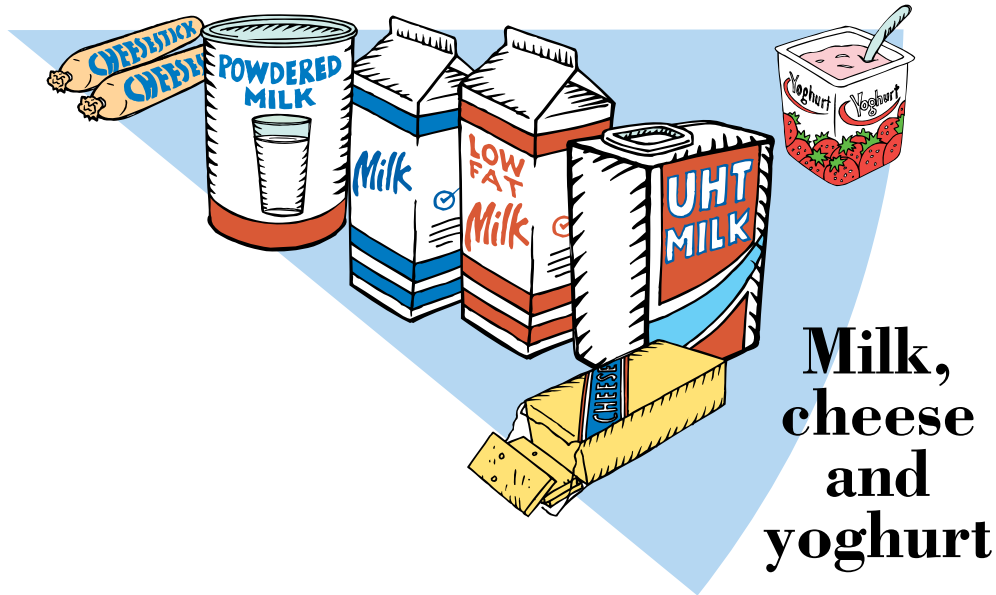
Vegetables




(including legumes – baked beans, kidney beans & split peas).

Vegetables and Legumes




Items which can be labelled 	Examples 	Exceptions (do not label) 
All Fresh Vegetables	Carrots, lettuce, mushrooms, sweet potato etc.	
All plain frozen Vegetables	Peas and corn, broccoli, spinach etc.	Frozen potato products and chips
All plain tinned Vegetables	Chopped tomatoes, corn kernels, mushrooms etc.	
All dried Vegetables	Peas, Carrots, mashed potato etc.	
All tinned and dried legumes	Baked beans, Chickpeas, three bean mix, kidney beans, lentils, broad beans, soup mix etc.	Baked Beans with Sausages

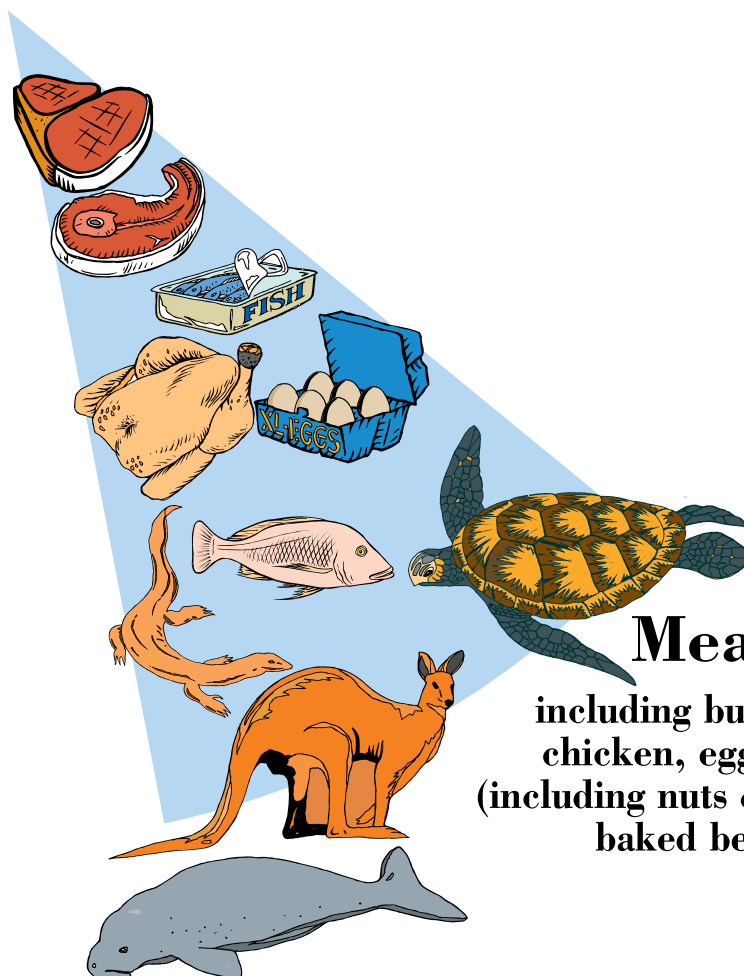
Appendix C: Quick Nutrition Guide



Dairy Products		
Items which can be labelled 	Examples 	Exceptions (do not label) 
All Milk	All Fresh, Powdered and evaporated milk	
Reduced Fat Flavoured milk	Small strawberry, chocolate and banana milks	Coffee and iced coffee flavoured milks Large flavoured milks (over 400mL)
All Yoghurt	Plain yoghurt, flavoured yoghurt, kids yoghurt	Dairy dessert, chocolate pudding
Vanilla Custard	Fresh custard, UHT custard	Baby Custard
Cheese	Cheddar, cream cheese, cheese sticks, cheese slices, Ricotta cheese etc.	Cheese spread in a jar

Appendix C: Quick Nutrition Guide




Fish and Seafood		
Items which can be labelled 	Examples 	Exceptions (do not label) 
All fresh and frozen plain fish and seafood	Frozen fish fillets, frozen prawns	Crumbed or battered fish, fish fingers, crab sticks, crumbed calamari rings
All tinned fish, oysters and mussels	Tinned salmon, tinned tuna, smoked mussels, flavoured tuna	Tuna lunch kits with crackers



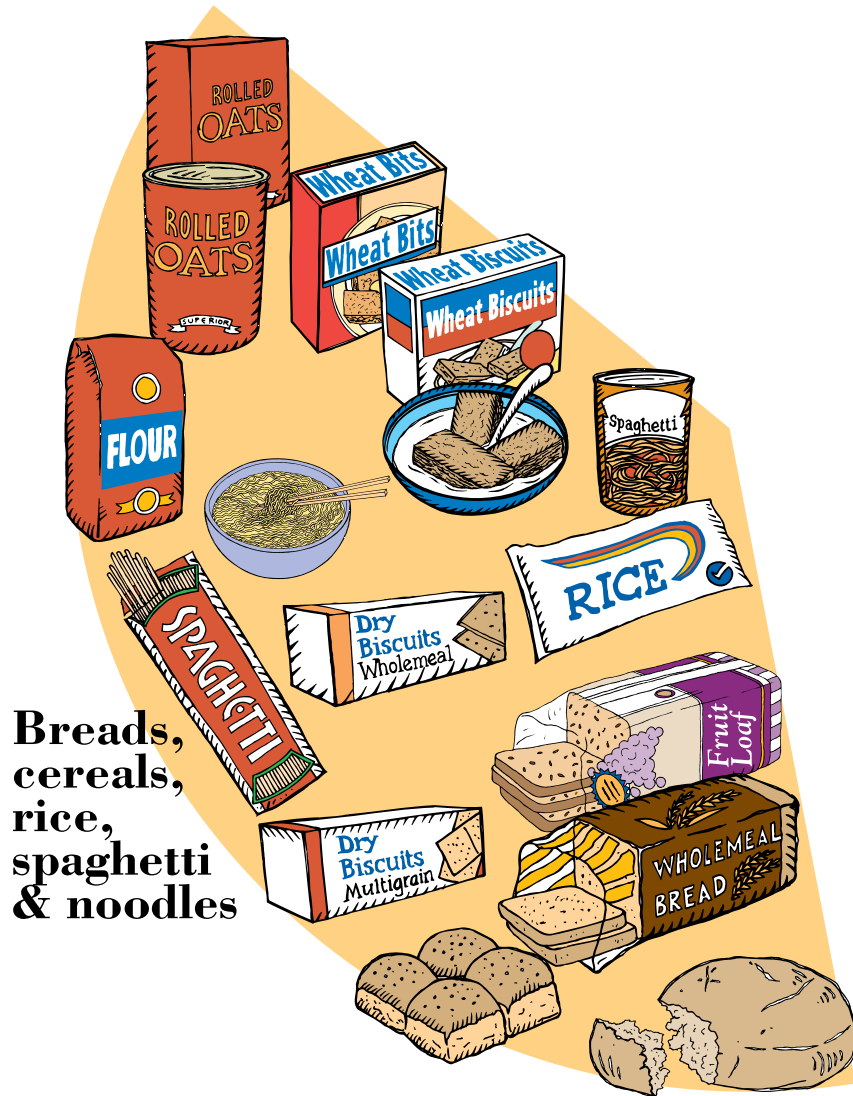
Meat




including bush meat, chicken, eggs & fish (including nuts & legumes – baked beans).

Appendix C: Quick Nutrition Guide



Meat, Poultry and Eggs		
Items which can be labelled 	Examples 	Exceptions (do not label) 
Eggs	Fresh eggs, hard boiled eggs	Egg and bacon sandwiches
Plain, un-salted nuts and seeds	Almonds, Sesame seeds, peanuts	Salted Nuts, Beer nuts, smoked nuts
Peanut Butter	Crunchy and smooth peanut butter	Nutella
Fresh and frozen plain lean meat	<p>Kangaroo: All cuts</p> <p>Beef: Stir Fry, Strips, BBQ steak, Diced, Chuck steak, Blade Steak, Round Steak, Topside Roast, Topside Steak, Silverside Roast, Fillet steak, Kidney, Premium or diet mince</p> <p>Lamb: Diced, Strips</p> <p>Pork: Stir-fry, strips, Diced, Mince, Butterfly steak, Leg steak, Pork Fillets</p> <p>Veal: Strips, Diced, Leg steak, Cutlet</p> <p>Rabbit – all cuts</p>	Processed meat products eg. sausages, ham, bacon, jerky, devon, fritz and luncheon
Fresh or Frozen chicken and turkey with skin removed	Chicken breast, chicken thighs, lean chicken mince	Processed chicken and turkey products, canned chicken, whole chickens, Chicken wings




Appendix C: Quick Nutrition Guide






Pasta, Rice and Noodles		
Items which can be labelled 	Examples 	Exceptions (do not label) 
Rice	Brown Rice, White Rice	Instant rice meals, Creamed Rice
Plain noodles	Hokkien, Vermicelli, Rice noodles, egg noodles	2 minute noodles and mee goreng
Plain Pasta	Penne, Macaroni, spaghetti, lasagne sheets	Instant pasta meals, side dishes, tinned spaghetti, pasta sauces, ravioli



Appendix C: Quick Nutrition Guide

Breads and Flours		
Items which can be labelled	Examples	Exceptions (do not label)
		
All wholemeal, hi-fibre and plain white flour	Plain and Self raising flour	Cake mix, pancake mix
Wholemeal, rye, multigrain, white and hi-fibre bread	Sliced bread, loaf, rolls, wraps	Garlic bread, pizza
Plain fruit bread	Fruit loaf, raisin loaf	Fruit Cake, Banana Bread
Wholemeal and white English Muffins	Plain savoury English muffins	Sweet chocolate or fruit muffins
Wholemeal and white crumpets	Plain crumpets	Pikelets

Crispbreads and Crackers		
Items which can be labelled	Examples	Exceptions (do not label)
		
Rice Cakes and Corn Thins	Multigrain, plain, rye	Rice crackers
Plain, low salt and fat crispbreads and crackers	Ryvita, Cruskits, Vita Wheat	Sao, Salada, Jatz biscuits, sweet biscuits

Appendix C: Quick Nutrition Guide

Breakfast Cereals		
Items which can be labelled 	Examples 	Exceptions (do not label) 
Plain Cereal Grains	Rolled oats, plain porridge, oat bran, unprocessed bran	Rice Bubbles, Corn Flakes, Special K, Nutrigrain
Plain Wheat Biscuits	Weet Bix, Vita Brits	
Natural Muesli	Tropical muesli, fruit free muesli	Toasted Muesli

Items which can be labelled	Examples 	Exceptions (do not label) 
All plain water	Bottled water, plain mineral water, sparkling water and plain soda water	Flavoured mineral waters, soft drinks, juice

Appendix D: Nutrition Training Program for Store Staff, Managers and Community Members

Contents:

Workshop 1: Introduction and Food Groups

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- Part 2 – Why are we here and what are we doing?
- Part 2 – Traditional and Current Food Practices and how they contribute to Health
- Part 4 – How Food and Drink Affects Health
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Workshop 2: Food Groups

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- Part 3 – Promoting Nutrition in this store
- Part 4 – Helping customers make better shopping choices
- Part 5 – Conclusion

Resources

- Aboriginal and Torres Strait Islander Guide to Healthy Eating Poster
- Food picture cards or foods from the store
- Butchers paper and pens
- Food group heading cards
- Food Label reading cards, posters, flip charts or hand outs (whatever is available)
- A selection of food or drink packets, tins, boxes and bottles that are available in the store (a mix of both good and less healthy choices)
- Different fruit and vegetables (fresh, tinned and dried) to read labels and taste
- Posters showing the amount of sugar in different types of drinks
- Recipe handouts from your program or other healthy recipe hand outs using plenty of vegetables
- Store observation checklist (Appendix 7a)
- Flip chart for talking about shelf labels (Appendix 5a)
- Quick nutrition criteria (Appendix 6b)

Workshop 1: Introduction and Food Groups

Resources required:

- Aboriginal and Torres Strait Islander Guide to Healthy Eating Poster
- Butchers Paper, sticky tape and Pens
- Foods from the store or food picture cards
- Heading cards from the Aboriginal and Torres Strait Islander Guide to Healthy Eating food groups; 'Vegetables', 'Fruit', 'Milk, Cheese and Yoghurt', 'Meat', 'Breads, Cereals Rice, Spaghetti and Noodles', 'Water' and 'Eat in Small Amounts'

Participant outcomes

By the end of this workshop staff will be able to:

1. Describe the changes in the lifestyle and health of Aboriginal and Torres Strait Islander people
2. Describe the main dietary-related diseases affecting remote Indigenous communities
3. Discuss how food and drink affects health
4. Discuss the importance of their role on influencing the health and nutritional well-being of the community
5. Discuss and apply an understanding of the Aboriginal and Torres Strait Islander Guide to Healthy eating in the store by providing examples of store foods from the 5 main food groups and 'extras' group.

This workshop can be delivered inside the store or at any other place that feels comfortable and convenient. This workshop should take no more than an hour to complete.

Part 1: Introduction

- Introduce yourself to the group and share your story e.g. why you are there, where you are from
- Ask each participant to introduce themselves and share their story about their involvement in the store and the community

Part 2: Why are we here and what are we doing?

- Explain the purpose of the training
 - Developed to increase the knowledge of store staff working in remote community stores and community members, so they can help people in their community to choose healthier store foods
 - Learn how to read and understand food labels to find healthier foods and maintain shelf labels in the store
 - To increase their knowledge about which foods are the best choices for good health
 - To learn about fruits and vegetables, why they are important, and to taste new ones
- Explain to participants how the training will be delivered
 - This is the first workshop
 - The number of workshops they will be completing four in total
 - What day and time the trainings will be delivered
- Discuss today's workshop(s) and expected outcomes. By the end of the session the participants should be able to:

- Stress to the participants to ask questions or ask to have something repeated or described in another way if they don't understand. Tell them that there will be a break half way through the session

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Part 3: Traditional and current food practices and how they contribute to health

- Briefly discuss Aboriginal and Torres Strait Islander traditional and more recent food practices
 - Traditionally – hunted and gathered food from the land, rivers and seas, cooking methods were very healthy.
 - Today – a more westernised lifestyle and diet with much of their food and drink sourced from stores and supermarkets. More variety (which is not always healthy) is available for people to choose but not all people know which foods are good for them. No longer as active and cooking methods have changed to include lots of fried and deep fried foods
- Briefly discuss the health of Aboriginal and Torres Strait Islander people and that they generally have the poorest health out of all Australians – suffer more sickness and die younger
- Ask the group what the main health issues here are (use activity 1)

Part 4: How food and drink affects health

- Good nutrition is essential for the normal growth and the physical and brain development of infants and children, enhanced general wellbeing and quality of life, good physical and mental health throughout life, resistance to infection and protection against chronic diseases and premature death
- Healthy eating throughout life will help reduce the risk of health problems later in life such as heart disease, cancer, diabetes and obesity
- Ask the group “What makes people put on weight?”
 - Discuss the responses; write down ideas on butchers paper so participants see their ideas are valued. Be sure to include the following topics:
 - Eating too much food
 - Eating less healthy food
 - Drinking soft drinks and alcohol
 - Not doing enough physical activity

Activity 1:

Use body mapping to illustrate the effects of poor nutrition on the body:

- Ask one person to lie down on a few sheets of butchers paper that have been taped together, ask someone else to trace the outline of their body so you are left with one ‘body shape’ on the paper
- Ask people to draw or write different effects of poor nutrition, eating too much unhealthy food are or overweight/obesity on the corresponding body part – for example, people may list getting a bigger belly, having a heart attack or not having energy – they can draw anything on the paper that is meaningful to them.

- Explain why being overweight is not good for health. Make sure to include:
 - Increases the risk of developing chronic diseases such as diabetes and heart disease
 - Makes existing chronic disease and other illness worse if we have them already
 - Weight around the waist is a particularly BIG problem. Some people carry most of their weight on their hips, while others carry it on their belly. Belly fat puts more stress on the heart and organs, and means you are more likely to get diabetes, heart disease and high blood pressure
 - Discuss how too much food and drink that is high in fat, sugar and salt can cause these sicknesses, even if people are not overweight
 - This starts right from during pregnancy and early childhood, so it is very important that pregnant mums and kids eat healthy foods too

Part 5: What to eat to stay healthy

- Using the Aboriginal and Torres Strait Islander Guide to Healthy Eating poster:
 - Ask the group if they have seen it before
 - Explain to the group that this is only one way to group foods, that there are many different ways, and that the foods are grouped like this because of the types of nutrients that they provide the body
 - Ask the participants how they traditionally group their foods
 - E.g plant foods, animal foods, root foods, seeds?
 - Explain the poster in the following parts:
 - The guide shows how much food is needed everyday from each food group for good nutrition and good health. You don’t have to eat all the food shown on the plate everyday.
 - The foods included in the guide are those that can be found at the store as well as some local traditional foods
 - The 5 groups are:
 1. Breads, cereal, rice, pasta and noodles
 2. Fruit
 3. Vegetables – look for the different colours
 4. Milk, cheese and yoghurt – try and choose low or reduced fat
 5. Meat – try and choose meat which has less white fat, or trim it before cooking
 - Having a varied diet by eating different foods within each food group is important because they can each give different nutrients
 - Our bodies need plenty of water every day and even more if it is hot or you are physically active. Adults should try to have 8 glasses of water each day
 - Now that the participants know about the food plate, ask them what groups their traditional foods may fit into.
 - Extra foods are not part of the circle because they do not fit into any of the food groups and do not provide our bodies with any important nutrients. Extra foods are high in fat, sugar and/or salt (sodium). We should only eat these foods and drinks occasionally

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Activity 2:

- Put the Food Group heading cards around the room
- Distribute food picture cards or different food and drink products from the store to participants and ask them to sort them into their correct food group
- At the end, ask the participants if they found the activity easy, what would help them to make it easier, and if they thought it helped them to understand the food groups

Part 6: Conclusion

- Thank the participants for their time and ask if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions

Workshop 2 – Food Labels

Resources required:

- Food label reading cards, posters or flip charts (whatever is available and used in your area)
- A selection of food product tins/packets/boxes/drinks that are available in the store (a mix of both healthier and less healthy options)
- The Menzies Nutrition Criteria (Appendix B) or other criteria relevant to your region

Participant outcomes

By the end of this workshop staff will be able to:

1. Identify information provided on food labels and the most important information to look at in terms of determining healthy foods
2. Identify healthy food items by reading and understanding information provided on food labels

If you are short on time and if you plan to use the quick nutrition guide (Appendix 6b) to implement your shelf labels then you may chose to skip this workshop at this stage. You could run this session further down the track when there is more time.

This workshop can be delivered inside the store or at any other place that feels comfortable and convenient. This workshop should take no more than an hour to complete.

Part 1: Introduction and Welcome

- Welcome participants
- Brief recap of what was covered last session
- Run through the participants outcomes for this workshop
- Tell the group that today they will be talking about food labels:
 - Looking at the labels on different food products and the nutrition information panel (this term will be explained later) to decide

which foods are a healthy choice

Part 2: Food Packets Have a Lot of Information

- Explain to the group that food/drink labels contain lots of different information, some useful, some not so useful but by looking at some of this information we can work out whether a product is a healthy option or not
- Using the Label Reading flip chart to guide you, provide the participants with an overview of the information that can be found on food labels
 - Cover the following:
 - Name of the product
 - Nutrition/health claims
 - Ingredients
 - Storage information
 - Weight
 - Nutrition information panel
 - 'Use by' or 'Best before' date
- Explain to the group that the 'use by' or 'best before' date is important for food safety
 - Explain the difference between 'use by' and 'best before': 'use by' means that after this date the food may not be safe to eat. This is normally found on perishable items; 'best before' means that the food may have lost some nutritional value but is still safe to eat. It is important to follow these dates so that we don't get sick, and we get the most out of our foods for our bodies.

Activity 1:

- Hand out tins/packets of food
- Ask the participants to tell you what types of information is found on their food products
- As a group, discuss what these pieces of information tell you

Part 3: Reading the Nutrition Information Panel

- Point to the nutrition information panel. Explain to the group that the **most important** piece of information on a food/drink item is the Nutrition Information Panel (NIP).
 - Knowing how to read the NIP helps people to decide which products are healthy and which ones are not. The panel can also be used to compare products and work out which one is the better choice.
- Select a food product and point to the nutrition information panel
- Ask participants to look at the nutrition information panel. Explain how to read the panel using the following information:
 - All foods have a 100g and a per serve column but the per serve amount varies between foods
 - Only look at the per 100g column (point to the 100g column – this column is usually the furthest column on the right)
- Because all foods have a 100g column it is what we use to compare products
 - Explain that then we can compare eg., a biscuit with a tin of peaches

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- The main things we look at in the nutrition information panel are total fat and sugar; some foods will also have fibre which is another thing to look at
- Share the nutrition criteria that you are using for your program with the participants and highlight the cut offs for a couple of items (ie. breakfast cereals or crackers).
- Tell the group:
 - Often sugar is added to try and make foods taste nicer – look out for sugar when reading food labels
 - Choose higher fibre options – these are better for us

Activity 2:

- Get the group to read the labels of some of the food products and find which ones are the healthiest. Ask the group to complete the following tasks:
- Each participant to look at their food product and find the per 100g column on their label
- Remind the group of the criteria for that product
- Ask each member to read out how much total fat, sugar, and fibre (if relevant) is in their product
- Discuss whether this is a healthy food choice, why / why not, and what might be a better choice (eg. fruit tinned with no added sugar instead of in syrup)

Part 4: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions

WORKSHOP 3 – Fruit and Vegetables

Resources required:

- Aboriginal and Torres Strait Islander Guide to Healthy Eating Poster
- Different fruit and vegetables (fresh, tinned and dried) to read labels and to taste
- Posters or pictures showing the amount of sugar in different drinks (including juice)
- Recipe hand outs from your program or other recipes that use lots of vegetables
- Food label reading cards, posters or flip charts (whatever is available and used in your area)

Participant outcomes

By the end of this workshop staff will be able to:

1. Identify fruit and vegetables available in store
2. Discuss why fruit and vegetables are important for good health
3. Explain how much fruit and vegetables we should eat everyday
4. Identify information provided on food labels and the most important information to look at in terms of determining healthy foods

This workshop can be delivered inside the store or at any other place that feels comfortable and convenient. This workshop should take no more than an hour to complete.

Part 1: Introduction and Welcome

- Welcome participants
- Brief recap of what was covered last session
- Run through the participants outcomes for this workshop
- Tell the group that today they will be talking about fruit and vegetables:
 - Why are fruit and vegetables important and how much do we need to eat?
 - Looking at fruit and vegetables in store and tasting fruit and vegetables which may be unfamiliar

Part 2: What are Fruit and Vegetables and Why Do We Need Them?

- Using the Aboriginal and Torres Strait Islander Guide to Healthy Eating poster, point to the fruit and vegetable groups in the guide.
 - Ask the group what types of fruit and vegetables are available in store?
 - Accept and respond to all responses.
- Ask the group why should we eat fruit and vegetables?
- Explain to the group that:
 - Fruit and vegetables have vitamins and minerals in them that help to prevent diseases like cancer, heart disease, type 2 diabetes, high blood pressure and cholesterol levels.
 - They also stop us from getting sores on our skin and sickness like the flu.
 - Fruit and vegies also have fibre which helps to keep us regular (prevent constipation).
 - Different coloured fruit and vegetables have different health benefits for our bodies, so it is important to eat a range of colours to get all the nutrients we need for good health (e.g yellow, red, green)
- Ask the group if anyone knows how many fruit and vegetables we need to eat everyday?
 - Accept and respond to all responses.
- Explain to the group that:
 - Health professionals recommend people (adults) eat:
 - 2 serves of fruit, and
 - 5 serves of vegetables every day.
- Ask the group if anyone knows what a serve of fruit is? (show some examples with your sample fruit and veg)
- Tell the group that a serve of fruit is equal to:
 - 1 medium piece of fruit i.e. an apple, 2 small pieces of fruit i.e. 2 small plums or 1 cup of chopped/canned fruit.
- Ask the group if anyone knows what a serve of vegetables is? (try and pick up examples of serves)
- Tell the group that a serve of vegetables is equal to:
 - 1 medium potato, 1/2 cup cooked vegetables or 1 cup salad vegies.

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Part 3: Alternatives to Fresh Fruit and Vegetables

- Reiterate that in addition to the fresh fruit and vegetables in the store, there is also:
 - Frozen - Tinned - Dried
 - Frozen, dried and tinned fruit and vegetables are just as good as fresh
- Point to the examples of fresh, frozen, tinned and dried fruit and vegetable options pictured in the guide to healthy eating poster.

Part 4: Choosing the Better Alternative

- Tinned fruit and vegetables – explain to the group that:
 - Fruit tinned in natural juice is the best choice because it has less sugar
 - Tinned vegetables are a great choice and that baked beans, red kidney beans and other legumes and lentils count as vegetables. Try and choose tins which contain no added sugar or salt
- Dried fruit – explain to the group that
 - 1 tablespoon of dried fruit i.e. sultanas is equal to a serve of fruit
 - Another way to measure is a small handful is equal to one serve

Activity 1:

- Get the group to look at tins or packets and find out which ones are the healthiest, using the label information and the Nutrition Information Panel. Ask the group to complete the following tasks:
 - Each participant is handed out a tin or packet of frozen or dried fruit or vegetables
 - Get participants to pair up if there aren't enough different products
 - Ask each member to read out what their tin or packet of fruit or vegetable product is
 - Discuss whether this is a healthy food choice, why/why not

- Fruit juice
- Put up the 'Drink Comparisons Poster'
- Explain to the group that when choosing healthy drinks, particularly soft drinks, we are looking for products that have:
 - Total sugar: 5g or less per 100ml
- Explain that we read this exactly the same as we would read the total sugar in a tin of vegetables, by looking at the 100ml/g column on the nutrition information panel on the food label
- Explain to the group that:
 - It is better to eat a whole piece of fruit than drink fruit juice because the fruit has more fibre and less sugar.
 - One 600ml bottle of orange juice has about 5 oranges in it. So if you drink the juice, you get all the sugar from the five oranges but not the fibre. Additionally, the juice does not make you feel full, but eating the piece of fruit does. This means that if we all drink a lot of juice and eat all our normal meals, we are eating a lot more energy which could make us put on weight (as discussed in workshop 1)
 - Also, too much sugar makes us gain weight and rots our teeth so all in all it is better to eat your fruit than drink it
 - Explain the difference between 'fruit juice' and 'fruit drink' or

'fruit cordial' – fruit drink and fruit cordial have more sugar and less fruit than fruit juice. Again it is better to eat a piece of fruit instead

- Remind participants that if you are thirsty, water is always the best option

Activity 2:

- Divide into small groups if there is a large number of participants
- Hand out different drink products or packages
- Display a food label reading resource to help remind participants of what they should be looking for
- Ask the participants to put the labels in order of the best choice to the worst choice, using the information about drinks presented in this workshop, and the information on label reading presented in workshop 2
- Discuss the answers with the group:
 - Answer: Water > Orange Juice* > Cordial > Soft Drink
 - *Orange Juice is slightly higher in energy and sugar than cordial, however, as it provides other nutrients that support good health it would be a healthier choice

Activity 3:

- Cut up some fresh vegetables and fruit or open some tins or dried packets which you think the participants may have had limited exposure to. Make sure they are regularly stocked at the store. Suggestions include (some of the below may be seasonal or unavailable, and some may need to be cooked):

- | | |
|------------------|-------------------|
| - Nectarine | - Brussel Sprouts |
| - Peaches | - Cauliflower |
| - Apricot | - Snow Peas |
| - Cherries | - Bok Choy |
| - Plum | - Asparagus |
| - Dried Dates | - Zucchini |
| - Dried Apricots | - Cucumber |
| - Broccoli | - Capsicum |

- Explain to the participants that they could also set up their own taste testing in store now that they know how to prepare the fruits and vegetables, so that they can share the fruit and vegetable store with the community

- If relevant have copies of recipe cards from your program or other healthy recipes using lots of vegetables available in case participants want to try them out.

Part 5: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions

Appendix D: Nutrition Training Program for Store Staff, Managers and Community Members

WORKSHOP 4 – Shelf Label Programs

Resources required:

- Store Observation Checklist (Appendix F)
- Butchers Paper and Pens
- Flip chart for talking about shelf labels (Appendix A)
- Quick Nutrition Criteria (Appendix C)

Participant outcomes

By the end of this workshop staff will be able to:

1. Understand the shelf labels, how they were developed, how to use them and how to maintain them
2. Understand how the evaluation of the label project will be carried out and how they can contribute to this

This workshop can be delivered inside the store or at any other place that feels comfortable and convenient. This workshop should take no more than an hour to complete.

Part 1: Introduction and Welcome

- Welcome participants
- Brief recap of what was covered last session
- Run through the participants outcomes for this workshop
- Tell the group that today they will be talking about how all of this information about healthy food connects to the shelf label project and how it will help them use the shelf labels

Part 2: The Shelf Label Project in your community

- Introduce the Flip chart for talking about shelf labels (Appendix A), share the following sections and discuss the content:
 - The food we eat has changed over the years
 - Why nutrition is so important
 - What are shelf labels
 - Why would shelf labels be good for families
 - Why would shelf labels be good for the store
- Discuss what has been done so far in this store:
 - Discussions about shelf labels
- Design of the labels
 - Who was involved?
 - What was decided?
 - Implementation of shelf labels
- What was/will be involved in this process?
 - Maintenance of the shelf labels
 - How can we be involved?

(Give participants the quick nutrition guide that shows the core foods that are labelled or a list of labelled items. Ask participants if they have noticed labels on these items. Discuss what is needed to make sure these items keep their labels and why it is important that we check when we move/replace stock. Ask participants their ideas for keeping the system working well and provide time to troubleshoot any issues that may be raised (ie staff may say there is not enough time to maintain the system, talk this through together to see if a solution can be met).

- Evaluation of nutrition promotion system
 - Why is evaluation important?
 - What data is needed?
 - How do we go about collecting this data?

Data collected:

- The data that is collected from the store observation checklist (show participants the checklist)
- The data that is collected from the store sales which is from the cash register and computer at the front of the store: this shows what foods, and how much of it is being bought
- The data from interviews with store staff and other community members regarding the nutrition promotion system (show or explain 6.2 interview guides)

From these two data collection methods, two different things are generated:

- A **percentage** is generated from the Checklist showing what proportion of items on the checklist were available in the store when the checklist was done and how many labels were correct
- From this we can see how many labels were missing in the shop, meaning that the people in the community had less information provided to them about healthier choices
- A **report** or discussion to look at the ongoing effectiveness, awareness and maintenance of the shelf labels as well as any issues, suggestions for improvement and feedback. This will be discussed with both the store and people in the community to see where any improvements could be made to how we are doing things.

Explain to the participants that the knowledge they have gained throughout this workshop can help them when they are thinking of ideas to help the community.

Ask the participants if the above information makes sense, and if they have any questions?

- Explain to the participants that the aim of the project is to collect this data, so that it can be shared with the store and people in the community, so that changes can be made to alter the way people think about good food and nutrition.

Part 3: Using the labels in the store

- Discuss the shelf labels, staff opinions about this and provide time for feedback and questions about the system

Part 4: Other nutrition activities in the store

- Discuss what has been planned at this stage (ie a launch, cooking demonstrations, competitions etc). Ask staff what they think of these ideas, whether they would like to be involved and whether they have any other ideas

Part 5: Helping customers make better shopping choices

- Discuss how the labels can be used for this function and conduct a walk through the store to see what is labelled and when this can be used to show healthier alternatives

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Part 6: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they have learnt in today's session that they would like to share with the group
- Ask the participants if they thought that overall the training sessions were useful, and if there is anything else that they would like to see in future training sessions
- Explain to the participants that you will not be offended if there is information that is not useful, as the training program has been designed to help them and it is not doing its job if it not useful or relevant.

Acknowledgements:

Material from the Remote Indigenous Stores and Takeaway Training Manual was adapted for the design of this training program.

More specifically, areas adapted from Workshop 1:

- Participant outcomes
- Part 1 and Part 2
- Part 3 and Part 4
- Part 5
- Part 7 and part 8

Areas adapted from Workshop 2:

- Part 4

Areas adapted from Workshop 5:

- Participant outcomes
- Part 1 and Part 2
- Part 3

Please refer to the RIST training manual should you require any further instructions, activities or more in-depth explanations of concepts.

Some material from the Eat Better, Move More resource also contributed to the development of this resource. Thank you to the teams who developed these resources.



Appendix E: Training Notes for Store staff

These notes can be used to carry out short conversations with store staff about the shelf label program in their store, what it is, how it works and how to look after it.

Resources required:

- Appendix F: Store Observation Checklist
- Appendix A: Flip chart for talking about shelf labels
- Appendix C: Simple Nutrition Criteria

Participant outcomes

By the end of these conversations staff will be able to:

1. Demonstrate a basic understanding of the shelf labels and how they were developed
2. Understand how to use the labels to choose healthier items
3. Understand why it is important that the labels are in the right spot

This material may be delivered inside the store or at any other place that feels comfortable and convenient; it should take no more than half an hour to complete. If it's easier the material can be cut up into a number of small conversations. It is okay to deliver this material to just one person.

Part 1: Introduction and Welcome

- Introduce yourself if you don't already know the participant/s
- Tell those present that today they will be talking about the shelf labels in the store, what they are there for and how they relate to working in the store

Part 2: Introduction and Welcome

- Introduce the Flip chart for talking about shelf labels (Appendix 5a), share the following sections and discuss the content:
 - The food we eat has changed over the years
 - Why nutrition is so important
 - What are shelf labels
 - Why would shelf labels be good for families?
 - Why would shelf labels be good for the store?

Part 3: The Shelf Label Project in your community

- Discuss what has been done so far in this store:
 - How the label project started and who was involved in talking about the labels
 - Design of shelf labels
 - Who was involved?
 - Why was it done this way?
 - Who made the labels?
 - What do the labels look like?
 - Implementation of shelf labels
 - What was involved in this process?
 - Maintenance of the shelf labels
 - How can we be involved?

(Give participants a copy of the quick nutrition guide or a list of labelled items. Ask participants if they have noticed labels on these items. Discuss what is needed to make sure these items keep their labels and why it is important that we check when we move/replace stock. Ask participants their ideas for keeping the system working

well and provide time to troubleshoot any issues that may be raised (ie staff may say there is not enough time to maintain the system, talk this through together to see if a solution can be met).

- Evaluation of nutrition promotion system
 - Why is evaluation important?
 - Data is collected using the store observation checklist (show participants the checklist and explain how it is used)

Explain how this data is used: – A percentage is generated from the Checklist showing how many items on the checklist were available in the store when the checklist was done and the percentage of items that were in the right spot

- From this we can see how many labels are missing in the store and we will know what we need to fix

Part 4: Helping customers make better shopping choices

- Discuss how the labels can be used to help people when they are shopping. If possible, walk through the store and ask people to point out some things that they usually buy (i.e. breakfast cereal, meat, bread) see if there are any labels nearby to show healthier alternatives

Part 5: Conclusion

- Thank the participants for their time
- Ask the participants if they thought that the sessions were useful, and if there is anything else that they would like to see in future training sessions
- Explain to the participants that you will not be offended if there is information that is not useful, as the training program has been designed to help them and it is not doing its job if it not useful or relevant.

Appendix F: Store Observation Checklist

Appendix F: Nutrition Promotion and Education in Remote Stores Project: Store Observation Checklist

A. Store Name		B. Location	
C. Date of store visit		D. Data Collector	

E. Processed By		F. Date Entered	
------------------------	--	------------------------	--

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
1.	The store sells wholemeal or multigrain or "better choice" white bread (i.e. high fibre and/ or low GI)					
2	The store sells at least 3 healthy breakfast cereals (eg oats, wheat biscuits, raw muesli, bran flakes)					
3.	The store sells pasta and/or low GI rice such as basmati, long grain and brown rice					
4.	The store sells low fat dry crackers such as Ryvita, Cruskits, Vita Wheat etc					
5.	The store sells tinned fruit in natural juice or water only					
6.	The store sells at least 2 different types of canned beans or legumes					
7.	The store sells at least 5 different types of canned vegetables					
8.	The store stocks tinned fish or seafood (e.g. tuna, salmon, sardines, oysters, mussels etc)					
9.	The store sells POWDERED reduced fat or skim milk in addition to full cream milk					
10.	The store sells UHT reduced fat or skim milk in addition to full cream					
11.	The store sells evaporated skim milk					

Appendix F: Store Observation Checklist

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
12.	The store sells FRESH reduced fat, low fat or skim milk in addition to full cream milk					
13.	The store sells at least 8 types of fresh fruit					
14.	The store sells at least 4 different types of white/green vegetables (eg beans, spinach, zucchini, cabbage)					
15.	The store sells at least 3 different types of salad vegetables (eg capsicum, mushroom, radish, tomato, lettuce)					
16.	The store sells at least 3 different types of yellow/red vegetables (eg carrots, corn, pumpkin and sweet potato)					
17.	The store sells at least 5 different types of frozen vegetables					
18.	The store sells at least 6 lean meat cuts (see appendix 1)					
19.	Plain dried fruit (Apricots, sultanas, dates etc)					
20.	Dried vegetables (Eg mashed potato, peas, carrots etc)					
21.	Dried legumes (lentils, split peas etc)					
22.	Peanut Butter and any Plain, Unsalted Nuts and Seeds					
23.	'Best Choice' Flour (Wholemeal, Blended, Hi-Fibre etc)					
24.	Fresh Eggs					
25.	Plain bottled water (water, plain mineral water and soda water)					

Appendix F: Store Observation Checklist

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
26.	Small flavoured milks (not including coffee flavour) 400mL or less					
27.	Reduced fat or low fat cheese					
28.	Plain and flavoured yogurt (reduced fat, diet and regular)					
29.	Low fat and regular vanilla custard (not baby custard)					

N.	TOTAL number of ticks (Questions 1-29)	
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M. PRESENCE AND POSTERS AND OTHER PROMOTIONAL MATERIAL

Type of program support material (poster/ flyer/ recipes etc.):	Available / displayed? (Circle one)	Visible/ Accessible (Circle one)	Number displayed/ available:	Comments:
	Yes No	Yes No		
	Yes No	Yes No		
	Yes No	Yes No		

For Question 18.

LEAN MEAT CUTS AND PRODUCTS

Chicken/Turkey: Skinless cuts

Beef: Beef stir-fry, beef strips, BBQ steak, Diced beef Chuck steak, Blade Steak, Round Steak, Topside Roast, Topside Steak, Silverside Roast, Fillet steak, Lean/Diet Mince

Kangaroo: All Kangaroo Meat

Lamb: Diced Lamb, Lamb Strips

Pork: Pork stir-fry/strips, Diced pork, Pork mince, Butterfly steak, Pork leg steak, Pork Fillets

Veal: Strips, Diced, Leg steak, Cutlet

Offal: Lamb kidney, Beef kidney, Beef heart, Lamb heart, Beef liver, Lamb liver, Lamb brain, Beef tripe

(FZANZ Standard 2.2.1: Meat and Meat Products)

Appendix G: RIST Store Observation Checklist

Appendix G: Nutrition Promotion and Education in Remote Stores

Project: Store Observation Checklist

A. Store Name		B. Location	
C. Date of store visit		D. Data Collector	

E. Processed By		F. Date Entered	
------------------------	--	------------------------	--

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
1.	The store sells wholemeal or multigrain or "better choice" white bread (i.e. high fibre and/ or low GI)					
2.	The store sells at least 3 healthy breakfast cereals (eg oats, wheat biscuits, raw muesli, bran flakes)					
3.	The store sells pasta and/or low GI rice such as basmati, long grain and brown rice					
4.	The store sells low fat dry crackers such as Ryvita, Cruskits, Vita Wheat etc					
5.	The store sells tinned fruit in natural juice or water only					
6.	The store sells at least 2 different types of canned beans or legumes					
7.	The store sells at least 5 different types of canned vegetables					
8.	The store stocks tinned fish or seafood (e.g. tuna, salmon, sardines, oysters, mussels etc)					
9.	The store sells POWDERED reduced fat or skim milk in addition to full cream milk					
10.	The store sells UHT reduced fat or skim milk in addition to full cream					
11.	The store sells evaporated skim milk					

Appendix G: RIST Store Observation Checklist

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
12.	The store sells FRESH reduced fat, low fat or skim milk in addition to full cream milk					
13.	The store sells at least 8 types of fresh fruit					
14.	The store sells at least 4 different types of white/green vegetables (eg beans, spinach, zucchini, cabbage)					
15.	The store sells at least 3 different types of salad vegetables (eg capsicum, mushroom, radish, tomato, lettuce)					
16.	The store sells at least 3 different types of yellow/red vegetables (eg carrots, corn, pumpkin and sweet potato)					
17.	The store sells at least 5 different types of frozen vegetables					
18.	The store sells at least 6 lean meat cuts (see appendix 1)					

M.	TOTAL number of ticks (questions 1-18)	
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For Question 18.
LEAN MEAT CUTS AND PRODUCTS
Chicken/Turkey: Skinless cuts
Beef: Beef stir-fry, beef strips, BBQ steak, Diced beef Chuck steak, Blade Steak, Round Steak, Topside Roast, Topside Steak, Silverside Roast, Fillet steak, Lean/Diet Mince
Kangaroo: All Kangaroo Meat
Lamb: Diced Lamb, Lamb Strips
Pork: Pork stir-fry/strips, Diced pork, Pork mince, Butterfly steak, Pork leg steak, Pork Fillets
Veal: Strips, Diced, Leg steak, Cutlet
Offal: Lamb kidney, Beef kidney, Beef heart, Lamb heart, Beef liver, Lamb liver, Lamb brain, Beef tripe
 (FZANZ Standard 2.2.1: Meat and Meat Products)

Appendix G: RIST Store Observation Checklist

#		Tick if yes
OTHER RIST QUESTIONS		YES?
19.	The store has a delivery of fresh fruit and vegetables every week all year round	
20.	The store sells low fat coconut milk/cream	
21.	The store does not sell hardened or solidified fats (eg copha, lard)	
22.	The store only sells monounsaturated & polyunsaturated margarines & oils	
23.	All sausages sold by the store are "low fat"	
24.	The store sells reduced fat tinned meats (like hamper and stews (<10g/100g fat)	
25.	The store sells feeding cups	
26.	The store sells at least 1 type of fruit based baby food (6-9 months)	
27.	The store sells bowls and spoons suitable for babies	
28.	The store sells at least 1 type of savoury baby food (eg meat and vegetables (6-9 months) The store sells at least 1 type of iron enriched baby rice cereal (farex etc)	
29.	The store has a bubbler and/or offers free chilled drinking water	
30.	The store only sells 100% fruit juice in small portion packs (250ml or smaller)	
31.	At least 50% of all drinks (apart from milk drinks and 100% fruit juice) in the refrigerator are low sugar drinks (e.g. diet soft drinks, bottled water, soda water etc).	
N.	TOTAL number of ticks (questions 19-31)	

Appendix G: RIST Store Observation Checklist

#		G. Tick if yes	H. How many of these items have a correct shelf label?	I. Are labels on nearby items they shouldn't be? How many?	J. How many of these items are missing a shelf label?	L. Notes
ITEMS THAT ARE NOT ON THE RIST CHECKLIST						
32.	Plain dried fruit (Apricots, sultanas, dates etc)					
33.	Dried vegetables (Eg mashed potato, peas, carrots etc)					
34.	Dried legumes (lentils, split peas etc)					
35.	Peanut Butter and any Plain, Unsalted Nuts and Seeds					
36.	'Best Choice' Flour (Wholemeal, Blended, Hi-Fibre etc)					
37.	Fresh Eggs					
38.	Plain bottled water (water, plain mineral water and soda water)					
39.	Small flavoured milks (not including coffee flavour) 400mL or less					
40.	Reduced fat or low fat cheese					
41.	Plain and flavoured yogurt (reduced fat, diet and regular)					
42.	Low fat and regular vanilla custard (not baby custard)					

O.	TOTAL number of ticks (Questions 32-42)	
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P. PRESENCE AND POSTERS AND OTHER PROMOTIONAL MATERIAL						
Type of program support material (poster/ flyer/ recipes etc.):	Available / displayed? (Circle one)		Visible/Accessible (Circle one)		Number displayed/ available:	Comments:
	Yes	No	Yes	No		
	Yes	No	Yes	No		
	Yes	No	Yes	No		

Appendix H: Blank Results Spreadsheet for Checklist

Please see the electronic copy of this package for excel files

RESULTS: STORE OBSERVATION FORM				
1.Store Name	2. Location	3.Date of Store Visit and Data Collection	4.Data Collector	5.Data Processed by
Enter data from B. 'Store Name'	Enter data from D. 'Location'	Enter data from A. 'Date'	Enter name from C. 'Data Collector'	Enter name from F. 'Processed Collector'

EXAMPLE ONLY

6.Date Entered	7. M. TOTAL Number of Ticks (questions 1-29)	8. Percentage of promoted products available	9. Percentage labelled correctly	10. Percentage of labels incorrectly placed
Enter data from E. 'Date Entered'	Enter the total figure from: M. TOTAL Number of Ticks (questions 1-29) at the end of page 3	This column will AUTOMATICALLY divide the the figure from section 7 (column G on this spreadsheet) by 29 (the total number of promoted items covered in the observation form) and then multiply the total by 100 to provide a percentage. This shows what percentage of the ideal group of promoted items the store stocks.	This column AUTOMATICALLY shows the percentage of promoted products in the store that are correctly labelled. Use this data in the following sheet to show the maintenance of the shelf labels on a graph.	This column AUTOMATICALLY shows the percentage of all labels in the store that were incorrectly placed. For example -since the last maintenance visit products may have moved so that within a group of labels originally intended for small flavoured milks, some are on large flavoured milks. Use this data in the following sheet to show the maintenance of the shelf labels on a graph.

Appendix I: Example Results Spreadsheet for Checklist

Please see the electronic copy of this package for excel files

RESULTS: STORE OBSERVATION FORM				
1.Store Name	2. Location	3.Date of Store Visit and Data Collection	4.Data Collector	5.Data Processed by
<i>Enter data from B. 'Store Name'</i>	<i>Enter data from D. 'Location'</i>	<i>Enter data from A. 'Date'</i>	<i>Enter name from C. 'Data Collector'</i>	<i>Enter name from F. 'Processed By'</i>
Wallaby Creek Store	Wallaby Creek	4/2/12	Melissa	Melissa
Wallaby Creek Store	Wallaby Creek	5/2/12	Melissa	Melissa
Wallaby Creek Store	Wallaby Creek	6/2/12	Rhonda	Melissa
Wallaby Creek Store	Wallaby Creek	7/1/12	Margaret	Melissa
Wallaby Creek Store	Wallaby Creek	5/5/12	Melissa	Melissa

EXAMPLE ONLY

7. M. TOTAL Number of Ticks (questions 1-29)	8. Percentage of promoted products available	9. Percentage of promoted products correctly labelled	10. Percentage of shelf labels correctly placed	11. Percentage of missing labels
<i>Enter the total figure from: M. TOTAL Number of Ticks (questions 1-29) at the end of page 3</i>	<i>This column will AUTOMATICALLY divide the figure from section 7 (column G on this spreadsheet) by 29 (the total number of promoted items covered in the observation form) and then multiply the total by 100 to provide a percentage. This shows what percentage of the ideal group of promoted items the store stocks.</i>	<i>This column AUTOMATICALLY shows the percentage of promoted products in the store that are correctly labelled. Use this data in the following sheet to show the maintenance of the shelf labels on a graph.</i>	<i>This column AUTOMATICALLY shows the percentage of all labels in the store that were incorrectly placed. For example -since the last maintenance visit products may have moved so that within a group of labels originally intended for small flavoured milks, some are on large flavoured milks. Use this data in the following sheet to show the maintenance of the shelf labels on a graph.</i>	<i>This column AUTOMATICALLY shows the percentage of all promoted products in the store that are missing their labels. Use this data in the following sheet to show the maintenance of the shelf labels on a graph.</i>
28	96.55%	0.00%	0.00%	96.43%
28	96.55%	98.24%	0.00%	5.33%
27	93.10%	81.64%	4.35%	14.01%
27	93.10%	94.48%	0.00%	5.52%
28	96.55%	85.81%	3.59%	10.59%

Appendix J: Blank RIST Results Spreadsheet for Checklist

Please see the electronic copy of this package for excel files

RESULTS: STORE OBSERVATION FORM				
1.Store Name	2. Location	3.Date of Store Visit and Data Collection	4.Data Collector	5.Data Processed by
Enter data from B. 'Store Name'	Enter data from D. 'Location'	Enter data from A. 'Date of Store Visit and Data Collection'	Enter name from 'Data Collector'	Enter name from F. 'Processed By'
6.Date Entered	7. M. TOTAL Number of Ticks (questions 1-18)	8. N. Total Number of Ticks (questions 19-31)	O. Total number of ticks (Questions 32-43)	10.Adherence with RIST Checklist SCORE
Enter data from E. 'Date Entered'	Enter the total figure from: M. TOTAL Number of Ticks (questions 1-18) at the end of page 2	Enter the total figure from 'N Total Number of ticks (questions 19-31' at the end of page three	Enter the total figure from 'O Total number of ticks (Questions 32-42)' on page 4	This column will AUTOMATICALLY add the figures from columns 7 and 8. The sum will be the RIST score for the store out of 31 items on the RIST checklist

Appendix K: Example RIST Results Spreadsheet for Checklist

Please see the electronic copy of this package for excel files

RESULTS: STORE OBSERVATION FORM					
1.Store Name	2. Location	3.Date of Store Visit and Data Collection	4.Data Collector	5.Data Processed by	6.Date Entered
<i>Enter data from B. 'Store Name'</i>	<i>Enter data from D. 'Location'</i>	<i>Enter data from A. 'Date'</i>	<i>Enter name from C. 'Data Collector'</i>	<i>Enter name from E. 'Data Processed by'</i>	<i>Enter data from E. 'Date Entered'</i>
Wallaby Creek Store	Wallaby Creek	4/2/12	Melissa	Melissa	10/2/12
Wallaby Creek Store	Wallaby Creek	5/2/12	Melissa	Melissa	10/2/12
Wallaby Creek Store	Wallaby Creek	6/2/12	Melissa	Melissa	15/3/12
Wallaby Creek Store	Wallaby Creek	8/3/12	Margaret	Melissa	15/3/12
Wallaby Creek Store	Wallaby Creek	5/5/12	Melissa	Melissa	7/5/12
Wallaby Creek Store	Wallaby Creek	12/5/12	Melissa	Melissa	7/5/12

EXAMPLE ONLY

7. M. TOTAL Number of Ticks (questions 1-18)	8. N Total Number of ticks (questions 19-31)	9. O Total number of ticks (Questions 32-42)	10. Total Score on RIST Checklist	11. Adherence with RIST Checklist PERCENTAGE	12. Notes on RIST Checklist
<i>Enter the total figure from: M. TOTAL Number of Ticks (questions 1-18) at the end of page 2</i>	<i>Enter the total figure from 'N Total Number of ticks (questions 19-31) at the end of page three</i>	<i>Enter the total figure from 'O Total number of ticks (Questions 32-42)' on page 4</i>	<i>This column will AUTOMATICALLY add the figures from columns 7 and 8. The sum will be the RIST score for the store out of 31 items on the RIST checklist</i>	<i>This column will AUTOMATICALLY divide the TOTAL from Section 10 (Column J on this spreadsheet) by 31 and then multiply by 100 to give a percentage RIST score</i>	<i>ENTER any notes about the RIST checklist or supply that are relevant? Which items were missing/are regularly missing? Was the store particularly well stocked? Was the store waiting for a barge/truck delivery? Are there any suggestions for the store managers?</i>
16	10	11	26	83.87%	Missing Fresh reduced fat fresh milk and Powdered skim milk
18	7	10	25	80.65%	
16	8	11	24	77.42%	Missing Fresh reduced fat fresh milk and Powdered skim milk
16	9	11	25	80.65%	Missing Fresh reduced fat fresh milk and Powdered skim milk
17	8	11	25	80.65%	
17	9	11	26	83.87%	Missing Evaporated Skim Milk

Appendix L: Project Log Tool

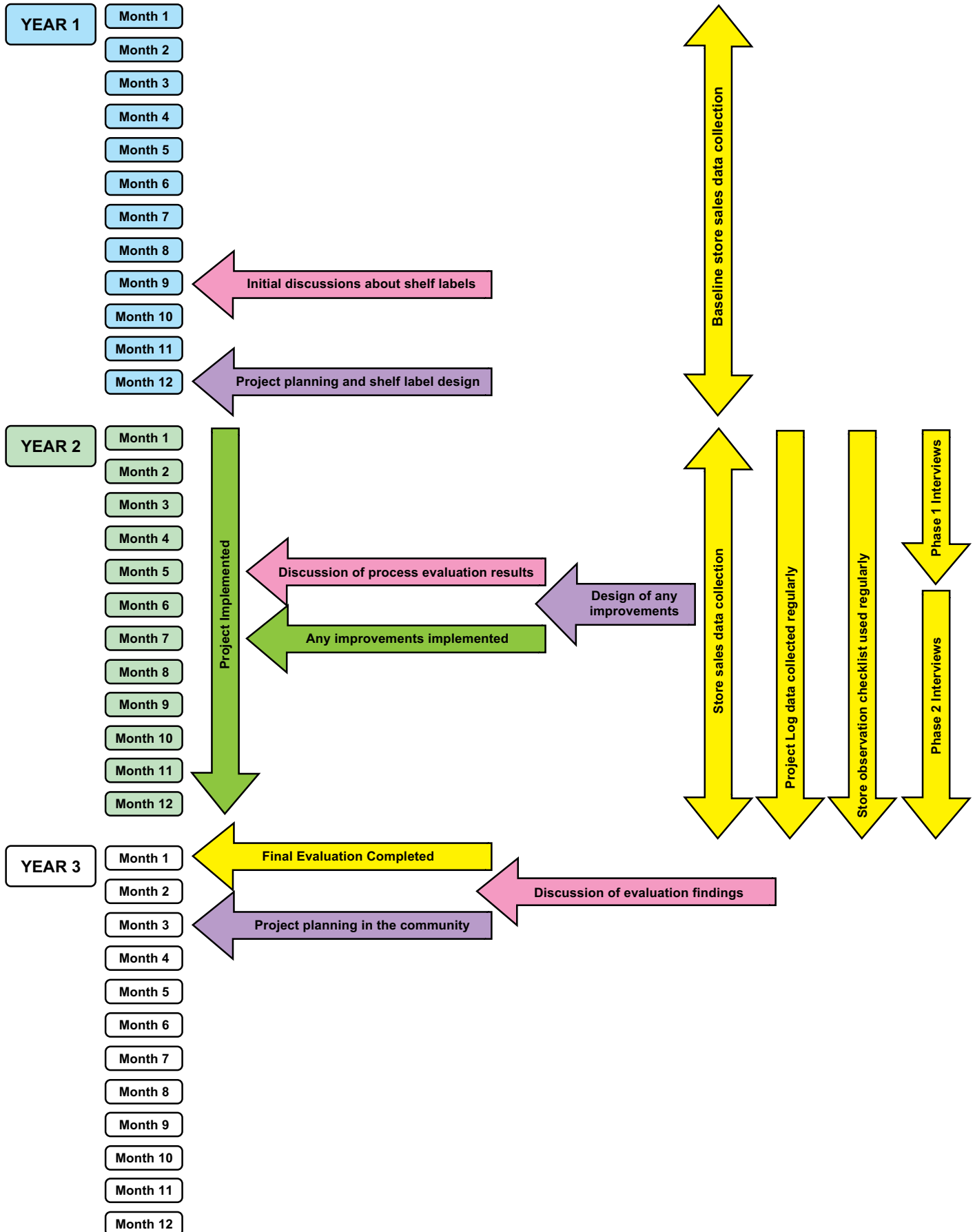
Appendix L: PROJECT LOG TOOL

Date entered:		Name:	
Community name:			
Date of community visit:			
Details of community visit (reason for visit, who visiting etc):			

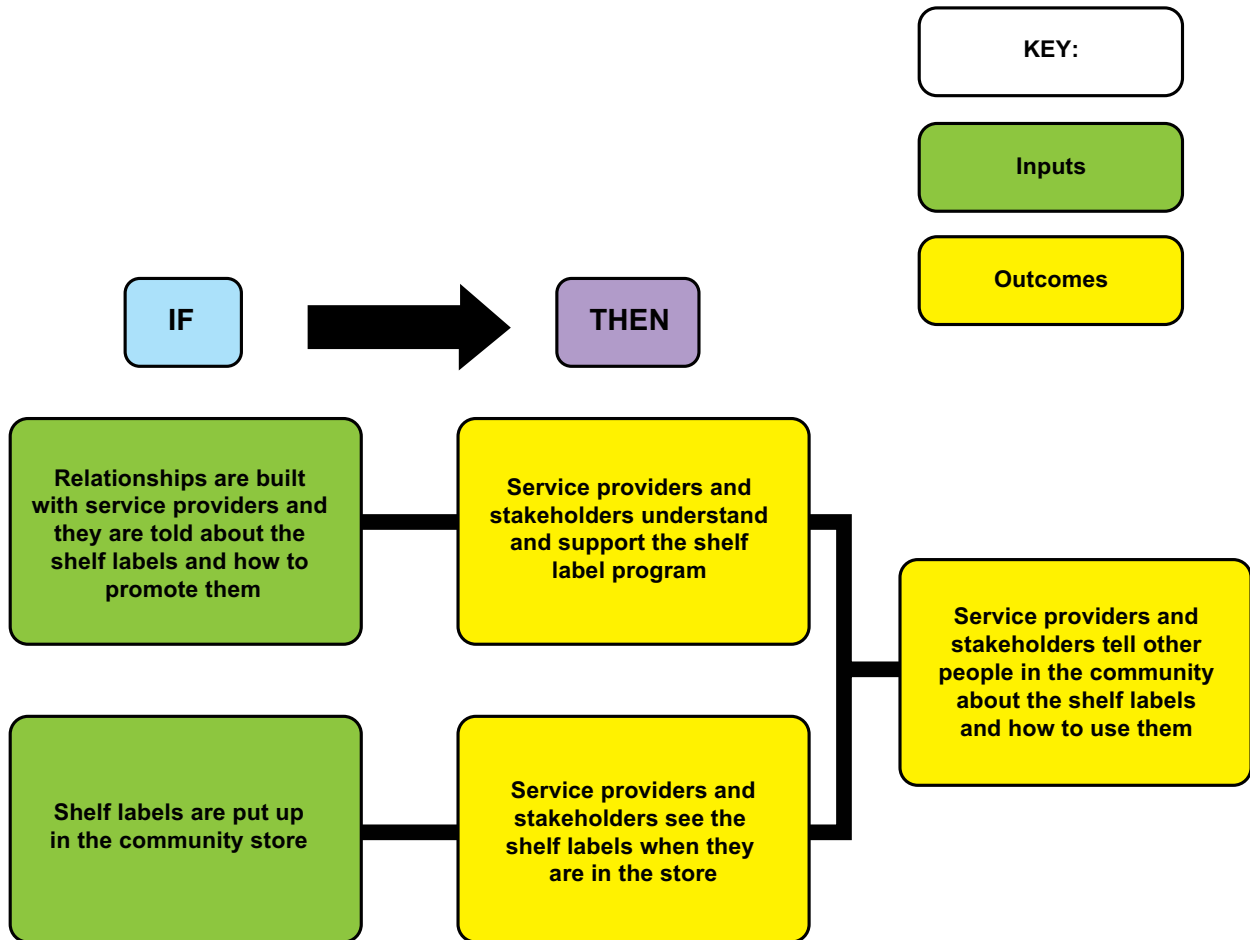
Notes:

Meeting/ Event details:	Discussion	Decisions made/ Items to follow up	Enablers/Barriers Comments

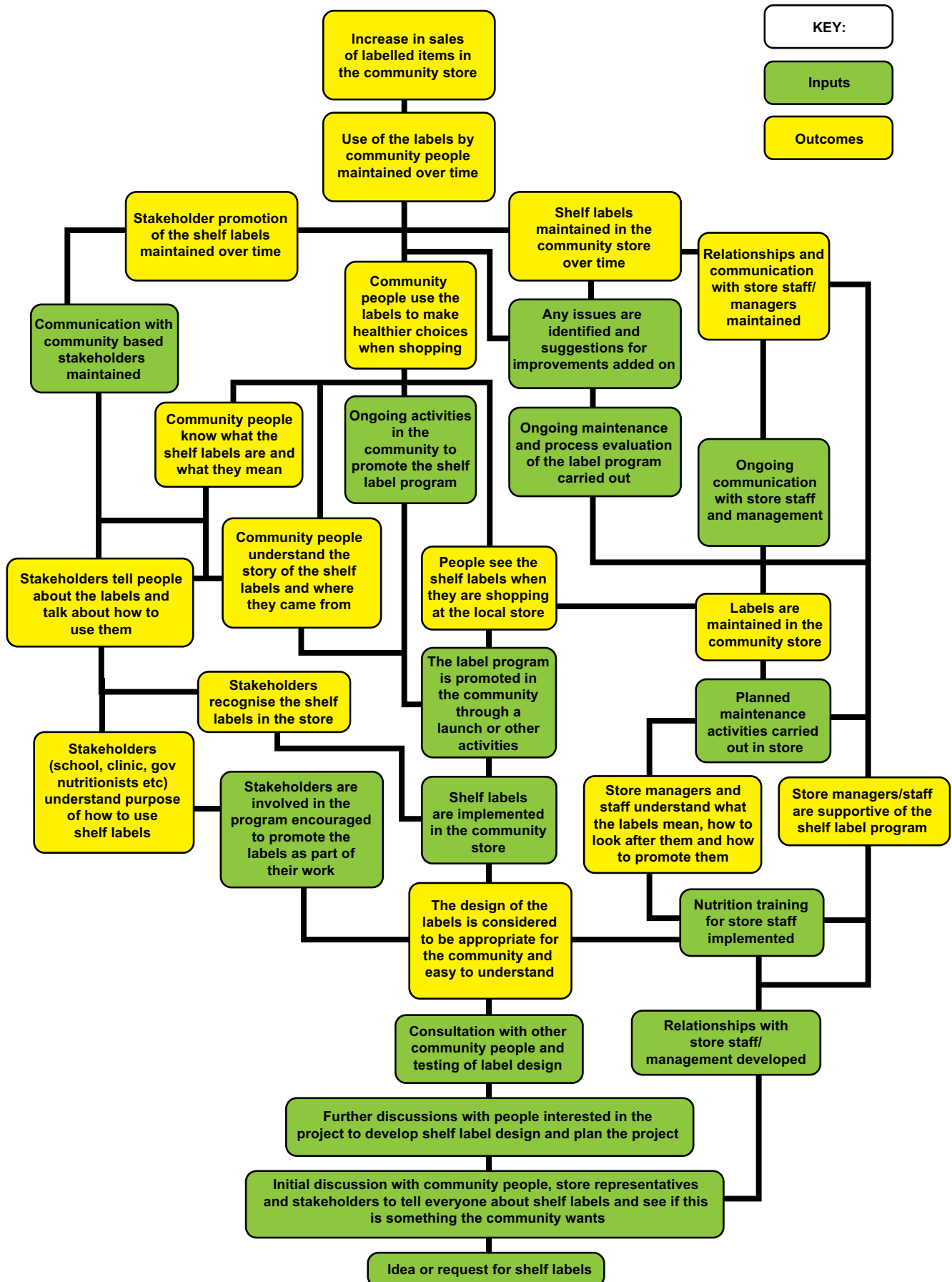
Appendix M: Sample Evaluation Timeframe



Appendix N: Sample Project Logistics



Appendix N: Sample Project Logistics



Appendix O: Sample Evaluation Framework

Appendix O: Evaluation Framework for Shelf Label Programs

Expected Outcome	Research Question (What do you to know?)	What is being measured/ recorded?	What tool will you use?	Interview Questions in Appendix P
The design of the shelf labels is considered to be appropriate for the community and easy to understand	Do community people consider the labels to be meaningful and do they understand what the message is?	Whether people in the community find meaning in the labels and understand what the message is	Interviews with store customers Interviews with people involved in the design of the shelf labels	Questions B1 and E3
Store managers and staff understand what the labels mean, how to look after them and how to promote them	To what extent do store managers and staff understand what the shelf labels mean, how to maintain them and how to promote them?	% Store staff able to correctly explain that the labels show which foods and drinks in the store are healthier choices % staff correctly describing how to maintain the labels % staff correctly describing how to talk to customers about the labels % labels correctly maintained Description about activities used to inform store workers about the program	Interviews with store managers and staff Interviews with service providers who are helping to run the project Project log and notes from staff training Store Observation Checklist Excel Results tool	Questions A1, A2, A3 and C1
Store managers/ staff are supportive of the shelf label program	To what extent have the store manager/s and staff supported the shelf label program	Description of support provided Description of any issues with support Description of who maintained the shelf labels and how	Interviews with service providers who are helping to run the project Project Log Excel Results tool Store observation checklist	Question C.2

Outcome	Research Question (What do you to know?)	What is being measured/ recorded?	What tool will you use?	Interview Questions in Appendix P
Labels are maintained in the community store	How well have the labels been maintained in the store?	% of correctly labels placed across store visits Description of who maintained the shelf labels and how	Store observation checklist Excel Results tool Project Log	
Community stakeholders (school, clinic staff, council, visiting services etc) understand purpose of and how to use shelf labels	How well do the stakeholders understand why the shelf labels program is being used and how people should use the labels?	% interviewed stakeholders able to correctly explain what the shelf labels program is why it is being implemented Stakeholder comments on their current/planned involvement with the shelf label program	Interviews with community stakeholders	Question D.2
Stakeholders recognise the shelf labels in the store	Do community stakeholders recognise the shelf labels when they are in the local store?	% of Stakeholders interviewed who say that they have seen the shelf labels in the store	Interviews with community stakeholders	Question D.1
Stakeholders tell people about the labels and talk about how to use them	Are stakeholders promoting the shelf labels with people in the community?	% of interviewed stakeholders who report they are talking about the shelf labels with community people and description of these conversations % of interviewed customers who say that they have talked about the shelf labels with someone from the clinic/school/council etc	Interviews with community stakeholders Interviews with store customers	Questions D.3 and E.4
People see the shelf labels when they are shopping at the local store	Do people see the shelf labels when they are shopping?	% of interviewed customers who have noticed /are aware of the labels Store worker report of whether customers have been noticing or commenting on the system	Interviews with store workers Interviews with store customers	Questions A.4 and E.1
Community people understand the story of the shelf labels and where they came from	To what extent do people from the community know the story of the shelf labels and how they were developed?	Descriptions of who made and developed the shelf labels from community people	Interviews with store customers	Question E.5

Appendix O: Sample Evaluation Framework

Outcome	Research Question (What do you to know?)	What is being measured/ recorded?	What tool will you use?	Interview Questions in Appendix P
Community people know what the shelf labels are and what they mean	Do people in the community know what the labels are and what they mean?	% of interviewed community people who can correctly say what the labels mean Store worker comments on whether customers have discussed/asked about the shelf labels and how well they understand the shelf labels	Interviews with store workers and interviews with store customers	Questions A.5 and E.2
Stakeholder promotion of the shelf labels maintained over time	Are stakeholders continuing to talk about the shelf labels with community people 6+ months after implementation?	% of original supportive stakeholders who report they are still talking about the shelf labels with people in the community Comments on how important promotion of the shelf labels is to stakeholders List of suggestions from stakeholders % of interviewed customers reporting that they have recently discussed the shelf labels with one of the identified stakeholders	Interviews with stakeholders and interviews with store customers	Questions D.4 and E.8
Relationships and communication with store staff/managers maintained	Are the project organisers still in regular with store staff and managers 6+ months after implementation? How important are these relationships for the project to continue?	Comments on how relationships are maintained between those running the project and store workers Comments on any changes to these relationships or difficulties	Interviews with store workers and interviews with service providers who are helping to run the project Project log	Questions A.7 and C.3
Shelf labels maintained in the community store over time	How well have the labels been maintained in the store 6+ months after implementation	% correct labels during follow up store visits Notes concerning correct placement of labels during follow up store visits	Interviews with store workers and service providers who are helping to run the project Store observation checklist	Questions A.8 and C.4

Outcome	Research Question (What do you to know?)	What is being measured/ recorded?	What tool will you use?	Interview Questions in Appendix P
Community people use the labels to make healthier choices when they are shopping	Are people using the shelf labels to make healthier choices when they are shopping? How are people using the labels and how often?	% of customers reporting that they are using the labels Description of reasons for use/non use of the labels Self-reported frequency of use Reports of customer use of system observed in store by store staff/observers	Interviews with store workers, interviews with service providers who are helping to run the project and interviews with store customers	Questions A.6, B.2 and E.6
Use of the labels by community people maintained over time	Are people continuing to use the labels to make healthier choices when they are shopping 6+ months after implementation?	% of customers reporting current use of the shelf labels Reports of observed customer use of labels by store staff/observers	Interviews with store workers, interviews with service providers who are helping to run the project and interviews with store customers	Questions A.9, B.3 and E.7
Increase in sales of labelled items in the community store	Have the sales of labelled items changed since the introduction of the shelf label program? Can these changes be attributed to the shelf label project?	Any changes to the sales of labelled items compared to sales of items which are not labelled Reported changes to sales or stock levels as noted by store workers Explanation as to why changes to store sales may have changed by store workers Description of factors which have affected store sales over the last two years	Interviews with store workers Analysis of store sales data using the enhanced RIST tool 1 year prior to implementation and one year following and follow up with store workers Project Log	Question A.10

Appendix P: Interview Guide for Evaluation

Appendix P: Interview Guide for use during the evaluation of Shelf Label programs

Choosing which groups to interview:

This guide can be used to discuss the project and the shelf labels with up to five different groups of people:

- a) Store staff and managers (store workers)
- b) People involved in the design of the shelf labels (store committee members, Health Action Team members and other community representatives).
- c) Service providers who are helping to run the project (Nutritionists, Health Promotion Officers, Health Workers etc)
- d) Community Stakeholders (depending on your community this may include school staff, clinic staff, people from the council, visiting health services etc.)
- e) Store customers (local people)

Your evaluation framework will be helpful in working out which groups you will need to interview. You may also find that you have to adapt this guide to interview other groups of people that are relevant to your project.

Planning your interview or group discussion:

Once you have decided who to interview and which questions to use you can start planning when and where you will run the interviews and how you will invite people to be involved. Make sure you discuss the following points with your local team to work out what will work best:

- Will you need a private space for the interview/discussion?
- Who will run the interviews? Is it possible to train local people so that they can take a leading role or assist?
- How will you invite people to be a part of the interview/discussion? Make sure that people are aware that they do not have to participate if they do not want to and that they have the right to withdraw at any time
- How will you record responses? If you are going to use video or audio recorders you will need to check that this is okay with your participants first. If you are going to take notes by hand then you may want to ask someone to help you out
- Will you require an interpreter?
- Will the participants expect a formal, scripted interview or a casual chat about the shelf labels?
- Would phone or email interviews work better for some of your participants?
- Would visual aids be useful in your interviews? Do you need to organise pictures, flip charts or other materials?

Consent:

You will need approval from local leaders to conduct interviews in the community. Following this you will need the consent of individual respondents to ask them questions, record their responses and use the data for reporting/publication. More information on consent is available below in the ethical considerations section.

Time phases:

'Phase 1' interview questions should be used during interviews or focus group discussions between one and four months after you implement the shelf label program. The responses to these questions will assist you in understanding how the project is going on the ground and how the labels are being received, used and maintained. At this stage you can work with store workers or other local people to make any necessary improvements to the project such as changing the design of the shelf labels, increasing promotion in the community or re-engaging with stakeholders.

'Phase 2' interview questions should be used between six and twelve months after the project is implemented. These questions explore the overall effect the project has and how sustainable it is.

During the interview:

During your discussions or interviews, make sure that participants are given a chance to think about and discuss their answers with others or with the person asking questions. In addition, make sure that participants have the opportunity to raise any other relevant points or concerns that were not covered in the initial questions or ask questions about the project.

It is important that people have the opportunity to review the responses that they have given. If you are running a group discussion you may want to record answers or general themes on a large sheet of paper so that everyone has a chance to see what has been mentioned. If literacy or eyesight is an issue you could try using pictures or symbols or read out a summary of answers back to the group at the end of the session. During individual interviews you can read answers back to the respondent and ask if they are happy with what has been recorded. You should also ask participants if they would like you to send the interview transcript back to them so that they can review it and keep their own copy.

Appendix P: Interview Guide for Evaluation

A. Questions for store workers:

Phase 1: (Between 1 and 4 months after implementation)

A.1.

Can you tell me what these shelf labels are about?

Prompts: - What do the labels mean?

- What sort of products get labelled?
- Why do you think we are using the labels?

A.2

Can you tell me what needs to be done to make sure the labels stay in the right spot?

Prompts: - What would happen if you find a label that had fallen off the shelf onto the ground?

- How would you find out if a product should have a label or not?

A.3

How would you tell other people about the shelf labels?

Prompts: - What sort of things would you tell them about the labels?

- How could you encourage them to use the labels?

A.4

Are people shopping in the store noticing the shelf labels?

Prompts: - How do the labels look in the store?

- Have people commented on the labels when they've been in the store?
- Have you heard people talking about the labels? What have they said?

A.5

What do people think the labels mean when they see them?

Prompts: - What do people think the labels are there for?

- Can you tell me if any customers have asked you about the labels or talked to you about them? (If so – what did they say? What did you tell them?)
- How well do you think customers understand the labels are for?

A.6

Have you noticed people reading or using the labels in the store?

Prompts: - (If so) Who was looking/using the labels? How were they using the labels? What were they doing?

- How often does this happen?
- Why do you think community members are using/not using the labels (not enough money, new good foods at the store etc, told to do so by the nurse, told by friends etc).

Phase 2: (Between 6 and 12 months after implementation)

A.7

Can you tell me how you are involved in the shelf label project at the moment?

Prompts: - Who do you talk to about the project?

- Do you ever need help with the labels? Who do you talk to?
- How important is your role in the shelf label project now?
- How have things changed since the project began?
- Could things be improved at all? What could be done differently?

Appendix P: Interview Guide for Evaluation

A.8

How are the shelf labels looking in the store now?

Prompt: - Do you think the labels are all in the right spot?

- What are the main reasons for this?
- What (if anything) has been effective in making the system easier to maintain?
- What has made the system difficult to maintain?

A.9

Have you noticed any community members reading or using the labels in the store lately?

Prompts: - (If so) Who was looking/using the labels? How were they using the labels? What were they doing?

- How often does this happen now?

A.10

Have you noticed any changes to the sales of certain items in the store?

Prompts: - What are these changes?

- How are the labelled items selling?
- Do you find you have to order more/less of any items?
- What do you think the reason for these changes are?

Appendix P: Interview Guide for Evaluation

B. Questions for people involved in the design of the shelf labels (store committee members, Health Action Team members and other community representatives).

Phase 1: (Between 1 and 4 months after implementation)

B.1

Can you tell me the story of how this (shelf label) design was developed and what it means?

Prompts: -Who worked on the ideas? (the label design, how we would tell the community about this etc?)

-How is this designs important/specific for this community?

- What will local people understand when they see these labels?

-Is there anything that we could do differently to make sure that the labels are easy to understand?

B.2

Have you heard of people are using the labels when they are shopping?

Prompts: - (If so) Who is using the labels?

- How are they using the labels, What are they doing?

- Why do you think people are using/not using the labels (don't know about them, not enough money, new good foods at the store etc, told to do so by the nurse, told by friends etc).

Phase 2: (Between 6 and 12 months after implementation)

B.3

Have you heard of people reading or using the labels in the store lately?

Prompts: - (If so) Who is looking at/using the labels? How are they using the labels?

What are they doing?

- How often does this happen now?

- Why are people interested/not interested in using the labels? (other projects in community, strong community issue in a particular health issue, show on TV etc)

Appendix P: Interview Guide for Evaluation

C. Questions for Service providers who are helping to run the project (Nutritionists, Health Promotion Officers, Health Workers etc)

Phase 1: (Between 1 and 4 months after implementation)

C.1

What activities have been used to help store workers understand:

- Why the labels are being used?
- How the labels can be used by customers?
- How to use and maintain the shelf labels in general?
- How to use tools such as the store observation checklist and nutrition criteria to maintain the labels/add new products?

How effective have these activities been? What were the results? What worked well?

What didn't work so well? What was the feedback from store workers?

C.2

How have the managers and staff at the store supported the shelf label program?

Prompts:- How was this support useful? How could it have been more useful?

- What sort of actions contributed to this?
- What could have helped in building more support?

Phase 2: (Between 6 and 12 months after implementation)

C.3

What sort of contact have you had with the store managers and staff lately?

Prompts: - How often are you in contact? Why?

- Is it important to be in contact?
- Are there any factors you can think of that have affected your relationships and communication with the store staff and managers?
- Could this contact/relationship be improved in any way?

C.4

How well are the labels being maintained in the store at the moment?

Prompts: - What do you think are the main reasons for this?

- Who is working on maintaining the labels in the store at the moment?
- What (if anything) has been effective in making the labels easier to maintain?
- What suggestions do you have (if any) for ways to make the system more practical/easier to maintain?

Appendix P: Interview Guide for Evaluation

D. Questions for community stakeholders (school, clinic, council, visiting health services etc.)

Phase 1: (Between 1 and 4 months after implementation)

D.1 Have you noticed anything new in the local store?

Prompts: - What have you noticed?

- Have you noticed any new labels or signs?
- Have you noticed these (show labels)
- What are these labels for?
- What made you notice these?

D.2 Can you tell me what you know about the shelf label program?

Prompts: - Have you heard about the shelf label program?

- Can you describe what you think the program is about?
- Why do you think this program is being run?
- How did you learn about this project?
- Have you been well informed about this system? Would you prefer more information?
- Do you have any recommendations on how people like yourself could be better involved in this program?

D.3 In your role, have you talked about the shelf labels with other people in the community (adults or children)?

Prompts: - If so, what have you talked about?

- Are the labels relevant to the work that you do? How?

Phase 2: (Between 6 and 12 months after implementation)

D.4

- Have you talked about the shelf labels with any community people (adults or children) in the last month? (If so what have you talked about?)

Prompt: - Why have/haven't you spoken about the system with community people in the last month?

- How important are the shelf labels for you the moment? Why?
- Do you have any suggestions for the long-term use of the labels?

Appendix P: Interview Guide for Evaluation

E. Questions for store customers (local people who shop at the store)

Phase 1: (Between 1 and 4 months after implementation)

E.1

Have you noticed anything different or new in the store lately?

Prompt – for example something showing which foods and drinks are healthy?

IF SO – Can you tell me what you've noticed? Where have you seen these labels?

IF NOT - Have you notice any labels like these (show example) in the store?

E.2

Can you tell me what these labels mean to you?

Prompt: - What does it mean if you find the label under a food like cereal in the store?

E.3

Can you tell me what do you think of these labels?

Prompts: - language, colour, symbol, shape, how easy is it to understand?

- What makes this label stand out/hard to notice for you?

- Could anything be done to make the label easier to notice and understand?

The following questions are for customers who were aware of label program:

E.4

Can you tell me how you found out about the labels in the store?

Prompts: - Did anyone tell you about the labels? (if so) What did they tell you? Did you talk about the labels with anyone at the clinic/school/friends/family

E.5

Can you tell me what you know about the story of these shelf labels?

Prompts: - Do you know where the idea for making these labels came from?

- Do you know who made the labels?

- Do you know anyone who worked on designing the labels?

- Is this important to you?

E.6

Do you ever use these labels when you are shopping to help you decide what to buy?

(If so) How do you use them? (or how would you use them – if planning to use)

How often have/do you use them?

Prompts: - Sometimes, Never, All the time?

Why do/why don't you use these labels?

- Do you have anything else that you would like to say?

- Do you have any questions?

Phase 2: (Between 6 and 12 months after implementation)

E.7

Have you notice any labels like these (show example) in the store lately?

Can you tell me what you think these are for?

Appendix P: Interview Guide for Evaluation

Do you currently use these labels to help you decide what to buy? (If so) How do you use them?

How often have/do you use them?

Prompts: - Sometimes, Never, All the time?

- Why or why don't you use the labels?

Prompts: - cost, language, time

E.8

Has anyone talked to you about these labels lately?

Prompts: - People in your family, staff at the store friends, people at the clinic, School etc

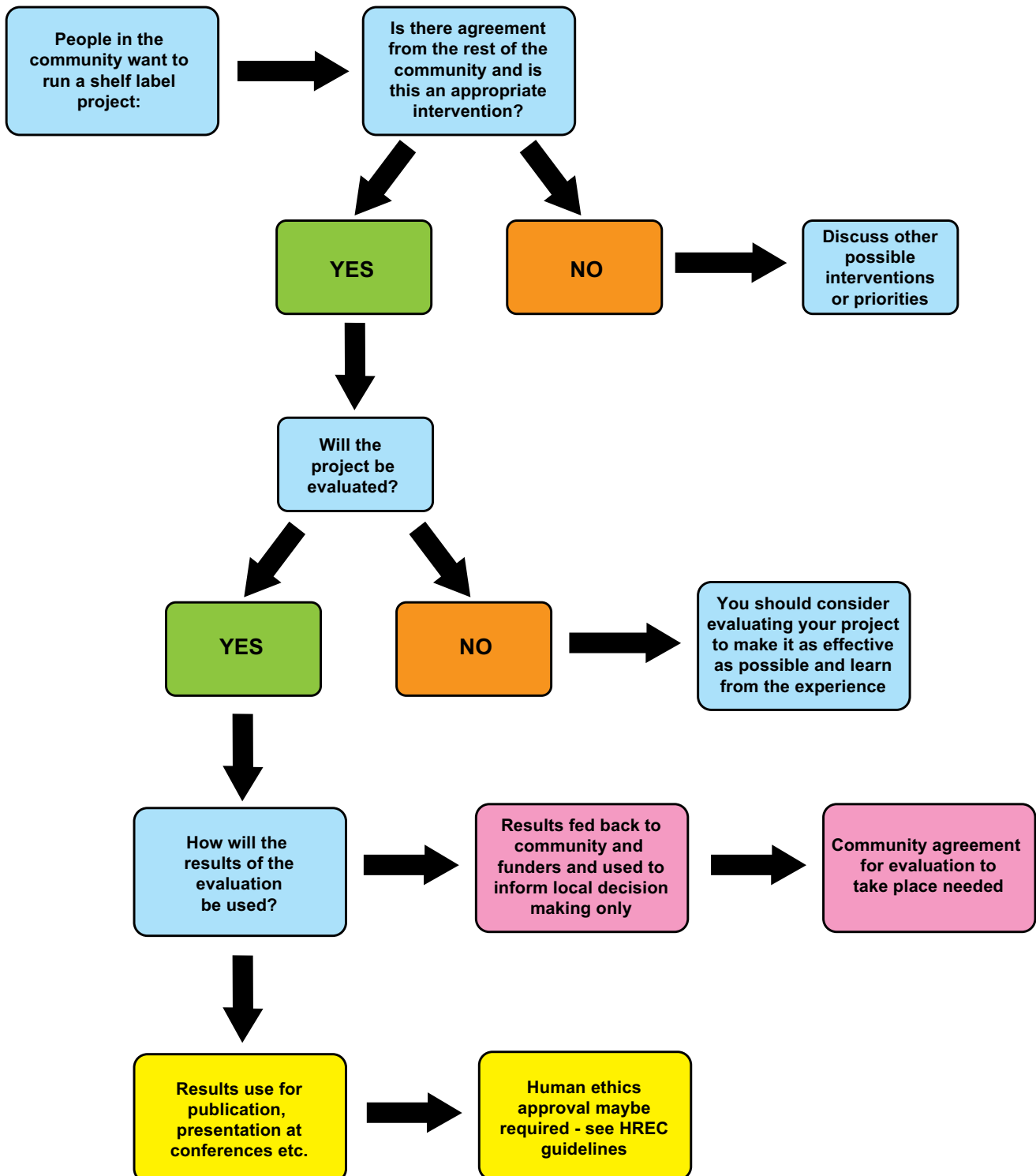
If so: What did they tell you? When was this?

- Do you have anything else that you would like to say?

- Do you have any questions?

Appendix Q: Consent and Ethical Considerations

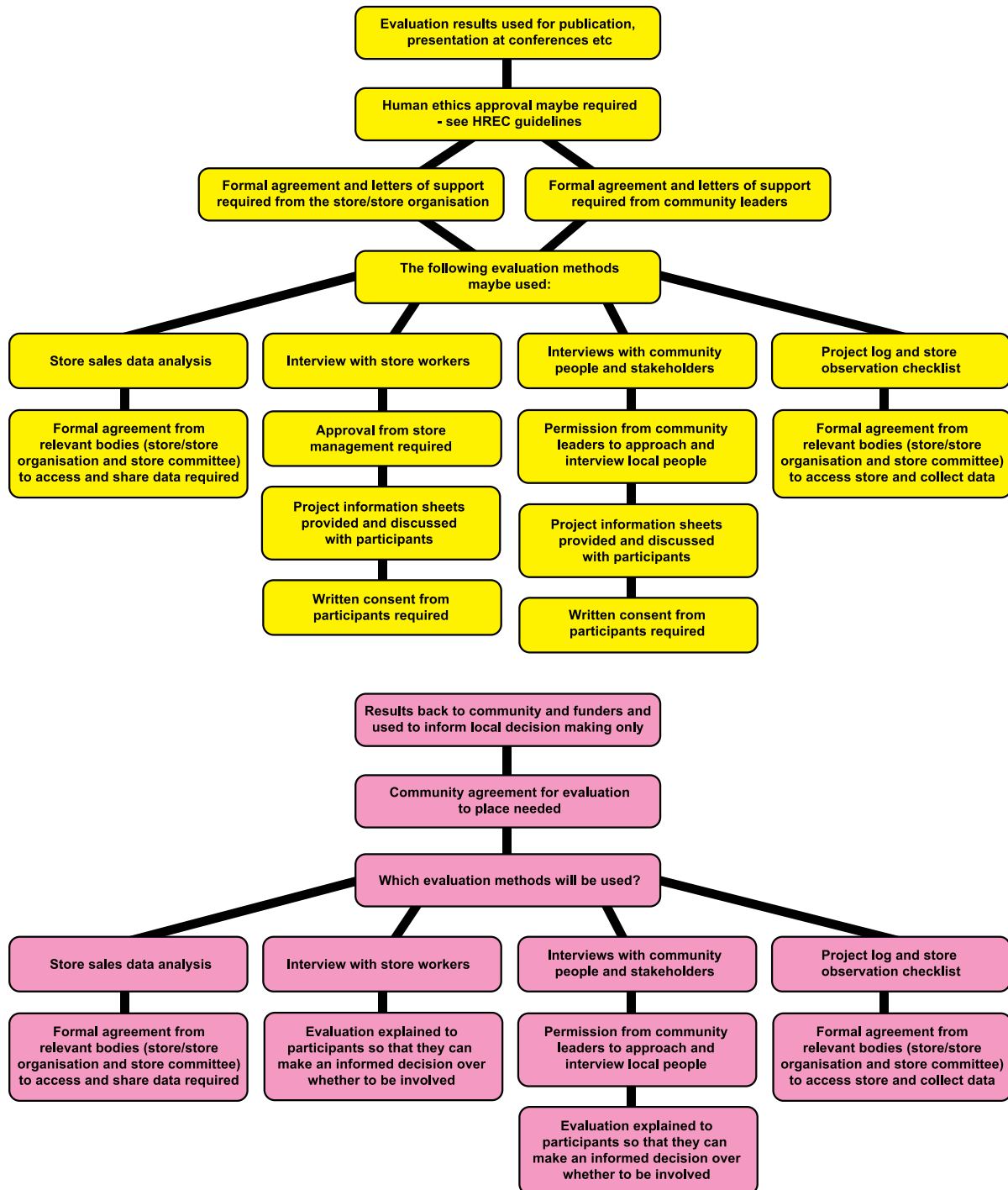
The following points may be important to consider when you are planning your evaluation.



Appendix Q: Consent and Ethical Considerations

Consent and agreements:

The following is a brief illustration of different forms of consent that may be required throughout your project and evaluation process. Please note that this should be used as a guide to help you in your own planning and discussions. Decisions should be based on conversations with community people and stakeholders and consideration of NHMRC resources.



Resources for Human Research ethics:

Values and Ethics - Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research
<http://www.nhmrc.gov.au/guidelines/publications/e52>

Keeping research on track: a guide for Aboriginal and Torres Strait Islander peoples about health research ethics
<http://www.nhmrc.gov.au/guidelines/publications/e65>

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