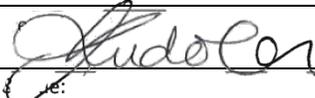


Guidelines:

- I. The objective of Ontario’s Healthy Kids Community Challenge (HKCC), as outlined in Schedule “A” of your Transfer Payment Agreement (TPA), is for selected communities to develop and implement programs, policies and supports that promote healthy and active lifestyles among children through community-led planning and action. Collectively, participating communities will contribute to achieving the following outcomes:
 - a. Reduced childhood obesity and overweight.
 - b. Improved healthy behaviours among children related to healthy eating and physical activity.
 - c. Community collaboration and coordination on childhood obesity prevention and reduction, including the public, private and not-for-profit sectors.
 - d. Advances in research and evidence on community-based approaches and the interventions that support healthy weights in Ontario.
- II. The Theme-Based Action Plan outlines the programs, policies and supports that your community will implement for each theme identified by the Ministry of Health and Long-Term Care (the Ministry). You will be asked to provide a description of each intervention type, partner involvement, and budget.
- III. **The Theme-Based Action Plan (and the accompanying Project Budget) is due to the Ministry on Friday March 10, 2017 at 5:00 p.m. EST.** Once submitted to, and reviewed by, the Ministry, the final version of your Action Plan and Project Budget will be appended to the schedules of your TPA.
- IV. The Ministry is working with Public Health Ontario to evaluate the HKCC program. As such, the Ministry and Public Health Ontario will use the information contained herein for the purposes of planning and evaluation.
- V. Please follow the instructions to complete this template to reflect the proposed next steps and timelines for the HKCC in your community. For example, your community may/may not propose certain interventions or activities depending on the outcomes of your *Community Needs Assessment*, the advice or recommendations proposed by your *Local Steering Committee*, the number of committed partners willing to support the program, and other factors contributing to your community’s stage of readiness.
- VI. Please do not change the format of this template. If additional space is required, please add rows as needed. You may contact your Ministry representative if you have any questions about filling out the template, the eligibility of a project cost or you can simply email us at: healthykidscommunitychallenge@ontario.ca

INTERVENTIONS: Please identify all of the interventions that your community is planning to implement in support of the HKCC theme: Choose to boost veggies and fruit between April 1, 2017 and December 31, 2017. In this case, “interventions” refer to: programs/activities (e.g., Classroom-based health promotion curriculum), supportive policies (e.g., Community level healthy snack policy in schools) and/or supportive environments (e.g., Community gardens). **Make sure to complete I. through X. for each intervention.** This can be done by duplicating (cutting and pasting) the table below as applicable. For example, if your community intends to implement 3 programs and 2 policies to support the HKCC theme, you would duplicate this table 5 times (one table per intervention). You can duplicate as many times as needed and insert (paste with original formatting) the tables on the following blank pages. If you have any problems making these duplicates, your Ministry contact can assist.

Community Name: Regional Municipality of Niagara		Theme 3: "Choose to boost veggies and fruit."	
Prepared By: Judith Rudoler		Authorized By: Russ Wilson/Lisa DeGasperis	
Signature: 		Signature:	
Name & Title: Project Manager		Name & Title: Steering Committee Chair/Vice-Chair	
Contact #: 905-688-8248 ext. 7412		Date: March 27, 2017	

The Niagara HKCC is unique in that we endeavour to unify and engage 12 distinct local area municipalities and 2 school boards in a community-of-communities approach to promoting healthy active lifestyles for children in pre-identified priority populations. Each has a focused understanding of current health-related initiatives and their expertise and well-established partnerships best position them to identify gaps and new approaches with a concentrated local context. In order to fully engage our partners in the enthusiasm we feel for Theme Three, we asked each to realize their own unique Municipal Response Plan that reflect the findings of the Community Needs Assessment and that promote theme based interventions to directly impact children and families who need it the most.

To facilitate a creative, dynamic, and collaborative process that mirrors the principles of EPODE, each municipality and school board was invited to participate with local community partners in a NHKCC Community Engagement Summit prior to writing their individual Response Plans. Our Steering Committee's vision for this event was to reposition and interrupt a typical approach to project development, challenge our leaders to think innovatively and encourage collaborative intersections. Our Community Engagement Summit is an essential component in the development of our comprehensive Theme Based Action Plan where we come together as one region maximize assets, identify common opportunities, and organize for better use of funds where interventions overlap. Moreover, LPM will work with leadership in each municipality and school board to promote Theme Three interventions and messaging thereby multiplying total reach and creating a social marketing campaign that crosses municipal boundaries.

Total number of interventions (listed below): 36

I. Intervention name: District School Board of Niagara - Promoting Healthy Eating
II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity

	<p>families and serve many ready-made, processed foods. Children are perceived to be picky eaters and may not be expected to eat fresh fruits and vegetables at home. Some parents are also picky eaters and may not serve them to their children. Many students may not have fresh fruits and vegetables at home, so they will have an opportunity to eat them at school.</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>Our intervention strategy will include all DSBN elementary schools. This will include 24870 students and their families across 80 schools, in all twelve municipalities across the Niagara Region.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Paint Your Plate lesson plans and incentive programs from Bright Bites to support Health curriculum expectations across the grades.</p>	<p>A. Educate students on healthy eating choices, with a focus on fruits and vegetables. B. Promote, highlight and serve fruit and vegetables at school.</p>	<ul style="list-style-type: none"> • Number of classes using the lesson plans in health classes at each school. • Feedback from teachers regarding discussions in class and activities completed by students. • Special days promoting healthy eating at schools. • Student lunches will be healthier!
<p>2. Tower Gardens – Indoor Aeroponic Classroom Gardening</p>	<p>A. Educate students about how fruits and vegetables grow with aeroponic technology. B. Students will learn how to grow, cook and eat healthy food in school. C. Students will harvest eat the fruits and vegetables which they have grown!</p>	<ul style="list-style-type: none"> • Number of schools using Tower Gardens in their classrooms. • Teacher observations/conversations/ student products resulting from activities related to the use of Tower Gardens in the classroom.

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

<p>3. You're the Chef program</p>	<p>D. Students will gain the skills to prepare and enjoy vegetables and fruit in fresh and interesting ways for better lifelong healthy eating habits.</p> <p>E. Parents may attend the program together with their children to learn together.</p>	<ul style="list-style-type: none"> • Number of schools and classes booking 'You're the Chef' programs. • Parent Advisory Council evening where parents with their children can attend the program together. • Student lunches will be healthier! 	
<p>4. Food Literacy Workshops – Project Share</p>	<p>F. Workshops based on Ontario curriculum, where students learn about plants, soil, growing and tasting food (ELKP-8)</p>	<ul style="list-style-type: none"> • Number of schools/students participating in Project Share workshops. • Activities resulting from workshops which align with Ontario Science and Health Curriculum expectations. 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i></p> <p>The Bright Bites, "Paint your Plate" resource will be used by teachers year after year. The Tower Gardens may be re-used. Students will continue to use them to garden indoors all school year long, annually. Schools will share them with other classes across the grades. You're the Chef begins with train the trainer workshops, in partnership with Niagara Region Public Health, and provides DSBN teachers with the skills to sustain this program beyond HKCC. The Food Literacy workshops may be booked each year by schools. It is hoped that this community partnership will continue to grow each year.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
<p>Name</p>	<p>Area of Expertise</p>	<p>Roles and Responsibilities</p>	<p>Contribution (donation, in-kind, other specify)</p>
<p>Bright Bites resources: Paint Your Plate lesson plans</p>	<p>Lesson plans created and endorsed by OSNPPH.</p>	<p>Provide lesson plans which align with Ontario Health curriculum expectations,</p>	<p>Online curriculum and school badge incentive program.</p>
<p>Good Food Machine</p>	<p>Social change program</p>	<p>Training of teachers and on-going support.</p>	<p>Supplier resource and training support.</p>
<p>Niagara Region Public Health</p>	<p>You're the Chef program</p>	<p>Run the program in schools and for parent communities</p>	<p>Workshops are offered free of charge by NRPH with schools covering the cost of the food.</p>
<p>Project Share</p>	<p>Food Literacy workshops</p>	<p>Run workshops at schools</p>	<p>Workshops are offered free of charge</p>

I. Intervention name: Town of Fort Erie - Eat, Learn, Take		
II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity		
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input checked="" type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments		
IV. Duration: (<i>What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks</i>) September – December 2017 (4 months)		
V. Description of Intervention: (<i>Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?</i>) Families who utilize local community food programs will be given an opportunity to choose more fruits and vegetables. The Town will supply the local agencies with fresh produce for their clients to sample and the tools and resources to run workshops on preparing recipes that use fresh ingredients, increasing food literacy. Any surplus produce will be used to supplement all perishable grocery pick-ups to all families who rely on local food programs for the duration of the intervention. Overall creating a mindset and supportive environments all while removing the cost barrier.		
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	Address the need to change food consumption trends in our low income populations with particular emphasis on families. Sources used were Bridges Community Health Centre, local food banks, faith based organizations and other community agencies who offer community food programs.	
Causes of the need, barrier or opportunity (List all possible causes) — Why is this an issue?	Low income families struggle with the concepts of “full” versus “healthy full”. There is a perception that fresh produce is cost prohibitive.	
Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?	Low income families and those living in poverty. The primary target is the children but healthy kids means healthy families and supportive home food environments. Expectation is approximately 200 families.	
VI. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures

<p>List the goal(s) of the intervention (Add rows if required)</p>	<p>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</p>	<p>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</p>	
<p>1. To introduce fresh fruits and veggies to the identified population through the use of our community food programs.</p>	<p>A. Continued participation in program B. Participant survey during education sessions. C. Feedback from families who take fresh produce home.</p>	<ul style="list-style-type: none"> • Number of participants • Monitor the level of engagement during the sessions. • Fruits and vegetables are consumed at home. 	
<p>VII. Sustainability: (How will this intervention or elements of this intervention be sustained beyond the theme and/or project?) The community food programs will not end and the education will continue, but the best element of sustainability will be to have families change their eating habits moving forward.</p>			
<p>VIII. Partners: Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</p>			
<p>Name</p>	<p>Area of Expertise</p>	<p>Roles and Responsibilities</p>	<p>Contribution (donation, in-kind, other specify)</p>
<p>Bridges Community Health Centre</p>	<p>Community Health promotion</p>	<p>Education</p>	<p>Staff time</p>
<p>Faith based organizations</p>	<p>Compassion, Community food program experience</p>	<p>Running food programs, buying and preparing food</p>	<p>Volunteers time</p>
<p>Salvation army</p>	<p>Compassion, Community food program experience</p>	<p>Running food programs, buying and preparing food</p>	<p>Volunteers time</p>
<p>Local Grocers'</p>	<p>Food distribution</p>	<p>Providing veggies and fruit</p>	<p>Reduced cost of product</p>

<p>I. Intervention name: Town of Fort Erie - Community Garden</p>
<p>II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity</p>
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input checked="" type="checkbox"/>Social marketing <input checked="" type="checkbox"/>Parent/Family/Caregivers partnerships</p>

<input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments		
IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> May – September 2017 (5 months)		
V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i> Fort Erie’s first community garden in partnership with Links for Greener Learning; a not-for-profit environmental organization that is geared towards linking educational institutions with newcomers and domestic students to provide experiential learning opportunities.		
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	Community awareness, community access, student and newcomer family participation. Community gardens stimulate a child’s interest and instinctive desire to play which in turn creates a natural curiosity around the harvest.	
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Currently, there is no community garden program in the Town of Fort Erie.	
Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?	Target population is families with kids aged 6-12. Partnership with Links for Greener Learning gives this intervention reach into newcomer population. Promoting a community approach through older kids from local high school invested and excited to help to help promote the space as a learning opportunity for younger kids and their families. Expectation is approximately 500 individuals participating and benefiting from this pilot season.	
VI. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>

1. To create Fort Erie’s first community garden	A. Land is acquired. B. Garden is constructed. C. Garden is planted produce collected and used.	<ul style="list-style-type: none"> • Successful • Successful • Number of users and volume of harvest. 																	
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The community garden will continue well past the program end because we will ensure sustainable partners.																			
VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i>																			
<table border="1"> <thead> <tr> <th data-bbox="71 602 569 678">Name</th> <th data-bbox="569 602 1045 678">Area of Expertise</th> <th data-bbox="1045 602 1524 678">Roles and Responsibilities</th> <th data-bbox="1524 602 2003 678">Contribution (donation, in-kind, other specify)</th> </tr> </thead> <tbody> <tr> <td data-bbox="71 678 569 716">Town of Fort Erie</td> <td data-bbox="569 678 1045 716"></td> <td data-bbox="1045 678 1524 716"></td> <td data-bbox="1524 678 2003 716">Donate Land</td> </tr> <tr> <td data-bbox="71 716 569 753">High School Culinary Class</td> <td data-bbox="569 716 1045 753">Cooking and growing</td> <td data-bbox="1045 716 1524 753">Take care of garden with community</td> <td data-bbox="1524 716 2003 753">Time</td> </tr> <tr> <td data-bbox="71 753 569 860">Links For Greener Learning</td> <td data-bbox="569 753 1045 860">Community Garden Set up and experiential learning opportunities</td> <td data-bbox="1045 753 1524 860">Coordinate garden construction, planting and learning opportunities for local students and families.</td> <td data-bbox="1524 753 2003 860">Time</td> </tr> </tbody> </table>	Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)	Town of Fort Erie			Donate Land	High School Culinary Class	Cooking and growing	Take care of garden with community	Time	Links For Greener Learning	Community Garden Set up and experiential learning opportunities	Coordinate garden construction, planting and learning opportunities for local students and families.	Time			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)																
Town of Fort Erie			Donate Land																
High School Culinary Class	Cooking and growing	Take care of garden with community	Time																
Links For Greener Learning	Community Garden Set up and experiential learning opportunities	Coordinate garden construction, planting and learning opportunities for local students and families.	Time																

Intervention name: Town of Grimsby - Healthy Shoppers
I. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity
II. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input type="checkbox"/> Parent/Family/Caregivers partnerships <input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments
III. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> June – October (5 months)
IV. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i> Distribution of fruit and veggie specific Farmers Market ‘bucks’ in partnership with schools and community agencies that have connections to families in priority populations in Grimsby. Families will be encouraged to visit Grimsby’s local market by providing them with an opportunity to pick fruits and

veggies at no cost. There will also be an education component at the market with recipe ideas and contests.		
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	The Niagara Community Needs Assessment highlights a financial barrier for families in priority populations. Eliminating this financial barrier to choosing fresh foods will give the Town an opportunity to make shopping for healthy foods fun and interesting by encouraging children to be a part of the selection process.	
Causes of the need, barrier or opportunity (List all possible causes) — Why is this an issue?	Ultimately, lack of familiarity with certain fresh produce is a barrier to healthy eating choices and we will be addressing that with families at the market. However, in order to get families there in the first place, we will first address the barrier of access by providing financial subsidy.	
Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?	Families with children ages 5-13 years, with an emphasis on priority populations. We anticipate assisting approximately 200 families.	
V. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>
1. Increase the number of children enjoying the farmers market and being a part of buying local fresh produce.	A. Receive min. 150 certificates back that were used at the Farmers Market B. Hold min. 4 market evenings with an added child focus.	<ul style="list-style-type: none"> Inventory of certificates recuperated Participation statistics at market evenings
VI. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> With the support of our community partners, this initiative could easily be sustained in future market seasons.		

VII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Grimsby Farmers Market	Market traffic, fruits & veggies and programming.	Coordination of market activities	Time, coordination
Grimsby Benevolent Fund	Priority populations	Distribution of certificates	Time, promotion

I. Intervention name: Town of Grimsby - Camp Crunch

II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear)
Supportive Environment

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:
 Community engagement Education and awareness Social marketing Parent/Family/Caregivers partnerships
 Peer support/student involvement Policy Supportive environments

IV. Duration: *(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)*
August 2017 (3 weeks)

V. Description of Intervention: *(Provide a brief, high level summary of intervention using a maximum of 50 words - **What is it about?**)*
The Camp Crunch intervention will run three Fridays in August during the Town’s summer camp program. Campers will gather for an afternoon snack of fruits and veggies.

Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	The Town’s past experience with camp snack options have revealed unsupportive environments to be a significant barrier to healthy food choices as children are more often provided with sugary snack options.
Causes of the need, barrier or opportunity (List all possible causes) — Why is this an issue?	When children are given sugary snacks by adults, it is reinforces those types food choices and stacks the odds against children’s health.

<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>Approximately 100 children per week for 3 weeks. Ages 4-13 years.</p>
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<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Kids anticipate and enjoy healthy snack time.</p>	<p>A. Group participation B. Group photo for social media</p>	<ul style="list-style-type: none"> • Number of kids eating and enjoying healthy snack. • Gather their feedback

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
 With the support of community partners, this initiative could easily be maintained.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Grimsby Farmers Market	Fruits and vegetables	Coordinate snack options from the market	Time, coordination

<p>I. Intervention name: Town of Grimsby - Fruit Kabobs</p>
<p>II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Supportive Environment</p>

<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/> Community engagement <input type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input type="checkbox"/> Parent/Family/Caregivers partnerships <input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments </p>		
<p>IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i></p> <p>June- July 2017 (2 months)</p>		
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>The Town of Grimsby will be hosting a Grand Opening event for their new Community Park in June. This park will not only feature a newly installed outdoor water station, but the event will cater free fresh fruit kabobs as a fun and easy way to serve healthy options at sports and community events. We will repeat this intervention at our Happening at the Forty Community Festival.</p>		
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) – What are you trying to address? What sources were used to inform this intervention?</p>	<p>The Town’s past experience with food options at sports and community events have revealed unsupportive environments to be a significant barrier to healthy food choices as children and families are more often presented with less healthy options.</p>	
<p>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</p>	<p>Healthy choices can be a tough sell when set alongside sugary options. However, if they are presented in a fun, affordable and interesting way they will be a popular choice. This will also show parents and community event organizers that it is not only possible but easy to serve healthy food choices.</p>	
<p>Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</p>	<p>Families of all ages, targeting children. We hope to serve at least 200 people.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation.</i></p>

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

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		<i>(Include quantitative and/or qualitative measures)</i>	
1. Encourage families to choose fruits and veggies	A. 200 servings per event	<ul style="list-style-type: none"> • Number of children served • We will take note of their thoughts and reactions 	
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> This is a great positive message to share with our local event coordinators and sports tournament operators that creating supportive environments is fun, easy and affordable.			
VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Grimsby Farmers Market	Fruits & vegetables	Market coordinator	Coordinate fruit presentation and delivery
Local Sports Coaches/Teams	Kids	Promotion of event and gathering of feedback from kids and families	Promotion, support
Leigh Jankiv	Event coordinator	Coordinator of Happening event	Promotion, support

I. Intervention name: Town of Lincoln - Farmer's Market Children's Program
II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input type="checkbox"/> Parent/Family/Caregivers partnerships <input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input type="checkbox"/> Supportive environments
IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> Saturday mornings from the beginning of June 2017 to September 2017 (4 months.)
V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i>

<p>A child friendly booth at the Beamsville Farmer’s Market each Saturday morning from June through September. The booth will incorporate HKCC Theme One Play Packs, healthy eating activities (games, crafts, hands-on experiences, samples from local vendors) and a take home activity/information booklet that will educate and raise awareness about the importance of eating fruits and vegetables.</p>		
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>This intervention will serve as a way to involve the community in participating in the theme three messages. Evidence suggests that the market could be more family friendly and promote the local availability of affordable fresh produce in a fun and entertaining way to our priority population. Incorporating the Theme One Play pack will help continue to share the message about the importance of physical activity.</p>	
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<p>Community members are not always aware of the availability of fresh, affordable produce at the market. Making this event family friendly will encourage families to visit the market together and in particular, target children to become informed by trying different fruits and vegetables. Further, it will support our local vendors and farms</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>Wide scale, this intervention could provide information for all community members. Specifically, the activities would target families with children ages 3 – 10 years. We project a participant reach of 15 children per week; approximately 200 children from the community with a focus of priority population.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

<p>1. Increase community awareness of our Farmer’s Market, the availability of local produce and discussing the importance of fruits and vegetables with participating families.</p>	<p>Increase family traffic at Farmer’s Market by creating a child friendly environment</p>	<ul style="list-style-type: none"> Record the number of participants in the children’s area each week Feedback from vendors regarding volume and type (families?) of customers.
<p>2. Encourage kids to sample a variety of fruits and vegetables.</p>	<p>Provide samples of a variety of in season fruits and vegetables.</p>	<ul style="list-style-type: none"> Record the attendance at the children’s area each week, and the number of samples that are taken.

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
 This program will run throughout the summer months during the operation of the Beamsville Farmer’s Market. The information booklet that will be on display and given out to participants will be shared with similar venues throughout Lincoln. As the Beamsville Farmer’s Market continues to grow (it is a fairly new BIA initiative), the Town will work with the BIA, to be a part of the event and encouraging it to be family friendly. The Town will establish volunteers and product donation to continue to run this or similar interventions.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
BIA (Beamsville)	Organizing and implementing the farmer’s market	Marketing and providing contacts with local vendors to provide samples	Location/event in which to run the activities
Local vendors	Growing, selling local produce and product	Samples for children Marketing the activity at their permanent location	Provision of local produce

I. Intervention name: Town of Lincoln - Children’s Cooking Class

II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear)
 Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:
Community engagement
Education and awareness
Social marketing
Parent/Family/Caregivers partnerships

<input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments	
IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i>	Three, four week sessions between September – December 2017 (12 weeks)
V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i>	The Town of Lincoln will offer free cooking classes as part of our Recreation Program guide in the fall of 2017. A four week session will instruct children, ages 9 – 13 years of age, on fun ways to include fruits and vegetables in their diet and the cooking skills to do so. The class will also include activities and discussions on healthy eating and opportunities to try new produce items.
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	According to the PHO, nutrition has long been identified as a component of good health and well-being and is a major modifiable risk factor of non-communicable diseases such as cardiovascular disease, obesity, diabetes and some types of cancer. Fruit and vegetable (FV) intake can help to prevent or lower their risk of these diseases. Overall, FV intake is low among children and youth in Ontario. Average intakes are 4.43 servings a day, with 64% consuming less than 5 servings of FV daily. While this data is from 2004, recent smaller studies suggest that low FV intake continues to be a problem among young children and youth. According to Public Health Organization Evidence Brief: Impact of food skills programs FV consumption among children and youth (September 2016)- “The literature shows that food skills programs had a significant impact on improving FV consumption among children and youth aged 4 to 18 years old (p. 4)”.
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Families may have limited cooking skills and/or may be unaware on how to incorporate affordable fruit and veggies into their diet. Parents may also have a lack of time to teach cooking skills.
Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?	Children ages 9 – 13 years of age – approximately 30 students over the course of three sessions.
VI. Goals/Objectives and performance measures	

Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>
Increase the number of children that can independently prepare healthy meals and snacks that incorporate fruits and vegetables.	Offer a four week cooking class, three times throughout the fall of 2017.	<ul style="list-style-type: none"> Track the number of children that participate in the program. Gather feedback from children and their families.

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
If this activity is met with interest, it could become a regular part of the Town’s Program listings. In the future, program costs will need to be covered by a registration fees, but fees will be based on a cost recovery basis and could be subsidized through future funding opportunities.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Local restaurants and wineries	Cooking skills and expertise	Assist in development of recipes/ chefs for instruction purposes	In kind donation of chefs/instructors
Local farms or grocery stores	Provision of ingredients	Assist in securing products and ingredients	Donation of produce and ingredients

I. Intervention name: Town of Lincoln - Summer Fruit Bowl

II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear)
Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:
 Community engagement
 Education and awareness
 Social marketing
 Parent/Family/Caregivers partnerships

<input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input type="checkbox"/> Supportive environments		
IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> June – August 2017 (3 months)		
V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i> The Town of Lincoln will provide fruit and vegetable samples at the Allan F. Gretsinger Pool, Jordan Lions Pool, Jordan Historical Museum and Summer Adventure Camps (at the Jordan Arena and Fleming Centre) on rotation throughout the summer. The samples will come with an information postcard, containing fun education information and a checklist they can complete when indicated fruits and vegetables are tried.		
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	The Town’s past experience with snack options have revealed unsupportive environments to be a significant barrier to healthy food choices as children are more often provided with highly processed snack options.	
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Varieties of fruits and vegetables may not be provided at home. Spending the day at an outdoor recreation facility may be a difficult place to pack fruit and vegetables and keep them fresh.	
Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?	Children are ages 3 – 16. Participation will vary from site to site, but it is estimated that 100 – 120 children could benefit each week for an estimated total of 1200 kids reached over the course of this 3 month intervention.	
VI. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

Encourage healthy snacking when participating in programs.	Provide easy access fruits and vegetables at high use recreation facilities.	<ul style="list-style-type: none"> Track the number of samples that are taken when offered. Take note of conversations that may occur when the samples are noticed.
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VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
 This program will run throughout the summer months at indicated venues. The Town will include the information postcard at all locations so that it can be picked up and kept for reference. The addition of healthy snacks can be incorporated into the Camp Programs, Museum Programs and into the concession stand at the Pool as we move beyond 2017. In some cases, it will be in addition to the program (for example, we have a pizza lunch day at camp, we can add a fruit or veggie list to the order form; a provided healthy snack at the Friday Fun Days at the Museum).

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Town of Lincoln Aquatics Department	Life-saving, swim instruction	Share information regarding the project and ensure samples are presented and available.	Location for distribution
Jordan Historical Museum	Culture and history of the town	Share information regarding the project and ensure samples are presented and available	Location for distribution – incorporated into Fun Friday events
Niagara Region Public Health, Food Share, Family Healthy Dieticians	Providing information regarding healthy eating, activity ideas	Provide information and assistance in creating the postcard	Provide information, education pieces to add to the postcard
Local Markets/Farms	Provision of fresh produce	Have information postcard on hand for distribution	Assist with the marketing of the program

I. Intervention name: Niagara Catholic District School Board - Living On The Veg
II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity

<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p><input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input checked="" type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships</p> <p><input checked="" type="checkbox"/> Peer support/student involvement <input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments</p>	
<p>IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i></p> <p>May - December 2017 (8 months)</p>	
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>Living On The Veg is a partnership between Hollo Maple Farms, Niagara Catholic, Casa Dante Hall and Niagara College. Students will actively participate in planting fruits and vegetables as well as harvesting and processing. Students will learn the values of healthy eating in relation to benefits of mind and body. Students will incorporate literacy and numeracy skills in growing and preparing foods.</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?</p>	<p>Based on current local, provincial and federal data it is clear that obesity is at an all-time high as well as the lack of knowledge and skill in preparing healthy food choices. Growing our own food source has also been diminished over the years yet food costs continue to rise. Our project is trying to address simplified basic learning skills in teaching children firstly where our food comes from, how we grow it, how do we process it and how to we store it over non seasonal months. There is a myth that growing our own food can be challenging and expensive – our program is to counter that myth by physically teaching students they can grow healthy food and teach them the benefits beyond ‘obesity’ especially for mind and body. This program will also have a couple of sessions where their parents are invited to share a meal prepared by students. This will also develop skill set and learning for parents within the targeted community as well.</p>
<p>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</p>	<p>There are several causes related to the barriers in healthy eating and living. Education is an instrument that can be used very effectively engaging a community in to a ‘movement’. If children are not exposed to fresh fruits and vegetables and taught about the origin, how it grows and how to prepare it they cannot effectively ‘participate’ in healthy eating/living. Our plan is to take the students TO the product and actively participate in caring, nurturing and enjoying.</p>

<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>We are proposing to involve three elementary schools in target areas based on socio-economic needs from data provided by the Region of Niagara. The three schools targeted are St. Denis in St. Catharines, St. Mary in Welland and St. Patrick in Niagara Falls. Our proposal is to involve grades 1-8 at all three schools and our total population anticipated is approximately 700 students not including parents.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Food sources – education to students</p>	<p>A. Students will plan gardens and incorporate literacy and numeracy skills. B. Students will cultivate and maintain fruit and vegetable plants during growing season C. Students will learn about growing seasons and document data based on weather interventions and necessary time interventions.</p>	<ul style="list-style-type: none"> • Students will be required to develop planting maps as well as planning pollination techniques. • Students will measure growth of plants as well as blooming periods. Students will track this data with documentation as well as photo collection • Students will participate in rain/water measurements and track requirements of plant growth as well as added intervention – fertilizers etc.
<p>2. Harvesting/Processing</p>	<p>A. Safely harvest and store fruits and vegetables. B. Safe Food Handling C. Preserving and Preparing Foods</p>	<ul style="list-style-type: none"> • Students will actively harvest foods at the farm and store in cooler/dry shed based on shelf life of produce. • Students will participate in Safe Food Handling Techniques – washing, cutting etc. • Students will actively participate in creating a “kid friendly healthy meal”. Students will create menus together with culinary students of proper

		ingredients and reasons for those ingredients.	
3. Menu Development	A. Students will create a menu based on their data created over the course of project. Menu will be developed, vetted and printed as “Cook Books for students to take home and perhaps based on resources we can provide throughout the community – Hope Centre, Project Share, Port Cares etc.	<ul style="list-style-type: none"> Students will be required to log data during all stages of their participation. 	
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> It is our intent to incorporate this program within our Hospitality & Tourism Program in secondary school by using it as a transition activity. Some of the budget activities can be carried forward.			
VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Hollo Maple Farms Fenwick	Fruit and vegetables growers	Land and equipment required to plant and grow fruits vegetables. They also have an orchard we have access too.	Maintain gardens over summer when students are not available. They will also match whatever we grow one to one to increase our yield.
Casa Dante Welland	Food processing	Casa Dante will assist us with preparing the fresh fruits and vegetables including lessons	Host 3 dinners for students to prepare healthy meal for parents as a culminating activity.
Sobeys Fonthill – Ron Kore	Retail	Host tours for students to learn how to navigate a grocery store and find healthy foods.	Sobeys will donate proper food containers for freezing
Niagara College	Culinary Expertise	Students will assist our secondary students in providing culinary techniques on food preservation and	All time is in-kind

	processing.	
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I.	Intervention name: City of Niagara Falls - Outdoor Community Garden Teaching Centre				
II.	Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity				
III.	Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments				
IV.	Duration: (What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks) April 2017 – December 2017 (9 months/permanent)				
V.	Description of Intervention: (Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?) In partnership with Project SHARE, the city will build a teaching centre where local partner agencies and schools can bring kids to learn how to plant, grow and cook fruits and vegetables. Program will also include outreach workshops conducted at local schools. Harvest will also be for sale at the local market to help sustain programming permanently. Excess crops will be distributed through a local food bank.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention? </td> <td style="width: 50%; vertical-align: top;"> The project will reach students at an early age to address food literacy barriers to healthy eating and teach them the benefits of fruits and vegetables through the enjoyment of outdoor gardening. Program is housed at a central and accessible outdoor location to address transportation barrier where transportation is an issue, staff can travel to conduct workshops. </td> </tr> <tr> <td style="vertical-align: top;"> Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue? </td> <td style="vertical-align: top;"> Environments support consumption of processed foods. Perception that eating fruits and vegetables is inaccessible, time consuming and complicated. Transportation to rural areas for interactive learning may be difficult or impossible due financial barriers. Community Gardens provide a learning opportunity in an urban setting. </td> </tr> </table>	Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	The project will reach students at an early age to address food literacy barriers to healthy eating and teach them the benefits of fruits and vegetables through the enjoyment of outdoor gardening. Program is housed at a central and accessible outdoor location to address transportation barrier where transportation is an issue, staff can travel to conduct workshops.	Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Environments support consumption of processed foods. Perception that eating fruits and vegetables is inaccessible, time consuming and complicated. Transportation to rural areas for interactive learning may be difficult or impossible due financial barriers. Community Gardens provide a learning opportunity in an urban setting.
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	The project will reach students at an early age to address food literacy barriers to healthy eating and teach them the benefits of fruits and vegetables through the enjoyment of outdoor gardening. Program is housed at a central and accessible outdoor location to address transportation barrier where transportation is an issue, staff can travel to conduct workshops.				
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Environments support consumption of processed foods. Perception that eating fruits and vegetables is inaccessible, time consuming and complicated. Transportation to rural areas for interactive learning may be difficult or impossible due financial barriers. Community Gardens provide a learning opportunity in an urban setting.				

<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>Primarily, kids in elementary schools that are at risk. However students from high schools and other organizations will be able to take advantage of this programming as well. Primary Base: 3,000 youth age 7 – 12, low-income. Secondary Base: 3,000 youth age 5-17.</p>		
<p>VI. Goals/Objectives and performance measures</p>			
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>	
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>	
<p>1. Create and environment to inspire students to want to learn about healthy eating.</p>	<p>A. Establish a suitable location B. Develop interactive components C. Options to bring programming to schools</p>	<ul style="list-style-type: none"> • Permanent location • Creating garden beds • Establishing mobile teaching kits 	
<p>2. Target youth at risk to deliver programming to teach them about healthy eating.</p>	<p>A. Establishing partnerships with health agencies. B. Develop programming for youth. C. Ensuring the reach of programming to target audience.</p>	<ul style="list-style-type: none"> • Partner agreements to deliver programming. • Establishing programming curriculum that matches goal. • Mobile unit scheduling to visit schools. 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention are sustained beyond the theme and/or project?)</i> Teaching centre will be sustained beyond the life of HKCC through a partnership between Project SHARE and the Niagara Falls Community Health Centre who have agreed to financially assume this community garden program and who already employ a full time Garden and Nutrition Educator. A small programming fee charged to participating schools as well as harvest from the community garden beds sold at the local farmers market will help off-set any future cost of delivering programming.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
<p>Name</p>	<p>Area of Expertise</p>	<p>Roles and Responsibilities</p>	<p>Contribution (donation, in-kind, other specify)</p>

Westlane Secondary School/SCVFA	2 possible site locations	Provide land to develop teaching centre and to help with maintenance	Land agreement
Project SHARE (serves individuals living in poverty in the Niagara Falls community by addressing the short-term need for food and creating long-term solutions for food security)	Programming	To provide programming to students at the teaching centre and at the schools. Coordinate volunteers to manage community gardens, maintenance and scheduling.	Staff and volunteers
Niagara Falls Community Health Centre	Programming	To provide programming to students at the teaching centre. Coordinate volunteers to manage community gardens, and maintenance.	Staff and Volunteers

I. Intervention name: Town of Niagara-on-the-Lake - Let's Cook Together	
II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity	
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments	
IV. Duration: (What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks) September 2017 – December 2017 (12 weeks. 3 x 4 week sessions)	
V. Description of Intervention: (Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?) A four week cooking program that promotes and strengthens intergenerational learning and relationships through exploration of healthy eating. Kids and seniors come together to experiment with recipes that use seasonal, locally grown fruit and vegetables, explore food literacy, and strengthen family health.	
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) —	Food literacy in family units is not where it could be and so kids are growing up in environments unsupportive to healthy eating. Niagara-on-the-lake has a very high senior population and an opportunity to

<p><i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>promote intergenerational learning. The town has run this program at their local Community Centre with extremely positive results. A sense of purpose of can be achieved when children are given an opportunity help older adults. First hand research indicates that participants are highly engaged as they learn from each other’s creativity, level of caring, motivation and intelligence.</p>	
<p><i>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</i></p>	<p>Families are bombarded with marketing from processed food industries and there is a perception that healthy eating is expensive and time consuming. There is a very large senior population, and a small youth population in Niagara-on-the-Lake. The senior population has much wisdom and experience to contribute to food literacy and kids seem to respond positively and enthusiastically to their mentorship.</p>	
<p><i>Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities)</i></p>	<p>Approximately 36 children ages 6 - 12 paired with Seniors aged 60+. With the support from HKCC, the Town will be able to sustain the program and reach many more children through future sessions. As well, the town will participate in our HKCC Theme 3 social marketing campaign and reach kids and families through promotion of theme based messaging thereby expanding their reach for the duration of the HKCC.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. To educate and promote vegetable and fruit intake in Children and Youth.</p>	<p>A. Participants will be able to identify 2-3 key aspects to Canada’s Food Guide of healthy eating B. Participants will be able to state at least 2 benefits of eating vegetables and fruit</p>	<ul style="list-style-type: none"> • At end of each session, provide quiz that covers each objective • Verbal quizzing will take place prior to each class and results will be recorded

	<p>C. Participants will be able to state the recommended daily intake for vegetables and fruit and give examples of what counts as a serving</p>	<ul style="list-style-type: none"> During the program participants will be able to determine what properly consists of a serving and demonstrate to the evaluator 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> This program started as a pilot in 2016 funded through a senior community grant by the Province of Ontario. This grant has come to an end and support from the HKCC will allow the program to continue with a renewed focus on improving food literacy and healthy eating habits in kids. Support from HKCC would enable the town to leverage existing resources such as a teaching kitchen and cooking tools to continue demonstration of a successful program and in turn, secure continued funding.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
<p>Name</p>	<p>Area of Expertise</p>	<p>Roles and Responsibilities</p>	<p>Contribution (donation, in-kind, other specify)</p>
<p>Family Health Team</p>	<p>Dietary (Dietician)</p>	<p>Teach the classes</p>	<p>In-Kind preparation time</p>

<p>I. Intervention name: City of Port Colborne – Farmer’s Market Education Campaign, Blooming Gardens and Little Chefs</p>
<p>II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity</p>
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input checked="" type="checkbox"/>Social marketing <input type="checkbox"/>Parent/Family/Caregivers partnerships <input type="checkbox"/>Peer support/student involvement <input type="checkbox"/>Policy <input checked="" type="checkbox"/>Supportive environments</p>
<p>IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> May 5, 2017 – Launch (1 day) May & June 2017 – Education Campaign ‘Fruit/Veggie of the Week’ at the Port Colborne Farmers Market (9 weeks) June - August 2017 - Blooming Gardens (5 weeks) September - December 2017 – Little Chefs (13 weeks)</p>
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p>

<p>Comprehensive campaign for kids and families in Port Colborne with a focus on increasing food literacy. Specifically, this program will include:</p> <ol style="list-style-type: none"> 1. Education Campaign ‘Fruit/Veggie of the Week’ at Port Colborne Farmers Market to include social marketing strategies and online promotion. 2. Blooming Gardens – 5 week kids program - exploration of vegetable gardens and growing vegetables. Fee subsidy applied for those who qualify. 3. Little Chefs – 13 week kids program - explore healthy food selection and food preparation skills. Fee subsidy program applied for those who qualify. 	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>Based on the Community Needs Assessment, there are two priority areas in Port Colborne. The first is located throughout PC2, and the second is located throughout the south east portion of PC3. Both neighbourhoods are within close proximity to the Port Colborne Farmer’s Market, the Vale Health & Wellness Centre, and the Roselawn Centre where these interventions are planned to take place thereby eliminating transportation barriers and creating a network of supportive environments in Port Colborne.</p> <p>A fee subsidy program will address financial barrier to community programming options.</p>
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<ul style="list-style-type: none"> • Supportive Environment – Educate Families about the ease and affordability of healthy eating and create a backlash to current marketing from commercial food industry and processed food. • Access & Availability – Introduce families to healthy, affordable, local food options through farmers market and community gardens as a viable alternative to commercial grocery stores where unhealthy food options are abundant. • Cultural Norms – work to create community environments where kids participate in food selection and preparation and parents/guardians/caregivers see the benefit of such an approach. • Families in priority neighbourhoods may not have the means to afford community programming. An accessible fee subsidy program will be put in place for those in need to participate in these interventions.
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>The City hopes to attract over 300 new families from priority populations with children aged 12 and under to attend the Port Colborne Farmers Market. Including this new reach, the city expects to serve over 500 families in person and over 2,000 through social media. Blooming Gardeners and Little Chefs can host 50 participants</p>

	<p>throughout the summer and fall with a fee subsidy program to target kids from families in need of assistance. Port Colborne has a significant French community and the city will be distributing bilingual promotional and program materials to reach into that population.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Increase food literacy for children and their families.</p>	<p>A. Educate families through social marketing initiatives that promote the Port Colborne Farmers Market. Information handouts (through school boards, community agencies) and transit signage. B. Teach children the skill to grow their own vegetables and maintain a vegetable garden through the Blooming Gardeners program. This program is hosted within the neighbourhood of the priority population, and will be accessible to families. C. Enhance participants' food selection and food preparation skills in the kitchen through the Little Chefs program. A fee subsidy program will be implemented with a simplified application process for participants requiring financial assistance.</p>	<ul style="list-style-type: none"> Increased attendance at the Port Colborne Farmers Market and number of social media shares on Facebook for the 'Fruit of the Week' or 'Vegetable of the Week'. Increased PORTicipation in the Blooming Gardeners program and a successful crop. A survey will be shared with participants to complete at the end of the program. Increased program PORTicipation in the Little Chefs program and a survey will be shared with all participants to complete at the end of the program.
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i></p> <p>With tools and resources gained through HKCC, the social marketing campaign will increase traffic at the local farmers market and could be sustained by the City for years to come. This intervention will establish a garden plot for the Blooming Gardeners program and secure the tools that will allow the Vale Health & Wellness Centre staff to sustain programming for kids beyond the life of HKCC. HKCC is working to leverage the existing Little Chefs program to improve teaching conditions and expand reach into priority populations ensuring continued success and sustainability for future years.</p>		

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Community Services, City of Port Colborne	Recreation program planning and execution.	Coordinate & execute Theme 3 including social media posts, partnerships, and all aspects of the summer and fall programs.	Facilities, program supplies and volunteer time at the Farmers Market.
Port Colborne Farmers Market	Vendor (local farmer) selection and coordination.	Assist with the selection of the fruit or vegetable of the week by working with the vendors and local farmers.	Vendor booth at the Farmers Market for Bridges Community Health Centre and Community Services.
Bridges Community Health Centre	This centre models health equity, community vitality, increased participation, and enhanced accessibility based on the social determinants of health.	Attend the Port Colborne Farmers Market to promote healthy food choices. Assist with the program planning stages, including healthy meal plans, for the Little Chefs program.	Information booth at the Farmers Market. Meal plan and participation throughout the Little Chefs program.
Parks Operations, City of Port Colborne	Park and garden maintenance.	Prepare the area for the Blooming Gardeners program and help maintain the field before and after the duration of the program.	Preparation and maintenance of the garden area.

I. Intervention name: Town of Pelham – “TOP Eating Games” Passport

II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear)
Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:

Community engagement
 Education and awareness
 Social marketing
 Parent/Family/Caregivers partnerships
 Peer support/student involvement
 Policy
 Supportive environments

IV. Duration: *(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)*

<p>“TOP Eating Games” will be a passport themed challenge from April – December (9 months)</p> <p>April – promotion of the TOP eating games along with places to pick up the passports</p> <p>May – Kids can grow program at the Farmers’ Market; build & grow your own salad items</p> <p>June – Bike Smoothie Month</p> <p>July – TOP chef camp fruits & veggies theme along with fruits and veggie costumes in the Canada Day Parade</p> <p>August – Chef demo at the Farmers’ Market</p> <p>September – Packing Healthy Lunches Social Media promotion and container giveaways</p> <p>October – Squash month</p> <p>November – Big Crunch, partnership with the Boy Scouts</p> <p>December – hand in your passports @ the Christmas Market for a chance to win a healthy basket</p> <p>From May – October children are encouraged to submit fruit & veggie recipes on social media to be entered into a draw for Farmers’ Market Bucks.</p>	
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>“TOP Eating Games” is an HKCC themed passport challenge that will encourage Pelham children aged 12 years and under to choose fruits and veggies. Each month there will be opportunities for youth to achieve stamps in their passport by participating in educational themed fruit & veggie activities including ‘kids can grow’ salad program, bike smoothies, cooking explorations, healthy lunch promotions, ‘big crunch’ challenges, and more!</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) —</p> <p><i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>The “TOP eating games” passport challenge aims to address these barriers listed in the Niagara Community Needs Assessment:</p> <ul style="list-style-type: none"> • Increase collaboration with local community partners to have a bigger outreach/ impact for the fruits and veggies theme • Increase promotion of the Pelham Farmers’ Market and the availability/opportunity to purchase local grown fruits and vegetables • Increasing knowledge of how to cook healthy recipes at home by encouraging kids to submit their recipes online to win farmers’ market bucks on a monthly basis • Implementing shuttle bucks to assist in the use of local transit system and free shuttle service to access the Pelham Farmers’ market. • Encouraging active transportation by offering a bike valet at our local festivals and events
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why</i></p>	<p>These barriers are an issue because the Niagara Community Needs Assessment</p>

<p><i>is this an issue?</i></p>	<p>states: “Children and families in Niagara have many diet and activity behaviors which were conducive to the development of obesity in children and adolescents. One quarter of Senior Kindergarten children do not eat the recommended number of servings of milk products per day, and nearly three quarters of children do not consistently eat the daily recommended number of servings of vegetables and fruits. This is likely reflected in the fact that so many parents reported finding it hard to get children to eat healthy foods. Approximately 20% of parents did not engage in physical activity with their children in the past week, and almost two thirds had more screen time than is recommended.”</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>This intervention aims to target minimum 300 children aged 12 and under. Majority of these activities are free to participate and therefore accessible for low income families.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p>1. May – Kids can Grow</p>	<p>A. To educate children attending the farmers’ market about growing and taking care of vegetables B. To have 60 kids participate and grow everything for a salad, leafy greens, cucumbers & tomatoes</p>	<ul style="list-style-type: none"> • Kids will sign up and be given a plug tray for their salad items to grow – we will know how many plug trays are given out, and we will have a showcase day to see how the kids did. We will survey the kids that come back with their plug trays to see what they learned during their growing experience.
<p>2. Bike Blender Month</p>	<p>A. To educate children on exercise and healthy smoothie recipes. B. Working with the farmers market vendors to prepackage smoothie options for the bike blender which will be set up on Thursday nights C. To make eating fun!</p>	<ul style="list-style-type: none"> • We will track how many smoothies are made • We will have an on-site survey

3. Chef Camp	A. To teach kids how to safely cook at home with fruits and vegetables	<ul style="list-style-type: none"> We will survey parents after the camp 	
4. Fruit & Veggie Costumes	A. Purchasing veggie costumes for Canada Day parade to promote the healthy kids community challenge program and specifically out “TOP Eating Games” passport challenge	<ul style="list-style-type: none"> Face to face interaction at the park following the parade The costumes will be handing out the passports at the Welcome booth We will gage impact on how many passports they hand out 	
5. Passports	A. The passport will keep kids interested in the “TOP Eating Games” by promoting it as a challenge to attend all these educational activities	<ul style="list-style-type: none"> How many passports we hand out How many passports are turned in at the Christmas market 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i></p> <ul style="list-style-type: none"> - Kids can grow program will be carried on by the farmers’ market, - Veggie costumes will be used in future Canada day parades and other community parades to promote the consumption of fruits and vegetables - Bike Blender will be used in future markets on Thursday nights - Chef demos will be carried out by the farmers’ market - Chef camp will continue to incorporate fruits and veggies into recipes taught to the kids - Every year we will do a social media pitch to remind parents and children to pack healthy lunches - Featuring squash month every year 			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Pelham Farmers’ Market	Education on growing and caring for seeds and gardens	Kids can grow program, submit fruits & veggies recipes via social media, Chef demo at farmers market with kid friendly recipes and assistance	In kind donation of volunteer hours to host the activities/ programs

		with squash month	
Pelham Supper Market	Bike Blender Smoothies	Teaching kids the importance of fruits and veggies and exercise	In kind donation of Bike blender supplies and volunteer hours to supervise the bike blender
Pelham Health Businesses	Supervising the Bike Blender	Education on exercise and eating well	Donation of time
Freeman Herbs	Greenhouse grower/ seeds	Providing plug trays for the kids can grow program	Providing the plug trays at a discounted rate

I. Intervention name: City of St. Catharines - Smoothie Challenge	
II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity	
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input type="checkbox"/> Parent/Family/Caregivers partnerships <input type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input type="checkbox"/> Supportive environments	
IV. Duration: (What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks) May 1, 2017 – August 31, 2017 (4 months)	
V. Description of Intervention: (Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?) A community outreach and education program in partnership with the St. Catharines Farmers Market Vendor Association which will impact approximately 5,250 children. With the purchase of two bicycle blenders, the City will create 33 individual events throughout the municipality with emphasis on high priority neighbourhoods. The bicycle blenders (using pedal power to operate) provide a meaningful and fun bridge between HKCC Themes 1 and 3.	
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	Building on a successful pilot project started by Food Share, this intervention seeks to address the reluctance of children to try a blended beverage featuring fruits and vegetables. Sampling opportunities alone are not always successful in engaging an audience of children. The bicycle blenders however are fun, interactive and support the concept that children are able to create their own healthy energy boosting drinks.

<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<p>Boosting children’s consumption of raw fruits and vegetables has always been a challenge for parents. Children tend to prefer processed foods which are more tantalizing with the addition of sugars and salt. Many children living in marginalized areas also have dental hygiene challenges which interfere with the actual chewing of raw foods.</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>5,250 total children aged 6-12 years focusing on high priority neighbourhoods (primarily in the downtown core as this is the location of the St. Catharines Farmers Market where approximately ½ of the events will take place).</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Smoothie sampling opportunity</p>	<p>A. 33 total events B. 5,250 children participate</p>	<ul style="list-style-type: none"> • Attendance measurements • Participant survey
<p>2. Public Education</p>	<p>A. Public education opportunity with parents/guardians of 5,250 children B. Distribution of 5,250 recipe cards</p>	<ul style="list-style-type: none"> • Attendance measurements • Participant survey
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The HKCC Theme 3 funding will provide the opportunity to purchase two bicycle blenders and corresponding equipment to host future/additional events. These items will become the legacy of this initiative and there are future opportunities to loan/rent the bikes out to local community groups so they can run their own awareness events (loan to not-for-profit organizations, rent to for profit organizations).</p>		

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
St. Catharines Farmers Market Vendor Association	Farmers market operations	Cross-promotional opportunities (promotion of local farming, farm to table movement, home-grown seasonal fruits and vegetables to be featured)	In kind donation via a discount on the fresh produce purchases required to make the smoothies

I. Intervention name: City of St. Catharines - Little Green Thumbs

II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear)
Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:
 Community engagement Education and awareness Social marketing Parent/Family/Caregivers partnerships
 Peer support/student involvement Policy Supportive environments

IV. Duration: *(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)*
May 1, 2017 – August 31, 2017 (4 months)

V. Description of Intervention: *(Provide a brief, high level summary of intervention using a maximum of 50 words - **What is it about?**)*
The City of St. Catharines currently offers a successful children’s program called Little Green Thumbs (LGT). It is a registered recreation program which is inaccessible for many marginalized families due to cost and singular location. With the funding support of HKCC, there will be an opportunity to expand the concept of the LGT program and bring it to 3 large public summer events featuring two prominent priority neighbourhoods, free of charge. LGT teaches children about soil, plants, composting and growing their own vegetables and herbs at home. LGT will be an add on to the first intervention which will allow children to have a more comprehensive understanding of the total food cycle – from seed to smoothie, from waste to composted soil.

Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) —	Building on a currently successful recreation program, LGT addresses the need to educate children on the basics of horticulture and home gardening.
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<p>What are you trying to address? What sources were used to inform this intervention?</p>		
<p>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</p>	<p>LGT is an opportunity for children to engage in educational play. The program is totally interactive with children selecting and then planting their own seeds. LGT stimulates their interest and instinctive desire to play in the dirt which in turn creates a natural curiosity around the harvest.</p>	
<p>Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</p>	<p>600 total children aged 6-12 years focusing on two high priority neighbourhoods.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. Educational play opportunities</p>	<ul style="list-style-type: none"> ▪ 3 total events ▪ 600 children participate 	<ul style="list-style-type: none"> • Attendance measurements • Participant survey
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The HKCC Theme 3 funding will provide the opportunity to purchase both a children’s discovery table (nature bowl) and children’s discovery/planting table (mud table) which will become legacy items for the City of St. Catharines new teaching community garden at Buchanan House.</p>		
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>		
<p>** NOTE ** Though there is no official partnership with respect to this intervention, however both of the legacy items will be donated to <i>Links for Greener Learning</i> as they are the partner community organization for the development and operation of the City’s new teaching garden at Buchanan House.</p>		

<p>I. Intervention name: City of Thorold (Public Library) - You're the Chef</p>	
<p>II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity</p>	
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input type="checkbox"/> Supportive environments </p>	
<p>IV. Duration: (<i>What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks</i>) July & August (one weekly program held for six weeks)</p>	
<p>V. Description of Intervention: (<i>Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?</i>) A cooking program designed by Niagara Region Public Health Registered Dietitian's to develop the skills and confidence necessary for children (and their families) to prepare healthy and tasty recipes emphasizing vegetables and fruit. The participants will be taking photos and making videos on the ingredients used and the steps to make them.</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?</p>	<p>In 2016, 451 children participated in 25 programs at the Thorold Public Library as part of the TD Summer Reading Club. Past experience with lunch/snack options have revealed unsupportive environments to be a significant barrier to healthy food choices as children are more often provided with highly processed foods. This could lead to an assumption that healthy food literacy in participating families could be improved.</p> <p>According to Public Health Organization Evidence Brief: Impact of food skills programs FV consumption among children and youth (September 2016)- "The literature shows that food skills programs had a significant impact on improving FV consumption among children and youth aged 4 to 18 years old (p. 4)". Moreover, Parental involvement is important to sustain healthy eating behaviours at home.</p>
<p>Causes of the need, barrier or opportunity (List all possible causes) — Why is this an issue?</p>	<p>Families are busy and do not think they have time to prepare whole foods and provide healthy meals, so they grab fast food on the go.</p> <p>Many parents believe that eating healthy is more expensive and therefore they</p>

	<p>look for pre-packaged foods. Some parents do not feel they have the skills to prepare healthy meals for their families and serve many ready-made, processed foods. Children are perceived to be picky eaters and may not be expected to eat fresh fruits and vegetables at home. Some parents are also picky eaters and may not serve them to their children.</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>120 Children over the course of a six week program. Guardians/caregivers are welcome to participate and one to two teen volunteers will also assist in this library program. The Thorold Public Library serves a diverse community with varying financial backgrounds. As this program is offered at no cost, we expect to reach into our community’s priority population.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>3. Promote healthy eating</p>	<p>C. 15 to 20 children to participate each week D. 1 to 2 teen volunteers will assist in the program E. A minimum of 2 brief videos will be made and shared on Social Media</p>	<ul style="list-style-type: none"> Quantitative measures: statistics, registration sheet and the number of likes and shares on social media. Qualitative measures: collect comments from participants and their guardian/ caregiver and through social media.
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> You’re the Chef begins with leader training workshops, in partnership with Niagara Region Public Health, and would provide the Library staff with the skills to sustain this program beyond HKCC. If successful, the Library will continue to host a cooking program as part of the Summer Reading Club activities.</p>		

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Foodland (Todd Marr)	Purchasing food	Order the food required for the programs	Food will be purchased at cost whenever possible
Thorold Public Library	Programming is one of the library's key services	Host, lead, and advertise the programs in print and online	In kind – facility use, staff time and printing of advertisements
Thorold Community Care	Cognizant with the members of the community and their needs.	Extend reach by promoting the challenge to specific families.	In-kind donations of time and word of mouth advertising.
Niagara Region Public Health	You're the Chef program	Train the trainer workshops	Train the trainer workshops are offered free of charge

I. Intervention name: City of Thorold (Public Library) - Healthy Snack Options

II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear)
Supportive Environment

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:

Community engagement
 Education and awareness
 Social marketing
 Parent/Family/Caregivers partnerships
 Peer support/student involvement
 Policy
 Supportive environments

IV. Duration: *(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)*
Fun Fair (August event) & weekly literacy program *Tales for Twos and Threes* (Sept – Nov 2017; Thursday @ 10:30 a.m.)

V. Description of Intervention: *(Provide a brief, high level summary of intervention using a maximum of 50 words - **What is it about?**)*
A healthy snack options will be provided at both the Library's Fun Fair, which celebrates the reading accomplishments of children over the summer, as well as a weekly *Tales for Twos and Threes* program. The healthy snack options will be paired with resources that promote healthy eating habits, raise awareness to the need for a healthy lifestyle and provide solutions that meet the needs of the target population.

<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>In 2016 833 parents and children attended 73 early literacy programs such as Tales for Twos and Bedtime Stories. The Library’s past experience with lunch/snack selections have revealed unsupportive environments to be a significant barrier to healthy food choices as children are more often provided with highly processed options.</p>	
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<p>Varieties of fruits and vegetables may not be provided at home. Parents may find it challenging to pack fruit and vegetables or perceive the option to be cost prohibitive.</p>	
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>Children between the ages of 0-12 with their parent and/or caregiver attend the fun fair at the end of the summer. Throughout the year, children aged 15-36 months attend Tales for Twos and Threes with their parent and at times with their sibling. The Thorold Public Library serves a diverse community with different financial backgrounds. As this program is offered at no cost, we expect to reach 600 kids in our community’s priority population.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
<p>Goals</p>	<p>Objectives/Deliverables</p>	<p>Performance Measures</p>
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i></p>
<p>1. A minimum of 80% of attendees select and enjoy the healthy snack option provided during the program.</p>	<p>A. The majority of participants chose the healthy snack over other options B. If few or no healthy snacks remain at the end of the program</p>	<ul style="list-style-type: none"> Statistics are recorded such as the number of participants and the amount of remaining food

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
Continuing to provide a healthy snack option is feasible with potential future funding opportunities or a small nominal fee. A more likely sustainable model would be encouraging and educating parents to bring their own healthy snack options.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Foodland	Foodland (Todd Marr)	Ordering the food for the programs	Food will be purchased at cost whenever possible
Friends of the Library	Volunteer and support the library in their programs and activities	Distribute the food at the library's annual fun fair	In-kind donation of time
Thorold Public Library	The library consistently provides quality programming for the community it serves	Host, lead, and advertise the programs in print and online	In-kind contribution of staff time and printing of advertisements will be made.
Thorold Community Care	Cognizant with the members of the community and their needs.	Extend the reach of the program by promoting the challenge to specific families.	In-kind donations of time and word of mouth advertising.

I. Intervention name: City of Thorold (Public Library) - Baby & Me

II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear)
Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:
 Community engagement
 Education and awareness
 Social marketing
 Parent/Family/Caregivers partnerships
 Peer support/student involvement
 Policy
 Supportive environments

IV. Duration: *(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)*
1 hour workshop offered in September 2017

V. Description of Intervention: *(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)*
New parents are taught how to make healthy baby food favouring seasonal, Niagara grown fruits and veggies as available through a partnership with

local produce supplier (Foodland.)		
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i>	<p>According to the PHO, nutrition has long been identified as a component of good health and well-being and is a major modifiable risk factor of non-communicable diseases such as cardiovascular disease, obesity, diabetes and some types of cancer. Fruit and vegetable (FV) intake can help to prevent or lower their risk of these diseases. Overall, FV intake is low among children and youth in Ontario.</p> <p>Healthy habits start at home and they start early.</p> <p>Niagara Greenbelt offers a wealth of fresh, local grown produce that is both affordable and readily available.</p>	
Causes of the need, barrier or opportunity (List all possible causes) — <i>Why is this an issue?</i>	<p>Families are busy and do not think they have time to prepare whole foods and provide healthy meals, so they grab fast food on the go.</p> <p>Many parents believe that eating healthy is more expensive and therefore they look for pre-packaged foods.</p> <p>Some parents do not feel they have the skills to prepare healthy meals for their families and serve many ready-made, processed foods.</p> <p>Children are perceived to be picky eaters and may not be expected to eat fresh fruits and vegetables at home. Some parents are also picky eaters and may not serve them to their children.</p>	
Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i>	<p>We anticipate mostly new moms with babies and toddlers aged 0-3. Approx. 30 participants.</p> <p>As this program is offered at no cost, we expect to reach into our community’s priority population.</p>	
VI. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation.</i>

		<i>(Include quantitative and/or qualitative measures)</i>
1. After the program, every participant will have the knowledge and a feasible plan for making healthy baby food	<p>A. Each participant will make and enjoy a minimum of one nutritious baby food recipe.</p> <p>B. Each participant will be given a list of local resources including the ones accessible through the library and local community organizations.</p>	<ul style="list-style-type: none"> Statistics such as the number of participants will be recorded. Qualitative measures such as photos of the program will be posted to social media if the parents give their permission.

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
If the program is successful, the library will be able to host this program once a year. This program also opens the doors for new partnerships.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Foodland (Todd Marr)	Purchasing food	Mr. Marr will order the food required for the programs	Food will be purchased at cost whenever possible
Thorold Public Library	Programming is one of the library's key services	Host, lead, and advertise the programs in print and online	In kind – facility use, staff time and printing of advertisements
Thorold Community Care	Cognizant with the members of the community and their needs.	Extend reach by promoting the challenge to specific families.	In-kind donations of time and word of mouth advertising.

I. Intervention name: City of Thorold (Public Library) - Library Resources
II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Supportive Environment
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input type="checkbox"/>Social marketing <input type="checkbox"/>Parent/Family/Caregivers partnerships <input type="checkbox"/>Peer support/student involvement <input type="checkbox"/>Policy <input checked="" type="checkbox"/>Supportive environments </p>
IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> July-September (3 months)

<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>Library displays will focus on bringing awareness to healthy eating and snacks at home and school with print and electronic resources and activities such as games.</p>		
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?</p>	<p>According to the PHO, nutrition has long been identified as a component of good health and well-being and is a major modifiable risk factor of non-communicable diseases such as cardiovascular disease, obesity, diabetes and some types of cancer. Fruit and vegetable (FV) intake can help to prevent or lower their risk of these diseases. Overall, FV intake is low among children and youth in Ontario.</p> <p>Health habit start at home and they start early. The summer months are an excellent opportunity for families to learn about healthy eating at home. As of the end of February, 427 people have checked out items including books, dvds, audiobooks this year. In 2016, 23,729 children’s books were borrowed from the Library. This is an enormous opportunity for education and awareness which is the beginning of all behaviour change.</p>	
<p>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</p>	<p>Families are bombarded with encouragement from the processed food industry so regularly; it has had a seriously detrimental effect on the choices they make. Socio-economic factors are relevant as families may feel they do not have the resources to eat healthy. Education and awareness, as well as support from the community (i.e. the Library) are so important.</p>	
<p>Targeted population(s) and anticipated reach— Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</p>	<p>Parents and children under the age of 12 will be the targeted population but it is anticipated that all patrons who come into the library from all walks of life will be able to see the display as it is located near the library’s entrance doors. Library staff anticipates that, over the course of 3 months, a minimum of 1,000 individuals will be reached by this intervention.</p>	
<p>VI. Goals/Objectives and performance measures</p>		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if</i>	<i>For each goal, list specific objectives and/or</i>	<i>For each objective/deliverable, list the measures that</i>

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

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<i>required)</i>	<i>deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>	
1. Promote the Niagara Healthy Kids Community Challenge through Library displays and activities	A. Create interactive activities such as games, trivia, crossword, and word searches. B. Establish an attractive display that appeals both parents and children.	<ul style="list-style-type: none"> Statistics will be kept such as the number of children playing the healthy game, the number of items and the amounts the print and electronic resources were used, the number of crossword, trivia and word searches distributed to parents and children in the library. 	
2. Establishing a link between healthy kids and healthy communities	A. Increase awareness and the need to eat healthy by giving away items such as brochures about healthy eating. B. Use programs and print and electronic resources to provide the needed tools for a healthy community.	<ul style="list-style-type: none"> Statistics such as number of items borrowed and program participants will be kept. Qualitative measures include posting photos of the library's displays and sharing links to online resources via social media. 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The library creates and maintains displays daily on various themes using a variety of material and literacy levels. A display of healthy eating resources can be featured on a regular basis. Further, pamphlets are regularly provided to and displayed at the library by various organizations such as Niagara Region Public Health.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Thorold Public Library	Programming and advertising are the library's areas of expertise.	The library will host, lead, and advertise the programs in print and online	The library will contribute facility space, staff time including the design of the advertisements.

<p>I. Intervention name: City of Thorold (Public Library) - Intergenerational Programming</p>	
<p>II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity</p>	
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments </p>	
<p>IV. Duration: (<i>What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks</i>) Two one hour programs between July to September</p>	
<p>V. Description of Intervention: (<i>Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?</i>) Children will be able to make easy meals with a senior as their partner. One or both programs might be located at the Thorold Seniors Centre which has a full kitchen. An experienced chef employed at Niagara College will lead the program.</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>Opportunity – With such a high senior population in Thorold, we have the opportunity to promote seniors and children learning from one another. A similar program has run in a neighbouring municipality’s Community Centre with extremely positive results. Children are more engaged when working with seniors, and the seniors can provide the children a mentor role. A sense of purpose can be achieved when children are able to teach or help older adults. Children are more comfortable interacting with elders after they participate in intergenerational programs. Our first hand research indicates that participants are often surprised as they learn of each other’s creativity, level of caring, motivation and intelligence.</p>
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<p>To enhance community relationships, it is important for both generations to interact with one another.</p>
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>This program is geared towards children ages 8-12. As it is intergenerational both children and seniors are the targeted population. As this program is offered at no cost, we expect to reach into our community’s priority population. An approximate total of 40 youth will participate in these two one-hour sessions.</p>

VI. Goals/Objectives and performance measures			
Goals	Objectives/Deliverables	Performance Measures	
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>	
1. Eliminate the generational gap by providing an opportunity for younger and older ones to interact on an important issue in our community.	A. Children learn how to make healthy snacks with an older person B. Older ones can share their talent and experience with the younger generation	<ul style="list-style-type: none"> Statistics will be kept such as the number of participants and their age group. Qualitative measures include both photo and video of the program which will be shared on social media. 	
2. Children will become familiar with a kitchen.	A. Teach children how to safely work in a kitchen. B. Children will make an easy snack and/or meal in the kitchen. C. Children will be able to transfer their newly acquired basic cooking skills to their kitchen at home.	<ul style="list-style-type: none"> Statistics such as number of participants the age group they belong to. Qualitative measures include posting photos of the program via social media 	
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> With successful partnership, this program will be sustained by the Library and local Senior's Centre and benefit the community for years to come.			
VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Foodland	Purchasing quality food	Order food required for the program.	Food will be purchased at cost whenever possible
Thorold Public Library	Expertise lies with programming and advertising provided by the staff.	Host, lead, and advertise the programs in print and online	In-kind donation of facility use, staff time and printing.
Thorold Seniors Centre	Specializing in programming that	Provide willing and eager participants	In-kind donation of their facility,

	benefit and are targeted for seniors.		time, and equipment.
Thorold Community Care	Cognizant with the members of the community and their needs.	Extend the reach of the program by promoting the challenge to specific families.	In-kind donations of time and word of mouth advertising.

I. Intervention name: City of Thorold (Public Library) Field to Table	
II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity	
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments	
IV. Duration: (What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks) July-August (2 months)	
V. Description of Intervention: (Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?) Children will learn the basics of gardening under the leadership of Thorold’s Horticulture Society and Library staff in a weekly program.	
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?	Based on current local, provincial and federal data it is clear that obesity is at an all-time high as well as the lack of knowledge and skill in making healthy food choices. Growing our own food source has also been diminished over the years yet food costs continue to rise. Gardening interventions targeting children have been implemented in schools and communities, and provide an ideal setting to teach children about vegetables and fruit (Evans et al., 2012). Garden-based activities allows for experiential learning about food and nutrition, which is shown to be a highly effective strategy to increase not only knowledge, but preference for and consumption of vegetables and fruit (Dudley, 2015, Langellotto & Gupta, 2012).
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	Unhealthy, highly processed food choices are glorified by marketing industries and the food we live in is far removed from the soil on which raw ingredients originate.

	Parents may not have the space, time, or skills to explore gardening with their children as a family.		
Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i>	Approximately 160 children over the course of a two month program. Guardians/caregivers are welcome to participate and one to two teen volunteers will also assist in this library program. The Thorold Public Library serves a diverse community with varying financial backgrounds. As this program is offered at no cost, we expect to reach into our community’s priority population.		
VI. Goals/Objectives and performance measures			
	Goals	Objectives/Deliverables	Performance Measures
	<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>
	1. Children will learn gardening skills that can be transferred to home.	A. Children will participate regularly on tasks such as planting, watering and weeding.	<ul style="list-style-type: none"> Records are kept on the number of children who participate If children are able to use the herbs and vegetables they grow in the weekly cooking program Photos and videos will be used on social media to track the gardens progress
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> If successful, a gardening program will be added to the Library’s annual summer reading programs and the partnership with the Thorold Horticulture Society will continue.			
VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i>			
	Name	Area of Expertise	Roles and Responsibilities
		Contribution (donation, in-kind, other specify)	
	Thorold Public Library	The library specializes in programs	The library will host, assist, and
			In-kind donation of staff time and

	that benefit children and their families.	advertise the programs in print and online	facility use
Thorold Horticulture Society	The Thorold Horticulture Society specializes in gardening and provides seminars, speakers, and workshops to the community	Lead program and help nurture the children’s interest in gardening and fresh, healthy eating	Time and expertise

I. Intervention name: Township of Wainfleet - You’re The Chef	
II. Select the type of intervention : (click on “Choose an item” and a drop-down list will appear) Program/Activity	
III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate: <input checked="" type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments	
IV. Duration: (What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks) June – December 2017 (7 months)	
V. Description of Intervention: (Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?) “You’re the Chef” program - a multi-component program designed to help develop the skills and confidence necessary for youth ages 10 and up (Grades 5-8) to prepare healthy and tasty recipes emphasizing vegetables and fruit. This free program consists of three cooking sessions that take place once a week (for 3-4 weeks).	
Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) – What are you trying to address? What sources were used to inform this intervention?	Knowing how to cook can encourage lifelong healthy eating habits. The You’re the Chef program will show children how to use basic kitchen equipment, include more fruits and vegetables in recipes, enjoy being in the kitchen and cooking and teach others to prepare and enjoy fruit and vegetables. This free library program is both financially accessible and located centrally so as to be attractive to families in our priority neighbourhoods.
Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?	In our fast paced lifestyles, healthy eating and meal preparation often go by the way side and families tend to rely on the convenience of fast food rather than the

	healthier option of preparing their own meals. Moreover, prepared food options are successfully marketed to make healthy choices difficult.	
Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i>	The targeted population is children aged 10-12 and their families from the Wainfleet Community. There is the potential of enrolling 128 children with the addition of their families at the end of each 4 week block. However, with the start-up costs funded by HKCC, this program will be sustainable by the library and become a part of their regular programming. This program will continue to reach 15-20 kids every month. Moreover, the Wainfleet Township Public Library will promote this program and accompanying resources on social media channels where they have over 300 followers.	
VI. Goals/Objectives and performance measures		
Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation. (Include quantitative and/or qualitative measures)</i>
1. Learn important cooking skills	A. Use Kitchen Equipment Properly and Safely B. Handle Food Safely	<ul style="list-style-type: none"> Demonstration of proper use and observation of use of kitchen equipment, and food handling will ensure safety is maintained.
2. Learn how to make healthy and tasty recipes with vegetables and fruits	A. Better understand the Vegetables and Fruit food group of Canada’s Food Guide B. Prepare YTC recipes	<ul style="list-style-type: none"> Handouts of Canada’s food guide will be made available to all participants and thorough cooking lessons focusing on Fruit and Vegetable intake will ensure participants understand the importance of developing lifelong healthy eating habits.
VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i>		

With the start-up costs funded by HKCC, The Wainfleet Township Public Library will absorb the cost of food for future sessions into its regular programming budget.

VIII. Partners: Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Wainfleet Township Public Library	Programming	Coordinate, lead and host program	Staff time to run the program will be absorbed by the Wainfleet Township Public Library.
Athena Li – Bridges Community Health Centre	Registered Dietician	Provide program support for Launch and ongoing support for the duration of the program	Sugar shocker presentations, Healthy Diet / Nutrition related Q & A / Diabetes information
Local Schools: Winger Public School, William E. Brown Public School, St. Elizabeth Catholic School	Community Support	Provide opportunity to advertise / promote the You're the Chef program to local area students	Information regarding the You're The Chef program be distributed to student prior to the end of the school year.
Local Community Agencies: PORT CARES Reach Out Centre, Niagara Region Ontario Works, Salvation Army Port Colborne, Bridges Community Health Centre	Community Support	Provide opportunity to advertise / promote the You're the Chef program to local area students	Distribute information regarding the program to their clients in low income families.
Niagara Region Public Health	You're the Chef program	Train the trainer	Train the trainer workshops are offered free of charge by NRPH for library staff

I. Intervention name: City of Welland - *Fresh Fridays @ Camp*

<p>II. Select the type of intervention : Supportive Environment</p>	
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input type="checkbox"/> Community engagement <input checked="" type="checkbox"/> Education and awareness <input type="checkbox"/> Social marketing <input checked="" type="checkbox"/> Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/> Peer support/student involvement <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Supportive environments </p>	
<p>IV. Duration: July & August 2017 – 9 week program</p>	
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>Healthy snacks will be provided to all day campers enrolled in the City of Welland summer day camp program each Friday. Camp staff will be provided with healthy eating resources/games to introduce an awareness/education opportunity with their kids as snacks are distributed.</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) —</p>	<ul style="list-style-type: none"> • Address unhealthy eating habits in our camp setting • Address children who bring no snacks to camp because of financial disability • Priority neighbourhood • Staff reporting unhealthy snack habits during programming. • Currently no food programs available at camp (snack or lunch), campers are required to provide their own food • 10.5 hr/day program requiring multiple snack breaks often resulting in one or multiple unhealthy snacks per day
<p>Causes of the need, barrier or opportunity (List all possible causes) – Why is this an issue?</p>	<ol style="list-style-type: none"> 1) Busy working parents who don't necessarily have time to prepare healthy snack options 2) Financial cost of including fruits and vegetables in lunches 3) Challenging to keep fruits, veggies and accompanying dips at appropriate temperatures at camp (lunches and snacks are often brought to parks and are not refrigerated and may sit out in the sun for large amounts of time) 4) Literacy issues in catchment area – healthy eating practices are not a priority to parents who cannot read resources
<p>Targeted population(s) and anticipated reach:</p>	<ul style="list-style-type: none"> • 110 kids a day for nine weeks = 990 kids over the summer • Low-income, children with disabilities • Children ages 4-12
<p>VI. Goals/Objectives and performance measures</p>	

Goals	Objectives/Deliverables	Performance Measures								
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved.</i>								
Provide healthy snacks to campers	<p>C. Set up weekly snack program with the Lunch Lady service provider</p> <p>D. Pay invoices accordingly</p>	<ul style="list-style-type: none"> Take daily attendance figures to measure how many campers participate in snack program 								
Educate campers on new fruits and veggies	<ul style="list-style-type: none"> Have camp leaders develop a rewards program for child who try new fruits and veggies Have camp leaders incorporate healthy eating messaging in daily programming 	<ul style="list-style-type: none"> Review and compile data from rewards program to determine participation 								
Provide parents with resources surrounding healthy cooking and programming in the community	<ul style="list-style-type: none"> Provide online resources, websites, videos, community programming and events that are available to families surrounding healthy eating and cooking strategies. 	<ul style="list-style-type: none"> Measurement of how many hard copy resources were given out to parents on a weekly basis 								
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i></p> <p>Currently, several businesses in the Welland community sponsor various aspects of the City of Welland camp program. If the fruits and veggies program at camp is successful the recreation and culture division will seek a corporate sponsor moving forward to continue delivery of the program.</p>										
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations.</i></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Area of Expertise</th> <th>Roles and Responsibilities</th> <th>Contribution (donation, in-kind)</th> </tr> </thead> <tbody> <tr> <td>The Lunch Lady Canada</td> <td>Healthy eating and nutrition experts</td> <td>Provision of healthy snacks, delivery</td> <td>Not applicable</td> </tr> </tbody> </table>			Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind)	The Lunch Lady Canada	Healthy eating and nutrition experts	Provision of healthy snacks, delivery	Not applicable
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind)							
The Lunch Lady Canada	Healthy eating and nutrition experts	Provision of healthy snacks, delivery	Not applicable							

<p>I. Intervention name: City of Welland - <i>Blender Bike – Smoothie Saturdays</i></p>
<p>II. Select the type of intervention :</p> <p>Program/Activity</p>

<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input checked="" type="checkbox"/>Social marketing <input type="checkbox"/>Parent/Family/Caregivers partnerships <input type="checkbox"/>Peer support/student involvement <input type="checkbox"/>Policy <input checked="" type="checkbox"/>Supportive environments </p>	
<p>IV. Duration: June 2017 - August 2017</p>	
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words)</i></p> <p>Children will have the opportunity to “blend their breakfast” during Smoothie Saturdays held at the Welland Farmers’ Market on a weekly basis during the summer months. Children will get active while preparing a healthy snack and learn about the healthy ingredients included in its preparation. Participants will purchase a “smoothie pack” from the Market Square Restaurant for a nominal fee, add ingredients to the blender and pedal the bike until their smoothie is blended.</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.)</p>	<ul style="list-style-type: none"> • Unhealthy eating habits as identified in our priority neighbourhood based on Niagara Region Public Health concerns (dental) • Parents are unsure of how to incorporate vegetables into children’s diet (picky eaters) • Lack of skill amongst children who do not have knowledge how to prepare a healthy snacks/foods • Opportunity for children to try new fruits and introduce veggies into their diet in a subtle manner
<p>Causes of the need, barrier or opportunity</p>	<ol style="list-style-type: none"> 1) Busy working parents who don’t necessarily have time to prepare healthy snack options 2) Financial cost of including fruits and vegetables 3) Not regular farmers’ market shoppers – don’t know what to buy or how to use produce in a meaningful and healthy way 4) Literacy issues in catchment area – healthy eating practices are not a priority to parents who cannot read resources. This addresses a visual learner since it is a hands-on program.
<p>Targeted population(s) and anticipated reach</p>	<ul style="list-style-type: none"> • 50 kids a day for 11 weeks = 550 kids over the summer • Low-income, children with disabilities • children ages 4-12
<p>VI. Goals/Objectives and performance measures</p>	

Goals	Objectives/Deliverables	Performance Measures
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved.</i>
Physical activity component while preparing a healthy snack/meal alternative	a) Purchase bike blenders from identified supplier and host weekly “Smoothie Saturday” event at the Welland market Square	<ul style="list-style-type: none"> • # of children utilizing the bike on a weekly basis • # of children who chose to upgrade their smoothie and try adding the “green” component.
Provide children with the knowledge and tools to prepare healthy snacks on their own	<ul style="list-style-type: none"> • List ingredients on smoothie packs • Provide hardcopies of recipes and how to incorporate vegetables into fruit smoothies 	<ul style="list-style-type: none"> • # of hardcopies distributed

VII. Sustainability: *(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)*
Smoothie packs will continue to be sold at the market and bikes will remain onsite for future use by children and interested users. Bikes will also be used at community events and be made available to community groups and schools for a nominal rental fee. Bikes will be used on annual basis at the Welland Farmers’ Market during the summer harvest season.

VIII. Partners: *Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations.*

Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind,)
Rock the Bike Inc.	Blender Bike products	Shipping of Blender Bikes	Not applicable
Welland Market Square Restaurant	Food preparation	Prepare and sell smoothie packs	Not applicable

I. Intervention name: City of Welland - Year-End Picnic @ Memorial Park: Healthy Snack Education & Intro

II. Select the type of intervention :
Program/Activity

III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:

Community engagement
 Education and awareness
 Social marketing
 Parent/Family/Caregivers partnerships
Peer support/student involvement
 Policy
 Supportive environments

<p>IV. Duration: June 28th OR June 29th, 2017 (depending on school’s preference)</p>	
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i></p> <p>Year-End picnic at Memorial Park will target 800 local elementary students (JK-grade 8) to inform them about the HKCC opportunities during the summer months in Welland. The day will focus on informal recreation and play as well as structured physical activities led by paid instructors and volunteers. Theme 3 will be incorporated using the Blender Bikes (“Bike for Your Breakfast”) units to encourage children to mix fruits and veggies to make nutritious and delicious beverages. Snack time will also include fresh veggie platters. Children will receive take-away packages of resources about healthy eating, workshops and opportunities throughout the summer (i.e.: Produce Passport)</p>	
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — What are you trying to address? What sources were used to inform this intervention?</p>	<ul style="list-style-type: none"> • Unhealthy eating habits as identified in our priority neighbourhood based on Niagara Region Public Health concerns (dental) • Lack of skill amongst children who do not have knowledge how to prepare a healthy snacks/foods • Opportunity for children to try new fruits and introduce veggies into their diet in a subtle manner
<p>Causes of the need, barrier or opportunity (List all possible causes)</p>	<ul style="list-style-type: none"> • Busy working parents who don’t necessarily have time to prepare healthy snack options • Challenging to keep fruits, veggies and accompanying dips at appropriate temperatures at camp (lunches and snacks are often brought to parks and are not refrigerated and may sit out in the sun for large amounts of time) • Previous year end picnics it has not been possible to provide fresh produce to the quantity of children because of cost – alternative snacks with sugar have been provided (i.e.: granola bars, freezies). • Financial cost of including fruits and vegetables • Literacy issues in catchment area – healthy eating practices are not a priority to parents who cannot read resources. This addresses a visual learner since it is a hands-on program.
<p>Targeted population(s) and anticipated reach</p>	<ul style="list-style-type: none"> • 800 children reached • Low-income, new immigrants, Francophone, ESL • Children ages 7-13
<p>VI. Goals/Objectives and performance measures</p>	

Goals	Objectives/Deliverables	Performance Measures								
<i>List the goal(s) of the intervention (Add rows if required)</i>	<i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i>	<i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved.</i>								
Provide healthy snacks as an alternative to sugar-heavy snacks that are cheaper and more readily available	Purchase of produce for use in the bike blenders and veggie trays	# of children that participate in trying the bike blender # of children that select a healthy option from a veggie tray that is provided.								
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The year-end picnic has been occurring for over ten years and is a self-sustaining event operated through the Welland Neighbourhood Project (comprised of 26 partners). In the past, various community organizations have taken on different roles to assist with the costs of operation (i.e.: BBQ, activities) and it is the hope that fruits and veggies will be provided by a partner in the future.</p>										
<p>VIII. Partners:</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Area of Expertise</th> <th>Roles and Responsibilities</th> <th>Contribution (donation, in-kind)</th> </tr> </thead> <tbody> <tr> <td>Welland Neighbourhood Project</td> <td>Priority Neighbourhood – Eastdale Cordage</td> <td>Organization of year-end picnic</td> <td>Staff time: in-kind</td> </tr> </tbody> </table>			Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind)	Welland Neighbourhood Project	Priority Neighbourhood – Eastdale Cordage	Organization of year-end picnic	Staff time: in-kind
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind)							
Welland Neighbourhood Project	Priority Neighbourhood – Eastdale Cordage	Organization of year-end picnic	Staff time: in-kind							

<p>I. Intervention name: City of Welland - <i>Produce Passport – Eating the Alphabet!</i></p>
<p>II. Select the type of intervention : Program/Activity</p>
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input checked="" type="checkbox"/>Social marketing <input type="checkbox"/>Parent/Family/Caregivers partnerships <input type="checkbox"/>Peer support/student involvement <input checked="" type="checkbox"/>Policy <input checked="" type="checkbox"/>Supportive environments </p>
<p>IV. Duration: June 2017-September 2017 (4 months)</p>
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words)</i> Each week, children visiting the Welland Farmers’ Market will have a chance to try a new fruit or vegetable for FREE each starting with a different letter of the</p>

<p>alphabet! Children will interact with local farmers and receive a stamp for each new fruit or veggie they try, with prizes along the way.</p>		
<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.)</p>	<ul style="list-style-type: none"> • Unhealthy eating habits as identified in our priority neighbourhood based on Niagara Region Public Health concerns (dental) • Parents are unsure of how to incorporate vegetables into children’s diet (picky eaters) • Lack of skill amongst children who do not have knowledge how to prepare a healthy snacks/foods • Opportunity for children to try new fruits and introduce veggies into their diet in a subtle manner 	
<p>Causes of the need, barrier or opportunity (List all possible causes)</p>	<ul style="list-style-type: none"> • Busy working parents who don’t necessarily have time to prepare healthy snack options • Financial cost of including fruits and vegetables • Not regular farmers’ market shoppers – don’t know what to buy or how to use produce in a meaningful and healthy way • Literacy issues in catchment area – healthy eating practices are not a priority to parents who cannot read resources. This addresses a visual learner since it is a hands-on program. 	
<p>Targeted population(s) and anticipated reach</p>	<ul style="list-style-type: none"> • 50 kids a day for 11 weeks = 550 kids over the summer • Low-income, children with disabilities • children ages 4-12 	
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Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved.</i></p>
<p>Encourage healthy eating choices and trying new foods</p>	<p>Provide children with a new fruit or veggie to try weekly for free</p>	<ul style="list-style-type: none"> • Number of fruits/vegetables distributed by farmers each week to children participating in the program

Educate children about fruits and vegetables	Provide children with take home materials about each fruit/veggie weekly, including recipes and nutritional information	<ul style="list-style-type: none"> Number of hard copies distributed 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> Incorporate education component in future special events at the market. Children will have hard copy recipes to use in the future.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind)
Welland Farmers' Market vendors	Farming local and some organic produce	provide each child with a piece of fruit/vegetable and take home materials, and stamp passport	Additional employee time
Welland Market Square Advisory Committee	Market vendor information and contacts	Ensure vendor cooperation/assistance	Volunteer time

I. Intervention name: Township of West Lincoln - Great Big Crunch Education Awareness Campaign
II. Select the type of intervention : (click on "Choose an item" and a drop-down list will appear) Program/Activity
<p>III. Select the health promotion and behaviour change strategies of the comprehensive approach model that the intervention will incorporate:</p> <p> <input checked="" type="checkbox"/>Community engagement <input checked="" type="checkbox"/>Education and awareness <input checked="" type="checkbox"/>Social marketing <input checked="" type="checkbox"/>Parent/Family/Caregivers partnerships <input checked="" type="checkbox"/>Peer support/student involvement <input type="checkbox"/>Policy <input type="checkbox"/>Supportive environments </p>
<p>IV. Duration: <i>(What are the planned dates for the intervention between April 1, 2017 and December 31, 2017 expressed in months and/or weeks)</i> May 1, 2017 to December 31, 2017 (8 months)</p>
<p>V. Description of Intervention: <i>(Provide a brief, high level summary of intervention using a maximum of 50 words - What is it about?)</i> Develop and execute an educational awareness campaign about the benefits of increasing consumption of veggies and fruit. Toronto's Foodshare "Great Big Crunch" model will be used to reach as many kids and their families as possible within the time period. Staff will visit schools, attend events and partner with community groups to hold "Great Big Crunches" in West Lincoln and to distribute educational materials and HKCC promotional items.</p>

<p>Need, barrier or opportunity that your intervention seeks to address and the source of this information (e.g. Community Needs Assessment, evidence-based research, successful community interventions etc.) — <i>What are you trying to address? What sources were used to inform this intervention?</i></p>	<p>With HKCC Theme 3 funding we are addressing the need for more awareness of the benefits of increasing consumption of veggies and fruit. Recreation Services will connect with schools in West Lincoln and community groups that are hosting events to plan “Great Big Crunches” cooperatively to maximize an opportunity to enhance community partnerships in support of kids health. “Great Big Crunch” will also be incorporated into Township run events such as the Canada 150 event, Summer Camp, and the Music in the Park concerts. The Ontario Marginalization Index shows this geographic area as being greater marginalization, which indicates a greater occurrence of obesity and inactivity in children. An increase in awareness of the benefits of increasing consumption of veggies and fruit will benefit the target population for the Healthy Kids Community Challenge Niagara initiative.</p>
<p>Causes of the need, barrier or opportunity (List all possible causes) – <i>Why is this an issue?</i></p>	<p>There are several reasons why children and their families may choose unhealthy alternatives to veggies and fruits. Some of these may include: perceived convenience, cost, availability, skills, education, or taste. Education and awareness will help to reduce these causes and will increase the number of people choosing veggies and fruit over unhealthy snacks. The result will be healthy kids, families and communities.</p>
<p>Targeted population(s) and anticipated reach— <i>Who is the intervention for (i.e. 300 children aged 3-6; include sub-populations, i.e. low-income, new immigrants, French communities). How many people will benefit from the intervention?</i></p>	<p>The target will be for 2000 kids aged 3 to 10 and their families to participate in the planned events.</p>

VI. Goals/Objectives and performance measures

Goals	Objectives/Deliverables	Performance Measures
<p><i>List the goal(s) of the intervention (Add rows if required)</i></p>	<p><i>For each goal, list specific objectives and/or deliverables that will indicate the achievement of the goal when the intervention is completed.</i></p>	<p><i>For each objective/deliverable, list the measures that will be used to evaluate the results achieved. What and will you measure to determine progress? Explain how you will undertake this evaluation.</i></p>

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

		<i>(Include quantitative and/or qualitative measures)</i>	
1. Increase Awareness	A. Information Shared B. High Participation Levels	<ul style="list-style-type: none"> • Number of flyers delivered • Number of participants • Quantity of materials provided 	
2. Increase Consumption	A. High Participation Levels B. Enjoyment	<ul style="list-style-type: none"> • Number of apples crunched • Amount of positive feedback 	
<p>VII. Sustainability: <i>(How will this intervention or elements of this intervention be sustained beyond the theme and/or project?)</i> The Great Big Crunch could become a part of future Township of West Lincoln events. The Great Big Crunch could be taken into the schools in West Lincoln as a fun Recreation Services connection in the community and an opportunity for local growers to participate in community events.</p>			
<p>VIII. Partners: <i>Please list partners involved in supporting the intervention. Partners can be individuals, groups, private business or organizations. (Add rows if required)</i></p>			
Name	Area of Expertise	Roles and Responsibilities	Contribution (donation, in-kind, other specify)
Smithville Foodland	Veggies and Fruit	Source of Apples	Supply Apples for Cost
FoodShare	Great Big Crunch-successful model for educational campaign	Advisory	Allow the use of their Great Big Crunch model for planning events
West Lincoln Schools	Connections with Children	Cooperatively distribute materials and host Great Big Crunches	Assist with planning school visits to perform Great Big Crunch
West Lincoln Community Garden	Gardening	Receive compost donation of apple cores	N/A

THEME-BASED ACTION PLAN FOR THEME 3: *Choose to boost veggies and fruit.*

Ministry of Health and Long-Term Care

Municipal/School Board Plan	In-line with the Vision/Goal of HKCC	Reach with a Committed Focus on Priority Neighbourhoods	Points Directly to Community Needs Assessment	Cross-sectoral Partnership and Collaboration	Focus on Positive Health Messages	Community Driven	Committed Political Involvement	Strategies for Sustainability Beyond Theme One	Strategies for Evaluation & Measurement
DSBN	✓	24,870	✓	✓	✓	✓	✓	✓	✓
Fort Erie	✓	700	✓	✓	✓	✓	✓	✓	✓
Grimsby	✓	700	✓	✓	✓	✓	✓	✓	✓
Lincoln	✓	1,430	✓	✓	✓	✓	✓	✓	✓
NCDSB	✓	700	✓	✓	✓	✓	✓	✓	✓
Niagara Falls	✓	6,000	✓	✓	✓	✓	✓	✓	✓
NOTL	✓	36 +	✓	✓	✓	✓	✓	✓	✓
Port Colborne	✓	2,550	✓	✓	✓	✓	✓	✓	✓
Pelham	✓	300	✓	✓	✓	✓	✓	✓	✓
St. Catharines	✓	5,850	✓	✓	✓	✓	✓	✓	✓
Thorold	✓	1,950	✓	✓	✓	✓	✓	✓	✓
Wainfleet	✓	128 +	✓	✓	✓	✓	✓	✓	✓
Welland	✓	2,890	✓	✓	✓	✓	✓	✓	✓
West Lincoln	✓	2,000	✓	✓	✓	✓	✓	✓	✓
NIAGARA	✓	50,104	✓	✓	✓	✓	✓	✓	✓