

SNAP-Ed Toolkit

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VERB Scorecard

Lexington Fayette County Health Department in partnership with the Florida Prevention Research Center and the Kentucky Department of Public Health

Overview

The VERB Scorecard is a social marketing intervention designed to promote increased physical activity (PA) participation of youth ages 9-13 years by using a community-based prevention marketing model (which combines the grass roots knowledge and support of a community coalition with the effective tools of social marketing). This includes promoting PA opportunities and utilizing a “passport” (scorecard) system of tracking PA during a designated time period. Parents verify participation for activities performed at home or in the community by initialing an actual scorecard or verifying it with an online web tracking system. **Target Behavior:** Physical Activity **Intervention Type:** Social Marketing

Intervention Reach and Adoption

The VERB Scorecard targets tweens (9-13 year olds) through a community-wide campaign effort. It was evaluated in a community-wide pilot project in Lexington–Fayette County, Kentucky. Since the conclusion of the pilot study, VERB Scorecard has been adopted in other communities in Kentucky and in other states, each project adapting it to their local data, resources and needs. **Setting:** Community **Target Audience:** Elementary School, Middle School **Race/Ethnicity:** All

Intervention Components

The VERB Scorecard includes the following components:

- **Community-Driven:** Build a coalition of representatives from community agencies and organizations who plan and implement the program.
- **Marketing Plan:** It is essential that the program is guided by the marketing plan. The marketing plan should address what motivates tweens and provide program activities designed to meet their needs guided by the four P's of social marketing: Product, Pricing, Placement, and Promotional Strategies.
- **Access to/Opportunities for Physical Activity:** Offer free or reduced cost entry into a variety of physical activity outlets or opportunities for tweens. These outlets/opportunities must comply with the marketing plan (e.g. be fun, allow youth to try new things, be safe and accessible, and minimize competition and the chance for failure and embarrassment).
- **Self-monitoring:** Use some method (i.e., "scorecard" or "passport") to encourage tweens to monitor their physical activity during a designated period of time.
- **Incentives:** Incentives are provided to stimulate interest and maintain participation. Routine incentives such as backpacks, beach towels or phlat balls (unique sports toy that transforms from a disk to a ball when thrown) are provided for every participant. It may be possible to use recognition or awards as a substitute for tangible prizes.

Intervention Materials

Intervention materials can be found on the [Center TRT website](#). The VERB Scorecard primarily uses promotional materials as part of the campaign and the actual scorecard for documentation of physical activity, which were last updated in summer 2007. Many of the materials are available in English and Spanish.

Evidence Summary

Data regarding activity levels available at the time of review were from surveys administered to elementary and middle school students in Lexington-Fayette County in 2006. Positive differences in activity level were observed for those tweens who recalled VERB Summer Scorecard versus those who did not; however, caution should be used in the application of these findings due to concerns of selectivity bias (i.e. more physically active youth being attracted to the program). **Program awareness**

- Over half (58.7%) of the elementary school students surveyed reported having seen, read, or heard something about VERB Summer Scorecard.
- Over half (61%) of the middle school students surveyed reported having seen, read, or heard something about VERB Summer Scorecard.

Self-monitoring

- 7% of the elementary school students exposed to VERB Summer Scorecard filled out all or part of a Scorecard.
- 37% of the middle school students exposed to VERB Summer Scorecard filled out all or part of a Scorecard.

Physical Activity

- Students (elementary and middle) who participated in the VERB Summer Scorecard program were more likely to have played the previous day than those who had not participated.
- Students (elementary and middle) who participated in the VERB Summer Scorecard program were more likely to have tried a new activity than those who had not participated.
- The mean number of days of vigorous activity and play, not including PE, was also significantly higher among students (elementary and middle) who had filled out all or part of a card as compared to those who had not.

Classification: Practice-tested

Evaluation Indicators

Based on the SNAP-Ed Evaluation Framework, the following outcome indicators can be used to evaluate intervention progress and success.

	Readiness and Capacity – Short Term (ST)	Changes – Medium Term (MT)	Effectiveness and Maintenance – Long Term (LT)	Population Results (R)
Individual		MT3	LT3	
Environmental Settings	ST7	MT6	LT6	
Sectors of Influence				

Evaluation Materials

Research and Evaluation tools include focus group guides, interview guides, surveys, and vendor monitoring forms and can be found on the [Center TRT website](#).

Additional Information

Website: The VERB website (<http://www.cdc.gov/YouthCampaign/>) includes useful information and materials to supplement a scorecard implementation, such as marketing materials, evaluation tools, planning guides, reports, etc. Additional information can be found on the [Center TRT website](#). **Contact Person:** Anita Courtney
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