

## **Final Report**

# **Phenomenom – The Good Mood Food module**

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**Delivery partner:**

Edible Adventures Productions Pty Ltd

**Project code:**

ST19041

**Project:**

Phenomenom – The Good Mood Food module (ST19041)

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## Summary

This project was commissioned to expand the scope and number of resources available under the Phenomenom program, through the development of *The Good Mood Food Special* module educating children, parents and teachers on the beneficial mood effects of a diet and lifestyle encompassing horticulture products.

Phenomenom is a suite of free digital teaching resources that increases positive exposure to Australian horticulture products by embedding vegetables, fruits, nuts and seeds across primary school subject areas of Science and Technology, English, the Arts, Health and Physical Education, Maths and Humanities.

Research on past Phenomenom projects has identified the materials are helping to positively shift perceptions, to create conversation and to influence the type and variety of vegetables consumed in the home environment. The 2019/2020 Horticulture Impact Assessment Program (MT18011) concluded that through Phenomenom, Hort Innovation has generated an effective, widely adopted program that will increase the consumption of vegetables by children aged 8 to 12 years with a benefit-cost ratio of 3.30.

### Methodology

Edible Adventures Productions (EAP) worked collaboratively with Hort Innovation representatives through a resource production funnel involving the creation of topics, scripts, voiceover recordings, storyboards, asset development, animation, sound design and resource design. Key outputs include:

- One animated webisode
- Three animated Nomcast episodes
- Four curriculum PDF resources
- Supporting classroom materials including interactive digital movement wheel, student prompts and Kahoot quiz questions

The materials are free to access and available for viewing and download on the Phenomenom website ([phenomenom.com.au](http://phenomenom.com.au)). Prior to release, Kantar-Colmar Brunton were commissioned to undertake research to determine the impact of the webisode and animated Nomcast with key target groups (parents, children and teachers). Their report is also a key output.

### Key outcomes

Findings from the research indicate that exposure to *The Good Mood Food Special* module of resources is an effective way to introduce the idea of food and mood to classrooms. Additionally, it is likely that:

- School-aged children will be exposed to Australian horticulture products in the classroom more often, learn about the beneficial mood effects of Aussie fresh produce and have an increased openness to consuming more vegetables.
- Teachers will have greater access to Australian curriculum aligned educational resources promoting horticulture and recommend Phenomenom to their colleagues.
- Parents and caregivers will have more conversation about food and nutrition with their children and have an increased awareness and understanding of Hort Innovation's *The Good Mood Food* campaign.

### Recommendations to the industry for future education initiatives

The insights generated from this project support the need for a Hort Innovation-wide plan for the continued development of new resources and resource packs, with a focus on the animated version of Nomcast, to address the strong demand for more food and nutrition resources. Included in the plan should be initiatives to increase the awareness and ease of uptake of the Phenomenom program among teachers. This can be achieved through availability on trusted teacher resource platforms such as ABC Education, improved user experience on the existing Phenomenom website and professional development workshops targeting pre-service teachers and casual relief teachers (CRT). Parents and caregivers can be further engaged with home extension activities, delivered via email, to increase the awareness of and attitudes towards Australian horticulture products at home.

## Keywords

The Good Mood Food; Phenomenon; Nomcast; education; vegetables; fruit; nuts; children; health; teaching resource; nutrition; Australian curriculum; schools; primary school; kids; vegetable consumption; digital resources; podcast; webisodes; education resources

## Introduction

This project was commissioned to expand the scope and number of resources available under the Phenomenom program, through the development of a special module that educates children, parents and teachers on the beneficial mood effects of a diet and lifestyle encompassing horticulture products.

Phenomenom is a program that embeds education around Australian horticulture products across subject areas of Science and Technology, English, the Arts, Health and Physical Education (HPE), Maths and Humanities for children in Years 2-10. A free digital program, it is comprised of webisodes, podcast episodes, PDF curriculum resources and teacher guidebook. Teachers can access the resources on the dedicated website ([www.phenomenom.com.au](http://www.phenomenom.com.au)) and children/ families the webisodes on YouTube and podcast platforms. Originally funded by the vegetable industry and released in 2018 (VG16018), the ultimate aim of the program is to address low consumption rates of Australian horticulture products amongst children through education. Just 6% of children in Australia are meeting the Australian Dietary Guidelines for serves of vegetables<sup>1</sup>.

Currently most school-based initiatives promoting food in schools are heavily focused on the need to eat a healthy and balanced diet (refer to VG16018 Final Report Appendix 2). Despite teachers being strongly in favour of encouraging children to eat more vegetables (refer to VG16018 Final Report Appendix 3), they feel that there aren't enough resources and lack confidence in teaching about food and nutrition in the classroom (Appendix 1).

Phenomenom pilots a new approach to food education that aims to increase positive exposure to Australian horticulture products amongst children, their teachers, parents and caregivers. It draws on research that shows avoiding explicit health messages works better with kids and instead takes a curiosity-led approach. It achieves this with entertaining and fun audiovisual materials that facilitate opportunities for deeper learning through lesson plans and activities. Phenomenom also removes barriers to teacher uptake including the need for training or requiring extra room in a curriculum that is often overcrowded.

The original program launched in May 2018 and drew national media coverage, was profiled as a top education innovation by Finnish organisation HundrED and won the 2018 Parents' Voice 'Fame' award for best healthy eating initiative. In 2019, Australian Mushrooms and Australian Onions were incorporated into the existing Phenomenom program (MT18015) by adding a further webisode, PDF lesson plans, new podcast format and grower interview video series.

In the home environment, research so far has identified that Phenomenom is openly received by both parents and children as an engaging and insightful resource, helping to positively shift perceptions, to create conversation and to influence the type and variety of vegetables consumed. In the classroom, teachers report that they would use the webisode and Nomcast as classroom resources in the future and were highly likely to share the resource and recommend it to others. Students learnt something new after exposure & were specifically interested in learning about food & nutrition (Appendix 1).

Independent evaluation by Clear Horizon found that further funding of Phenomenom is likely to be an effective way of stimulating a positive change in children's perceptions towards Australian horticulture products (Appendix 2). In the 2019/2020 Horticulture Impact Assessment Program (MT18011), the foundational Phenomenom project was assessed and found to have generated an effective, widely adopted program that will increase the consumption of vegetables by children aged 8 to 12 years with a benefit-cost ratio of 3.30.

This project seeks to translate the horticulture wide initiative -*The Good Mood Food* – into schools using the

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<sup>1</sup> <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4364.0.55.001?OpenDocument>

Phenomenom resource methodology and brand. *The Good Mood Food* initiative was created in response to drought and COVID-19 and aims to educate and inspire Australians on how Aussie produce can promote good mood alongside overall health and wellbeing. *The Good Mood Food Special* module is a suite of Phenomenom resources comprised of animated webisode, three animated Nomcast episodes, four curriculum PDF resources and supporting classroom materials. The module will assist the Australian horticulture industry to move messaging away from 'health' - which hasn't been successful in the past - to 'mood', translating into benefits for consumer health and industry engagement and ultimately, purchasing and consumption.

## Methodology

The iterative methodology used for this project is supported by the findings of Clear Horizon's independent evaluation of past Phenomenom projects (Appendix 2). Within this is an ability to refine the content of the outputs to allow Hort Innovation and the project team to respond to the needs of *The Good Mood Food* initiative while ensuring that the communications products are effective at engaging the end target audiences of children, their teachers, parents and caregivers.

### 1. Resource production

The following activities were completed in a COVID-19 safe manner by having no face-to-face interactions between any of the project team, Hort representatives, guest voiceover artists and musicians involved in the production of the material.

#### *Focus areas and topics*

Initial content brainstorm sessions were conducted via Zoom with Hort Innovation representatives and the core Edible Adventures Productions (EAP) team including Project Leader, Curriculum Specialist, Nutritionist and Health and Physical Education teacher and script writer. The plan for classroom material including themes, synopses, subject areas and commodities featured were all presented to Hort Innovation representatives for approval. The content plan struck a balance between weaving in the message around the beneficial mood effects of a diet featuring fresh Aussie produce, ensuring teachers and parents would use the materials and a message that would stay with students beyond the classroom and into the home environment.

The resulting agreed focus areas for *Phenomenom: The Good Mood Food Special* module cover the exploration of eating, mood, movement and curiosity. Specifically *moving, sharing and resting and mindfulness*.

The PDF resources and supporting classroom materials use the webisode and Nomcast episodes as springboards for lessons, activities and quiz questions. While the primary focus of *The Good Mood Food Special* module is HPE for years 2-8, the message was able to be extended into other subject areas including Maths, Humanities and Social Sciences and Design and Technologies.

#### *Creative development*

Following the agreed content plan, the EAP team conducted more in-depth brainstorming sessions via Zoom. The minutes of each session were summarised into a working document that formed the foundations of the webisode and Nomcast episodes, supporting lesson plans, *Good Mood Moves* wheel, poster, prompt cards and quiz questions. The simultaneous creation of scripted content together with the classroom materials is a key feature of the innovative Phenomenom methodology and maximises the potential for learning about the beneficial mood effects of Aussie produce to be reinforced at home and in the classroom.

Research from past Phenomenom projects emphasises creative execution of the resource as key to capturing and retaining the attention of students (refer to VG16018 Final Report Appendix 3). Other considerations from past research include the use of humour, music, a simple message and the presence of children their own age as effective devices to engage students. Additional insight on the executional considerations of the material was gathered from *The Good Mood Food* campaign and the experience of the project team in curriculum design, nutrition education, academia and the broader food education and media landscape.

Scripts were developed in collaboration with Hort Innovation representatives and were approved prior to voiceover recording and animation.

#### *Talent and guests*

Talent for the webisode were sourced using existing contacts connected to, or supporters of, past Phenomenom projects. The central character for the webisode, Madison Lu (Maddy), has appeared in most of the now 27 Phenomenom episodes and is familiar to audiences. Comedian and broadcaster Matt Okine plays himself, and

musicians and vocalists for the music number have performed in previous Phenomenom webisodes.



**Image 1. Madison Lu (Maddy) and Matt Okine as animated characters in the webisode**

#### ***Voiceover recording***

Due to restrictions on non-essential work and social distancing requirements as a result of COVID-19, all voiceover and music recordings were conducted remotely in artists' own residences. Where recording equipment was supplied by EAP, included in the package were instructions and materials to disinfect pre and post use. Each recording session was conducted over Skype with members of the project team to ensure that the dialogue would fit with the overall tone of the episode.

#### ***Musical score***

A feature of the webisode was *The Good Mood Song* with the lyrics and tune developed by the script writer, project leader and Hort Innovation representatives. Using this, the musicians developed the base track and guide vocals to facilitate recording by the vocalists featuring in the final track. The recorded vocals were assembled and mixed with the remaining instruments to form the completed track. The Nomcast theme music, developed as part of MT18015, was again used across the three episodes created for this project.

#### ***Animation***

For the webisode and three Nomcast episodes, character voices, narration and music were edited then storyboarded for Hort Innovation approval.



Image 2. Example storyboard for the webisode

Webisode illustration assets were animated to fit the style of past Phenomenom animated segments. The new Nomcast format presented an opportunity to develop a new style that would be easier to reproduce in the future while still maximising engagement.

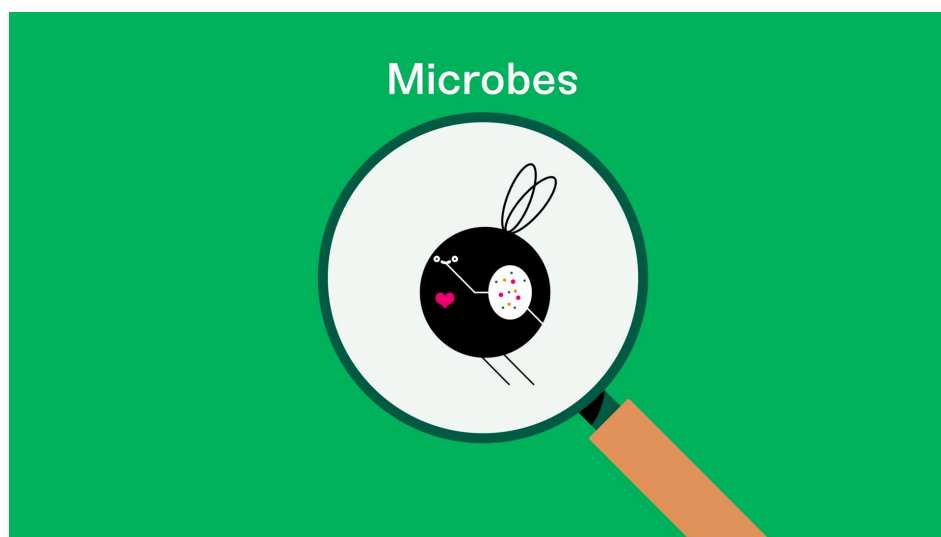


Image 3. Nomcast animation example

### ***Sound design and engineering***

The webisode and each of the three Nomcast episodes required extensive sound engineering to ensure that the large variability in recording quality would be imperceptible in the final version. Sound design followed the same style as previous webisodes and Nomcast episodes, although an unforeseen consequence of having the animated versions of Nomcast was that an extra version of sound design was required for each episode to account for on-screen movement.

### ***PDF resources***

Four PDF resources (one supporting the webisode and each of the three Nomcast episodes) were created consisting of lesson plans and activities for teachers to provide their students. The format and design of the PDF resources follow the existing set of 58. New illustration assets were included to demonstrate experiments and



activities contained in the lesson plans.

### ***Classroom materials***

As part of the module, EAP generated extra materials for the classroom to enhance the frequency of use and opportunities for deeper learning around food and mood. They include:

- The *Good Mood Moves* concept consisting of:
  - A digital interactive wheel accessible as a page on the Phenomenom website. The wheel is sliced into 14 segments that, with a click, randomly assigns an exercise featuring a fruit, vegetable or nut animation to demonstrate the movement.
  - A *Good Mood Moves* A3 poster showing the same exercises for posting in the classroom.
- Four sets of classroom prompt cards presented as ‘Reflection Questions’ and simple activity ideas for class discussion, or for students to engage with after watching or listening to a webisode or podcast episode.
- Four sets of multiple-choice quiz questions designed for the classroom and accessible via the Kahoot! platform. They align with the webisode and three Nomcast episodes.

## **2. Research**

Kantar-Colmar Brunton were commissioned to undertake research to determine the impact of *The Good Mood Food Special* resources with key target groups (parents, children and teachers). The research:

- Aimed to determine any calls to action amongst target groups (including whether eating good and nutritious food can positively impact mood).
- Understand overall appeal and willingness to recommend (promote) resource.
- Tracked changes in key metrics compared to previous episodes.
- Wished to determine the level of comprehension amongst children.

The research was conducted on either the webisode or animated Nomcast prior to their public release. The online research targeted three groups – teachers (years 2-8), students (years 3-6) and parents (years 3-6) – and consisted of surveys between 5-15 minutes in duration. Mid-way through each of the surveys, respondents were randomly selected to either watch the webisode or Nomcast in order to measure reactions and attitudes. Scripts were developed and agreed upon with Hort Innovation representatives (Appendix 3).

Participants were sought through mail-outs to partner email databases, social media and word of mouth. Due to COVID-19 restrictions, all surveys were conducted online. Market research was carried out in compliance with the Australian Privacy Act and the information provided was used only for research purposes. Results were analysed and synthesised into the Phenomenom 3 Full Report (Appendix 4)

## **3. Delivery**

*The Good Mood Food Special* module materials are freely accessible across existing Phenomenom distribution platforms including website (all material), YouTube (webisode and animated Nomcasts) and Omny (audio only Nomcasts). The webisode and Nomcast episodes each have the following information attached in the description on the dedicated website (<https://www.phenomenom.com.au>):

- Short synopsis
- Link to other materials in *Phenomenom The Good Mood Food Special* including *The Good Mood Moves* page ([go.phenomenom.com.au](https://go.phenomenom.com.au))
- Episode credits

- PDF resource download
- Transcript download
- Closed captions for YouTube (to enhance accessibility)
- Cover artwork for YouTube (to enhance uptake)
- Link to Kahoot! quiz questions and answers

## Outputs

The following outputs have been provided to Hort Innovation representatives and are available for viewing and download on [phenomenom.com.au](http://phenomenom.com.au):

- 1 x 8 minute animated webisode
- 3 x 12-15 minute animated Nomcast episodes
- 4 x PDF curriculum resources
- *Good Mood Moves* digital spinning wheel as a new page on [phenomenom.com.au](http://phenomenom.com.au)
- Downloadable classroom *Good Mood Moves* poster
- 4 x classroom prompt card packs
- Kahoot! quiz questions and answers for the webisode and each Nomcast
- Research report detailing the findings of student, parent and teacher surveys

As part of the dissemination of the resources, a media release from Hort Innovation titled '*Helping Aussie kids explore food and its relationship to mood*' was released on 20<sup>th</sup> January 2021.

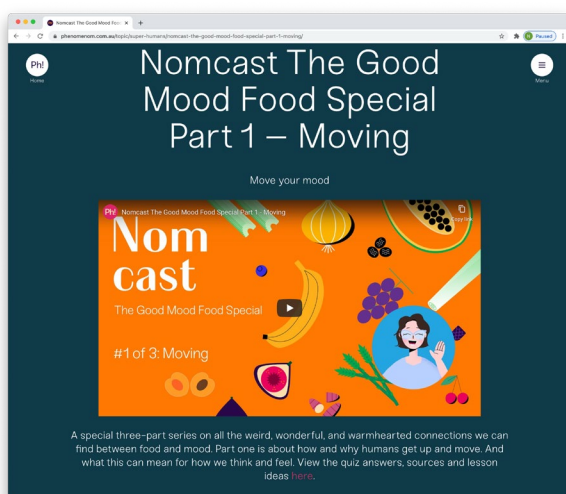


Image 4. Nomcast episode page from website

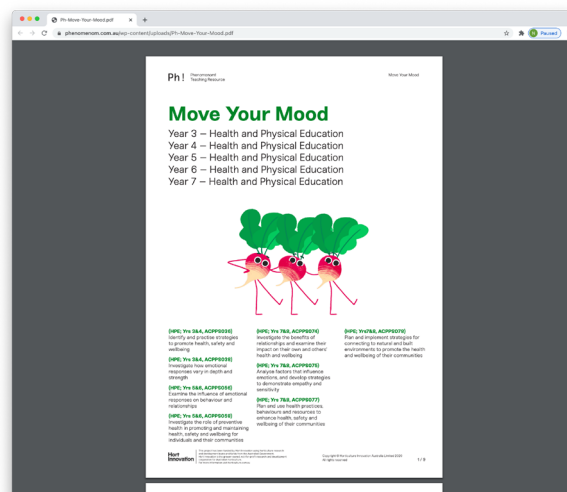


Image 5. PDF resource from website

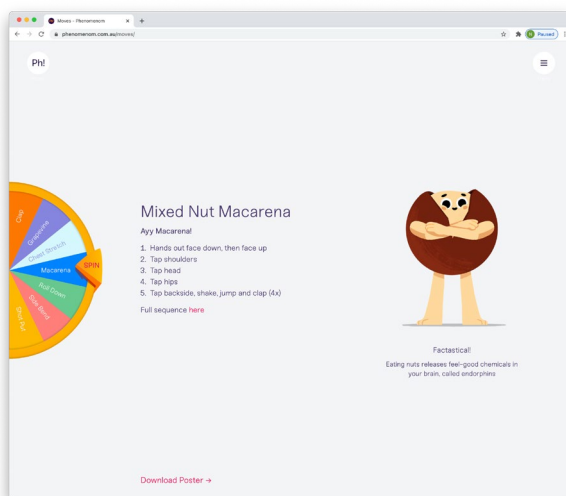


Image 6. Good Mood Moves page from website

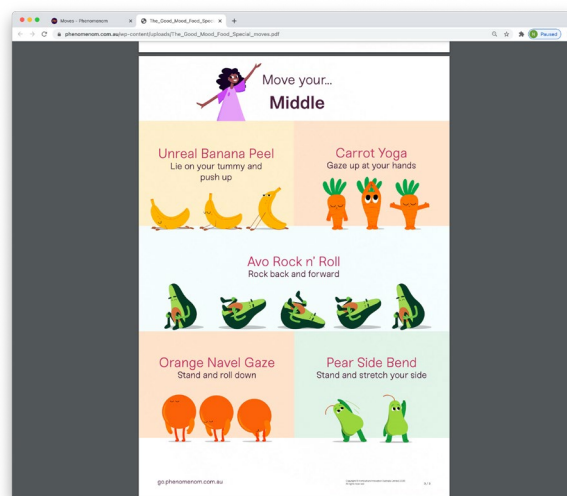


Image 7. Good Mood Moves poster page

## Outcomes

*The Good Mood Food Special* module of resources is an effective way to introduce the idea of food and mood to classrooms in a format that's been consistently shown to be educational and engaging for students and helpful for teachers. It also supports the Australian horticulture industry's desire to shift the messaging away from 'health' towards drivers including 'mood' in order to increase consumption of vegetables, fruits, nuts and seeds. The following outcomes are supported by Kantar-Colmar Brunton's research report (Appendix 4) and will become evident as uptake continues to grow following release.

As school-aged children are exposed to the webisodes and resources over the coming months and years, it is likely that they will:

- Be exposed to Australian horticulture products in the classroom more often. 81% of teachers indicated that they intend to use the resource more than once per week in their classrooms and overall students found both the webisode and Nomcast to be fun to watch/ listen to, interesting and cool.
- Learn about the beneficial mood effects of Aussie fresh produce. After viewing, there was strong agreement across all three groups that eating good and nutritious food can positively impact your mood.
- Have an increased openness to consuming more vegetables, fruits, nuts and seeds. In line with previous research, three quarters of students said they wanted to try more foods like fruit and vegetables after being exposed to Phenomenom resources.

For their teachers, who find the Phenomenom resources to be unique, motivating and helpful:

- Increased uptake of Phenomenom in the classroom to further contribute to a positive change in children's attitudes towards Australian horticulture. 76% of teachers indicated that they would be extremely likely to recommend Phenomenom as a teacher resource to their colleagues.
- Greater access to Australian curriculum aligned educational resources promoting horticulture across primary and secondary year levels. With most teachers currently using online resources more than once a week, openness to using online resources is growing with YouTube and ABC Education the preferred platforms.

For their parents and caregivers, who find the Phenomenom resources to be credible and believable:

- Increased awareness and understanding of Hort Innovation's *The Good Mood Food* campaign.
- Boosted the ability to spark more conversation about food and nutrition amongst families.
- Prompted positive change in behaviour and intentions around purchasing and consuming Australian horticulture products, in line with behaviour change reports from VG16018 and MT18015.

For industry, this is an opportunity for:

- Extension of and further refinement to, the horticulture-wide *The Good Mood Food* campaign.
- Adding further value to existing Phenomenom-related investments as the outputs of this project reach new audiences.
- Improved industry understanding of, and effective engagement with, Australian consumers.
- Further integration of Australian horticulture products into classrooms and a fostered link to vegetable, fruit, nut and seed consumption at home for families.

## Monitoring and evaluation

This project follows the same program logic and methodology that has been found to be effective in past Phenomenom projects in order to deliver the intended outcomes (Clear Horizon M&E).

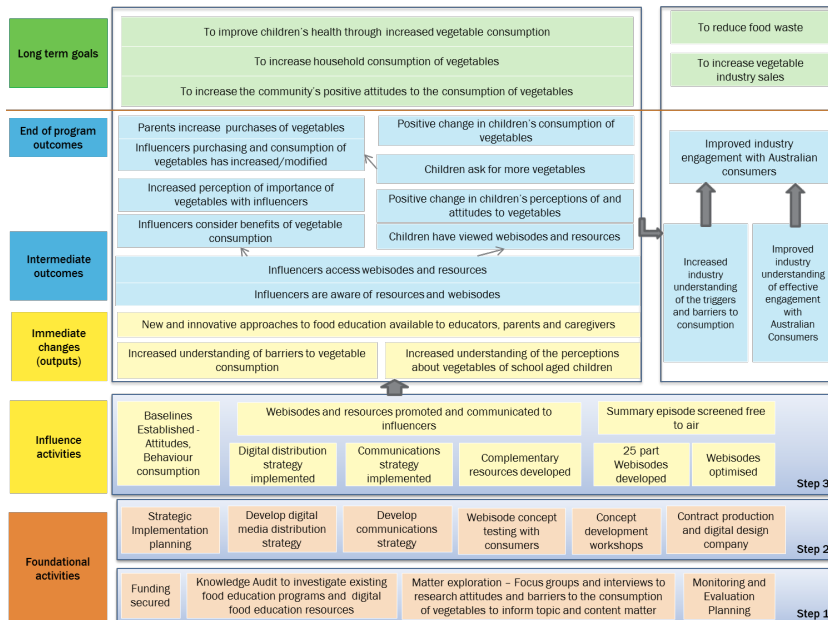


Figure 1. Clear Horizon's program logic from VG16018

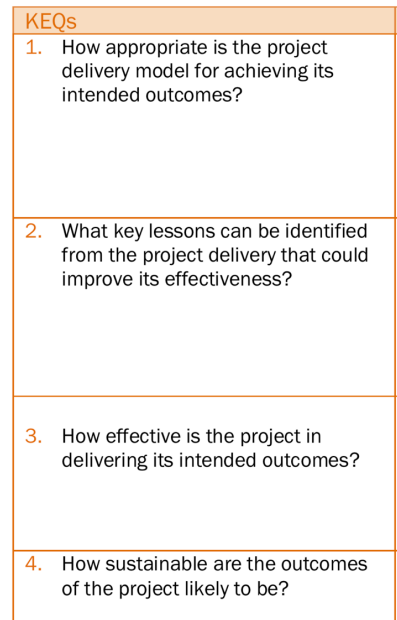


Figure 2. Clear Horizon's key evaluation questions from VG16018

Key Evaluation Questions (KEQs) 3 & 4 from original Phenomenom evaluation activities are relevant to this project. Evaluation of the resource performance in delivering its intended outcomes are detailed in Kantar-Colmar Brunton's research report (Appendix 4). At an overall level, the research report concludes that the project has produced materials that are highly appealing to all target groups and have the potential to increase attitudes to Australian horticulture products after just one exposure. Furthermore, the webisode and Nomcast are both successful in achieving an increased understanding of the beneficial mood effects of Australian horticulture products amongst children, their teachers, parents and caregivers. The research report also establishes the role of educators in achieving the end of program outcomes for children, where educators are motivated to teach more about food and nutrition and these resources are seen as a highly desirable way in which to do that.

Despite this, the overall success of the project and sustainability of outcomes relies on its uptake amongst teachers and parents. Uptake can be assessed through a number of mediums including media coverage, *The Good Mood Food* campaign monitoring activities and metadata obtained from the Phenomenom website, ClickView, YouTube and podcast hosting platform Omny.

At the time of writing, it is too early to measure the impact of *The Good Mood Food Special* module, as it was released at the end of Term 4 2020 just prior to schools taking their extended break. It is suggested that this final report be updated 6-12 months after release to provide accurate monitoring data.

## Recommendations

This project further demonstrates the potential for impact that the Phenomenom program has on improving positive associations with Australian horticulture products. To ensure the sustainability of the program and continue to maximise grower return on investment, it is recommended that the program have a Hort Innovation-wide plan with ongoing funding for the following activities:

- Continued development of new resources and resource packs (modules) to address the opportunity for more food and nutrition resources (nine in ten teachers surveyed want more food and nutrition resources). New resources should focus on specific topic areas that will most interest teachers and students based on the results of the research.
- Focus on the animated version of Nomcast. While both the webisode and Nomcast formats were loved for their engagement and humour, the podcast was a standout in terms of appeal. Suggestions to maximise the value of future Nomcast episodes include shortening the length, more focused in content and a consistent rollout in order to build audience engagement and ensure frequency of use.
- Produce resources for parents. The survey data indicated that email communication with parents providing follow-up activities from school is a preferred way to engage their children with Australian horticulture products in the home.
- Increase ease of uptake of the Phenomenom program for teachers to address the documented disconnect between awareness and usage (about half the teachers surveyed were aware of Phenomenom, although only one in ten are currently using Phenomenom in the classroom despite extremely high NPS scores).
  - Facilitate accessibility of the existing resources on ABC Education, the most trusted education resource platform in Australia
  - Revamp the existing [phenomenom.com.au](http://phenomenom.com.au) website to better target teachers by improving user experience and especially searchability.
  - Professional development (PD) workshops targeting pre-service teachers and casual relief teachers (CRT), which have been previously recommended (Appendix 2).
- Future research for Phenomenom could incorporate an NPS baseline for students and to better understand any barriers to teacher uptake.
- The curriculum codes for the entire suite of Phenomenom PDF resources will need to be reviewed and potentially updated following the next revision to the Australian Curriculum due at the beginning of 2022.

## Refereed scientific publications

None to report

## References

Australian Bureau of Statistics National Health Survey 2017-2018

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4364.0.55.001?OpenDocument>

VG13090: A Strategy to Address Consumption of Vegetables in Children, CSIRO.

VG16018: Educational opportunities around the perception of, and aversion to, vegetables through digital media, Edible Adventures Productions.

MT18015: Phenomenom extension project, Edible Adventures Productions.

MT18011: Full impact assessment report: Educational opportunities around the perceptions and aversions to vegetables through digital media (VG16018), AgEconPlus.



## **Intellectual property, commercialisation and confidentiality**

The Hort Innovation Intellectual Property Register has been completed.

The IP register is confidential, due to the details of agreements with guests involved in the production of webisodes. Please refer to Appendix 5.

## Acknowledgements

This project would not be possible without the support and expertise of Hort Innovation staff.

### ***Guests***

EAP would like to thank guest Matt Okine, who kindly agreed to feature as a character and provide voiceover for the webisode.

Additional thanks to voiceover artists who donated their time to record material for the webisode and podcast series, they are:

Courtney Glass, John Safran, Georgie Durham and Craig Johnston.

## Appendices

Appendix 1. ST19041 Behaviour Change report (MT18015)

Appendix 2. ST19041 Clear Horizon M&E report (MT18015)

Appendix 3. ST19041 Teacher, parent and student survey scripts

Appendix 4. ST19041 Phenomenom 3 Full report



## Phenomenon 2.

Prepared for: Alice Zaslavsky & Nick Fallu  
By: Denise Hamblin, Joanna Tillman, Marissa Tsioutsis & Sarah Thompson  
Issued: 21<sup>st</sup> June 2019

Full Report  
Teacher & Student



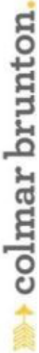


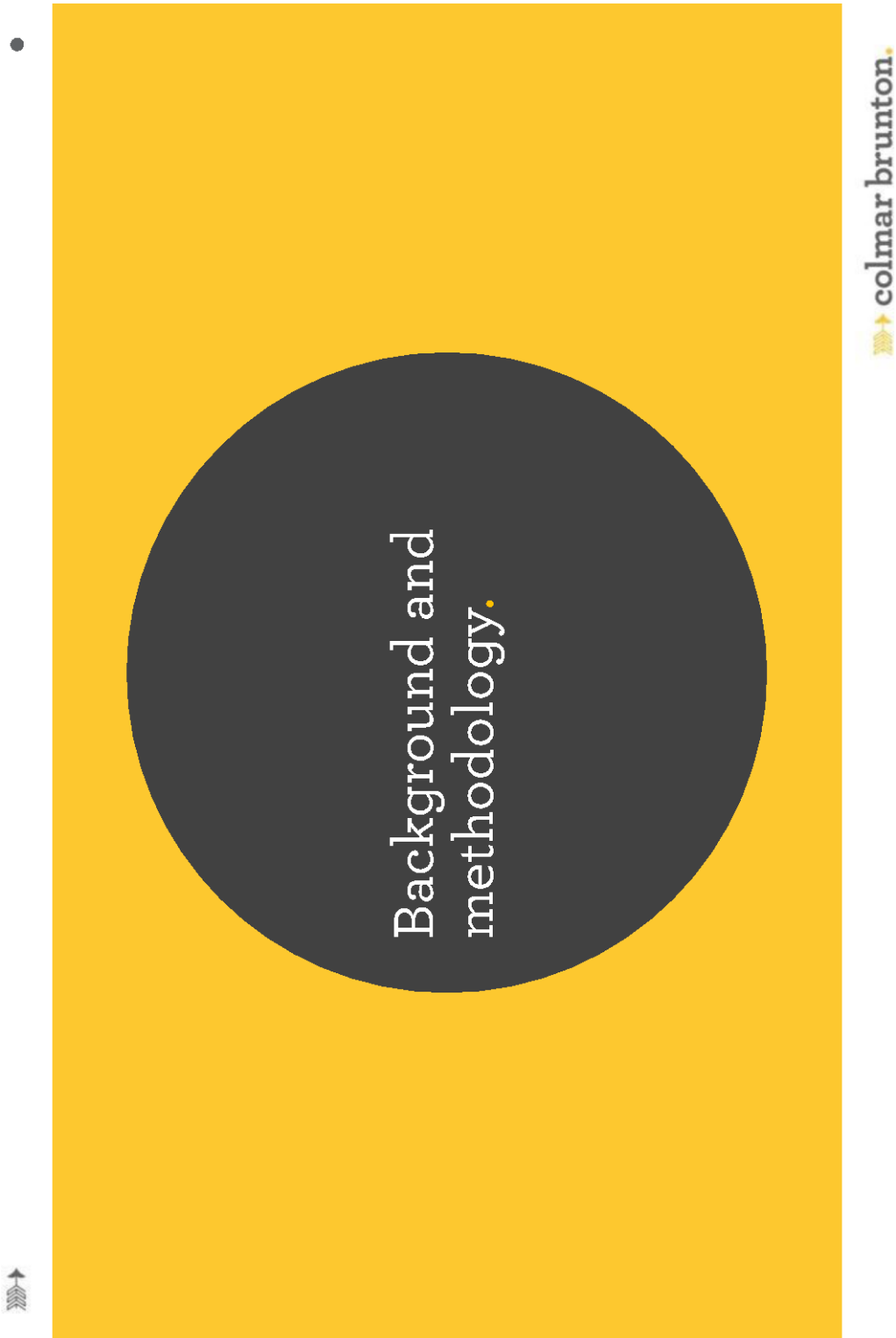


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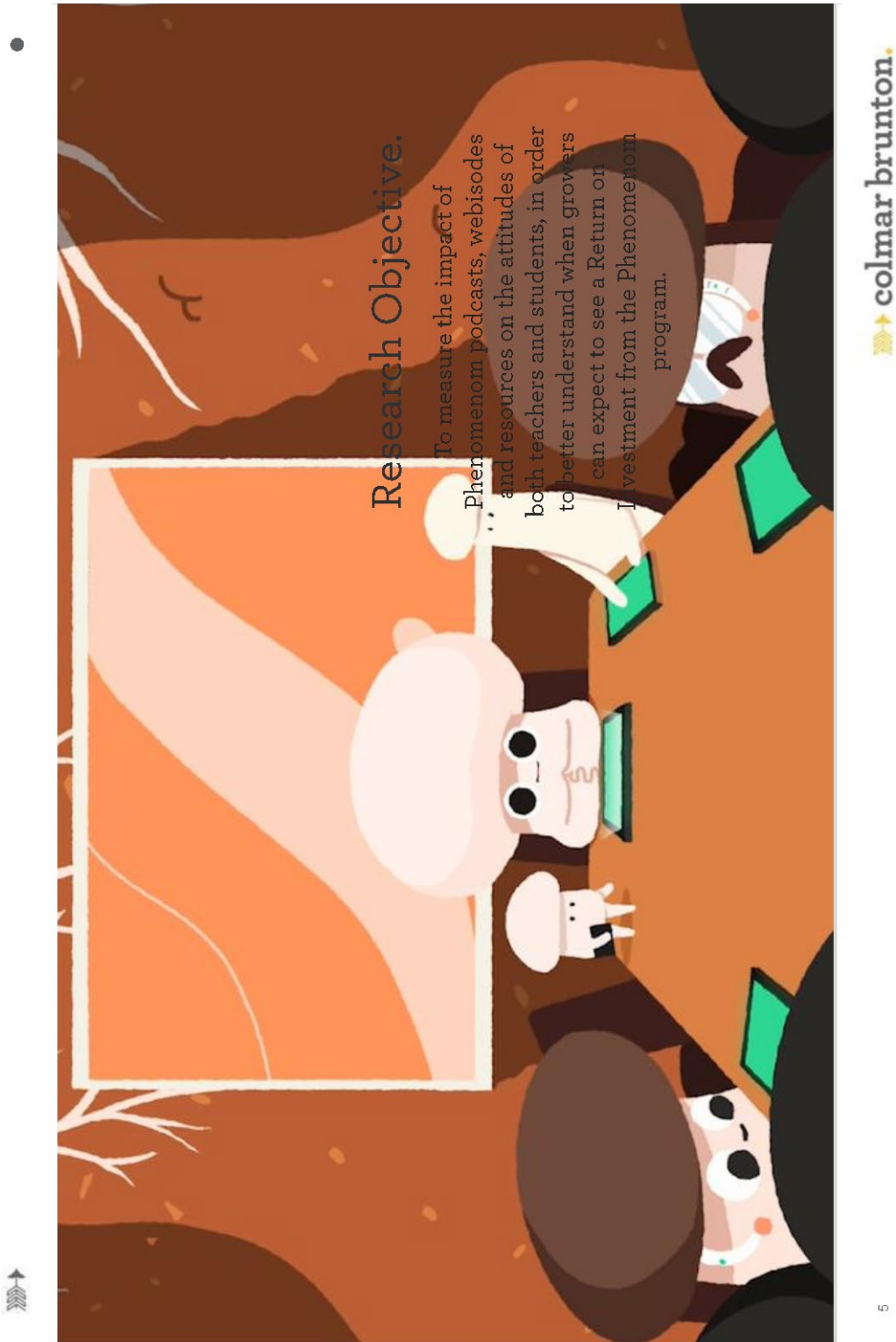


## Background.

Colmar Brunton was originally commissioned to undertake research to help gain an in-depth understanding of the target markets needs, desires, motivations and limitations of utilising food education programs (Project Sprout, 2018). This research directed the development of the digital food education resource; Phenomenom, designed to increase the consumption and attitudes toward vegetables amongst children.

**The current research;** Project Phenomenom 2, assessed and measured the impact of Phenomenom Nomcasts, Webisodes and resources, on the food attitudes of students, and the attitudes of teachers toward using Phenomenom Nomcasts, Webisodes and related resources as food education tools.







## Project Phenomenom II: Methodology.

1.

### Online Research: Teacher Survey



**Objective:** To identify the teaching styles and attitudes of educators to using food education programs, and to measure the effect of using Phenomenom resources on these prior attitudes.

We achieved a total of N=60 teachers who completed the 10-15 minute online survey.

Mid-way through the survey, all respondents were randomly selected to either watch a Phenomenom Webisode (n=26), or listen to a Phenomenom Nomcast (n=34) in order to measure reactions and attitudes. All teachers who participated taught years 2 to 8 (other years screened out).

2.

### In-Class Research: Student Survey



**Objective:** To identify the attitudes of students towards eating vegetables, and to measure the effect of using the Phenomenom education resources on these prior attitudes.

A total of N=87 year 3 to 6 students completed the in-class survey. The duration of the survey was 5-10 minutes. Mid-way through the survey, students watched either a Phenomenom Webisode (n=59), or listened to a Phenomenom Nomcast (n=28), in order to measure attitudes and motivation changes towards vegetables. Classrooms were chosen to watch/listen to either the Nomcast or Webisode through a process of random selection.

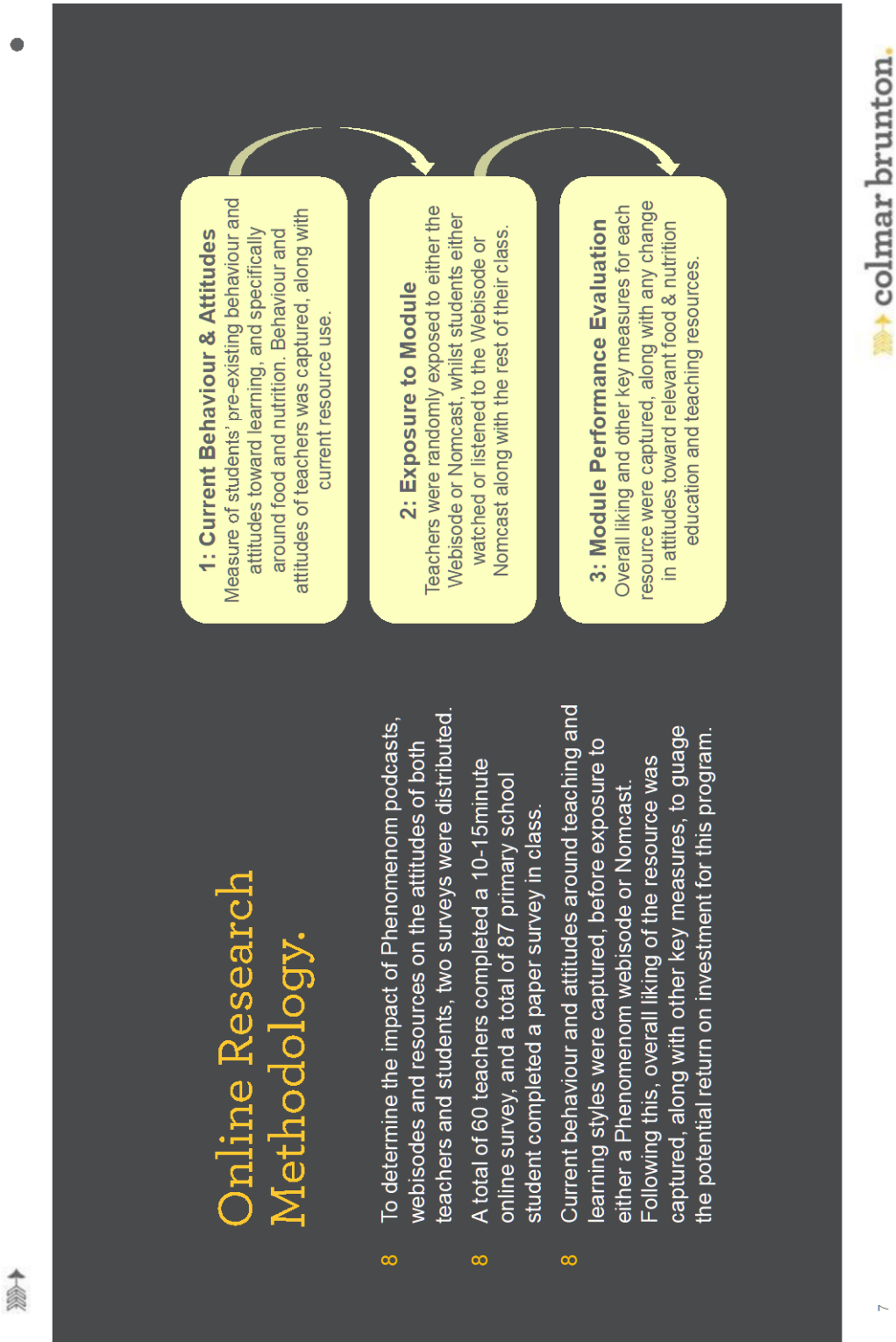
3.

### Analysis, Reporting & Presentation



**Objective:** To provide actionable insights and recommendations, and to forecast ROI of the Phenomenom program.

We analysed the results from the online surveys and reported the findings to address the objectives of the project.





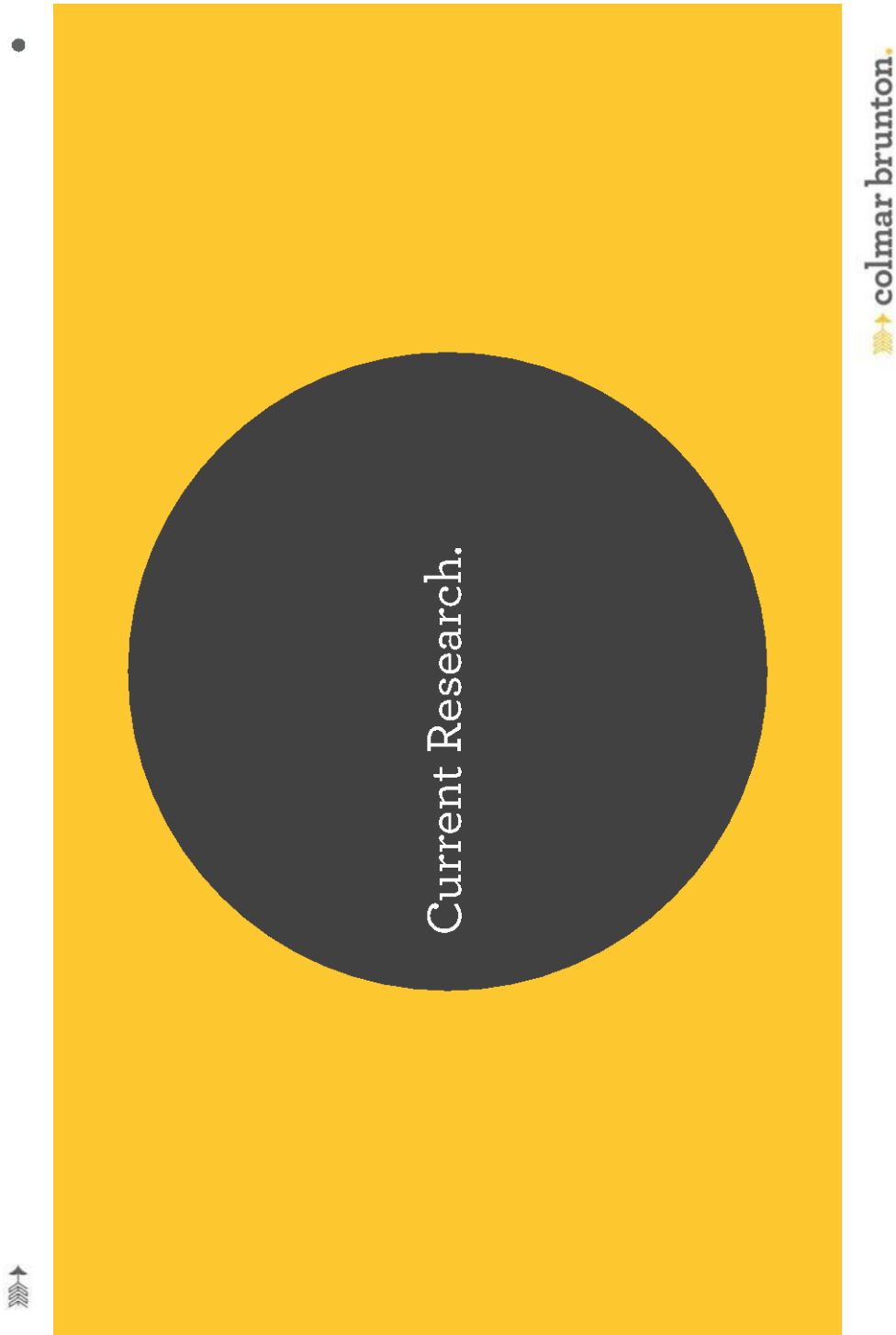



## Previous Research. Key Findings.

Project Sprout, designed to both validate the format of Phenomenon as a teaching module and identify the impact on parents and children alike, had several stages of research.

These stages included 4x focus groups with 6-8 parents or teachers in each, followed with 12 in depth interviews with parents and their child, culminating in an online survey reaching a total of 445 parents with their children.

At an overall level, this research identified that Phenomenon was openly received by both parents and children as an engaging and insightful resource, helping to positively shift perceptions, to create conversation and to influence the type and variety of vegetables consumed.







This report will be  
referencing...

Students

Teachers

... throughout.



# Sample Size.

- We surveyed a total of n=60 teachers and n=87 children who completed their respective survey after being exposed to a Phenomenom Webisode or Nomcast.
- Initial attitudes and behaviour were captured, before identifying appeal and impact of the teaching resource.

	Teachers	Students
Total	N=60	N=87
Webisode	n=26	n=59
Nomcast	n=34	n=28

\* Caution: Low sample sizes, please interpret as indicative only



## Module summaries...

### Phenomenon Webisode.

*Eddie Woo and the Fun Guys  
(who are actually quite serious)*

*Maths 7/8*



#### Key Topics

1. Circles & Pi
2. Mushrooms role in nature – connectivity
3. Differences between plants and fungi
4. Growing mushrooms
5. Ways of eating mushrooms

### Phenomenon Nomcast.

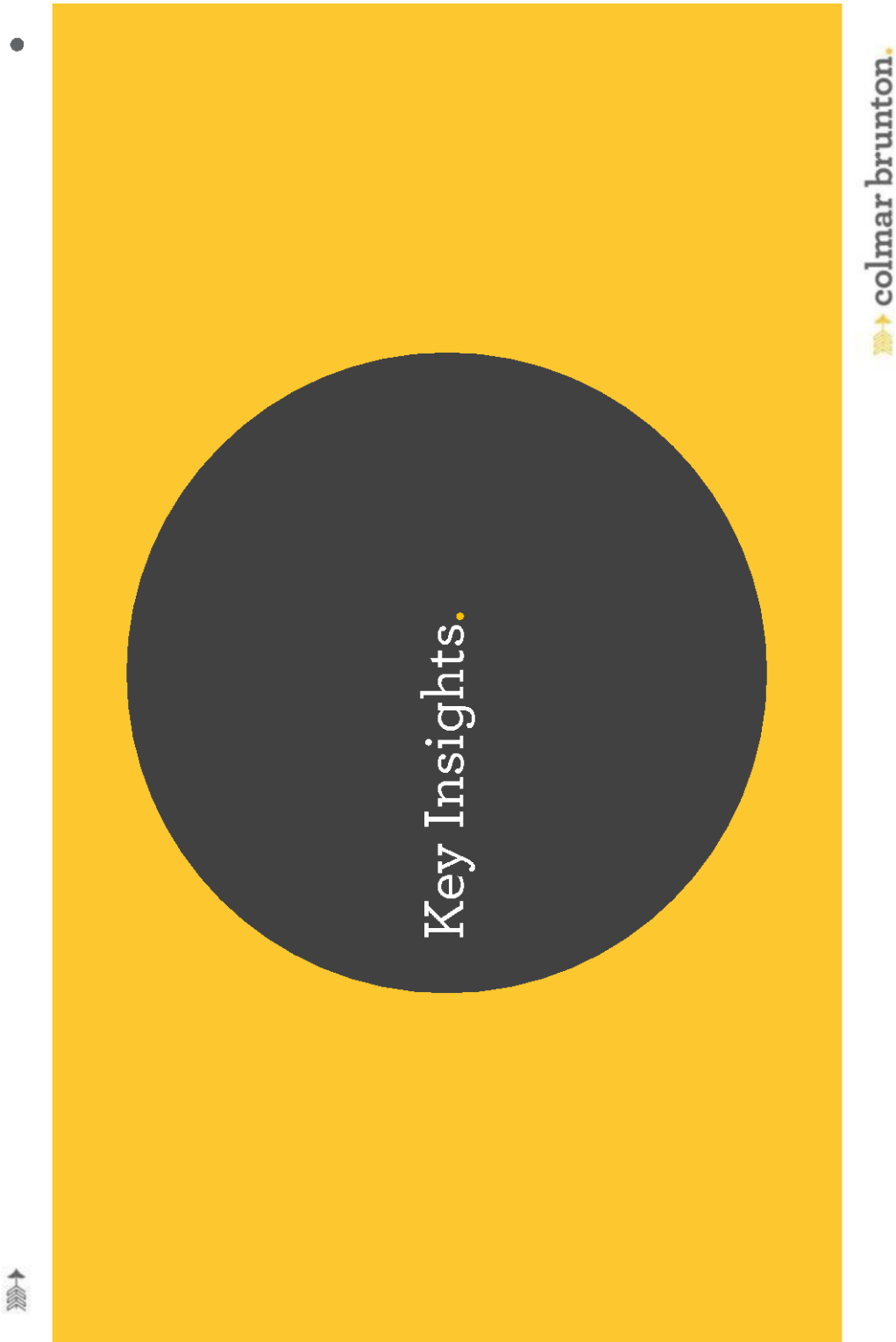
*Mushrooms: we know they can  
improve breakfast, but can they  
save the world?*

*Design and Technologies 3-6*

#### Key Topics

1. Functionality/versatility
2. Uses beyond food
3. Ways of eating mushrooms
4. Varieties
5. Growth patterns & functions







## Overall Key Insights.

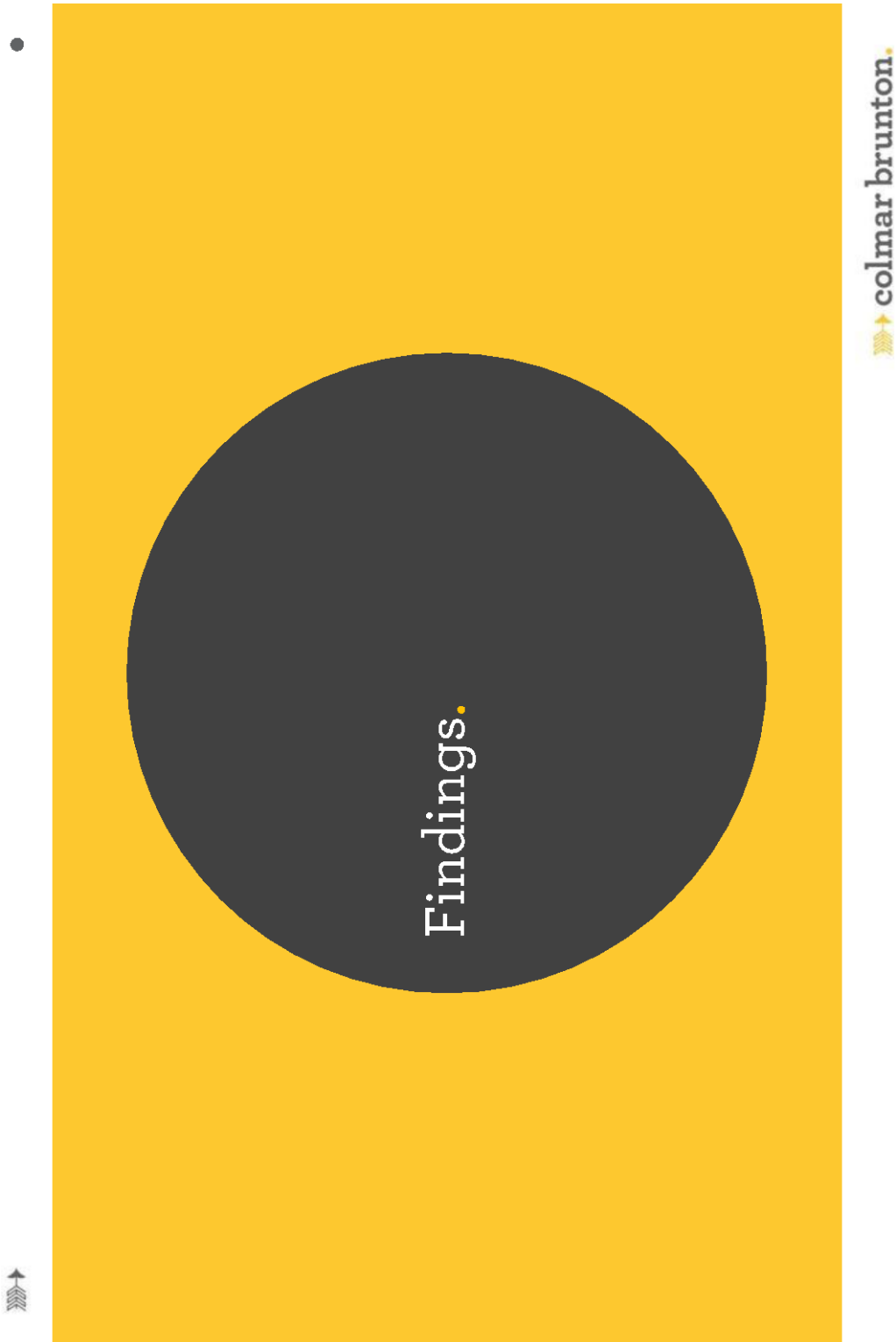
At an overall level, Phenomenon was well liked by teachers and students alike, with teachers indicating a strong likelihood to recommend the resource, resulting in a positive NPS score for Phenomenon.

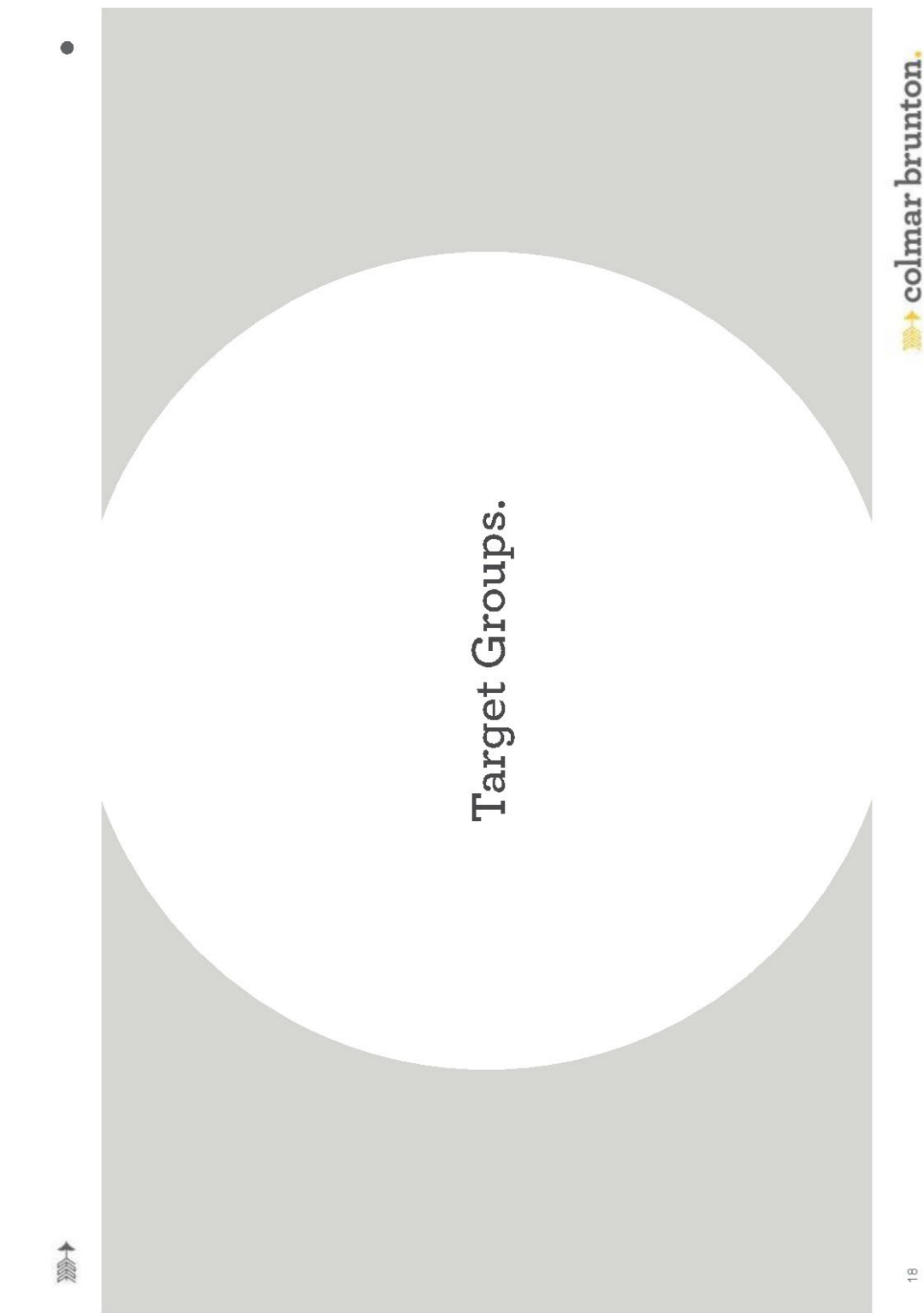
*In an environment where teachers feel current food & nutrition resources are limited or lacking in quality, Phenomenon is effectively filling a gap in the market and providing teachers with a necessary teaching resource.*

- 4 Teachers would use the Webisode and Nomcast as classroom resources in the future, and found the additional aligned curriculum plans added further value.
- 4 Teachers were highly likely to share the resource and recommend it to others; predominantly with colleagues, and to assist in longer term curriculum planning.

*The Phenomenon resources are highly engaging and have positively promoted students learning by providing tools that align to their learning styles.*

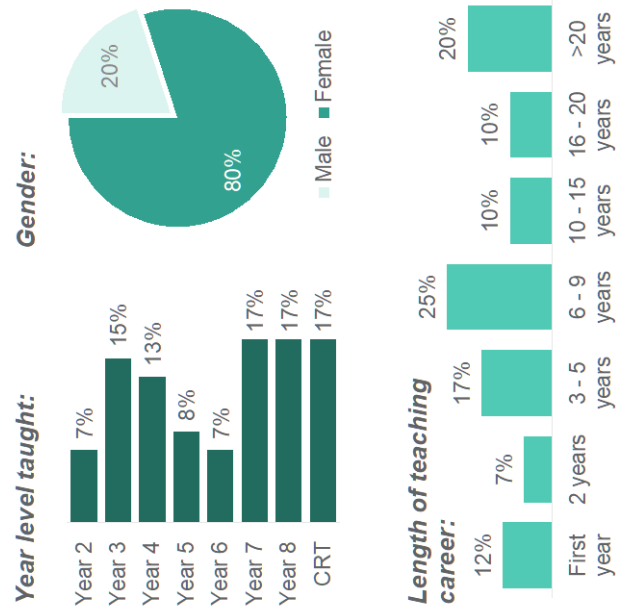
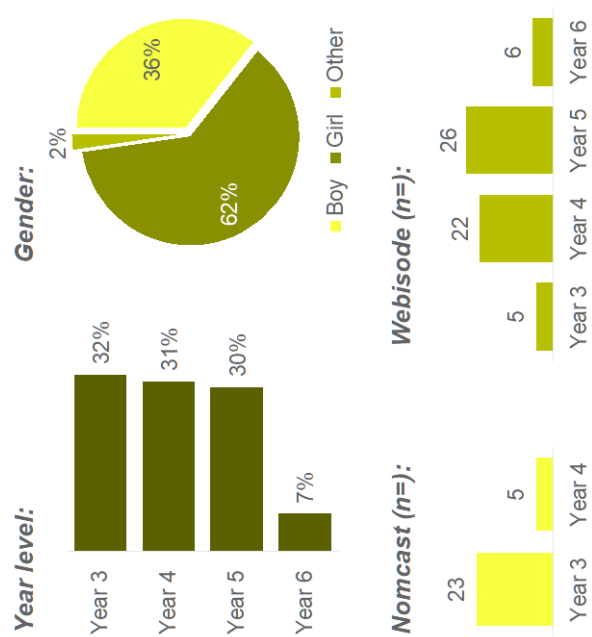
- 4 Students wanted to watch or listen to more from Phenomenon and to try more vegetables after exposure to the resources.
- 4 Positively, students learnt something new after exposure to the resources & were specifically interested in learning about food & nutrition. This is in line with findings amongst teachers, who indicated they were likely to teach about healthy food & diet, sustainability & sustainable farming, and fruit & vegetable farming in the future; finding these topics both interesting and valuable to teach about in the classroom.
- 4 Although the NPS figure for Phenomenon amongst students towards friends is lower than ideal, this is likely to be reflective of their behaviours within this stage of schooling. Positively, students were more likely to talk to their family at home about the resource.





## Target Group Summaries...

## Students

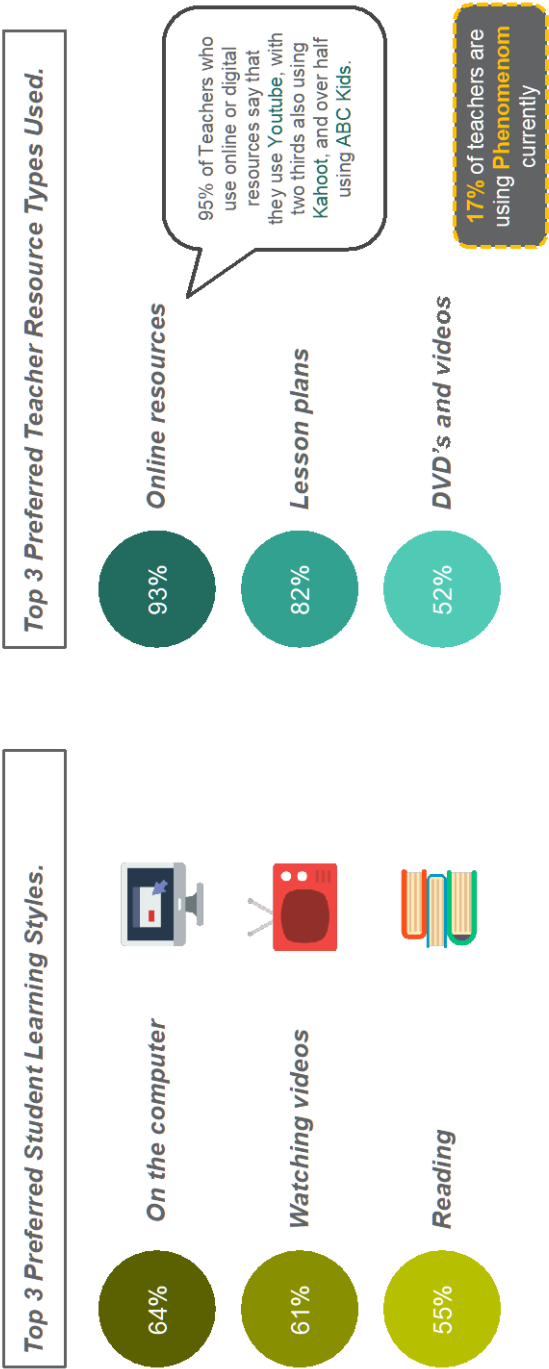






# Current Behaviour. Learning Styles and Resource Usage.

The majority of teachers surveyed indicated that online resources, lesson plans and DVDs or videos are the most preferred teaching resources. This aligns with commonly preferred student learning styles, which are learning on the computer, or by watching videos.



Q7 (Student). What are your favourite ways to learn about something?  
Q5 (Teacher). Which of the following teaching resources do you currently use?  
Base: Total Student N=87, Teacher N=60



Four in five teachers intend to use digital resources more  
in the future than they do currently.









Over half of teachers currently believe that educational resources on food and nutrition are either **limited** or **lacking in quality**.



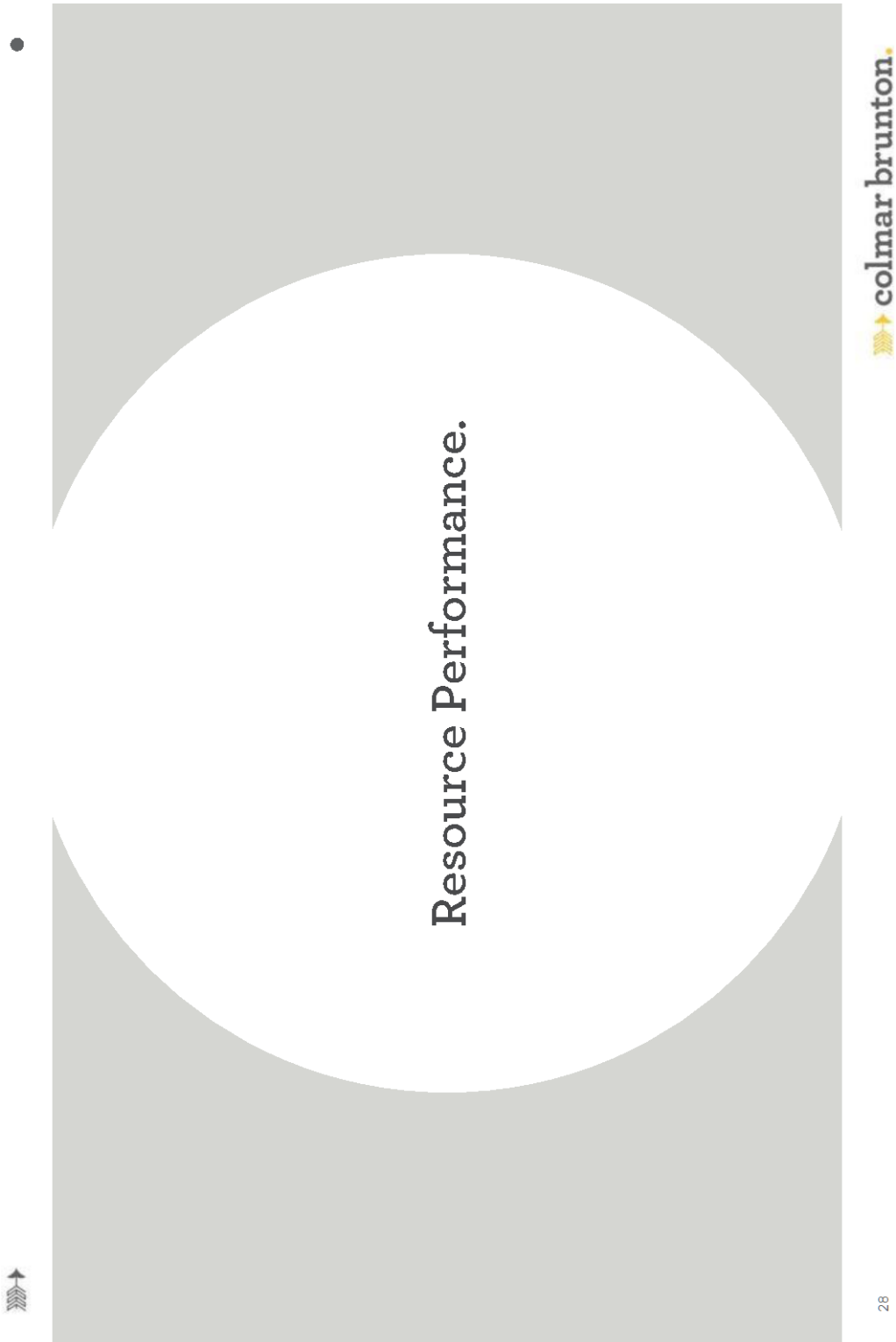


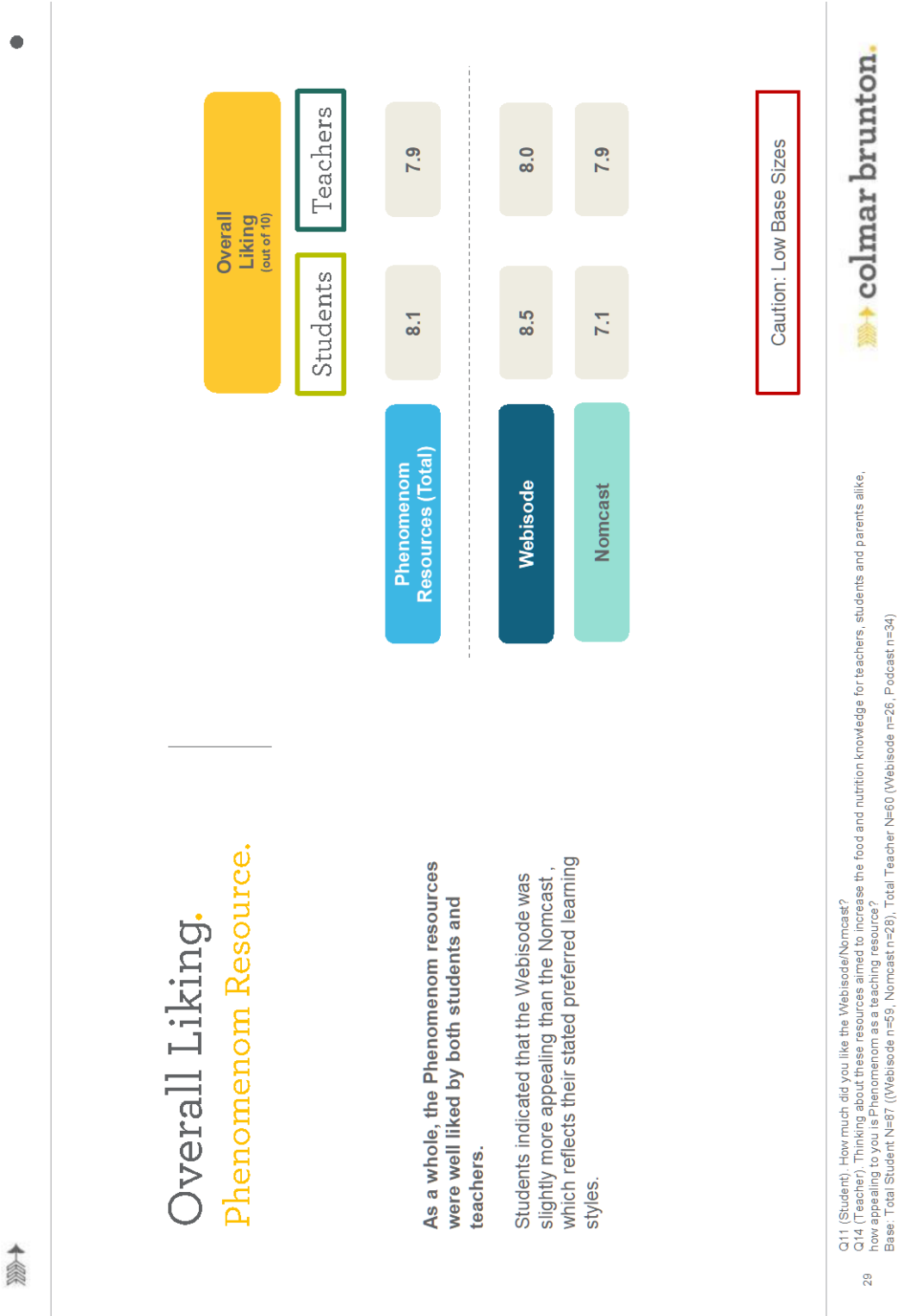
26 Q11 (Teacher). To what extent do you agree or disagree with each of the following statements regarding food and nutrition education?  
Base: Total Teacher N=60

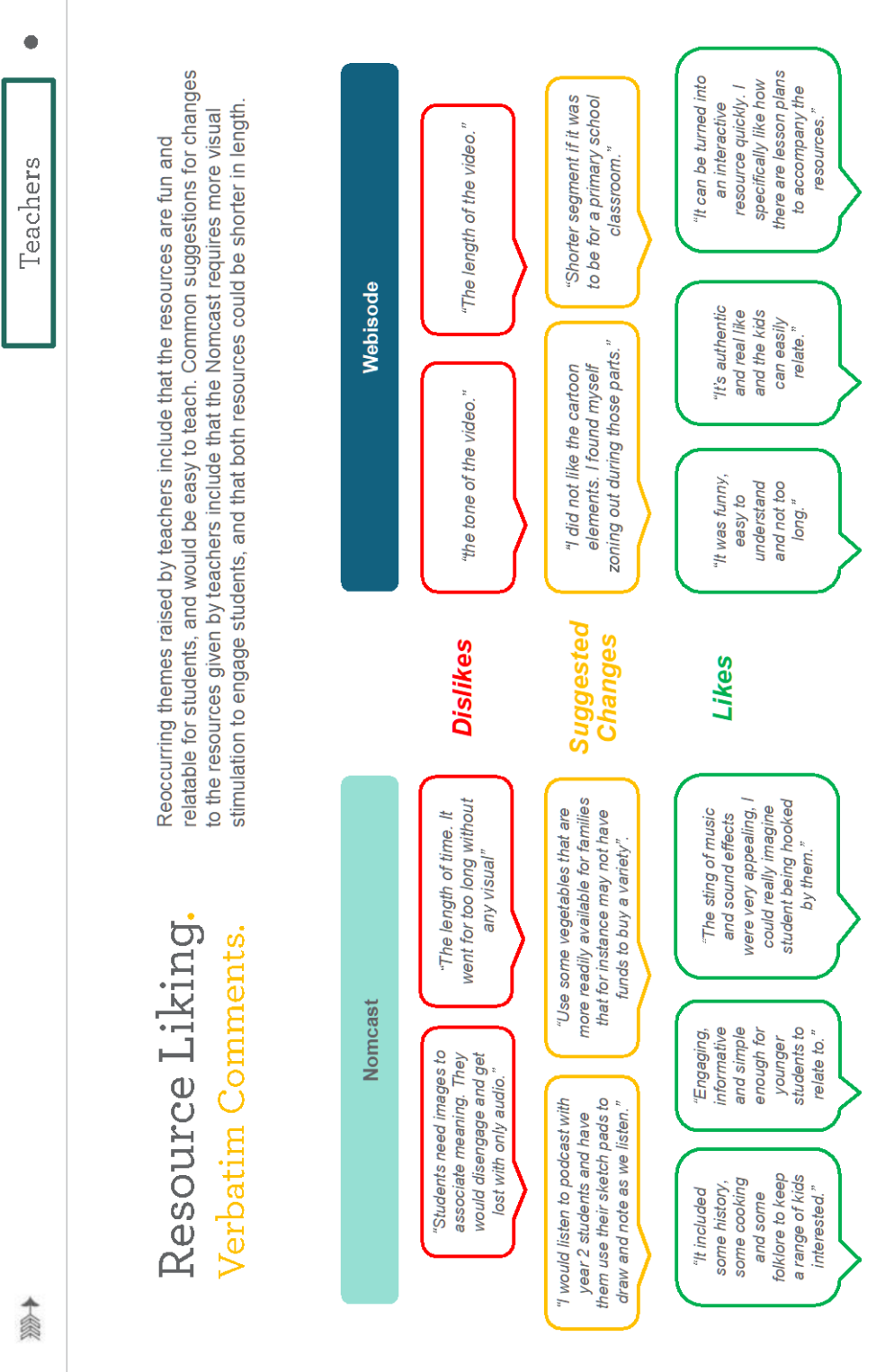


46% of students and 35% of teachers who were surveyed were previously aware of Phenomenom.

40% of students surveyed indicated that they have previously used Phenomenom in the classroom.











Q13 (Student): What did you like about this Webisode/Nomcast?  
Q14 (Student): What did you not like about this Webisode/Nomcast?  
Base: Total Student N=87



Over 70% of teachers indicated that they would be likely to recommend Phenomenom as a teaching resource to their colleagues.



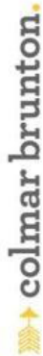
# Net Promoter Score. Phenomenom Resource.

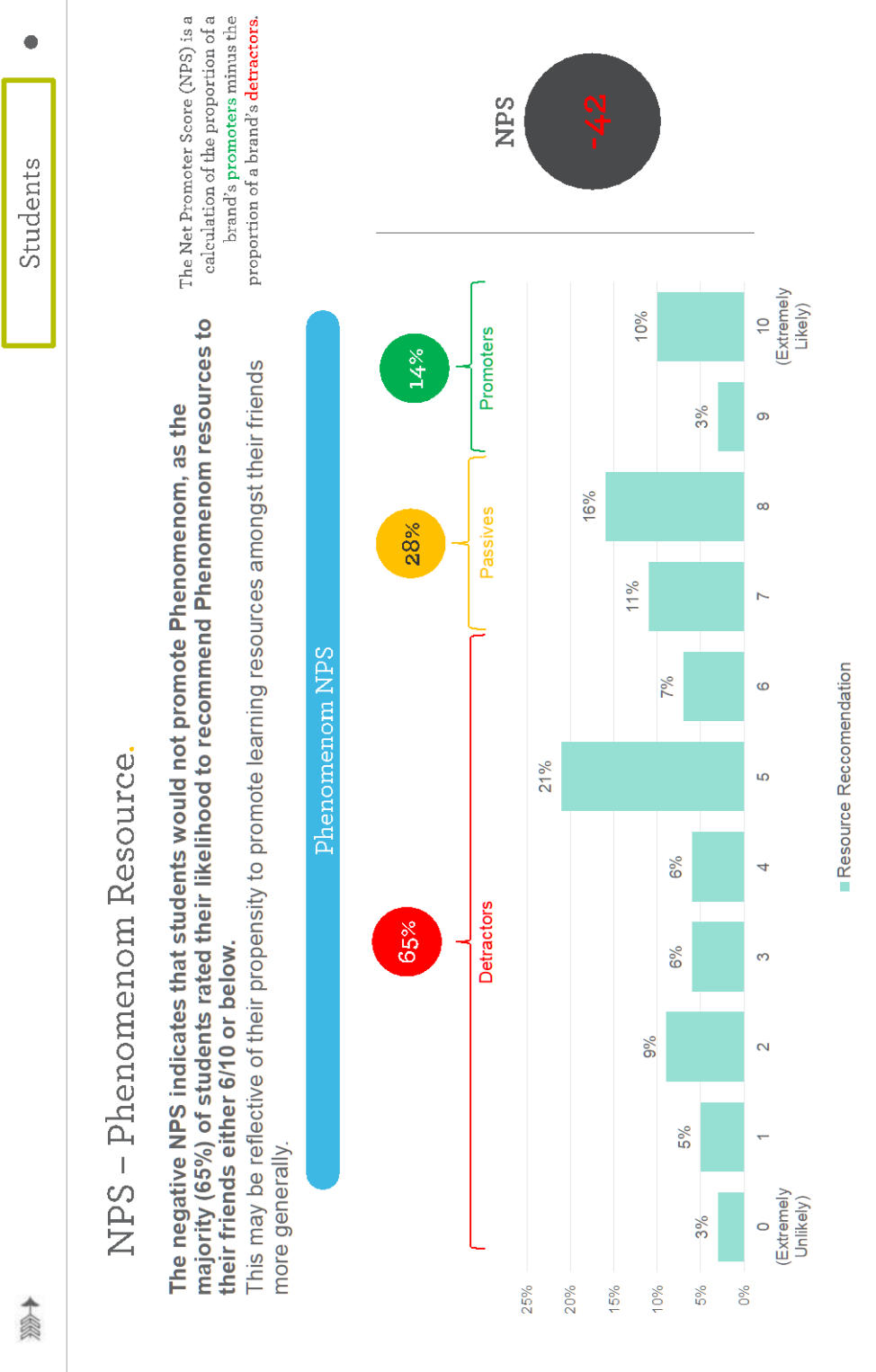
Overall, Teachers are moderately positive promoters of the Phenomenom resources with a Net Promoter Score of 12%.

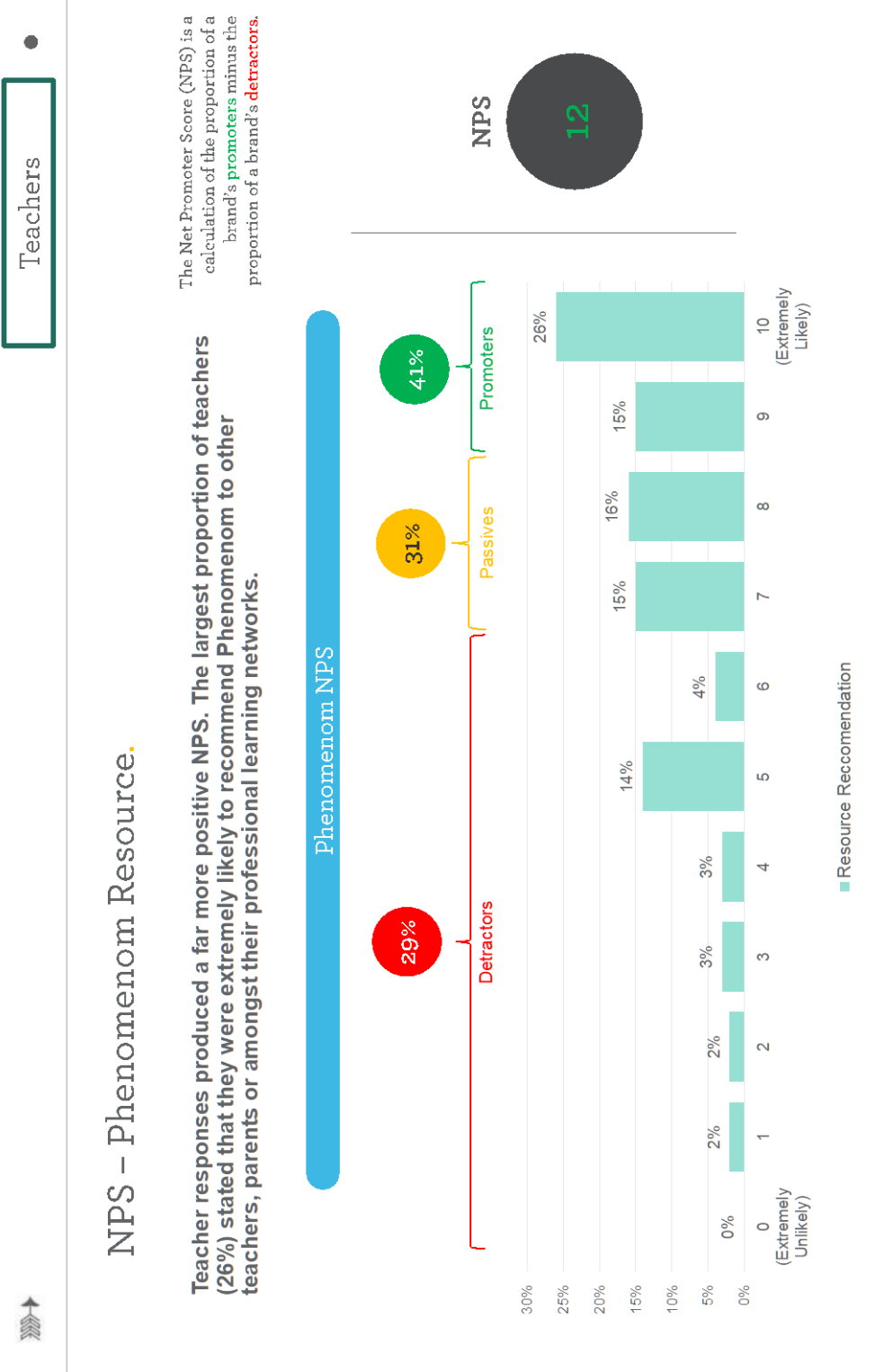
Despite this, students were less likely to indicate that they would recommend the resource to their friends. This is likely to be reflective of their likelihood to recommend learning resources to their friends in general.

	Students	Teachers
Sample Size	n=87	n=60
Detractors (0-6)	56%	29%
Passives (7-8)	28%	31%
Promoters (9-10)	14%	41%
NPS	- 42%	12%

Q12 (Student). How likely are you to recommend this Webside/Nomcast to your friends?  
Q17 (Teacher). After seeing this Webside/Nomcast, how likely would you be to Recommend Phenomenom as a teaching resource to your colleagues, to parents of your students, and in professional learning networks (PLN)?  
Base: Total Student N=87, Teacher N=60



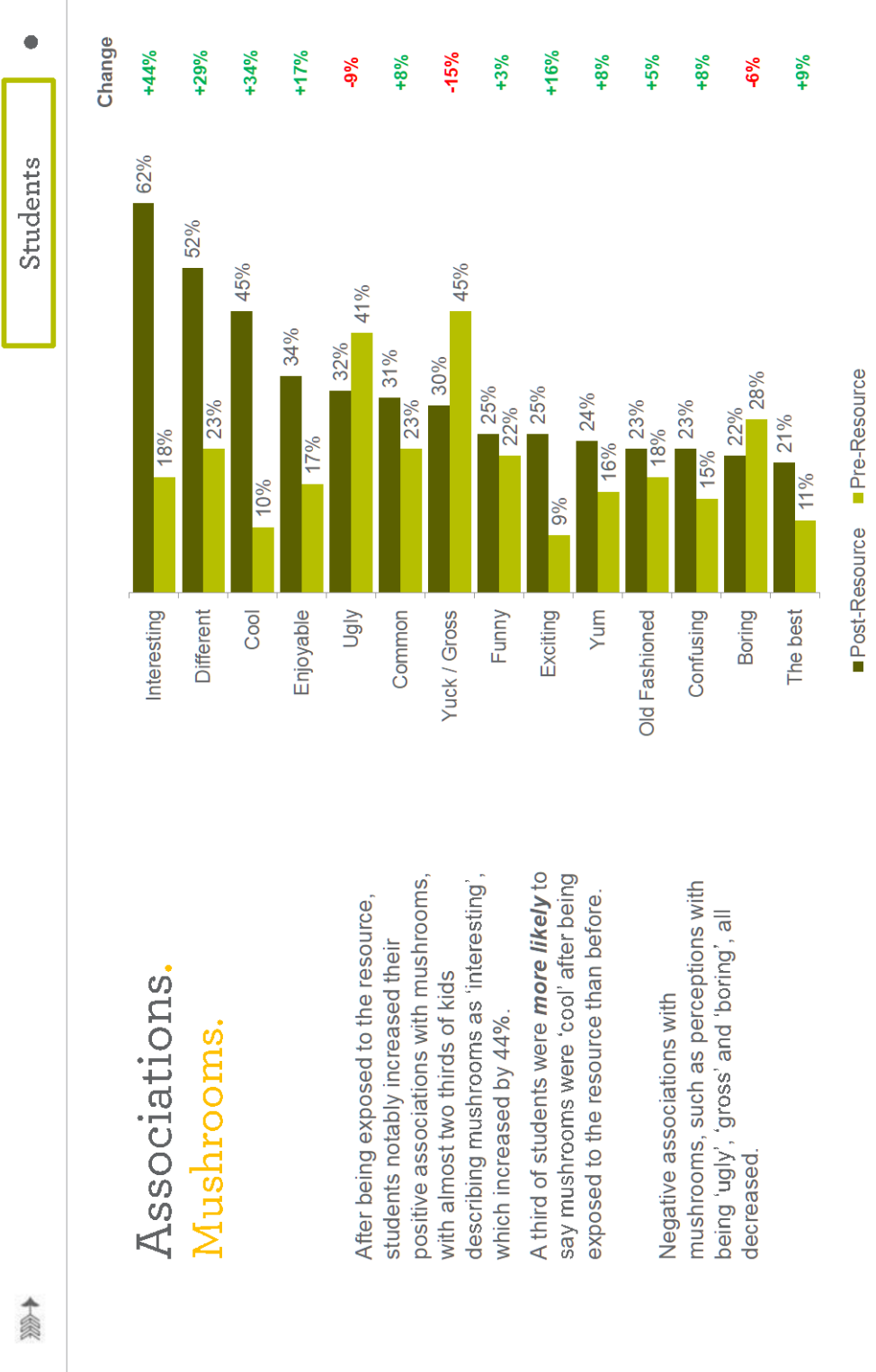






After being exposed to their respective resource (Webisode or Nomcast), 85% of students said they learnt something new.









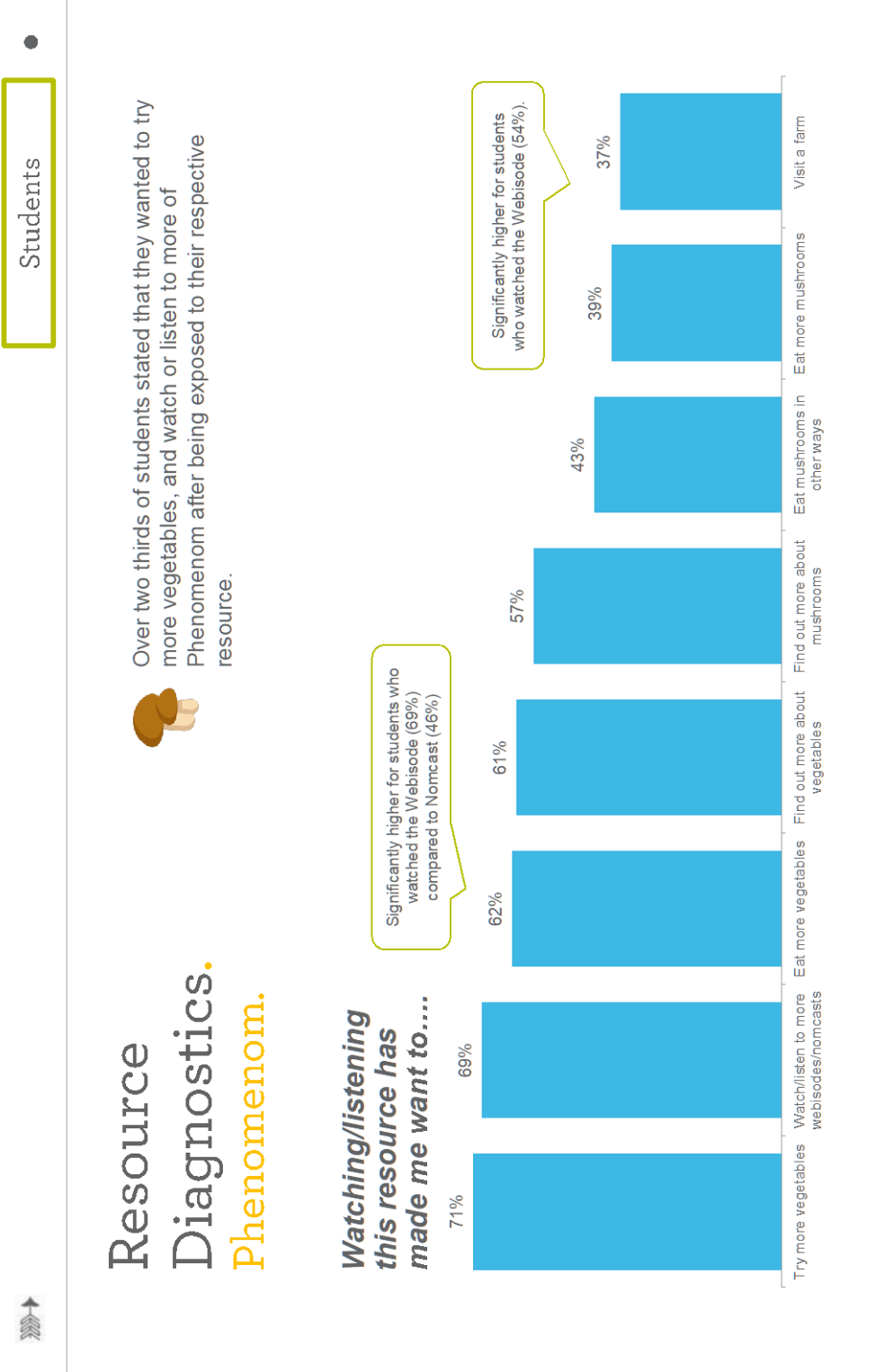






Two thirds of students said they were more interested in learning about Food & Nutrition after being exposed to Phenomenom.

Students	
Teacher Key Takeout	<p>Both the Webisode and the Nomcast covered content about mushrooms, and facts about mushrooms were the most top of mind learning for student</p> <p>Students that listened to the podcast spoke about how they learnt that mushrooms are gendered, come in a variety of colours, and that you can make a hat out of them. Those who watched the webisode also commonly referred to learning about Pi, and the geometry of circles.</p> <p>Of students said they learnt something new.</p>
	<div><div><div>Webisode</div><div><p>"That mushrooms are not just good in pies, but are things that help the environment."</p></div><div><p>"Mushrooms can be eaten raw as well as cooked."</p></div><div><p>"That no matter how big or small a circle is, if you divide the measurements you will get 3.1."</p></div></div><div><div>Nomcast</div><div><p>"Mushrooms can repair brains."</p></div><div><p>"To eat healthy."</p></div><div><p>"That mushrooms can stay in the sun or the dark, it doesn't matter, it can still grow."</p></div></div></div> <div><p><b>Teacher Key Takeout</b></p><p>"The concept of Pi, is fun! And delicious! Circles are everywhere and mushrooms are an incredible fungus which like a warm moist environment."</p><p>"Mathematics (just like food) is part of our everyday world."</p><p>"Teachers do not need to be the font of all knowledge; rather facilitators of where students can explore topics."</p><p>"Healthy food and eating can be a fun topic. It can also be taught in many ways (I would never have thought to focus on mushrooms!)."</p></div>





77% of teachers would seek out further resources from  
Phenomenom in the future.



Teachers

## Likely Action. Phenomenom Resource.

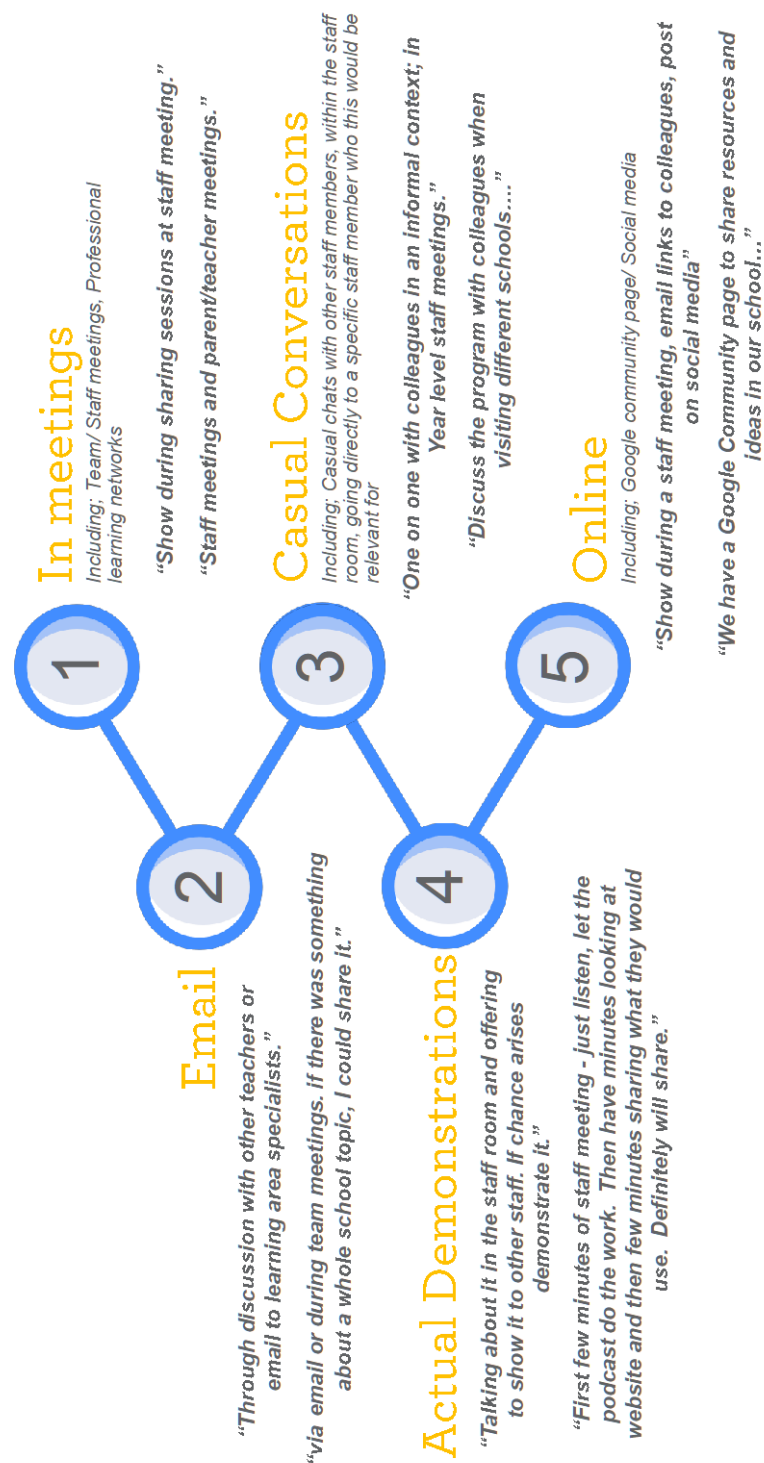
Over **65%** of all Teachers strongly agreed that they would take action to either **research**, **use** or **recommend** Phenomenom subsequent to watching/listening to The Webisode or Podcast.

	Likelihood (7-10 Strongly Agree)
Use Phenomenom as a classroom resource in the future...	73%
Use the curriculum aligned lesson plans in the classroom...	73%
Seek out further Phenomenom resources in the future...	77%
Recommend Phenomenom as a teaching resource to your colleagues...	73%
Recommend Phenomenom to parents of your students...	68%
Recommend in Professional Learning Networks (PLN)...	72%
Share with Professional Learning Networks (PLN)...	67%
Share Phenomenom amongst your colleagues, or within your school...	72%

Teachers were also generally more likely to use Phenomenom as a resource for 3+ years (50%, **CAUTION low base size, N=28**), compared to 1-2 years only (14%).

43 Q17 (Teacher). After seeing this Webisode/Nomcast, how likely would you be to...?  
Base: Total Teacher N=60

## Sharing amongst colleagues.

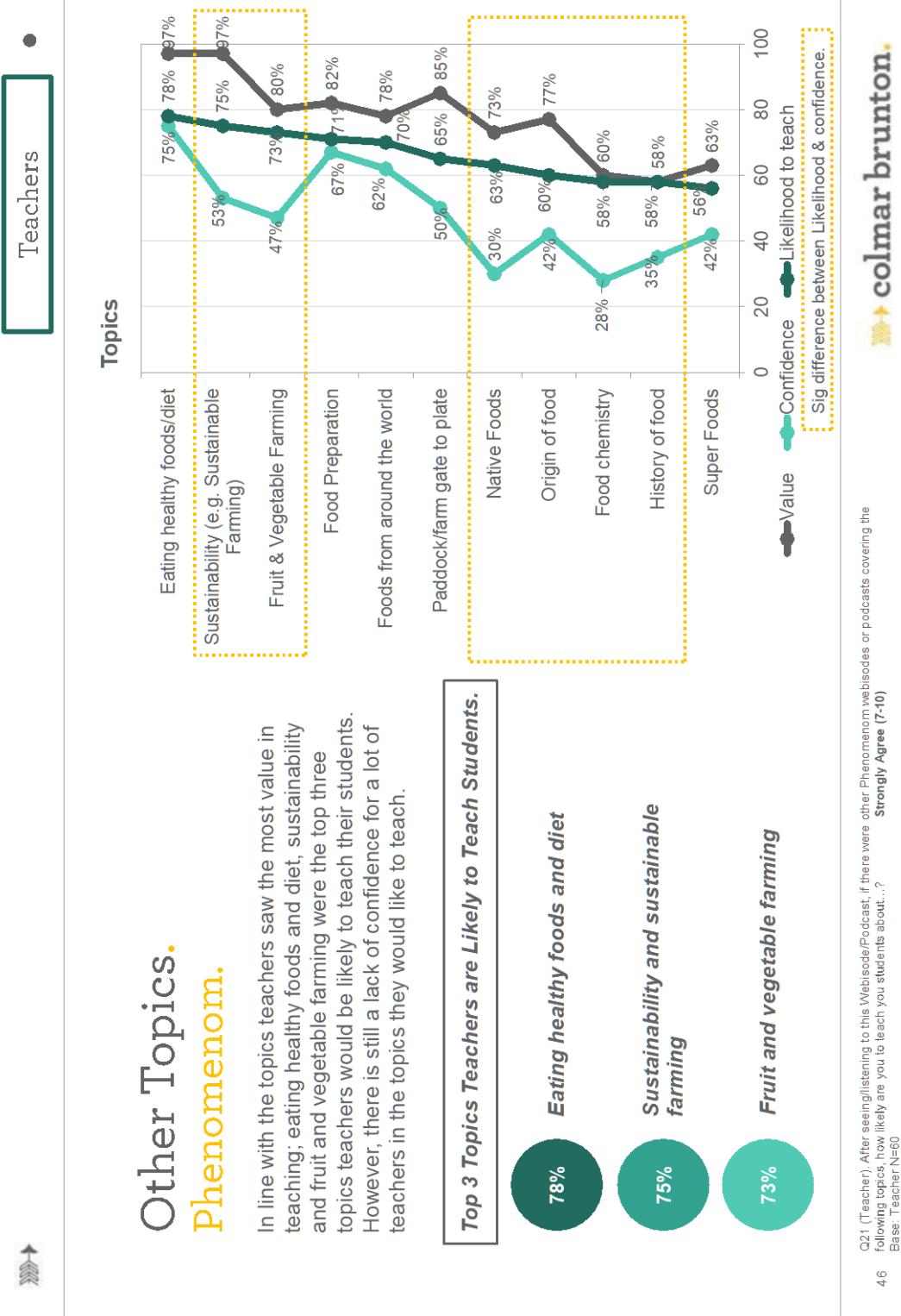


Q20 (Teacher): You said you would share Phenomenon amongst your colleagues or within your school. And HOW would you go about sharing this resource amongst your colleagues, or within your school?  
Base: Total Teacher N=46

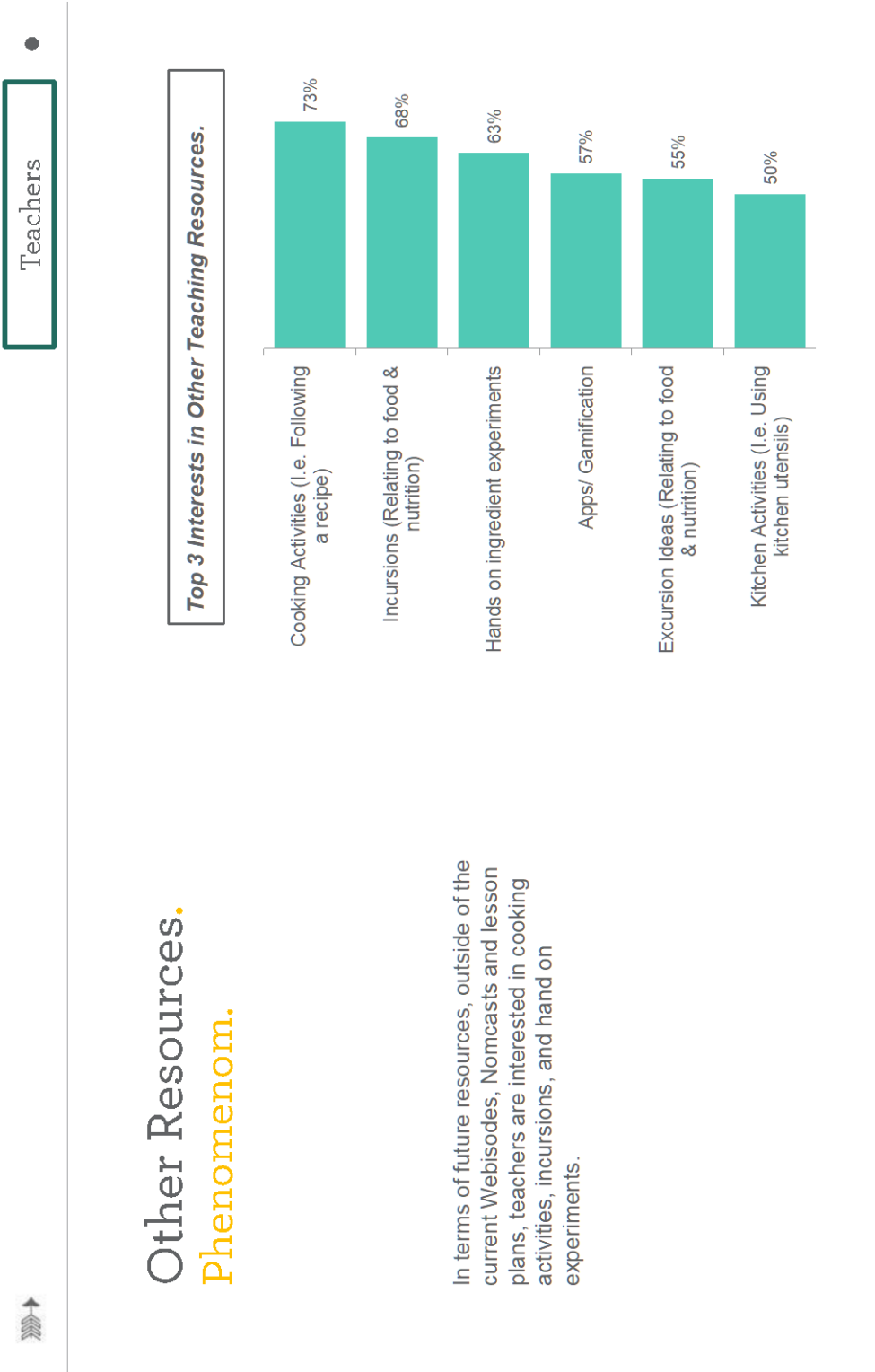
44



25% of teachers stated that they could see themselves using Phenomenon as a classroom resource **once a week or more.**







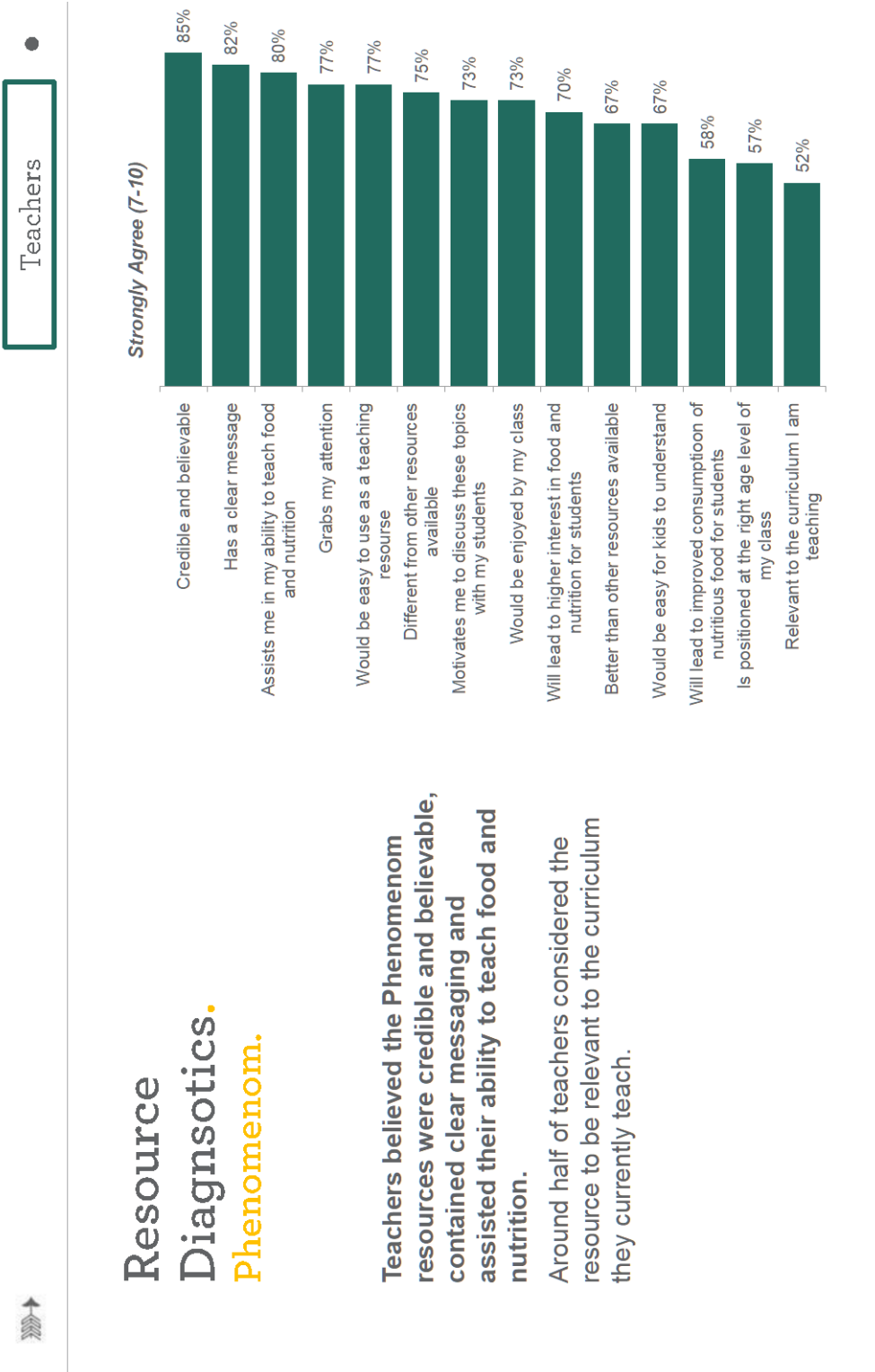


Around half of students said that they would be likely to talk to their family at home about Phenomenom.

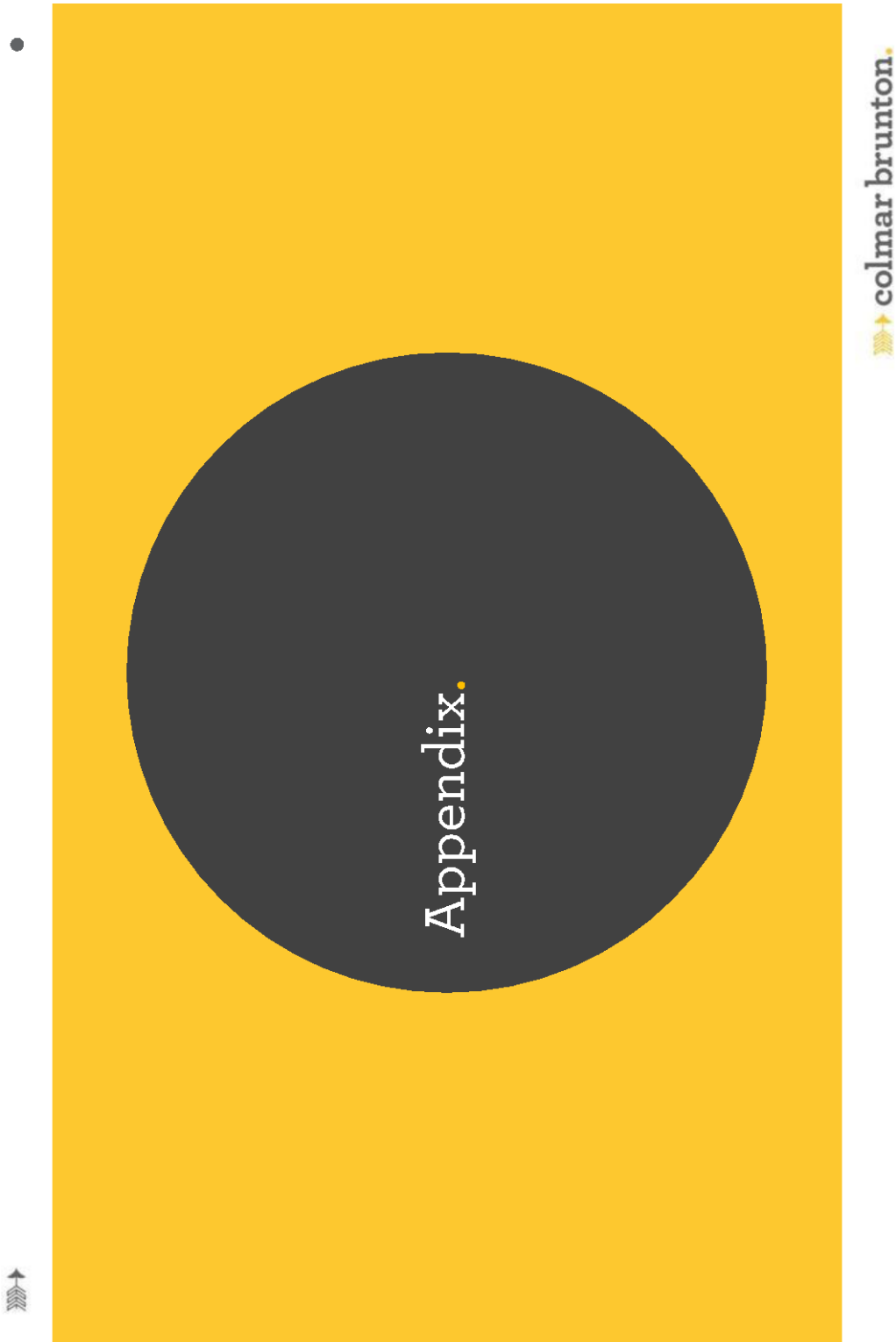




70% of teachers stated that they think Phenomenom is better than other teaching resources available.



51 Q22 (Teacher), How much do you agree or disagree that the Phenomenom Webisode/Podcast...?  
Base: Total Teacher N=60



Students

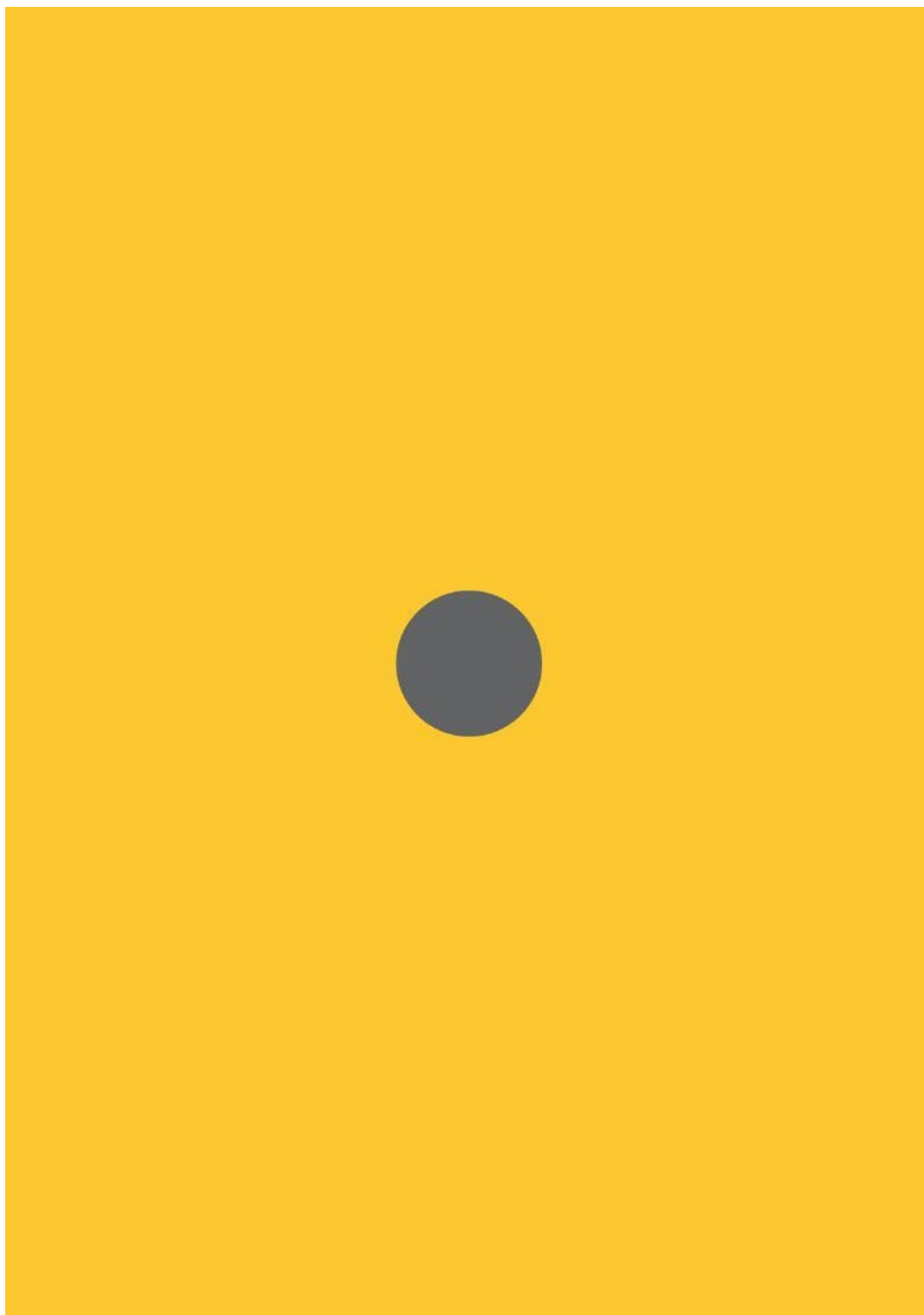
# Current Consumption. Vegetables.

Kids indicate the greatest liking for corn, cucumber and carrot, along with fruit. Almost half of kids are opposed to eating mushroom, with high levels of rejection also seen for pumpkin and garlic.

	Yes - YUM!	Yes but I don't like much.	No - Yuck!	No - but I would like to try it.
Onion	14%	38%	34%	10%
Capsicum	40%	31%	16%	11%
Carrot	69%	22%	7%	1%
Celery	36%	22%	26%	13%
Mushroom	19%	19%	49%	9%
Cucumber	74%	10%	13%	1%
Corn	79%	10%	7%	2%
Pumpkin	22%	26%	42%	7%
Garlic	20%	25%	42%	12%
Parsley	31%	33%	21%	13%
Nuts	58%	16%	21%	5%
Fruit	94%	2%	1%	1%

53 Q23 (Teacher). What other Phenomenon teaching resources would you like to see available?  
Base: Teacher N=60









# **INDEPENDENT EVALUATION OF PHENOMENOM V1**

**Prepared for Edible Adventures**

22 July 2019

**Clear Horizon**

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## Disclaimer

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Acronyms

CRT	Casual Relief Teachers
KEQ	Key Evaluation Question
M&E	Monitoring and Evaluation
MERI	Monitoring, Evaluation, Reporting and Improvement
RFQ	Request for Proposal

## Executive Summary

This report presents the final evaluation of the project “*Educational opportunities around perceptions of, and aversions to, vegetables through digital media*” project (hereafter referred to as ‘Phenomenom’). The project aims to understand the perceptions of school-aged children to vegetables and develop digital food education resources to increase the consumption of and attitudes toward vegetables amongst children.

The monitoring and evaluation (M&E) component of project was designed to answer four key evaluation questions (KEQs) addressing process effectiveness, project effectiveness and the legacy of the project. The methodology used to capture evidence against these four questions to determine the findings presented in this report included a review of project documents and semi-structured interviews with key project partners.

### Key findings

Phenomenom demonstrates a successful research-led approach to the development of digital food education resources, enabling the project to improve its alignment with the needs and interests of its target audience –students and educators. The evidence points to an innovative and iterative process that has demonstrated a changed perception of and attitudes to vegetables for children who are exposed to Phenomenom resources. The legacy of the project is promising, as evidenced by educators’ willingness to share Phenomenom resources with colleagues and to employ these resources in their classrooms.

**Process effectiveness:** The research-led development of the project enabled the project partners to make changes to the project’s design and delivery strategies that would improve its reach to students and educators. Phenomenom resources were closely aligned with the National Curriculum to appeal to teachers whilst the length of episodes and type of presenters were refined to better appeal to children. This iterative process created challenges for the project team when attempting to meet contractual requirements set out in the Contract. These challenges made the delivery stage more complex and incurring additional costs so that the project partners could comply with the contract. The effectiveness of the project delivery process was also affected by an inability to access funding for paid distribution of resources as well limited funding resulting in the development of podcasts (named Nomcasts).

**Learnings regarding process effectiveness:** Evidence suggests that the effectiveness of the project would benefit from increased investment in targeted and on the ground distribution. The project team also identified learnings for cost-effective production of outputs and for program design, such as an identification of the target audience within teacher types (Casual Relief Teachers and new graduate teachers) that could be leveraged for improved uptake of Phenomenom resources, as well as opportunities for the extension of the project to reach homes in addition to schools. Finally, there were some learnings attributed to project management such as clarifying expectations as when working with an external funder and putting subcontractors out to tender.

This project is innovative and ahead of its time. Based on initial experiences of the project team, this is likely to work favourably for the future uptake of project resources and achievement of project outcomes.

**Project effectiveness:** Evidence suggests that an exposure to Phenomenom resources has resulted in a changed perception of, and attitudes to, vegetables for children. Students who have been exposed to Phenomenom are expressing an interest in learning more about vegetables and trying new vegetables although they are although not yet at the point of sharing these resources with their peers. There is also evidence that an exposure to Phenomenom has resulted in changed perceptions towards vegetables

amongst influencers with a reported increase in the purchase of vegetables and trial of new recipes by some parents. Finally, there is anecdotal evidence of emergent outcomes for the wider food education industry following the development of Phenomenom resources.

**Legacy:** Evidence suggests that teachers will continue to draw on Phenomenom resources. The sustainability of the outcomes will also be supported by teachers' expressed willingness to share these resources with other colleagues. However, there is some concern that the sustainability of Phenomenom may be compromised without future funding to ensure that resources remain accessible.

## Introduction

This report presents the final evaluation of the project “*Educational opportunities around perceptions of, and aversions to, vegetables through digital media*” project (hereafter referred to as ‘Phenomenom’). The objective of the project was to understand the perceptions of school-aged children to vegetables and develop digital food education resources to increase the consumption of and attitudes toward vegetables amongst children. The delivery of the project has three parts:

- Part 1 – Market Research
- Part 2 – Development
- Part 3 – Implementation

The project was funded by Horticulture Innovation Australia (‘Hort Innovation’).

## Methodology

The M&E approach taken for the monitoring and evaluation activities was highly collaborative and learning focused, while ensuring that the effectiveness and sustainability of the project could be reported in a transparent, evidence-based way. It reflected the exploratory and developmental approach taken across the three phases of the project and drew on the planned research into the effectiveness of the webisodes and changes in target audience behaviours undertaken in Phase 3 by Colmar Brunton.

M&E activities began with a planning workshop with key project partners, which was held in May 2017. At this workshop an expected logic for the project was mapped (see Attachment 1. Program Logic) to identify the outcomes sought and information to be collected. Following the workshop, a Monitoring, Evaluation, Reporting and Improvement (MERI) Plan was developed.

### Focus of the M&E

The M&E component of project was designed to answer four key evaluation questions (KEQs) to address process effectiveness, project effectiveness and the legacy of the project. The KEQs are as follows:

#### *Process Effectiveness*

1. How appropriate is the project delivery model for achieving its intended outcomes?
2. What key lessons can be identified from the project delivery that could improve its effectiveness?

#### *Project Effectiveness*

3. How effective is the project in delivering its intended outcomes?



### Legacy

#### 4. How sustainable are the outcomes of the project likely to be?

This report presents the findings against each of these questions.

It was agreed at the beginning of the project that the M&E component would use the data collected by Colmar Brunton to assess the effectiveness of achieving the outcomes (KEQ3). While this question is considered and findings are made about the achievement of outcomes, the Final Evaluation Report primarily focuses on the effectiveness of the processes adopted in the project delivery and any lessons learned (KEQ1 and KEQ2). It couples this process evaluation with a reflection on the outcomes data sourced by Colmar Brunton, mapping these outcomes against the theory-based approach to understanding project effectiveness (see Attachment 1. Program Logic), following which it considers the sustainability of these outcomes for ensuring legacy (KEQ4).

### Data sources

Data sources included key project partners, the project website and project documents including research reports produced by Colmar Brunton and operational documents such as the responses to the three Request for Proposals (RFP) that make up the project. These are listed in Table 1 below.

**Table 1. Data sources for the final evaluation**

Data source	Number consulted	Purpose - to provide evidence of:
<b>Project partners</b>	5	<ul style="list-style-type: none"> <li>Process effectiveness</li> <li>Project effectiveness</li> <li>Legacy</li> </ul>
<b>Project website</b>	1	<ul style="list-style-type: none"> <li>Project outputs</li> </ul>
<b>Documents</b> <ul style="list-style-type: none"> <li>Research reports</li> <li>Operational documents</li> <li>Responses to RFPs</li> </ul>	9	<ul style="list-style-type: none"> <li>Process effectiveness</li> <li>Project effectiveness</li> <li>Legacy</li> </ul>

### Data collection

1. Desk top review:
  - a. All documents provided were reviewed for evidence against the KEQs including the research reports produced by Colmar Brunton.
2. Targeted semi-structured interviews:
  - a. In June 2019 five project partners were interviewed to discuss their experiences of the project delivery and their observations about the achievements and legacy of the project outcomes.

### Data analysis and synthesis

Data from each source was analysed separately for evidence against the KEQs. Data from all sources was then synthesised for each question and recorded in the evidence tables. Findings were then drawn from the synthesised evidence tables.

### Limitations of methodology

The main source of evidence about the effectiveness of achieving project outcomes has been drawn from primary research undertaken by Colmar Brunton with project beneficiaries (educators, parents or children). As a result, the evaluation is reliant on mainly qualitative evidence from a small number of project partners and limited quantitative analysis from existing reporting to assess the achievement of outcomes.

However, as the project outputs, the webisodes and “Nomcasts”<sup>1</sup>, have only recently become available to beneficiaries, it is unlikely that more substantial evidence would be available at this early stage in its implementation.

---

<sup>1</sup> Webisodes and Nomcasts are the digital resources produced by Phenomenom. Webisodes refer to a series of episodes made available for online viewing whilst a Nomcast is the title given by Phenomenom to podcasts (episodic audio files available for consumption).

## Findings

The section is structured to answer the KEQs with the presentation of findings discussing the effectiveness of project delivery processes (KEQ 1), lessons learned regarding process effectiveness (KEQ 2), achievement of project outcomes (KEQ 3), and a consideration of the sustainability of these outcomes for ensuring legacy (KEQ 4).

Where evidence has been provided from interviews with project partners, sources are referenced as I\_00.

### Key Finding

Phenomenom demonstrates a successful research-led approach to the development of digital food education resources, enabling the project to improve its alignment with the needs and interests of its target audience – students and educators. The evidence points to an innovative and iterative process that has demonstrated a changed perception of and attitudes to vegetables for children who are exposed to Phenomenom resources. The legacy of the project is promising, as evidenced by educators' willingness to share Phenomenom resources with colleagues and to employ these resources in their classrooms.

## Process effectiveness

### The effectiveness of project delivery process

#### Key Finding

The research-led development of the project enabled the project partners to make changes to the project's design and delivery strategies that would improve its reach to students and educators. Phenomenom resources were closely aligned with the National Curriculum to appeal to teachers whilst the length of episodes and type of presenters were refined to better appeal to children. This iterative process created challenges for the project team when attempting to meet requirements set out in the Contract. These challenges made the delivery stage more complex and incurring additional costs so that the project partners could comply with the contract. The effectiveness of the project delivery process was also affected by contractual restrictions that meant the project team could not access funding for paid distribution of resources as well limited funding resulting in the development of podcasts (named Nomcasts).

### Adoption of a research-led co-design process

#### *The project's design and delivery were research-led*

A knowledge audit was conducted by Colmar Brunton to gain in-depth understanding of the target market and to develop and test the concepts underpinning the project. The findings of the knowledge audit were then used in the development of the project's outputs (Colmar Brunton: 2017a).

Colmar Brunton then produced a qualitative exploration using four 90-minute focus groups, 12 45-minute in depth interviews and fieldwork conducted in Melbourne (Colmar Brunton: 2017b). According to the timeline created by Edible Adventures, the key findings from the qualitative exploration were shared at a workshop was used to refine the project scope and outputs including the target audience, topic selection and presenters (Edible Adventures: 2018).

The use of research to support the design of the project was commended by two of the five interviewees:

*"[Colmar Brunton's research] was the guiding document of what was to follow. So that worked really well because it kept us from straying too far" (I\_02).*

*"When you are working with someone new who are happy to back themselves up with research and are trying to go about it in a way that's effective, you are definitely impressed" (I\_03).*

#### *The research was used to frame Phenomenom differently from other food education resources*

Three of the interviewees discussed the deliberate decision to frame Phenomenom differently from existing food resources, in line with market research findings:

*"So over time you expect that proportion of society we called Rebellion will get bigger in the next ten to fifteen years. What we produced is really quite safe in the sense that it will work and people will come on board naturally" (I\_04).*

*"Phenomenom came from a different perspective of curiosity and rebellion and not a 'should do, must do'... We knew that if we looked like any other health program, we would not work to achieve our goal of kids eating more vegetables and a variety of vegetables" (I\_03).*

*"[The Phenomenom] approach is not about telling kids what to eat and what not to eat. This is more about sparking their curiosity... A lot of [existing food resources] up until now has been very focused on health and nutrition and it has been shown to be quite confusing for kids and create a lot of anxiety not just in kids themselves but in parents and teachers." (I\_02).*

#### *Project partners valued the collaborative approach to content design*

According to four of the five project partners, a major success of the project delivery was the co-design process adopted in creating the content resources:

*"I think that what we did very well was that we got together as a team and looked at how the resources and the webisodes and the overarching themes and research all informed each other" (I\_01).*

*"I think it's just been really collaborative the whole way through... I think it was such a multistage approach to the research, the fact that it was all able to come together and was collaborative. It made it quite effective" (I\_05).*

## Research was used to iterate project outputs

### *The target audience of the project was revised following the research*

The target group was revised from children ranging from 6-14 years old to children ranging from 8-12 years old. This change was made following research conducted by Colmar Brunton because of the significant difference in viewing preferences between 6 and 14-year-old children (Edible Adventures: 2018). In the interviews and in the subsequent *Behaviour Change Report* produced by Colmar Brunton, educators were identified as the target influencer to reach children (Colmar Brunton: 2018).

### *The format of the presenter was revised following research*

The qualitative report produced by Colmar Brunton indicated that the presenter format of the project was altered from the Project Lead as the sole presenter of the series to a combination of the Project Lead and child presenters. This decision was made based on research demonstrating that children would identify well with presenters of their own age (Colmar Brunton: 2017b).

This revision was also discussed by one project partner in their interview:

*“[The Project Lead] at the time was going to be the host of the show but she rarely features in it because they wanted children speaking to children. So you see five lead actors and actress in it that are children” (I\_04).*

### *The number of webisodes was revised following research*

In Part 1 of the contract, the outputs of the project included a 10-part web-series hosted on a dedicated website and/or free-to-air and catch-up platform such as ABC or SBS (Hort Innovation: 2017a). However, the outputs were later changed to a 25-episode structure (Edible Adventures: 2018).

The decision to change the number of webisodes was discussed by two project partners who attributed this revision to research conducted by Colmar Brunton:

*“When we pitched the program, we pitched 10 episodes and we ended up delivering 25. That was because of the research” (I\_01).*

*“At the start the concept was 10 webisodes at about 20 minutes each on TV. From what we gathered from the research, children don’t have much of an attention span so all the videos they’ve made are really short and sharp, quick and easy” (I\_04).*

### *The nature of the summary episode was revised as a result of production costs and distribution*

According to Part 1 of the contract, a summary episode was to be designed for screening on free-to-air television and/or a major media streaming service such as Qantas Inflight Entertainment (Hort Innovation: 2017a). In Part 2 of the contract, this summary episode was revised to a long-form documentary episode designed to be screened on free-to-air television (Hort Innovation: 2017b).

However, a decision was made to shelve the long form documentary and return to the originally intended summary episode as a result of the cost of producing a documentary, concerns regarding its distribution

and reach, as well as reservations regarding the quality of producing a documentary (Edible Adventures: 2018).

***The content of resources was aligned with the National Curriculum***

The timeline created by Edible Adventures noted that the alignment of the project with the National Curriculum was initially intended to be informal but was made more rigorous. As a result, the content of the outputs shifted to focus on key subjects taught in primary schools (Edible Adventures: 2018).

The rigorous process of aligning the project with the curriculum was discussed by one of the project partners:

*“[Project partner] went through the 40,000 lines of the National Curriculum and identified opportunities for teaching about food and from that we came together and thought about ways we could creatively convey that through the webisodes and the resources” (I\_01).*

**The research backed iterations were valued by project partners and beneficiaries**

***The alignment to the National Curriculum was appreciated by teachers***

According to the Final Report produced by Colmar Brunton, teachers and found the additional aligned curriculum plans added further value (Colmar Brunton: 2019).

***Workshops aimed at engaging teachers were successful***

Two of the five project partners interviewed discussed the success of workshops to introduce teachers to Phenomenom:

*“I did a workshop last week along with our curriculum specialist in Geelong. And I think from that we had 60 hits. Pretty much every teacher in that room looked up our website afterwards. That’s the sort of think through that we need” (I\_01).*

*“We were presenting Phenomenom videos and lessons plans related to bush foods. The vibe in the room was so positive. They basically went OMG” (I\_03).*

***Students found the project’s outputs interesting***

In the final report produced by Colmar Brunton, 79% of the students surveyed (n=47) found the resources interesting (Colmar Brunton: 2019). The top 8 ranked associations that students made with the resources were all positive associations, including cool, fun to watch and different (see Figure 1).

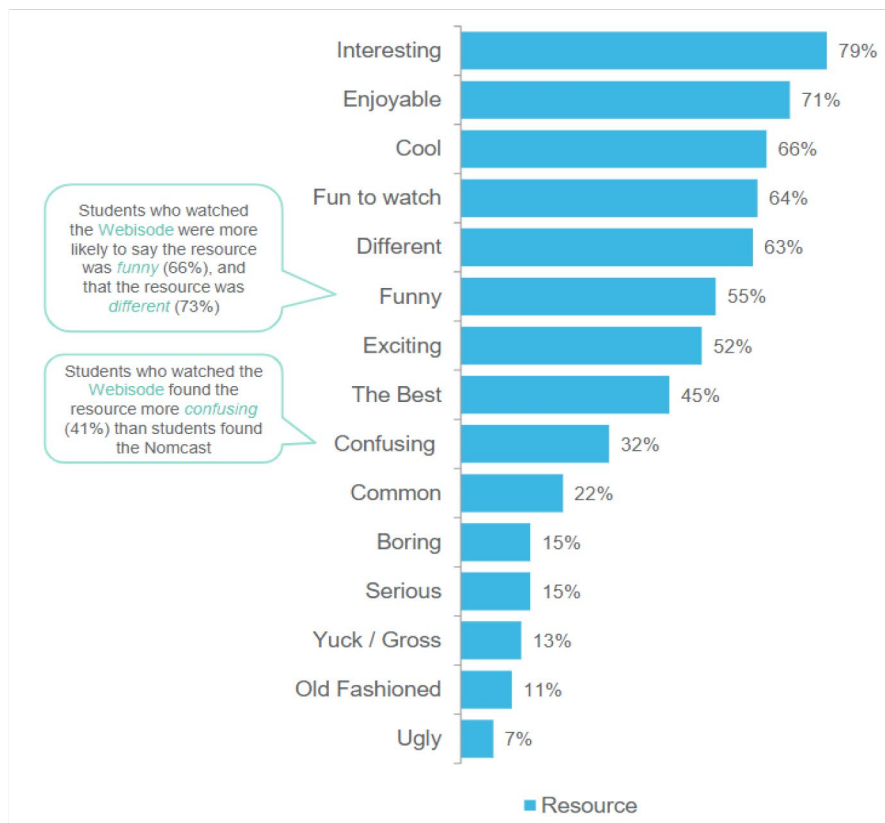


Figure 1. Student word associations with Phenomenom outputs (Colmar Brunton: 2019)

*The negotiation of market research and the National Curriculum was commended by a project partner*

One interviewee discussed their satisfaction with the project's alignment to the National Curriculum while striking a balance with consumer market research:

*"I was happy with how although they focused on consumer behaviour, they linked to the education mandate in equal measure" (I\_03).*

The interviewee attributed the project's successful negotiation of consumer behaviour and educational value to the Project Lead's background:

*"I think this is because [the Project Lead] is very experienced with consumer experience and the fact that she had been a teacher and she and I spoke the same language meant we were able to straddle both worlds" (I\_03).*



### **The iterative research-led approach created some challenges to process effectiveness**

#### *Some of these process changes resulted in additional costs for the project*

A decision was made to include heavier animation elements. This decision added significant costs to production and extended the delivery timeframe of the project (Edible Adventures).

#### *Additional production costs were incurred due late stage iteration of the outputs*

One project partner discussed the challenge of iterating outputs with Hort Innovation following final production and its implications on cost and timelines.

*“But in production, if you are delivering something final it’s expensive to do because you’d have to go back and make changes to things you have already theoretically exported or delivered as a final product. It ended up dragging out our timelines and costs” (I\_02).*

### **The iterative research-led approach was impacted by the conventional Contract process**

According to the timeline created by Edible Adventures, the contract requirement to meet pre-determine timeframes and costings was not compatible with the changing nature of the project (Edible Adventures: 2018).

#### *Contract requirements impacted the selection of subcontractors*

The timeline suggests that the contractual requirement to pre-organise subcontractors resulted in the last-minute selection of a creative agency that did not meet Edible Adventure’s expectations (Edible Adventures: 2018).

This issue pertaining to subcontractor selection as raised by three of the five project partners:

*“There were problems in design with a subcontractor that several of us didn’t feel was doing a very good job” (I\_03).*

*“On the way that Hort funds it, we had to have our subcontractors up front, so we had to bring together a team really quickly. So, the people that worked very well we kept but the people that didn’t work very well [we let go]. But we weren’t able to do this until [the additional funding] of the project” (I\_01).*

#### *There was difficulty meeting legal requirements of the Contract within the production industry*

Edible Adventures noted that Hort Innovation’s legal requirements that all subcontractors have Public Liability insurance valued at \$20 million and Professional Indemnity insurance valued at \$1 million are uncommon in the production industry (Edible Adventures: 2018).



*However, the project team found the 3-part contract beneficial to accommodate some changes to the project's delivery*

Edible Adventures contract with Hort Innovation was divided into three parts with Part 1 being the initial market research component, Part 2, development of content matter and the distribution strategy and Part 3 was the implementation (Hort Innovation: 2017a; Hort Innovation: 2017b; Hort Innovation: 2017c).

The timeline provided by Edible Adventures indicates that the decision to split the project into three parts (due to \$800,000 price thresholds) allowed the project team to make changes to the project in response to the information obtained through research (Edible Adventures: 2018).

### **Some iterations to the process were made as a result of limited funding**

*The decision to produce Nomcasts was influenced by funding constraints*

Following further funding, the outputs were extended to include podcasts, titled "Nomcasts" with 26 webisodes and 2 Nomcasts currently available for public consumption (Hort Innovation: n.d.).

Two project partners discussed funding constraints influencing the decision to produce Nomcasts:

*"The lack of budget and the lack of timing involved... they resorted to podcasts instead of webisodes and podcasts are audio only and are not as engaging" (I\_04).*

*However, findings suggest that the webisodes are more popular than the Nomcasts*

Findings in the final report produced by Colmar Brunton suggested that both teachers and students preferred the Webisode to the Nomcast. Teachers rated Webisode 8/10 and Nomcast 7.9/10 while students rate the Webisode 8.5/10 and the Nomcast 7.1/10. Teachers believed the Nomcast requires more visual stimulation to engage students. However, if used in conjunction with additional resources in the classroom, the issue may be overcome (Colmar Brunton: 2019).

### **There was mixed success in distribution, attributed to a lack of funding**

*Success of forming distribution partnerships*

One interviewee discussed the distribution partners secured by the project team:

*"We also made contact with Youtube Kids and they featured some of the webisodes for us which really helped spruce about viewing numbers. We made partnership with Clickview. We got an episode on Qantas." (I\_02).*

### *Inability to secure a partnership with ABC*

Two interviewees discussed the extensive work done to align Phenomenom with ABC requirements and the failure to secure this partnership.

*“With distribution, we were angling for a partnership with ABC. ABC would have fit perfectly with what we were doing with schools” (I\_02).*

*“[Redacted] made some connections with ABC Education and they were interested but when it came to the Acquisitions Department, they didn’t communicate the material to the Education Department and decided to reject it.” (I\_02).*

### *There was a challenge to distribution without paid marketing*

The timeline provided by Edible Adventures indicates that the inability to use the funding for paid marketing has complicated and challenged Edible Adventure’s efforts to get materials out to market (Edible Adventures: 2018).

The challenge of distribution as a result of marketing restrictions was discussed by one project partner:

*“We’ve relied heavily on digital means without any paid assistance [advertisements]. And in the digital world, if you’re not paying for what you’re doing, they tend to bury it quite well” (I\_02).*

The project partner also discussed the issue of reaching target audiences without paid marketing:

*“The delivery was affected by learning that we couldn’t do any marketing. [Project partner] did well to get coverage by leaning on her contacts. So, we got really good nationwide coverage in paper and online and TV (ABC News Breakfast) but not very specific to teachers” (I\_02).*

## Learnings regarding process effectiveness

### **Key Finding**

Evidence suggests that the project would be more effective with increased investment in targeted and on the ground distribution. The project team also identified learnings for cost-effective production of outputs and for program design, such as an identification of the target audience within teacher types (Casual Relief Teachers and new graduate teachers) that could be leveraged for improved uptake of Phenomenom resources, as well as opportunities for the extension of the project to reach homes in addition to schools. Finally, there were some learnings attributed to project management such as clarifying expectations as when working with an external funder and putting subcontractors out to tender.

This project is innovative and ahead of its time. Based on initial experiences of the project team, this is likely to work favourably for the future uptake of project resources and achievement of project outcomes.

### Increased investment into distribution strategies

#### *The need for ongoing, targeted and in-person distribution strategies*

Two of the five interviewees discussed the need for on the ground strategies to engage teachers and increase distribution of Phenomenom. Two of the interviewees discussed the opportunity to package Phenomenom distribution with professional development and peer support for target teachers:

*“A series of workshops so we can go around the country and run professional development opportunities for teachers, specifically pre-service teachers and CRTs who are the most likely to take up the resources” (I\_01).*

*“Having an ongoing distribution plan rather than a one-off blast and the projects over. Getting on the ground and into groups of schools more ideally” (I\_02).*

#### *Possibility of partnerships to increase distribution and reach*

One interviewee discussed the potential for engaging industry and corporate partners to support the distribution of the project to educators:

*“Bringing in industry and corporate partners to help support the program.... That allows to attract marketing and the kind of support it needs. It needs a boost to put it right in front of the teachers” (I\_02).*

#### *Potential for targeted funding for distribution*

One interviewee discussed the potential for targeted funding to support the distribution of the project:

*“If we get more future funding that allows us to move away from the R&D space into the marketing space, then that would really boost what we have already done but also allow us to create stuff that’s even better” (I\_02).*

### Finding less expensive ways of creating resources

One interviewee discussed the learning regarding Nomcasts as a lower cost alternative to webisodes:

*“Another learning that we made was that we needed to find a less expensive way of creating resources... The podcasts are a lot more cost-effective for [the funders] and a lot clearer and simpler for us” (I\_01).*

## Design learnings to leverage for improved uptake

### *Developing a better understanding of the target audience*

One interviewee indicated that, following the production and distribution of the first round of webisodes, the project team learned it was specifically CRTs and new graduate teachers who were most interested in Phenomenom:

*“Another lesson would be understanding our audience better. We built this for teachers, but we are learning that there are particular types of teachers who are really attracted to it. So that will affect more how we distribute this next phase” (I\_02).*

### *The opportunity for hands on, school-based resources for educators*

In addition to digital resources, many teachers were interested in more hands on, school-based resources. 73% of the educators surveyed (n= 44) expressed an interest in cooking activities while 68% (n=41) expressed an interest in school incursions and 63% (n=38) in hands on experiments (Colmar Brunton: 2019).

### *Designing Phenomenom to extend from schools and into homes to increase its effectiveness*

One interviewee discussed the potential for extending the reach of Phenomenom from schools to homes in order to have a greater impact.

*“What we have already developed can be used straightaway in the classroom and if we can translate that to homes, that would make the program really impactful” (I\_02).*

## Learnings for project management

### *Putting contracts out to tender*

Noted in the timeline created by Edible Adventures, Edible Adventures stated that *“in the future we would be open to putting these types of projects out to tender”* following their dissatisfaction with, and subsequent dismissal of their original creative agency (Edible Adventures: 2018).

### *Clarifying expectations for the project delivery process*

The timeline indicates that last minute script writing, actor engagement and locations impacted the process of approving segment outlines and scripts prior to filming. Edible Adventures recognised this as a learning and consequently created a “Rules” document outlining the process with agreement from Hort Innovation (Edible Adventures: 2018).

The learning around establishing shared expectations from the project delivery process was also discussed by one interviewee:

*“We were able to involve Hort a lot more in production, especially, which we insisted on. That was a lesson. That we needed Hort to be a lot more hands on” (I\_02).*

### Phenomenom is ahead of the game

Two of the five project partners interviewed discussed a key learning being that Phenomenom is a food education resource that is before its time:

*“We conducted a survey last year Australia-wide with 2,500 people nationally representative. 72% of those said that the education system in Australia needs a complete overhaul. So, it’s not so much about the changes important in Phenomenom. It’s about what are the other programs going to do to adapt to change. We are probably ahead of the game here” (I\_04).*

*“I have a suspicion we are doing something quite unusual and innovative and it would be good to see what’s been done at the top, to aim for the top!” (I\_03).*

### Project effectiveness

Six end of project outcomes were identified for this project that represent its contribution to the broader goals to: improve children’s health through increased vegetable consumption; increase household consumption of vegetables; and increase the community’s positive attitudes to the consumption of vegetables. These outcomes are:

- Increased perception of importance of vegetables with influencers
- Influencers purchasing and consumption of vegetables has increased/modified
- Parents increase purchases of vegetables
- Children have viewed webisodes and resources
- Positive change in children’s perception of and attitude to vegetables
- Children ask for more vegetables
- Positive change in children’s consumption of vegetables

Findings about the effectiveness of achieving these outcomes are presented with reference to the intermediate outcomes and end of program outcomes as captured in the program logic (see Attachment 1. Program Logic).

**Key Finding**

Evidence suggests that an exposure to Phenomenom resources has resulted in a changed perception of, and attitudes to, vegetables for children. Students who have been exposed to Phenomenom are expressing an interest in learning more about vegetables and trying new vegetables although they are although not yet at the point of sharing these resources with their peers. There is also evidence that an exposure to Phenomenom has resulted in changed perceptions towards vegetables amongst influencers with a reported increase in the purchase of vegetables and trial of new recipes by some parents. Finally, there is anecdotal evidence of emergent outcomes for the wider food education industry following the development of Phenomenom resources.

**Influencers are aware of resources and webisodes**

According to the *Final Report* produced by Colmar Brunton, 35% of participating educators (n= 21) who were selected to watch a Phenomenom webisode or listen to a Nomcast had prior knowledge of Phenomenom (Colmar Brunton: 2019).

**Influencers access, and children have viewed, webisodes and resources**

Findings in the final report suggest that 46% (n=40) of the students surveyed were previously aware of Phenomenom whilst 40% of students (n=35) indicated that they have previously used Phenomenom in the classroom (Colmar Brunton: 2019).

**Influencers purchasing and consumption of vegetables has increased/modified**

According to the *Behaviour Change Report*, viewing one of two Phenomenom Modules led to most parents converting certain actions from intended to actual behaviour. This included looking up new recipes (81% for Module 1 and 116% for Module 2), cooking or preparing a new dish at home (73% for Module 1 and 87% for Module 2) and talking to children about vegetables in general (68% for Module 1 and 72% for Module 2) (Colmar Brunton: 2018).

**Parents increase purchases of vegetables**

As a result of exposure to Phenomenom Modules, there was an increase in the purchase of the vegetables featured in the modules. Parents who watched Phenomenom Module 1 increased their purchase of Chillies (9%), Brussels Sprouts (5%), Silver beet (5%), Beetroot (4%) and Green Peas (4%). For Phenomenom Module 2, there was a significant increase in the purchase for Sweet Potato (30%), along with greater purchasing of Beetroot (8%), Green Peas (5%) and Pumpkins (5%) (Colmar Brunton: 2018).

### Positive change in children's perception of and attitude to vegetables

*Students are learning from Phenomenom resources and are interested in learning more*

Findings suggest that 85% of surveyed students (n=74) stated that they learned something new from the Phenomenom resources and two thirds of students were interested in learning about food and nutrition (Colmar Brunton: 2019).

*After using the Phenomenom resources, students were more likely to make positive associations with featured vegetables*

Students exposed to the Phenomenom resources notably increased their positive associations with the featured vegetable – mushrooms. According to the report, there was a 44% increase (n= 38) in students associating the word 'interesting' with mushrooms and a 34% increase (n=30) in the association of the word 'cool' (Colmar Brunton: 2019).

*Students expressed an interest in trying more vegetables following Phenomenom*

According to the *Final Report*, 69% of surveyed students (n=60) wanted to watch or listen to more from Phenomenom and 71% (n=62) wanted to try more vegetables after exposure to the resources (Colmar Brunton: 2019).

*Students are likely to talk to their family about the Phenomenom resources*

48% of surveyed students (n=42) were likely to talk to their family about the Phenomenom resources (Colmar Brunton 2019).

*However, students were unlikely to talk to their friends about the Phenomenom resources*

Students surveyed for the *Final Report* were unlikely to recommend Phenomenom resources to friends with a Net Promoter Score of -42%. 65% of the students surveyed (n=57) rated their likelihood to recommend Phenomenom resources to their friends either 6/10 or below (Colmar Brunton: 2019).

### Unexpected outcomes

*Project partners discussed a shift in the food education landscape following the development of Phenomenom resources*

Three of the five project partners interviewed identified possible implications for the broader food education industry following the development of Phenomenom resources:

*"Prior to this program being launched, most probably all education programs were focused on health and nutrition. We are seeing a shift in the language a lot of organisations are using now,*



*away from just obesity and junk food. There's a lot more openness now about looking at different approaches to engage kids" (I\_02).*

*"[In the past] conversations about food with adults tend to go down two boring channels: cost and healthy eating. The more people who watch the Phenomenom videos, the better the conversation. To me, the biggest delight is that the numbers of viewers have done well and opened up new conversations in schools" (I\_03).*

*"It is interesting how it might have influenced things like [redacted] encouraging teachers to create more video content. At the moment they are running this whole thing about getting teachers to create webisode content for classrooms" (I\_01).*

## Legacy

### Key Finding

The evidence suggests that teachers will continue to draw on Phenomenom resources. The sustainability of the outcomes will also be supported by teachers' expressed willingness to share these resources with other colleagues. However, there is some concern that the sustainability of Phenomenom may be compromised without future funding to ensure that resources remain accessible.

### The project team is confident that Phenomenom will remain relevant to educators

Four of the five project partners interviewed (I\_02, I\_03, I\_04 and I\_05) were confident that the Phenomenom resources will continue to be relevant to educators:

*"This is evergreen content so if teachers find it, they are going to use it for years to come" (I\_03).*

*"We are comfortable or confident that what we are doing will last" (I\_04).*

### Educators are likely to use Phenomenom resources in the classroom

#### *Educators stated that they value teaching students about food and nutrition*

According to the *Final Report* produced by Colmar Brunton, 80% of the educators surveyed (n=48) strongly agreed that they were personally interested in teaching students about food and nutrition with 45% of educators (n=27) stating that they frequently search for new resources to assist in teaching these topics (Colmar Brunton: 2019).

#### *Educators indicated a likelihood to teach topics encompassed in Phenomenom resources*

Most surveyed educators were likely to teach the topics encompassed in Phenomenom resources, specifically about healthy food & diet (73%, n= 44), sustainability & sustainable farming (75%, n=45), and fruit & vegetable farming (73%, n=44) (Colmar Brunton: 2019).



*Educators stated that they would use Phenomenom resources in the future*

77% of the educators surveyed (n= 46) stated that they would seek out Phenomenom as a classroom resource in the future while 25% of educators (n=15) stated that they were open to using Phenomenom as a classroom resource on a weekly basis or more frequently (Colmar Brunton: 2019).

**Educators were likely to share Phenomenom resources with colleagues**

73% of surveyed educators (n=44) were likely to recommend Phenomenom as a teaching resource to their colleagues (Colmar Brunton: 2019).

**One project partner expressed concern about the project's legacy in the absence of funding**

One interviewee discussed the need for further funding and stakeholder support to sustain the project into the future:

*"The longer Phenomenom is able to be out there, the more chance it has to reach teachers. And it relies on funding" (I\_03).*

## Conclusion

This project has demonstrated successful execution of an evidence-based research informed co-design process. Having drawn on research to refine and re-orient the scope and contents of its outputs, the project has undergone frequent iterations to better contribute to its goal of improving children's health through increased vegetable consumption. As a result, it has produced communications products and methods that are innovative and respond to the needs of their ultimate audiences – the children.

By aligning closely with the National Curriculum and concentrating its distribution efforts at targeting teachers, the project has seen some uptake in classrooms with an attributable impact on positive perceptions of vegetables amongst children using Phenomenom resources. This iterative and collaborative approach to research and development has implications for funders with an interest in supporting the future development of digital educational resources. In particular, the need to accommodate the non-linear design and development processes that produce such innovations when contracting these projects.

## Recommendations

1. Based on the findings from Colmar Brunton's research, the continued production and distribution of Phenomenom resources is likely to be an effective way of stimulating a positive change in children's perception of vegetables. Therefore, this project would benefit from funding to improve and sustain targeted distribution to educators, specifically CRTs and new graduate teachers.
2. This project has highlighted emergent outcomes for teachers and the Australian food education landscape as a result of research and iteration. As such, the project would benefit from undertaking a review of its original program logic to include more intermediate outcomes outlining the role of educators in achieving the end of program outcomes for children. It will also benefit from including end of program outcomes and goals for the broader food education landscape.

## References

Colmar Brunton (2017a), Project Sprout Knowledge Audit May 2017

Colmar Brunton (2017b), Project Sprout Qualitative Exploration June 2017

Colmar Brunton (2018), Project Sprout Behaviour Change Report July 2018

Colmar Brunton (2019), Phenomenom Final Report June 2019

Edible Adventures (2018), VG16018 Educational Opportunities Project timeline

Hort Innovation (n.d.), *Phenomenom webpage*. Available Online: <https://phenomenom.com.au/> [Accessed on 11 July 2019].

Hort Innovation (2017a), VG16018 Educational opportunities around perceptions of, and aversions to, vegetables through digital media (Part 1 – market research)

Hort Innovation (2017b), VG16018 Educational opportunities around perceptions of, and aversions to, vegetables through digital media (Part 2 – Development)

Hort Innovation (2017c), VG16018 Educational opportunities around perceptions of, and aversions to, vegetables through digital media (Part 3 – Implementation)

## Refereed scientific publications

None to report.

## Intellectual property, commercialisation and confidentiality

No project IP, project outputs, commercialisation or confidentiality issues to report.

## Attachment 1. Program Logic

In the section below a narrative of the program logic is followed by its diagrammatic representation.

### Project description

The following narrative that precedes the program logic diagram has been developed to articulate the cause and effect relationships underlying the logic model.

The **ultimate goals** of the *Educational Opportunities Project* are to improve children's health through increased household consumption of vegetables and to increase the community's positive attitudes to the consumption of vegetables. More broadly, the project aims to contribute to reducing food waste and increasing vegetable sales as a result of increased household consumption. The project is designed as an educational approach focused on reaching the people who may influence the perceptions of children about vegetables. The project team will create webisodes that can be accessed by these influencers through digital communications methods and thus contribute to changing children's attitudes and behaviours around the consumption of vegetables.

The *Educational Opportunities Project* begins with the first phase of **foundational activities** (research) which include contracting researchers to complete a knowledge audit of the existing food education programs undertake research to explore the attitudes and values to vegetable consumption to inform the topics and content matter for the webisodes to be developed. Strategic implementation planning, the development of a digital media strategy and communications strategy, and monitoring and evaluation planning are also completed at this stage. The second phase of foundational activities (development) includes holding concept development workshops, testing the webisode concept with consumers and contracting the production and digital design company that will create the webisodes.

**Influence activities** include the establishment of baseline attitudes and behaviours to assess changes once the webisodes are accessed, the implementation of the digital media distribution and communications strategies, and the development and optimisation of the ten part webisodes and complementary resources. The webisodes and resources are then communicated to influencers through the communications strategy and a summary episode is screened on free to air TV to create broad awareness of the webisodes and resources.

Through these influence activities there is an increased understanding of the barriers to vegetable consumption among children and of the perceptions of school age children that might contribute to those barriers. From this understanding, new and innovative approaches to food education have been developed and made available to educators, parents and care givers who influence children. These represent the **immediate changes** from the project.

With the communications and digital distribution strategies reaching their intended audiences, these influencers become aware of and access the webisodes and resources. These are the **intermediate outcomes** of the project.

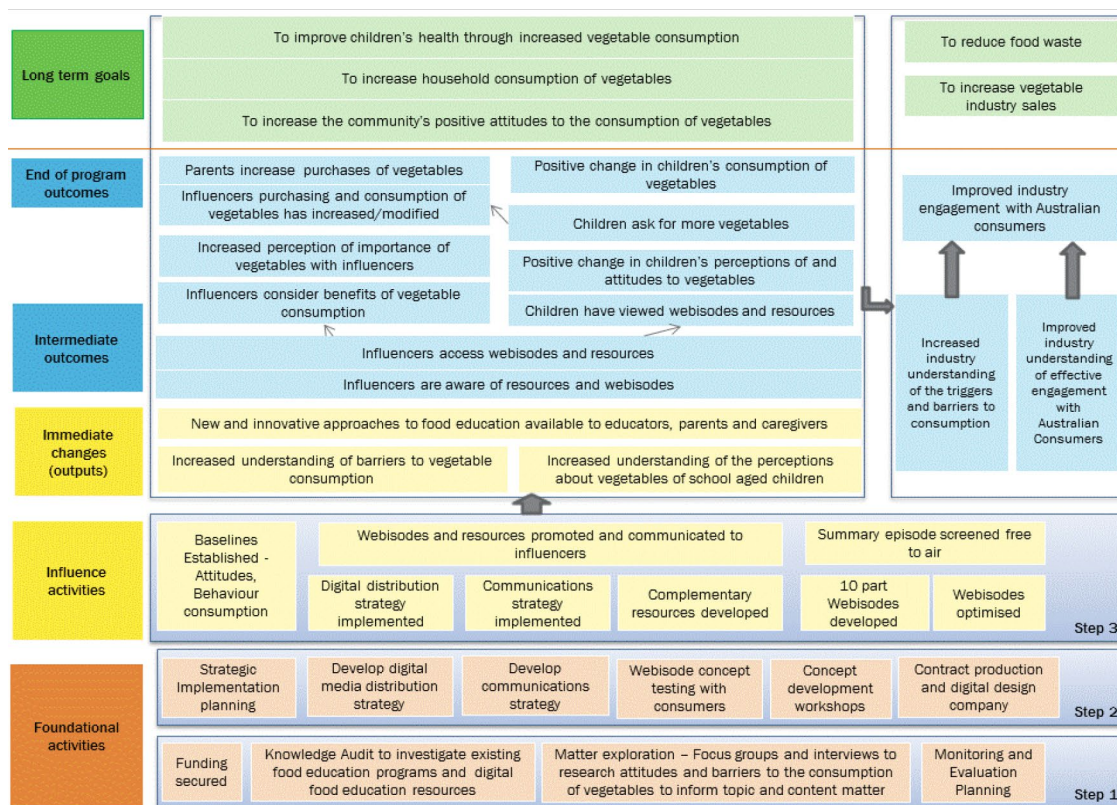
The **end of project outcomes** focus on the influencers, particularly parents, and the children. Influencers consider the benefits of vegetable consumption, increasing their perception of the importance of vegetables. They then increase and modify their purchases and consumption of vegetables, increasing the vegetables available for their children. Children view the webisodes and resources which bring about positive changes in their perceptions and attitudes to vegetables. Children then ask for more

vegetables in the home. With increased availability in the home, there is a positive change in children's consumption of vegetables.

At a **systemic level**, the lessons learned from the research undertaken to understand the triggers and barriers to vegetable consumption and what constitutes effective engagement with Australian consumers is conveyed and taken up by the vegetable industry. These lessons are incorporated into the vegetable industry's practices. The changed practices contribute to increasing vegetable industry sales and reducing food waste.

## Program logic model

Figure 2. Program logic



# Project Phenomenom III

## Teacher Questionnaire

Project Number: 83404469

Project Name: Project Phenomenom III

Main Client Service Contacts: Denise Hamblin, Sarah Thompson, Jackie Erny

Issue Date: DRAFT – 14.8.20

### ONLINE FIELD BRIEFING NOTES

#### 1. Background Information – For internal use only

To measure the impact of Phenomenom podcasts, webisodes and resources on both teachers and students, and parents – and to understand the specific impact of the Good Mood Food module.

#### 2. Schedule/Timing

Task at hand	Completed by
Fieldwork	7 <sup>th</sup> September – 20 <sup>th</sup> September
Result Collation	21 <sup>st</sup> September – 27 <sup>th</sup> September
Full Report sent to Edible Adventures	12 <sup>th</sup> October

#### 3. Sample Size & Quotas

All teachers to evaluate either ONE Webisode OR ONE Nomcast.

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#### 4. Stimulus

**Webisode:** Themes: Moving, Sharing & Exploring, Mindfulness & Resting

Featured levies: Macadamia, Fruit salad (pear, orange, custard apples, apple, grapes, lychee, banana, blueberries, strawberries, raspberries) out of the bowl, veggies bursting out from plantar box: leafy greens, Beetroots, carrots, mushroom, potato, celery, cabbage, Avocado, Nuts (Almonds, Hazelnuts, Cashews, Walnuts)

**Nomcast Episode:** Theme: Moving

Resource: Movement Maths (Maths, Health and Physical Education Years 4-7). This practical maths lesson activates the mind and the body. Students practise sequences of vegetable movements.

They then work in pairs to sequence them into a 'code' or a recipe/food message. Can others understand? This lesson also includes movement for symmetry and a 'fraction dash'. Students write the rules to a game that includes a numeric calculation.

Featured levies: Strawberry, Cherry, Dried Grapes (Raisin, Sultana, Currant), Dried Prunes, Dried Tree Fruit (dried Apricot), Papaya, Rubus (Blackberry, Raspberry), Figs, Avocado, Onions, Leeks, Asparagus, Celery, Jerusalem artichokes, Olives.

## Survey Introduction

### SURVEY LANDING PAGE (INTRODUCTION)

Thank you for agreeing to take part in the survey.

This survey will take approximately 10-15 minutes of your time, and will require you to {Watch a short video / Listen to a short podcast}. If you choose to participate, no individual responses will be given to the sponsor of this research; they will be combined with those from other participants of the research to ensure confidentiality is maintained.

Please click next to continue.

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## Introduction

To get started, we would like to know a bit about you...

YEAR LEVEL TAUGHT	
<b>Q1.</b> Which year level do you currently teach most often? <i>Please select the option that you teach <b>most</b>.</i>	<b>SR</b>
1. Prep	<b>CLOSE</b>
2. Year 1	<b>CLOSE</b>
3. Year 2	
4. Year 3	
5. Year 4	
6. Year 5	
7. Year 6	
8. Year 7	
9. Year 8	
10. Year 9	<b>CLOSE</b>
11. Year 10	<b>CLOSE</b>
12. Year 11	<b>CLOSE</b>
13. Year 12	<b>CLOSE</b>
14. Other (please specify)	<b>CLOSE</b>

LENGTH OF TEACHING CAREER	
<b>Q2.</b> How long have you been teaching for?	<b>SR</b>
1. This is my first year of teaching	
2. 2 years	

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3.	3 – 5 years	
4.	6 – 9 years	
5.	10 – 15 years	
6.	16 – 20 years	
7.	More than 20 years	

GENDER		
<b>Q3.</b>	Please select your gender.	<b>SR</b>
1.	Male	
2.	Female	
3.	Other	
4.	I prefer not to answer	

## Usage & Attitudes

CURRENT TEACHING RESOURCES	
<b>Q4.</b> How frequently do you use online / digital teaching resources?	<b>SR</b>
1. More than once a week	
2. About once a week	
3. About once a fortnight	
4. About once a month	
5. About once a term	
6. A couple of times a year	
7. About once a year or less	
8. Never	

**IF 8 SELECTED IN Q4, SKIP TO Q6**

ONLINE TEACHING RESOURCES	
<b>Q5.</b> Which of the following online/digital teaching resources do you currently use? <i>Please select all that apply.</i>	<b>MR, RANDOMISE</b>
1. ClickView	
2. YouTube	
3. ABC Kids	
4. Cool Australia	
5. Skwirk	
6. Kahoot!	
7. GoNoodle	
8. Phenomenon	
9. Other (please specify)	<b>DNR, OE</b>

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FUTURE ONLINE TEACHING RESOURCES	
<b>Q6.</b> In the future, do you imagine using digital/online resources... <i>Please select all that apply.</i>	<b>SR</b>
1. More than you currently do	
2. The same as you currently do	
3. Less than you currently do	

Now thinking specifically about teaching about food, nutrition, and topics related to food...

CONFIDENCE / VALUE IN TEACHING	
<b>Q7. A.</b> How much <b>value</b> do you think there is in teaching your students about the following topics? <i>Please rate the statements from 'Not at all valuable' to 'Extremely valuable'.</i>  <b>B.</b> And how <b>confident</b> are you in teaching your students about the following topics? <i>Please rate the statements from 'Not at all confident' to 'Extremely confident'.</i>	<b>GRID - RANDOMISE STATEMENTS</b>
Statement	A. SCALE (0 = Not at all valuable   10 = Extremely valuable) B. SCALE (0 = Not at all confident   10 = Extremely confident)
1. Eating healthy foods/a healthy diet	ADD SCALE
2. Foods from around the world	
3. Food chemistry (e.g. chemical makeup of foods)	
4. Origins of food	
5. History of food	
6. Sustainability (e.g. Sustainable Farming)	
7. Paddock/farm gate to plate	
8. Food Preparation	
9. Super Foods	
10. Native Foods	
11. Fruit & Vegetable Farming	

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12. Indigenous Education	
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AGREEMENT STATEMENTS	
<b>Q8.</b> To what extent do you agree or disagree with each of the following statements regarding <b>food &amp; nutrition education</b> ? <i>Please rate the statements from 'Strongly Disagree' to 'Strongly Agree'.</i>	<b>GRID - RANDOMISE STATEMENTS</b>
Statement	SCALE (0 = strongly disagree   10 = strongly agree)
1. There are plenty of teaching resources available.	ADD SCALE
2. Teaching about this is promoted in my school.	
3. I am personally interested in teaching kids about this.	
4. I have the opportunity to explore topics related to this in my classroom.	
5. I would like to see more teaching resources become available on this topic.	

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## Phenomenom

We are now going to speak to you about a teaching resource called **Phenomenom**.

Phenomenom is a series of webisodes and podcasts and associated lesson plans and other resources that cover topics related to food and nutrition. You will see an example of one of these today, however it is part of a much larger group of resources.

When you consider Phenomenom throughout the remainder of the questionnaire please remember there are many more resources in the program that cover other topics to do with food and nutrition and includes resources for multiple subjects (i.e. maths, science etc.), targeted for different age groups.

ASK ALL	
RESOURCE AWARENESS	
<b>Q9.</b> Have you heard of Phenomenom before? If so, have you used this resource in your classroom? <i>Please select the correct response.</i>	<b>SR</b> <b>RANDOMISE</b>
1. Yes, I have heard of Phenomenom, but I <b>HAVE NOT</b> used it in my classroom	
2. Yes, I have heard of Phenomenom, and I <b>HAVE</b> used it in my classroom	
3. No, I haven't heard of this teaching resource before	
4. Unsure	<b>DNR</b>

SHOW ALL	
ADDITIONAL RESOURCE	
<p>Here is an example of an example of a teaching resource which could be available through the Phenomenom website and that is linked to a relevant curriculum code.</p> <p><b>This particular resource is called the <i>Good Mood Moves</i> wheel, and can be utilised to give a 'brain break' or movement break for students in the classroom.</b></p> <p>Please see an example of how this resource can be used and interacted with, and when you are ready to continue, please click "next" below.</p> <p><i>Please note, this just an example of one type of resource available through the Phenomenom site. There are other numerous resources and lesson plans for different subjects and year groups also available.</i></p>	

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<b>+ INSERT SNIPPET OF TEACHING RESOURCE (INTERACTIVE SPINNING WHEEL)</b>	
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<b>ASK ALL</b>										
<b>ADDITIONAL RESOURCE OVERALL LIKING</b>										
<b>Q10.</b> How appealing to you is this interactive Phenomenom teaching resource, <b>the Good Mood Moves Wheel</b> ?										
<i>Please use the scale provided below where 0 means Extremely Unappealing and 10 means Extremely Appealing.</i>										
Extremely Unappealing										Extremely Appealing
0	1	2	3	4	5	6	7	8	9	10

<b>ASK ALL</b>										
<b>LIKELIHOOD TO USE ADDITIONAL RESOURCE</b>										
<b>Q11.</b> How likely would you be to use a Phenomenom teaching resource, like you've just seen, as a classroom resource in the future?										
<i>Please use the scale provided below where 0 means Extremely Unlikely and 10 means Extremely Likely.</i>										
Extremely Unlikely										Extremely Likely
0	1	2	3	4	5	6	7	8	9	10

<b>ADDITIONAL RESOURCE – FREQUENCY OF USE</b>									
<b>Q12.</b> How frequently could you see yourself using a resource like this in the classroom?									<b>SR PER ROW</b>
1	2	3	4	5	6	7	8	99	
More than once a week	About once a week	About once a fortnight	About once a month	About once a term	A couple of times a year	About once a year	Would only use once	Unsure	

<b>SHOW ALL</b>	
<b>WEBISODE/PODCAST</b>	
Now, we would like you to {watch/ listen to} the below {webisode/ podcast}, from the <b>Phenomenom teaching resources</b> . Please note, you will require your volume to be on.	<b>MUST WATCH/ LISTEN TO ENTIRE WEBISODE/PODCAST BEFORE PROCEEDING</b>

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<p>When you {watch/ listen to} the below {webisode/ podcast}, please keep in mind that this is <b>one component</b> of the Phenomenom teaching resource, and that it acts as a springboard to more in-depth teaching lesson plans and activities.</p> <p>Please ensure you listen to the entire audio/ watch the entire video.</p> <p><i>When you're ready, click play. Once it finishes, click next to continue.</i></p>	
<b>+ INSERT WEBISODE/ PODCAST (VIDEO OR AUDIO FILE)</b>	

<b>ASK ALL</b>										
<b>RESOURCE OVERALL LIKING</b>										
<p><b>Q13.</b> Thinking about these resources aimed to increase the food &amp; nutrition knowledge for teachers, students and parents alike, how appealing to you is Phenomenom as a <b>teaching resource</b>?</p> <p>Remember this was an example only. There are many other podcasts and webisodes in the Phenomenom program covering a range of food and nutrition topics with associated lesson plans for a number of different subjects.</p> <p><i>Please use the scale provided below where 0 means Extremely Unappealing and 10 means Extremely Appealing.</i></p>										
Extremely Unappealing										Extremely Appealing
0	1	2	3	4	5	6	7	8	9	10

<b>ASK ALL</b>
<b>RESOURCE VERBATIM</b>
<p><b>Q14.</b> [SHOW IF 0-5 IN Q12] What specifically did you <b>dislike</b> about this {Webisode/ Podcast} that might make it less effective as a teaching tool?</p> <p><i>Please be as specific as possible.</i></p> <p>[SHOW IF 6-7 IN Q12] What changes would you make to this {Webisode/ Podcast} to make it a more effective teaching tool?</p> <p><i>Please be as specific as possible.</i></p> <p>[SHOW IF 8-10 IN Q12] What specifically did you <b>like</b> about this {Webisode/ Podcast} that makes it an effective teaching tool?</p> <p><i>Please be as specific as possible.</i></p>
<b>OE – TEXT BOX</b>

<b>ASK ALL</b>	
<b>LIKELIHOOD TO USE</b>	<b>RANDOMISE STATEMENTS</b>
<p><b>Q15.</b> After seeing/listening to this {Webisode/Podcast}, how likely would you be to....</p> <p><i>Please rate the statements on the scale from 'Extremely Unlikely' to 'Extremely Likely'.</i></p>	
1. Use Phenomenom as a classroom resource in the future...	SCALE (0 = Extremely Unlikely   10 = Extremely likely)
2. Use the curriculum aligned lesson plans in the classroom...	<b>+INSERT SCALE</b>
3. Seek out further Phenomenom resources in the future...	<b>+INSERT SCALE</b>
4. Recommend Phenomenom as a teaching resource to your colleagues...	<b>+INSERT SCALE</b>
5. Recommend Phenomenom to parents of your students...	<b>+INSERT SCALE</b>
6. Recommend in professional learning networks (PLN)	<b>+INSERT SCALE</b>
7. Share with Professional Learning Networks (PLNs)	<b>+INSERT SCALE</b>
8. Share Phenomenom amongst your colleagues, or within your school....	<b>+INSERT SCALE</b>

**IF ≤5 IN CODE 1 (Q14), SKIP TO Q16**

PHENOMENOM – FREQUENCY OF USE								
<p><b>Q16.</b> How frequently could you see yourself using Phenomenom as a classroom resource?</p> <p>Remember this was an example only. There are many other podcasts and webisodes in the Phenomenom program covering a range of food and nutrition topics with associated lesson plans for a number of different subjects.</p>								<b>SR PER ROW</b>
1	2	3	4	5	6	7	8	99
More than once a week	About once a week	About once a fortnight	About once a month	About once a term	A couple of times a year	About once a year	Would only use once	Unsure

<b>ASK ALL</b>
<b>GOOD MOOD FOOD</b>
<p><b>Q17.</b> After seeing this Phenomenom {Webisode / Podcast}, how much would you AGREE or DISAGREE that EATING good and nutritious food can <b>positively impact your mood</b>?</p> <p><i>Please use the scale provided below where 0 means Completely Disagree and 10 means Completely Agree.</i></p>

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Completely Disagree										Completely Agree
0	1	2	3	4	5	6	7	8	9	10

ASK ALL											
RESOURCE DIAGNOSTICS						GRID - RANDOMISE STATEMENTS					
<b>Q18.</b> And how much do you agree or disagree that the <b>Phenomenon {Webisode/ Podcast}...</b> <i>Please use a scale from 0 to 10 where 0 is Strongly Disagree and 10 is Strongly Agree.</i>											
Statement	Strongly Disagree										Strongly Agree
a. Is credible & believable	0	1	2	3	4	5	6	7	8	9	10
b. Is <b>different</b> from other teaching resources available	0	1	2	3	4	5	6	7	8	9	10
c. Is <b>better</b> than other teaching resources available	0	1	2	3	4	5	6	7	8	9	10
d. Grabs my attention	0	1	2	3	4	5	6	7	8	9	10
e. Has a clear message	0	1	2	3	4	5	6	7	8	9	10
f. Motivates me to discuss these topics with my students	0	1	2	3	4	5	6	7	8	9	10
g. Is relevant to the curriculum I am teaching	0	1	2	3	4	5	6	7	8	9	10
h. Assists my ability to teach kids about food <del>literacy</del> and nutrition	0	1	2	3	4	5	6	7	8	9	10
i. Would be easy to use as a teaching resource	0	1	2	3	4	5	6	7	8	9	10
j. Is positioned at the right age level of my class	0	1	2	3	4	5	6	7	8	9	10
k. <del>Is</del> Would be easy for the kids to understand	0	1	2	3	4	5	6	7	8	9	10
l. <del>Was/ Will</del> Would be enjoyed by my class	0	1	2	3	4	5	6	7	8	9	10
m. Will lead to a higher interest in food and nutrition for students	0	1	2	3	4	5	6	7	8	9	10
n. Will lead to improved consumption of nutritious food for students.	0	1	2	3	4	5	6	7	8	9	10

ASK ALL
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CROSS-CURRICULAR TEACHING	
<p><b>Q19.</b> Whilst the Phenomenon is centred on educating children around food &amp; nutrition, there are several different resource topics and formats that make this program cross curricular.</p> <p>Knowing that the focus on food literacy can be integrated with other curriculum, which of the following subjects would you prefer to see the resources integrated with?</p> <p><i>Please rank the following subjects from most to least preferred, with 1 being most preferred.</i></p>	<p><b>RANK</b></p> <p><b>RANDOMISE</b></p>
1. Numeracy	
2. Literacy	
3. Humanities	
4. Science	
5. Visual Arts	
6. Physical Education	
7. Home Economics	
8. Other (please specify)	

## Additional Demographics

That's all for now! Thanks for answering the questions.

Finally, we would just like to ask you one last question to help better understand your responses. The answers you give will remain completely confidential.

SKIP INSTRUCTIONS	
MILLENNIUM MONITOR	
<p><b>Q1.</b> Which of the following do you believe best describes Australian values <b>at the moment</b>?</p>	<p><b>SR</b></p> <p><b>RANDOMISE</b></p>
1 We are in a time where we are looking for increased security and safety. A time when we are concerned about the future for the children and the community.	
2 We are in a time where we are standing up for what is fair for every individual. We are looking to do things differently for a simpler life.	

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3	We are in a time where we see global expansion, an increase in wealthy individuals and we are empowered to tackle big challenges	
4.	We are in a time to be free and enjoy the fruits of our labours. A creative, exciting period. We are here for a short time and live to enjoy the moment.	

PRIZE DRAW	
ASK ALL	
<b>Q20.</b> As a thank you for your time, would you like to enter your school into the prize draw for the chance to win <b>\$1000?</b>  Please be assured that your details will remain completely confidential and will not be linked to your responses in the survey.	OE
1. Name	[TEXT BOX]
2. Email Address	[TEXT BOX]
3. School Name	[TEXT BOX]
99. I do not wish to enter the prize draw (SR)	

## Survey Close

Thank you for your patience in answering these questions.

As this is market research, it is carried out in compliance with the Australian Privacy Act and the information you provided will be used only for research purposes.

This research has been conducted by Colmar Brunton.

If you have any queries, you can call the Market and Social Research Society's Survey Line on 1300 364 830.

Thank you for your opinions.

Please click SUBMIT to send your responses.

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 colmar brunton.

# Project Phenomenom III

## Teacher Questionnaire

Project Number: 83404469

Project Name: Project Phenomenom III

Main Client Service Contacts: Denise Hamblin, Sarah Thompson, Jackie Erny

Issue Date: DRAFT – 14.8.20

### ONLINE FIELD BRIEFING NOTES

#### 1. Background Information – For internal use only

To measure the impact of Phenomenom podcasts, webisodes and resources on both teachers and students, and parents – and to understand the specific impact of the Good Mood Food module.

#### 2. Schedule/Timing

Task at hand	Completed by
Fieldwork	7 <sup>th</sup> September – 20 <sup>th</sup> September
Result Collation	21 <sup>st</sup> September – 27 <sup>th</sup> September
Full Report sent to Edible Adventures	12 <sup>th</sup> October

#### 3. Sample Size & Quotas

All teachers to evaluate either ONE Webisode OR ONE Nomcast.

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#### 4. Stimulus

**Webisode:** Themes: Moving, Sharing & Exploring, Mindfulness & Resting

Featured levies: Macadamia, Fruit salad (pear, orange, custard apples, apple, grapes, lychee, banana, blueberries, strawberries, raspberries) out of the bowl, veggies bursting out from plantar box: leafy greens, Beetroots, carrots, mushroom, potato, celery, cabbage, Avocado, Nuts (Almonds, Hazelnuts, Cashews, Walnuts)

**Nomcast Episode:** Theme: Moving

Resource: Movement Maths (Maths, Health and Physical Education Years 4-7). This practical maths lesson activates the mind and the body. Students practise sequences of vegetable movements.

They then work in pairs to sequence them into a 'code' or a recipe/food message. Can others understand? This lesson also includes movement for symmetry and a 'fraction dash'. Students write the rules to a game that includes a numeric calculation.

Featured levies: Strawberry, Cherry, Dried Grapes (Raisin, Sultana, Currant), Dried Prunes, Dried Tree Fruit (dried Apricot), Papaya, Rubus (Blackberry, Raspberry), Figs, Avocado, Onions, Leeks, Asparagus, Celery, Jerusalem artichokes, Olives.

## Survey Introduction

### SURVEY LANDING PAGE (INTRODUCTION)

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This survey will take approximately 10-15 minutes of your time, and will require you to {Watch a short video / Listen to a short podcast}. If you choose to participate, no individual responses will be given to the sponsor of this research; they will be combined with those from other participants of the research to ensure confidentiality is maintained.

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To get started, we would like to know a bit about you...

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<b>Q1.</b> Which year level do you currently teach most often? <i>Please select the option that you teach <b>most</b>.</i>	<b>SR</b>
1. Prep	<b>CLOSE</b>
2. Year 1	<b>CLOSE</b>
3. Year 2	
4. Year 3	
5. Year 4	
6. Year 5	
7. Year 6	
8. Year 7	
9. Year 8	
10. Year 9	<b>CLOSE</b>
11. Year 10	<b>CLOSE</b>
12. Year 11	<b>CLOSE</b>
13. Year 12	<b>CLOSE</b>
14. Other (please specify)	<b>CLOSE</b>

LENGTH OF TEACHING CAREER	
<b>Q2.</b> How long have you been teaching for?	<b>SR</b>
1. This is my first year of teaching	
2. 2 years	

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3.	3 – 5 years	
4.	6 – 9 years	
5.	10 – 15 years	
6.	16 – 20 years	
7.	More than 20 years	

GENDER		
<b>Q3.</b>	Please select your gender.	<b>SR</b>
1.	Male	
2.	Female	
3.	Other	
4.	I prefer not to answer	

## Usage & Attitudes

CURRENT TEACHING RESOURCES	
<b>Q4.</b> How frequently do you use online / digital teaching resources?	<b>SR</b>
1. More than once a week	
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8. Never	

**IF 8 SELECTED IN Q4, SKIP TO Q6**

ONLINE TEACHING RESOURCES	
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3. ABC Kids	
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5. Skwirk	
6. Kahoot!	
7. GoNoodle	
8. Phenomenom	
9. Other (please specify)	<b>DNR, OE</b>

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FUTURE ONLINE TEACHING RESOURCES	
<b>Q6.</b> In the future, do you imagine using digital/online resources... <i>Please select all that apply.</i>	<b>SR</b>
1. More than you currently do	
2. The same as you currently do	
3. Less than you currently do	

Now thinking specifically about teaching about food, nutrition, and topics related to food...

CONFIDENCE / VALUE IN TEACHING	
<b>Q7. A.</b> How much <b>value</b> do you think there is in teaching your students about the following topics? <i>Please rate the statements from 'Not at all valuable' to 'Extremely valuable'.</i>  <b>B.</b> And how <b>confident</b> are you in teaching your students about the following topics? <i>Please rate the statements from 'Not at all confident' to 'Extremely confident'.</i>	<b>GRID - RANDOMISE STATEMENTS</b>
Statement <div>             A. SCALE (0 = Not at all valuable   10 = Extremely valuable)              B. SCALE (0 = Not at all confident   10 = Extremely confident)           </div>	
1. Eating healthy foods/a healthy diet	ADD SCALE
2. Foods from around the world	
3. Food chemistry (e.g. chemical makeup of foods)	
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12. Indigenous Education	
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AGREEMENT STATEMENTS	
<b>Q8.</b> To what extent do you agree or disagree with each of the following statements regarding <b>food &amp; nutrition education</b> ? <i>Please rate the statements from 'Strongly Disagree' to 'Strongly Agree'.</i>	<b>GRID - RANDOMISE STATEMENTS</b>
Statement	SCALE (0 = strongly disagree   10 = strongly agree)
1. There are plenty of teaching resources available.	ADD SCALE
2. Teaching about this is promoted in my school.	
3. I am personally interested in teaching kids about this.	
4. I have the opportunity to explore topics related to this in my classroom.	
5. I would like to see more teaching resources become available on this topic.	

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When you consider Phenomenom throughout the remainder of the questionnaire please remember there are many more resources in the program that cover other topics to do with food and nutrition and includes resources for multiple subjects (i.e. maths, science etc.), targeted for different age groups.

ASK ALL	
RESOURCE AWARENESS	
<b>Q9.</b> Have you heard of Phenomenom before? If so, have you used this resource in your classroom? <i>Please select the correct response.</i>	<b>SR</b> <b>RANDOMISE</b>
1. Yes, I have heard of Phenomenom, but I <b>HAVE NOT</b> used it in my classroom	
2. Yes, I have heard of Phenomenom, and I <b>HAVE</b> used it in my classroom	
3. No, I haven't heard of this teaching resource before	
4. Unsure	<b>DNR</b>

SHOW ALL	
ADDITIONAL RESOURCE	
<p>Here is an example of an example of a teaching resource which could be available through the Phenomenom website and that is linked to a relevant curriculum code.</p> <p><b>This particular resource is called the <i>Good Mood Moves</i> wheel, and can be utilised to give a 'brain break' or movement break for students in the classroom.</b></p> <p>Please see an example of how this resource can be used and interacted with, and when you are ready to continue, please click "next" below.</p> <p><i>Please note, this just an example of one type of resource available through the Phenomenom site. There are other numerous resources and lesson plans for different subjects and year groups also available.</i></p>	

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<b>+ INSERT SNIPPET OF TEACHING RESOURCE (INTERACTIVE SPINNING WHEEL)</b>	
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<b>ASK ALL</b>										
<b>ADDITIONAL RESOURCE OVERALL LIKING</b>										
<b>Q10.</b> How appealing to you is this interactive Phenomenon teaching resource, <b>the Good Mood Moves Wheel</b> ?										
<i>Please use the scale provided below where 0 means Extremely Unappealing and 10 means Extremely Appealing.</i>										
Extremely Unappealing										Extremely Appealing
0	1	2	3	4	5	6	7	8	9	10

<b>ASK ALL</b>										
<b>LIKELIHOOD TO USE ADDITIONAL RESOURCE</b>										
<b>Q11.</b> How likely would you be to use a Phenomenon teaching resource, like you've just seen, as a classroom resource in the future?										
<i>Please use the scale provided below where 0 means Extremely Unlikely and 10 means Extremely Likely.</i>										
Extremely Unlikely										Extremely Likely
0	1	2	3	4	5	6	7	8	9	10

<b>ADDITIONAL RESOURCE – FREQUENCY OF USE</b>									
<b>Q12.</b> How frequently could you see yourself using a resource like this in the classroom?									<b>SR PER ROW</b>
1	2	3	4	5	6	7	8	99	
More than once a week	About once a week	About once a fortnight	About once a month	About once a term	A couple of times a year	About once a year	Would only use once	Unsure	

<b>SHOW ALL</b>	
<b>WEBISODE/PODCAST</b>	
Now, we would like you to {watch/ listen to} the below {webisode/ podcast}, from the <b>Phenomenon teaching resources</b> . Please note, you will require your volume to be on.	<b>MUST WATCH/ LISTEN TO ENTIRE WEBISODE/PODCAST BEFORE PROCEEDING</b>

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<p>When you {watch/ listen to} the below {webisode/ podcast}, please keep in mind that this is <b>one component</b> of the Phenomenom teaching resource, and that it acts as a springboard to more in-depth teaching lesson plans and activities.</p> <p>Please ensure you listen to the entire audio/ watch the entire video.</p> <p><i>When you're ready, click play. Once it finishes, click next to continue.</i></p>	
<b>+ INSERT WEBISODE/ PODCAST (VIDEO OR AUDIO FILE)</b>	

<b>ASK ALL</b>										
<b>RESOURCE OVERALL LIKING</b>										
<p><b>Q13.</b> Thinking about these resources aimed to increase the food &amp; nutrition knowledge for teachers, students and parents alike, how appealing to you is Phenomenom as a <b>teaching resource</b>?</p> <p>Remember this was an example only. There are many other podcasts and webisodes in the Phenomenom program covering a range of food and nutrition topics with associated lesson plans for a number of different subjects.</p> <p><i>Please use the scale provided below where 0 means Extremely Unappealing and 10 means Extremely Appealing.</i></p>										
Extremely Unappealing										Extremely Appealing
0	1	2	3	4	5	6	7	8	9	10

<b>ASK ALL</b>										
<b>RESOURCE VERBATIM</b>										
<p><b>Q14.</b> [SHOW IF 0-5 IN Q12] What specifically did you <b>dislike</b> about this {Webisode/ Podcast} that might make it less effective as a teaching tool?</p> <p><i>Please be as specific as possible.</i></p> <p>[SHOW IF 6-7 IN Q12] What changes would you make to this {Webisode/ Podcast} to make it a more effective teaching tool?</p> <p><i>Please be as specific as possible.</i></p> <p>[SHOW IF 8-10 IN Q12] What specifically did you <b>like</b> about this {Webisode/ Podcast} that makes it an effective teaching tool?</p> <p><i>Please be as specific as possible.</i></p>										
<b>OE – TEXT BOX</b>										

<b>ASK ALL</b>	
<b>LIKELIHOOD TO USE</b>	<b>RANDOMISE STATEMENTS</b>
<p><b>Q15.</b> After seeing/listening to this {Webisode/Podcast}, how likely would you be to....</p> <p><i>Please rate the statements on the scale from 'Extremely Unlikely' to 'Extremely Likely'.</i></p>	
1. Use Phenomenom as a classroom resource in the future...	SCALE (0 = Extremely Unlikely   10 = Extremely likely)
2. Use the curriculum aligned lesson plans in the classroom...	<b>+INSERT SCALE</b>
3. Seek out further Phenomenom resources in the future...	<b>+INSERT SCALE</b>
4. Recommend Phenomenom as a teaching resource to your colleagues...	<b>+INSERT SCALE</b>
5. Recommend Phenomenom to parents of your students...	<b>+INSERT SCALE</b>
6. Recommend in professional learning networks (PLN)	<b>+INSERT SCALE</b>
7. Share with Professional Learning Networks (PLNs)	<b>+INSERT SCALE</b>
8. Share Phenomenom amongst your colleagues, or within your school....	<b>+INSERT SCALE</b>

**IF ≤5 IN CODE 1 (Q14), SKIP TO Q16**

<b>PHENOMENOM – FREQUENCY OF USE</b>								
<p><b>Q16.</b> How frequently could you see yourself using Phenomenom as a classroom resource?</p> <p>Remember this was an example only. There are many other podcasts and webisodes in the Phenomenom program covering a range of food and nutrition topics with associated lesson plans for a number of different subjects.</p>								<b>SR PER ROW</b>
1	2	3	4	5	6	7	8	99
More than once a week	About once a week	About once a fortnight	About once a month	About once a term	A couple of times a year	About once a year	Would only use once	Unsure

<b>ASK ALL</b>
<b>GOOD MOOD FOOD</b>
<p><b>Q17.</b> After seeing this Phenomenom {Webisode / Podcast}, how much would you AGREE or DISAGREE that EATING good and nutritious food can <b>positively impact your mood</b>?</p> <p><i>Please use the scale provided below where 0 means Completely Disagree and 10 means Completely Agree.</i></p>

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Completely Disagree										Completely Agree
0	1	2	3	4	5	6	7	8	9	10

ASK ALL											
RESOURCE DIAGNOSTICS						GRID - RANDOMISE STATEMENTS					
<b>Q18.</b> And how much do you agree or disagree that the <b>Phenomenon {Webisode/ Podcast}...</b> <i>Please use a scale from 0 to 10 where 0 is Strongly Disagree and 10 is Strongly Agree.</i>											
Statement	Strongly Disagree										Strongly Agree
a. Is credible & believable	0	1	2	3	4	5	6	7	8	9	10
b. Is <b>different</b> from other teaching resources available	0	1	2	3	4	5	6	7	8	9	10
c. Is <b>better</b> than other teaching resources available	0	1	2	3	4	5	6	7	8	9	10
d. Grabs my attention	0	1	2	3	4	5	6	7	8	9	10
e. Has a clear message	0	1	2	3	4	5	6	7	8	9	10
f. Motivates me to discuss these topics with my students	0	1	2	3	4	5	6	7	8	9	10
g. Is relevant to the curriculum I am teaching	0	1	2	3	4	5	6	7	8	9	10
h. Assists my ability to teach kids about food <del>literacy</del> and nutrition	0	1	2	3	4	5	6	7	8	9	10
i. Would be easy to use as a teaching resource	0	1	2	3	4	5	6	7	8	9	10
j. Is positioned at the right age level of my class	0	1	2	3	4	5	6	7	8	9	10
k. <del>Is</del> Would be easy for the kids to understand	0	1	2	3	4	5	6	7	8	9	10
l. <del>Was/ Will</del> Would be enjoyed by my class	0	1	2	3	4	5	6	7	8	9	10
m. Will lead to a higher interest in food and nutrition for students	0	1	2	3	4	5	6	7	8	9	10
n. Will lead to improved consumption of nutritious food for students.	0	1	2	3	4	5	6	7	8	9	10

ASK ALL
---------

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CROSS-CURRICULAR TEACHING	
<p><b>Q19.</b> Whilst the Phenomenon is centred on educating children around food &amp; nutrition, there are several different resource topics and formats that make this program cross curricular.</p> <p>Knowing that the focus on food literacy can be integrated with other curriculum, which of the following subjects would you prefer to see the resources integrated with?</p> <p><i>Please rank the following subjects from most to least preferred, with 1 being most preferred.</i></p>	<p><b>RANK</b></p> <p><b>RANDOMISE</b></p>
1. Numeracy	
2. Literacy	
3. Humanities	
4. Science	
5. Visual Arts	
6. Physical Education	
7. Home Economics	
8. Other (please specify)	

## Additional Demographics

That's all for now! Thanks for answering the questions.

Finally, we would just like to ask you one last question to help better understand your responses. The answers you give will remain completely confidential.

SKIP INSTRUCTIONS	
MILLENNIUM MONITOR	
<p><b>Q1.</b> Which of the following do you believe best describes Australian values <b>at the moment</b>?</p>	<p><b>SR</b></p> <p><b>RANDOMISE</b></p>
1 We are in a time where we are looking for increased security and safety. A time when we are concerned about the future for the children and the community.	
2 We are in a time where we are standing up for what is fair for every individual. We are looking to do things differently for a simpler life.	

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3	We are in a time where we see global expansion, an increase in wealthy individuals and we are empowered to tackle big challenges	
4.	We are in a time to be free and enjoy the fruits of our labours. A creative, exciting period. We are here for a short time and live to enjoy the moment.	

PRIZE DRAW	
ASK ALL	
<b>Q20.</b> As a thank you for your time, would you like to enter your school into the prize draw for the chance to win <b>\$1000?</b>  Please be assured that your details will remain completely confidential and will not be linked to your responses in the survey.	OE
1. Name	[TEXT BOX]
2. Email Address	[TEXT BOX]
3. School Name	[TEXT BOX]
99. I do not wish to enter the prize draw (SR)	

## Survey Close

Thank you for your patience in answering these questions.

As this is market research, it is carried out in compliance with the Australian Privacy Act and the information you provided will be used only for research purposes.

This research has been conducted by Colmar Brunton.

If you have any queries, you can call the Market and Social Research Society's Survey Line on 1300 364 830.

Thank you for your opinions.

Please click SUBMIT to send your responses.

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14

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Hi there!

Thank you for agreeing to help us with this study! It will take you about 10 minutes to complete.

Please just put your hand up if you have any questions or need help and someone will be with you soon.

You can now start, please turn the page. 😊

**Question 1.** First, can you tell us what year level you're currently in at school?  
Please circle your answer below.

1. Year 2
2. Year 3
3. Year 4
4. Year 5
5. Year 6
6. Year 7
7. Year 8


**Question 2.** What school do you go to?  
Please write your schools name below.

---

**Question 3.** Are you a...  
Please circle your answer below.

1. He/Him
2. She/Her
3. They/Them

**Question 4.** Which of the following do you regularly eat?  
Please tick one answer per row.

	Yes – Yum!	Yes – but I don't like it much.	No – Yuck!	No – but I would like to eat it.
1. Vegetables 				
2. Nuts 				
3. Fresh Fruit 				
4. Dried Fruit 				

**Question 5.** And, what words would you use to describe the following foods?

*Please tick the words you agree with. If you don't know what any of these are, please tick "don't know" at the bottom of the list.*

	Vegetables	Nuts	Fresh Fruit	Dried Fruit
1. Interesting				
2. Cool				
3. Old Fashioned				
4. Funny				
5. Common				
6. Different				
7. Boring				
8. Enjoyable				
9. Yuck / Gross				
10. The Best				
11. Confusing				
12. Serious				
13. Exciting				
14. Smelly				
15. Colourful				
16. Ugly				
17. Yum				
18. Don't know				

**Question 6.** Which subjects do you like most at school?*Please circle your **TOP 3** favourite subjects.*





1. Maths
2. Science
3. Technology
4. Health
5. Drama
6. English
7. Language other than English (LOTE), Please write what language: \_\_\_\_\_
8. Food and Nutrition
9. Physical Education (PE)
10. Art
11. Another subject: \_\_\_\_\_
12. I am not sure

**Question 7.** What are your favourite ways to learn about something?*Please tick all the answers you agree with.*

	Tick
1. On the computer	
2. Listening to my teacher	
3. Writing	
4. Watching videos (e.g., webisodes/youtube)	
5. Listening to podcasts/audiobooks	
6. Talking to others about it	
7. Reading	
8. Trying something	
9. I am not sure	

**Question 8.** How do you feel about eating the following foods?

*Please tick one answer for each row.*

		I want to eat less in the future	I don't mind either way	I want to eat more in the future
1. Vegetables				
2. Nuts				
3. Fresh		Fruit		
4. Dried Fruit				

Now that we know a bit about you, we want to see what you know about a something called:

# Phenomenom!

**Question 9.** Have you **heard about** Phenomenom before?

*Please circle your answer below.*

1. Yes
2. No
3. I am not sure

**Question 10.** Have you **used** Phenomenom before?

*Please circle your answer below.*

1. Yes, in class.
2. Yes, at home.
3. Yes, both in class and at home.
4. No.
5. I am not sure

**Question 11.** Have you **used** or been a **part of** any other education programs related to health or nutrition at your school or at home?

*Please circle your answer below.*

1. Stephanie Alexander Kitchen Garden
2. Nestle for Healthier Kids
3. (Any other examples?)
4. I am not sure
5. None of these






**WAIT!**

**Now, you're going to LISTEN TO a Phenomenom NOMCAST as a class. Before turning the page over, please pay attention to the NOMCAST.**

**When it finishes, turn your page over!**

**Question 11.** How much did you **LIKE** this **NOMCAST**?

*Please tick your answer below.*

Disliked very much	Disliked a little	Unsure	Liked a little	Liked very much
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 12.** How **LIKELY** are you to recommend this **NOMCAST** to your friends?

*Please tick your answer below.*

NOT AT ALL LIKELY 0	1	2	3	4	5	6	7	8	9	EXTREMELY LIKELY 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 13.** What did you **LIKE** about this **NOMCAST**?

*Please write your answer in the box below.*

**Question 14.** What did you **NOT LIKE** about this **NOMCAST**?

*Please write your answer in the box below.*



**Question 15.** How SIMILAR is this WEBISODE to OTHER types of food education you've had in the past (e.g. in class, online programs, shows)?






Please tick your answer below.

VERY SIMILAR  0	1	2	3	4	5	6	7	8	9	VERY DIFFERENT  10

So you know, this WEBISODE also comes with a lesson attached, which you can do in class with your teacher. Thinking about this...

**Question 16.** How much do you LIKE this WEBISODE (and education program), COMPARED TO OTHER food education programs that you've had in the past?

Please tick your answer below.

Liked it a lot less 	Liked it a little bit less 	Unsure 	Liked a little bit more 	Liked much more 

**Question 17.** Did you learn something new from this NOMCAST?

Please circle your answer below.






1. Yes
2. No

**Question 18.** What's one thing that you LEARNT from this NOMCAST?

**Question 19.** Do you think this **NOMCAST** was...  
Please **TICK** YES if you agree, or **NO** if you do not agree.

The NOMCAST is...	YES	NO
1. Interesting		
2. Cool		
3. Old Fashioned		
4. Funny		
5. Common		
6. Different		
7. Boring		
8. Enjoyable		
9. Yuck / Gross		
10. The Best		
11. Confusing		
12. Serious		
13. Exciting		
14. Fun to listen to		

**Question 20.** After listening to this NOMCAST... How much do you **AGREE** or **DISAGREE** that **FOOD** can affect your **MOOD** (how you feel)?

Totally Disagree	Disagree a little	Unsure	Agree a little	Totally Agree
				






**Question 21.** Has **LISTENING TO** this **NOMCAST** made you **want to**....  
Please **TICK** YES if you agree, or **NO** if you do not agree.

Has made me want to...	YES	NO
1. Get up and moving!		

2. Try more foods (like fruits & veggies)		
3. Find out more about how foods can impact your mood		
4. Listen to more Nomcast episodes		

**Question 22.** How **LIKELY** would you be to talk to your family at home about this **NOMCAST**?

Please **TICK** under the response you want to pick.

Definitely would not	Probably would not	Unsure	Probably would	Definitely would
				

**Question 23.** And after **LISTENING TO** this **NOMCAST**, what words would you use to describe the following foods?





Please tick the words you agree with.

	Vegetables	Nuts	Fresh Fruit	Dried Fruit
1. Interesting				
2. Cool				
3. Old Fashioned				
4. Funny				
5. Common				
6. Different				
7. Boring				
8. Enjoyable				
9. Yuck / Gross				
10. The Best				
11. Confusing				
12. Serious				
13. Exciting				

14. Smelly				
15. Colourful				
16. Ugly				
17. Yum				
18. Don't know				

**Question 24.** And after **LISTENING TO** this **NOMCAST**, how do you now feel about eating the following foods?

*Please tick one answer for each row.*

		I want to eat less in the future	I don't mind either way	I want to eat more in the future
1. Vegetables 				
2. Nuts 				
3. Fresh  Fruit				
4. Dried Fruit 				

**Question 25.** Finally, which of the following foods are you excited to EAT or TRY in the near future?



*Please tick as many as you would like.*




	YES!		YES!
1. Macadamias		2. Cabbage	
3. Almonds		4. Avocado	
5. Peanuts		6. Hazelnuts	
7. Pear		8. Cashews	

9. Orange		10. Walnuts	
11. Custard Apples		12. Brazil Nuts	
13. Apples		14. Cucumber	
15. Grapes		16. Tomato	
17. Lychee		18. Pumpkin	
19. Blueberries		20. Beetroots	
21. Strawberries		22. Carrots	
23. Raspberries		24. Mushrooms	
25. Banana		26. Potato	
27. Watermelon		28. Celery	
29. Leafy Greens		30. Zucchini	
31. Blackberry		32. Currants	
33. Cherry		34. Dried Prunes	
35. Raisins		36. Dried Apricot	
37. Sultana		38. Papaya	
39. Asparagus		40. Figs	
41. Leeks		42. Onions	
43. Artichokes		44. Olives	

**Question 26.** Thinking about how this NOMCAST, and the ANIMATIONS that you saw while listening to it... How much do you LIKE the ANIMATIONS?

*Please tick your answer below.*

			Liked a little	Liked very much
Disliked very much	Disliked a little	Unsure		

**Question 27.** And do you prefer the NOMCAST to have ANIMATIONS or not?

Please tick your answer below.

Would prefer to have no animations – just audio	Don't mind either way	Prefer it with the animations






### ADD IN SPINNING WHEEL HERE

We are now going to show you an example of an activity that your teacher can use in class, as a way to give you a quick brain / movement break!

Please watch the video which is an example of how this might be used in the classroom.


**Question 28.** How much do you LIKE or DISLIKE this SPINNING WHEEL classroom resource, as a way to have a quick break in class?





Please **TICK** under the response you want to pick.

Disliked very much	Disliked a little	Unsure	Liked a little	Liked very much
				

**Question 29.** How LIKELY would you be to WANT TO USE this spinning wheel in your CLASSROOM for a break?

Please **TICK** under the response you want to pick.

Definitely would not want to	Probably would not want to	Unsure	Probably would want to	Definitely would want to
				

**You're all done!! Thank you so much for your help, we hope you had fun!**

**Please hand this paper to your teacher or helper.**

Hi there!

Thank you for agreeing to help us with this study! It will take you about 10 minutes to complete.

Please just put your hand up if you have any questions or need help and someone will be with you soon.

You can now start, please turn the page. 😊



**Question 1.** First, can you tell us what year level you're currently in at school?  
*Please circle your answer below.*

1. Year 2
2. Year 3
3. Year 4
4. Year 5
5. Year 6
6. Year 7
7. Year 8



**Question 2.** What school do you go to?  
*Please write your schools name below.*

---

**Question 3.** Are you a...  
*Please circle your answer below.*

1. He/Him
2. She/Her
3. They/Them

**Question 4.** Which of the following do you currently eat?  
Please tick your answers below.

		Yes – Yum!	Yes – but I don't like it much.	No – Yuck!	No – but I would like to eat it.
1. Vegetables					
2. Nuts					
3. Fresh Fruit					
4. Dried Fruit					

**Question 5.** And, what words would you use to describe the following foods?

*Please tick the words you agree with. If you don't know what any of these are, please tick "don't know" at the bottom of the list.*

	Vegetables	Nuts	Fresh Fruit	Dried Fruit
1. Interesting				
2. Cool				
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6. Different				
7. Boring				
8. Enjoyable				
9. Yuck / Gross				
10. The Best				
11. Confusing				
12. Serious				
13. Exciting				
14. Smelly				
15. Colourful				
16. Ugly				
17. Yum				
18. Don't know				

**Question 6.** Which subjects do you like most at school?*Please circle your **TOP 3** favourite subjects.*

1. Maths
2. Science
3. Technology
4. Health
5. Drama
6. English
7. Language other than English (LOTE), Please write what language: \_\_\_\_\_
8. Food and Nutrition
9. Physical Education (PE)
10. Art
11. Another subject: \_\_\_\_\_
12. I am not sure

**Question 7.** What are your favourite ways to learn about something?*Please tick all the answers you agree with.*

	Tick
1. On the computer	
2. Listening to my teacher	
3. Writing	
4. Watching videos (e.g., webisodes/youtube)	
5. Listening to podcasts/audiobooks	
6. Talking to others about it	
7. Reading	
8. Trying something	
9. I am not sure	





**Question 6.** Which subjects do you like most at school?*Please circle your **TOP 3** favourite subjects.*

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2. Science
3. Technology
4. Health
5. Drama

6. English
7. Language other than English (LOTE), Please write what language: \_\_\_\_\_
8. Food and Nutrition
9. Physical Education (PE)
10. Art
11. Another subject: \_\_\_\_\_
12. I am not sure

**Question 8.** How do you feel about eating the following foods?

*Please tick one answer for each row.*

		I want to eat less in the future	I don't mind either way	I want to eat more in the future
1. Vegetables 				
2. Nuts 				
3. Fresh  Fruit				
4. Dried Fruit 				

Now that we know a bit about you, we want to see what you know about a something called:

# Phenomenom!

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*Please circle your answer below.*

1. Yes
2. No
3. I am not sure

**Question 10.** Have you **used** Phenomenom before?

*Please circle your answer below.*

1. Yes, in class.
2. Yes, at home.
3. Yes, both in class and at home.
4. No.
5. I am not sure

**Question 11.** Have you **used** or been a **part of** any other education programs related to health or nutrition at your school or at home?

*Please circle your answer below.*

1. Stephanie Alexander Kitchen Garden
2. Nestle for Healthier Kids
3. (Any other examples?)
4. I am not sure
5. None of these






**WAIT!**

**Now, you're going to WATCH a Phenomenom WEBSIODE as a class. Before turning the page over, please pay attention to the WEBSIODE.**

**When it finishes, turn your page over!**

**Question 11.** How much did you **LIKE** this **WEBISODE**?

*Please tick your answer below.*

Disliked very much	Disliked a little	Unsure	Liked a little	Liked very much
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 12.** How **LIKELY** are you to recommend this **WEBISODE** to your friends?

*Please tick your answer below.*

NOT AT ALL LIKELY 0	1	2	3	4	5	6	7	8	9	EXTREMELY LIKELY 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 13.** What did you **LIKE** about this **WEBISODE**?

*Please write your answer in the box below.*

**Question 14.** What did you **NOT LIKE** about this **WEBISODE**?

*Please write your answer in the box below.*

**Question 15.** How SIMILAR is this **WEBISODE** to **OTHER** types of food education you've had in the past (e.g. in class, online programs, shows)?






Please tick your answer below.

VERY SIMILAR  0	1	2	3	4	5	6	7	8	9	VERY DIFFERENT  10

So you know, this WEBISODE also comes with a lesson attached, which you can do in class with your teacher. Thinking about this...

**Question 16.** How much do you LIKE this WEBISODE (and education program), COMPARED TO OTHER food education programs that you've had in the past?

Please tick your answer below.

Liked it a lot less 	Liked it a little bit less 	Unsure 	Liked a little bit more 	Liked much more 

**Question 17.** Did you learn something new from this **WEBISODE**?

Please circle your answer below.

1. Yes
2. No






**Question 18.** What's one thing that you **LEARNED** from this **WEBISODE**?



**Question 19.** Do you think this **WEBISODE** was...  
Please **TICK** YES if you agree, or **NO** if you do not agree.

The <b>WEBISODE</b> was...	YES	NO
1. Interesting		
2. Cool		
3. Old Fashioned		
4. Ugly		
5. Funny		
6. Common		
7. Different		
8. Boring		
9. Enjoyable		
10. Yuck / Gross		
11. The Best		
12. Confusing		
13. Serious		
14. Exciting		
15. Fun to watch		

**Question 20.** After watching this **WEBISODE**... How much do you **AGREE** or **DISAGREE** that **FOOD** can affect your **MOOD** (how you feel)?






Totally Disagree	Disagree a little	Unsure	Agree a little	Totally Agree
				

**Question 21.** Has **WATCHING** this **WEBISODE** made you **want to**...

Please **TICK** YES if you agree, or **NO** if you do not agree.

Has made me want to...	YES	NO
1. Get up and moving!		
2. Try more healthy foods (like fruits & veggies)		
3. Find out more about how foods can impact your mood		
4. Watch more Webisodes		

**Question 22.** How **LIKELY** would you be to talk to your family at home about this **WEBISODE**?  
Please **TICK** under the response you want to pick.

Definitely would not	Probably would not	Unsure	Probably would	Definitely would
				

**Question 23.** And after **WATCHING** this **WEBISODE**, what words would you use to describe the following foods?





Please tick the words you agree with.

	Vegetables	Nuts	Fresh Fruit	Dried Fruit
1. Interesting				
2. Cool				
3. Old Fashioned				
4. Funny				
5. Common				
6. Different				
7. Boring				
8. Enjoyable				
9. Yuck / Gross				
10. The Best				
11. Confusing				

12. Serious				
13. Exciting				
14. Smelly				
15. Colourful				
16. Ugly				
17. Yum				
18. Don't know				

**Question 24.** And after **WATCHING** this **WEBISODE**, how do you feel about eating the following foods now?

*Please tick one answer for each row.*

		I want to eat less in the future	I don't mind either way	I want to eat more in the future
1. Vegetables 				
2. Nuts 				
3. Fresh  Fruit				
4. Dried Fruit 				

**Question 25.** Finally, which of the following foods are you excited to EAT or TRY in the near future?

*Please tick as many as you would like.*

	YES!		YES!
1. Macadamias		2. Cabbage	
3. Almonds		4. Avocado	
5. Peanuts		6. Hazelnuts	
7. Pear		8. Cashews	
9. Orange		10. Walnuts	
11. Custard Apples		12. Brazil Nuts	
13. Apples		14. Cucumber	

15. Grapes		16. Tomato	
17. Lychee		18. Pumpkin	
19. Blueberries		20. Beetroots	
21. Strawberries		22. Carrots	
23. Raspberries		24. Mushrooms	
25. Banana		26. Potato	
27. Watermelon		28. Celery	
29. Leafy Greens		30. Zucchini	
31. Blackberry		32. Currants	
33. Cherry		34. Dried Prunes	
35. Raisins		36. Dried Apricot	
37. Sultana		38. Papaya	
39. Asparagus		40. Figs	
41. Leeks		42. Onions	
43. Artichokes		44. Olives	






**ADD IN SPINNING WHEEL HERE**

We are now going to show you an example of an activity that your teacher can use in class, as a way to give you a quick brain / movement break!

Please watch the video which is an example of how this might be used in the classroom.






**Question 26.** How much do you LIKE or DISLIKE this SPINNING WHEEL classroom resource, as a way to have a quick break in class?

Please **TICK** under the response you want to pick.

Disliked very much	Disliked a little	Unsure	Liked a little	Liked very much
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 27.** How LIKELY would you be to WANT TO USE this spinning wheel in your CLASSROOM for a break?

Please **TICK** under the response you want to pick.

Definitely would not want to	Probably would not want to	Unsure	Probably would want to	Definitely would want to
				

**You're all done!! Thank you so much for your help, we hope you had fun!**

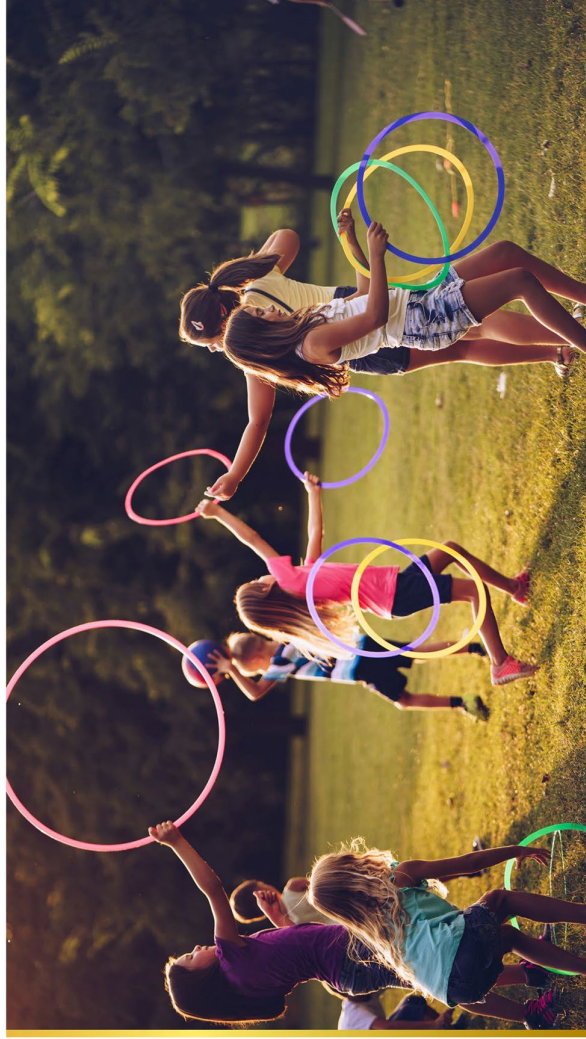
**Please hand this paper to your teacher or helper.**

**KANTAR**

Phenomenom 3.

Full Report V1.

Prepared for Alice Zaslavsky & Nick Fallu  
November, 2020



 **colmar brunton.**

# 1 Background & Methodology

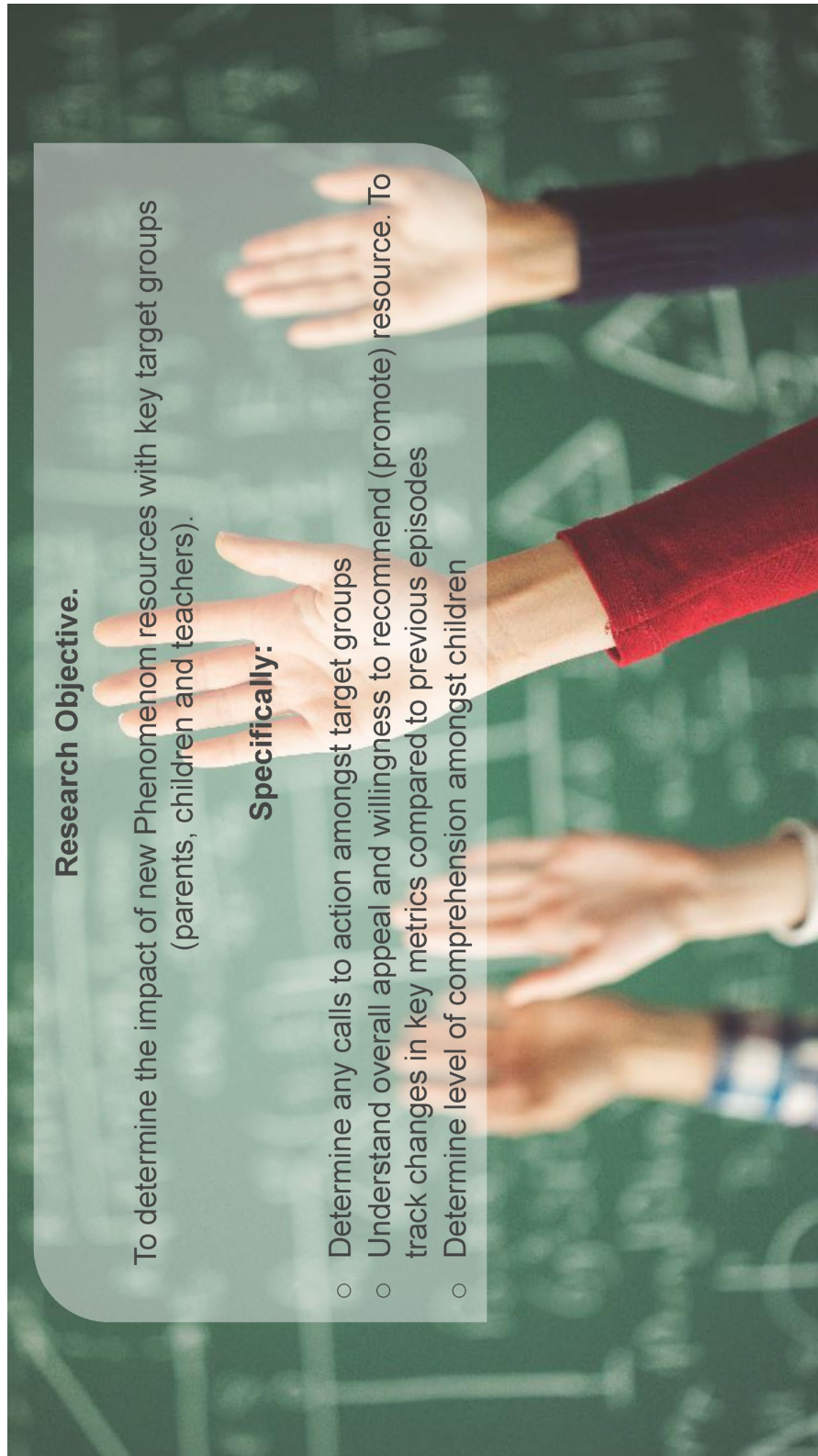
## Background

Colmar Brunton was originally commissioned to undertake research to help gain an in-depth understanding of the target markets needs, desires, motivations and limitations of utilising food education programs (Project Sprout, 2018). This research directed the development of the digital food education resource; Phenomenom, designed to increase the consumption and attitudes toward vegetables amongst children.

**The current research;** Project Phenomenom 3, aims to determine the impact of new Phenomenom resources with key target groups (parents, children and teachers). More specifically, the project aims to determine any calls to action amongst target groups, understand overall appeal and willingness to recommend (promote) resource and track changes in key metrics compared to previous episodes. Finally, we wish to determine the level of comprehension amongst children.





The background of the slide features a photograph of several hands raised in the air, palm facing forward, against a green chalkboard. The chalkboard has faint, illegible white markings. The hands belong to people wearing different colored sleeves: a red sleeve, a purple sleeve, and a blue and white plaid sleeve. The entire slide content is overlaid on a semi-transparent grey rounded rectangle.





**Research Objective.**

To determine the impact of new Phenomenon resources with key target groups (parents, children and teachers).

**Specifically:**

- Determine any calls to action amongst target groups
- Understand overall appeal and willingness to recommend (promote) resource. To track changes in key metrics compared to previous episodes
- Determine level of comprehension amongst children

## Project Phenomenom III: Methodology

<p>1.</p> <p>Online Research: Teacher Survey</p> 	<p><b>Objective:</b> Understand overall appeal and willingness to recommend (promote) resource</p> <p>We achieved a total of N=21 teachers who completed the 10-15 minute online survey. Mid-way through the survey, all respondents were randomly selected to either watch a Phenomenom Webisode (n=9), or listen to a Phenomenom Nomcast (n=12) in order to measure reactions and attitudes. All teachers who participated taught years 2 to 8 (other years screened out).</p>
<p>2.</p> <p>Online Research: Student Survey</p> 	<p><b>Objective:</b> Understand overall appeal and willingness to recommend (promote) resource and to determine level of comprehension amongst children</p> <p>A total of N=23 year 3 to 6 students completed the online survey. The duration of the survey was 5-10 minutes. Mid-way through the survey, students watched either a Phenomenom Webisode (n=11), or listened to a Phenomenom Nomcast (n=12), in order to measure attitudes and motivation changes towards vegetables. Students were chosen to watch/listen to either the Nomcast or Webisode through a process of random selection.</p>
<p>3.</p> <p>Online Research: Parent Survey</p> 	<p><b>Objective:</b> Understand overall appeal and willingness to recommend (promote) resource.</p> <p>A total of N=45 parents of year 3 to 6 students completed the online survey. The duration of the survey was 5-10 minutes. Mid-way through the survey, parents watched either a Phenomenom Webisode (n=21), or listened to a Phenomenom Nomcast (n=24), in order to measure reactions and attitudes.</p>
<p>4.</p> <p>Analysis, Reporting &amp; Presentation</p> 	<p><b>Objective:</b> To provide actionable insights and recommendations regarding resources used for the Phenomenom program.</p> <p>We analysed the results from the online surveys and reported the findings to address the objectives of the project.</p>

## Online Research Methodology

- To determine the impact of Phenomenom podcasts, webisodes and resources on the attitudes of both teachers, students and parents, three surveys were distributed.
- A total of 21 teachers and 45 parents completed a 10-15 minute online survey, and a total of 23 primary school students completed a 5-10 minute online survey.
- Current behaviour and attitudes around teaching and learning styles were captured, before exposure to either a Phenomenom webisode or Nomcast. Following this, overall liking of the resource was captured, along with other key measures, to gauge the potential actionability for this program.

### 1: Current Behaviour & Attitudes

Measure of students' pre-existing behaviour and attitudes toward learning, and specifically around food and nutrition. Behaviour and attitudes of teachers was captured, along with current resource use.

### 2: Exposure to Module

Participants were randomly exposed to either the Webisode or Nomcast.

### 3: Module Performance Evaluation

Overall liking and other key measures for each resource were captured, along with any change in attitudes toward relevant food & nutrition education and teaching resources.

This report will be  
referencing...

Students

Teachers

Parents

... throughout.




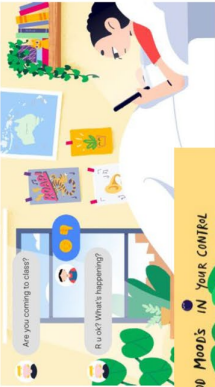

## Sample Size

- We surveyed a total of n=21 teachers and n=23 children, who completed their respective survey after being exposed to a Phenomenom Webisode or Nomcast.
- Initial attitudes and behaviour were captured, before identifying appeal and impact of the teaching resource.

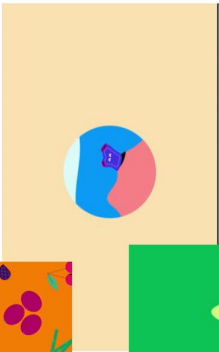
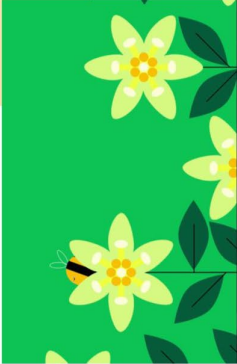

	Teachers	Students	Parents
Total	N=21	N=23	N=45
Webisode	n=9	n=11	n=21
Nomcast	n=12	n=12	n=24

Webisode / Nomcast - Stimulus.

Webisode, 8mins  
"The Good Mood Food Special"



Nomcast, 11mins  
"Let's Get Moving"





## The Good Moves Wheel – Stimulus.

**Good Moves Wheel**  
*Interactive Website*

**Factical!**

Kale is a source of calcium, which is unusual for a vegetable

**Download Poster** →

**PH!**

Yoga Poses

Chin Up

Graveline

Chest Stretch

Micarena

Roll Down

Side Bend

**SPIN**

# Kale Chest Stretch

Hands behind back and stretch your chest

1. Standing with your hands interlaced behind your back
2. Straighten your elbows and push your hands up and away
3. Hold for 5 deep breaths

**PH!**

**PH!**

Yoga Poses

Chin Up

Graveline

Chest Stretch

Micarena

Roll Down

Side Bend

**SPIN**

**PH!**

**PH!**

Yoga Poses

Chin Up

Graveline

Chest Stretch

Micarena

Roll Down

Side Bend

**SPIN**

**PH!**

**PH!**

Yoga Poses

Chin Up

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Micarena

Roll Down

## 2 Key Insights



**One in ten** teachers interviewed are currently using Phenomenom in the class room and **nine in ten** want more food and nutrition resources.

Awareness of Phenomenom is growing and upon viewing the latest resources, **three quarters** of teachers would be extremely likely to recommend them as a resource. Importantly, **three quarters** of students want to try more foods like fruit and vegetables after seeing the Phenomenom resources!

The podcast was a standout in terms of appeal, but both formats were loved for their engagement and humour. Similarly to previous research, the current webisode and podcast had the ability to spark more conversation about food and nutrition amongst teachers and in families.

**Reduced length** and **more focused** content may further increase engagement.

## Key Insights

### Phenomenon III.

*Teachers are engaged and eager to extend their current online resources.*

- The majority of teachers are currently using online resources more than once a week, with strong intentions to continue this into the future. YouTube and ABC Kids are currently being utilised with about 1 in 10 teachers currently utilising Phenomenon in the classroom (online/web based).
- In addition, 9 in 10 teachers would like to see more food and nutrition teaching resources available.

*Students need more engagement, shorter form resources and a greater connection to subjects they enjoy in order to increase interest.*

- Almost two thirds of students enjoy watching videos and webisodes as learning devices. Favourite subjects of those students surveyed include art, science, maths, drama and PE.
- Whilst teachers had strong preference for future Phenomenon programs to have links with literacy, science and numeracy lessons, visual arts should also be considered to better engage students.

*Parents have a slightly different take on learning topics than teachers.*

- Almost two thirds of parents are keen to increase consumption of vegetables at home.
- They also see greater value placed on their children learning food preparation when compared to teachers. In addition, over 9 in 10 would like their children to learn more about food and nutrition at school.
- The majority of parents mentioned follow up activities as a key way to engage with children. Those looking for prompts or reminders singled out email as a key medium.

## Key Insights

### Phenomenom III.

*The Phenomenom program has moderate awareness amongst key groups with usage of the program in classrooms remaining low.*

- 53% of parents, 48% of teachers and 39% of students, were aware of Phenomenom.
- 1 in 10 students surveyed had used Phenomenom in class whilst about 2 in 10 teachers had used Phenomenom in the classroom.

*Both teachers and parents were highly likely to recommend Phenomenom, delivering strong positive Net Promoter Scores. Students were slightly less engaged overall, possibly due to the length of the Nomcast/Webisodes.*

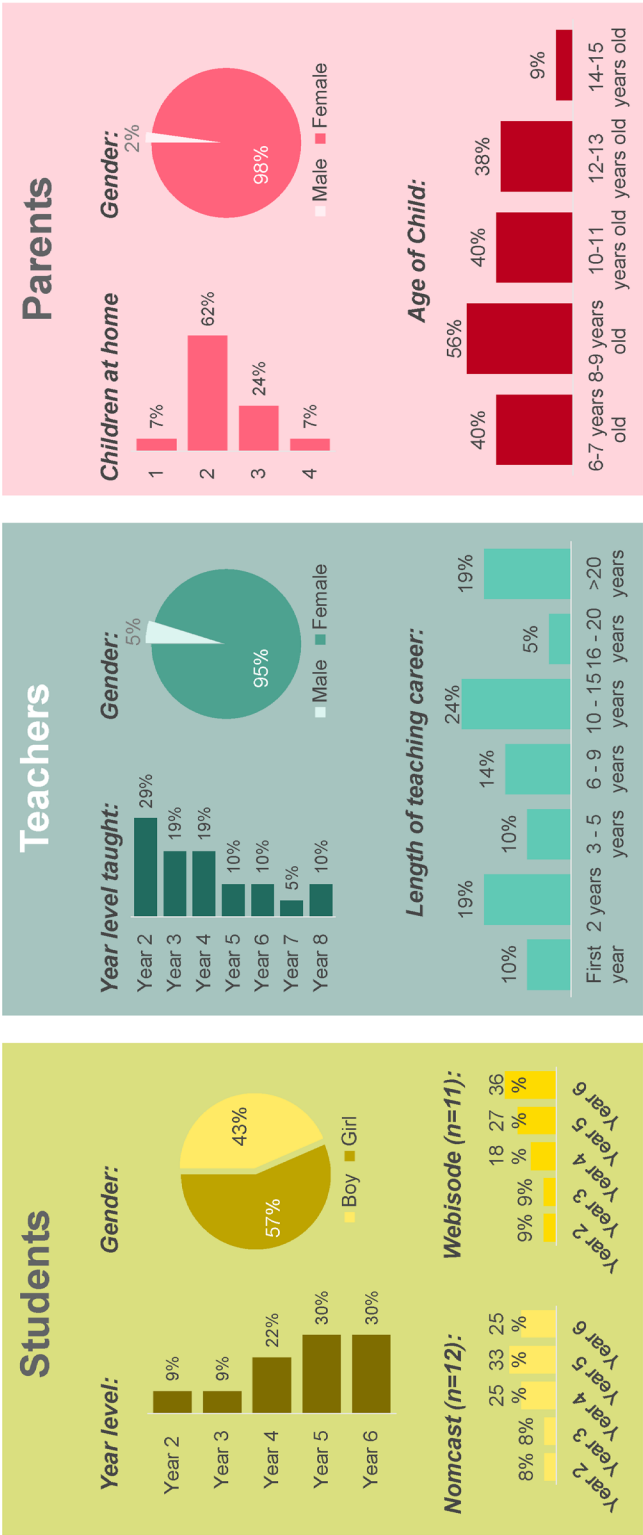
- Over three quarters of teachers surveyed indicated that they would be extremely likely to recommend Phenomenom as a teaching resource to their colleagues.
- About one quarter of students were highly likely to recommend Phenomenom to friends, delivering a negative NPS. This is reflective of their likelihood to recommend learning resources to their friends in general, however more could be done to ensure their engagement with the program.
- Overall, students enjoyed the animated characters, appreciated the humour and responded to the visual tools. Many also indicated that the resources were too long and parts were too complicated or didn't make sense.
- Teachers found the Phenomenom resources to be unique, motivating and helpful. Similarly, parents also found them to be credible and believable indicating a strong "buy in" from both groups.
- Recurring themes raised by teachers include that the resources were fun and relatable for students, and would be easy to teach. There was a persistent thread of suggestions that the resources could be a shorter length from both teacher and parent groups.

*The Nomcast consistently outperformed the Webisode in terms of enjoyability, likelihood to use / recommend and learning outcomes.*

- Half of parents found the Nomcast extremely appealing, students also had high appeal whilst teachers were more likely to find the Webisode extremely appealing.
- Teachers recorded higher expected frequency of use for the Nomcast compared to the Webisode, indicating a greater utility for the latter.
- 87% of students stated that they learned something new after being exposed to the resources, however this was driven more by the Nomcast (100%) than the Webisode (73%).

### 3 Overall Findings

Target Group Summaries

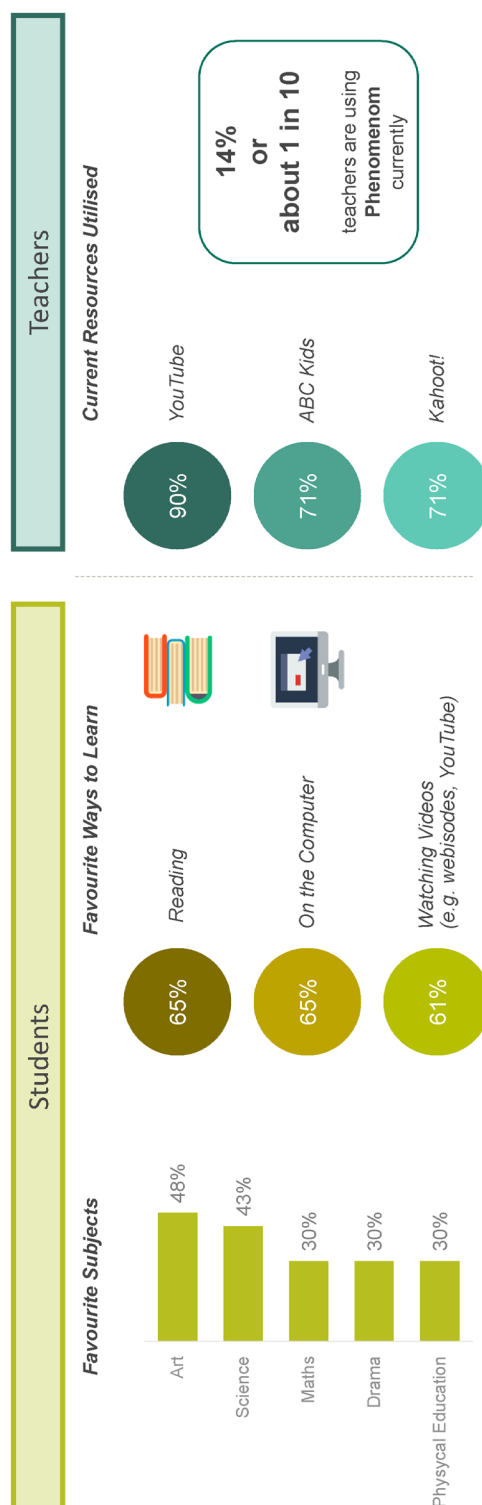


## 4 Attitudes and Behaviour

About 1 in 10 teachers are currently  
using Phenomenom in the classroom.

## Current Behaviour - Learning Styles & Resource Usage

The majority of teachers surveyed indicated that YouTube, ABC Kids and Kahoot! were the most preferred online teaching resources. This aligns with students, with 'on the computer' and 'watching videos' being strongly preferred student learning styles.



**KANTAR** |  **colmar bruntun.**

Q6. Which subjects do you like most at school?

Q7. What are your favourite ways to learn about something?

Teacher Q5. Which of the following online/digital teaching resources do you like most?

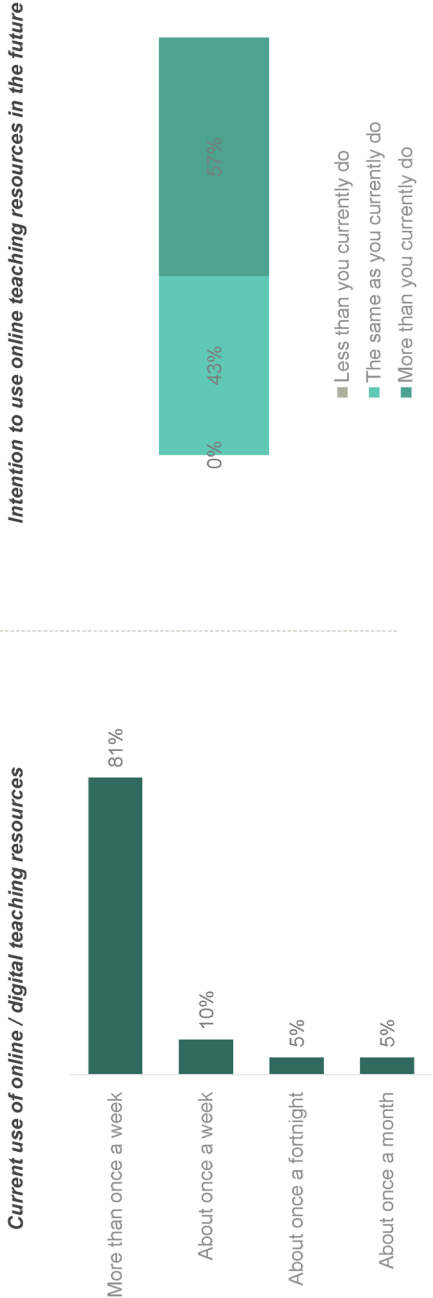


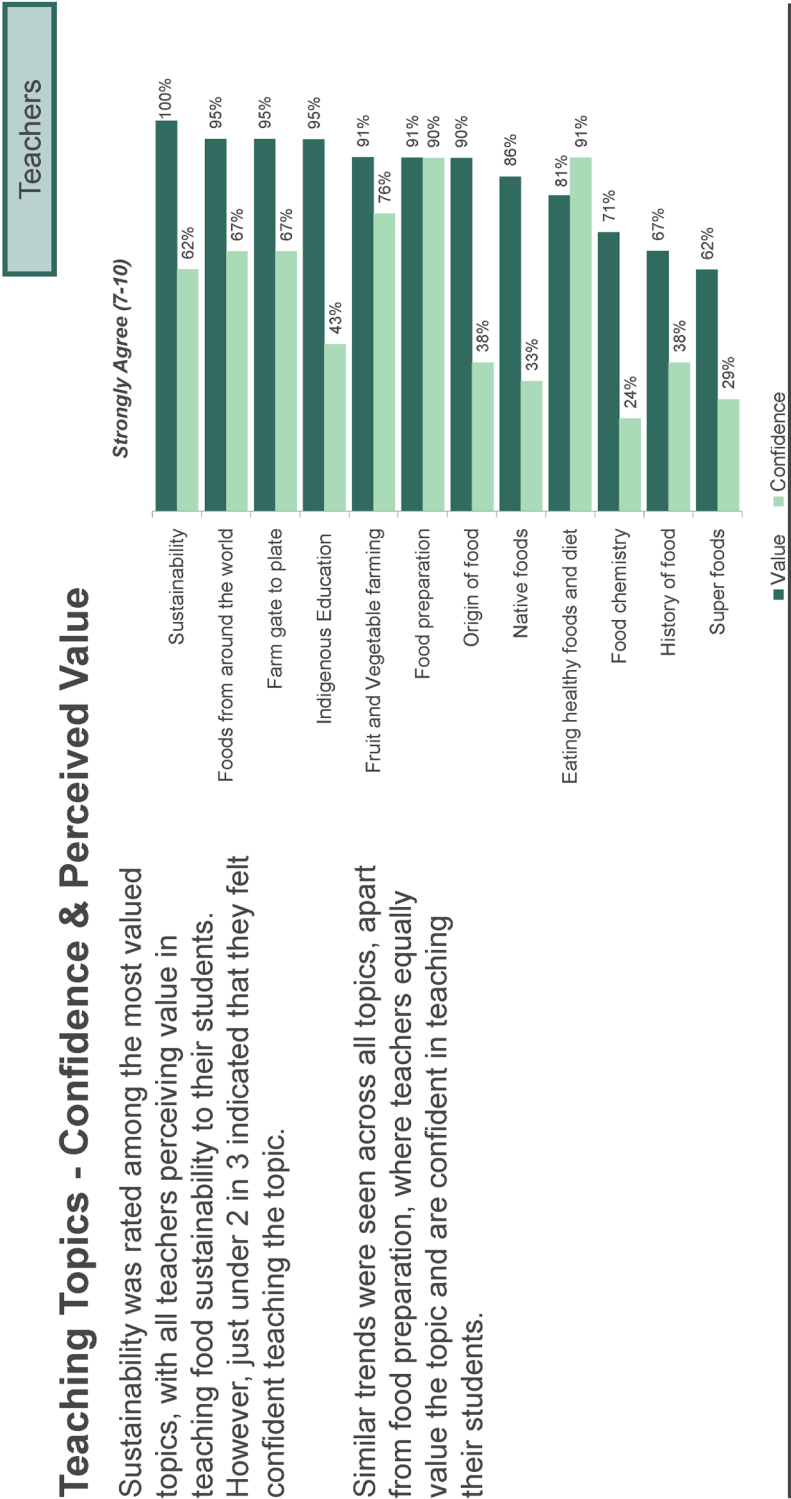
Four in five teachers use digital resources more  
than once per week

Teachers

### Future Online Teaching Resources

81% of teachers currently use online / digital teaching resources more than once a week. More than half also intend to use online / digital teaching resources more than they currently do.





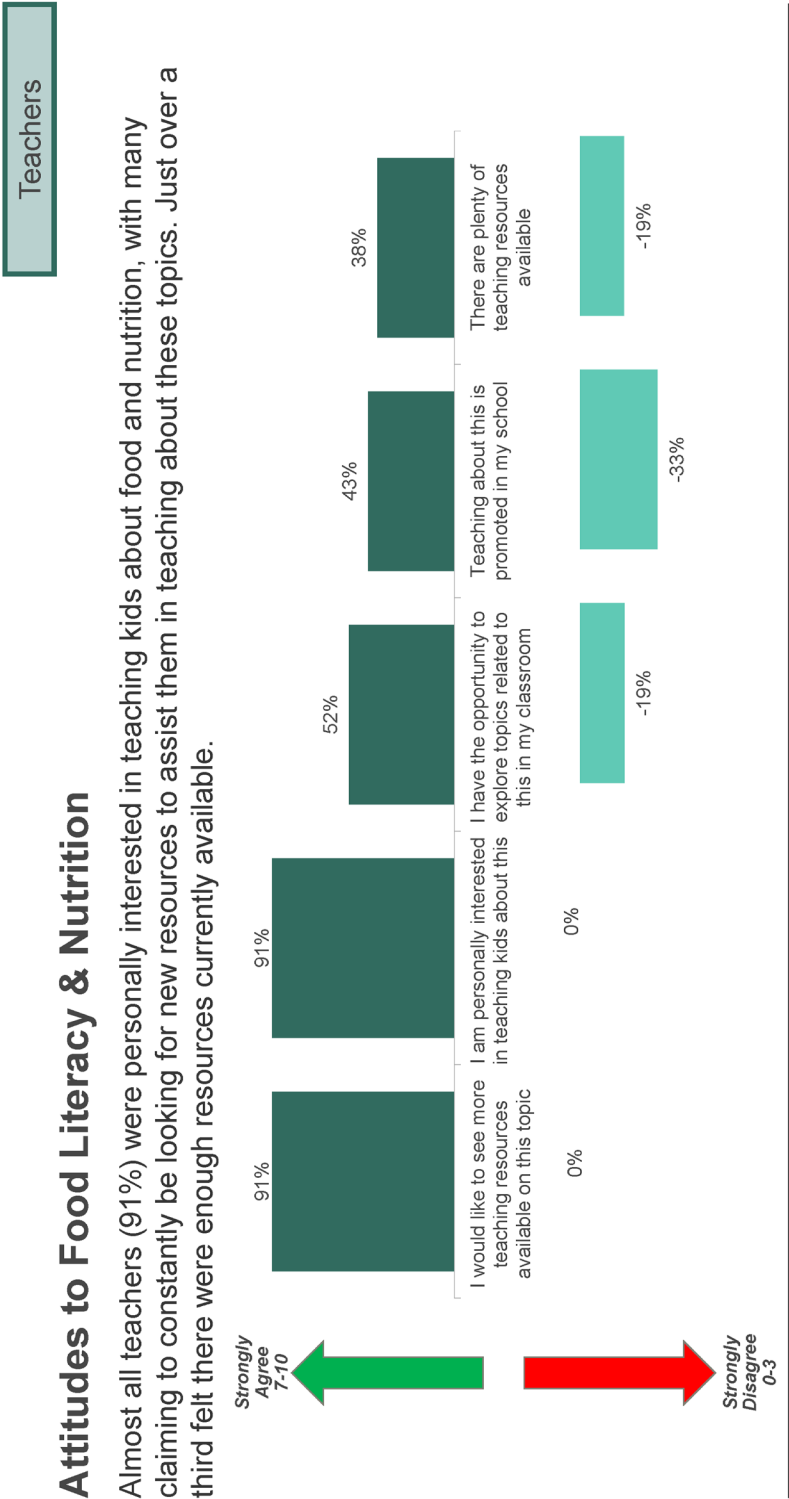
### Teaching Topics - Confidence & Perceived Value

Sustainability was rated among the most valued topics, with all teachers perceiving value in teaching food sustainability to their students. However, just under 2 in 3 indicated that they felt confident teaching the topic.

Similar trends were seen across all topics, apart from food preparation, where teachers equally value the topic and are confident in teaching their students.



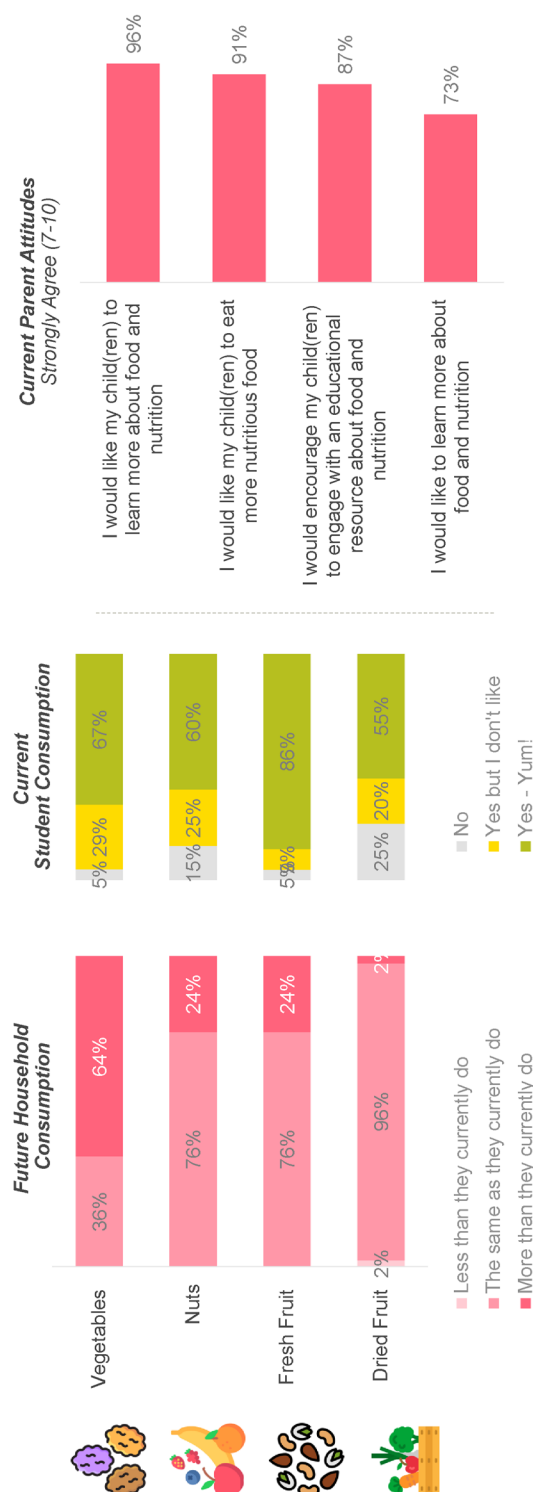
9 in 10 teachers would like to see more food and  
nutrition teaching resources available.



## Household Food Intake

Overall, parents aim to increase their household vegetable intake, while keeping their nuts, fresh and dried fruit intake the same. Most children feel they are regularly consuming fresh fruit and vegetables.

Almost all parents want their children to learn more about food and nutrition, with 9 in 10 wanting their children to eat more nutritious foods.



**KANTAR** |  **colmar brunton.**

Q6. Thinking about the following types of food... In the future, do you imagine your household consuming the following types of foods...?

Student Q4. Which of the following do you currently eat?

Q7. To what extent do you agree or disagree with each of the following statements?

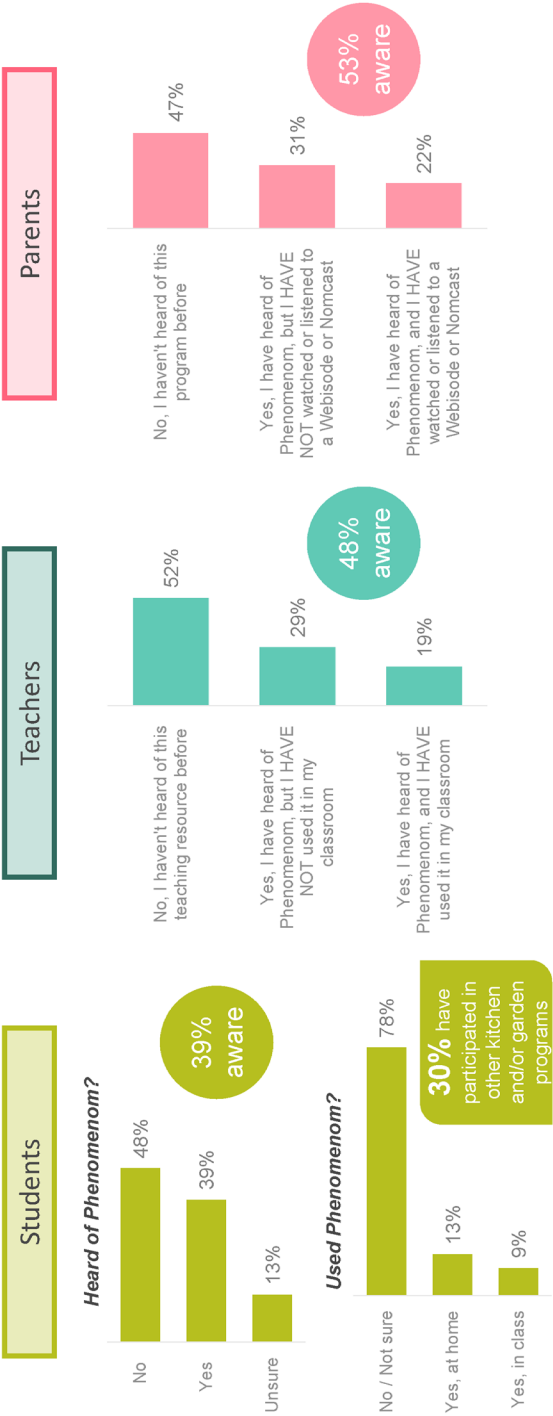
53% of parents, 48% of teachers and 39% of students,  
were aware of Phenomenom.

1 in 10 students surveyed had used Phenomenom in  
class.



## Phenomenom Awareness

Almost half of parents and teachers were aware of Phenomenom whilst just over a third of students had heard of it before, just under 1 in 10 had used it in class.



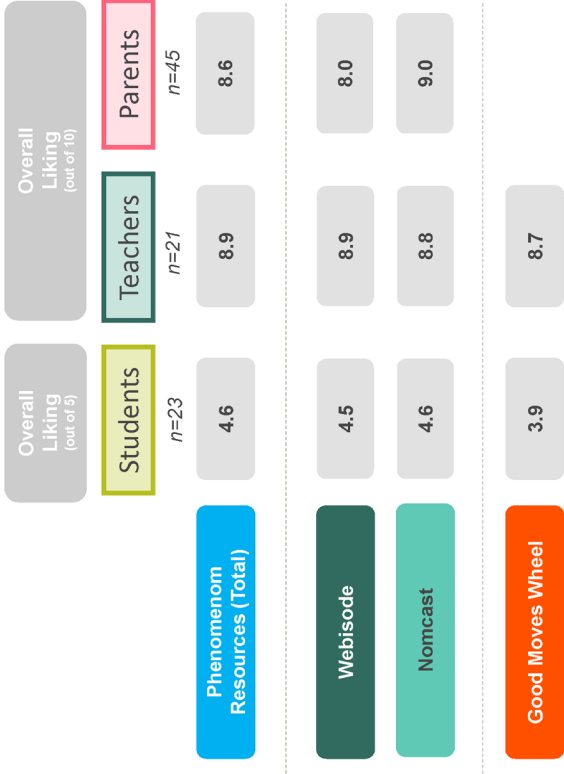
## 5 Resource Performance

## Overall Appeal of Phenomenom Resources

As a whole, the Phenomenom resources were well liked by both students and teachers.

The Nomcast received stronger appeal than the Webisode amongst parents.

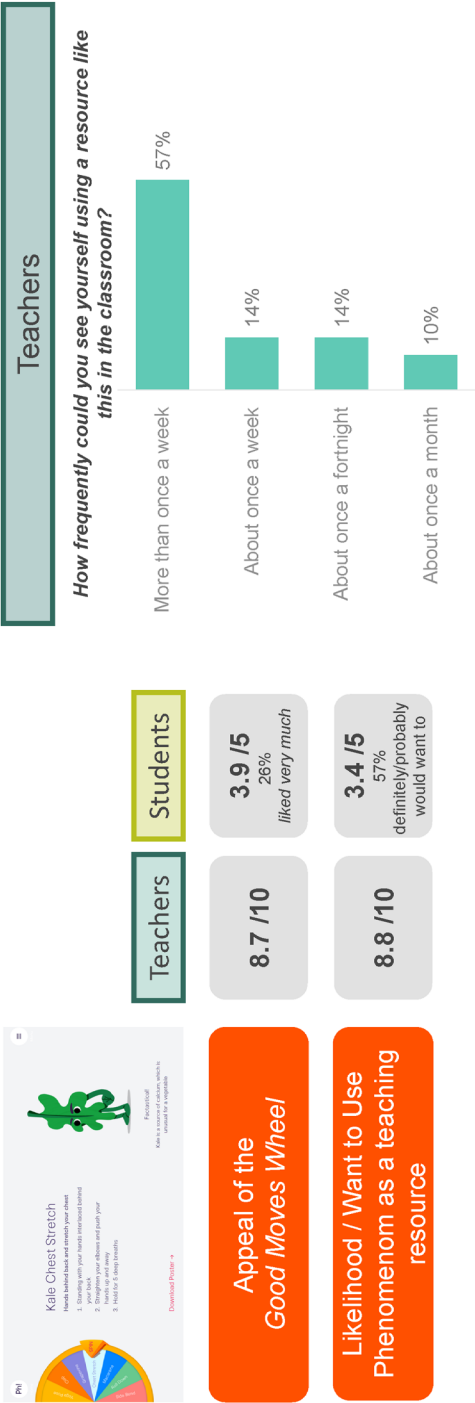
There was slightly weaker appeal of the Good Moves Wheel amongst students.



## The Good Moves Wheel

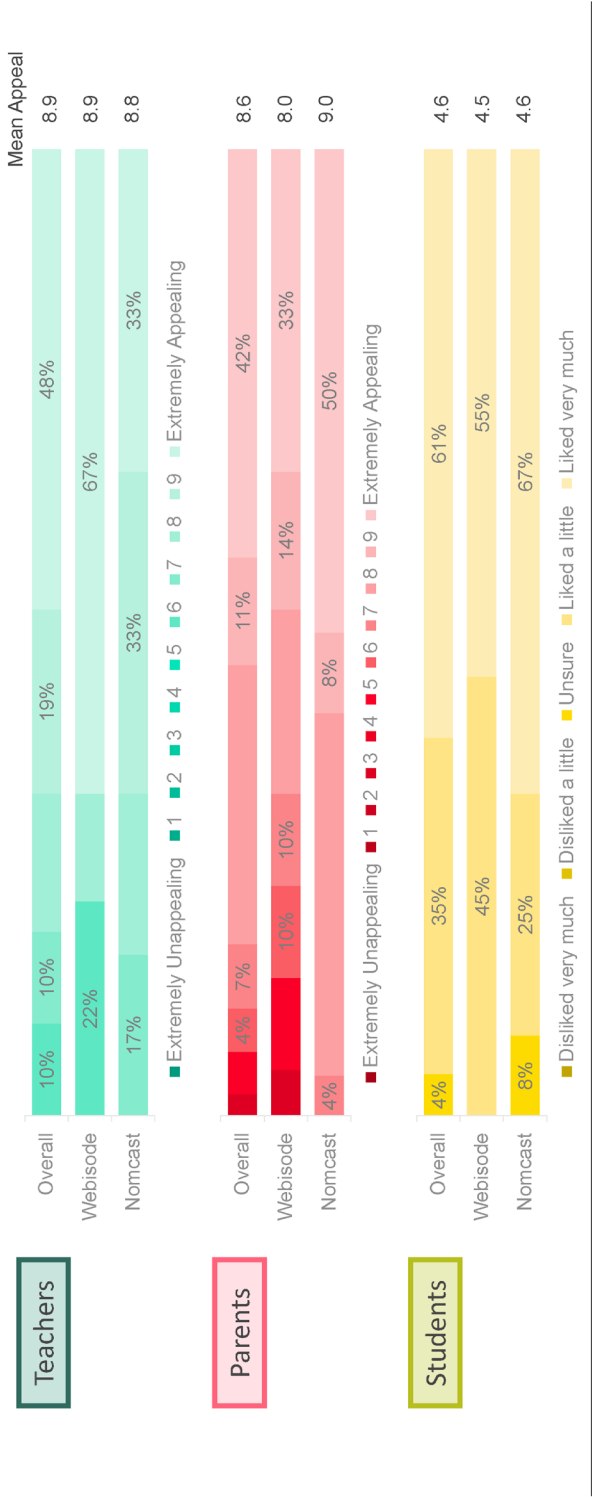
There was strong appeal for the Good Moves Wheel amongst teachers, many of whom expected to use it in the classroom more than once per week (a greater frequency than both the Webcast and Podcast).

Appeal amongst students was moderate when compared to other Phenomenom resources.



## Appeal of Phenomenon Resources.

Half of parents found the Nomcast extremely appealing, students also had high appeal whilst teachers were more likely to find the Webisode extremely appealing.



Students

Verbatim Comments

Overall, students enjoyed the animated characters, appreciated the humour and the responded to the visual tools. Many also indicated that the resources were too long and parts were too complicated or didn't make sense.

Nomcast

"It was a bit too long"

"Sometimes it was a bit hard to keep track because the talking was a bit too fast."

"Still did not get about Phenomenom"

Webisode

"I didn't like how you couldn't add the webisode to your photos, so when your feeling sad you can watch it and then do some of the things."

"That the girl was really annoyed."

"Nothing"

Dislikes

"I liked the Graphics and the Pictures"

"The narrating made it enjoyable and Alice explained things really well."

"It helped me learn about what is good for your body"

Likes

"I liked how it gave a lesson and the advice is good"

"I liked the song because it made me feel like I was in a good mood and I just want to keep listening to it."

"I make's learning way more fun. If that was how teacher's taught me I would be really happy."

Teachers

Verbatim Comments

Recurring themes raised by teachers include that the resources were fun and relatable for students, and would be easy to teach. There was a persistent thread of suggestions that the resources could be a shorter length.

Nomcast

Webisode

No dislikes

"I'm not sure what year level this was aimed at. Maybe the videos should be a bit shorter?"

"Not sure if possible but a search engine part of the podcast to easily search for and find specific snippets of info relative to class/ topic/ unit. Description of topics discussed at times"

"There seems to me that one Webisode covers too many varying ideas. I felt it was a bit disjointed emotions - indigenous history, nutritional health."

"I'm not sure what year level I would use this for because of the song, the song would suit the younger children but the content is more suited to middle to upper."

"I really liked how the technical terms were elaborated on and explained with animations for better understanding"

"Very informative. Kids can listen and answer follow up questions"

"It's visuals are engaging, it covers great detail in its description and I think students will find the language use relatable to them."

"It delivered important messages to students in a really engaging way."

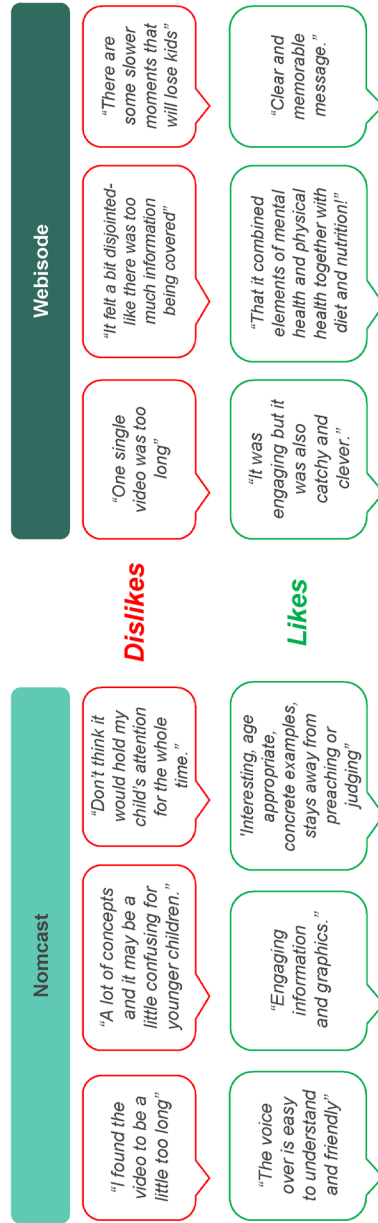
"Loved the link to indigenous food types and mental health well being."

"The use of characters makes it easier to explore sensitive topics. The students can revisit this resource in their own time. Catchy tune The use of food to promote happiness and good mood"

Parents

## Verbatim Comments

Parents found the resources engaging but also suggested a shorter length and more focused content may help to hold attention of children for longer.



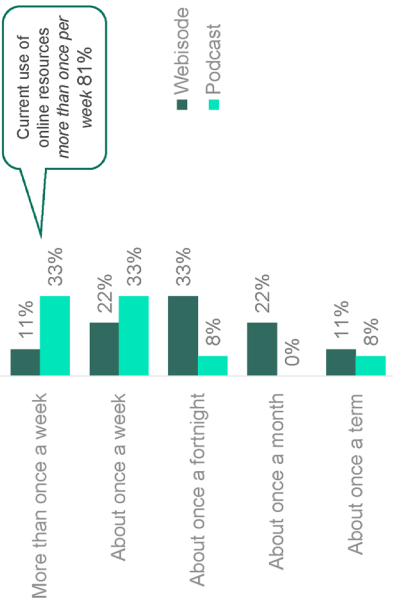


## Frequency of Use

Phenomenom usage was expected to be weekly or more often on the whole with greater frequency of use placed on the podcast versus the webisode amongst teachers.

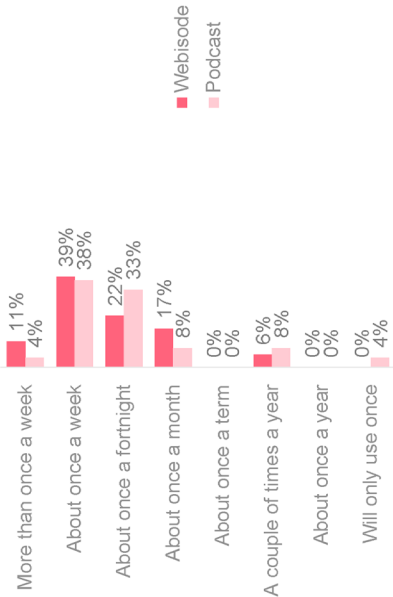
How frequently could **you** see yourself using Phenomenom as a classroom resource?

### Teachers



How frequently could you see your child(ren) **watching or listening to** a Phenomenom resource like this?

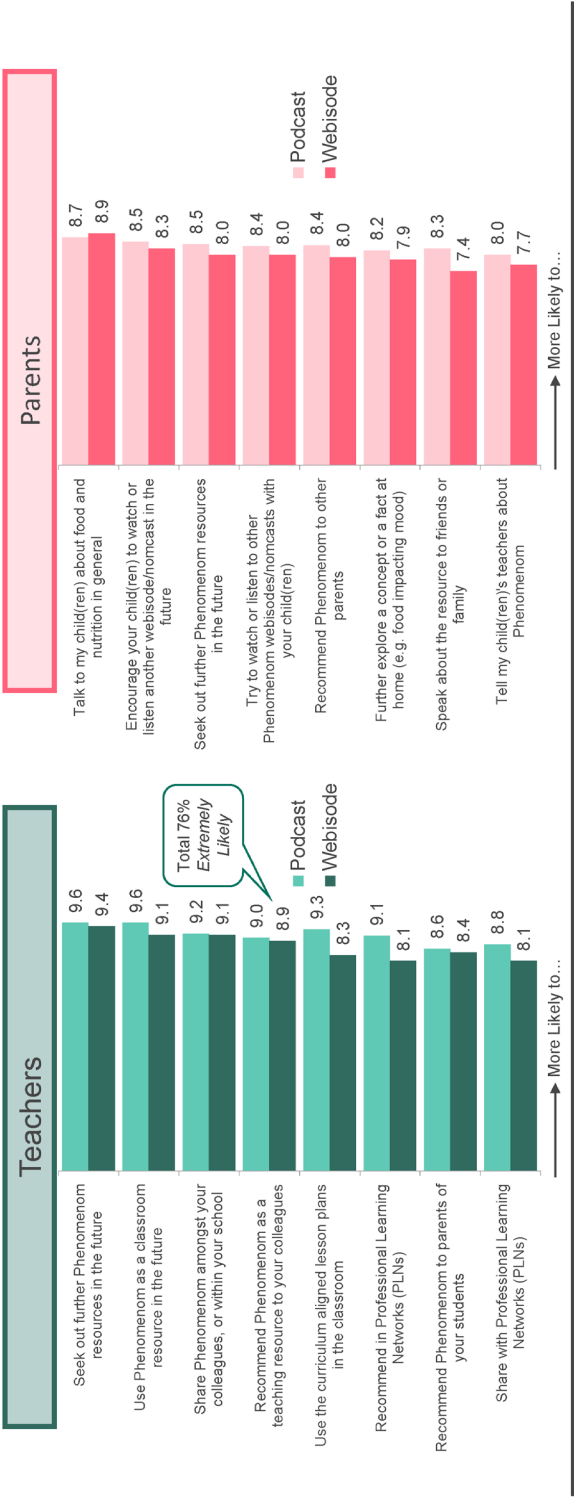
### Parents



76% of teachers indicated that they would be **extremely likely to recommend** Phenomenom as a teaching resource to their colleagues.

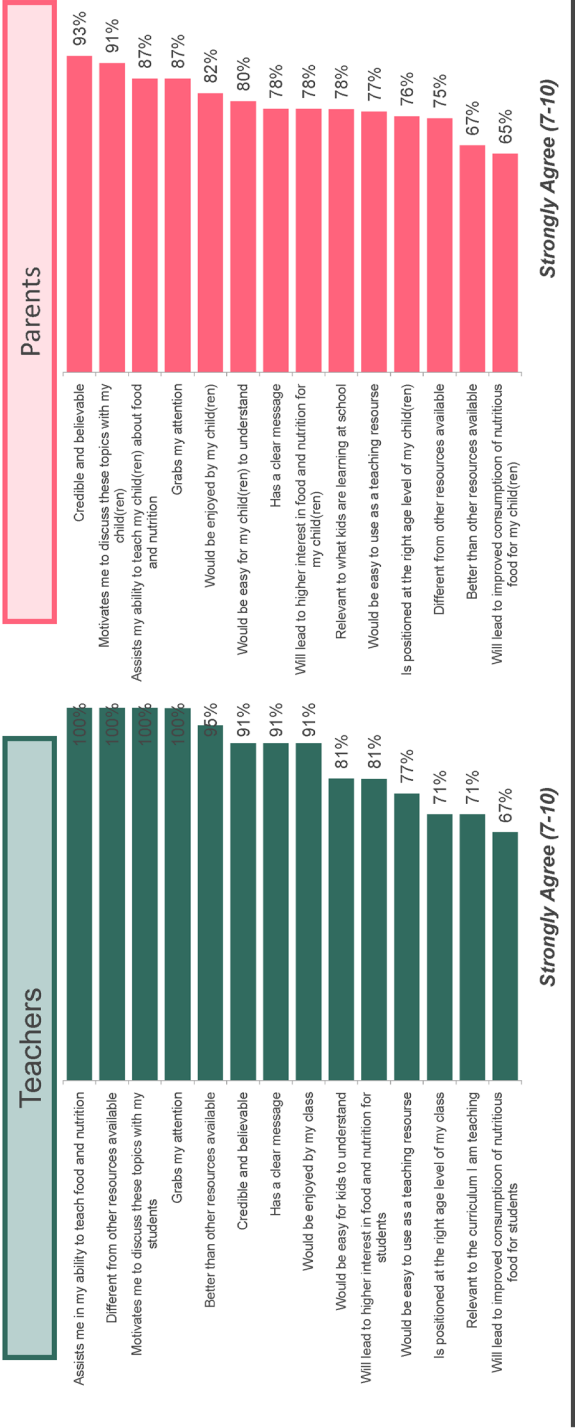
## Impact on Behaviour

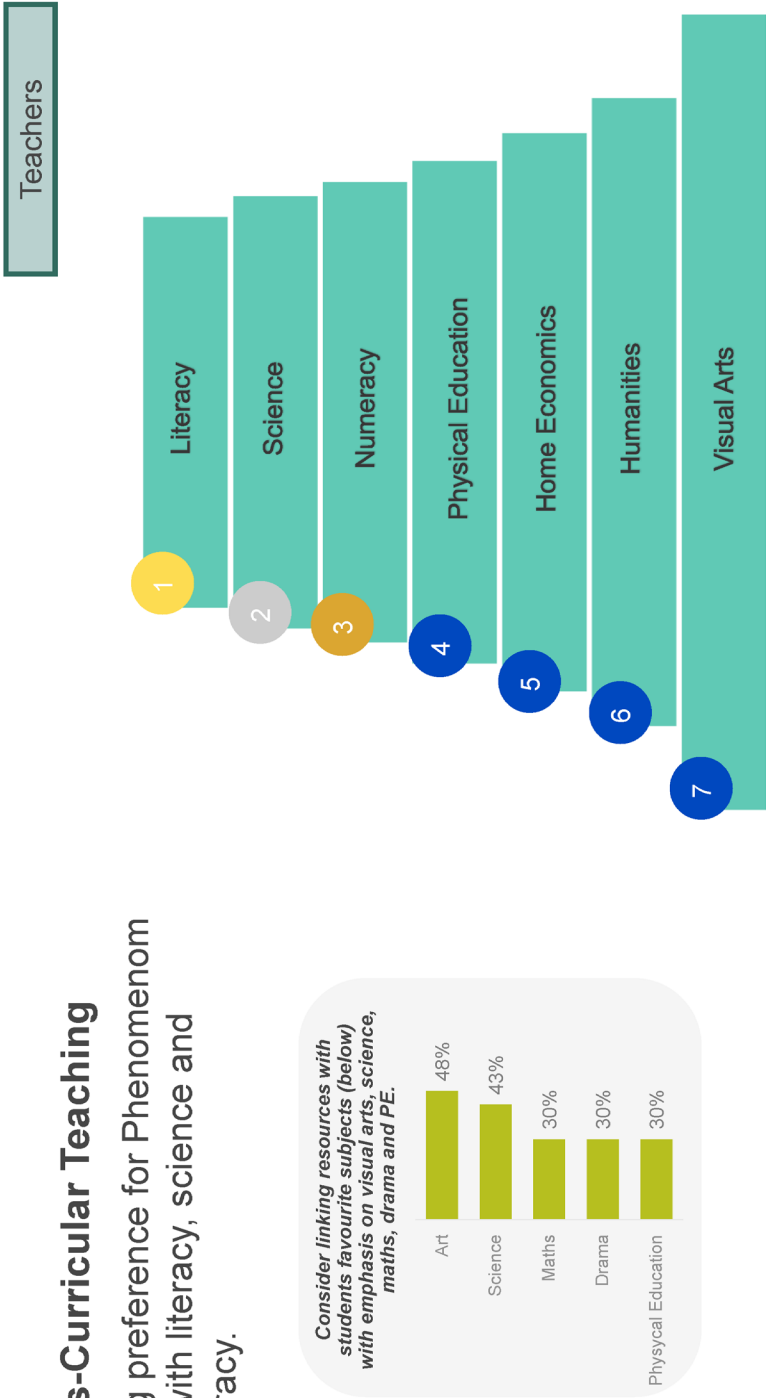
Both the Podcast and the Webisode were highly likely to spark conversation amongst parents and seek further resource amongst Teachers. The Podcast was more likely to garner recommendation and discussion with friends and family amongst parents and more likely to be shared in professional networks amongst Teachers.



## Attitudes to Phenomenom Resources

Teachers found the Phenomenom resources to be unique, motivating and helpful. Similarly, parents also found them to be credible and believable indicating a strong “buy in” from both groups.







# Net Promoter Score. Phenomenom Resource

Overall, Teachers are extremely positive promoters of the Phenomenom resources with a Net Promoter Score of 61%.

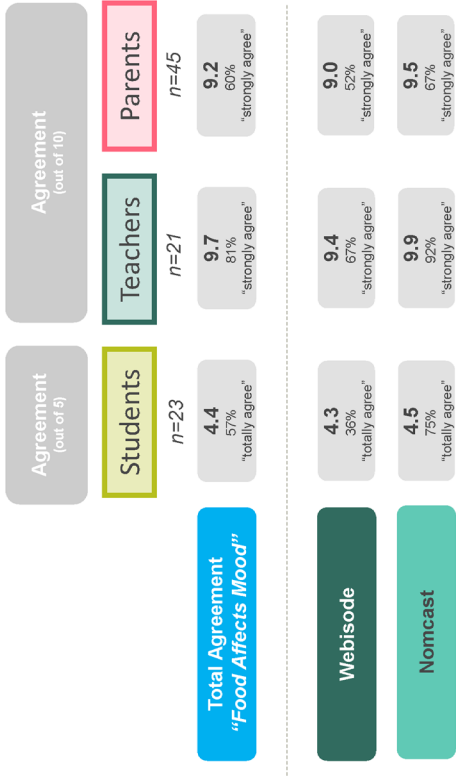
Despite this, students were less likely to indicate that they would recommend the resource to their friends. This is likely to be reflective of their likelihood to recommend learning resources to their friends in general.

Sample Size	Students n=23	Teachers n=21	Parents n=45
Detractors (0-6)	43%	10%	13%
Passives (7-8)	30%	19%	42%
Promoters (9-10)	26%	71%	44%
NPS	-17%	61%	31%

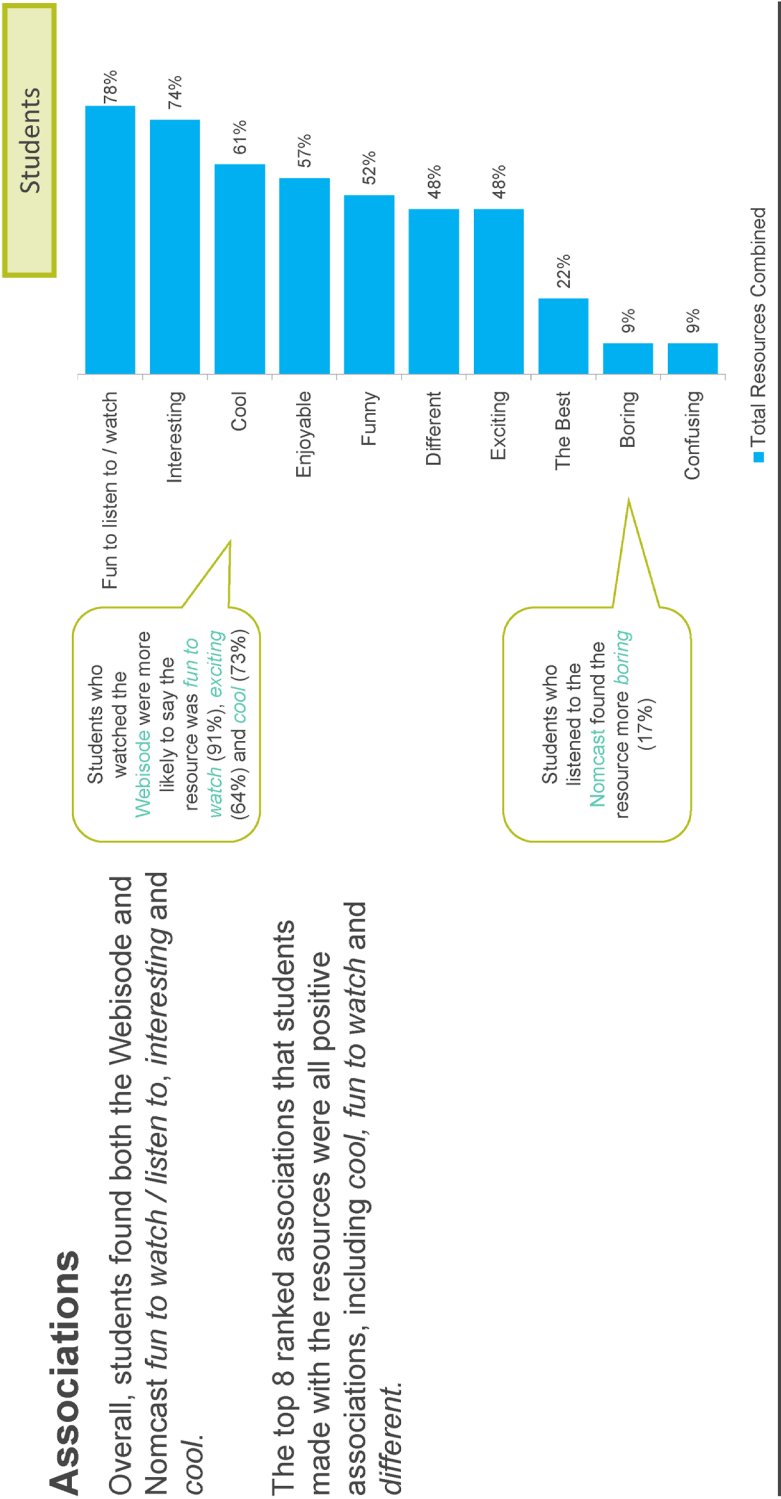
### Good Mood Food

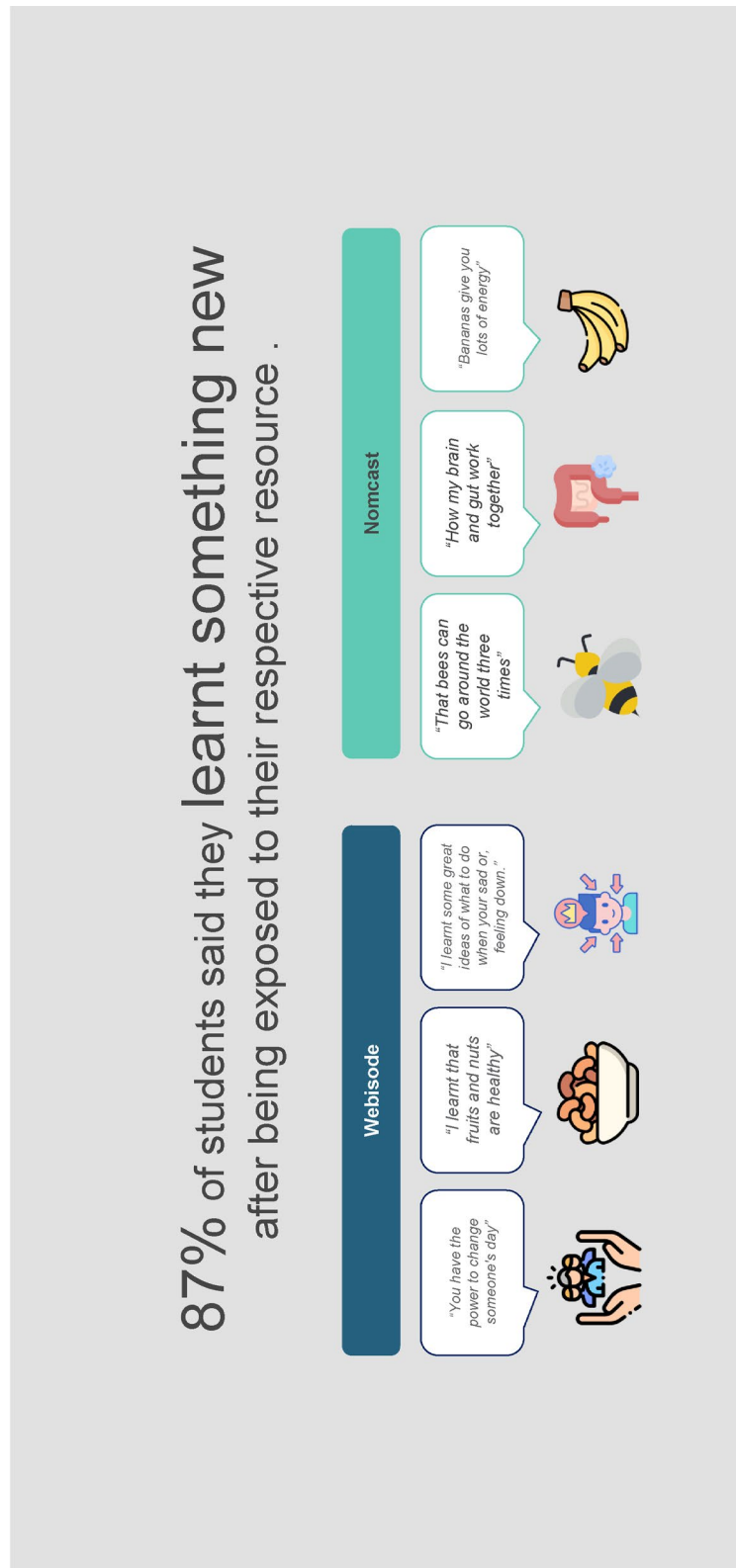
There was strong agreement across all 3 groups that eating good and nutritious food can positively impact your mood.

The message held stronger impact for the Podcast when compared to the Website.





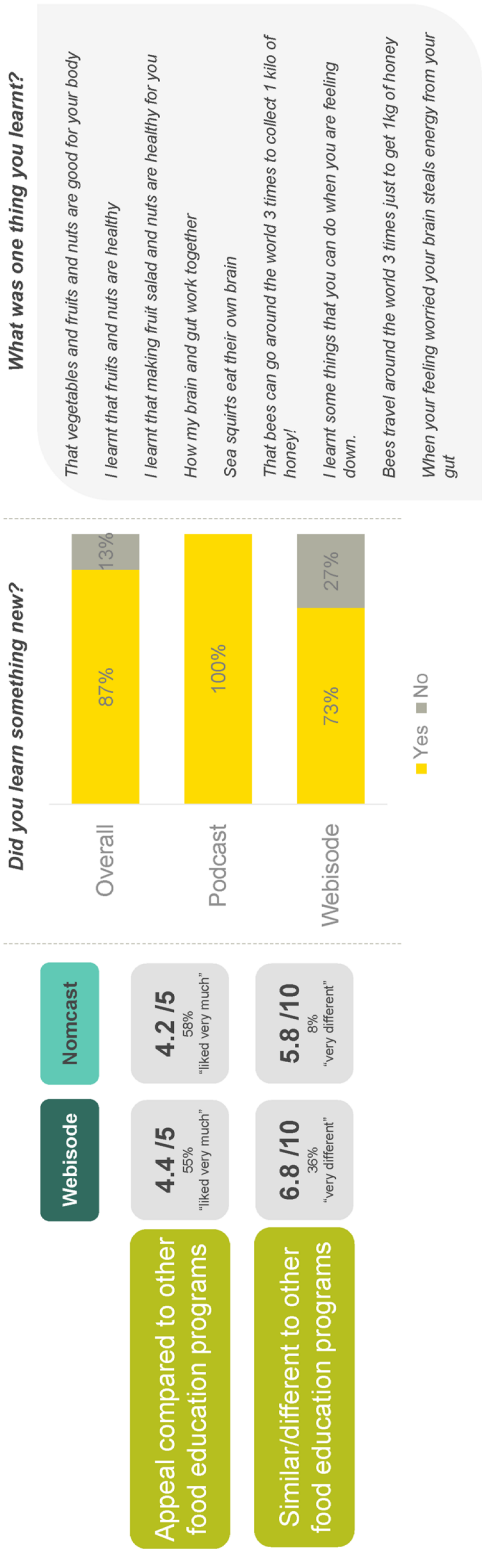




Students

Student feedback

The Phenomenon resources were considered highly different and appealing by students. The majority felt they had learned something new indicating a high level of engagement with the resources they encountered.



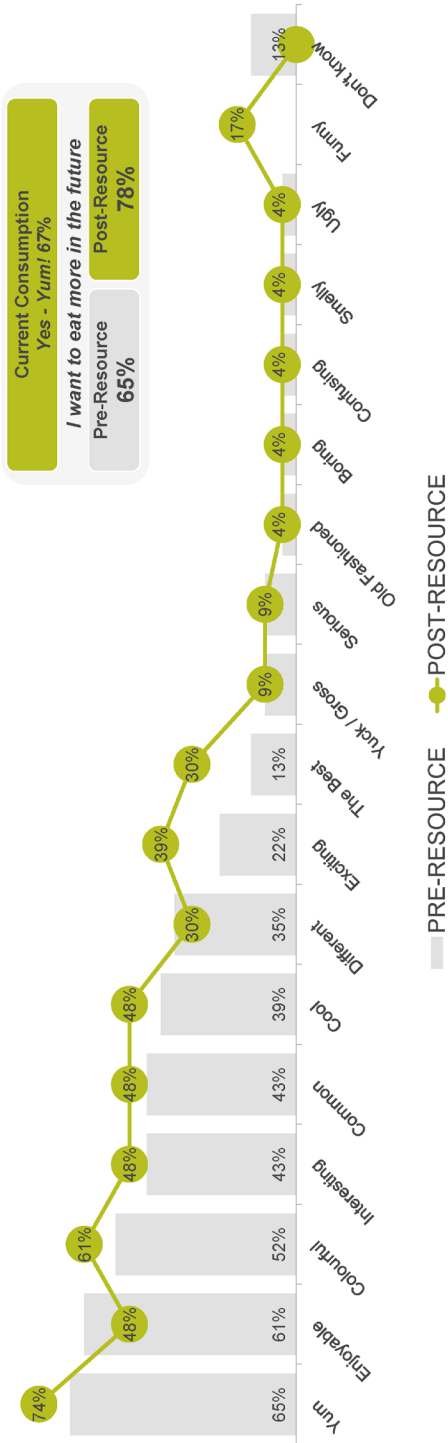
## 6 Affect on Attitudes and Future Behaviour

Students

Associations - Vegetables

Exposure to Phenomenom lead to a greater likelihood of vegetables being described as *exciting* and *the best*. The resource was more likely to enhance positive attributes, increasing future consumption slightly.

Vegetables

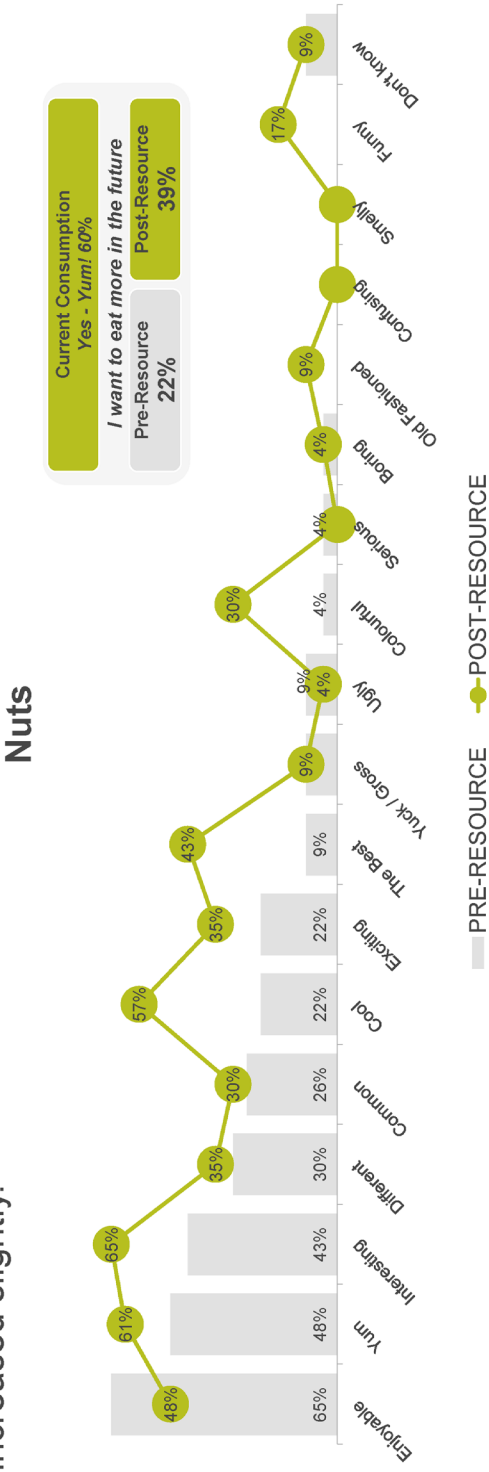


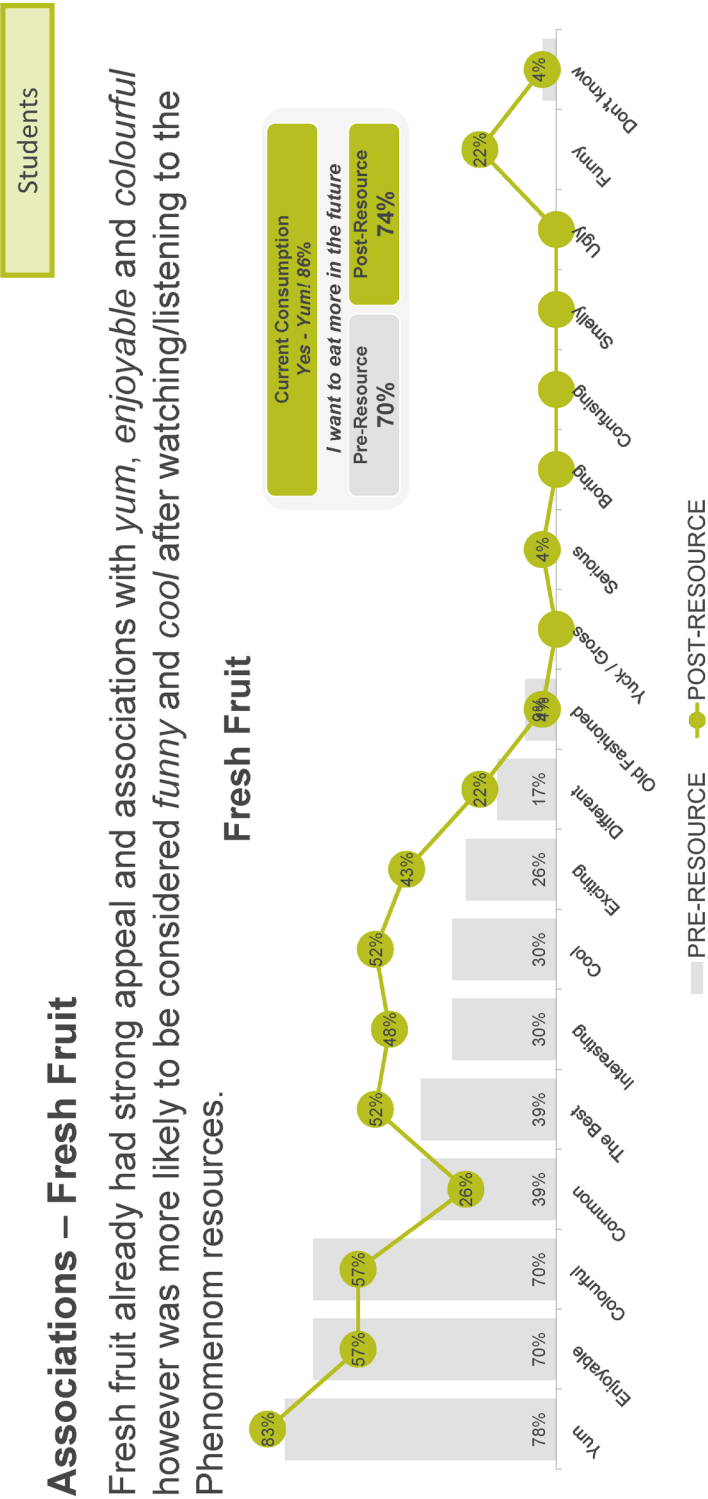
Q4. Which of the following do you currently eat?  
Q5. What words would you use to describe the following foods?  
Q23. After WATCHING this WEBSITE, what words would you use to describe the following foods?  
Q8. How do you feel about eating the following foods?  
Q24. And after WATCHING this WEBSITE, how do you feel about eating the following foods now?

Students

Associations - Nuts

With less familiarity with nuts amongst the sample, exposure to the Webcast / Podcast lead to greater attributions to *the best, cool, colourful and interesting*. Future consumption increased slightly.



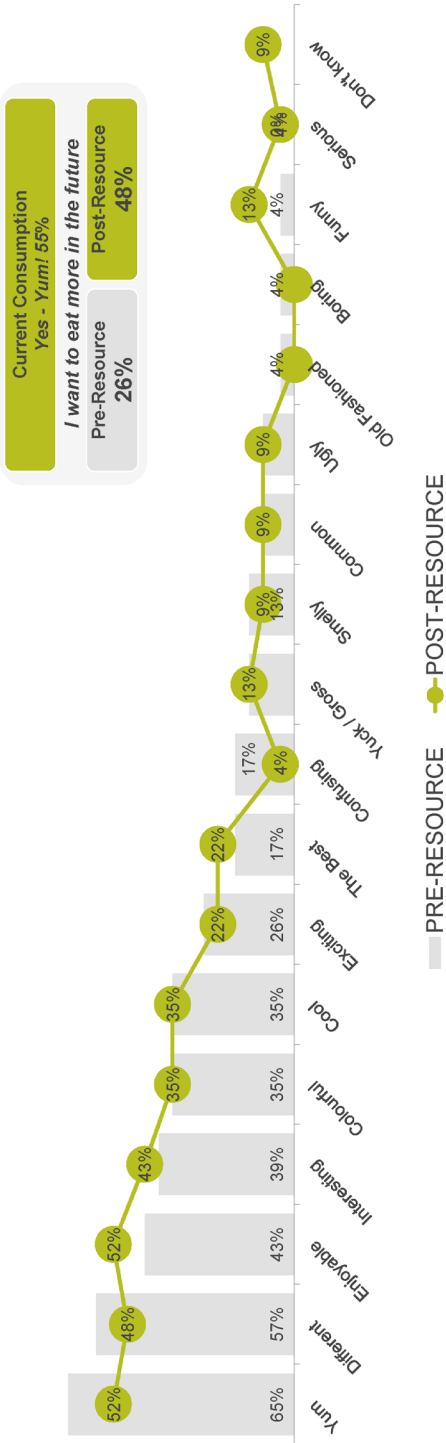


Students

Associations – Dried Fruit

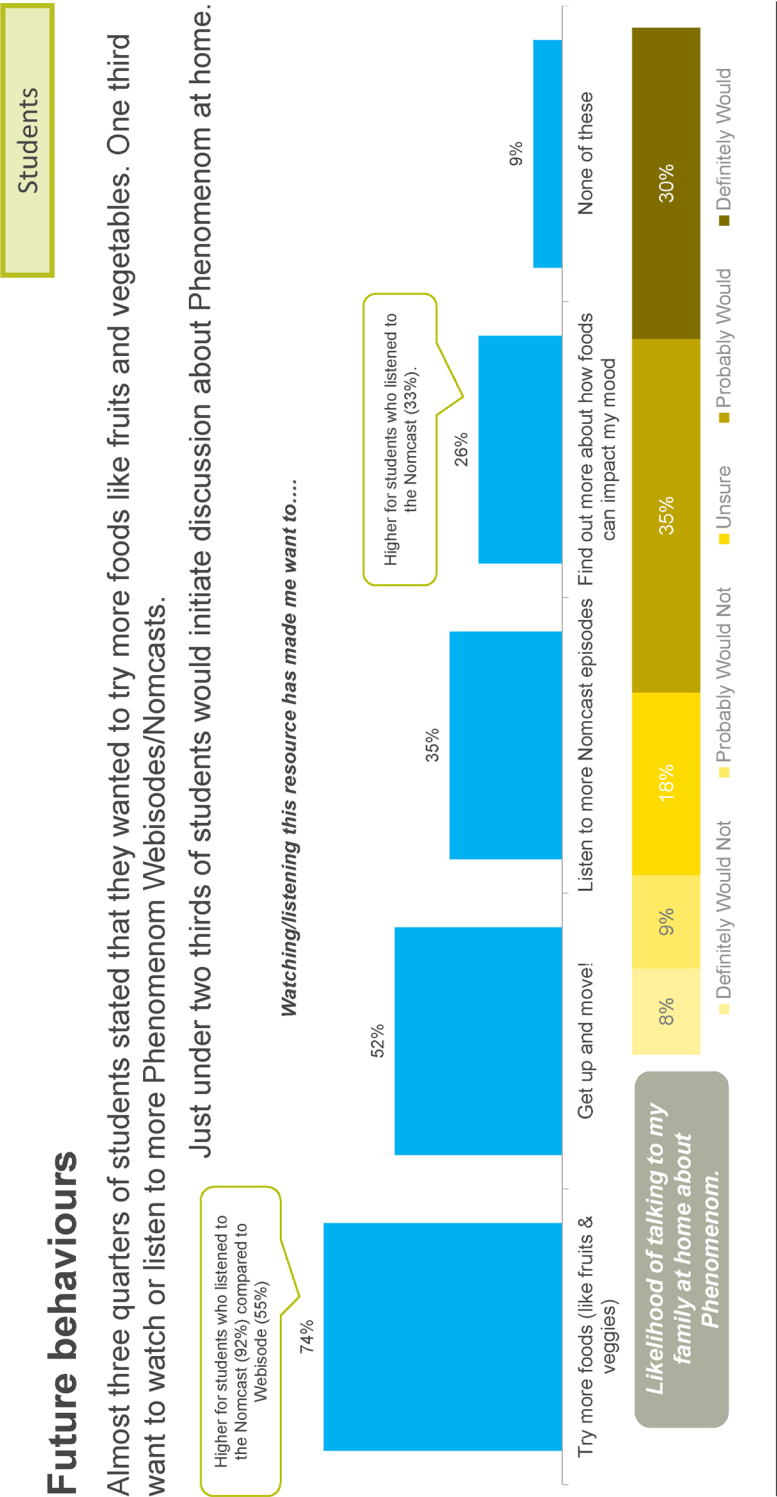
Dried fruit lost some association with *yum* and *different* post-resource however it was considered less *confusing* by some students and overall interest increased.

Dried Fruit





Three quarters of students said they wanted to try more foods like fruit and vegetables after being exposed to Phenomenon resources.



Students

Future fruit and veg consumption

Watermelon topped the list for future fruits to try whilst cucumber, carrots and potato were top for vegetables.

Try in the future?

Watermelon 74%	Blackberry 70%	Strawberries 65%	Orange 61%	Banana 61%	Tomato 48%	Olives 48%	Custard Apples 39%	Figs 39%	Leeks 39%	Cabbage 35%
Blueberries 70%	Apples 65%	Cherry 65%	Cucumber 61%	Potato 61%	Celery 48%	Macadamias 43%	Currants 39%	Avocado 35%	Walnuts 30%	Brazil Nuts 30%
Raspberries 70%	Grapes 65%	Pear 61%	Carrots 61%	Almonds 48%	Leafy Greens 48%	Peanuts 43%	Raisins 39%	Lychee 35%	Beetro... 30%	Asparagus 30%
					Dried Apricot 48%	Cashews 43%	Papaya 39%	Hazelnuts 30%	Mushr... 30%	Artichokes 30%
									Zucchini 26%	Sultana 26%
									Dried Prunes 26%	Onions 26%

## 7 Key Insights from Previous Research

## Previous Research – Key Insights

### Phenomenon II, Full Report Prepared June 2019.

While Phenomenon was positively received amongst Teachers & Students, some further considerations could be taken into account.

*The webisode is slightly more appealing than the Nomcast, which reflects both the learning styles of students and the preferred teaching methods of teachers.*

- Teachers believed the Nomcast requires more visual stimulation to engage students, however if used in conjunction with additional resources in the classroom the issue may be overcome.
- A shorter length Nomcast may also assist in capturing and retaining the attention of students. There was slight confusion/lack of understanding amongst some students, which may be caused by a drop in attention over the length of the audio.

*Trial is likely to result in high uptake of the Phenomenon resources, however gaining initial exposure amongst teachers will be crucial for its broad success.*

- Teachers are showing a slight lack in confidence in teaching about food & nutrition in the classroom, and also feel they don't have the opportunity or flexibility to teach about it within their current curriculum plans.
- Despite this, post exposure, teachers indicated a strong likelihood to use the resource in the classroom and find the content to link with the current curriculum. If exposed & trialled, conversion is therefore likely to be high, despite possible prior barriers.

## Previous Research – Key Insights

### Phenomenom II, Full Report Prepared June 2019.

At an overall level, Phenomenom was well liked by teachers and students alike, with teachers indicating a strong likelihood to recommend the resource, resulting in a positive NPS score for Phenomenom.

*In an environment where teachers feel current food & nutrition resources are limited or lacking in quality, Phenomenom is effectively filling a gap in the market and providing teachers with a necessary teaching resource.*

- Teachers would use the Webisode and Nomcast as classroom resources in the future, and found the additional aligned curriculum plans added further value.
- Teachers were highly likely to share the resource and recommend it to others; predominantly with colleagues, and to assist in longer term curriculum planning.

*The Phenomenom resources are highly engaging and have positively promoted students learning by providing tools that align to their learning styles.*

- Students wanted to watch or listen to more from Phenomenom and to try more vegetables after exposure to the resources.
- Positively, students learnt something new after exposure to the resources & were specifically interested in learning about food & nutrition. This is in line with findings amongst teachers, who indicated they were likely to teach about healthy food & diet, sustainability & sustainable farming, and fruit & vegetable farming in the future; finding these topics both interesting and valuable to teach about in the classroom.
- Although the NPS figure for Phenomenom amongst students towards friends is lower than ideal, this is likely to be reflective of their behaviours within this stage of schooling. Positively, students were more likely to talk to their family at home about the resource.

## 8 Appendix

