

**Tool for Reviewing**  
**Physical Activity Related Health Education Material**

*Create by the University of South Carolina Prevention Research Center*

**Material Being Reviewed:** \_\_\_\_\_

**Reviewer of Physical Activity Material:**

Name: \_\_\_\_\_ Review Date: \_\_\_\_\_

**This Tool for Reviewing Physical Activity-Related Health Education Material has been developed as an educational guide for reviewing physical activity materials such as pamphlets, flyers and brochures. Incorporated in this review are guidelines for reviewing the accuracy of the physical activity message along with guidelines that reflect the most recent literature on effective health education/promotion strategies for printed health education materials. Therefore, as you complete this review, remember to formulate your ratings of the material while keeping the various guidelines in mind.**

**Components Being Reviewed**

- Section 1: Target audience for the material
- Section 2: Extent to which the physical activity message is reflected
- Section 3: Organization of the physical activity message
- Section 4: Appearance and appeal of the text and illustrations (including readability)
- Section 5: General summary and comments

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**General Instructions**

- 1) Read the “Current Public Health Physical Activity Message” (page 2)
- 2) Read over the physical activity educational material
- 3) Read the section review criterion (one section at a time)
- 4) Provide a rating of the material (one section at a time)
- 5) Provide general impressions of the educational material

## The Current Public Health Physical Activity Message

The current 1996 Surgeon General's Report on Physical Activity, along with the American College of Sports Medicine and the Centers for Disease Control support the following guidelines for the promotion of physical activity:

*Every US adult should accumulate 30 minutes or more of moderate intensity physical activity on most, preferably all, days of the week.*

and

*All adolescents... be physically active daily, or nearly every day, as part of games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities and that adolescents engage in three or more sessions per week of activities that last 20 minutes or more at a time and require moderate to vigorous levels of exertion.*

It is also recommended that efforts to promote this message include **behavioral elements that promote regular lifelong physical activity**. For the successful dissemination of this message to occur, educational materials should be carefully designed with these guidelines in mind and an awareness of the needs of special populations such as the socioeconomically disadvantaged, less educated, persons with disabilities, older adults and sedentary individuals who are initiating an exercise program.

\*\*\*\*\*

**Read Over the Physical Activity Promotion Material at this Time.**

## Appropriate Target Audience for this Material (Section 1)

**Check all populations** you feel this material is appropriate for:

- males    females
- children    adolescents    adults    older adults
- multiethnic; or    Caucasian    African-American    Hispanic-Latino    Asian    Unknown
- Target population(s):    parents    students    sedentary individuals initiating exercise    disabled
- worksite    others: \_\_\_\_\_

### **Focus of the Material**

*As this review is designed to rate how effective materials are in promoting physical activity, it is important to identify whether the material is promoting the "Current Physical Activity Message" in a comprehensive manner or by targeting specific portions of the message such as the populations of adolescents, people initiating exercise programs and/or modes of exercise such as walking.*

Does this educational material appear to be promoting the current public health physical activity message in a:

- comprehensive manner
- or
- by promoting specific portions

If so, what portion(s) appear to be targeted? \_\_\_\_\_

**As you provide your ratings for the remaining sections of this review, please keep in mind both the appropriate Target Populations and Focus of the physical activity promotion material.**

## Extent to Which the Most Current Physical Activity Message is Reflected (Section 2)

**Review Criteria:**

A) The level of physical activity being suggested should include:

- *Most days of the week (≥5), if not more. (≥ 3 in adolescents)*
- *Accumulation of at least 30 minutes which may be done in one session or periodically throughout the day. (≥20 min per session in adolescents)*
- *Moderate intensity; that involves activities such as biking, brisk walking, pushing a cart or stroller, which result in increased breathing and/or sweating. (Moderate to Vigorous intensity in adolescents)*
- *With adolescents, activities should be part of games, sports, play, physical education, etc. and in the context of family, school and community activities.*

B) Promotion of lifelong physical activity should reflect issues such as:

- Including fun and enjoyable activities
- Being progressive in nature; especially for individuals just starting out
- Performing a variety of different activities
- Decreasing sedentary activities such as TV watching and driving a car
- Involving encouragement or increased confidence in one’s ability to be active

C) Material should address special populations in the U.S. such as:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Socioeconomically disadvantaged</li> <li>• Less educated</li> <li>• Persons with disabilities</li> </ul> | <ul style="list-style-type: none"> <li>• Older adults</li> <li>• Sedentary individuals who are initiating an exercise program</li> </ul> |
|---|--|

<b>Extent to which the most current physical activity message is reflected</b>					
	5	4	3	2	1
	Excellent	Good	Adequate	Inadequate	Unacceptable
A) Level of physical activity being suggested					
B) Promotion of lifelong physical activity					
C) Addresses special US populations					
<b>Overall reflection of the PA message</b>					

Note: The “Overall” rating should reflect the extent to which the material addresses the main topics of this section.

## Organization of the Physical Activity Message (Section 3)

**Review Criteria:**

A) Clarity of the physical activity message

- There should be no more than 3-4 main points
- The main message should be visually clear at first glance
- The message shouldn't be too conceptually difficult
- The message should be culturally relevant

B) Writing style

- The writing style should be clear and easy to read
- The writing style should not be too dense in content or text

C) Layout of physical activity message

- There should be a good balance on the pages between educational illustrations and written text
- The message should be visually easy to follow through formatting techniques such as:
  - < 52 letters per line of text
  - Subheadings
  - *Italics*
  - **Bold** text

<b>Organization of the Physical Activity Message</b>					
	5	4	3	2	1
	Excellent	Good	Adequate	Inadequate	Unacceptable
A) Clarity of the physical activity message					
B) Writing style					
C) Layout of physical activity message					
<b><i>Overall rating of the Message's Organization</i></b>					

Note: The "Overall" rating should reflect the extent to which the material addresses the main topic of this section.

## Appearance and Appeal of the Text and Illustrations (Section 4)

**Review Criteria:**

A) General aesthetics

- Good contrast/balance between ink and paper
- Print size and text style are appealing to the eye
- Material utilizes color print as well as black and white

B) Graphs, Pictures, and Illustrations

- These should be clear and easy to follow
- They should be free of extraneous data

C) Readability

- Vocabulary difficulty (harder words should be clearly defined at the beginning of the material / text)
- The average sentence length should not be too long
- Reading level should be at a 4<sup>th</sup>-6<sup>th</sup> grade level or less for the general U.S. adult population (see reading level below)

<b>Appearance and Appeal of the Text and Illustrations</b>					
	5 Excellent	4 Good	3 Adequate	2 Inadequate	1 Unacceptable
A) General aesthetics					
B) Graphs, Pictures, and Illustrations					
C) Readability					
<b><i>Overall rating of the Appearance / Appeal</i></b>					
Reading level for this material: _____ ± 1.5 grades					

Note: The “Overall” rating should reflect the extent to which the material addresses the main topic of this section.

## General Summary and Comments (Section 5)

**For this section please:**

- a) Transfer your “Overall Ratings” from sections 1-4 into the appropriate boxes below.
- b) Complete the “Overall Rating of Physical Activity Material” based on your review and general impressions of the effectiveness of this material in promoting physical activity.

<b>General Summary: Review of Physical Activity Material</b>					
<p style="text-align: center;"><u>Section 1:</u></p> <p style="text-align: center;"><b>Intended focus of the material with regard to the “Public Health Physical Activity Message”</b></p>	<p>___ Comprehensive    from page 3</p> <p>___ Specific portions</p>				
<p style="text-align: center;"><u>Section 2:</u></p> <p style="text-align: center;"><b>Extent to which the physical activity message was reflected</b></p>	<p>Rating: _____ from page 4</p>				
<p style="text-align: center;"><u>Section 3:</u></p> <p style="text-align: center;"><b>Organization of the Physical Activity Message</b></p>	<p>Rating: _____ from page 5</p>				
<p style="text-align: center;"><u>Section 4:</u></p> <p style="text-align: center;"><b>Appearance and Appeal of the Text and Illustrations</b></p>	<p>Rating: _____ from page 6</p>				
<p style="text-align: center;"><b>Overall Rating of the Physical Activity Material</b></p>	5 Excellent	4 Good	3 Adequate	2 Inadequate	1 Unacceptable

Note: The “Overall” rating should reflect the extent to which the material addresses the main topics of all the sections.

If you were a member of the population for which this material appears to be intended would you feel moved towards attaining the public health physical activity message? **Y / N**

**General impression/highlight statement for the physical activity material:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The “SMOG” Readability Test (Short Version)

### For materials containing > 30 sentences

1. Count off 10 consecutive sentences at the beginning, middle and end of the text.
2. Count the number of words with 3 or more syllables in the 30-sentence sample. Answer: \_\_\_\_\_
3. Use the answer to step 2 to look up the reading grade level in the chart.

### For materials containing < 30 sentences

1. Count the number of sentences: \_\_\_\_\_
2. Count the number of words with 3 or more syllables in the sample: \_\_\_\_\_
3. Divide the number of sentences in the sample into 30 (i.e., 30/25) and multiply this number by the number of words from step 2. Answer: \_\_\_\_\_
4. Use the answer to step 3 to look up the reading grade level in the chart.

**Note:**

- A sentence is defined as a string of words punctuated with a period, exclamation point, or question mark.
- Hyphenated words are considered one word.
- Numbers should be considered as if they were written out (i.e. both “25” and “twenty-five” should be considered to have 3 or more syllables).
- Proper nouns should be considered
- Abbreviations should be considered in their unabbreviated form.

### “SMOG” Conversion Chart

Number of words with 3 or more syllables in a 30 sentence sample:	Approximate Reading Grade Level (plus or minus 1.5 grades)
0 – 2	4
3 – 6	5
7 – 12	6
13 – 20	7
21 – 30	8
31 – 42	9
43 – 56	10
57 – 72	11
73 – 90	12
91 – 110	13
111 – 132	14
133 – 156	15
157 – 182	16

**Reading level of this material:** \_\_\_\_\_<sup>th</sup> **Grade (plus or minus 1.5 grades)**

**Reading Level Reference:**

Readability testing in cancer communications: methods, examples, and resources for improving the readability of cancer messages and materials, National Cancer Institute (U.S.). Office of Cancer Communications, Bethesda Md. : Department of Health, Education, and Welfare, Public Health Services, National Institutes of Health, National Cancer Institute, 1979.