

In Step 2, you will find out as much as possible about why audience members make the food and activity choices they do as well as what might motivate, facilitate, and support them to take on the goal behaviors. Theory provides you with the framework to ask the questions and organize the answers.

At the end of the Step 2 worksheets, you should have the following products for Steps 2A, 2B, 2C, 2D, and 2E:

- Step 2A:** Description of the sociocultural environment in which your audience lives.
- Step 2B:** List of current behaviors, practices, policies, and environmental factors that are *assets* for the audience's achievement of the program goal behaviors.
- Step 2C:** List of thoughts, feelings, and skills that are rooted in theory that potentially mediate the audience's motivation for and ability to achieve the program's goal behaviors or community practices.
- Step 2D:** List of potential actions for the program to take to provide environment and policy supports for the audience's achievement of the program goal behaviors.
- Step 2E:** Description of audience characteristics and list of resource considerations that will help you plan the practical aspects of your program.

Use these worksheets as guides to help you identify the personal mediators and environmental determinants of change. Cite information sources in the text and add references to the bibliography at the end of the step. Electronic versions of these worksheets are available at <http://nutrition.jbpub.com/education/2e/>. If you are unable to access the worksheets electronically, you can write onto this blank worksheet or create a text document that uses the same flow of information.

Step 2A: Audience's sociocultural environment

Describe the social and cultural environment of the audience with respect to your goal behaviors. Consider the following questions: What is their life stage (e.g., teen, senior, mother), and how does this stage influence their eating and activity patterns? What is their living situation, and how does this influence their eating and activity patterns? What are the cultural beliefs that influence their eating and activity patterns? How does their lifestyle (e.g., work, family, recreation, social obligations) influence their ability to make healthy food and activity choices? How do their religious beliefs influence their eating and activity patterns?

Step 2B: Individual and community assets

Identify existing behaviors, practices, environmental factors, and policies that support your goal behaviors.

Individual behaviors and community practices that support your program's behavioral goals	Environmental factors and policies that support your program's behavioral goals

Step 2C: Potential personal mediators

Find out about your audience's thoughts and feelings related to the motivational mediators listed below from psychosocial theories.

Potential motivating mediators from theory	Audience's thoughts and feelings in relation to each mediator, specific to achieving your goal behaviors
Perceived risk or sense of concern	
Perceived benefits (i.e., positive outcome expectations)	
Perceived barriers (i.e., negative outcome expectations)	
Affective attitudes (i.e., feelings about the behavior)	
Perceived behavioral control/self-efficacy	
Social norms (i.e., what others think participants should do)	
Descriptive norms (i.e., beliefs of others about the behavior)	
Other	

Find out about your audience's knowledge, skills, and other factors from theory listed below.

Facilitating mediators from theory	Audience's knowledge and skills in relation to each mediator, specific to achieving your goal behaviors
Food and nutrition knowledge	
Food and nutrition skills related to the targeted behavior	
Critical thinking skills	
Self-efficacy	
Goal setting (making action plans)	
Self-assessment/self-monitoring skills	
Reinforcements	
Others	

Step 2D: Environmental/policy supports

Find out how you could change the environmental and policy supports listed below to facilitate your intended audience in performing your goal behaviors.

Environmental and policy supports	How each environmental and policy support could be changed, specific to achieving your goal behaviors
Decision makers' awareness and motivation	
Social environment (e.g., family, networks, support)	
Food environment (e.g., availability, accessibility)	
Built environment (e.g., walkable streets, parks)	
Organizational food policy	
Information environment (e.g., media watched/read, setting)	
Policy activities at the community and national levels	

Step 2E: Audience and resources

Add details about your audience that are important for delivering your program.

Audience trait	Description
Educational level or schooling	
Physical and cognitive developmental level and ability (children only)	
Literacy and numeracy skills	
Preferred learning style	
Special needs	
Emotional needs	
Social needs	

Describe the resources available for your program.

Program resources	Available resources
Time	
Space	
Equipment	
General administrative support	

References