

## VTSF Compendium Program Information Worksheet

### Program Information

<b>Compendium Program Title:</b>	THE GREAT BODY SHOP
<b>Describe the theoretical framework of the program</b>	<p>The Children’s Health Market uses multiple strategies to ensure that THE GREAT BODY SHOP has a successful impact upon changes in children’s health attitudes, knowledge and behaviors. Combining current research from the fields of substance abuse and violence prevention, educational psychology, neuroscience and human behavior, THE GREAT BODY SHOP synthesizes accurate, developmentally appropriate content with effective instructional processes. The theoretical basis and conceptual underpinnings of the program seek to address to both “what is to be learned” and “how it is best learned, ensuring that students receive a prevention program that matches the principles of effectiveness.</p> <p>The theoretical basis that supports THE GREAT BODY SHOP is derived from a body of research and professional literature drawn from the prevention and health fields, brain research and educational pedagogy. In an effort to enhance and change the health behaviors of youth, THE GREAT BODY SHOP integrated principles from Social Learning Theory (Bandura, 1977), Theory of Reasoned Action and Planned Behavior (Ajzen, 1998), Resiliency (Bernard, 1994), Risk and Protective Factors (Hawkins, 1992), Developmental Assets (Benson, 1993), Brain-based Learning (Sylwester, 1995), Essential Elements of Instruction (Hunter, 1989), Multiple Intelligence Theory (Gardner, 1993) and applied the most effective strategies from each discipline to all content areas and processes used in the program. The most effective processes required that the traditional content areas be integrated into a more brain-compatible structure (Caine, 1994). Therefore THE GREAT BODY SHOP replaced the modular/fragmented approach to prevention with an integrated/ thematic approach.</p> <p>With the wealth of professional research on prevention and educational structures, THE GREAT BODY SHOP synthesized the most notable works, resulting in an approach that incorporates the best practices in the prevention field. Notably, there are many common skills and factors identified in each of the most well respected paradigms. For example, the Developmental Asset Model (Benson, 1994), Risk and Protective Factor Model, (Hawkins, 1992), Resiliency Model (Henderson, 1996, Bernard, 1991) all reference the need for social/emotional competency or what Daniel Goleman calls emotional intelligence. A close examination of THE GREAT BODY SHOP reflects this rich research base. Critical thinking skills, goals, performance objectives, lessons, homework, portfolio and reinforcement activities work together as prevention building blocks that are delivered in a developmentally appropriate, brain-compatible way.</p>
<b>Brief Program Description:</b>	<p><i>THE GREAT BODY SHOP Comprehensive Health Education Curriculum</i> is a scientifically-based, research validated, nationally recognized health education program for preschool through middle school students. The curriculum has a strong tobacco, substance abuse and violence prevention component which is integrated into each unit of study. Using a thematic approach, health content and tobacco prevention are integrated into ten monthly units (prek-6) or nine strands of study (middle school). Program materials include a Teacher’s Guide, Student Issues and Parent Bulletins (preschool-6) or Touching Home Parent/Student Activities (middle school). The curriculum is esteemed for it’s up-to-date, motivating student materials and active parental involvement. In addition, THE GREAT BODY SHOP provides technological tools to monitor and evaluate program implementation.</p>