PECAT

Physical Education Curriculum Analysis Tool

User Guide to the PowerPoint® Presentations

DEPARTMENT OF HEALTH & HUMAN SERVICES · USA

CDC

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Part 1: Overview

Presentation Objectives

Following this presentation, participants will be able to:

1. Identify physical education as a fundamental component to a Coordinated School Health Program.
2. Define elements of a quality physical education program.
3. Relate the PECAT as a key ingredient to effective physical education.
4. Identify the approach and organization of the PECAT.
5. Distinguish the relationship of PECAT to research and national standards for physical education.
6. Discuss the next steps to use the PECAT.

Total Estimated Time

	45 - 80 minutes
Introductory Activity (Last Person Standing)	5 - 10 minutes
Part 1: Overview PowerPoint Presentation	45 – 55 minutes
Follow-up Activity (Who Do You Know?)	15 minutes

Materials

- PowerPoint presentation slides with notes (3 slides per page)
- Computer with LCD projector
- PECAT FAQs
- PECAT brochure
- Feedback form

Preparation

- Review PECAT text and activities, and become familiar with use of all forms.
- Set up computer and LCD projector and insert CD Rom; use the *Part 1: Overview* PowerPoint file
- Make one copy for each participant of:
  - PowerPoint Slides with Notes (print 3 slides to page) – for help printing, go to page 18
  - PECAT FAQs
  - PECAT brochure
  - Feedback Form

Suggestions for Use

This PowerPoint presentation, *Part 1: Overview*, may be used alone as an introduction to the PECAT with any stakeholders involved with physical education curriculum. In addition, Part 1 may be immediately followed with PowerPoint presentation, *Part 2: Using the PECAT*, when conducting a training that involves introducing the PECAT, then training participants on the process and use of the PECAT components. If a delay of several days or more follows the showing of Part 1 prior to showing Part 2, it is recommended that you include slides from Part 1 as a brief review to Part 2, as needed. The slides that you choose to include from Part 1 into the Part 2 presentation will depend on the needs, interests, preparation, and experience of the stakeholders involved in the training.

Please note that this PowerPoint presentation may be used with or without the introductory and final activities, although it is suggested that they be used.

Procedure

1. **Introduce** and use the introductory activity, Last Person Standing (see page 3).
2. **Distribute** and **refer** participants to the handouts of the slides that accompany the *Part 1: Overview* PowerPoint presentation.
3. **Introduce, show** and **narrate** the PowerPoint presentation.
4. **Ask** participants if they have any questions. Distribute and refer participants to the PECAT FAQs and PECAT brochure. **Use** the PECAT FAQs to respond to questions.
5. **Continue, introduce** and **conduct** the final activity, Who Do You Know? (page 4).
6. **Thank** participants for attending, and **ask** participants to **complete** and **submit** the Feedback Forms.

Introductory Activity: Last Person Standing

Introductory Activity Objectives

Following this activity, the participants will be able to:

1. Identify personal experiences related to curriculum analysis.
2. Identify the philosophy, premise, and steps to completing the PECAT.

Estimated Time

5 – 10 minutes

Materials

Small inexpensive prize for winner(s) (e.g., water bottle, stress ball).

Preparation

None

Procedure

1. **Tell** participants that before you begin your presentation you are going to ask them to participate in a brief activity.
2. **Explain** to participants that this activity is an assessment of the group's experience with evaluation of physical education curriculum.
3. **Tell** all participants to stand.
4. **Explain** that you will read a statement about curriculum evaluation process and they are to remain standing if they have participated in this practice. If not, they are to sit down.
5. **Tell** participants: "Remain standing if they have ever reviewed a curriculum for Physical Education? The curriculum may have been published, school district-developed, or personally developed." Give participants time to sit, if necessary.
6. **Read** the remaining statements. "Among those of you who have reviewed curriculum, **remain standing** if you have:
   a. Used a standardized set of criteria to evaluate the curriculum.
   b. Judged the appropriateness for the level of the intended learners.
   c. Judged the curriculum for its alignment with national, state, and/or local standards.
   d. Judged the acceptability of the curriculum with school and community norms.
   e. Judged the accuracy of the content.
   f. Assessed the affordability of the curriculum for your state, district, or school.
   g. Determined the feasibility or likelihood that the curriculum could be implemented in the classroom.
6. **Acknowledge** or give a prize to the participant(s) who remained standing through all the statements.
7. **Summarize** by noting that many of us implement and evaluate curricula. There are a variety of important criteria that may be used to assess written curricula, such as those just listed (for example – accuracy, affordability, feasibility). Moreover, those criteria combined with national, state and local physical education standards may be considered in addition to other factors that may influence the successful implementation of physical education.

   Add: "Physical education instruction in schools is shaped by the physical education curriculum. Creating or selecting the best physical education curriculum is a critical step in ensuring that physical education is effective in developing physically educated individuals, who will choose to participate in physical activity throughout their lifetime."

Final Activity: Who Do You Know?

Final Activity Objective

Following this activity, the participants will be able to identify potential members of a PECAT committee.

Estimated Time

15 minutes

Materials

- Who Do You Know handout
- Who Do You Know Bullseye
- Adhesive tape
- Markers or pens

Preparation

- Make one copy for each small group of:
  - Who Do You Know handout
  - Who Do You Know Bullseye
- Depending on the number of small groups anticipated, make and post around the room, a Who Do You Know Bullseye (page 6) for each group.

Suggestions for Use

This may be used immediately following the PECAT *Part 1: Overview* with prospective stakeholders. The activity will help stakeholders identify potential participants in the PECAT process who may serve on the PECAT committee. It is an important step in planning and implementing the process.

Procedure

1. **Tell** participants that through the PowerPoint Presentation they became familiar with the philosophy, premise and steps to completing the PECAT. "Now, I'd like you to participate in a brief activity that will help you to complete the first step of the PECAT. Step 1 of the PECAT is to select a PECAT coordinator, then form a PECAT committee, and identify the roles and responsibilities of each member. In this activity, called Who Do You Know, you are asked to identify individuals you know that would meet the criteria. Let's get started."
2. **Ask** participants to form small groups of 3 to 4 people each. Have each group sit near a posted Bullseye.
3. **Distribute** one Who Do You Know handout (page 5) to each small group, with a marker.
4. Share the following instructions aloud.
   Tell participants:
   - They are to brainstorm and identify a list of names of people who meet <u>each</u> of the criteria. For example, as a group, think of the names of people who have had several years of professional experience in physical education. Write their names in the blank spaces. Then, go onto the next criterion and fill in the blank spaces with names. Try to think of as many names that match each criteria as you can. You may find that you use the same name for several criteria. Go through each criterion until you have exhausted all names you can identify.
5. When groups have finished their lists, give the following instructions. **Tell** participants:
   - To review the names on their list and, as a group, make suggestions of the people who might best meet each criterion. They are to write a name for each criterion on the Who Do You Know Bullseye (nearest their group).
   - Start with the first two criteria: (1) individual who has had several years of experience in PE, AND (2) who has had several years in curriculum development and improvement. Then consider, of those names, who also has leadership abilities. Review the names listed, and then, using the marker, write the name(s) in the line connecting to the <u>center</u> of the Bullseye.
   - Then, as a group, go through the remaining criteria and agree on names to include in the outer circles, and fill in the connecting lines on the Bullseye.
   - When all the groups have completed the Who Do You Know Bullseye, ask them to share the criteria and suggested names with the other groups.
6. **Tell** participants that by identifying and matching names with the specified criteria, they have begun the first step in completing the PECAT: to select a PECAT coordinator, and form a PECAT committee. Once the committee is formed, then they will need to identify roles and responsibilities of each member.
7. **Acknowledge** all groups by telling them they have done a good job and have a head start on the PECAT process!
8. **Summarize** by noting that the PECAT will enable the committee, composed of individuals representing education, the school and community, to work together to evaluate curricula based on the extent to which the curricula align with national standards, guidelines, and best practices for quality physical education programs.
9. **Ask** participants if they have any questions.
10. **Thank** participants for attending and participating in the activities, then **ask** participants to **complete** and **submit** the Feedback Form (page 7).

Who Do You Know?

Directions

In small groups of 3 to 4 people each, brainstorm a list of names of people who meet each of the following criteria. As you go through the criteria, write the names in the spaces provided below. You may use the same name for more than one criterion.

Who do you know, that:

1. Has had several years of experience in physical education? _____

2. Has had several years in curriculum development and improvement? _____

3. Is now participating in an existing curriculum review committee? _____

4. Is a physical education coordinator? _____

5. Is a state or district curriculum specialist? _____

6. Is an elementary school physical education teacher or specialist? _____

7. Is a physical education teacher from a middle school or high school? _____

8. Is a college/university professor of physical education or kinesiology? _____

9. Is a parent with an interest in physical education and physical activity? _____

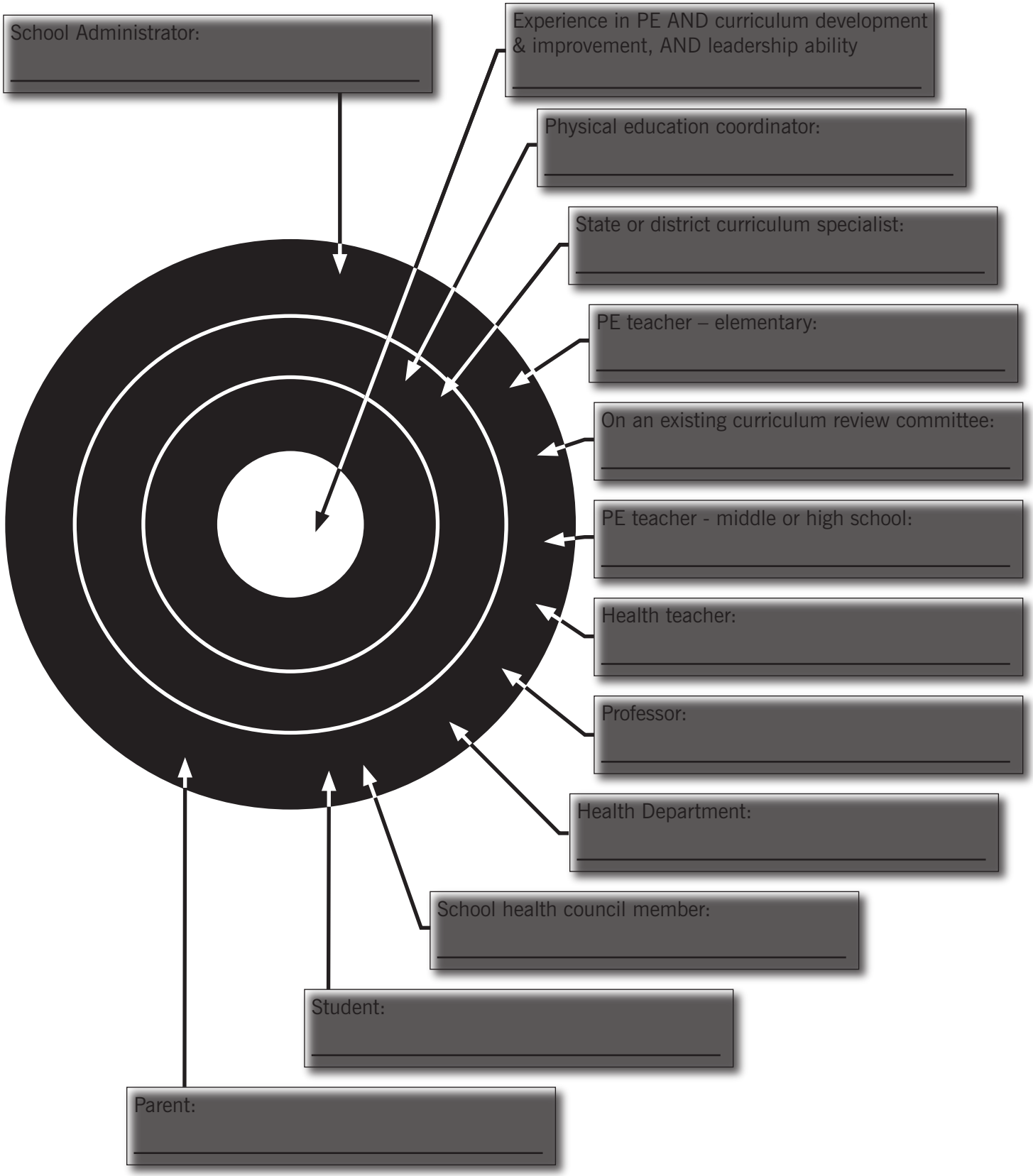
10. Is a high school student (who could provide input on physical education programs)? _____

11. Works for the local or state public health department or health services? _____

12. Is a health education teacher? _____

13. Is a school administrator? _____

Who Do You Know?



PECAT Part 1: Overview Feedback Form

Directions: Circle the one best response for each of the following statements.

How helpful was the presentation on:	Very helpful	Helpful	Don't know	Unhelpful	Very unhelpful
1. Identifying personal experiences related to physical education curriculum analysis.	5	4	3	2	1
2. Identifying physical education as a fundamental component to a Coordinated School Health Program.	5	4	3	2	1
3. Defining the elements of a quality physical education program.	5	4	3	2	1
4. Relating the PECAT as a key ingredient to effective physical education.	5	4	3	2	1
5. Describing the approach and organization of the PECAT.	5	4	3	2	1
6. Distinguishing the relationship of the PECAT to research and national standards for physical education.	5	4	3	2	1
7. Discussing the next steps to use the PECAT.	5	4	3	2	1
8. Identifying potential members of the PECAT committee.	5	4	3	2	1
9. Responding to questions about the PECAT.	5	4	3	2	1

10. In your opinion, what part of the PECAT *Part 1: Overview* was most valuable? _____

11. In your opinion, what part of the PECAT *Part 1: Overview* was least valuable?_____

12. Other comments: _____

Part 2: Using the Physical Education Curriculum Analysis Tool

Presentation Objectives

Following this presentation, participants will be able to:

1. Describe how the PECAT can be used to improve physical education and thereby influence students' motor skills and physical activity behaviors.
2. Use the components of the PECAT.
3. Discuss how to incorporate the PECAT into their professional practice.

Total Estimated Time

	75 - 160 minutes
Introductory Activity (PECAT Puzzle):	20–30 minutes
Part 2: Using the PECAT PowerPoint Presentation:	75–90 minutes
Follow-up Activity (PECAT Elevator Moment):	30 minutes

Materials

- PowerPoint presentation slides with notes (3 slides per page)
- Computer with LCD projector
- PECAT
- PECAT FAQs
- PECAT brochure
- Feedback Form

Preparation

For presentation

- Print or order the following,[1] one for each participant of:
  - PECAT
  - PECAT FAQs
  - PECAT brochure
- Review PECAT and become familiar with use of all PECAT forms, and the introductory and final activities.
- Set up computer and LCD projector and insert CD ROM; use the file titled *Part 2: Using the PECAT* PowerPoint file.
- Make one copy for each participant of:
  - Handouts of *Part 2: Using the PECAT* PowerPoint presentation slides with notes (print 3 slides to page). For help printing, go to Printing PowerPoint Slides User Guide on pages 18–20 of this Guide.
- Part 2: Using the PECAT Feedback Form
- Arrange tables to facilitate small group work (or be prepared for participants to move into smaller groups).

Suggestions for Use

Part 2: Using the PECAT could be used immediately following the *Part 1: Overview* PowerPoint presentation and activities with prospective stakeholders who may be participating in using the PECAT Please note that this PowerPoint presentation may be used with or without the introductory and final activities, although it is suggested that they be used.

Procedure

1. **Introduce** and **use** the PECAT Puzzle Activity (see page 9).
2. **Distribute** and **refer** participants to the handouts of the slides that accompany *Part 2: Using the PECAT* PowerPoint presentation.
3. **Introduce**, **show**, and **narrate** the *Part 2: Using the PECAT* PowerPoint presentation.
4. **Ask** participants if they have any questions. **Distribute** and **refer** participants to the PECAT FAQs and PECAT brochure. **Use** the PECAT FAQs to respond to questions.
5. **Introduce** and **conduct** the final activity, PECAT Elevator Moment (see page 11).
6. **Thank** participants for attending, and **ask** participants to **complete** and **submit** the Feedback Forms for *Part 2: Using the PECAT*.

[1] Order form available at www.cdc.gov/healthyyouth/PECAT

Introductory Activity: PECAT Puzzle

Objectives

Following this activity, the participants will be able to:

- Discuss how they can contribute to the goals of the PECAT process.
- Value the contributions that can be made by others.
- Recognize the collective strength of the group toward achieving process goals.

Estimated Time

20–30 minutes

Materials

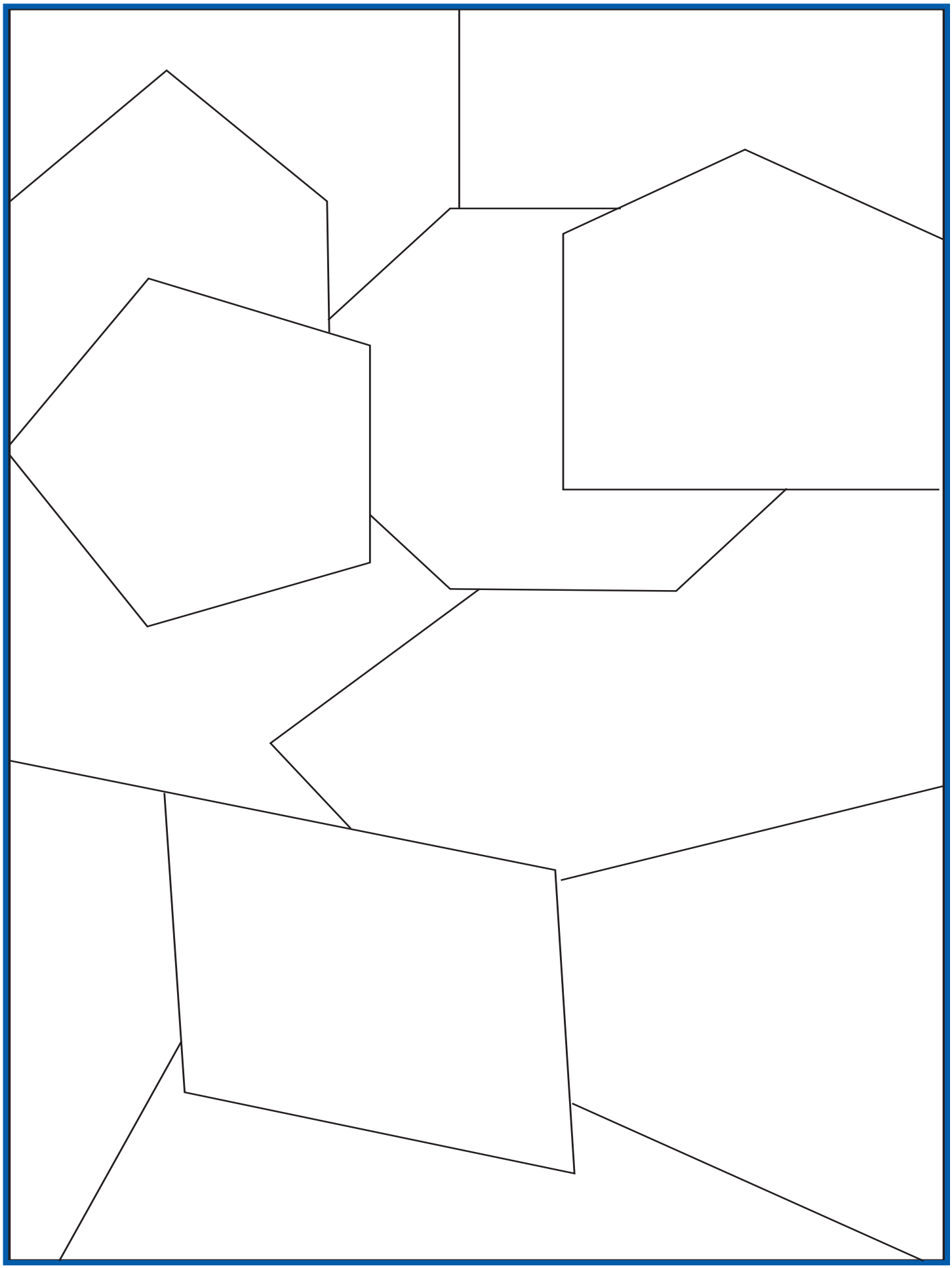
- Blank puzzle template (page 10)
- Card stock
- Sharpies (one fine-line marker for each participant)
- 2-sided adhesive tape
- Colored paper (1 piece to attach to completed puzzle, for backing and frame)
- Envelope(s) for puzzle pieces

Preparation

- Prepare one puzzle for each team of no more than 6 people each.
- Print or copy the puzzle onto card stock paper, 8 ½" x 11" (or enlarge as desired) for each team.
- Cut out puzzle pieces, include blue frame with outside pieces. Put into envelope(s) (2 puzzle pieces per team member).

Procedure

1. **Give** each team member a marker.
2. **Divide** the envelopes of puzzle pieces equally among the team members.
3. Have all participants **write** on each of their own puzzle pieces one of their personal strengths that will help make the use of the PECAT a success.
4. Once everyone has completed writing on each of the puzzle pieces, have all participants **tell** their team the strengths they have written on each piece and how they will help contribute to successful use and completion of the PECAT.
5. **Explain** to the group that no individual has everything needed to make this program successful. However, we each have strengths that can help, and, collectively, we have more than enough to successfully use the PECAT.
6. Have each team **work** together to put the puzzle together.
7. **Summarize** by noting the collective strengths the members of each team bring to the task at hand.
8. If possible, **mount** and **display** the puzzle. To do this, have team members place a piece of two-sided tape on the back of each puzzle piece, then mount the completed puzzle onto the colored paper or poster-board. Label the puzzle "Our Strengths." More strengths can be added to the board—below or on the sides of the puzzle. All the listed strengths can serve as a reference during the use of the PECAT.
9. **Acknowledge** the team(s) by telling them they have done a good job and have a head start on the PECAT process: to select a PECAT coordinator, and form a PECAT committee.



Follow-up Activity: PECAT Elevator Moment

Objective

Following this activity, the participants will be able to succinctly describe the PECAT.

Estimated Time

30 minutes

Background

- Participants will have viewed the PowerPoint presentations for both *Part 1: PECAT Overview* and *Part 2: Using the PECAT*.
- Participants should have reviewed the components of PECAT, and they should be familiar with the key elements of the process.
- Now they will prepare a very brief summary describing their role in the use of the PECAT.

Materials

1 of 3 PECAT Elevator Moment Activity Situations per group

Preparation

Print the PECAT Elevator Moment Activity Situations (see pages 14–16), one for each small group.

Procedure

1. **Ask participants:** "Have you ever noticed that people rarely speak to or look at anyone else in an elevator, and the audience in the elevator is 'captive' for a short period of time? What if you had the opportunity to talk with an important person on the elevator to tell her or him about what you do with the PECAT and what you would like her or him to do? Will you be ready to interact in case someone does speak?"
2. **Propose a situation:** Ask participants, "What if you are in an elevator and in walks the school board member that you've been trying to talk to for a year about revising your PE curriculum? You've got 15 seconds to make an impression. What do you say?"
   - "Hi, I am Susan Smith and I'm on the PECAT committee and I'd like to talk with you about our PE curriculum" or
   - "Hi, I'm Susan Smith and I am on the Physical Education Curriculum Analysis Tool committee for our district. With the committee, I'll be reviewing our existing curriculum and making recommendations for modifying it."
3. **Prompt responses from participants:** "How far do you think any of these statements will take you? Do they continue the conversation? The reason these statements might not get you the response you want might be because they're focused on you and what you do, and not what's of interest—or benefit—to the customer—the school board member, the parent, the school administrator, and the teachers."
   - If the listener is likely to say "SO WHAT" after the statement, then you haven't stated the interest or benefit of what you do to the listener, or specified the action you want him or her to take.
4. **Ask participants:** "What is an elevator speech?"
   - An elevator speech is a short description of what you do, or the point you want to make, presented in the time it takes an elevator to go from the top floor to the first floor or vice versa. In this activity, you will prepare an elevator speech that explains to another elevator passenger what you do with regard to the use of the PECAT.
   - An elevator speech starts with an introduction that can stop the listener in their moment, which is exactly what you need to do. This requires energy—energy in your voice and body language. It needs the same energy you would have if you're pitching the need for more required minutes of PE to the school board or getting your principal's attention to purchase new PE equipment or hire more PE staff.
   - Let's assume you are at a networking event and someone asks, "What do you do?" You can open in one of several ways depending on the function and what you thought would intrigue people attending this event. The introduction must always lead to getting them to act on only one call to action. If your call to action is to have them participate on the PECAT committee, don't promote your teaching or administrative skills. Don't confuse your listener.
5. **Ask participants:** "Why is it important to be prepared with an elevator speech?"
   - You need to have an elevator speech ready and memorized that grabs the attention of the listener and says a lot in a few words. What will you say? How can you share your core message about your work on the PECAT committee in a way that will make the listener want to know more about you and your work? How can you market yourself or your efforts?
   - Whether you are attending a scheduled meeting or the meeting is a spontaneous opportunity to share the information, seize the opportunity. It is good to be prepared with what you will say about what

the problem is, how it can be solved, who can do it, what they can do, and where and when they can participate.

6. **Ask participants:** "Where and when could you use this elevator speech?"
   - If you meet someone in the elevator who shows interest, you can be literal and use it there. However, usually it comes in handy when you attend an event, a conference, a convention, or some other type of meeting with networking opportunities. You will notice that one of the first questions people ask is, "And, what do you do?" "Oh, I'm a curriculum coordinator for X School District." It doesn't matter because they will often say, "Oh, that's nice," and immediately label you in their mind with all of the stereotypes they have about that occupation.
   - However, if you turn your message around and start with an answer like, "Hi, my name is Susan Smith, I work with a committee of people who are using the Physical Education Curriculum Analysis Tool to review our physical education curriculum and make plans for improving it. Did you know that currently[2] only 36% of high school students participate in the recommended 60 minutes of physical activity on most days, and only 33% attend physical education class daily? School physical education programs can help improve the physical activity habits and health of young people by providing quality instruction, programs, and services that promote enjoyable, lifelong physical activity. The PECAT can help our school enhance existing curricula to establish **quality physical education**. I'm so glad that I've finally had the opportunity to meet you, Mr. Dunlap. Do you have a quick moment to chat, or may I give you a call at your office?" His ears may perk up, and he will want to know more.
   - The reason for working on this speech and memorizing it is that our natural reaction to the question, "What do you do?" is to answer with a label, then continue to describe the process we go through instead of sharing the benefits the listener will get from working with us. We should be thinking of ourselves as solution providers, not only as having a certain job or occupation.

Steps

7. Have participants **form** small groups of 3 to 4 people each. Ask the groups to select one person as a leader or facilitator and one to serve as the recorder. One member of the group will also serve as speaker for the group.
8. **Distribute** one Elevator Moment Situation to each small group.
9. **Tell** the groups that they will now use what they have learned about the PECAT and the use of it to create an "Elevator Moment." This will be an opportunity to "sell" their product; in this case, selling the use of the PECAT. The speech should be influential, compelling, and brief. You don't want to bore the listener or have them tune out.
10. **Tell** participants the **3 criteria** for preparing their elevator speech are:
    - **Open with a short, declarative statement. The statement asserts, it doesn't ask.**
    - **Identify the interest or benefit to the listener (focus on the benefits that you offer to your target audience, as opposed to focusing on what it is you do to your target audience—the parent, school administrator, state curriculum director, PE curriculum publisher).**
    - **Specify the action you want to be taken.**
11. **Share** some recommendations with participants before they start to write.
    - **Be bold, and think and write with energy**. An explosive first two sentences will make sure they are listening and will guarantee that you will snap them out of their moment.
    - **Write down a list of the benefits and actions** that your potential PECAT committee members, school board, or school administer can derive from working with you on the PECAT. Then use those words/phrases to create your benefit statement.
    - **Examples of benefits** might include:
      - Schools can help improve the physical activity habits and health of young people by providing quality instruction, programs, and services that promote enjoyable, lifelong physical activity.
      - Increasing time for physical education in schools might help improve academic achievement.
      - Instilling physically active lifestyles in young people through quality physical education may help decrease rates of overweight.
      - A high-quality physical education program is the cornerstone of a school's physical activity programming, and a well-written physical education curriculum is the foundation of a physical education program.
      - Now, the CDC's **Physical Education Curriculum Analysis Tool** is available to help schools

[2] CDC. Youth Risk Behavior Surveillance—United States, 2005. Morbidity & Mortality Weekly Report 2006;55(SS-5):1–108.

conduct a clear, complete, and consistent analysis of physical education curricula, based on national physical education standards, and it is customizable to include local standards.
  - The results from the analysis can help schools enhance existing curricula, develop their own curricula, or select a published curriculum for the delivery of **quality physical education** in schools.
- Examples of actions might include:
  - Participate by becoming a member of the PECAT committee.
  - Attend the next meeting of the PECAT committee to learn more about what we do.
  - Help us review our existing PE curriculum (or published curriculum) to promote physical education for students.

12. **Tell the groups to prepare their speeches**. They have 10 minutes to complete them. Then they will present them to the other group(s).
13. **Guidelines for presentation**
    - Have each small group get up in front of the larger group and stand close together, as if they are in an elevator.
    - Each group should select someone to read the situation, identify who they are and to whom they are speaking.
    - One person should start up a conversation with another—giving the respondent an opportunity to share his or her elevator speech.
14. **Summarize and assess**
    - Following each presentation, the trainer and participants should provide the group with feedback based on the following three criteria for the elevator speech:
      - **Was the opening a short, declarative statement?**
      - **Was the benefit(s) shared?**
      - **Was the action specified?**
    - **Tell** the participants that they might consider crafting several elevator speeches, still staying within the single call to action, by changing the wording ever so slightly so that it doesn't sound memorized, just in case others are close enough to overhear you.
    - **Ask** for suggestions for improving the speeches.
    - **Ask** for questions about the activity.
    - **Thank** the participants for sharing their speeches with the group.

Close

15. **Tell** them they are ready to help others use the PECAT!

PECAT Elevator Moment Activity

Situation 1

You are in the elevator with 2 to 3 people you do not know personally. You are a physical education specialist for your district. One person is the president of the school board, and she asks you who you are and what you do. Take this opportunity to share information about the PECAT process and what she could do to help.

Write your Elevator Speech here:

PECAT Elevator Moment Activity

Situation 2

You are in the elevator with 2 to 3 people you do not know personally. You are the curriculum coordinator/director for the state. One person in the elevator is a school's principal who is personable but does not know your name and what you do. The principal wants his staff to focus on raising state test scores. Take this opportunity to share information about the PECAT process and what the principal could do to help.

Write your Elevator Speech here:

PECAT Elevator Moment Activity

Situation 3

You are in the elevator with 2 to 3 people you do not know personally. You are the PE teacher for your middle school. One person in the elevator is the school's PTA president. You've seen him at school selling candy bars after classes to help raise funds for school activities. He asks you who you are and what you do. Take this opportunity to share information about the PECAT process and what he could do to help.

Write your Elevator Speech here:

Part 2: Using the PECAT Feedback Form

How helpful was the presentation on:	Very helpful	Helpful	Don't know	Unhelpful	Very unhelpful
1. Discussing how you can contribute to the goals of the PECAT process.	5	4	3	2	1
2. Valuing the contributions that can be made by others to the PECAT process.	5	4	3	2	1
3. Recognizing the collective strength of the group toward achieving the process goals of the PECAT.	5	4	3	2	1
4. Describing how the PECAT can be used to improve physical education and thereby influence students' motor skills and physical activity behaviors.	5	4	3	2	1
5. Practicing use of the PECAT components.	5	4	3	2	1
6. Discussing how to incorporate the PECAT into my professional practice.	5	4	3	2	1
7. Succinctly describing the PECAT.	5	4	3	2	1

General Questions:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. The PECAT workshop materials were useful.					
9. There was enough time to practice and complete the activities.					
10. The PECAT workshop trainer was knowledgeable, organized, flexible, and informative.					
11. Overall, the quality of the presentation was good.					

Directions: Circle the one best response for each of the following statements.

12. In your opinion, what part of this *Part 2: Using the PECAT* was most valuable? _____

13. In your opinion, what part of this *Part 2: Using the PECAT* was least valuable? _____

14. Other comments: _____

_____

PowerPoint® User Guide

Opening a PowerPoint presentation

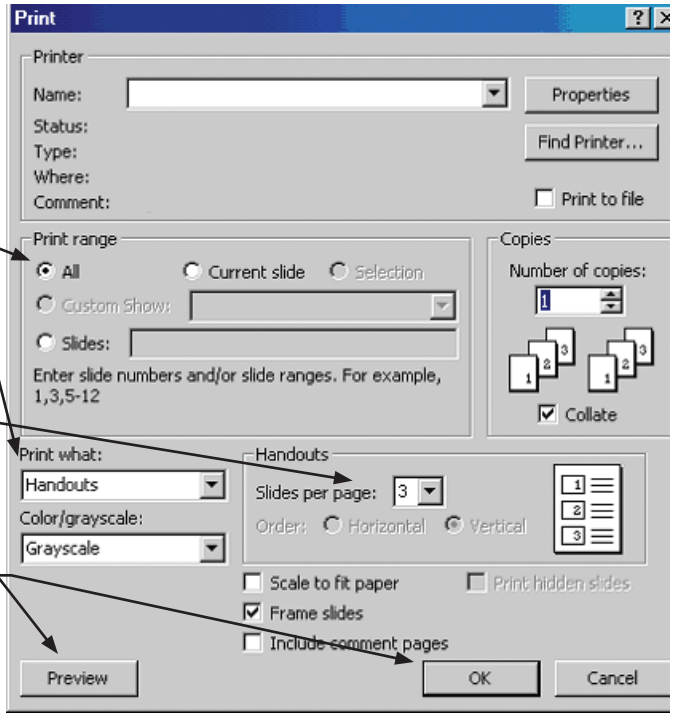
1. Insert the CD into the CD drive.
2. Double-click on “My Computer.”
3. Double-click on the CD disk drive (usually D: or E:).
4. Double-click on the PowerPoint presentation you want to open.

Note: PowerPoint files are identified by this icon:

Printing handouts with notes from a PowerPoint presentation

Sometimes it is helpful to print handouts of a PowerPoint presentation to allow audience members to have a hard copy of the presentation for note taking.

1. Open the PowerPoint presentation for which you want handouts. Click the File button and select “Print.” The following screen will appear.
2. Make sure “All” is selected here to print all the slides.
3. For handouts, select “Handouts” from the drop-down menu, here.
4. You can select 1, 2, 3, 4, 6, or 9 slides per page using the drop-down menu. If you select 3 slides per page, the handouts will have lines for people to take notes on.
5. You can preview your handouts by clicking “Preview” or press OK to print.

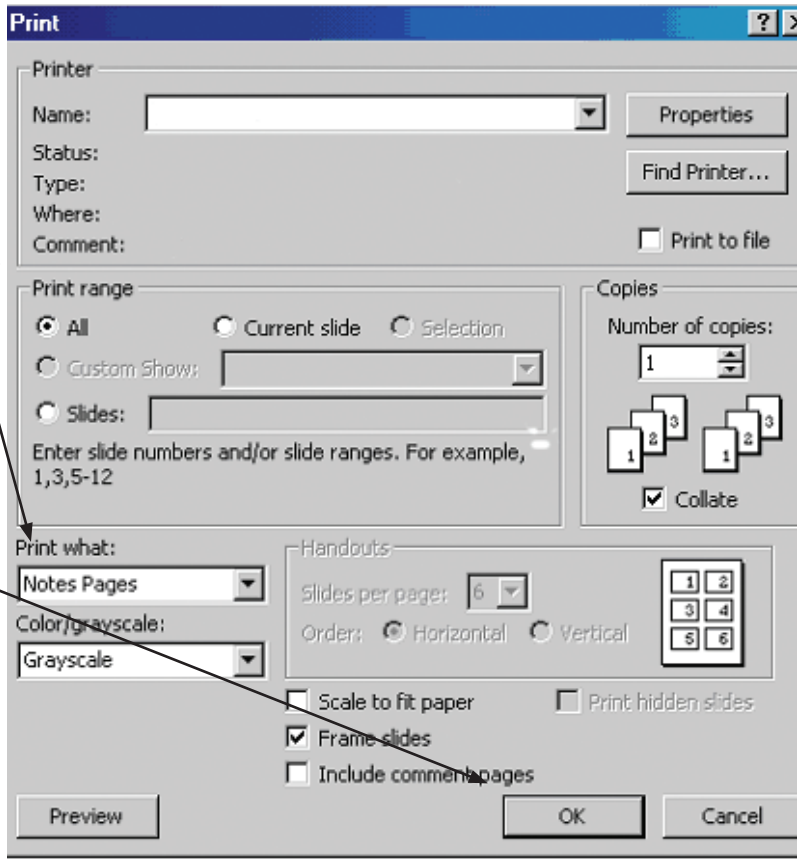


6. The finished product will look like this. There will be 3 slides on each page, with spaces for note-taking.

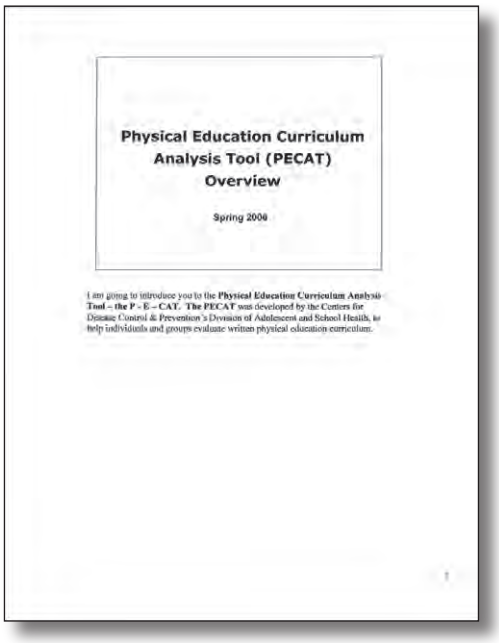
Printing notes pages from a PowerPoint presentation

To view notes that correspond to each slide, you can print notes pages. These notes can help when giving a presentation.

1. Open the PowerPoint presentation you want to make into notes pages. Click the File button and select "Print." The following screen will appear:
2. Select "Notes Pages" from the drop down menu here,
3. Then press OK.



4. The finished product will look like this. Each slide will be on its own page, with corresponding notes printed underneath each slide.



PowerPoint® User Guide

Opening a PowerPoint presentation

1. Insert the CD into the CD drive.
2. Double-click on “My Computer.”
3. Double-click on the CD disk drive (usually D: or E:).
4. Double-click on the PowerPoint presentation you want to open.

Note: PowerPoint files are labeled with this icon:

Printing handouts with notes from a PowerPoint presentation

Sometimes it is helpful to print handouts of a PowerPoint presentation to allow audience members to have a hard copy of the presentation for note taking.

1. Open the PowerPoint presentation you want to make into handouts. Click the File button and select “Print.”
   The following screen will appear.
2. Make sure “All” is selected here to print all the slides.
3. For handouts, select “Handouts” from the drop down menu here.

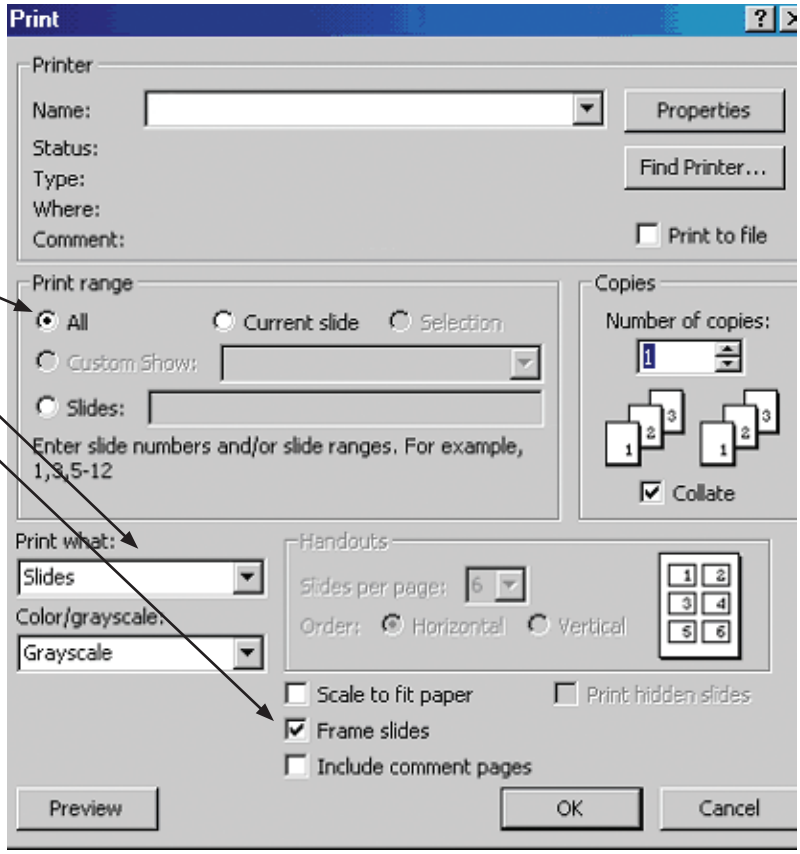
Other notes:

- Use this drop down menu to select whether you want slides in color, grayscale, or black and white.
- “Frame slides” is usually checked to place boxes around each slide.

4. You can select 1, 2, 3, 4, 6, or 9 slides per page. The layout is previewed here. If you select 3 slides per page, the handouts will have lines for people to take notes on.
5. You can also preview your handouts by clicking “Preview” or press OK to print.
6. The finished product will look like this.
   There will be 3 slides on each page, with spaces for note-taking.

Converting PowerPoint presentation slides into overheads

1. Open the PowerPoint presentation you want to make into overheads. Click the File button and select "Print." The screen shown at right will appear.
2. To print every slide, select "All." If you want to print selected slides, list the slide numbers here, separated by commas.
3. Select "Slides" from the drop down menu.
4. Choose whether you want to frame each slide. Again, you can preview it before pressing "OK" to print.
5. The result is one slide printed per page.
6. Make copies of each slide onto blank transparencies.



This document was developed by the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Division of Adolescent and School Health (DASH), Research Application Branch (RAB).

The following individuals prepared this document:

Susan Giarratano Russell, EdD, MSPH, CHES
Dissemination and Evaluation Consultant
Research Application Branch

Sarah M. Lee, PhD
Research Application Branch

Anu Pejavara, MPH, CHES
Research Application Branch

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