



# Iowa Nutrition Network

PROMOTING HEALTHY LIFESTYLES





# Youth





# Moms

- Enhanced efforts to reach moms





# Older Adults

## ■ Chef Charles



# Social Marketing Campaigns

- What's new with Pick a better snack?
- Incorporating emotional-based messaging into new low-fat milk campaign
- Social marketing team
- Collaboration with CDC

# Youth



# K-5 lessons

September – Lesson Plan Grades K-1

## FOCUS ON FRUITS



### Objectives

Learn the special characteristics of apples and plums.

Learn that apples and plums are colorful and easy to eat as snacks.

### Supplies Needed

September

Pick a better snack™ & ACT bingo card

3-4 different varieties of apples

Paper plates

Knife for cutting apples

Plums for sampling

"Apple Chronology" worksheet

### Taste Opportunities

Featured Fruits:

Apple  
Plum

### Background

**Apples:** There are about 2,500 known varieties of apples grown in the U.S. Thirty-six states grow them commercially with the following as top producers: WA, NY, MI, CA, PA, & VA.

- **Braeburn** - Available October through July. High flavor impact. The crisp, aromatic Braeburn blends sweetness and tartness just right for snacks and salads. Its color varies from greenish-gold with red sections to nearly solid red.
- **Fuji** - Available year round. Like fine wine, its flavor improves with age. Fuji's spicy, crisp sweetness makes it excellent as a snack or for applesauce. Fuji varies from yellow-green with red highlights to very red.
- **Gala** - Available August through March. Heart-shaped, distinctive yellow-orange skin with red striping. It has a crisp, sweet taste that can't be beat. It is the perfect take-along snack anytime. Great in salads.
- **Golden & Red Delicious** - Available year round. Golden's firm, white flesh retains its shape and rich, mellow flavor when baked or cooked, making it the preferred "all purpose" cooking apple. The skin is so tender and thin that it doesn't require peeling. The red is the favorite for eating.
- **Granny Smith** - Available year round. Mouthwatering tartness. Bright green Granny with a pink blush has a crisp bite and a tangy flavor. Its tartness really comes through when baked and sautéed. Enjoy Granny Smiths out of hand or in a salad.
- **Molokosh** - Available October through December. Molokosh is juicy, slightly tart, yet very aromatic with white flesh and a rather tough skin that is two-toned red and green coloring. It's a favorite apple for eating, but is also widely used in salads, sauces, pies and is a mainstay in fresh cider.

September - Lesson Plan Grades K-1

## VARY YOUR VEGGIES



### Objectives

Learn the special characteristics of five vegetables. Identify the different parts of a plant they come from.

Learn that vegetables are easy to eat as snacks.

### Supplies Needed

September

Pick a better snack™ & Act bingo card

Optional:

"Container Tomatoes" worksheet

Lesson aids:

A fresh carrot, celery stalk, lettuce leaf, broccoli, corn, apple, zucchini, tomato.

### Taste Opportunities

Featured Vegetables:

Zucchini  
Tomatoes

### Web Site Resources

### Background

**Zucchini:** Squash are fleshy vegetables protected by a hard rind. They belong to the plant family that includes melons and cucumbers. Zucchini is part of the summer squash family that can be dark green, light green, bright yellow or any combination. They are tender and tasty when young, but most varieties are tasteless when large and overgrown.

Squash has been a staple for the Native Americans for more than 5,000 years, and was a mainstay for early Europeans who settled in America. George Washington and Thomas Jefferson were enthusiastic squash growers.

**Tomato:** Currently, tomatoes are one of the most popular vegetables eaten by Americans. They are high in vitamin C and also provide beta-carotene. Botanically speaking, the tomato you eat is a fruit. A "fruit" is any fleshy material covering a seed or seeds. Horticulturally speaking, the tomato is a vegetable plant. The plant is an annual and non-woody.

Download "How many fruits and veggies do you need?" handout at [www.ijph.state.tx.us/pickabetersnack](http://www.ijph.state.tx.us/pickabetersnack) to quickly calculate how many fruits and vegetables your students need each day.

### Additional Background

**Roots:** Why do plants have roots? Roots function like feet. They help plants stay firmly in the soil. How do you suppose roots also are like our mouths? They take up water for the plants. Nutrients from the soil enter plants through their roots and help them grow. The water and minerals move from the roots to the stems. Roots come in many different shapes and sizes. Some plants such as beans and tomatoes have thousands of long, thin roots that reach deep into the soil.

# K-5 lessons

December - Lesson Plan Grades K-1

## MY PYRAMID

Pick a better snack™ &



### Objectives

Learn that foods are divided into food groups.

Learn the colors that represent the food groups on MyPyramid for Kids.

### Supplies Needed

December  
Pick a better snack™ & ACT bingo card

MyPyramid for Kids Poster

Crayons

Pictures of food

"MyPyramid for Kids" worksheet

### Teacher Resource

Exploring MyPyramid for Kids

### Notes to teachers

In the fall lessons, Pick a better snack the ColorWay was the key message. For the months of December through February the focus will be on Pick a better snack™ & ACT for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid's pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at [www.mypyramid.gov/kids](http://www.mypyramid.gov/kids). A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

- Level 1 Lessons (grades 1 and 2)**  
Introduction  
Lesson 1 (use in December)  
Lesson 2 (use in January)  
Lesson 3 (use in February)
- Level 2 Lessons (grades 3 and 4)**  
Introduction  
Lesson 1 (use in December)  
Lesson 2 (use in January)  
Lesson 3 (use in February)
- Level 3 Lessons (grades 5 and 6)**  
Introduction  
Lesson 1 (use in December)  
Lesson 2 (use in January)  
Lesson 3 (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid at [www.mypyramid.gov](http://www.mypyramid.gov).

### Background

Historically, USDA has provided consumers with dietary guidance dating back more than 100 years. The new MyPyramid is the most updated form of federal nutrition

Teacher's Reference

## MY PYRAMID

Pick a better snack™ &



## Lesson 1: Exploring MyPyramid for Kids

### Lesson Highlights

#### Objective

#### Students will:

- Learn that foods are divided into food groups.
- Learn the colors that represent the food groups.
- Participate in physical activity while learning about the importance of daily physical activity as a part of good health.

#### Curriculum Connections:

Science, Health, Physical education, Language arts

#### Student Skills Developed:

- Thinking skills – negotiation
- Thinking skills – analyzing information presented in a chart
- Understanding symbols
- Conceptualizing complex things as whole, and as simplified parts

### Getting Started:

Hang the MyPyramid for Kids poster where your students can see it. Ask students to describe what they see – colored stripes, pictures of food, stairs, and so on. Use this discussion to assess your students' understanding of MyPyramid for Kids.

### Activity: What's On the Poster?



**1. Point out that foods on the poster are arranged in groups.** Help students use the key to learn which color represents which food group. Which of the colored stripes are the largest? Point out that these are foods that children should choose more often. Which are the smallest? These are foods that children should choose less often.

**2. Point out that everyone needs food to live and grow.** But if people eat too much of some foods high in sugar and fat, they don't have enough room to eat other foods that are good for them. Ask students to name healthy choices from each of the food groups.

**3. Discuss each food group in turn.** Ask students to identify the foods they know that are shown on the poster. What are some other foods from each group that they like or know about?

**5. What's the thin yellow stripe?** It represents oils, which can be found in foods like nuts or fish or added to foods as soft margarine or salad oil. Note how thin the stripe is. Most people need to limit the amount of oils they eat.

**6. Why are there stairs?** They represent physical activity. Look at the variety of activities shown on the poster. How many do you see? Part of being healthy is keeping physically active. Ask students to describe some of the ways they stay active. (Remind them that walking the dog, doing household chores and other daily activities count, as well as sports activities.)

**7. Give each student a copy of the MyPyramid for Kids handout.** Using the wall poster as a reference, have students color the stripes to match the colors on the





### Pick a better snack™ & ACT LESSONS

Monthly Pick a **better snack**™ & **Act** lessons are available for teachers in kindergarten through 5th grades. Each month has three core lessons: Focus on Fruits, Vary your Vegetables and Physical Activity. A fourth lesson was developed around three supporting topics: MyPyramid for Kids, Eat Smart. Play Hard™, and colorful fruits and vegetables.

Lessons encourage the use of monthly Pick a **better snack**™ & **Act** BINGO cards (score cards for older children) that encourage experiential learning and engage parents and families. Reproducible masters of classroom activities are provided along with suggestions for education activities relating to specific curricular areas.

Monthly bilingual parent newsletters, to be sent home with parents, empower families to eat more fruits and vegetables and to be active.



Advancing Health  
Through the  
Generations

#### Monthly Pick a Better Snack Lessons for grades Kindergarten through 5th

- [September](#)
- [October](#)
- [November](#)
- [December](#)
- [January](#)
- [February](#)
- [March](#)
- [April](#)
- [May](#)

[Youth BINGO Cards \(K-3rd grade\)](#)

[Youth Scorecards \(4th-5th grade\)](#)

[Parent Newsletters \(K-5th grade\)](#)

#### Milk Lessons



- Home
- A-Z Index
- What We Do
- News And Events
- Calendar
- Definitions
- Contact Us

# Pick a better snack™ & ACT

## Social Marketing Campaign









An effective [social marketing campaign](#) must focus first, and continually, on the target customer. In the case of Pick a Better Snack, the campaign serves two customers - community coalitions that deliver the campaign, and the target audience for which the behavior of increasing consumptions of fruits and vegetables is intended.

- [Newspaper Articles](#)
- [Radio Public Service Announcements](#)
- [Grocery Store Materials](#)



Advancing Health  
Through the  
Generations

### Files

Sample/Preview Description	Download Format	Available Files (Click on the format to download a copy)
 Logos (in TIFF Format)	Zip 	<a href="#">B&amp;W Single Logo</a> <a href="#">B&amp;W Logosheet</a> <a href="#">B&amp;W w/ Team Nutrition</a> <a href="#">B&amp;W w/ Team Nutrition Logosheet</a> <a href="#">Color Single Logo</a> <a href="#">Color Logosheet</a> <a href="#">Color w/ Team Nutrition</a> <a href="#">Color w/ Team Nutrition Logosheet</a>
 Bookmarks	PDF 	<a href="#">Apple</a> <a href="#">Berry</a> <a href="#">Broccoli</a> <a href="#">Kiwi</a> <a href="#">Tomato</a> <a href="#">Bookmark Back</a>
 Certificate of Achievement	PDF 	<a href="#">Color</a> <a href="#">B&amp;W</a>



Snack Cards

PDF 

[Sample Card with Fruits](#)  
[Sample Card with Veggies](#)  
[Blank Cards](#)



Stationary

PDF 

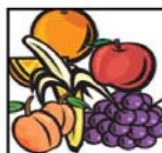
[Color Envelope](#)  
[B&W Envelope](#)  
[Color Letterhead](#)  
[B&W Letterhead](#)



Outdoor

PDF 

["Have Snack will travel"](#)  
["The Original Snack Pack"](#)  
["Peel. Eat"](#)  
["Wash. Bite"](#)



Fruit Images

ZIP 

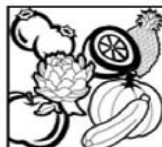
[Fruits: A collection of .jpg images](#)  
[Fruits: A collection of .pdf vector images](#)  
[Fruits: A collection of .tiff images](#)



Vegetable Images

ZIP 

[Vegetables: A collection of .jpg images](#)  
[Vegetables: A collection of .pdf vector images](#)  
[Vegetables: A collection of .tiff images](#)



Black & White Images

ZIP 

[Fruits & Vegetables: A collection of black and white .tiff images](#)

# Pick a better snack™ & ACT

 play	 Dried Fruit	 shoot hoops	 orange	 pepper
 march	 climb	 run	 cucumber	 sled
 Canned Vegetables	 kick	<b>Familia jugó juntos afuera</b>	 walk	 mango
 orange	 play	 jicama	 100% fruit juice	 cucumber
 dance	 pepper	 mango	 bowl	 Frozen Blueberries

"Pick a better snack™ & ACT" puede ayudarte a disfrutar más frutas y verduras. Completa la tarjeta marcando con una cruz en los cuadros de frutas, verduras o de actividades físicas que ya hayas probado. Lograrás un "bingo" cuando completes una línea diagonal, horizontal o verticalmente.

Nombre \_\_\_\_\_

ha jugado Snack and ACT este mes.

Firma \_\_\_\_\_

El mes entrante...

- Plátano
- Champiñones
- Papa
- Manzana

El Programa de Asistencia de Comida ofrece asistencia relacionada a la nutrición para gente con bajos ingresos. Te puede ayudar a comprar comida nutritiva para una mejor dieta. Llama 1-877-YES-FOOD (1-877-937-3663) para más información.

[www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)



The Pick a better snack™ campaign was developed by Iowa Nutrition Network partners using funds from USDA's Food Stamp and Team Nutrition Programs. Additional support was provided by the Centers for Disease Control and Prevention and Iowa State University Extension.

Enero



# Eat Smart. Play Hard.™

¡Receta fácil para la diversión familiar!

## Receta para la comida familiar: Licuado de naranja

Porción: 1 taza

4 porciones

Fuente: Servicio de Extensión Cooperativa de Iowa State University

### Ingredientes:

- 1 1/2 tazas de leche sin grasa
- Lata (12 onzas) de concentrado de jugo de naranja congelado, suavizado
- 1 1/2 tazas de agua
- 1 1/2 cucharaditas de vainilla (opcional)

### Instrucciones:

Vertir la leche en un tazón grande. Agregar los otros ingredientes. Utilizando un batidor de huevos manual, mezcla bien hasta que la mezcla quede espumosa. Servir.

### Información nutrimental por porción:

204 calorías, 1% calorías de grasa, menos de 1 g de grasa total, 1 mg colesterol, 5 g proteína, 45 g carbohidratos, menos de 1 g de fibra, 51 mg de sodio

Fuente: Tools of the Trade CD

### Los niños pueden:

- Medir y poner la leche en el tazón.
- Agregar el jugo de naranja y agua al tazón.
- Servir en tazas para tomar.

### Colorear Tu Camino:

Los licuados y batidos son una manera rápida y fácil de desayunarte o como bocadillo al mediodía de un día ocupado. Fruta congelada o concentrado de jugo congelado puede combinarse con leche, yogurt o cualquier otra cosa que te gusta. Prueba nuevos sabores para tener algo de variedad.

Lavar. Rebanar. Comer.



¿Qué tan fácil es eso?

### Cómo iniciar la conversación en la comida:

Tu hijo está aprendiendo acerca de MIPirámide, el sistema nacional de orientación alimenticia del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés). Hay una ilustración de la pirámide en la parte de enfrente de esta tarjeta. Los grupos alimenticios se representan por rayas de distintos colores. Pregúntale a tu hijo cuales grupos alimenticios son representados por los colores rojo y verde.

Respuestas: rojo = frutas y verde = verduras

### Cómo iniciar la conversación en la comida:

MIPirámide tiene escaleras que van hacia arriba de lado izquierdo de la pirámide que animan a los adultos y los niños a comer inteligentemente y jugar fuerte. ¿Cuáles son algunas maneras de las cuales tu familia puede estar activa – aún cuando hace frío afuera? ¿De cuántas maneras distintas puede una persona bajar de una loma cubierta con nieve hasta abajo?

¡60 minutos de juego diariamente!

Hacer 60 minutos de actividad física diariamente de cualquier forma puede ayudar a mantener a los niños sanos. Durante los meses de invierno, los niños pasan mucho tiempo adentro. Al escoger actividades bajo techo, escoge las que ofrecerán algún tipo de actividad física. El boliche, patinar o caminar en el centro comercial son opciones más activas que ver una película.

¡Hola! Yo soy Power Panther.™  
Ven conmigo.



Los meses invernales son una buena época para balancear el tiempo frente a la pantalla (TV, juegos de video, computadora) con tiempo para jugar. Fija límites en el tiempo total que tu hijo pasa frente a la pantalla (La Academia Americana de Pediatría recomienda no más de una o dos horas de ver la televisión diariamente.)

Selecciona a un miembro de la familia para ser "entrenador del día." Él o ella puede escoger cual juego jugará la familia (jugar a la pelota, pasearse en trineo o hacer un maratón de baile). El miembro de la familia puede inventar su propio juego, con sus propias reglas. ¡A ver quien puede ser la persona más creativa!



[www.fns.usda.gov/eatsmartplayhardkids](http://www.fns.usda.gov/eatsmartplayhardkids)

Eat Smart. Play Hard™ is the United States Department of Agriculture (USDA), Food and Nutrition Service's (FNS) Campaign to promote healthy eating and encourage physical activity in children and families. Power Panther™ is the messenger for this campaign.

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)



# Score Cards

January Scorecard

## April Scorecard



It's up to you! There are all kinds of fun physical activities and fruits and vegetables to try. Every time you try a physical activity for 15 minutes, or eat a fruit or vegetable you get to cross off 1 square on your scorecard. 1 square = 1 point. If the square says **Pick** or **You Choose** you pick any fruit or vegetable and you choose the physical activity. For the **lowest** square – you make up the activity. The more things you try, the more points you get! At the end of the month, if you get a score of 12 or higher, you're a winner!

Total Score

The Food Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. Call 1-877-YES-FOOD (1-877-937-3683) for more information.



The Pick a better snack™ campaign was developed by Iowa Nutrition Network partners using funds from USDA's Food Stamp and Team Nutrition Programs. Additional support was provided by Centers for Disease Control and Prevention, VERB™ campaign and Iowa State University Extension.



### Cycle

– Your legs give you the power for bicycling competition. For general street use and getting around, most people sit in an upright position. Cyclists in a race or competition sit with their upper body bent closer to their handle, in a 9- 28° angle. This increases power and speed. Be sure to wear safety gear: what are you waiting for...grab your bike and get

### Equip

– In tennis, gearing up with the right equipment is important. If you weigh more than 25 pounds, you should be using an adult racket, less than 25 pounds, use a junior racket (the longest one you can comfortably use). For the right shoes, pick ones with good traction, cushioning and side support. No racket and ball? Create your own using household items. Did you see that? Advanced players can serve a ball at more than 100 miles an hour, making it travel 80 feet across the court in less than one second!

### Leap

– Track and field, or "athletics," is the original jumping high and throwing far. Track and field includes track events like sprints, long-distance running and relay; field events like long jump and pole vault and javelin throw; and events like mara-thon and race walk; and combined events where athletes compete over two days in a series of events. In the 2000 Olympics, Marion Jones became the first woman to win five medals in a single Olympic game. She won three gold and two bronze!

### After School Snack

#### FROZEN FRUIT CUPS

Serving size: 1 cup Makes 18 servings

<p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>3 bananas</li> <li>24 ounces fat free strawberry yogurt</li> </ul>	<ul style="list-style-type: none"> <li>10 ounces frozen strawberries, thawed and undrained</li> <li>6 ounces crushed canned pineapple, undrained</li> </ul>
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**Directions:**  
Line 18 muffin tin cups with paper baking cups. Dice or mash bananas and place in a large mixing bowl. Stir in remaining ingredients. Spoon into muffin tin cups and freeze at least 3 hours or until firm. Remove frozen cups and store in a plastic bag in freezer. Before serving, remove paper cups and let stand 10 minutes.

**Hey! !!! Heads Up! !!! Look Out! !!! Tip Off! !!! Enough Said**

You can make this on your own, but ask an adult for help when opening cans.

Source: Kansas State Extension



# Midwest Dairy Council Grant

Creating Healthy Milk Messages for Iowa





**EAT SMART. PLAY HARD.™**

# K-5 Lessons

## KINDERGARTEN • LESSON 2

*Be Strong! Get your calcium-rich foods!*

### My Growing Bones

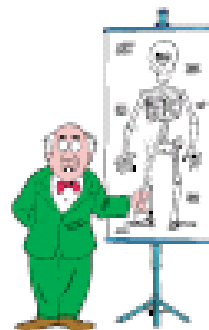
#### Objectives:

- Students will be able to discuss why our bodies need calcium to form milk and milk products.

#### Materials Needed:

- 1 book (choose from)
  - *The Skeleton Inside You* by Philip Galanter. Reinforces that bones need calcium for strength and growth. Illustrations show what bones look like, their purposes and how they grow. (Many concepts - use limited material appropriate for this age group.)
  - *I'm Growing* by Nikki. A boy discovers he is growing when his clothes no longer fit. He connects his changing body with eating healthy food.
  - *How Olds Grow* by Jean Macola. Photographs show what children can do at different ages from 2 to 7.

1. Picture of a skeleton and picture of teeth (included in lesson)
2. One piece of large paper to record growth (can be made from long strip of Answer or other paper)
3. Pictures of six milk and milk products (included in lesson)



#### Review:

- Ask students if they remember what kinds of foods are made with milk. (White milk, chocolate milk, strawberry-flavored milk, block cheese, string cheese, low-fat yogurt) Post pictures as they name them.

#### Learn:

1. Introduce today's topic by asking the children to name some ways they are growing, or name some things they can do now that they couldn't do when they were babies. Tell the students that Slup had to get bigger shoes last month because his were too small. He is growing, too!
2. Tell the children that the foods they talked about that are made with milk have calcium to help the m grow. Repeat the word calcium together.
3. Show the picture of a skeleton and the picture of teeth. Explain that bones and teeth need the calcium in milk or milk products to grow and be strong.
4. Read and discuss the book you have selected.

#### Activity:

1. Have the children feel the bones in their arms and in legs. Ask them to pretend they don't have those bones. Can they walk? Can they lift or hold anything?
2. Have the children feel their skull bones. Ask what they think would happen to their brain if they didn't have this hard bone.
3. Have the children feel their ribs. Explain that their ribs protect their heart and lungs.
4. Measure each child's height on a large piece of paper taped to the wall. As you measure them, ask what milk product for growing bones is their favorite. Write their names on the chart. You may need to draw an arrow to the correct height as several children will probably be the same height.

*Continued on next*



BE A 3-A-DAY OF DAIRY™

# SUPERSTAR!!



NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
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	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆

Check a ☆ each time a family member enjoys one portion of milk, cheese, or yogurt. Be sure to add up to 3-A-Day of Dairy™ everyday and remember to choose low-fat or fat-free most often.

\*Children ages 2-8 can enjoy three child-size portions to add up to 2 cups (16oz) per day.



[www.midwestdairy.com](http://www.midwestdairy.com)

[www.3aday.org](http://www.3aday.org)

GET YOUR 3 CUPS EVERYDAY!  
A ONE CUP EQUIVALENT =



1 CUP MILK



1 1/2 OZ. CHEESE



1 CUP YOGURT

Any combination of milk, cheese, or yogurt can count towards your 3-a-Day of Dairy™!

\*Be sure to choose low-fat or fat free most often\*

Funded by the Midwest Dairy Council in cooperation with the Iowa Department of Public Health Nutrition Network and the Iowa Food Assistance Program.  
1.877.YES.FOOD (1.877.937.3663).



# Older Adults

*Chef Charles*  
**Says...**





## Calcium Rich Foods

Our bodies do not manufacture calcium. This means we must get it from the foods we eat or the supplements we take. Milk, yogurt and cheese are some of the best sources of calcium. It is good to remember that the low-fat versions of these calcium rich foods are just as good rich in calcium as the high fat versions. In fact skim or fat-free milk has the same amount of calcium as an eight ounce serving of whole milk and low-fat yogurt has even more calcium than milk ounce for ounce. Let's do a comparison. Each of the following will provide 300 mg of calcium for you. While dairy products are the easiest for calcium there are other foods that contribute.

**300mg  
Calcium**



One 8-ounce glass of low-fat milk  
1 ½ ounce of cheddar cheese  
One cup low-fat yogurt  
Two cups 1% cottage cheese  
1/3 cup nonfat dry milk powder  
1 ½ cup cooked turnip greens  
Seven cups broccoli  
Four ounces sardines or salmon with bones  
One cup tofu made with calcium

*(Source- NOAHnet, University of Georgia)*



# Chef Charles

# Says...

March

## Pick a better *Yogurt*

Yogurt is a nutrient dense food that meets a wide variety of nutritional needs. Yogurt is also an excellent source of calcium. Some yogurts contain up to 35 percent of the Recommended Daily Intake (RDI) for calcium.

Most standard serving sizes of yogurt contain slightly more calcium than do equivalent servings of milk.

Yogurt is low in fat and high in certain minerals and essential vitamins, including riboflavin B2, vitamin B12, phosphorus and potassium. Yogurt also contains active cultures that can enhance immunity and promote bowel health. It is available in a variety of fat levels, from nonfat and low-fat to yogurt made with whole milk. In addition to eating yogurt there are many creative ways to use yogurt as a substitute in food preparation.



# Moms

- In-Home
- Family Night Out
- Retail





# Moms

## ■ In-Home

Loving Your Family Feeding Their  
Future (USDA Food Stamp Program)

Touching Hearts Touching Minds  
(Massachusetts WIC – Pam McCarthy)

# Moms

## ■ Family Night Out

Loving Your  
Family Feeding  
Their Future & Eat  
Smart. Play Hard.



# Moms – Retail Pilot







# Retail posters are available on-line





# What's new with PABS?

- Graphic CD and editable files now downloadable from Web with password

[www.idph.state.idph.state.ia.us/  
pickabetersnack](http://www.idph.state.idph.state.ia.us/pickabetersnack)

# What's new with PABS?

- States can adapt to their needs (FSNE, WIC, SNAP)
- Work with Katie Bogue, social marketing coordinator
- Check Web for new materials (parent newsletters, retail point-of-sale materials, working on new PA posters)



# Food Assistance Office



# The Original Snack Pack.



(how easy is that?)



Pick a better snack\*



Used by  
Nebraska's  
Community  
Nutrition  
Partnership  
Council  
(SNAP)

\*Original illustration courtesy of the USDA. ©2011 National Center for Community Nutrition Partnership Council.

## Add More Colors

Add more colorful vegetables and fruits to your salads (green peppers, broccoli, shredded carrots, tomatoes, raisins, apples, what else???)

Choose a mixture of leafy greens for your salads. Darker green, leafy vegetables (like spinach or leaf or romaine lettuce) make your salads healthier. And they look so good!!

Add canned fruit to cut-up fresh fruit.

To your plate of food, add a few slices of apple, mandarin oranges, strawberries.



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## Pick a better snack™



Fruits  
They're sweet or tart. **and**  
Crunchy or soft. **Vegetables**

Big or small. Fresh, canned, dried  
or frozen. They're easy to serve.  
And even easier to eat.

Fruits and veggies-they make a  
better snack. And you'll love 'em!







# Social Marketing Campaigns

- Incorporating emotional-based messaging into new low-fat milk campaign (SNAP initiative)
- WIC example

and I love you *too*



Have your child drink whole milk until age two. If your child is two or older, serve 1% or fat-free milk.



# Who do they believe?

## LOW FAT MILK:

Build strong bodies for a healthy tomorrow

**AS A MOM AND PEDIATRICIAN, LOW FAT MILK IS ONE OF MY FAVORITE FOODS.**

*For one-year olds, whole milk is the right choice. Little growing toddlers need the full-fat milk for proper growth and brain development.*

*Starting at age two, kids can join their family in enjoying low fat and fat-free milk during meals and snacks.*

**FEEL GOOD ABOUT  
LOW FAT MILK!**



Dr. Janet A. Grieve, MD

# Evaluation

- Elevating the quality of our evaluation plan
- Example – use of theoretical constructs across surveys

# Theoretical Constructs '08

Awareness

Knowledge

Preference/Exposure

Self-efficacy


Social Influence

Consumption



Pick a better snack





# Improvements

- Parent surveys matched to classroom (3<sup>rd</sup> grade)
- On-line data collection
- Classroom observations
- Educator interviews



# Parent 2007

$n=1343$ ...wow!

Awareness

Use of materials

Knowledge

Offering



Pick a better snack







# Parent 2008

Awareness/Use

Knowledge

**Availability**

Offering

**Role-modeling**

***(added milk questions)***

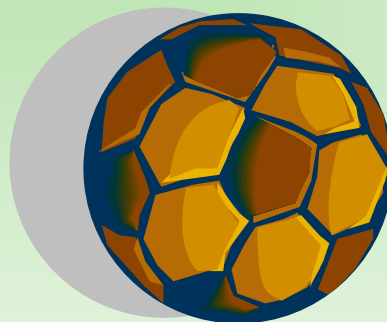
Pick a better snack





# In-Home and Family Night Out

GOOOAAAL!



Pick a better snack

