

# Nutrition Education Interventions:

A Collection from the Field-  
*Targeting Children, Families, and Seniors*



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Food and Nutrition Service**

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## Introduction

The mission of the USDA Food and Nutrition Service (FNS) is to increase food security and reduce hunger in partnership with cooperating organizations by providing children and low-income people access to food, a healthful diet, and nutrition education in a manner that supports American agriculture and inspires public confidence.

The agency's nutrition education materials and support for training of program cooperators are well known. However, FNS also provides support to diverse nutrition education interventions that directly reach program participants through local agencies' nutrition education efforts. *A Collection of Nutrition Education Interventions Funded by FNS* illustrates many such efforts that reach Americans of all ages in various locations across the Nation.

While all of the interventions were funded in part by FNS, States, local governments, and nonprofit agencies also contributed funds or other resources. We hope that showcasing these examples will stimulate replication and collaboration across FNS programs.

These nutrition education activities address the following topics:

- Promoting healthy weight (including nutrition and physical activity components)
- Increasing intake of fruits and vegetables
- Providing breastfeeding education and promotion
- Advancing policy, system, and environmental changes that support healthy eating and physical activity in communities, schools, etc.

# Summary Statements: Interventions Targeting Families and Adults

1

## ***Breastfeeding Mother-Friendly Employer Project*** (OR)

Oregon WIC/Office of Family Health, Health Services  
Oregon Department of Human Services

A recognition and promotional campaign encouraging employers to support breastfeeding resulted in the distribution of resource packets, technical support, an award ceremony, and changes in work place policies and practices to support breastfeeding mothers and infants in Oregon.

2

## ***WIC Family-Centered Education Increasing Fruit and Vegetable Consumption*** (CA)

California WIC - Department of Health Services

Lesson plans for the whole WIC family were designed and implemented based on topics such as *Five-a-Day*, *Grow Your Own Garden*, and *Grocery Shopping*. Read-aloud picture books, music games, or other activities were used as part of the lesson plans to increase fruit and vegetable consumption.

3

## ***Fit WIC*** (VA)

Virginia Department of Health

As part of an overweight prevention initiative, parents in 24 counties in Virginia participated in group education sessions based on the *Fit WIC* curriculum which emphasized goal-setting, anticipatory guidance, and parental role modeling.

4

## ***Smart Choices Social Marketing Campaign*** (NH)

New Hampshire Cooperative Extension

A multifaceted intervention based on newsletters, print media, 30-second TV commercials and supermarket point-of-purchase information reached 19,000 Food Stamp Program households in New Hampshire.

5

## ***Tennessee Take Charge of Your Health*** (TN)

Tennessee Department of Education and Healthy Weight Coalition

The *Take Charge of Your Health* project is an ongoing social marketing effort to improve the health and wellbeing of the citizens of Tennessee. Each year, for 4 years, one of four different messages is intended to be the focus of a state-wide publicity effort to promote changing behaviors for better health.

6

**Cultural Perspectives on Childhood Overweight Among Hispanic WIC Participants**

(MA)

Massachusetts WIC Nutrition Program

Using data from focus groups and other sources, WIC staff developed emotion-based nutrition education messages to serve as the foundation of strategies and training modules that were implemented to modify and eliminate behaviors that may contribute to overweight in Hispanic children.

7

**The California Latino 5 a Day Campaign**

(CA)

California Department of Health Services

The *California Latino 5 a Day Campaign* uses a combination of culturally and linguistically appropriate mass media and community-based approaches to encourage Latinos to meet their fruit, vegetable, and physical activity goals.

8

**Montgomery County Nutrition Education Network**

(PA)

Montgomery County Community Action Development Commission, Pennsylvania

Nutrition education classes (*Weight Wise & Simply Good Eating*) and quarterly newsletters (*Breadbasket*) were provided to households receiving emergency food.

## Summary Statements: Interventions Targeting Children

9

**Project PEACH** (People Eating and Cooking Healthy) (PA)

The Food Trust - Pennsylvania Nutrition Education Network

Students operate fruit and vegetable market stands to sell snacks to students, teachers and staff as part of an on-going nonprofit learning opportunity to educate students about nutrition and the food system.

10

**Body Walk – Traveling Health Education Exhibit** (KS)

Kansas State Department of Education

The Body Walk exhibit provides an exciting tour of the human body and features experiential educational activities for students in elementary schools in Kansas. The mobile exhibit is a 35-by-40-foot enclosed walk-through environment providing opportunities for students to learn about making healthy food choices and being physically active.

11

**Nutrition Education Outreach in Philadelphia Public Schools** (PA)

Philadelphia Public Schools

Nutrition education sessions target middle school students, parents, teachers, and food service managers via assembly programs and classroom programs are taught by a team of nutrition educators. Additionally, foodservice managers were given guidance on presenting nutrition messages on bulletin boards for students.

12

**Give Me 5 A Day! Nutrition Education Materials for Preschoolers** (FL)

Florida Department of Health

This project developed and implemented a *Give Me 5 A Day!* read-aloud book and music CD with songs to increase literacy and improve food choices among children in the WIC and Child Care Nutrition Programs.

13

**Intensive Awareness Intervention** (PA)

Pennsylvania State University – Pennsylvania Nutrition Education Program

Elementary school children, eligible for Food Stamps, and those in the Summer Food Programs in Southeastern Pennsylvania participated in lunchroom Intensive Awareness

14

Interventions where nutrition educators visited and encouraged children to try or to eat a target food.

***Jump Start Your Bones***

**(NJ)**

New Jersey Food Stamp Nutrition Education

A culturally sensitive curriculum focusing on calcium-rich foods and physical activity targeting middle school students was implemented in New Jersey through the Food Stamp Nutrition Education.

15

***The California Children's 5 a Day – Power Play! Campaign***

**(CA)**

California Department of Health Services

The *California Children's 5 a Day–Power Play! Campaign* motivates and empowers California's 9- to 11-year-old children, and their families, to eat the recommended amount of fruits and vegetables and be physically active for at least 60 minutes every day.



## **Summary Statements: Interventions Targeting Seniors And Through Seniors to Children**

**16**

### **Westmoreland County *Living Healthy* Nutrition Education Program (PA)**

Pennsylvania State Cooperative Extension in Westmoreland County

Nutrition education classes with food activities, tasting sessions, and recipes were offered to senior adults receiving or eligible to receive food stamps. Newsletters were sent to homebound seniors.

**17**

### **The Intergenerational School Breakfast Program (NJ)**

New Jersey Department of Health and Senior Services/WIC Services

Seniors and mature adults were recruited and placed in school breakfast environments to serve as mentors and role models to children pre-k through 3<sup>rd</sup> grade, encouraging them to eat breakfast and to read and discuss books related to the nutrition topic of the month. Handouts, coloring pages, and incentives were also provided.

# Nutrition Education Intervention Descriptions

## Targeting Families and Adults



## ***Breastfeeding Mother-Friendly Employer Project***



### **Target Audience**

The project targets Oregon employers and working breastfeeding mothers, with specific targeting to WIC participants and employers of low-income women.

### **Goals and Objectives**

The goals of all Oregon Department of Human Services breastfeeding promotion efforts are to: 1) improve the duration of breastfeeding by mothers, 2) decrease community barriers to breastfeeding, 3) make breastfeeding the accepted community norm, 4) increase the percent of mothers breastfeeding their infants for at least 1 year, and 5) create media opportunities to educate the public about breastfeeding.

The goal of this employer-oriented project is to increase the number of Oregon employers with a workplace atmosphere and workplace policies that are breastfeeding-mother-friendly. Project strategies include: 1) setting an example by implementing breastfeeding-mother-friendly policies and procedures in our own workplace, 2) encouraging all WIC providers and other public health agencies to become Breastfeeding Mother Friendly employers, 3) educating employers on how to become breastfeeding-friendly and about the benefits for them, 4) providing a resources packet free of charge to employers and employees, and 5) providing recognition to employers who are breastfeeding-friendly.

### **Project Description**

The Oregon State WIC Program implemented the *Breastfeeding Mother Friendly Employer Project* in 1998 using information from the Texas State WIC Program to help in the development process. A system was developed to provide employers with the designation as “Breastfeeding Mother Friendly” if they met three criteria: 1) they accommodated breastfeeding employees by allowing flexible unpaid breaks for pumping or breastfeeding and they provided a private space (not a toilet stall or rest room), 2) they had a company-wide breastfeeding policy specifying these accommodations, and 3) all employees were informed of the policy.

The criteria and an application form are included free in the packet of information provided to breastfeeding employers and employees. Employees use the packets to communicate with their employer. The packet is also designed to help and motivate employers to implement breastfeeding-friendly policies by including information on topics such as: the risks of not breastfeeding, how supporting breastfeeding can benefit the employer's bottom line, and how breastfeeding reduces community health care costs. The packet can be ordered or printed from the web site. All employers who receive the designation as a "Breastfeeding Mother Friendly Employer" are listed on Oregon Department of Human Services' breastfeeding web site. They are also sent a letter of congratulations and a large certificate they can post on site.

### **Timeline**

The project was initiated in August 1998 and is ongoing.

### **Results**

More than 1,200 Employer Packets have been sent to various groups such as: Breastfeeding advocates using it to market the project, employers including many hospitals, and employees who wanted to approach their employer. Advocates from other States, and from countries such as Canada and England, wanting to initiate a similar project have also used the materials. The Employer Packet continues to be publicized and made available for free. Partnerships to market the packet are also being developed with others in the community.

A phone survey was conducted of 60 employers who had ordered the packet but not submitted an application. The survey's purposes were to determine if employers needed additional help with barriers they faced in their efforts to create a breastfeeding-mother-friendly workplace, and to obtain feedback on the Employer Packet. Results indicated: 1) employers liked the packet; 2) there were two main reasons for not implementing breastfeeding friendly policies - lack of time or changes in staffing; 3) many employers providing support to breastfeeding mothers used the packet as a resource, but chose not to submit an application to be listed; and 4) employers were reluctant to commit to written policies, even when they had equipped a lactation room and were supporting mothers. As a result of the survey, a one-page policy that could be implemented by employers was developed and included in the revised packet.

## Materials

The Employer Packet is on the Web site:

<http://oregon.gov/DHS/ph/bf/index.shtml>

## Funding Source(s)

This project was funded by Federal WIC Funding and Office of Family Health Funding.

## Partnerships

WIC/Office of Family Health, Health Services/Department of Human Services, Office of Family Health Breastfeeding Promotion Committee, Nursing Mothers Counsel of Oregon.

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[Free  
Employer Packet](#)

## 2

# WIC Family Centered Education Increasing Fruit and Vegetable Consumption



### Target Audience

WIC families with preschool children

### Goals and Objectives

The Phase One project goals were to: 1) promote increased fruit and vegetable consumption through enjoyable nutrition-related activities and experiences for the whole family, 2) encourage parents to help their children “get ready for school” while at WIC, and 3) model ways for parents to interact with their children in a positive way, building parenting skills. The Phase Two project goals were to explore methods of collaborating with libraries and child care programs to promote Family Centered Education (FCE) based messages and objectives from Phase One.

### Project Description

This project has a philosophy of promoting the parent as the first teacher for the child and modeling appropriate parenting behaviors during the group education session. The Family Centered Education project involved designing and implementing lesson plans, and evaluating outcomes based on the method of involving the whole WIC family. The activities were developed to promote school readiness and healthy nutrition practices and to show parents how to be teachers of their children. The approach selected was based on research that indicated: 1) less than 10 percent of Los Angeles WIC families read to their children on a daily basis and the majority had fewer than five books at home. Most parents thought school was the place to learn, not the home. Early childhood learning was not thought to be important to school success; and 2) most children ate a combined total of only two servings of fruits and vegetables per day.

Five FCE-specific lesson plan topics were developed at the state level to help promote fruit and vegetable intake: 1) *Five A Day*, 2) *Grow Your Own Garden*, 3) *Grocery Shopping with the Family*, 4) *Eating the Rainbow at the Farmer’s Market*, and 5) *Making Snacks Count*. All five of the State-piloted FCE lesson plans are identified as FCE. The State-

piloted FCE lesson plans were field-tested during the design process, then piloted with formal evaluation. Other FCE-related lesson plans were developed at the local level. A few of the Fit WIC lesson plans are also used as part of the Family Centered Education approach: *Let's All Help, Fit Families Play Everyday, Happy Mealtimes*.

The lesson plans were designed to involve both children and parents in the class. The lesson plans incorporated read-aloud nutrition picture books, music, as well as games or other family based activities to build thinking, math, and social skills and positive attitudes toward healthy foods. To reinforce further learning, Parent Tip handouts were provided that listed activities to do with children at home. During the FCE sessions, staff modeled effective ways to interact with children. The evaluation process included written surveys, interviews, focus groups, and an evaluation conducted at the end of the sessions based on oral and written feedback from both parents and staff.

#### **Timeline**

2000 – 2003, with expansion and ongoing training in 2004 to the present.

#### **Results**

Results for Phase One were based on 200 FCE classes for 1,440 WIC participants taught by 50 WIC educators. The evaluation showed that the approach was successful with WIC parents, particularly in increasing fruit and vegetable consumption, and valued by the educators. Eighty-five percent of WIC parents rated the class very useful; 95 percent would come to another class and recommend it to other families. Eighty percent of the WIC staff thought the approach was valuable. Phase Two resulted in classes being provided to more than 10,000 WIC Families. Phase Three (current in 2005) trainings are offered as a 1-day workshop where agencies are given practice time with one of the lesson plans.

#### **Materials**

Materials include lesson plans, book lists, guidance for leaders, and staff training materials. All the materials are posted on the web site, under both the lesson plans and under the Family Center Education page at: [www.wicworks.ca.gov/](http://www.wicworks.ca.gov/), click on Education Resources on the left side, and then on Family Centered Education Index.

**Funding Source(s)**

Funding was provided through a total of three WIC/USDA operational adjustment grants: two grants for Phase One, and one grant for the Phase Two collaboration model.

**Partnerships**

Twenty local WIC Agencies, the State WIC Office, local libraries, and child care programs.

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## Fit WIC



### Target Audience

Parents of 2- to 4-year-olds participating in WIC in the Falls Church and Springfield, Virginia, clinics

### Goals and Objectives

The goals and objectives for this statewide project were: 1) reduce the incidence of childhood overweight among WIC participants by promoting healthy eating and activity behaviors, 2) influence the knowledge, attitudes, and beliefs regarding eating and physical activity of the parents of the Fit WIC participants, and 3) encourage parents and staff to serve as role models for the children during the intervention with the expectation that long-term health behaviors of parents and children would be sustained.

### Project Description

Virginia Fit WIC is an overweight prevention project, based on the Social Cognitive Theory, designed and implemented within the WIC clinic framework. Health clinics were invited to attend training on the three main components of Fit WIC anticipatory guidance, goal setting, and role modeling. All 34 health districts within Virginia received a printed copy of the Fit WIC curriculum, telecommunication training, and incentives to be used in their clinics. The project included personalized individual counseling through the use of structured anticipatory guidance cards as well as group education classes. All the educational content was based on the Fit WIC key messages. The WIC staff guided and encouraged clients to set a specific goal at the conclusion of each session. Followup on achieving goals set by the client was accomplished through tracking sheets.

### Timeline

The grant award was from 2000 to 2003. However, Fit WIC materials continued to be distributed throughout Virginia in 2005.

### Results

In the winter of 2003, 336 eligible parents were recruited at two sites in northern Virginia. One site was the intervention and the other the comparison site. Following the 12 months of implementation, 66 percent of the intervention and 43 percent of the comparison group completed the post-test assessment. Fifty-two percent of the Fit WIC parents,

compared to 6 percent of parents in the comparison group, reported observing staff in three or more of the six targeted behaviors. Fit WIC parents reported more use of community activity centers. Based on the Fit WIC Evaluation Form, Fit WIC nutrition messages were found to be significantly more effective than the routinely used WIC messages. The evaluation results clearly demonstrated the feasibility of influencing the WIC parental behaviors to promote healthy eating and activity behaviors in preschool children following a model that provides anticipatory guidance on nutrition and fitness concerns. Parents were influenced by the direct information offered at the WIC clinics, and also by staff modeling and the involvement of community organizations.

**Materials**

To see Virginia Fit WIC Active Play Resources such as: *Active Play Community Kit*, *Group Education Kit*, and others, go to:

[www.nal.usda.gov/wicworks/Food\\_Fun/active\\_play1.htm](http://www.nal.usda.gov/wicworks/Food_Fun/active_play1.htm)

**Funding Source**

This project was funded by USDA Fit WIC Grants, 2000-2003.

**Partnerships**

Community organizations such as local recreation centers, Expanded Food and Nutrition Education Program, and Head Start participated in using Fit WIC messages.

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4

# Smart Choices Social Marketing Campaign

## Target Audience

New Hampshire Food Stamp Program recipients

## Goals and Objectives

The project goals are to increase consumption of fruits and vegetables among food stamp recipient households. The objectives are to: 1: Reach all food stamp recipient households (24,000) with information about healthy eating, especially the incorporation of fruits and vegetables in their diet; and 2: Conduct a multifaceted intervention that includes three *Smart Choices* newsletters in combination with three 30-second television commercials. An additional component added in 2005 includes: 1) specially designed newsletters for food stamp recipients over age 62, 2) a home study course for food stamp recipients over 62 titled *NutriNews*, and 3) a home study course for children ages 8-11 titled *Food is Fun*.

## Project Description

This project was undertaken to design and implement a social marketing campaign to communicate science-based, behaviorally focused nutrition and lifestyle messages about the *Dietary Guidelines for Americans* targeted to Food Stamp Program audiences. Using a carefully designed social marketing model, this campaign was implemented throughout New Hampshire, and evaluated via telephone survey. An annual telephone survey of 400 food stamp recipients provides information on: the frequency of fruit and vegetable consumption, the stage of change categories for the target audience, and other formative information which helps determine the effectiveness of the campaign and materials. Social marketing activities include: public service messages for television (“Miss Smarty” commercials), three newsletters per year targeted to food stamp audiences under the age of 62 (*Smart Choices*), three newsletters per year targeted to food stamp audiences over the age of 62 (*NutriNews*), a four-lesson home study course for food stamp recipients over the age of 62 (*NutriNews* home study), and a four-lesson home study course for children ages 8-11 (*Food is Fun* home study). Home study course participants are recruited through the *Smart Choices* newsletters.



**Timeline**

The *Smart Choices* social marketing campaign was initiated in 2001 and continues to the present.

**Results**

The initial and annual results of this campaign reveal success in reaching a large audience of food stamp recipients (24,000 food stamp households) with information to meet their needs. The research continues to show that this social marketing campaign increases consumer knowledge, and influences consumer behavior. For example, recipients who read the newsletter or saw television commercials are more likely to express interest in improving the nutritional quality of their diets. Further, recipients who read the newsletter are more likely to agree with key dietary practices, and are less likely to say that nutritional practices are major reasons not to adopt a healthier diet. Finally, recipients who have been exposed to both campaign tools are more likely to be in the maintenance or action stages of the behavioral change model. Notably, the *Smart Choices* newsletter or the combined campaign appears to be somewhat more effective than the “Miss Smarty” television commercials alone, although food stamp recipients generally report that both campaign tools are useful.

**Materials**

The *Smart Choices* social marketing campaign materials can be found at: <http://ceinfo.unh.edu/Pubs/PubsFN.htm> (Click on NutriNews Direct Newsletter, NutriNews Home Study, Smart Choices Newsletter, and Food is Fun Home Study.)

**Funding Source(s)**

This project is funded by Food Stamp Nutrition Education funds, and the University of New Hampshire Cooperative Extension.

**Partnerships**

New Hampshire Food Stamp Program; NH Women, Infants and Children (WIC); NH Commodity Supplemental Food Program; NH Department of Education; NH Temporary Emergency Food Assistance Program; University of New Hampshire Nutritional Sciences Department; broadcast and cable television stations throughout NH; and many more participated in this project.

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## Tennessee *Take Charge of Your Health*



### Target Audience

The project targets all citizens in Tennessee through all of the USDA programs and through the Healthy Weight Network, which focuses on children and adolescents.

### Goals and Objectives

The goal is for all citizens of Tennessee to have continuous access to safe, healthy food and accurate nutrition information throughout their lives. The objectives are: 1) to improve the health and well-being of the citizens of Tennessee, and 2) to improve the weight of children and adolescents in Tennessee.

### Project Description

The *Take Charge of Your Health* project is a social marketing effort to improve the health and well-being of the citizens of Tennessee. Each year for 4 years, one of four different messages will be the focus of a statewide publicity effort to promote changing behaviors for better health. Materials are distributed across partner programs, i.e., WIC-developed materials may be used by other programs.

### Results

Coalition members meet quarterly, or as needed, to ensure that ongoing activities and messages are coordinated and consistent across the State to all FNS program participants. Coalition members set up a nutrition information exhibit at the Tennessee Grocers' Association Annual meeting to reach the residents of the surrounding communities at one place over a 2-day period.

### Timeline

The project began in spring 2002 and will continue to April 2007.

### Materials

See <http://tnHealthyweight.org/> for the State Plan and Network organizations. The *Take Charge* network members' materials are available from the State Department of Agriculture and other sources.

## **Funding Source(s)**

State Administrative Expenses (SAE) funds are used for *Take Charge of Your Health*. All agencies coordinate and focus on the same message at the same time. Each agency communicates and makes available its materials to the other agencies/partners so that no groups or individuals fall through a gap. Each participating agency funds its routine dissemination of information to program clientele using SAE funds.

## **Partnerships**

This project consists of 27 partners through two coalitions: 1 ) *Take Charge of Your Health* Partners include the Tennessee Department of Education, the Department of Health, and the Department of Human Services which together represent the School Nutrition Program, WIC, 5 A Day Program, and the Food Stamp Program. This partnership also includes: the University of Tennessee Extension Service, the Tennessee State University Cooperative Extension Service, and the Tennessee Grocers' Association. 2) The Healthy Weight Network Partners include: the Tennessee Department of Education, the Department of Health, and the Department of Human Services -- which together represent the Community Nutrition, Health Promotion and Maternal and Child Health and the School Health Offices. Additional partners include the Tennessee Dietetics Association and the Tennessee School Health Coalition.

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## 6

# Cultural Perspectives on Childhood Overweight Among Hispanic WIC Participants in Massachusetts

## Target Audience

Puerto Rican and Dominican children and families participating in WIC, WIC nutrition counselors, and affiliated health care providers

## Goals and Objectives

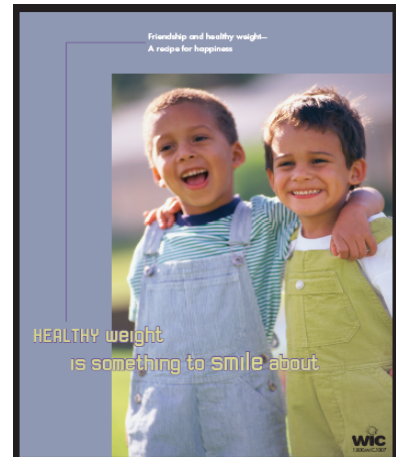
The overall goal of the project was to enhance the ability of the Massachusetts WIC Program nutrition staff to provide culturally sensitive services that promote healthy eating behaviors, particularly for Dominican and Puerto Rican children, among whom the problem of overweight is particularly acute. The objectives were to: 1) characterize nutritional status, body composition, and the prevalence of overweight among Dominican and Puerto Rican children participating in WIC in Massachusetts, 2) increase understanding of beliefs associated with the Dominican and Puerto Rican cultures regarding what constitutes healthy body weight and appearance, and what factors influence diet behaviors in children, 3) improve the ability of WIC nutrition staff to talk about weight with Hispanic families and provide culturally sensitive nutrition counseling that promotes healthy weights in children, 4) develop educational messages and materials utilizing culturally meaningful themes related to health and weight, and 5) share strategies with health care providers for the prevention and treatment of overweight in Hispanic children and encourage consistency in nutrition messages and coordination of interventions.

## Timeline

The project began in October 2001 and was completed on March 31, 2005.

## Results

The culmination of this project was the development of the *Weigh of Life... Taking Action Together* initiative. Results of focus group findings, and other data sources, were used to develop modules and strategies based on emotion-based nutrition education messages to modify and eliminate



behaviors that may contribute to overweight in Hispanic children. Additional strategies were developed to improve consistency of messages with health care providers. This initiative provides WIC nutrition staff with guidance, messages, and materials to use in discussing with parents the sensitive topic of weight and tools to utilize in building partnerships, coordinating nutrition services, and promoting consistent nutrition and physical activity messages with health care providers.

## Materials

*Weigh of Life... Taking Action Together* materials include:

- **Project Implementation Manual** – a resource and training tool for all WIC nutrition counselors. This manual includes focus group findings, guidance and materials for effective coordination with health care providers, instruction on a new nine-step approach -- that is more sensitive and connecting -- to use when initiating discussions with families about a child's weight, and effective ways to introduce and use each new material in counseling sessions to promote achieving healthy weights in young children.
- **Emotion-Based Nutrition Education Messages** – to effectively communicate healthy weight messages. Six key messages that resonate with Hispanic families were developed into colorful wall posters for health care providers. Miniposters based on the same six messages were developed for WIC nutrition counseling sessions. The six messages include: 1) A slender-looking child is a healthy child, 2) Developing good eating habits makes a lifelong difference, 3) Eat together as a family, 4) Offer a variety of food instead of a steady diet of milk and juice, 5) Mom knows what is best for her child, and 6) Mothers will be surprised that children enjoy eating healthy foods – this will make mothers happy. A child-size placemat was produced to convey that child-size serving sizes provide all the nutrients necessary for growth in children.
- **Provider Toolkit** – for establishing successful partnerships and promoting consistent messages with WIC. It included: 1) Behavior-change *Prescription Pads*, which provide a way to “prescribe” diet and physical activity behavior changes. The *Prescription Pad* includes a referral to WIC for parents to receive help on how to feed young children. 2) *Steps to Healthy Weight in Children*, which provides guidance for providing standardized, age-appropriate nutrition messages for use by both health care providers and WIC. 3) CD with



printable nutrition and physical activity educational materials and other additional materials.

**Funding Source**

This project was funded by a USDA FY 2001 WIC Special Projects Grant.

**Partnerships**

Massachusetts Chapter of the Academy of Pediatrics Subcommittee on Obesity

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## California Latino 5 a Day Campaign



### Target Audience

The primary target audience is low-income California Latino adults, aged 18-54, who are Spanish-language dominant, bilingual, or English-language dominant. The secondary target includes opinion leaders and those who serve low-income Latino adults.

### Goals and Objectives

The *California Latino 5 a Day Campaign* motivates and empowers Latino adults to consume the recommended amounts of fruits and vegetables and enjoy physical activity every day.

### Project Description

The *California Latino 5 a Day Campaign* uses a combination of culturally and linguistically appropriate mass media and community-based approaches to encourage Latinos to meet their fruit and vegetable consumption and physical activity goals. The campaign airs Spanish and English television and radio advertisements, operates *5 a Day* billboards as part of its outdoor advertising efforts, and has a cadre of bilingual spokespeople who present *5 a Day* and physical activity related issues to the media. The *Campaign* also conducts community-level interventions through large Latino festivals, farmers/flea markets, supermarkets and neighborhood stores, and provides educational materials to health service provider organizations and community groups throughout California.

The *California Latino 5 a Day Campaign* is currently operating in nine regions in Central and Southern California under the strong leadership of nine regional lead agencies. The lead agencies receive funding to conduct the community-based interventions, support the media activities, and work with their community coalitions to expand their partnership base and seek ways to promote healthy environments that support fruit and vegetable consumption and physical activity.

### Timeline

The concept of the *Latino 5 a Day Campaign* was introduced in 1994. The *Campaign's* interventions were fully developed and pilot tested in 1998 and 1999, and a large scale evaluation study was conducted in 2000 to determine the

effectiveness of the program. Implementation of the *Campaign* through lead agencies in the Central Valley and San Diego regions began in 2002, and the Desert Sierra and Central Coast regions were added in 2003. Los Angeles and Orange County regions were added in 2005. In 2006 the Bay Area, Gold Coast, and Gold Country Regions were added to ensure nearly statewide implementation.

## Results

Each component of the *California Latino 5 a Day Campaign* has been pilot tested and carefully evaluated to ensure success. The results of evaluation study provide evidence that the campaign leads to improved fruit and vegetable consumption for California Latinos and is a truly effective public health initiative. The *California Latino 5 a Day Campaign* reaches over 1 million low-income Latinos annually. This reach is supported by television, radio, and billboard advertisements that will achieve more than 10 million consumer impressions annually. Additionally, the *Campaign* has won numerous awards in public health and public health communications.

## Materials

The *California Latino 5 a Day Campaign* utilizes a variety of materials in support of its community interventions. All materials are in both English and Spanish and pretested to ensure they are culturally relevant and linguistically appropriate for the target audience. The materials include the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators*, *Healthy Latino Recipes Made with Love* cookbook, a Latino Mural, nutrition education brochures, and items to reinforce the fruit and vegetable and physical activity messages. To access the campaign resources and materials, go to: [www.ca5aday.com](http://www.ca5aday.com) or [www.dhs.ca.gov/ps/cdic/cpns/lat5aday/default.htm](http://www.dhs.ca.gov/ps/cdic/cpns/lat5aday/default.htm)

## Funding Source(s)

This project was supported by U.S. Department of Agriculture Food Stamp Program funds.

## Partnerships

The *California Latino 5 a Day Campaign* partners with many public, private, and nonprofit organizations throughout California. Partners can contribute to the program by endorsing, adopting, adapting, and extending the campaign messages within their organizations and advocating for policies that support fruit and vegetable consumption and physical activity. For a listing of partners, go to: [www.dhs.ca.gov/ps/cdic/cpns/lat5aday/lat\\_partners.htm](http://www.dhs.ca.gov/ps/cdic/cpns/lat5aday/lat_partners.htm)

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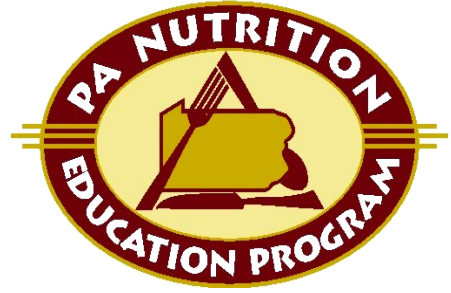
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## Montgomery County, Pennsylvania Nutrition Education Network



### Target Audience

Families, individual adults, children, seniors

### Goals and Objectives

The overall goals and objectives are to: 1) distribute the bimonthly *Eat Smart!* nutrition education newsletter to 100 percent of households receiving emergency food, 2) distribute the *CSFP Extra!* Newsletter to recipients of the Commodity Supplemental Food Program, and 3) improve dietary quality and food resource management skills through weekly nutrition education series and taste-testings at food pantries and farmers' markets. Participants will: a) consume 5-9 servings of fruits and vegetables as the Dietary Guidelines and MyPyramid suggest, b) decrease consumption of soft drinks, fried foods, and fast foods, and c) learn to live a healthier lifestyle with an understanding of nutrition and exercise as a result of the *Healthy Living* series.

The purpose of the Montco Nutrition Outreach! program is to coordinate nutrition education for the target audience, to create a forum to share information about current nutrition education efforts among public and private agencies and other groups working with the target audience, and to plan and implement innovative strategies. The Family Living Advisory Board of the Montgomery County Cooperative Extension also aids in the communication strategy.

### Project Description

The *Eat Smart!* newsletter is distributed to all households receiving emergency food packages. Two class series are offered through *Healthy Living* (HL) and *Simply Good Eating* (SGE). HL is a nutrition class developed by Barbara Myers, RD, LDN with a strong emphasis on behavioral change. The HL series is for 10 weeks of 1-hour-long classes. Twenty-eight sessions are offered each year.

SGE is a series of six weekly, 2-hour nutrition classes for adults. Classes are adapted from curriculum and recipe cards developed by the University of Minnesota Extension Service. Four series are offered throughout the year. When visiting emergency food providers for one-time demonstrations, material is often adapted from SGE lesson plans.

## Timeline

As of 2005, the project has continued into the fifth year and will continue for as long as there is funding.

## Results

Montco Nutrition Outreach! and Family Living Advisory Board meetings were held as planned. Random surveys of 46 newsletter recipients showed: 67 percent of clients read the newsletter, 67 percent of regular newsletter readers found the information (recipes and tips) to be useful. Total estimated participant contacts for 2005 = 7,550 for newsletters and more than 50,000 when programs are included. Indirect contacts were 4,078. Direct contacts (onsite): one-time = 874 at 66 sites, series contacts = 2,598. SGE/HL participants completed entry/exit surveys with the following result (total number =238): 37 percent of participants consumed a diet of 2-4 servings of fruits daily and 36 percent of participants consumed a diet of 3-5 servings of vegetables daily.

Programs reported as a part of indirect contacts include the Summer Youth Nutrition Program held at Pennypack Farm, farmers' markets mainly in Norristown, and emergency food pantries. All programs receive some form of nutrition education materials such as posters, recipes, games, pamphlets, or newsletters.

## Materials

*The Food Basket* newsletter and *Simply Good Eating, Healthy Living* (formerly *Weight Wise*) curriculum, recipe cards developed by the University Of Minnesota Cooperative Extension, *Cut the Sugar: Buy Farm Fresh, Cut the Fat, Cut the Salt,* and *Eat Hi Phy Foods* color brochures and recipes cards developed by the Food Trust. *Pennsylvania Produce Simply Delicious* recipe cards developed by the Pennsylvania Department of Agriculture. Other sources of materials include: 5 A Day material, Tufts University, MyPyramid, American Dietetic Association, University of Florida Cooperative Extension, Team Nutrition.

## Funding Source(s)

This project was funded by: Aging Block Grant and lottery funds, State Food Purchase Program administrative funds, State Food Purchase Program Capital Assets funds, private grants, and Montgomery County Commissioners - local tax revenue.

**Partnerships**

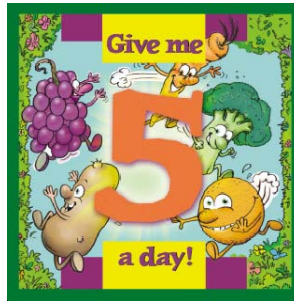
Emergency food providers (places of worship, social service agencies), food banks, local WIC programs, Area Agency on Aging, Cooperative Extension, Head Start, local office of the PA Department of Health, Department of Public Welfare, Penn State University, PA Hunger Action Center, The Food Trust.

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# Nutrition Education Intervention Descriptions

## Targeting Children



### PENNSYLVANIA NUTRITION EDUCATION TRACKS

On track with healthy eating for food stamp audiences



# BODY WALK



## The Food Trust's Project PEACH (People Eating and Cooking Healthy)



### Target Audience

Low-income youth

### Goals and Objectives

Improve the nutrition and health of low-income youth.

### Project Description

The School Market Program trains students in operating fruit and vegetable market stands, brings more nutritious snacks into schools, uses peer-to-peer interaction to promote fruit and vegetable snacks, and incorporates nutrition education and food safety into classroom activities. As part of the program, students create, own, and operate produce stands selling fresh fruits and vegetables to fellow students, teachers, parents, and administrators in their schools.

The School Market Program is committed to working with teachers to integrate the program into existing curricula and structures. The program extends into the classroom where students receive additional nutrition education and market-related food safety lessons. The connection between classroom instruction and authentic application strengthens the learning that takes place. After-school and summer components extend nutrition education activities into the larger community.

### Timeline

The project planning was initiated in 1995. It operated in 19 schools during the 2004-2005 school year.

### Results

The Food Trust School Markets have generated outstanding results in Pennsylvania, where they have been in operation since 1996. In addition to tracking program implementation, a program evaluation was designed to measure students' fruit and vegetable consumption. Likewise, water consumption, knowledge of the Food Guide Pyramid, and knowledge of actions individuals can take to improve their diets were studied in 2004. Measures included the use of the National Institutes of Health *By Meal Screener* and a short supplemental survey.

A quasi-experimental pre/post design was implemented to compare responses from the survey administered prior to the start of the School Market Program to the same students' responses obtained at the end of the program year. Findings show that participating program students significantly increased their consumption of water by about one glass per day ( $p < .05$ ) and increased consumption of fruits and vegetables by 2 daily servings ( $p < .001$ ). Teachers have reported increased attendance and changes in parents' attitudes about healthy snacks.

This project has considerably increased fresh produce consumption, improved diets, decreased absenteeism, and engaged children in learning about healthy eating. By operating the produce stands, students are able to develop their math and reading skills in a real-world setting while learning about the importance of health. The project improves children's eating habits, teaches them good nutrition, and provides hands-on learning experiences in entrepreneurship.

**Materials**

See Web site [www.thefoodtrust.org](http://www.thefoodtrust.org). Information from Team Nutrition, Eat Smart. Play Hard.™, MyPyramid, and other resources is used.

**Funding Source(s)**

The School Market Program is funded through Food Stamp Nutrition Education and the Food Trust Foundation.

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## **Body Walk Traveling Health Education Exhibit**



### **Target Audience**

The target audience is students in grades K-5.

### **Goals and Objectives**

The objectives for this project included the following: 1) schools will use the exhibit and related materials to give children opportunities to practice healthy behavior skills, 2) children will learn about the digestive system through active learning and walking through the exhibit, 3) children's eating and health behaviors will improve through learning skills needed to practice lifelong healthy behaviors, 4) linking nutrition, health, and physical activity will help reinforce positive health behaviors to raise the value placed on health.

### **Project Description**

*Body Walk* is a 35-by-40-foot enclosed walk-through exhibit that provides an exciting tour of the human body featuring experiential educational activities. Children walk through the exhibit's enormous mouth, travel to the stomach, and exit through a small cut in the skin. The exhibit serves schools throughout the State of Kansas. It travels to Kansas elementary schools in its own truck and provides an opportunity for students to learn about the importance of making healthy food choices and being physically active.

### **Results**

Development took place during 2001, with the start of implementation in the fall 2002. During the first year the exhibit operated 4 days/week. The exhibit now operates 3 days/week. The number of students reached through *Body Walk* during 3 consecutive school years (2002-2003, 2003-2004, and 2004-2005) is 82,000 students.

### **Materials**

See [www.bodywalk.org](http://www.bodywalk.org) The *Body Walk* exhibit is a 35-by-40-foot enclosed walk-through with related print materials for students and teachers. Schools reserve the exhibit in advance and conduct a series of activities before and after the children experience the *Body Walk* exhibit.

### **Funding Source(s)**

The major source of funds for *Body Walk* is State Administrative Expenses (SAE) and the \$1 per student fee, with some initial funds from Team Nutrition during 2001 when the initial planning took place.

## **Partnerships**

This project was undertaken by the Kansas State Department of Education, and Child Nutrition & Wellness.

### Contact Persons

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## Nutrition Education Outreach in Philadelphia Public Schools

### Target Audience

The target audience includes students in kindergarten through 12<sup>th</sup> grade, parents, professional staff, and administrators.

### Goals and Objectives

The project goals were: Children/youth will consume 5-9 servings of Fruits and Vegetables daily, Children/youth will use the Food Guide Pyramid and the Dietary Guidelines for Americans to make healthy food choices and youth will understand the importance of physical activity as part of a healthy lifestyle. The specific goals and objectives may vary from year to year.

### Project Description

This project provides outreach to public elementary, middle, and high schools with extensive nutrition education via multiple strategies including: demonstration of “hands on” lessons from nutrition educators, assembly programs, school health councils, professional staff training, summer camp programs, newsletters, lesson plans, parent workshops, after school activities, community events such as health fairs, cable TV program development, and partnerships with community agencies focused on providing many of these outreach services in the schools. Our district partnerships for the 2005-06 fund year included: Drexel University Nutrition Center, The Food Trust, Health Promotion Council, Albert Einstein Health Network, Urban Nutrition Initiative, Philabundance and the Center for Obesity Research and Education of Temple University. The program is based at school sites and involves nutrition education for a variety of populations including, but not limited to children, parents, teachers, and administrators. Some basic messages include: understanding the New Food Guide Pyramid, following the Dietary Guidelines for Americans, increasing nutritious snacks, increasing fruit and vegetable consumption, understanding nutrition labeling in order to make better selections, and maintaining a healthy body weight by making smarter food choices and becoming physically active.

### Timeline

Started 2000, implemented and ongoing. Expanded for the 2005-2006 year, to include six community partners within the school district’s project plan.

## **Results**

Healthy food choices and the Food Guide Pyramid are presented and thoroughly discussed with students in large-group nutrition assembly programs, classroom presentations, and many other methods of dissemination of nutrition information. Knowledge testing of various student groups showed average pre-test scores ranging from 53-87 percent, with average post-test scores ranging from 77-100 percent. Parent newsletters are sent home with students after an intervention takes place.

In the earlier stages of the program a nutrition consultant was hired to train food service managers on methods to integrate nutrition messages into their cafeteria and to display attractive bulletin boards with seasonal nutrition messages. Every participant received a marketing plan, several ready-to-hang displays, and a certificate of participation. The managers were very supportive of using the materials and incorporating nutrition education into their cafeteria. Training evaluation forms showed a score of 5 (on a scale of 1 to 5) for intent to use materials provided. Followup evaluation of the program is continuous to measure the integration of newly acquired nutrition skills of the students.

Total estimated contacts have steadily increased. During the 2004-2005 school year, EAT.RIGHT.NOW. nutrition education program made 1,517,921 contacts through both direct and indirect outreach programs and services. For the 2005-2006 school year, it is estimated that outreach will grow to approximately 7,348,922 participant contacts throughout the Philadelphia community.

## **Materials**

Multiple sources of materials were used for teacher training, with heavy emphasis on the School District of Philadelphia's approved curriculum.

## **Funding Source(s)**

This project was funded by cost-sharing. State administrative (SAE) funds and school lunch and breakfast funds were used in the past. For the 2005-06 year, the funding source is cost share from teachers, nurses, and administrative staff of the Philadelphia Public Schools.

## **Partnerships**

Drexel University Nutrition Center, The Food Trust, Health Promotion Council, Albert Einstein Health Network, Urban Nutrition Initiative, Philabundance, Center for Obesity Research and Education of Temple University, National Theatre for Children, Foodplay Productions, TADDO the Magician.

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## ***Give Me 5 A Day!*** **Nutrition Education** **Materials for** **Preschoolers**

### **Target Audience**

Children participating  
in the WIC and Child  
Care Food Programs  
(preschoolers through 1<sup>st</sup> grade)

### **Goals and Objectives**

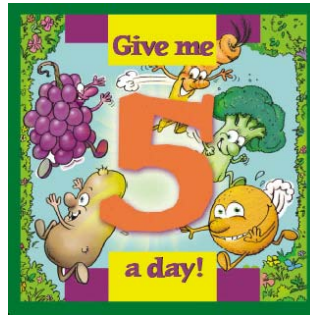
The goal was to develop innovative nutrition education materials for preschoolers that teach nutrition and encourage physical activity. Objective 1: To develop a fun book targeted at preschoolers through 1<sup>st</sup> grade incorporating the 5 A Day message, physical activity, reading, and counting. Objective 2: To encourage children to move and be physically active, while teaching children and their parents about eating fruits and vegetables (based on a music CD and related insert).

During the past 10 years, the number of overweight children has increased dramatically. Statistics for the preschool population are alarming. Data (December 2003) collected for children participating in the Florida WIC Program showed that 14 percent of children ages 2 to 5 were at risk for overweight and 15 percent were already overweight.

### **Project Description**

The project group developed a preschool book, in English and Spanish, and a music CD, both called *Give Me 5 A Day!* The materials were developed for, and distributed to, low-income families who are not as likely to have access to beginning reading books or children's music. The book carries a serious message about diet and exercise.

The music CD also had a small booklet insert which had some nutrition and physical activity tips for parents as well as the words to each song. The content focused on prevention of overweight, prevention of obesity, and consumption of at least five fruits and vegetables a day.





## Timeline

January 2003 was the start date for development of the book. In November 2003 books were sent to local WIC sites and Child Care Food Program facilities, and have been used since that time. In fall 2005 a second printing of the book was done and distributed to all WIC sites and child care facilities in Florida. The CD development started in November 2003. Distribution to WIC clients began in January 2005 and to child care facilities in May 2005.

## Results

WIC clients were surveyed about using the book approximately 2 months after receiving it. Results of more than 600 respondents were as follows: 82.7 percent read the book more than once, and 69.6 percent reported eating more fruits and vegetables.

### CD: Final Results 10/5/05

Survey questions asked to WIC caretakers 2-3 months after they were given a CD.	English 1290 responses	Spanish 141 responses
How many times have you played the CD? <ul style="list-style-type: none"> <li>• None</li> <li>• 1 time</li> <li>• 2 - 5 times</li> <li>• 6 – 10 times</li> <li>• More than 10 times</li> </ul>	5% 13% 42% 15% 24%	3% 21% 48% 15% 14%
Did the CD motivate your family to be more active?	Yes= 80% No = 19%	Yes = 87% No = 13%
Have your family's eating habits changed because of the CD?	Yes= 40% No = 60%	Yes = 51% No = 49%
Did you read the insert that was in the CD envelope?	Yes= 75% No = 25%	Yes = 53% No = 47%
What is your favorite song on the CD? <ul style="list-style-type: none"> <li>• Fun Food Songs</li> <li>• Give Me 5 A Day!</li> <li>• Snack Smart Move More</li> <li>• Silly Fruits and Vegetables Song</li> </ul>	21% 30% 10% 39%	25% 33% 16% 27%

In addition to the measures of accomplishment above, more than 15 State WIC and CACFP agencies ordered their own supplies of the book. The materials have been well received by families across the socioeconomic strata. Head Start programs in Florida have requested permission to duplicate the CDs. Also of note is that governmental staff in Argentina requested permission to use the Spanish-language version of the book with low-income children.

**Materials**

For additional information go to:

[www.doh.state.fl.us/family/wic/index.htm](http://www.doh.state.fl.us/family/wic/index.htm)To preview the book:

[www.doh.state.fl.us/family/wic/Documents/Five\\_A\\_Day/Give\\_me\\_5\\_a\\_day.html](http://www.doh.state.fl.us/family/wic/Documents/Five_A_Day/Give_me_5_a_day.html)

To preview the CD go to:

[www.doh.state.fl.us/family/wic/Documents/Five\\_A\\_Day/Give\\_me\\_5\\_a\\_day\\_CD.html](http://www.doh.state.fl.us/family/wic/Documents/Five_A_Day/Give_me_5_a_day_CD.html)

**Funding Source(s)**

This project was funded by State WIC funds and Child Nutrition Program funds.

**Partnerships**

Partners include the Bureaus of WIC & Nutrition and Child Nutrition Programs.

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## Intensive Awareness Intervention



### Target Audience

Southeastern Pennsylvania  
food stamp-eligible children in elementary schools and in  
the Summer Food Service Program

### Goals and Objectives

The project conducted by Nutritional Development Services (NDS) and Community College of Philadelphia has a primary goal of increasing the consumption of fruits, vegetables, and dairy menu items at schools where NDS provides the National Child Nutrition programs. The goals and objectives of this project are that: 1) 60 percent of children attending all four After School Nutrition Program (ASNP) sessions will report the intention of choosing the fruit/vegetable and milk item. 2) Plate waste studies will demonstrate a 10-percent increase in the consumption of targeted foods following the Intensive Awareness Intervention (IAI). 3) 75 percent of the children will try food items targeted by the interventions. 4) 50 percent of the children attending all four sessions will show an increase in their knowledge of Five A Day, food function, and the importance of eating a variety of foods.

### Project Description

To achieve increased consumption, two approaches are used. The first approach is through Intensive Awareness Intervention (IAI) that occurred in the lunchroom when the children were eating. Nutrition educators visited each table in the lunchroom to encourage children to choose, taste, and eat the target food. Stickers, bookmarks, and carrot pens were given as reminders to eat this food in the future. An activity ball printed with nutrition-related questions was created. Nutrition packets were prepared for teachers to use. Team Nutrition and Fight BAC materials were distributed to schools in the *Healthy Choices* resource kits and in the summer feeding nutrition packets.

### Timeline

The project was started in 1999 and continued through 2002, then through Penn State Cooperative Extension Office in FY 03-04.

### Results

The project reached 8,990 youths. Plate waste studies were conducted at five schools. In three schools increased consumption was achieved by 82 percent, 153 percent, and 71 percent. In one school no change was recorded and in one school the increase was only 3 percent. Pre- and post-

behavioral intention tests were conducted at four ASNP sessions. The pretests showed that about 60 percent of the children in some schools intended to choose the fruit/vegetable and milk even before the intervention. One school showed that 33.3 percent of the children intended to take the fruit/vegetable before the intervention and 73.3 percent intended to take it after. Post-tests in all four schools showed that 60 percent of the children intended to choose the fruit/vegetable and milk from the lunch line after the intervention, except for one school in which 55.6 percent intended to choose the fruit/vegetable.

Because the main thrust of this project was to affect consumption of fruits, vegetables, and dairy foods, 12 observations were used to determine if children were eating target foods. All 12 observations met this goal, that at least 75 percent of the children would taste the target food after an intervention. Seven ASNPs observed showed 89 percent to 100 percent of the children tasting the target food; five IAs observed showed 75 percent to 91 percent tasting the target food. Four ASNP series used pre/post-tests to assess knowledge gain. Children at three sites had a 50-percent increase in knowledge of 5 A Day, while children at all four sites had a 50-percent increase in knowledge of the food function of dairy foods. Results for eating a variety of foods were mixed.

### **Materials**

Nutrition packets were prepared for teachers to use. Team Nutrition and BAC materials were distributed to schools in their “Healthy Choices” resource kits and in the summer feeding nutrition packets, including posters.

### **Funding Source(s)**

This project was supported by Food Stamp Nutrition Education funds and the Pennsylvania Department of Education.

### **Partnerships**

Community College of Philadelphia, Pennsylvania Food Stamp Nutrition Education Program and the Pennsylvania Department of Education

### **Contact Person**

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## Jump Start Your Bones

### Target Audience

Multicultural middle school students in New Jersey

### Goals and Objectives

The goals are: 1) to promote awareness that the best time to prevent osteoporosis is adolescence, 2) to promote consumption of four servings of calcium-rich foods daily, 3) to promote 1 hour of physical activity daily, and 4) to promote weight-bearing exercise.

### Project Description

*Jump Start Your Bones* is a culturally sensitive curriculum developed and implemented for middle school audiences. It includes 12 fun, hands-on, easy-to-use lessons and handouts, with three lessons for each of the following subjects: Health, Science, Physical Education, and Family and Consumer Science Education. Core curriculum standards are identified for each lesson when applicable. Lessons can be used in a series or independently throughout the year.

Formative evaluation for the curriculum was done via focus group and individual interviews performed with teachers and middle-school students. With expert review, additional content and process reviews were conducted via pilot testing. First by having the lesson creators teach the lessons, and in a second pilot teachers taught the curriculum. Student and teacher feedback directed final curriculum revisions. Field-testing was performed with 824 students from nine schools, with 524 students serving as controls, and 300 intervention students.

### Timeline

2001 to 2005

### Results

Because this is a school-based program, knowledge gains regarding osteoporosis prevention behaviors were chosen for assessment. Repeated-measures testing pre- and post-educational intervention indicated significant knowledge gains regarding nutrition behaviors that would reduce risk for osteoporosis and how these behaviors could be employed in students' daily routines. The intervention was deemed effective in increasing calcium and osteoporosis knowledge

among adolescents. The curriculum is being used by the New Jersey Food Stamp Nutrition Education Program with limited-resource middle-school students throughout New Jersey in schools where 50-plus percent of the students receive free or reduced-price lunches. Students love many of the active assignments that were created to really “get them thinking!”

**Materials**

The entire curriculum is available in the educational materials section of [www.fsnep.rutgers.edu](http://www.fsnep.rutgers.edu)

**Funding Source(s)**

This project was supported by Food Stamp Nutrition Education funds, the Osteoporosis Business Coalition, and the New Jersey Department of Health and Senior Services.

**Partnerships**

New Jersey Food Stamp Nutrition Education at Rutgers University

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## California Children's 5 a Day–Power Play! Campaign



### Target Audience

The primary target audience is 9- to 11-year-old children from all racial/ethnic groups, with an emphasis on children from low-income families eligible for food stamps. Secondary targets are parents, teachers, youth leaders, opinion leaders, and other adult intermediaries.

### Goals and Objectives

The *California Children's 5 a Day–Power Play! Campaign* motivates and empowers California's 9- to 11-year-old children and their families to eat the recommended amount of fruits and vegetables and be physically active for at least 60 minutes every day.

### Project Description

The *California Children's 5 a Day–Power Play! Campaign* uses the Social Ecological Model as a framework for its interventions. Eleven regional lead agencies recruit staff from community organizations, provide materials and training and technical assistance to partners, promote organizational-level environmental and/or systems changes, conduct media and public relations activities, and enhance connections among participating organizations and community members. Partner organizations work together to create an environment in which children are taught to make healthful food choices and be physically active, and children are provided with the opportunity to practice these behaviors.

Schools implement classroom-based activities from the *School Idea & Resource Kit*, conduct cafeteria promotions, partner with local organizations to provide tasting opportunities, field trips, and special events, and implement positive changes in the school environment to enable children to eat more fruits and vegetables and be more physically active. Youth organizations implement activities from the *Community Youth Organization Idea & Resource Kit*, partner with local organizations to provide tasting opportunities, field trips, and special events, and implement positive changes in the youth organizations' environments. Farmers' markets, supermarkets, and restaurants offer tours,

provide produce donations to schools and youth organizations, and promote increased consumption of fruits and vegetables to children and their families.

### **Timeline**

The campaign was launched in 1993; regional implementation began in 1998. As of 2005, all 58 California counties are implementing the campaign.

### **Results**

The campaign is now being implemented across California, annually involving about half of the state's 550,000 low-income children. In 1995, a large scale evaluation was conducted and the campaign's multichannel, community-wide approach was proven more effective than a school-only approach. Data from the 1999 and 2003 *California Children's Healthy Eating and Exercise Practices Surveys* shows significant gains in campaign behavioral goals among the primary target audience. Recall of the campaign doubled (14 percent to 39 percent). Concurrently, there was a rise (33 percent to 56 percent) in the belief in the recommended amounts of fruits and vegetables needed for good health. Reported consumption has increased from 3.5 to 4.3 servings per day, and the proportion of those eating the recommended daily servings increased (35 percent to 49 percent). Average minutes of physical activity increased, particularly for vigorous activity (32 to 74 minutes). The proportion meeting the 60-minute daily goal improved (from 41 percent to 63 percent). These findings demonstrate that the campaign and other child-targeted projects in California are having success among food-stamp-eligible children.

### **Materials**

A variety of materials and resources are used, including *Idea & Resource Kits* for fourth and fifth grade teachers and youth leaders, a children's cookbook, a parent brochure, posters, and other items that reinforce the campaign's message. Materials are being updated to reflect the 2005 Dietary Guidelines for Americans and will be available on the Web site at: [www.ca5aday.com](http://www.ca5aday.com)

### **Funding Source(s)**

The campaign was funded by a 5-year grant from The California Endowment for a statewide rollout from 1997 to 2001. It has continued through the support of the USDA Food Stamp Program and other funding sources, including the California Department of Food and Agriculture's Buy California Initiative.



## **Partnerships**

The campaign partners at the State level with the California Department of Education, California Department of Food and Agriculture, American Cancer Society, and other agencies interested in children's health. Local partners include schools, youth organizations, retailers, health organizations, social service organizations, media outlets, and others.

## **Contact Person**

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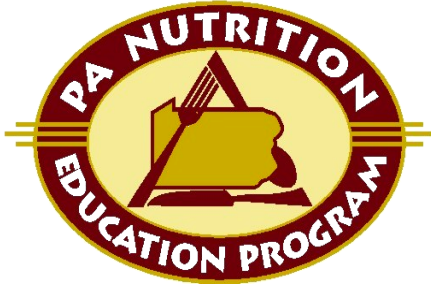
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# Nutrition Education Intervention Descriptions

## Targeting Seniors



and, Through Seniors, to Children

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**Westmoreland  
County  
*Living Healthy*  
Nutrition Education Program**



**Target Audience**

Food-stamp-eligible seniors and adults

**Goals and Objectives**

The project objectives are that participants will:  
1) make healthier food choices using the Food Guide Pyramid, 2) consume one additional serving of fruits and vegetables after attending the sessions, 3) recognize the role of nutrition in maintaining health, and 4) increase their use of safe and sanitary food handling practices. During the second year of the project, a fifth objective was added to incorporate the use of "emergency food" into nutritious meals.

**Project Description**

The *Living Healthy* project provides nutrition education to seniors and adults, either receiving or eligible to receive food stamps. Educational programs are offered in a series of 10 sessions held in senior centers. Quarterly newsletters are provided to homebound seniors. After the initial year, a series of three interactive food tasting sessions was held in each of 47 food pantries. A monthly newsletter was developed and was placed in each food bank box in 2003-2004.

**Timeline**

The 2002 Project included seniors' programs and newsletters. The Nutrition Education Project Coalition was formed in 2002 to guide the project. In 2003-2004 the project added food bank recipients' programs and newsletters. The project is ongoing.

**Results**

Entry/exit forms showed significant change in seniors' intent to eat more fruits/vegetables. In the 2002 project year, the number of participant contacts was 14,777, with 5,070 as direct contacts and 8,415 as indirect contacts through newsletters. Newsletter surveys conducted showed 60 percent of recipients made positive changes in their diet as a result of reading the newsletter. Surveys conducted during food pantry food tasting sessions indicated that 70 percent stated they would try the recipe at home using food box

foods, fruits, and vegetables. The project is ongoing and has had an additional 161,959 contacts.

**Materials**

USDA Food Guide Pyramid, Nebraska Cooperative Extension, University of Florida "IFAS Elderly Nutrition and Food Safety," Oregon State University Extension Service "Center for Rural Elderly," Wellness Incorporated "Take Charge of Your Health," Ohio Department of Aging "Staying Well," University of Maine "Nutrition for Seniors."

**Funding Source(s)**

This project was supported by Food Stamp Nutrition Education Funds.

**Partnerships**

Coalition formed with Westmoreland County Area Agency on Aging, Westmoreland County Food Bank (TEFAP), Westmoreland County Department of Public Welfare, and St. Vincent DePaul Society.

**Contact Persons**

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of marketing materials to over 800 program presentations in preschool and elementary schools in New Jersey.

## **Results**

The program expanded from 2 schools (1999) to 19 schools in seven school districts across four counties (2004), and changed over the years to include a stronger nutrition component, a kit of children's books, and training materials for volunteers. Volunteers can include adults of all ages, and many schools have integrated the materials into their curriculum to promote nutrition education.

Focus groups and evaluations were conducted at the midpoint and end of the program up to 2004. School personnel reported the children were better behaved on the days the volunteers joined them for breakfast; other schools reported that the children were more likely to finish their breakfast and looked forward to seeing their "Breakfast buddies." School personnel comments and volunteer feedback on the program identified limitations including the early time of day, transportation issues for volunteers, lack of nutrition education training, and the short breakfast program period.

The result was the development of a "Training Kit" of educational books and materials that the volunteers could use with the children to strengthen the nutrition component. Schools with short breakfast periods are now encouraged to utilize the materials in nontraditional ways to support nutrition education. Some schools use the materials during before and after school programs and integrate them into the curriculum. In the 2003-2004 school year volunteers included State and Federal employees, senior citizens, PTA members, and high school seniors fulfilling their social service requirement. In the 2005-2006 school year an automatic email survey was sent to all schools that registered via the ISBP website. Results indicated that most schools are using the materials in non-traditional ways. Most of the 37 schools registered use the materials as part of their health or science curriculum or in before or after school programs. Volunteers are usually parents or grandparents of registered students. Future surveys are planned.

## **Materials**

The volunteer training kit includes eight children's books with nutrition titles that correspond to the nutrition topic of the month:

Vegetables	<i>Growing Vegetable Soup</i> by Lois Ehlert
Food Guide Pyramid	<i>Eating the Alphabet</i> by Lois Ehlert
Fruits	<i>Gregory, the Terrible Eater</i> by Mitchell Sharmat
Holiday Foods	<i>Feast For 10</i> by Cathryn Falwell
Grains	<i>The Wheat We Eat</i> by Allan Fowler
Snacking	<i>You Are What You Eat</i> by Sharon Gordan
Breakfast	<i>I Think I Forgot Something</i> by Michelle Lombardo
Milk & Milk Products	<i>One Hungry Monster</i> by Susan O'Keefe

Schools receive nutrition support materials which may include educational handouts, coloring pages, recipes, stickers, and magnets that can be provided to the children and coincide with the nutrition topic of the month. Additional training and educational materials are available for schools to download from the web site. Schools received marketing materials about the program in August 2005 and were able to register and request up to five free tote bag kits to start their program. The ISBP web site is: [www.nj.gov/health/isbp](http://www.nj.gov/health/isbp)

### **Funding Source(s)**

The program was launched in 1999 with USDA funds and has continued with State funding and administrative support from New Jersey WIC Services. It is currently supported by the New Jersey Department of Health and Senior Services/WIC Services.

### **Partnerships**

The New Jersey Department of Health and Senior Services/WIC Services administers the program in cooperation with the New Jersey Departments of Agriculture and Education.

### **Contact Person**

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## **Appendix: Intervention Screening Process**

FNS Regional staff submitted descriptions of FNS-funded interventions to OANE using the FNS Nutrition Education Intervention Description Form. In 2004, a review was conducted of 208 project descriptions submitted in 2002-2003. The screening process for the intervention descriptions involved several stages. Conference calls were held with Regional staff to inform them of the screening process, to check if any submissions had been overlooked, and to communicate to them the importance of their work in submitting the descriptions of the interventions. To confirm the accuracy of the contents of this document, draft intervention descriptions were sent for review to each contact person listed in the document.



