Healthy Eating:
Every Bite Counts!
Activity Guide & Tool Kit

Society for Public Health Education
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## National Health Education Week Evaluation Form

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Introduction

Since 1995, National Health Education Week (NHEW) has been celebrated during the third week of October. This celebration focuses national attention on a major public health problem, provides public education on the issue, and improves consumers’ understanding of the role of health education in promoting the public’s health. The event is sponsored by the National Center for Health Education (NCHE), with additional support from the Society for Public Health Education (SOPHE). The 2004 National Health Education Week will focus on the theme Healthy Eating: Every Bite Counts!

This year's theme, Healthy Eating: Every Bite Counts!, emphasizes the important role of nutrition in our nation's health. The importance of healthy eating and a well-balanced diet has become increasingly important as research has established nutrition as a way to prevent illness and premature death. It is estimated that dietary factors are associated with at least 4 of the top 10 causes of death in the U.S: coronary heart disease (CHD), cancer, stroke, and type 2 diabetes.\(^1\) In addition, nutrition is linked to high cholesterol, hypertension, osteoporosis and overweight and obesity, all of which are critical issues facing the American public. Currently in the U.S., more than 60% of adults and 30% of children and adolescents are overweight or obese putting them at an increased risk of developing chronic and potentially fatal diseases.\(^2\) Despite the compelling facts to support the importance of good nutrition, the majority of American adults and children consume too much fat, too few fruits and vegetables, and too many calories proving the need for health and nutrition campaigns across the country.

In an effort to support health education campaigns surrounding the theme of nutrition, SOPHE is proud to present the Healthy Eating: Every Bite Counts! Activity Guide & Tool Kit. This practical guide was designed to help individuals, organizations, and communities develop campaigns that recognize, promote, and encourage healthy eating. In addition to the ideas described in the guide, SOPHE encourages the added creativity of the campaign planners to personalize National Health Education Week for their own communities.

The 2004 Planning Guide for a Healthy Eating is intended to help campaign planners to:

- Learn more about the role of health education in promoting healthy eating
- Determine a celebration of National Health Education Week 2004 that is appropriate for your community
- Select and plan activities for your celebration
- Evaluate the success of your activities

Best wishes for a successful health education campaign!

Yours in health,

David Ramsey, MPH, CHES
SOPHE President


Overview of the Field of Health Education

Since the early 20th century, health education has played an important role in addressing challenges to our nation's health. Some of the greatest accomplishments in public health have included the control of infectious diseases, family planning, motor-vehicle safety, and the recognition of tobacco as a health hazard. Our challenges today are no less severe as the public faces the threats of chronic diseases, AIDS, obesity, and the misuse of biological agents. Through the knowledge base and skill set provided by the field of health education, these threats are continually addressed with the goal to maintain and improve the health of individuals, families, and communities.

In an effort to briefly describe the field, the following section includes an overview of health education, the role of a health educator, and a description of health advocacy.

**WHAT IS HEALTH EDUCATION?**

Health education is a social science that draws from the biological, environmental, psychological, physical, and medical sciences. It aims to promote health and prevent disease, disability, and premature death through theory-based voluntary behavior change activities, programs, campaigns, and research. Health education is an essential public health service that requires the practice of the three core functions of public health: assessment, policy development, and quality assurance. By focusing on prevention, health education reduces the financial and human costs that individuals, employers, medical facilities, insurance companies, and the nation would spend on healthcare and medical treatment.

In practice, health education adopts a broad, ecological approach in an effort to create healthy communities. Health educators work at the individual, group, institutional, community and systemic levels to improve health knowledge, attitudes, and skills for the purpose of changing or encouraging behaviors that relate to optimal health status.

The field provides a scientific backdrop that has established strong theories for converting poor health habits to health enhancing behaviors. This information is shared in theory-based journals that are renowned in the public health field for the latest research and best practice. These journals include *Health Education & Behavior, American Journal of Health Promotion, Health Promotion Practice*, and *Journal of Health Education*, among many others. In addition, professional organizations have been established in order to provide health educators with the opportunity to collaborate with other professionals in the field in an attempt to promote the goals of public health, all while adhering to a professional code of ethics.
WHAT IS THE ROLE OF A HEALTH EDUCATOR?

The U.S. Bureau of Labor Statistics reports that there are more than 40,000 community health educators in the United States. As officially defined by the Standard Occupational Classification (SOC), a health educator:

“...promotes, maintains, and improves individual and community health by teaching individuals and communities how to assume responsibility for addressing health care issues. They collect and analyze data to identify community needs prior to planning, implementing, monitoring, and interpreting programs designed to encourage healthy behaviors. May also serve as a resource to assist the individual or community and may administer fiscal resources for health education programs.”

Today, health educators specialize in a variety of different settings including schools, colleges, worksites, medical care settings, public health settings, and community-based agencies and organizations. Additionally, some perform content-specific health education functions such as those working in nursing, social work, substance abuse/HIV counseling, and dental hygienists. Lay workers may also learn to do specific, limited educational tasks to encourage healthy behavior such as becoming CRP certified. While para-professionals and health professionals from other disciplines may offer health education services, they may not be familiar with the specialized body of health education and behavior change knowledge, skills, theories, and research, nor is it their primary interest or professional development focus.

Being a health educator requires specialized study. Over 250 colleges and universities in the U.S. offer professional preparation programs in health education with degrees varying from baccalaureate to doctorate. Health education has entry-level and advanced level competencies that serve as the basis for a professional practice. For example, in collaboration with medical staff and community agencies, health educators assess the need for, plan, develop, implement, manage, and evaluate health programs. Nationally, health educators may also receive a certification from the National Commission for Health Education Credentialing, Inc (NCHEC). The Certified Health Education Specialist (CHES) certificate is designed to:

- Effectively assess health education needs
- Plan, implement, and evaluate programs
- Build coalitions and coordinate the provision of health services
- Identify resources
- Act as an advocate for health issues
- Communicate health education needs

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CHES are re-certified every five years based on documentation of participation in 75 hours of approved continuing education activities. Employing Certified Health Education Specialists provides an organization with professionals who will increase the effectiveness of health programs. The CHES not only have demonstrated expertise in health education, but also have contemporary skills and knowledge as demonstrated through completion of the continuing education requirement.

**WHAT IS HEALTH ADVOCACY?**

"We must advocate. We must dare to step inside circles that are unfamiliar to us as public health leaders. We must advocate for a broader view than our own borders dictate. We must be willing to argue that public health should take a higher place on political and budgetary agendas."

David Satcher, MD, PhD
Surgeon General

*Health advocacy* is defined as “the processes by which the actions of individuals or groups attempt to bring about social and/or organizational change on behalf of a particular health goal, program, interest, or population”5. Through educating and influencing select individuals, health advocacy aims to change attitudes, policies, laws, and practices on behalf of communities affected by a particular health issue, such as healthy eating.

In the July 2004 issue of *Health Promotion Practice*, authors Regina A. Galer-Unni, Marlene K. Tappe, and Sue Lachenmayr introduced seven strategy areas for health advocacy. In their article, *Advocacy 101: Getting Started in Health Education Advocacy*, the authors presented a tiered approach to each of these seven advocacy strategy areas. After reiterating the independent value that each specific strategy has to the field of health advocacy, the authors explain that their three-tiered approach is intended to:

"... serve as a guide to initiating or assessing one's advocacy activities and a challenge to all health educators to engage in a variety of activities designed to advocate for health and health education."6

**Table 1** highlights this three-tiered approach, using the terminology "Good-Better-Best" to indicate a range of advocacy strategies. A number of these strategies are further explored in this document.

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Table 1

**Advocacy Strategies: Good, Better, Best**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Good</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voting Behavior</strong></td>
<td>Register and Vote</td>
<td>Encourage Others to Register and Vote</td>
<td>Register Others to Vote</td>
</tr>
<tr>
<td><strong>Electioneering</strong></td>
<td>Contribute to the Campaign Fund of a</td>
<td>Campaign for a</td>
<td>Run for Office or</td>
</tr>
<tr>
<td></td>
<td>Candidate Friendly to Public Health and</td>
<td>Candidate Friendly to Public Health and</td>
<td>Seek a Political Appointment</td>
</tr>
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<td></td>
<td>Health Education</td>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Lobbying</strong></td>
<td>Contact a policymaker</td>
<td>Meet with your policymakers</td>
<td>Develop ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>relationships with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>your policymakers and their staffs</td>
</tr>
<tr>
<td><strong>Integrate Grassroots Lobbying</strong></td>
<td>Start a petition drive to advocate a</td>
<td>Get on the agenda for</td>
<td>Organize a</td>
</tr>
<tr>
<td><em>into Direct Lobbying Activities</em></td>
<td>specific policy in your local community</td>
<td>a meeting of a policy</td>
<td>community coalition</td>
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<tr>
<td></td>
<td></td>
<td>making body and provide testimony</td>
<td>to enact changes that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>influence health</td>
</tr>
<tr>
<td><strong>Use the Internet</strong></td>
<td>Use the Internet to access information</td>
<td>Build a web page that</td>
<td>Teach others to use</td>
</tr>
<tr>
<td></td>
<td>related to health issues</td>
<td>calls attention to a specific health</td>
<td>the Internet for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>issue, policy, or legislative</td>
<td>advocacy activities</td>
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<tr>
<td></td>
<td></td>
<td>proposal</td>
<td></td>
</tr>
<tr>
<td><strong>Media Advocacy: Newspaper</strong></td>
<td>Write a Letter to the Editor</td>
<td>Write an Op-Ed piece</td>
<td>Teach others to write</td>
</tr>
<tr>
<td>Letters to the Editor and Op-Ed</td>
<td></td>
<td></td>
<td>letters and Op-Ed</td>
</tr>
<tr>
<td>Articles</td>
<td></td>
<td></td>
<td>pieces for media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>advocacy</td>
</tr>
<tr>
<td><strong>Media Advocacy: Acting as a</strong></td>
<td>Respond to requests by members of the</td>
<td>Issue a news release</td>
<td>Develop and maintain</td>
</tr>
<tr>
<td>Resource Person**</td>
<td>media for health-related information</td>
<td></td>
<td>ongoing relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with the media personnel</td>
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</tbody>
</table>

ROLE OF HEALTH EDUCATION IN PROMOTING HEALTHY EATING

In working to address the nation's health challenges, the fields of public health and health education work to systematically recognize and impact specific areas of health shown to affect the nation's overall health status. As more and more Americans are suffering and dying from chronic diseases, greater emphasis has been placed on individual change regarding lifestyle behaviors. In fact, research has found that one's lifestyle accounts for nearly half (48%) of one's health and wellness.\(^7\) Examples of health behaviors affecting lifestyle and health include smoking, regular medical check-ups, cholesterol screening, physical activity, and healthy eating.

The importance of healthy eating and a well-balanced diet has become increasingly important as research has established nutrition as a way to prevent illness and premature death. It is estimated that dietary factors are associated with at least 4 of the top 10 causes of death in the U.S.: coronary heart disease (CHD), cancer, stroke, and type 2 diabetes.\(^8\) In addition, poor nutrition is linked to high cholesterol, hypertension, osteoporosis, overweight and obesity, all of which are critical health issues facing the American public.

Because healthy eating and proper nutrition is so important to the health and well-being of individuals, families, and communities, health educators have a unique role in educating all segments of the population on healthy lifestyle behaviors. These behaviors include, but are not limited to: adhering to dietary guidelines and practices, monitoring healthier eating through check-ups and screenings, and following individual physical activity regimens and recommendations. Providing nutrition education involves a concerted effort on the part of many health professionals including registered dieticians, health educators, and medical doctors as well as the support from various federal, state, and local organizations and agencies. Annual events, such as this year's National Health Education Week, offer the perfect opportunity to generate awareness about nutrition education and promote healthy lifestyles for individuals and communities across the country.

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Organizing and Planning for National Health Education Week 2004

There are many steps involved in preparing for National Health Education Week 2004. To assist you in this process, the following section includes a brief overview of each planning component.

**MAKING A COMMITMENT**
If you or your organization has considered participating in National Health Education Week, keep in mind that national, state, and local coordination is essential to the impact of NHEW 2004. Therefore, it is strongly encouraged that individuals and organizations commit to celebrating during the week of October 18 - 24, 2004. The focus on the theme, *Healthy Eating: Every Bite Counts!*, is expected to make a powerful impact this fall.

**FORMING A PLANNING COMMITTEE**
Setting aside sufficient planning time for your campaign will help to produce a successful and meaningful outcome. One way to structure this process is through the formation of a Nutrition Campaign Planning Committee. Among other responsibilities, such a committee would be charged with:

- Establishing the goals and objectives of the campaign
- Creating a time line
- Delegating responsibilities
- Evaluating progress
- Addressing obstacles
- Evaluating outcomes

Recruiting planning committee members can be a challenging process. When approaching this process, consider a diversity of strengths and talents that individuals might bring to the group. These include leadership skills, technical skills, promotional skills, subject area expertise, or access to particular communities or organizations. You may also want to consider including members of the population of interest in an effort to better understand specific interests, needs, and wants.

Although establishing planning committees appears to be time-consuming in the early stages, ultimately this process saves time by systematically organizing group efforts to create a successful campaign.
ESTABLISHING GOALS AND OBJECTIVES
The overall goal of National Health Education Week 2004 is to highlight the nutrition theme *Healthy Eating: Every Bite Counts!* However, the specific objectives for a campaign can be determined locally, based on populations of interest and local needs. When creating objectives, consider having them meet the following criteria:

- **Specific:** Are the objectives specific to the population of interest, the length of the campaign, and the desired change?
- **Measurable:** Are the objectives able to be evaluated?
- **Attainable:** Are the objectives realistic in the given time frame?
- **Goal-oriented:** Do the objectives support the campaign's goal?

ELICITING COMMUNITY SUPPORT
Whether led by an individual or a planning committee, successful campaigns are often grounded in community support. One way to elicit such support is to recruit community members and organizations that are involved in nutrition, health education and health promotion. Support can be fostered through advertising, networking, and one-on-one interviewing. By including the greater community in your campaign, you have the potential to:

- Reach more of your population of interest
- Increase credibility of your campaign
- Gain access to additional materials
- Benefit from community talent and additional human resources
- Share financial costs associated with campaign materials, events, and/or activities
- Foster a collegial network within the community-at-large

IDENTIFYING AND REACHING POPULATIONS OF INTEREST
A successful campaign is grounded in an understanding of the specific needs and beliefs of a population of interest. Most likely, this population will be determined by the emphasis of the campaign's theme, in this case healthy eating, as well as the defined campaign objectives. In the case of this campaign, consider those individuals who are most affected by unhealthy eating patterns in your community. Then, focus on the characteristics that those individuals might have in common. Such characteristics might include age, life stage, gender, attitudes or beliefs, patterns of behavior, religion, ethnicity, origin, and health status. Once you determine certain similar characteristics, you have identified your population of interest. The more specifically defined your population of interest, the more successfully you can focus your healthy eating campaign.
Some examples of populations of interest which specific dietary needs and concerns include:

- School-aged children
- Expecting mothers or women planning a pregnancy
- Older adults
- Individuals with food allergies
- College students
- Working mothers and fathers
- Employees who pack lunch
- Individuals who like to eat out
- Vegetarians
- Athletes
- Weight-loss groups

After having identified your population of interest, your next task is to consider how your healthy eating campaign will reach those individuals. Two essential questions to consider are:

1. **WHERE can your population of interest be reached?**
   
   Rather than locating a campaign at the most convenient place for an organization, consider finding places where you can reach the most number of individuals from your population of interest. By learning in advance where a group's "hot spots" are located, you will be able to maximize the time you spend during your campaign. Be creative when deciding on such a location for your campaign. For a healthy eating campaign, a popular grocery store might be a convenient location for your population. Other locations to consider include neighborhood gathering spots, shopping centers or malls, schools, parks, bus stops, and workplace cafes.

2. **WHEN will your population of interest be most open to a healthy eating campaign?**
   
   In addition to a prime location, an effective campaign also targets a population of interest at particular times. For instance, a grocery store might be a fine location for a campaign; however, due to work schedules, you might learn that the campaign would not be as effective during regular business hours. Therefore, to target your population of interest, you might run your campaign activities on the weekend and in the early evening. By considering the most popular times, your campaign is more likely to influence greater numbers, and thus have a greater impact.
After determining where and when your population of interest will be most open to a nutrition campaign, you can begin exploring different types of campaign strategies, including those mentioned in this Tool Kit. These strategies will vary depending upon:

- The goals and objectives of the campaign
- The ages and ability levels of the campaign's population of interest
- The length of the campaign
- The amount of planning time available
- The available resources, including human and material resources

By considering these factors, along with your organizational/planning committee approach to campaign planning, you will be well prepared to design an effective campaign.

**MAXIMIZING YOUR RESOURCES**
Understanding and utilizing your resources is an integral component to a successful healthy eating campaign. *Common types of resources include:*

- Human resources (employees, volunteers, interns, etc. all offering important skills, contacts, education, and experience)
- Monetary Funding (available funds, grant money, donations, etc.)
- Materials (handouts, flyers, nutrition books, etc.)
- Space (physical space as well as airtime, television time, etc)
- Time (appropriate amount of time for planning, implementation, and evaluation)

Once you take inventory of your current resources, the next step is to establish resources that have not yet been met. *To maximize your resources consider the following opportunities:*

- Establish partnerships within the community (agencies, dieticians, grocery stores)
- Draw on the strengths of your employees, contacts, and board of directors
- Seek out funding opportunities at the local, state, and/or national levels
- Offer volunteer and internship positions
- Gain community support through appropriate marketing of your campaign
- Hold fundraisers and encourage donations
- Save paper and the need for excess materials by making 2-sided handouts and posting information on the Internet

The best-planned campaign can only become a reality if the appropriate resources are secured. Be creative and draw on a variety of resources to make your campaign a success!
SELECTING AND PLANNING ACTIVITIES

Levels of Influence
A nutrition campaign can use a wide range of methods to address specific goals and objectives. When planning your specific events and activities for NHEW, consider impacting your intended audience at a variety of different levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>To target individual members of your intended audience, you may plan to approach them directly. This might include providing a free 20-minute nutrition consultation or sending out a mailing.</td>
</tr>
<tr>
<td>Group</td>
<td>Groups consist of any number of individuals connected by some commonality such as gender, family, religion, social interests, etc. Plan activities and programs related to the groups' common bond such as healthy meal exchanges between families of school-aged children.</td>
</tr>
<tr>
<td>Organizational</td>
<td>In an effort to further reach your intended audience, consider addressing the organizations to which they belong. Start initiatives such as a workplace wellness program or encouraging supermarkets to hold healthy cooking classes.</td>
</tr>
<tr>
<td>Community</td>
<td>Create an atmosphere at the community level that supports your healthy eating initiative. Sponsor community-wide events or create a community proclamation for National Health Education Week.</td>
</tr>
<tr>
<td>Public Policy</td>
<td>To impact the policy level, you may wish to focus on advocating for specific nutrition legislation. This might include local, state, or federal laws that apply to issues such as the disclosure of the nutritional value of restaurant foods or the regulation of school vending machines.</td>
</tr>
</tbody>
</table>

Distribution Channels
Depending on the amount of available resources, you might consider using multiple distribution channels in your campaign to increase the likelihood of reaching a greater percentage of the population of interest. Some of these channels might include:

- Radio
- Television
- Local Businesses
- Malls
- Health Clubs
- Schools
- Sports Teams
- PTSAs
- Libraries
- Local Restaurants/Grocery Stores
- Health Departments/Organizations
- Senior Citizen Associations/Centers
- Laundromats
- Movie Theaters
- Daycare Centers
- Youth Centers
- Banks
- Hair Salons/Barber Shops
- Hospitals
- Government Organizations
- Political Associations
**Capitalize on Existing Events**

Capitalize on events celebrating nutrition that you may be already doing during that week and put a health education spin on it such as:

- Community Parks & Recreation Department (Athletic Leagues, a 5K Race, etc.)
- Religious Institutions (Picnics, Festivals, Religious Schools)
- Chamber of Commerce (Business Conferences, Coalitions, Meetings)
- Schools (Back-to-School Nights, Performances, Sporting Events)

By taking advantage of the opportunities that already exist in your community, you can maximize the resources you have and reach a larger audience with NHEW messages.

**Highlight Materials Previously Created**

Health education organizations have created materials for distribution, many of which are already focused on healthy eating. These materials could enhance the promotion and activities of National Health Education Week.

- Distribute copies of brochures, handouts, or reference sheets
- Hang up copies of the resources on a bulletin board or at a display booth
- Feature National Health Education Week on your personal or your agency's website
- Create a list of Internet links related to healthy eating on your website

By accessing and sharing those materials (with permission, if necessary), you can focus less time on creating materials, and more time on reaching your intended audience. Refer to the following page for a listing of Internet Resources Related to Healthy Eating.

**EVALUATING YOUR CAMPAIGN'S SUCCESS**

After all of your hard work, don’t forget to evaluate your campaign’s success! In fact, evaluation is an essential component of any campaign. Planners can learn the strengths and weaknesses of a campaign through Process Evaluation and Outcome Evaluation.

**Process Evaluation**

Process Evaluation answers the question, "to what extent were the campaign plans implemented?" This type of evaluation is important in understanding how each component of the campaign was carried out. Forms of process evaluation may include questions such as:

- How many flyers were created? Mailed? Posted?
- How many presentations were held? What was the average attendance?
- For the classroom lessons, was the teacher’s manual used? To what extent?

**Outcome Evaluation**

Outcome Evaluation answers the question, “how effective was the campaign at producing its intended results among the population of interest?” In order to achieve this type of
evaluation, you must understand how your campaign impacted your audience. Outcome evaluation items might include:

- Were campaign materials helpful? Easy to understand?
- What did you do with the materials? Keep them? Pass them on to others?
- Did your eating habits change as a result of this campaign? How?

Process and Outcome Evaluation can include two forms of results: quantitative (closed-ended responses such as multiple choice or true/false) and qualitative (open-ended questions such as "what did you learn from the healthy eating campaign?"). Although both forms can be independently beneficial, a balance of quantitative and qualitative feedback is ideal in creating a comprehensive description of the campaign’s success.

**ADDITIONAL PLANNING TOOLS FOR YOUR NUTRITION CAMPAIGN**

For more specific instruction and planning tools for a nutrition campaign, consider:

**CDCynergy: A Multi-Media Health Communications Planning Tool**

CDCynergy is an innovative CD-ROM that uses an interactive framework for creating and testing a health communications campaign. The program provides real-life case examples from national and local communication campaigns, plus reference materials, consultants' feedback, extensive tools for research, a diverse media library, and a cumulative evaluation plan. Developed by the Centers for Disease Control and Prevention (CDC), CDCynergy guides users step-by-step through a six phase marketing model, specifically arranged in a series of questions in which users can define, clarify, and analyze health problems that may benefit from program intervention.

For more information about CDCynergy, including purchasing costs and training workshops, contact SOPHE at (202) 408-9804.

**Making Health Communication Programs Work ("The Pink Book")**

In coordination with the development of CDCynergy, the National Cancer Institute revised and reprinted *Making Health Communication Programs Work* accessible at [http://cancer.gov/pinkbook](http://cancer.gov/pinkbook). A Planner's Guide CD is also available. As noted on the National Cancer Institute's website:

"This handbook presents key principles and steps in developing and evaluating health communication programs for the public, patients, and health professionals. It expands upon and replaces two earlier publications titled Pretesting in Health Communications and Making PSA's Work. The guide discusses specific steps in program development and includes examples of their use. Sources of additional information on each subject are included at the end of the chapters."  

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INTERNET RESOURCES RELATED TO HEALTHY EATING

- American Council for Fitness & Nutrition, [www.acfn.org](http://www.acfn.org)
- American Dietetic Association, [http://www.eatright.org/Public/NutritionInformation/92.cfm](http://www.eatright.org/Public/NutritionInformation/92.cfm)
- American Heart Association, [www.americanheart.org](http://www.americanheart.org)
- Centers for Disease Control and Prevention (CDC), Division of Nutrition & Physical Activity [www.cdc.gov/nccdphp/dnpa/](http://www.cdc.gov/nccdphp/dnpa/)
- Center for Science in the Public Interest, [http://www.cspinet.org/](http://www.cspinet.org/)
- Child Care Food Program- Nutrition Campaign, [http://doh.state.fl.us/ccfp/info/nutritioncampaign.htm](http://doh.state.fl.us/ccfp/info/nutritioncampaign.htm)
- 5 A Day for Better Health, [http://www.5aday.gov/](http://www.5aday.gov/)
- International Food Information Council Foundation, [http://www.ific.org](http://www.ific.org)
- National Center for Health Education, [www.nche.org](http://www.nche.org)
- New Nutrition Conversation- It's All About You Nutrition Campaign, [http://www.newconversation.org/newsite/eva_its](http://www.newconversation.org/newsite/eva_its)
- Society for Public Health Education, [www.sophe.org](http://www.sophe.org)
- World Health Organization, [www.who.int/hpr/physactiv/](http://www.who.int/hpr/physactiv/)
1. **Write a Proclamation** recognizing and promoting healthy eating by the state governor, the mayor, or administrator of your organization

2. **Coordinate a Job Shadow Day** to encourage careers in health education and to develop mentor programs

3. **Host an Open House** to showcase your organizations' commitment to healthy eating with activities, posters and prizes

4. **Organize a Community-Wide Awards Ceremony** highlighting individuals and community agencies that promote healthy eating through health education

5. **Sponsor a Health Fair** offering health and nutrition information, activities, prizes, and healthy snacks

6. **Create a Display Booth** displaying captivating information related to health and nutrition

7. **Write about Healthy Eating** to inform your community, support nutrition legislation, and voice your opinions

8. **Talk about Healthy Eating** on the radio, television or at community events, conferences, and other special events

9. **Hold a Community-Wide Contest** as a fun and creative way to challenge individuals and communities to show their support for healthy eating and healthy lifestyles

10. **Inform the Media** to promote awareness and gain support for National Health Education Week and Healthy Eating
SAMPLE National Health Education Week Proclamation

WHEREAS, the State of <NAME OF STATE, CITY> has a vital interest in maintaining the health of its residents so that they lead healthy, productive lives; and

WHEREAS, one third of adults are classified as obese; and

WHEREAS, among children ages six to nineteen, fifteen percent are overweight, representing a tripling of overweight children since the 1980s; and

WHEREAS, over ten percent of preschool children between the ages of two and five are overweight; and

WHEREAS overweight and obesity account for more than 300,000 premature deaths each year in the United States; and

WHEREAS, healthy nutrition is a proven behavioral intervention to reduce the incidence of premature death related to obesity; and

WHEREAS, health education is an essential component of disease prevention, health promotion, and health reform; and

WHEREAS the <NAME OF CHAPTER OR ORGANIZATION>, is committed to addressing the obesity pandemic and reducing the prevalence of obesity among Americans by bringing health education ideas and principles into the legislative and public arenas and to respond to nutrition related legislation affecting the health and welfare of <NAME OF STATE, CITY> residents; and

WHEREAS, in celebration of National Health Education Week, national, state and local collaboration are essential to support the 2004 National Health Education Week focus on nutrition through the theme, “Healthy Eating: Every Bite Counts!”;

NOW, THEREFORE, I <NAME OF GOVERNOR, MAYOR, ELECTED OFFICIAL, OR HEALTH COMMISSIONER> of the <NAME OF STATE, CITY>, do hereby proclaim

The Third Week of October, October 18-24, 2004
As National Health Education Week

And urge all individuals and communities to take part in activities designed to enhance awareness of public health education messages and activities to reduce obesity through healthy eating and by supporting and encouraging participation in National Health Education Week.
During National Health Education Week, October 18 - 24, 2004, health educators will have the opportunity to encourage youth and adults to consider careers in health education.

Through *job shadowing* an individual can spend a day on the job with a health educator to gain first-hand experience in the workplace.

The goal of this year's Job Shadow Day is to provide interested individuals with a better understanding of the role of a health educator in the area of nutrition. The event also serves as a means to create awareness of similar careers in health education.

Health educators must recognize the importance of job shadowing to secure the future of health education. Health educators in all work settings – schools, communities, healthcare organizations and businesses – must take an active role in promoting the future pool of our health education workforce.

Your efforts can make a difference – and can be fun!

**The Mission:**

To increase awareness of the opportunities for a career in health education.

To create partnerships between health educators and academic institutions to allow future opportunities for students to experience diverse workplace settings in the field.

To encourage health educators to become mentors to youth and interested individuals in their community.

To prepare students and interested individuals for the possibility of a future career in health education.

**Who Benefits?**

* Students *
* Employers *
* Health Educators *

*Everyone!*
NHEW 2004: HEALTH EDUCATION JOB SHADOW DAY
THE MORE PREPARED YOU ARE, THE MORE EFFECTIVE THE DAY WILL BE!

Up to 8 Weeks before Job Shadow Day:
☐ Set a date for Job Shadow Day 2004.
☐ Establish guidelines for Job Shadow participants.
☐ Develop materials describing NHEW’s Job Shadow Day (brochures, handouts, etc.)
☐ Contact & send NHEW and job shadow day materials to community organizations, businesses, & schools to recruit health educators interested in being shadowed. Include marketing materials for the event and sample workplace descriptions.

Up to 6 Weeks before Job Shadow Day:
☐ Contact & send NHEW and general Job Shadow Day materials to local youth organizations, academic institutions to recruit students interested in shadowing a professional.
☐ Send the NHEW and Job Shadow Day marketing materials and workplace descriptions to academic institutions and youth organizations in your community.
☐ Prepare and send media kits for Job Shadow Day to local newspapers, newsletters, radio stations, and television stations.

Up to 5 Weeks before Job Shadow Day:
☐ Follow up with community organizations, businesses, and schools to get the names of health educators who will be participating in Job Shadow Day.
☐ Create a contact list of participating health educators and a description of their workplace.
☐ Follow up with the academic institutions and youth organizations to get the names of individuals who will be participating.
☐ Create a contact list of participating individuals and a description of their background and/or interests.
☐ Create orientation packets for both students/individuals and health educators.

Up to 4 Weeks before Job Shadow Day:
☐ Pair students/interested individuals with health educators & send orientation packets to both parties.
☐ Send orientation packets to health educators and students/individuals.
☐ Create an evaluation tool for the health educators and the students/individuals.
☐ Schedule a meeting for all participants.

Up to 3 Weeks before Job Shadow Day:
☐ Keep the local media updated on national health education week and job shadow day highlights.
☐ Keep the local media updated on national health education week and job shadow day highlights.
☐ Make sure all participants received their orientation packets.
☐ Set up a joint meeting for all the health educators and students as a forum for any questions or concerns they may have.
☐ Send updates to local media contacts.

Up to 1 Week before Job Shadow Day:
☐ Follow-up and take care of any loose ends!
☐ Make sure everyone has the materials they need; respond to any questions or concerns.
☐ Get ready to enjoy National Health Education Week and a successful Job Shadow Day!

Post-Event Activities:
☐ Send thank-you notes to all participating agencies and individuals.
☐ Review evaluation forms from all participants.
☐ Evaluate the planning process of the event.
☐ Make recommendations for Job Shadow Day 2005!
IDEAS FOR NHEW & JOB SHADOW DAY MARKETING MATERIALS:

- Posters
- Brochures
- Sign up lists for interested students & health educators
- General List of Benefits for Participants
- Handouts

IDEAS FOR THE PARTICIPANT'S ORIENTATION PACKETS:

- A parental/guardian consent form and medical authorization form (in case of an emergency)
- Explanation of Job Shadowing
- The goal of Health Education Job Shadow Day
- List of benefits of participating in Job Shadow Day
- Contact information & job description of the health educator the individual/student will be shadowing
- Description of the organization the student or individual will be visiting
- Pointers for visiting the workplace
- Sample resume to help the student or individual create their own resume
- Evaluation forms

IDEAS FOR THE HEALTH EDUCATOR'S ORIENTATION PACKETS:

- Contact information of the participant who will shadow the health educator
- Explanation of Job Shadowing
- The goal of Health Education Job Shadow Day
- List of benefits of participating in Job Shadow Day
- Suggestions of activities
- Suggestions for discussions for Job Shadow Day
- Evaluation forms

SUGGESTIONS FOR STUDENT/INDIVIDUAL PREPARATION:

- Write down their expectations for Job Shadow Day
- Compose questions to ask the health educator in an interview
- Write down their expectations of job shadowing day, what they want to gain from the experience
- Prepare a resume or a description of your interests for a possible future career

SUGGESTIONS FOR HEALTH EDUCATOR PREPARATION:

- Prepare a brief introduction and workplace orientation for the student/individual's arrival
- Include an organizational chart of the workplace and your job description
- Allow student/individual to accompany you to meetings and/or presentations
- Organize workplace activities for the student/individual to benefit from

WHAT TO INCLUDE IN STUDENT/INDIVIDUAL EVALUATIONS:

- Enter the name and title of the individual you shadowed
- What about his/her job interested you? What did not?
- Would you choose a career in this field? Why or why not?
- Were your expectations met? Why or why not?
- What personal skills were you able to apply at the workplace?
- What skills would you need before choosing a career in this field?
- Were the orientation packets and materials sent helpful to you? Why or why not?

WHAT TO INCLUDE IN HEALTH EDUCATOR EVALUATIONS:

- Enter the name of the student/individual that shadowed you
- Did you believe that the experience was valuable to the student/individual?
- What would you change about Job Shadow Day?
- What would you keep the same?
- Would you participate again in Job Shadow Day?
- Would you recommend others to participate?
- Were the orientation packets and materials sent helpful to you? Why or why not?
In celebration of National Health Education Week 2004, Community Z’s Department of Health is proud to announce our:

Healthy Eating Open House

**WHEN? THURSDAY, OCTOBER 21ST**
5:30PM - 7:30PM

**WHERE? COMMUNITY Z’S DEPARTMENT OF HEALTH**
2240 APPLE DRIVE
YOUR COMMUNITY, USA 12345

Please join us for this special event as we recognize the community-wide efforts underway to encourage healthy lifestyles through healthy eating.

- **TOUR THE HEALTH DEPARTMENT WITH THE NEW EXECUTIVE DIRECTOR**
- **HEAR ABOUT WIC’S NEW PLANS FROM THE WIC PROJECT DIRECTOR**
- **PARTICIPATE IN LESSON DEMONSTRATIONS FROM SCHOOL NUTRITION PROGRAMS**
- **LISTEN TO PRESENTATIONS FROM COMMUNITY-BASED NUTRITION PROGRAMS**
- **WIN DOOR PRIZES**
Recognizing excellence in health education and health promotion within your community or organization is just one easy way to celebrate National Health Education Week. The 2004 NHEW theme, Healthy Eating: Every Bite Counts!, is a prime way to applaud the efforts and achievements of an exemplary program, organization, company or individual in your community and their contribution to healthy eating behaviors.

How To Begin …

(1) **IDENTIFY THE TYPE OF AWARD YOU WANT TO PROVIDE.**

*INDIVIDUAL* - Recognize the contributions of health educators and other health professionals in increasing healthy eating behaviors.

*PROGRAM* - Recognize the contribution of a local or regional program that encourages healthy eating. Some of these programs include WIC food assistance programs, school nutrition programs, and nutrition programs offered by voluntary organizations, hospitals or managed care organizations.

*ORGANIZATION/COMPANY* - Recognize the contribution and achievements of a company or organization that supports healthy eating behaviors. For example, the local health department, community health center, grocery store, health food store, hospital or school.

(2) **SOLICIT NOMINATIONS**

Develop a promotional flyer and nomination form and distribute them to solicit nominations for the award category. The request for nominations may be limited to a target group, or it may be open for broader solicitation.

(3) **DEVELOP A SELECTION COMMITTEE**

A selection committee of approximately 3-7 individuals is recommended to develop criteria and decide on the winning candidate.

(4) **HOLD AN AWARDS CEREMONY**

Identify a location to hold the awards ceremony, as well as the time frame of the event (early afternoon, evening, etc.). Determine the length and style of the program. Create a timeline of tasks to complete, including event promotions, speaker invitations, guest invitations, awards, food/drink, and other necessary details to make the event special.

(5) **PROMOTE THE ACHIEVEMENTS OF THE WINNING NOMINATION**

Whether the awards ceremony is convened at a physical location or not, it is important to develop a press release to announce the winners, and distribute to local media, including television, radio, cable TV, website, and newspapers. See the following page for a Sample Letter of Recognition for Health Educators.
Sample Letter of Recognition for Health Educators

<DATE>

Dear Colleague:

The week of October 18 - 24, 2004 is National Health Education Week. In honor of this week I wanted to recognize our health educators, not only for their many contributions to improving the public’s health by promoting healthy eating, but also for sharing their specialized knowledge of health education with staff and colleagues.

Health education is a social science that draws from the biological, environmental, psychological, physical and medical sciences to promote health and prevent disease, disability and premature death through education-driven voluntary behavior change activities. By focusing on prevention, health education reduces the costs that would otherwise be spent on treatment services.

Health educators promote, maintain, and improve individual and community health by teaching individuals and communities how to assume responsibility for addressing health care issues. They collect and analyze data to identify community needs prior to planning, implementing, monitoring, and interpreting programs designed to encourage healthy behaviors. They often serve as a resource to assist the individual or community and administer fiscal resources for health education programs.

This past year our <HEALTH EDUCATOR/ HEALTH EDUCATION TEAM> has successfully completed numerous projects. For example, <ACTION VERB + PROGRAM + FOR TARGET POP + OUTCOME…>

To support National Health Education Week, the <AGENCY NAME> is presenting a display in our lobby at <ADDRESS>. Please take a few moments during the week to stop by the exhibit to learn about health education and the important work health educators are doing <ACROSS THE STATE/IN YOUR AGENCY> to promote healthy eating.

Thank you in advance for your support of health education and promoting healthy eating.

Sincerely,

<NAME>
In celebration of National Health Education Week 2004, Community Z's Department of Health is proud to present:

THE 3rd ANNUAL COMMUNITY-WIDE HEALTH FAIR

SUNDAY, OCTOBER 24th
12:00PM - 5:00PM
LOCATED ON MAIN STREET

- Watch live COOKING DEMONSTRATIONS from area chefs
- Get free CONSULTATIONS from Public Health Nutritionists
- Sample over 100 HEALTHY SNACKS
- Try our NEW On-line MEAL PLANNER
- Climb a 50-FT. HIGH FOOD PYRAMID
- Listen to AUTHOR X discuss her new low-calorie cook book
- Participate in hands-on activities for CHILDREN OF ALL AGES
- Win HEALTHY PRIZES

FOR MORE INFORMATION OR TO PARTICIPATE IN THIS EXCITING EVENT, PLEASE CONTACT THE <NAME OF ORGANIZATION> AT <CONTACT INFO>
CREATING UNFORGETTABLE DISPLAY BOOTHS FOR NHEW

Organizations can celebrate National Health Education Week by simply creating a display booth for the 2004 theme *Healthy Eating: Every Bite Counts!* Although display booths can range in size and style, there are certain tips that can make any display unforgettable!

FIND THE PERFECT LOCATION
Even the most exciting and beautiful display booth will not be effective if no one passes it by! Before creating your display, make sure that you have access to a popular common area in your organization or at a public venue. Once you do this, you will also have a better understanding of the size and scope of your display booth.

MAKE IT COLORFUL
One of the most obvious ways to add life to any display booth is to include COLOR! Add colorful brochures, posters, lettering, and objects. If you find that your informational material is black-and-white, simply mount the material on pieces of construction paper.

USE INTERACTIVE MATERIALS
Energize participants at any display booth by involving them! Try introducing at least one activity that allows your viewers to participate in the display. Some options include a healthy eating quiz, a worksheet to self-assess their personal eating habits, or a computer game related to nutrition.

CONSIDER THE OVERALL VISUAL APPEAL
When creating your display booth, aim to create a balance between text, images, and blank space. Such a balance will prevent viewers from being visually overwhelmed, thereby allowing them to absorb more information.

KEEP IT INFORMATIVE
With so much focus on the visual appeal of the display booth, don't forget the most essential element -- the content! Keeping in line with your campaign's objectives, aim to include information that will be most useful to your audience. Avoid repeating information. Do try to include tips that the viewers can immediately put to use.

INCLUDE CULTURALLY SENSITIVE MATERIAL
Make sure that you understand your audience before you produce materials for them. Are there specific foods that would be particularly appealing or familiar to your audience? Is your audience bilingual? Answers to these questions, among others, will enable you to better impact your population of interest.

USE A VARIETY OF LEARNING TECHNIQUES
Not all display booth viewers learn the same way! To reach the most number of individuals, try to include materials for different types of learners. Choose a variety of techniques such as written text, images, objects to hold/manipulate, foods to smell/taste, activities in which they can participate, or demonstrations which they can observe.
Don’t forget the power of the pen (or the keyboard)!

Newspapers
Newspapers remain popular avenues through which individuals can share facts, resources, and opinions. When advocating for a particular health issue, consider the following opportunities:
- Feature Articles
- Op-Eds.
- Letters to the Editor
- Dear Abby
- Advertisements
For ideas related to the content of specific articles, refer to the following two pages for a Sample Syndicated Columnist Letter on the Health Education Profession and Sample Press Release.

School or Community Newsletters
While newspapers often attract a larger, more diverse audience, school or community newsletters provide a smaller forum through which readers can learn about specific issues pertaining to themselves. Additionally, newsletters provide exciting opportunities to motivate individuals around an issue, or to highlight ways to advocate in their own communities.

Letters and E-mails to Politicians and Policy-makers
In addition to general articles in newspapers and newsletters, individuals have the power to affect change at the local, state and national levels. By writing politicians and policy-makers about specific issues, you can impact the legislative process. For more information and to find contact information for your Governor, Representatives, and Senators refer to Fact Sheet: Current Nutrition Legislation on page ???.

As access to the Internet increases, so too does the opportunity to communicate with Policy-makers through e-mail. Although many individuals have not yet voiced their opinions over the Internet, this innovative method of communication is growing increasingly popular. For assistance when e-mailing policy-makers, review the following tips from the Health Policy Coach website, located at: www.healthypolicycoach.org:

Generally, the same guidelines that apply to writing letters to policy-makers apply to emails, as well. The following additional tips will help increase the impact of your e-mail messages:
- Personalize all e-mails. Find out who the key policy-makers are in the topic area you’re concerned with and e-mail them directly.
- Avoid form letter e-mails and electronic petitions.
- If you are a constituent, state that early in your message.
- Briefly identify why you are writing in the first paragraph of your message.
- Draft an outline of what you want to say, then address each point as directly and concisely as possible by citing facts and any personal experiences to support your statements.
- Be brief; aim to keep your e-mail message on one screen.
- Avoid excessive complaining.
- If you are writing about legislation, identify it by name and number.
- Realize that your message will be taken more seriously if you appear to have done your research.
- Include your full name and mailing address; most policy-makers still respond to emails by snail mail.
Sample Syndicated Columnist Letter on the Health Education Profession

<Date>

<SYNDICATED HEALTH COLUMNIST>

<ADDRESS>

<CITY, STATE, ZIP>

Dear <NAME>: 

One of the best-kept secrets in the United States health field is the health educator. We're writing to request your support in promoting National Health Education Week, October 18 - 24, 2004. The purpose of National Health Education Week is to celebrate and recognize the contributions of health education to improving the public's health by identifying a prominent health issue facing our nation. This year’s theme is “Healthy Eating: Every Bite Counts”, which is designed to promote the importance of healthy eating. While many health professionals often take on health education roles in the performance of their primary professional responsibilities, health education is an independent profession in its own right and health educators are an integral part of any community's health promotion and health care team. Health care consumers, health professionals, people interested in getting and/or staying healthy and young people interested in exciting health-related careers could benefit greatly from your presentation of the facts about the health education profession and to encourage the American public to become physically active. There are well over 40,000 health education professionals, and we have an impressive track record!

Grounded in behavioral and social science theories and based on our training in the social, medical and behavioral sciences, health educators can help communities, groups, and individuals identify their health concerns, develop appropriate plans of action, create and implement programs, and identify resources to address public health issues. Using our education and communications training, Health Educators educate people, not just inform them, about diseases, injuries and disabilities through presentations, educational materials, and mass media campaigns. Having studied the health care system and health and consumer behavior, we know how to effectively facilitate health care and health promotion decision making, help patients negotiate medical care systems, and train and work with medical and allied health professionals to increase the likelihood that patients will comply with medical treatments and recommendations. Trained in community organizing and group dynamics, we can organize community health initiatives, build coalitions, and advocate for political and organizational policies conducive to health. Whether the challenge is physical inactivity, bioterrorism, depression, cancer, heart disease, diabetes, AIDS, substance abuse, injuries or other health

issues, professional Health Educators have the core diagnostic, planning, evaluation, communication and coordination skills to educate for the prevention, early detection and treatment. Where do we do our health education? We work in healthcare facilities, colleges/universities, K-12 schools, workplaces, government agencies, voluntary agencies, and community organizations. No other profession is trained in the competencies associated with professional health education since 1989.

Health educators want to remind your readers that health educators are an important resource in the fight against preventable deaths and injuries. As you have often told us, prevention is much less expensive than treatment! Health education, performed effectively by trained health education professionals saves lives, reduces premature deaths, and saves taxpayers' money.

For more information about health education, contact the Society for Public Health Education (www.sophe.org). For more information about promoting healthy eating visit the SOPHE website at www.sophe.org or the National Center for Health Education website at www.nche.org.

Yours in health,

<NAME>
**Tool Kit Idea #8: Talk About Healthy Eating**

*Voice your opinions!*

- Serve as an Agency Spokesperson
- Educate your School Boards
- Call your local, state, or national representatives
- Be Interviewed on a Radio Talk Show
- Speak at Community Events
- Appear on a Local Public Television Station
- Protest at a local, state, or national rally
- Present at Conferences

**How to Reach Your Intended Audience through the Spoken Word**

1. Determine which forum (business, organization, school, agency, etc.) will best reach your intended audience.
2. Solidify your main message or major communication objective(s).
3. Prepare a speaking guide, if needed.
4. Contact a representative at the specific forum, while building a positive relationship, if possible.
5. Inquire within the participating forum about speaking opportunities that may already exist (time slots, meeting dates, programs).
6. Determine the format of the speaking opportunity, including: the length of the program or event; the possibility for audience participation; whether the program or event is live, etc.
7. Send or fax content-related information to the particular forum for publicity.
8. Prepare in advance notes, statistics, phone numbers, websites, quotes and/or “sound bites” to which you will refer during the program or event.
9. Arrive 20 – 30 minutes prior to the start of the program or event.
10. Talk away!

**“Healthy Eating” Talking Points**

- Over 60% of U.S. adults and 15% of children (6 – 19 yrs) are overweight.
- 300,000 deaths per year are associated with overweight and obesity.
- Healthier diets could prevent at least $71 billion/year in medical costs, lost productivity, and lost lives.
- Take action in your community from October 18th – 24th by celebrating the National Health Education Week’s theme, “Healthy Eating: Every Bite Counts!”
GET INSPIRED TO HOLD A…

NHEW 2004 COMMUNITY-WIDE CONTEST

Involve schools, agencies, and businesses in National Health Education Week by providing them with the opportunity to participate in a community-wide contest. Focused on the theme Every Bite Counts!, a contest could be the perfect way to recognize the efforts of youth and adults in your community.

NHEW 2004: Community-Wide Contest Ideas

<table>
<thead>
<tr>
<th>Contest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo Contest</td>
<td>Challenge adults or older youth to photograph an image that promotes healthy eating. Twelve winning photos would be used in the design of a community calendar, with proceeds going to a local food bank.</td>
</tr>
<tr>
<td>Sticker Contest</td>
<td>Challenge adults or older youth to design a community bumper sticker that promotes healthy eating. Winning stickers would be sold in the community, with proceeds going to the local Health Department.</td>
</tr>
<tr>
<td>Essay Contest</td>
<td>Challenge school-aged youth to write an essay about the importance of healthy eating in their school or community. Winning essays would be published in the local newspaper during National Health Education Week.</td>
</tr>
<tr>
<td>Poster Contest</td>
<td>Challenge school-aged youth to create a poster that encourages their peers to eat healthy foods. Winning posters would be displayed in all age-appropriate schools in the community.</td>
</tr>
<tr>
<td>PSA Contest</td>
<td>Challenge local businesses to create a public service announcement (PSA) supporting healthy eating. Winning PSAs would be aired in schools and on the public television stations.</td>
</tr>
</tbody>
</table>

Contest Considerations

- Specify contest guidelines and deadlines.
- Create and publicize judging criteria.
- Promote the contest in a variety of different settings, using a variety of different promotional methods.
- Leave ample time for participants to respond to the contest challenge and complete the applications.
- Leave ample time for judges to determine contest winners.
- Don't forget to reward the winners and publicize their success!

Check out the Appendix to apply for the NHEW 2004 National Contest!

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TOOL KIT IDEA #10: INFORM THE MEDIA
Fact Sheet: Nutrition and Obesity

Overweight and Obesity in the U.S.
- Approximately 127 million adults in the U.S. are overweight, 60 million obese, and 9 million severely obese.
- Currently, 64.5 percent of U.S. adults, age 20 years and older, are overweight and 30.5 percent are obese.
- More than 30 percent of children (ages 6 to 11) and adolescents (ages 12 to 19) are overweight and more than 15 percent are obese.
- At a minimum, half of all age groups are overweight and at least 20 percent obese.
- The age group with the highest prevalence of overweight and obesity among men is 65 to 74 years, and among women, 55 to 64 years.

Health Effects and Cost of Obesity
- Obesity increases the risk of illness from about 30 serious medical conditions.
- 300,000 deaths/year are associated with overweight and obesity.
- The World Bank has estimated the cost of obesity in the U.S. at 12 percent of the national health care budget.
- The total cost of obesity is $117 billion, $61 billion in direct costs and $56 billion in indirect costs.
- Americans spend $33 billion annually on weight-loss products and services.

Benefits of Maintaining a Healthy Weight
- Healthy eating and physical activity are key tools to maintaining a healthy weight.
- Weight loss of about 10% of body weight, for persons with overweight or obesity, can improve some obesity-related medical conditions including diabetes and hypertension.
- Healthier diets could prevent at least $71 billion/year in medical costs, lost productivity, and lost lives.

Nutrition in the U.S.
- Only 2% of children (age 2-19) meet five main recommendations for a healthy diet according to the Food Guide Pyramid.
- Only 20% of Americans eat the recommended 5 or more fruit and vegetable servings per day.
- More than 60% of young people eat too much fat.

Sources: American Obesity Association (www.obesity.org), Centers for Disease Control and Prevention (www.cdc.gov), National Institutes of Health (www.nih.gov)
Fact Sheet: Current Nutrition Legislation

Take a stand! Voice your opinion! Make a difference!

Child Nutrition and WIC Reauthorization Act of 2004

- **Status**: Passed in both Senate and House; Public Law No: 108-265 as of 6/30/2004
- **Summary**: Serves to improve various nutrition programs including the school lunch, school breakfast, and WIC programs.
- **Highlights**:
  - Grants available to promote healthy eating and physical activity in schools
  - State-level coordinators will be appointed in states receiving funding to offer nutrition education within schools across their states
  - $9 million in mandatory funding for the Fruit and Vegetable Program
  - Schools are required to offer milk in a variety of fat contents
  - $4 million for the USDA to work with local education agencies on establishing healthy school nutrition environments, reducing childhood obesity, and preventing chronic disease related to diet
  - By summer 2006, all local educational agencies participating in the school meals program must develop a local school wellness policy to address among other things, goals for nutrition education and physical activity

For more information visit [http://thomas.loc.gov](http://thomas.loc.gov) and search bill number S.2507

Improved Nutrition and Physical Activity Act (IMPACT Act)

- **Status**: Passed in the Senate, Pending in the House of Representatives (as of 8/9/04)
- **Summary**: A bill to establish grants to provide health services for improved nutrition, increased physical activity, obesity prevention, and for other purposes
- **Highlights**:
  - Obesity, overweight, and eating disorders would be added to the list of priority conditions to be addressed by health professions
  - $60 million authorized to create a demonstration program that funds community organizations to conduct a variety of activities to curb obesity and eating disorders
  - Provide additional authority for the Centers for Disease Control and Prevention (CDC) to collect information regarding fitness levels and energy expenditures among children
  - Allow states to use their Preventive Services Block Grant money for community education on improved nutrition and increased physical activity

For more information visit [www.thomas.loc.gov](http://www.thomas.loc.gov) and search bill number S.1172

To help pass this bill and send a letter of support visit [http://capwiz.com/aahperd/mail/oneclick_compose/?alertid=1772716](http://capwiz.com/aahperd/mail/oneclick_compose/?alertid=1772716)
Menu Education and Labeling Act

- **Status**: 02/24/2004: Read twice and referred to the Committee on Health, Education, Labor, and Pensions.
- **Summary**: A bill to amend the Federal Food, Drug, and Cosmetic Act to ensure that consumers receive information about the nutritional content of restaurant food and vending machine food
- **Highlights**:
  - Require restaurants that are part of a chain with 20 or more locations doing business under the same trade name to disclose nutritional content next to each food item
  - Provide a sign identifying the number of calories of each food item in vending machines

For more information visit [www.thomas.loc.gov](http://www.thomas.loc.gov) and search bill number S.2108
To take action and support this bill visit [www.actionnetwork.org/campaign/mealbill](http://www.actionnetwork.org/campaign/mealbill)

**ADDITIONAL HEALTH LEGISLATION RESOURCES**

To find the contact information of your **Governor**, visit the following website:
[http://www.nga.org/governors/1%2C1169%2CC_GOV_ADDRESS%2C00.html](http://www.nga.org/governors/1%2C1169%2CC_GOV_ADDRESS%2C00.html)

To find the contact information of your **Representatives**, visit the following website:

To find contact information of your **Senators**, visit the following website:
[http://www.senate.gov/general/contact_information/senators_cfm.cfm](http://www.senate.gov/general/contact_information/senators_cfm.cfm)

To stay up-to-date on these bills and other health legislation, visit:

- [www.actionnetwork.org](http://www.actionnetwork.org)
- [www.obesity.org](http://www.obesity.org)
- [www.apha.org/legislative/](http://www.apha.org/legislative/)
- [www.senate.gov](http://www.senate.gov)
- [http://capwiz.com/aahe/home/](http://capwiz.com/aahe/home/)
- [www.thomas.loc.gov](http://www.thomas.loc.gov)
- [www.healtheducationadvocate.org](http://www.healtheducationadvocate.org)
- [www.ncsl.org](http://www.ncsl.org)
National Center for Health Education (NCHE)

The National Center for Health Education (NCHE) was created in 1975 in response to an urgent need for a private, not-for-profit organization that could coordinate health education efforts nationwide. Established at the recommendation of a special Presidential Commission, NCHE designs and implements Growing Healthy, a nationally recognized comprehensive school health curriculum, for distribution in schools across the country.

Other information about NCHE?
Society for Public Health Education

The Society for Public Health Education (SOPHE) was founded in 1950 to provide leadership to the profession of health education and health promotion to contribute to the health of all people through advances in health education theory and research, excellence in health education practice, and the promotion of public policies conducive to health.

SOPHE is an independent, international professional association made up of a diverse membership of health education professionals and students. The Society promotes healthy behaviors, healthy communities, and healthy environments through its membership, its network of local chapters, and its numerous partnerships with other organizations. With its primary focus on public health education, SOPHE provides leadership through a code of ethics, standard for professional preparation, research, and practice; professional development; and public outreach.

SOPHE’s membership extends health education principles and practices into many settings, including schools, universities, medical/health care settings, work sites, voluntary health agencies, international organizations, and federal, state, and local government.

SOPHE MEMBERSHIP BENEFITS AT A GLANCE

- Annual subscription to Health Promotion Practice (quarterly)
- Annual subscription to Health Education & Behavior (bimonthly)
- "News & Views" newsletter (bimonthly)
- Seven Special Interest Groups and two Caucuses
- Annual Membership Directory and Buyer's Guide
- Continuing education contact hours for Certified Health Education Specialist (CHES)
- Web updates on important health education issues
- Reduced fees for SOPHE Midyear Scientific Meeting and Annual Conference
- Self-study videotapes and satellite teleconferences
- Legislative alliances
- Local chapter affiliations in many regions
- Professional Identity and Code of Ethics
- Professional preparation and practice standards
- Opportunities for awards and professional recognition
- Networking and peer exchange
- Reduced subscription fees for health promotion publications
- And more!

For more information, contact:
Society for Public Health Education
750 First Street, NE, Suite 910
Washington, DC 20002-4242

Phone: 202-408-9804     Fax:202-408-9815     E-mail: info@sophe.org     Website: www.sophe.org
Coalition of National Health Education Organizations

To learn more about the field of health education, please contact one of the following member organizations of the Coalition of National Health Education Organizations.

American Association for Health Education
1900 Association Drive
Reston, VA 20191
800-213-7193
http://www.aahperd.org/aahe

American College Health Association
PO Box 28937
Baltimore, MD 21240
410-859-1500
http://www.acha.org

American School Health Association
7263 State Route 43, PO Box 708
Kent, OH 44240
330-678-1601
http://www.ashaweb.org

Directors of Health Promotion and Education, formerly ASTDHPPHE
1101 15th St NW, Suite 601
Washington, DC 20005
202-659-2230
http://www.astdhpphe.org/

Eta Sigma Gamma
2000 University Avenue
Muncie, IN 47306
800-715-2559
http://www.bsu.edu/web/esg/

National Center for Health Education
375 Hudson Street, 8th Fl
New York, NY 10014
212-463-4050
www.nche.org

Public Health Education and Health Promotion Section and School Health Education and Services Section,
American Public Health Association
800 Eye Street, NW
Washington, DC 20002
202-777-APHA (2742)
http://www.apha.org/
http://www.jhsph.edu/hao/phehp/

Society for Public Health Education
750 First Street NE, Suite 910
Washington, DC 20002
202-408-9804
http://www.sophe.org

Society of State Directors of Health, Physical Education, and Recreation
1900 Association Drive
Reston, VA 20191-1599
703-476-3402
http://www.thesociety.org
CELEBRATE NATIONAL HEALTH EDUCATION WEEK

October 18-24, 2004

Healthy Eating: *Every Bite Counts!*

The National Center for Health Education (NCHE) and the Society for Public Health Education (SOPHE) invite YOU to participate in NHEW and tell us what you did by entering the NHEW Contest!

Contest Rules:

- Any organization or individual may apply.
- Submit a description (100 words or less) of activities and sample of items that demonstrate or describe how NHEW was celebrated in your community or organization.
- Winners will receive national recognition.

Contest Deadline: November 5, 2004

Visit NCHE’s website at [www.nche.org](http://www.nche.org) or the SOPHE website [www.sophe.org](http://www.sophe.org) for an application.

Contest winner(s) will be notified by *November 19, 2004*
National Health Education Week
October 18 - 24, 2004
CONTEST APPLICATION FORM

1. Tell us about you:

Organization Name

Contact Person

Address

City/State/Zip

Telephone      Fax

E-mail Address

2. Check any setting(s) and audience(s) that NHEW activities were promoted:

☐ Schools (K-12)  ☐ Children
☐ University/College campus  ☐ Adults
☐ Medical care (Hospital or Clinic)  ☐ Older Adults
☐ Local or State health department  ☐ Employees
☐ Worksite  ☐ Ethnic/Racial Groups
☐ Voluntary organization  ☐ Women
☐ Membership organization  ☐ Men
☐ Other (specify): __________________________

☐ Other (specify): __________________________

3. Describe your NHEW 2004 Activity in 100 words or less.

4. Send the (1) application form, (2) NHEW activity description and (3) supporting documentation (which can include, but is not limited to, brochures, flyers, newspaper articles, etc.) to:

SOPHE
750 First Street NE, Suite 910
Washington, DC  20002
ATTN: NHEW 2003 Contest
(202) 408-9815 fax

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National Health Education Week 2004 Evaluation Form

The Society for Public Health Education and the National Center for Health Education would like to know how you celebrated National Health Education Week 2004 and the usefulness of the Activity Guide & Tool Kit. Your response to the following questions is much appreciated.

1. Did you celebrate National Health Education Week 2004?  ____Yes  ____No

2. Did your campaign occur during the week of Oct. 18-24, 2004?  ____Yes  ____No

3. Did your campaign address Healthy Eating: Every Bite Counts?  ____Yes  ____No

4. Who was your population of interest?  __________________________________________

5. How many individuals did your campaign…
   1 - 25  26 - 50  51 - 75  76 - 100  100+
   … plan to reach?
   … actually reach?

6. Check the activities that you used to celebrate National Health Education Week:
   ____Speak /Present at an Event  ____Job Shadow Day  ____Health Fair
   ____Community Awards Ceremony  ____Inform the Media  ____Display Booth
   ____Newspaper/Newsletter Article  ____Contact a politician  ____Open House
   ____Radio/Television Appearance  ____Community Proclamation  ____Hold a Contest
   ____Other (please describe):  __________________________________________

<p>| Circle the number that best represents your answer to the following questions. |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The goals of my campaign were met.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. I plan to celebrate National Health Education Week next year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. The Activity Guide &amp; Tool Kit was useful to my campaign planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I plan to use the Activity Guide &amp; Tool Kit for planning other health education campaigns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
11. What were your greatest strengths in planning and implementing your campaign?

___ Strong interest from the community  ___ Past experience in campaign planning  
___ Strong interest from my organization  ___ Theme relevant to organization's goals 
___ Lack of resources (please describe): ___________________________________________  
___ Other (please describe): ____________________________________________________

12. What were your greatest obstacles in planning and implementing your campaign?

___ Strong interest from the community  ___ Past experience in campaign planning  
___ Strong interest from my organization  ___ Theme relevant to organization's goals 
___ Lack of resources (please describe): ___________________________________________  
___ Other (please describe): ____________________________________________________

13. Additional comments or suggestions related to National Health Education Week and the Activity Guide & Tool Kit?

Please send your completed evaluation form to:

SOPHE  
750 First Street NE, Suite 910  
Washington, DC 20002  
ATTN: NHEW 2003 Contest  
(202) 408-9815 fax

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