Welcome to Core Nutrition Message Webinar

Helping Elementary School Age Kids and Moms Make Healthier Food Choices

Sponsors:
Cooperative State Research Education & Extension Service
Food and Nutrition Service
Greetings

I am Helen Chipman your moderator for today’s session. I am also
National Program Leader
Cooperative State Research Education and Extension Service (CSREES)
USDA Families, 4-H and Nutrition Unit.

Let me start by introducing my co-hosts and speakers. I will keep this very brief, but the session overview provides more background information about speakers that you can review later.

The co-host today is:
Judy F. Wilson  RD, MSPH
Senior Nutrition Advisor
USDA, Food and Nutrition Service
Office of Research and Analysis

and
Alicia White, RD, MS
Nutritionist,
USDA, Food and Nutrition Service
Special Supplemental Food Programs Division (WIC)

Judy and Alicia were directly involved in developing the core nutrition messages. Judy created and obtained funding for this project and Alicia served as the project officer.
After this session we want you to be able to:

Communicate the rationale for and describe the audience-centered approach used in creating the messages and supporting content.

Use the core nutrition messages and supporting content in theory-based nutrition education interventions and nutrition communication targeting mothers of elementary school children and children ages 8-10 years.

Apply lessons learned from the focus group research to improve nutrition communications with low-income mothers and kids.

Share and use the messages in collaborative activities.

Judy Wilson will now begin the discussion on today’s topic.
Thank you Helen. My thanks to all of you for joining us today and thanks to our colleagues at CSREES, for managing the technical arrangements and helping us to expand it so that we could reach more of you today.
Our session today is “Helping Elementary-School Age Kids & Moms make Healthier Food Choices.” I will start by providing an Overview of Core Message Initiative

- Background Information
- Why do we need the messages
- Behavior Outcomes, Audience
- Message Concepts

Alicia White will discuss Message development and testing including what we learned from moms in the focus groups with mothers of elementary-school age kids and kids 8-10 years old.

- She will also touch on communication channels and outlets for

Helen will lead the discussion ways to Put the Messages into Practice-from our prospective and then we want to hear from you:

- We will take a Tour of the Web Pages so you know where to find products
- Touch on Next Steps
- and wrap up with a few reminders by 3:25.
The Core Messages are nutrition communication tools—they convey actions designed to assist low-income mothers and children in adopting specific diet-related behaviors.

These messages have been consumer tested for clarity and relevance.

It is important to understand the Core Messages are not a campaign, intervention, or education materials, rather they are tools that nutrition educators in USDA programs can use to develop and enhance nutrition education activities and communication resources. We encourage you to use the messages as part of comprehensive and multi-level, interventions.
Now let's look at why we developed the messages.
There are many common links between the federal nutrition programs beginning with the **USDA’s Nutrition Education Goal** which is “to provide an integrated nutrition education program that contributes to a nutritionally knowledgeable public, motivated to make behavioral changes to promote optimal health and nutritional status.”

2. We also share the common USDA strategic goal **“Improving the Nation’s Nutrition and Health.”**

3. We serve many of the same people and communities.
Each year, the federal nutrition assistance programs reach 1 in 5 Americans and the numbers are growing.

As such, our programs provide an excellent opportunity to reach children and low income people in ways that motivate and assist them in putting dietary guidance into practice.
Many states do not have the funding or staff to develop and test messages because it is a time consuming and expensive process.

The core messages help to bridge that gap, by providing educators with consumer tested messages and supporting content that are personally relevant, doable and resonate with the target audience.

The messages can help consumers take small steps to put the DGA and MyPyramid into action. The messages:

- Support Program-based nutrition education and policies
- Have been approved by the joint USDA/DHHS Dietary Guidelines Working Group
- Support material and USDA goals as well as priorities of the Agencies
Together, the USDA Nutrition Assistance Programs spent over $750 M in 2008.
States contributed millions more.

Over the past 5 years, FNS has worked to advance more collaborative and integrated NE across the nutrition programs. The core messages support these efforts and help us to “Speak with one Voice.”

We reach millions of low-income people each year – and together we can increase the visibility and repetition of our messages and maximize our impact when we deliver consistent, accurate, and consumer-tested messages as part of science-based interventions and educational programs. This also helps us to connect what we do for consumers.
The target audience for the messages are:
Low-income moms of Preschool children.
- The group we covered last week
- Moms of Elementary school kids & kids 8-10 years.

So, why did we select these audiences?

1. These audiences are served by most nutrition assistance programs. The NIH Pink Book-Making Health Communication Programs Work, emphasizes the need to select an audience that is large enough that changing their behavior make a contribution to your goal.

2. Mothers and children are the largest group reached by these programs. Over 3.7 women 18-50 in SNAP household w/kids 3-10 year old; 2.2 WIC Moms, and over 23 M kids 6-11 in NSLP.

3. Parents are key role models for kids and mothers are still the primary gatekeepers of foods eaten at home and key caregivers of kids.

4. When all of our programs communicate the core messages we can reach more moms and kids, reach them more often, and in more locations with consistent and reinforcing messages that increase our ability to “make a difference.”

Communication research also emphasizes the importance of segmenting your target group in order to create messages and strategies that are attuned to the needs and wants of the intended group.
We used a collaborative process in developing the messages that involved both internal and external nutrition and communications experts from both federal and State levels and academia. Alicia will discuss this in more detail later.

This workgroup helped to select the target audience as well as the key behaviors based in part on:

- National priorities and research findings about modifiable social and personal characteristics.
- What is reasonable and realistic to achieve with the selected target audience.
- Whether the audience would benefit the messages - that is, are they already engaged in the behavior and if not, are there significant health benefits related to the behaviors.

We know that milk intake among all children has dropped significantly and that fruit and vegetable intake is far below the national goal for all groups including low–income populations.
Maximizing the Message, is a guidebook for nutritionists and other health communication professionals. It presents the core nutrition messages and supporting content. Inside this guide, you will find background information, a brief summary of the developmental process and research findings, as well as suggestions and tips for putting the core messages into practice. It also discusses potential communication channels and evaluation.

It contains the:

- 16 Core Messages
- Supporting Content
- Summary of Research
- Evaluation Guidance
Supporting Content includes encouragement to facilitate behavior change. Content is provided in various forms, such as a narrative story by a mother, recipes and short bulleted lists. This content reflects language that resonated with mothers during our focus group testing. See “Putting the Messages Into Practice” (page 16 of the guide) for ideas on how to incorporate the messages and supporting content into your nutrition education activities.
Messages for Mothers of Preschoolers

Messages Concepts:
- Role Modeling-Eating Fruits and Vegetables
- Cooking and Eating Together
- Division of Feeding Responsibility
  - Letting Children Serve Themselves
  - Offering New Foods
Messages for Mothers of Elementary School Age Children

Availability and Accessibility

- Fruits
- Vegetables
- Low-fat/Fat-free Milk

FNS Core Messages Webinar
April 2, 2009
Messages for moms and kids are complimentary and reinforcing.
**FNS Core Nutrition Messages**

- Focus on behavioral outcomes
- Have associated content appropriate for multiple communication methods
- Resonate with and appeal to the target audience
- Reflect and amplify the current DGA
- Have applications across FNS programs
In summary, the core messages:

- Focus on behavioral outcomes
- Have associated content appropriate for multiple communication methods
- Resonate and were tested with the target audience
- Where cleared through the Federal DGWG process
- Have applications across FNS programs and come with a “USERS Guide.”

The research and testing involved in the development of these messages have also provided us valuable insight into how to reach program participants in a way that is motivating and compelling.

Alicia White will now talk about the developmental process, findings from the focus groups, how we used the findings to develop the message, and implications of the findings to nutrition practice.
For those of you that attended last week’s webinar about messages for mothers of preschoolers, we used a similar process to develop core nutrition messages for children and mothers of elementary school age children. To ensure that our messages would be compelling, relevant, and believable—we involved both mothers, and in this case children, in the developmental process.

Involving children in the process helped reveal what themes and approaches would get 8-to-10 year olds excited about fruits, vegetables, and milk and spark their interest in additional educational activities designed to motivate them to consume fruits, vegetables, and milk.

The feedback we gathered from mothers and children through a series of focus groups forms the heart of the messages we are sharing with you today.

Their input is also reflected in the “real-life” tips and other supporting content that addresses mothers’ concerns about providing fruits, vegetables, and low-fat milk when household resources are limited and schedules are hectic.

Our hope is that understanding the research behind the core messages will help you implement them in your programs and provide you with new insights about how to communicate with mothers and children on these issues.
We conducted 6 focus groups with low-income mothers of Elementary School Age Children. Again, these were mothers of children 6 to 10 years of age. A total of 45 moms participated in the focus groups.

Trained female moderators facilitated 90-minute sessions using a structured discussion guide, with 5-8 moms participating per group.

Overall, half of the focus groups were formative sessions which were designed to identify the emotional rewards mothers associated with helping their children develop healthy eating habits. These groups also told us about mothers’ attitudes and behaviors surrounding nutrition and mealtime in the household and perceived barriers to fruit and vegetable consumption. During the formative sessions, we also tested draft concept statements that allowed us to see how mothers would react to different approaches to communicating a concept like making fruits and vegetables more accessible at home.

The other half of the FG were evaluative sessions which primarily focusing on mothers’ reactions to actual messages and supporting content.
We conducted focus groups with mothers and children between December 2007 and June 2008.

Groups were held in 6 states; they were New York, Maryland, Texas, California, Illinois and Alabama.

The locations were selected to ensure that we recruited participants that reflected the demographics of FNS programs and to include people from various geographic areas of the country. We held groups in both larger urban cities (e.g., Los Angeles, Dallas) as well as smaller cities (e.g., Rochester NY, Birmingham AL).
All of the women in our focus groups resided with their Elementary School age child;

had gross household incomes at or below 185% of U.S. Poverty Income Guidelines;

were primary food shoppers/preparers in their households;

and could speak and read English.
This slide shows the Demographic Characteristics of the focus group participants. Participants consisted of African American, White and Hispanic mothers.

And we had a mix in terms of marital status, education level, and employment.

Over half of participants were or had children participating in WIC, Food Stamps and/or receiving free/reduced priced lunch.
So what bubbled up to the surface in terms of overall findings.

In our groups--Mothers readily volunteered that good nutrition is needed for children to stay healthy, and specifically talked about the importance of eating fruits and vegetables for good health.

Moms said that getting their children to eat fruits and vegetables made them feel like they were teaching their children life lessons--habits that would help them stay healthy now and in the future. Some went on to add other tangible benefits of having healthy kids, such as their child being sick less often and needing fewer trips to the doctor or dentist.

While some mothers said that their children loved fruit or even a particular vegetable, mothers across groups reported that their children ate a limited variety of fruits and vegetables and preferred other foods.

This is consistent with what we heard in our focus groups with 8-10 year olds. While many children could name a variety of fruits and vegetables, the list of ones they actually reported eating was much shorter and most stated that they preferred other foods like chips, ice cream and cookies at snack time because they tasted better.

Like mothers of preschoolers, mothers of elementary school age children reported having busy hectic schedules. And time appeared to play role in their preferences for messages and the likelihood that they will deem supporting content as realistic, practical, and actionable.

Overall, Moms liked messages that included an active role for their child, related to what they had observed in their own life. They wanted messages that were short, specific and action oriented. I'll give some examples of these later on.

As a final note, mothers in our groups preferred messages that talked about fresh fruits and vegetables in general or that specifically mentioned fresh fruits and vegetables. The disliked and mention of canned, frozen and dried fruits and veggies, which they considered to be less healthful.
Here you see the final core messages related to making fruits and vegetables available and accessible.
And a third one with a role for children.
Moms indicated preferring these messages because they had observed them to be true in their own lives. They had all experienced the fact that:

**Kids come home hungry after school**

**Kids are more likely to eat fruits and vegetables when they are “easy to see”**

**When kids pick their own fruits and vegetables at the store, they are more likely to eat them.**
This is an example of one of the pieces of supporting content for moms. The circled parts show wording mothers found to be especially compelling or relatable. The ideas that kids are more likely to eat fruits and vegetables when they see them, reflections on their busy schedules, desire to help their children stay healthy.
While the idea of making fruits and veggies more available and accessible was well-received, the tone of the message was very important in whether mothers liked the message and felt it related to them. They didn’t like messages that they considered to be too much like a slogan, too dramatic, or condescending.

For instance, some thought that the phrase “It doesn’t take a miracle to get kids to eat fruits and vegetables.” over stated the problem. While others found this phrase to be condescending or patronizing. For instance, one mother likened this to saying, “It’s not like it’s rocket science.” Another concept statement we tested which said “Is healthy snacking a stretch? Not when you keep fruits and veggies ready to eat and within easy reach for your kids.” was also viewed as condescending by some mothers.

The term “feed them” in the draft message, “When they come home hungry, feed them ready-to-eat fruits and veggies.” received some negative reactions from mothers who said that the use of the word “feed” implied that they must make and serve a snack to their child after school and that their schedule did not permit this. Her kids needed to get something to eat on their own. For others, “feed” implied that they force their child to eat fruits and vegetable. As a result we softened this sentence to say “when they come home hungry, have fruits and vegetables ready-to-eat.

In our groups, moms did not like tips in the supporting content that they felt were easy to incorporate into their busy schedules. Anything that moms felt was too time-consuming did not make the cut. For instance the suggestion that moms make frozen banana pops out of bananas, yogurt and crushed cereal with their kids was not well received.

Some moms were also apprehensive about recipe ingredients they felt their child would not like (curry, sour cream, avocado, and others). Providing food tastings or allowing moms to prepare recipes with their children may help overcome ingredient specific issues.
A subset of concept statements and messages we tested looked at ways moms could help increase the likelihood of a child selecting fruits and veggies that were made available in the home. Here, statements that emphasized a “hands on” approach for the children (i.e., let children be produce pickers) garnered more positive reactions than the messages that did not provide an active role for the children (i.e., give them the simple snack).

Some moms found the “taste explorer” concept ambiguous asking “what is a ‘taste explorer’?” and some did not feel that the idea of trying only new foods would be compelling to their children.

In essence, mothers were more comfortable with the idea of their child selecting familiar favorites than choosing new fruits or vegetables. Some noted that bringing home new and different produce that their children probably would not like would just lead to waste.

Across both formative and evaluative groups the “Produce Picker” message was consistently very well received by mothers. They associated this message with involving their children in helping to pick out a fruit or vegetable in the grocery store.

Some mothers did say that it would be hard to get children excited about picking out frozen, canned or dried fruits and vegetables. And again felt like these were less nutritious than fresh fruits and vegetables.
More than likely, when you let kids pick it out, they will eat it, because that’s how my youngest does when I take him to the grocery store. If it’s something mom picks out, he would be reluctant to eat it.

Mother of Elementary School-age Child, Los Angeles, CA

Here is a quote from a mother about her preference for the produce pickers message
Here is a quote from a mother showcasing some of the sentiments we heard about frozen, canned and dried fruits and vegetables.

“It was all over the place for me. Fresh, frozen, canned, dried. Okay, which one do you want me to look at? I need it to be more direct. I don’t think they all belong in the same category. Canned isn’t as good as fresh.”

Mother of an Elementary School age Child, Birmingham, AL
We decided to develop a message for moms about milk since our focus groups with 8-10 year old kids indicated that milk was rarely served at dinner and because children perceived that they had little control over the type of milk that was available.

For many of the kids in our groups, the only milk consumed was milk with cereal or at lunch. Milk at dinner was often replaced by other beverages such as soda, juice, and water. Both mothers and the children in our groups reported that they preferred other beverages to milk.

In our focus groups with mothers, several mothers felt that milk was not as critical for their elementary school-aged children as it was when their children were younger.

Some also reported that the milk provided at school as well as through other milk products (i.e., cheese and yogurt) provided enough calcium for their children.
“Now they’re older, they have choices, and they do other things to get their calcium. My kids are big cheese and yogurt eaters. So if they’re not drinking the milk, I really don’t care...”

-Mother of Elementary School-Age Child, Chicago, IL
“When they’re a toddler, yeah (it’s important to serve them milk), but when they get older there’s just so much out there, like the juices.”

Mother of Elementary School-age Child,
Birmingham, AL
This is the final core nutrition message about milk.
Moms connected with the milk message phrase “They’re still growing”.

The idea of providing their children with the nutrients they need to grow and be healthy appealed to the moms.

Moms did not like messaging that implied they should serve milk to everyone in their family. These mothers noted that the phrase “Pour some for everyone” did not work for them because they, personally, did not drink milk or because one or more family members did not drink milk.

Some respondents said that they did not like the specification of low-fat or fat-free in the messages. Stating that for taste or nutritional reasons they would not serve those types of milk.

There was confusion among some mothers as to the fat content and nutritional value of various kinds of milk. Information that fat-free and low-fat milk had the same amounts things like vitamin D and calcium as whole milk was new and interesting to moms.
Mothers in our focus groups

“The fat-free or 1% milk didn’t sound like it would be as nutritious as the low-fat milk.”

Mother of Elementary School-age Child,
Los Angeles, CA
“Low-fat says we reduced the fat a little bit while 1% says it’s only 1% milk.”

Mother of Elementary School-age Child, Birmingham, AL
We conducted 12 focus groups with children between 8 and 10 years of age. A total of 73 children participated. The children were not related to the moms participating in the other focus groups.

Each session was 45 minutes in length.
Children groups contained a mixture of primarily African American, Hispanic and Caucasian children.

All resided in low income households 185% of poverty.

A mix of girls/boys, 8, 9 and 10 year olds.

68 percent were or had a mother that was participating in WIC, food stamps or free/reduced priced lunch.

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### Children Participants: Demographic Characteristics (N=73)

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In the evaluative focus groups, messages were first presented alone and then with very rough test graphics to ensure that kids were comprehending the messages as intended and also to give the kids an idea of where they might see such messages—such as on a poster.
These are the final Core Messages related to the Eat smart to play hard theme.
These are the final core messages related to the rocket ship theme

Fuel up with milk at meals.
And soar through your day like a rocket ship.

Fuel up with fruits and veggies.
And soar through your day like a rocket ship.
And the core message related to a superhero theme

Snack like a super hero.
Power up with fruit and yogurt.
In our focus groups, children preferred messages that melded fantasy with the reality of “being the best you can be.” Kids liked the idea of having more energy, being strong or fast and maximizing their physical performance at play or sports.

Messages that utilize a rocket ship, super hero and eat smart to play hard them resonated the best with kids.

With the “eat smart to play hard” messages the most popular among those tested. Kids understood these messages to mean that consuming fruits, vegetables or milk would give them strength and energy for sports and play. Many kids that did not play organized sports still understood these messages and found them desirable.

The “super hero” and “rocket ship” messages were the next most well-received. Again kids connected these with the ideas of being faster, having more energy and being strong.

Overall, children found that most of the sample images “fit” their corresponding messages. But most commented that each picture should be more active and exciting. Depicting the super hero flying or eating, and a more “active” representation of the rocket ship would likely garner even more attention that the images presented to participants in these discussion sessions.
Kids did not like “direct” messages that encourage children to ask their mothers for fruits and vegetables and low-fat milk. This may be because the outcomes presented in these messages were seen as less favorable (i.e., actually getting vegetables and milk) than benefits described in other tested concepts. Kids also wondered how their parents would feel about them asking for these foods.

A clear positive reinforcement connected to these messages may be more powerful, tapping into desires for positive recognition from parents—a potential benefit to eating healthfully.
“...if I eat healthy food, I could play harder and play better in the game.”

-Boy, Chicago, IL
“If you eat smart and you drink milk at your dinner, then you can play harder and be more active, and you can do more things, because you’ll have more energy.”

-Girl, Chicago, IL
“[I like it] because I actually want to soar. And I actually want to go to the moon and stuff like a astronaut.”

-Girl, Los Angeles, CA
“When you try to eat it, it’ll make you stronger, and then you can be like a super hero and have more energy.”

-Girl, Chicago, IL
“‘Snack like a super hero. Power up with fruit and yogurt.’ ...it’s convincing, and it’s really... it’s really cool.”

-Boy, Chicago, IL
Questions
There are many ways that we can put the messages into practice and you have already heard about some of these from other speakers.
The **Core Messages** were designed for use in the nutrition assistance programs and other nutrition education programs. Both the messages and their supporting content are tools that can enhance theory-based interventions that:

- Address the behavior outcomes Judy mentioned earlier
- Use motivators & reinforcements that are relevant to the target audience
- Are delivered thru multiple channels of communications
- Involve participants
- Expose participant to the messages multiple times

**Remember to connect the messages with the Programs. For example** using the messages to support and reinforce program policies such as the new WIC food package and the SNAP-ED guiding principles. You use a variety of educational approaches in your work and the messages can be integrated into these approaches such as:

- facilitated group discussions
- hands-on classes
- counseling sessions, and
- social marketing campaigns.

Share the messages with partners and use the messages in collaborative activities.

Finally, remember that the message can be used with many of our current initiatives and incorporated into a variety of materials that promote the same behaviors and focus on the same target audience.

For example, some or the message work very well with SNAP-Ed **Loving Your Family Feeding Their Future resources, Eat Smart Play Hard, and other Team Nutrition Resources.**
It is important to consider cultural relevance when using the messages. They were tested with English speaking Hispanic and Non-Hispanic African American and White audiences. If you plan to use the messages with other racial ethnic groups or in other languages, conduct additional formative research to ensure that the messages are relevant, understood and motivational to your audience.

Consider your population’s race, ethnicity, background, and other characteristics, and make adjustments as needed to ensure that the messages are appropriate for them. For example, some segments of the population have religious beliefs/practices that preclude serving milk/milk products with certain foods at meals. In such cases you can modify the supporting content to offer other suggestions and test them with a few moms to make sure they are clear and have the intended effect.
There are many ways to apply these messages into nutrition education programs. This can be easily done utilizing the unique strengths and characteristics of the respective program. For EFNEP, you have the opportunity to provide a series of lessons that are learner centered, and that focus on the parent and child relationship with the goal to help participants practice and apply what they learn.

As an example, children are more inclined to eat something that they are able to see, smell, touch, and taste. One of the most memorable successes I remember in my position as an EFNEP State Coordinator was when a mother told her nutrition assistant that her children learned the same things she did. The nutrition assistant had had a difficult time breaking into the community. This mother’s commitment to making the food experience “real for her children,” and to sharing her success with other parents, led to a wonderful period of parent/child nutrition and food preparation classes that were well received in the community. The nutrition assistant had a waiting list of parent/child groups that wanted to learn together. The core message on having children help pick their produce and then using the supplementary resources, possibly even the recipes, could reinforce this concept taught.
As Helen indicated, the core messages are flexible. They are suitable for multiple communication channels and they work well with many of the approaches used in SNAP and other programs.

- Direct Education
- Indirect education
- Social Marketing

SNAP-Ed has already included the message in guidance materials and has links to the messages on the SNAP-Ed Connections website.
The message work very well with the Loving Your Family Feeding their future materials and discussion sessions that focus on fruits and vegetables. These materials are reflected in this slide and can be download from the SNAP-Ed Nutrition connection.
The messages support and reinforce many components of the School Nutrition Programs and can be used to reach both moms and kids.
The messages help to reinforce the concept of parents as role models for healthy eating as well as other healthy behaviors.
Integrate the Messages in Other Programs is Too!

- Include in tip sheets for FMNP/CSFP
- Make a part of food demonstrations
- Include materials for School Night
- Write articles or create ads for papers/bulletins

1. Use them in conjunction with Healthy cooking demonstration: They work well as part of lessons too. Select a low cost recipe from the SNAP-ED recipe data base or the ESPH for Parents web pages.

   **Key Messages:** Cook together. Eat together. Talk together. Make mealtime a family time.

2. Create an interactive bulletin board

3. Create handouts and articles using the messages and supporting content that can be inserted into the community newspaper, newsletter, parent notices, etc

4. Pair messages with compelling photos that tap into mothers emotions as a trigger question to get the discussion going with groups of moms.
Example of potential use.
They’re still growing.

Help your kids grow strong.
Serve fat-free or low fat milk at meals.

Join us at our parent’s meeting and find out more!

Date:
Time:

Sample of a potential announcement
Sample road sign Ad.
Let your kids be “Produce” pickers!

Help them pick fruits and veggies at the store

Sample Poster
Want your kids to reach for a healthy snack? Make sure fruits and veggies are in reach.

Kids love to dip fresh veggies in low fat dressing. Cut up veggies. Store them near the dip on a low shelf in the fridge.

Dip Recipes – Take One

-Swap Slime
-Princess Dip
-Honey Mustard
-Avocado Dip
We know that many of you are using the core messages or may have ideas and plans for using them in your programs, that could be used by others, as well. So we really want to hear from State and local people today.
To facilitate hearing from you with the technology that we are using:

• I will ask for examples by program name
• The operator will queue you in
• We’ll only have time to take one or two examples per program, so please share using the Q&A feature if you have a great idea and are not able to verbally share today.

The operator will now explain how you will be queued in.
We will follow the same process for questions. I will ask for questions by region of the country. We’ll take one question, and then move to another region. We’ll repeat this process as time permits.

Again, if you are not able to have your question addressed verbally, please use the Q&A function.
FNS tested these messages during development as tools for expanding and enhancing ongoing education and comprehensive, theory-based intervention. FNS did formative evaluation to make sure the messages are clear, relevant, etc. If you are using the messages with other population groups or in other languages consider doing further evaluations. This could be as intercept interviews by which you ask moms to review the product and tell you what they got from it to see if they still understand the message, or other methods. Remember to do testing if you add pictures to make sure the picture help to get the right message across.

If you are using them as part of a new intervention consider doing other types of evaluation. Think about applying for grants to support the evaluation. Think about what you will do—how often, where, what types of intervention design, etc.
The next 3 slides provide an orientation to the core message web pages
This page provides an overview of messages. See Also will house the Ideas These are ideas from the Field coming soon! share your strategies with us.
You can download resources to assist you in getting the word out to your partners, such as flyers, slides, etc.
You can also download The implementation guide.
So, what’s next

- Print and disseminate copies of “Maximizing the Message”
- Collect and share practices from the field
- Integrate messages into emerging Program resources
- Expand messages and supporting content
  - DFR
  - Whole Grains
  - Supporting content for other messages
- Solicit your help
You can:

- Help to get the word out by
  - disseminating the flyer, mention in presentations
  - putting a link from your Web-site to the Core Messages
  - Sharing messages with and informing stakeholders/partners about these resources

- Integrating messages in program materials and interventions
- Share Practices–based applications from the field
  - Let us know about successful efforts
  - Share copies and electronic examples
  - Help us get the word out

- This will promote replication of ideas—rather than duplication—and spur new ideas or modifications of current ones for other population groups.
I want to acknowledge Art Pridemore who assisted with the technology elements of this webinar.

Also, thanks to each of you for joining us and sharing your thoughts and questions in this joint agency webinar.

A few final items to share:

1. Please ask all of the attendees at your site to provide feedback on the webinar. Your comments are important and will be used to improve future webinars.

2. Please send a report to Judy regarding the number of attendees by program. We do not need names of attendees.

3. Judy has sent you Certificates of Completion for both webinars. Please print these and distribute to attendees at your site.

4. Remember to share how you are using the messages so that others can benefit from your experience.

5. FNS would love to get photos your own that work well with the messages and materials you have developed that use the messages.

6. We will also send out a notice when the webinars are posted on the website.

   Have fun and keep up the good work!
For more information visit our web pages at:

THANK YOU

April 2, 2009