

Interventionist Manual of Procedures  
Version 1.5, January 2005

# APACHE

## HEALTHY STORES

*Providing & Promoting Healthy Food Choices*



DRAFT - DO NOT DISTRIBUTE

# CONTENTS

## INTERVENTION MANUAL OF PROCEDURES

### WELCOME TO APACHE HEALTHY STORES

	section:page
Mission Statement	1:1
Interventionist Responsibilities and Duties	1:2
Policy Issues	1:3

### INTERVENTION PLAN BY PHASE

Phase 0: TEASERS (May 21 - June 15, 2003)	2:1
Phase 1: KICKOFF/EATING HEALTHY SNACKS (June 16 - September 30, 2003)	2:2
Phase 2: START THE DAY WITH A HEALTHY BREAKFAST (Oct 1- Nov 30, 2003)	2:4
Phase 3: COOKING AND EATING WITH LESS FAT (Dec 1, 2003 - Jan 30, 2004)	2:6
Phase 4: MAKING HEALTHY DINNERS (February 1 - April 1, 2004)	2:8
Phase 5: DRINKING HEALTHY BEVERAGES (April 1 - April 30, 2004)	2:10
Phase 6: EAT FIVE FRUITS AND VEGETABLES A DAY (June 1- July 1, 2004)	2:11
SUMMARY of foods & behaviors promoted in each phase	2:12
INTERVENTIONIST WORK PLAN (what to do before, during and after each phase)	2:13

### PROMOTED FOODS

Working with store partners to stock foods	3:1
Food promotion list	3:2

### COMMUNICATION MATERIALS

#### SHELF LABELS

Description of shelf labels and instructions for use	4:1
Promoted food shelf label list	4:2

#### POSTERS

Guidelines for using posters	4:3
Table of posters by phase	4:4

#### NEWSPAPER CARTOONS

Guidelines for using cartoons	4:6
Table of cartoons by phase	4:7

contents continued next page...

## NOTE:

This document has been a work in progress since the start of the project in June 2003 and will be revised and expanded throughout the completion and evaluation of the Apache Healthy Stores project in late 2004. DO NOT COPY OR DISTRIBUTE THESE MATERIALS TO ANYONE WITHOUT PERMISSION. COPYRIGHT 2004 JOHNS HOPKINS CENTER FOR HUMAN NUTRITION. ALL RIGHTS RESERVED.

<b>FLYERS</b>	
Guidelines for flyer use	4:8
Table of flyers by phase	4:8
<b>RECIPE CARDS</b>	4:11
<b>EDUCATIONAL DISPLAYS</b>	
Guidelines for educational display use	4:i2
Sample educational displays	4:12
<b>RADIO ANNOUNCEMENTS</b>	4:13
<b>COOKING DEMONSTRATIONS AND TASTE TESTS</b>	
General information about cooking demos and taste tests	5:1
Phase 1: Healthy snacks	5:2
Phase 2: Lower fat milks and healthier cereals for breakfast	5:5
Phase 3: Cooking low fat with cooking spray	5:7
Phase 4: Drain and rinse ground meat	5:10
Phase 5: Drinking healthy beverages	5:14
Phase 6: Eat veggies as snacks	5:16
	5:19
<b>GIVEAWAYS</b>	
Non-food items	
Food items	6:1
	6:1
<b>PROCESS EVALUATION</b>	
Description of process evaluation components	
Table of evaluation components	7:1
	7:2
<b>APPENDIX A: PROMOTIONS POSTING LOG</b>	8:1

#### APACHE HEALTHY STORES PROJECT TEAM:

**Dr. Joel Gittelsohn**, Principal Investigator, Johns Hopkins Center for Human Nutrition

**Dr. Benjamin Caballero**, Co-investigator, Johns Hopkins Center for Human Nutrition

**Dr. Jean Anliker**, University of Massachusetts, Co-investigator

**Becky Ethelbah**, MPA, Project Coordinator

**Amy Vastine**, Graduate Research Assistant, Johns Hopkins University

**Sarah Brett Farmer**, Graduate Research Assistant, Johns Hopkins University

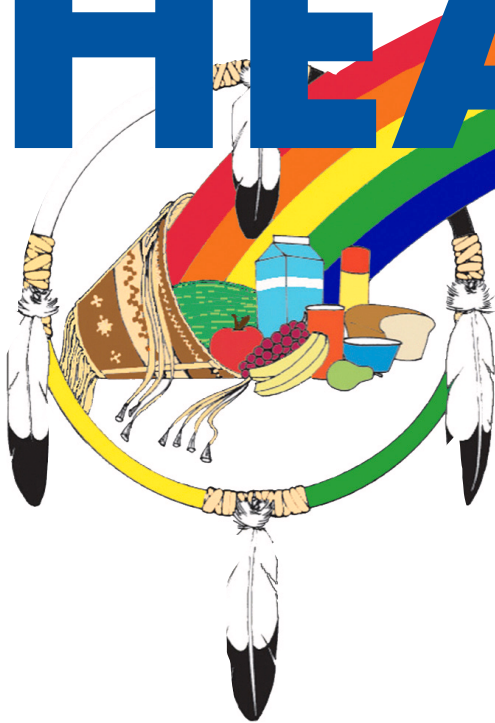
**Kelly Blake**, Communications/Publications Coordinator, Johns Hopkins Center for Human Nutrition

WELCOME TO

APACHE

HEALTHY

STORES



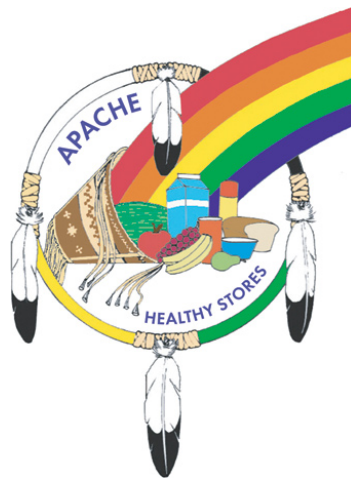
# MISSION

## APACHE HEALTHY STORES

The Apache Healthy Stores program seeks to improve the availability of healthy food options at local stores, and to promote these foods at the point of purchase. These programs have the intention of improving the nutritional content of foods purchased and consumed by the population, and doing so in a way that the changes made can be sustained after the project is completed.

## HEALTHY STORES PROGRAMS

The Apache Healthy Stores program is part of several Healthy Stores programs which are intended to improve the availability of healthy foods, promote them at the point of purchase, and improve local food systems in general to disadvantaged populations throughout the United States and other select populations. To date, the Healthy Stores programs include a completed pilot trial in the Republic of the Marshall Islands, the one-year intervention with the Apache (completed in July 2004), a feasibility trial planned for Baltimore, Maryland in 2005, and a planned intervention with consumers, food retailers, producers and distributors in Hawai'i (Healthy Foods Hawai'i). A project with First Nations Communities in Canada (First Nations Healthy Stores) is under development. Check our website at [www.healthystores.org](http://www.healthystores.org) for up to date information.



# INTERVENTIONIST RESPONSIBILITIES & DUTIES

This section of the Interventionist Manual of Procedures lists the primary responsibilities of the Interventionist. More information on specific interventionist responsibilities is included in sections 3-8 of this manual. Note: The interventionist should make a timeline of events outlining what needs to happen when and where. Doing this before the intervention begins will help you organize and prepare for what's to come.

- 1 **STOCKING OF FOODS:** Make sure each store has stocked the promoted foods during the appropriate phase of the Apache Healthy Stores (AHS) project. \*See APACHE HEALTHY STORES FOOD PROMOTION LIST, p. 3:2
- 2 **SHELF LABELS:** Make sure the store has the appropriate shelf labels up for each of the promoted foods at the appropriate times. \*See PROMOTED FOOD SHELF LABEL LIST, p. 4:2
- 3 **POSTERS:** Put up and maintain posters for each of the promotional phases.
- 4 **CARTOONS:** Make sure that cartoons appear in the local newspapers as required.
  - a. Six cartoons have been developed for the project.
- 5 **FLYERS:** Make sure stores have an adequate number of flyers to be handed directly to customers or given out in shopping bags. Hand out flyers to customers during the cooking demonstrations.
- 6 **EDUCATIONAL DISPLAYS:** Set up educational displays in each store, and maintain them.
- 7 **RADIO:** Make sure radio receives and plays all announcements, plus the theme songs.
  - a. Requires weekly visits to the radio stations
  - b. Need to decide when and how to use the Globe radio station
- 8 **COOKING DEMONSTRATIONS:** Set up, conduct and clean up after cooking demonstrations and taste tests at each of the intervention stores
- 9 **GIVEAWAYS:** Hand out giveaways and other promotional items at the stores.
 

\* See GIVEAWAYS, p. 6:1 This will usually be tied to specific cooking demos and taste tests.
- 10 **NUTRITION INFORMATION:** Be prepared to answer questions about nutrition and the function of the Apache Healthy Stores project.
- 11 **PUBLIC RELATIONS:** Represent the project in a professional manner.
  - a. Maintain good relationships with all intervention store staff and managers.
  - b. Meet briefly with each store manager to update them weekly.
  - c. Respond appropriately to feedback about the AHS project.
- 12 **CERTIFICATION:** Take and pass certification exercises.

# POLICY & PUBLIC RELATIONS ISSUES

As the person associated with the Apache Healthy Stores project with the greatest contact with the public, the Interventionist will frequently have to deal with the public and multiple requests for information. This section is intended to give you guidance for the most common issues you are likely to face:

**REQUESTS FOR MATERIALS:** During the one year intervention phase, we are conducting a careful implementation and evaluation of the entire program. It will not be possible to pass out materials until the program has been completed and evaluated (in December 2004). After that date, we will be making all the materials available for dissemination and use through our website ([www.healthystores.org](http://www.healthystores.org)).

# INTERVENTION PLAN





## PHASE 0: TEASERS

May 15 – August 31, 2003

THEMES	Introduction to family motif, logo
MESSAGES	Look for the healthy stores badge/logo
FOODS	None
BEHAVIORS	Recognizing intervention logo
SHELF LABELS	None
COOKING DEMO/TASTE TEST	None
EDUCATIONAL DISPLAY	None
POSTER	<ol style="list-style-type: none"> <li>1. Family (Coming soon...)</li> <li>2. Family (Fighting Diabetes Together)</li> <li>3. Logo (Look for the Apache Healthy Stores logo when you shop)</li> <li>4. Taste test foods (Starting June 15... Taste test foods at this store!)</li> </ol>
RECIPE CARD	None
CARTOON	Introduces the project and the family (What could this family do to eat right, stay strong, live long?)
FLYERS	None
RADIO	Theme music only (1 per shift)
GIVEAWAY	None



# PHASE 1: KICK-OFF/ EATING HEALTHY SNACKS

JUNE 16-SEPT 30, 2003

THEMES	Kickoff Label reading Character motif
MESSAGES	<ol style="list-style-type: none"> <li>1. Know what you're eating, read the food label</li> <li>2. Labels are a rainbow of information</li> <li>3. Look for healthy stores shelf labels</li> </ol>
FOODS	Pretzels Baked chips*
BEHAVIORS	Reading labels Recognizing store intervention materials
SHELF LABELS	Pretzels Baked chips
COOKING DEMO/TASTE TEST	<p>Taste test healthy snacks - activities:</p> <ol style="list-style-type: none"> <li>1. Taste lower fat versions of common snacks (pretzels, low sodium pretzels, baked chips, baked tortilla chips, saltines)</li> <li>2. Potato chip smash</li> <li>3. Fat jar demonstration</li> <li>4. Do serving size demonstration</li> <li>5. Hand out free bags of snacks</li> </ol>
EDUCATIONAL DISPLAYS	<ol style="list-style-type: none"> <li>1. Look for the Apache Healthy Stores labels when you shop (encourages label reading and price comparisons)</li> <li>2. Fat jar with chips</li> </ol>
POSTERS	<ol style="list-style-type: none"> <li>1. Labels are Rainbow of Information: Mom's head next to a pretzel label with information about fat highlighted</li> <li>2. Look for Logo (Look for the Apache Healthy Stores logo when you shop)</li> <li>3. Shelf Labels (Look for the Apache Healthy Stores shelf labels)</li> <li>4. Heart pretzel (Healthier for your heart...low salt pretzels)</li> </ol>
RECIPE CARD	None



**CARTOON** Recognize the AHS Label: While family is shopping, kids are begging for chips. Mom points at shelf labels and says "I don't want to buy those fatty snacks. They're not good for you or me. We're looking for the Apache Healthy Stores food label." Boy realizes he would have more energy if he eats right.

**FLYER**

1. Nutritional content of chips vs. pretzels
2. Cartoon described above
3. Nutritional content of chips vs. baked chips

**RADIO**

Theme music  
Announce the program and the kickoff  
Announce taste test

**GIVEAWAY**

Baked chips & low salt pretzels (small bag)\*  
Refrigerator magnet with our logo  
Special activities

#### KICKOFF EVENTS

- (Whiteriver (6/16/03) & San Carlos (7/24/03) Bashas':
1. Health booths: Diabetes Programs, Commodity Foods, IHS
  2. T-shirt raffle
  3. Bean bag game
  4. Label reading activity with prizes
  5. Educational display: Introduction:  
Theme: What is Apache Healthy Stores?
  6. Radio Announcements
  7. Newspaper ads
  8. AHS BADGES: We are a proud partner of Apache Healthy Stores
  9. OTHER MATERIALS:  
Promo posters in stores the week before  
Banner hung during kickoff  
Balloons  
Music



## PHASE 2:

# START THE DAY WITH A HEALTHY BREAKFAST

OCTOBER 1 - NOVEMBER 15, 2003

THEMES	Start the day with a healthy breakfast
MESSAGES	<ol style="list-style-type: none"> <li>1. Low fat and skim milk contain all the nutrition without too much fat</li> <li>2. Start your day with a healthy breakfast</li> <li>3. A healthy breakfast gives you energy</li> <li>4. Start your family's day in a "fruitful" way</li> </ol>
FOODS	<p>Low fat and skim milk            Lower sugar, higher fiber cereals            Fruits for breakfast</p>
BEHAVIORS	<p>Consume low fat or skim milk and lower sugar cereals            Eat fruits with breakfast</p>
SHELF LABELS	<p>Low fat and skim milk            Lower sugar, higher fiber cereals            Fruits</p>
COOKING DEMO/TASTE TEST	<p>Taste test lower fat milks &amp; healthier cereals</p> <ol style="list-style-type: none"> <li>1. Taste test milk</li> <li>2. Milk fat jar demonstration</li> <li>3. Taste test cereals</li> <li>4. Hand out small boxes of cereal &amp; milk, *make chart for milk t</li> </ol>
EDUCATIONAL DISPLAY	<p>"A Healthy Breakfast Gives you Energy" (display compares fat content of milks and cost of different breakfasts)</p>
POSTER	<ol style="list-style-type: none"> <li>1. Start your day...with a healthy breakfast: Woman and toddler eating low sugar cereal and low fat milk</li> <li>2. A healthy breakfast gives you energy: Before - image of teen boy drinking milk and eating fruit followed by after image of teen boy playing high energy basketball</li> <li>3. A healthy breakfast gives you energy: girls basketball</li> <li>4. Start your family's day in a fruitful way!: Picture of a kitchen scene with colorful fruit all around</li> </ol>

- RECIPE CARD    None
- CARTOON        Use "fruitful way" poster in newspaper
- FLYERS            1. How many fruits can you find?:  
                      Kitchen scene in black and white for kids to color
2. Cheerios vs. Frosted Flakes: Cereal label reading
3. Check the sugar!:  
                      Comparison of sugar in Cheerios and Fruit Loops
4. How much do you eat?  
                      Comparison of portion sizes/calories
- RADIO ANNOUNCEMENTS  
                      Theme music  
                      Announce taste tests
- GIVEAWAY        1. Lower sugar, higher fiber cereal boxes  
                          (Cheerios, Oatmeal, Nutrigrain, Total, Wheaties)
2. Small cartons of 1% or skim milk



## PHASE 3:

# COOKING AND EATING WITH LESS FAT

OCTOBER 16 - NOVEMBER 30, 2003

THEMES	<p>Cooking spray and clean up</p> <p>The many uses of cooking spray</p> <p>Let the true taste shine through (less added fat)</p>
MESSAGES	<ol style="list-style-type: none"> <li>1. Cooking spray has many uses</li> <li>2. Fry less, reduce mess</li> </ol>
FOODS	Cooking spray
BEHAVIORS	<p>Proper use of cooking spray</p> <p>Reduce added fats, use less butter</p>
SHELF LABELS	Cooking spray
COOKING DEMO/TASTE TEST	<p>Potatoes and eggs cooked w/ spray:</p> <ol style="list-style-type: none"> <li>1. Demonstration of cooking potatoes &amp; eggs with cooking spray</li> <li>2. Show where cooking is in the store</li> <li>3. Demonstration of cooking eggs &amp; pancakes with cooking spray</li> </ol>
EDUCATIONAL DISPLAY	<p>Left "cost comparison" panel: comparison of price per serving of cooking spray, cooking oil and shortening/lard.</p> <p>Center "phase theme" panel: Suggestions on kinds of foods that can be prepared lower-fat with cooking spray.</p> <p>Right nutrition info panel: Q &amp; A about saturated fats and comparison of how much total fat and saturated fat are in cooking spray, vegetable oil, and shortening.</p>
POSTER	<p><i>Cooking Spray Has Many Uses:</i> Mother using cooking spray and flinging breakfast foods through the air, toddler with plate of pancakes.</p> <p><i>Save Money with Cooking Spray:</i> Comparison of per serving cost of cooking spray versus shortening.</p>
RECIPE CARD	Yummy and low-fat eggs and potatoes recipe

- CARTOON Use "Why use cooking spray?" flyer for newspaper
- FLYER Why Use Cooking Spray?: Advantages of using cooking spray  
Cut fat with cooking spray! Comparison of fat in shortening and cooking spray.
- RADIO ANNOUNCEMENTS  
Theme music  
Announce cooking demos/taste tests
- GIVEAWAY Cooking spray\*

**EAT WELL, STAY STRONG, LIVE LONG!**



## Why use cooking spray?

- 1. Adds no fat, calories, or salt!**
- 2. Makes clean up easy!**
- 3. Tastes great!**

APACHE HEALTHY STORES

## PHASE 4:

## MAKING HEALTHY DINNERS

DECEMBER 1, 2003- JANUARY 15, 2004

THEMES	Make quick healthy dinners at home Drain and rinse ground meat when you cook Eat smaller meals at restaurants	NOTES
MESSAGES	Supersizing doesn't pay; eat less for better health Be lean, it's less mean on your heart Drain and rinse the fat away	
FOODS	Pork and beans lean ground meats	
BEHAVIORS	Choose pork & beans vs. regular chili Choose smaller portion sizes when eating out Drain and rinse ground meat Choose lower fat ground meats	
SHELF LABELS	Pork and beans Lean ground meats	
COOKING DEMO/TASTE TEST	Cook pork and beans & potatoes (add corn, onions) with tortillas Drain and rinse meat for chili, taco salad, and gravy: <ul style="list-style-type: none"> <li>• Demonstrate drain and rinse method</li> <li>• Discuss uses of drained and rinsed ground beef</li> <li>• Demonstrate preparation of chili, taco salad, and/or low-fat gravy</li> </ul>	
EDUCATIONAL DISPLAY	Be lean on your heart — Drain the fat away! (how to drain and rinse ground meat)	
POSTER	1. What if superheroes supersized? (obese superman is weighed down by super size fries ) 2. Read the nutrition labels and choose lower fat (Dad choosing between pork and beans and chili)	
RECIPE CARDS	Hearty pork & beans mixed with potatoes	



Good and healthy gravy  
 Tasty taco salad  
 Homemade chili con carne

NOTES

CARTOON

Supersizing is not a good deal:  
 (a) Family goes to fast food restaurant  
 (b) Looks at menu and someone notes the "deal" of supersizing  
 (c) Boy imagines himself becoming "biggie- sized"  
 (d) He makes the right choice ("Dad, I think I'll have a regular size")

FLYERS

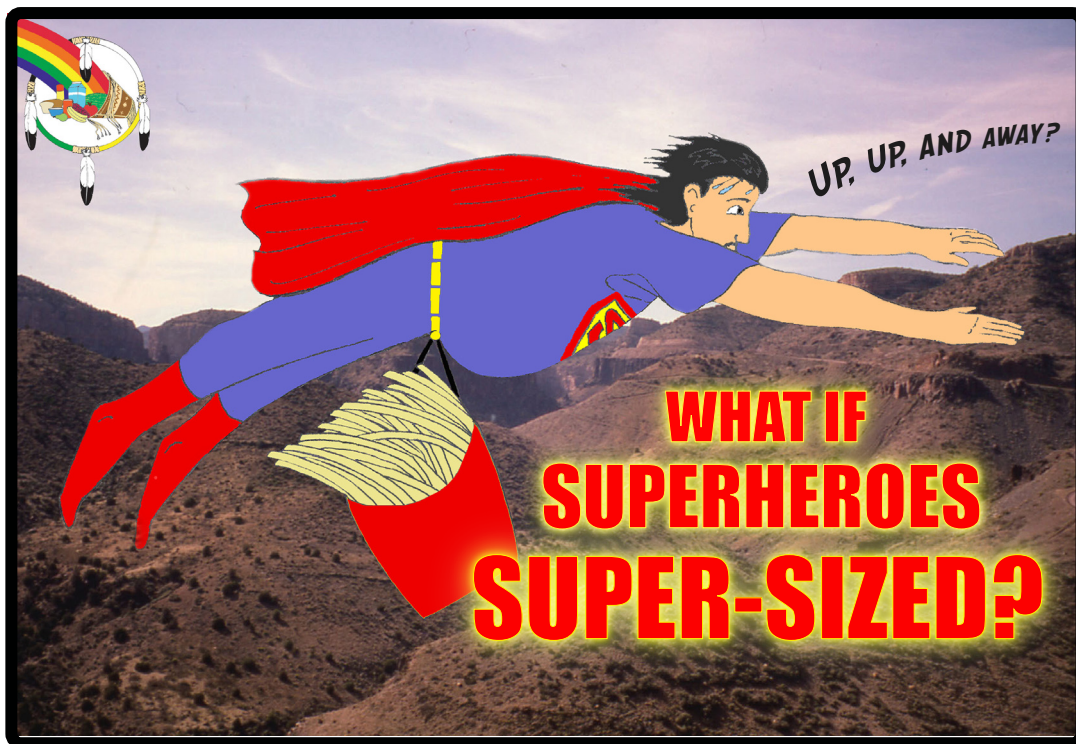
1. Comparison of pork & beans and regular chili food labels
2. Supersizing doesn't pay: comparison of supersized meal vs. regular meal – cost, calories, and pounds added yearly

RADIO ANNOUNCEMENTS

Theme music  
 Announce taste tests

GIVEAWAY

Can of pork and beans\*



# PHASE 5: DRINKING HEALTHY BEVERAGES

FEBRUARY 1 - MARCH 16, 2004

- THEMES** Drinking healthy beverages
- MESSAGES** Drink water to really stop your thirst.  
It costs a lot less!
- FOODS** Water  
Diet sodas
- BEHAVIORS** Drink water and diet sodas rather than regular sodas and other high calorie drinks.
- SHELF LABELS** Diet soda, Water; Label needed for water lever on soda fountains
- COOKING DEMO/TASTE TEST**  
Taste test (ice cold) diet sodas:  
1. Customers taste variety of diet sodas  
2. Show water lever on fountain drink machine  
3. Discuss advantages of water
- EDUCATIONAL DISPLAY**  
Quench your thirst with water (shows sugar content of popular sodas and compares cost of soda with water)
- POSTERS**  
1. Regular versus diet soda boxing match (diet wins because it has no calories or sugar and doesn't make people sick)  
2. Look for the water lever at the soda fountain (it costs less!)
- CARTOON**  
1. Woman at convenience store chooses diet soda for her health
- RADIO ANNOUNCEMENTS**  
Theme music  
Announce taste tests
- GIVEAWAYS** Water bottle; diet soda



# PHASE 6: SHOP WISELY, EAT 5 FRUITS & VEGGIES A DAY

MARCH 16 - APRIL 30, 2004

THEMES	Healthy snacks (fruits & veggies w/low fat dips) How to shop
MESSAGES	It's easy to eat five fruits and vegetables a day Slam dunk more fruits and vegetables Shop wisely - use a list!, Shop wisely - read food labels!
FOODS	Fresh fruits and vegetables Lower fat dressings and dips
BEHAVIORS	Eat fruits and vegetables for snacks Use food labels and shelf labels when selecting foods
SHELF LABELS	Fruits and vegetables Deli foods, dips, and salad dressings
COOKING DEMO/TASTE TEST	Taste test of vegetables and low-fat dip
EDUCATIONAL DISPLAY	It's Easy to Eat 5 Fruits and Vegetables a Day!
POSTERS	<ol style="list-style-type: none"> <li>1. Teen boy dunking vegetables (like basketballs) in a dip container (hoop) (Slam dunk more fruits and vegetables)</li> <li>2. Mom reading grocery list as she walks down aisle with AHS shelf labels.</li> <li>3. Dad reads food label on cereal box.</li> <li>3. Apple, zucchini, orange, carrot, corn walking out of burden basket ((Eat 5 fruits and vegetables a day!).</li> </ol>
FLYER	<ol style="list-style-type: none"> <li>1. Healthy Food Can be Cheaper</li> <li>2. Comparison of regular vs. low-fat dressing</li> </ol>
RADIO ANNOUNCEMENTS	Theme music Announce cooking demos/taste tests
GIVEAWAYS	Low fat dip



## SUMMARY:

# FOODS & BEHAVIORS

PHASE	PROMOTED FOODS	PROMOTED BEHAVIORS
0	--	Recognize store intervention materials
1	Pretzels Baked chips	Recognize store intervention materials Read food labels
2	Low-fat (1%) milk Skim (nonfat) milk Lower sugar cereals Higher fiber cereals Fruits	Consumer lower sugar & higher fiber cereals Consumer low-fat or skim milk Eat fruit for breakfast
3	Cooking spray	Use cooking spray
4	Pork and beans Lean ground beef Low-fat gravy (home-made)	Choose pork and beans vs. regular chili Choose smaller portion sizes when eating out Drain and rinse Choose lean ground beef Make low-fat gravy
5	Water Diet sodas	Choose water over soda Choose diet soda over regular soda
6	Fruits and vegetables Low-fat salad dressings	Eat fruits & vegetables for snacks Eat vegetables with low-fat dressing for snacks Use food labels when selecting foods Shop with a list

# INTERVENTIONIST WORK PLAN

## IN THE WEEK BEFORE A PHASE BEGINS:

1. Make sure store has stocked/ordered foods to be promoted.
2. Give newspaper that phase's cartoon/other materials (be sure that the paper is coming out the first week of the phase)
3. Make sure you have at least 250 copies of each flyer.
4. Have the educational display ready to go for the upcoming phase.
5. Deliver completed radio announcement forms to radio station(s).
6. Arrange with store manager for a space to conduct the cooking demonstrations/taste tests.
7. Make sure you have all food (non-perishable) and materials needed for each cooking demonstration/taste test.

## IN THE FIRST WEEK OF A PHASE:

1. Put up the appropriate shelf labels for the foods being promoted.
2. Put up all posters for that phase (large posters will go in Bashas and some community locations, 13x19 will go in small stores).
3. Put up the educational display for that phase.

**DURING THE PHASE:**

1. Check every week to make sure the promoted food is in stock (if running low, and at early stage of promotion, ask manager to order more)
2. Make sure the shelf labels are under the appropriate foods (sometimes food stocks are shifted around).
3. Regularly check to make sure the posters are still up. Re-attach if they are falling down.
4. Look in the Apache Scout/Moccasin for the cartoons/other materials in the newspaper.
5. Hand out flyers at each cooking demonstration.
6. Regularly visit the educational display to maintain it and restock it as needed.
7. Make sure radio announcements are taking place as planned.

**AFTER THE PHASE HAS BEEN COMPLETED:**

1. Take down all posters and the educational display.

# PROMOTED FOODS



# FOODS TO BE STOCKED IN THE STORES

## WORKING WITH STORE PARTNERS TO STOCK FOODS

Store partners of the Apache Healthy Stores project have agreed to stock specific minimum quantities of foods for promotion for specific phases of the intervention.

The interventionist needs to work with store managers and vendors to make sure:

- the foods to be stocked are on the shelves,
- visible when customers walk through the aisles,
- labeled with Apache Healthy Stores shelf labels,
- & priced appropriately (ie. not more than less healthy options).

The interventionist should make sure the promoted food(s) are stocked at the beginning of each phase, and at least every other week during the phase. This should be done by direct observation.

If the promoted foods are not available, the interventionist should immediately meet with the store manager/owner and/or vendor, discuss barriers to stocking the food, problem solve, and encourage them to stock the food. The interventionist should talk to the store owner/manager about sales of the food, what could be done to enhance sales, such as positioning the food better.

The interventionist should encourage the store owners/managers to continue to stock the promoted foods AFTER the phase has been completed.

**NOTE:** This is probably the single most important component of the whole Apache Healthy Stores intervention. If we cannot get the stores to consistently stock promoted foods, we will not succeed.



# FOOD PROMOTION LIST

<b>Date</b>	<b>Food</b>	<b>Minimum Amount needed per store</b>
PHASE 1:	Pretzels	20 units Large and small bags
	Baked potato chips	20 units. Large and small bags
	Pretzels (low sodium)	10 units
	Baked tortilla chips	20 units
	Saltine crackers	20 units
	Fresh fruit	10-20 units
PHASE 2:	2% milk	20 units
	1% milk	10 units
	Skim milk	10 units
	Any of the following cereals: Cheerios, Wheaties, Nutrigrain. Shredded wheat, Life, Corn Flakes, Chex	20 units (of all varieties combined)
	Fresh fruit	20 units
PHASE 3:	Cooking spray	10 units
	Eggs	20 units
	Potatoes	20 units
PHASE 4:	Pork and beans	25 units
	Corn (frozen or canned)	20 units
	Onions	20 units
	Healthy deli offerings	10 units
	Cooking spray	25 units
	Lean ground meat	10 units (not done if store does not stock meat)
PHASE 5:	Diet sodas, cans	100 units-
	Water in bottle	100 units-
	Diet soda offered on fountain	--

# COMMUNICATION *materials*

# SHELF LABELS

## DESCRIPTION OF SHELF LABELS AND INSTRUCTIONS FOR USE

The interventionist is responsible for making sure the appropriate AHS shelf labels are up for every promoted food. The shelf labels are intended to serve as an easy reference for shoppers - to help them choose healthier alternatives over less healthy offerings in the food section.

The following shelf labels have been developed:

**HEALTHY FOOD CHOICE:** intended to refer to an overall healthy food choice, not so much a direct alternative to other foods (ie. For fruits and vegetables)

**LOWER IN SUGAR:** intended to refer to a food choice which has substantially less sugar than foods in a similar category that are more commonly consumed (eg. Lower sugar cereals like Cheerios).

**LOWER IN FAT:** intended to refer to a food choice which has substantially less fat than foods in a similar category that are more commonly consumed (eg. Bologna lite).

**HIGHER IN FIBER:** intended to refer to a food choice which has substantially more fiber than foods in a similar category that are more commonly consumed (eg. Shredded wheat).

Shelf labels from previous phases should stay up during the entire 12 month period of the intervention. They should be checked up on with each new phase and replaced if damaged.

There may be other promotional materials (such as an informational flyer) that go up alongside some of the promoted foods. These provide additional information on the product. It is likely that this will work only in the larger supermarkets.

It is likely that items on the shelves may shift when foods are restocked and that the shelf label may no longer sit under the appropriate food. The interventionist needs to check the label placement weekly and make sure they are properly located, and shift them if necessary. Note: the interventionist should make sure she/he has the permission of the manager before making these adjustments.



# PROMOTED FOOD SHELF LABELS

PHASE/DATE	FOOD	SHELF LABEL(S)	OTHER MATERIALS
Phase 1 (June 15, 2003)	Pretzels	LF	Flyer comparing nutrition content of pretzels vs. chips or regular vs. baked chips
	Baked potato chips	LF	
	Pretzels (low sodium)	LF	
	Baked tortilla chips	LF	
	Saltine crackers	LF	
	Fresh fruit	HFC, LF	
Phase 2 (August 1, 2003)	2% milk	--	
	1% milk	LF	
	Skim milk	LF	
	Any of the following cereals: Cheerios, Wheaties, Nutrigrain. Shredded wheat, Life, Corn Flakes, Chex	LS – Life, Cheerios, Rice Krispies, Wheaties, Corn Flakes HF – Shredded Wheat, Oatmeal, Chex	
	Fresh fruit	HFC, LF	
	Phase 3 (September 15, 2003)	Cooking spray	HFC
Eggs		--	
Potatoes		--	
Phase 4 (November 1, 2003)	Pork and beans	LF	
	Corn (frozen or canned)	--	
	Onions	--	
	Healthy deli offerings	LF, HFC	
	Cooking spray	HFC, LF	
	Lean ground meat	LF	
Phase 5 (February 1, 2003)	Diet sodas, cans	LS	calories for reg and diet soda
	Water in bottle	LS, HFC	
	Diet soda offered on fountain	LS	

## GUIDELINES FOR USING POSTERS

### ABOUT THE POSTERS:

Posters are one of the main mass media communication methods that are being used in the Apache Healthy Stores program. Each phase of the AHS intervention has one or more posters that have been developed for that phase. We will use larger posters (2'x3') in the Bashas stores and community locations. Post the tabloid size posters (11"x17") in smaller stores since space is limited and the smaller ones are less likely to be removed by store staff.

### WHEN TO HANG:

The appropriate posters must be put up in the first 3 days of the intervention phase. At the end of each promotional phase, the Interventionist will take down the old posters, and put up the new posters.

### LOCATIONS:

In addition to intervention stores, hang posters in community locations such as the IHS hospital and social services where they will get more exposure since people are forced to wait in these locations. Also hang them in churches, community centers, etc. if possible. They should be evenly divided between the WMAT and SCAT reservations. The interventionist will need to get permission to put up the posters and selecting a suitable location at each site. They should only be put up in the intervention community locations, and NOT in the comparison communities. **PLEASE NOTE: No posters or any other intervention materials should be put up in Hondah, McNary, Carrizo, Cibecue or Bylas.**

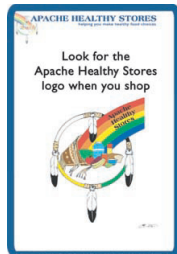
### DOCUMENTATION AND MAINTENANCE:

The interventionist will need to record where and when each poster is put up using the PROMOTIONAL MATERIALS RECORDING LOG (see Appendix A). The interventionist will need to Monitor store posters to ensure that they are securely posted and rehang posters that may have fallen or been torn down. Damaged posters should be replaced. Old posters (in good condition) should be stored in the project office.

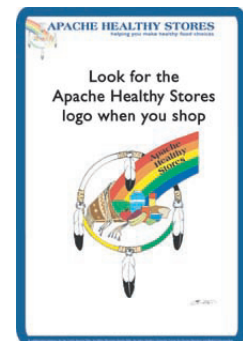
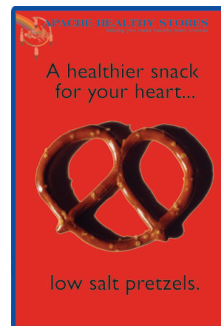
# POSTERS FOR EACH PHASE

All posters will be printed in both 11" x 17" and 2'x3' formats.

## PHASE 0 - TEASERS

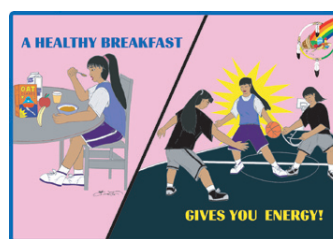


## PHASE 1 - KICKOFF & EATING HEALTHY SNACKS

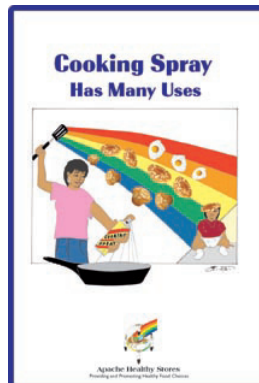


VISUALS

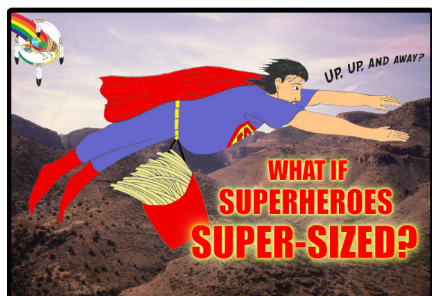
## PHASE 2 - START THE DAY WITH A HEALTHY BREAKFAST



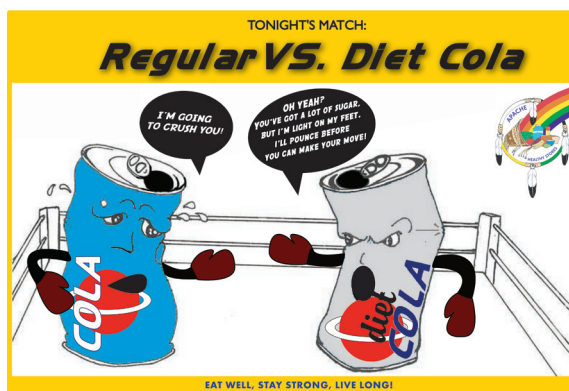
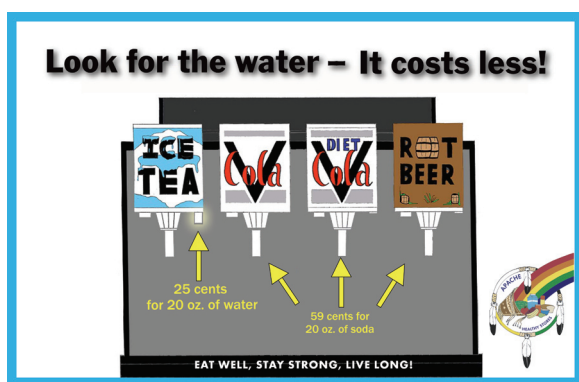
## PHASE 3 - COOKING & EATING WITH LESS FAT



PHASE 4 - MAKING HEALTHY DINNERS

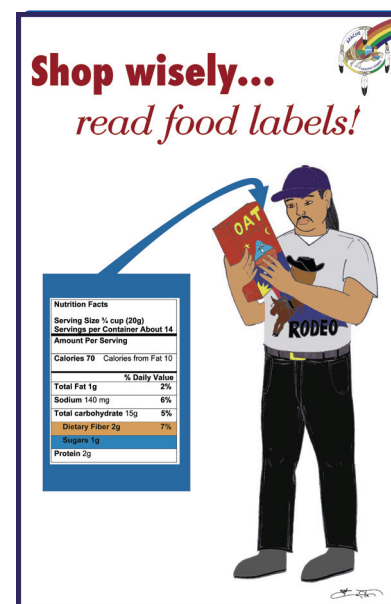
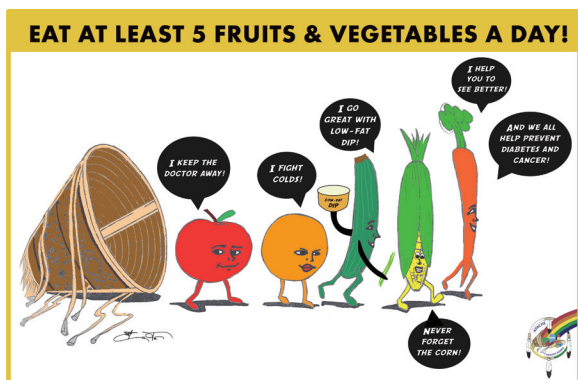


PHASE 5 - DRINKING HEALTHY BEVERAGES



VISUALS

PHASE 6 - EAT 5 A DAY/SHOP WISELY



# NEWSPAPER CARTOONS

## GUIDELINES FOR USING NEWSPAPER CARTOONS

Six newspaper cartoons have been developed to support different phases of the intervention. These cartoons present the motif family engaging in and making decisions about some of the healthy foods and behaviors that are promoted.

The cartoons should be printed in the Apache Scout which comes out every two weeks and the Moccasin, which comes out every week.

The cartoon selected for each phase should be printed at least twice during each phase (each phase, being 6 weeks long, could have as many as three printings).

The interventionist must make sure the cartoons are submitted on time to the two newspapers, and that they appear consistently in the same place of the paper. We want the reader to continue to go back to the same place to see the latest cartoon.

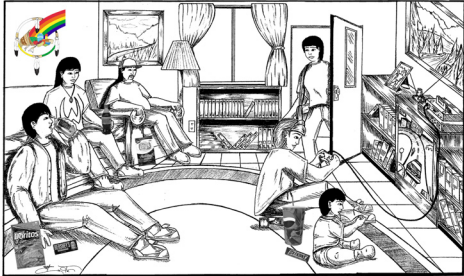
In phases where we do not have a cartoon, we should use one of the posters/flyers that has our characters in it instead.



# CARTOONS BY PHASE

## PHASE 0

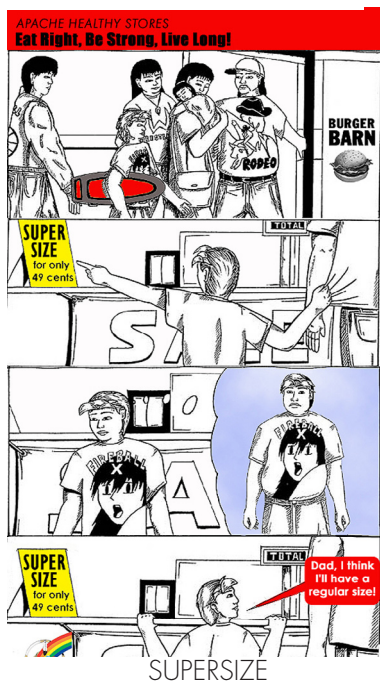
WHAT COULD THIS FAMILY DO...



TO EAT RIGHT, STAY STRONG & LIVE LONG?

INTRO TO FAMILY

## PHASE 4



## PHASE 1



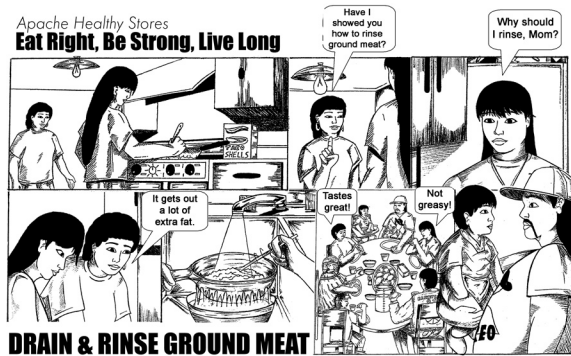
LOOK FOR AHS SHELF LABEL

## NOTES

For phases that don't have a cartoon (phases 2, 3, 6), one of the flyer images should be submitted to the newspaper instead. See "cartoon" section within each phase in section 2.

VISUALS

## PHASE 4

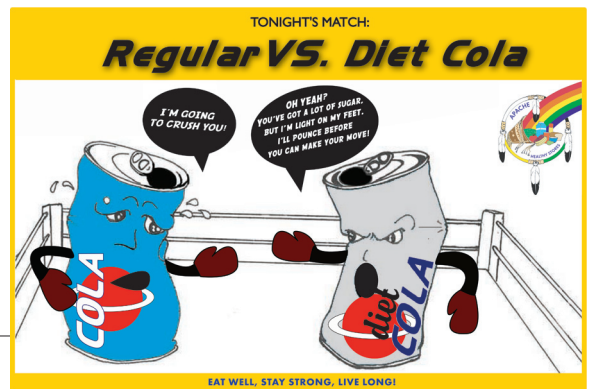


DRAIN & RINSE GROUND MEAT

## PHASE 5



DIET VS. REGULAR SODA GIRL CHOOSES DIET



# FLYERS

## USE OF FLYERS

Flyers are a form of educational material on which more information about a topic may be conveyed. They are used in multiple ways in the Apache Healthy Stores project:

**HAND-OUTS:** Flyers may be handed out by the interventionist during taste tests.

**BAG INSERTS:** Some of the larger stores, such as Bashas, have expressed willingness to hand them directly to their customers – in the form of bag inserts. This seems like a more effective way to distribute flyers.

**SHELF LABEL ADDITIONS:** Smaller flyers should be positioned on the store shelf next to the promoted foods. This would only be done for a few foods, and would not be a full size flyer.

**NOTE:** The interventionist will be responsible for making sure flyers are available and appropriately used during each phase of the program.

## 1 – INTRODUCTION & KICKOFF

**Pretzels vs. Chips**

Nutrition Facts		Nutrition Facts	
Serving Size 1 oz. (28g) 17 pretzels		Serving Size 1 oz. (28g) 20 chips	
Amount Per Serving		Amount Per Serving	
% Daily Value*		% Daily Value*	
<b>110 CALORIES</b>		<b>110 CALORIES</b>	
<b>1 GRAM OF FAT</b>	2%	<b>10 GRAMS OF FAT</b>	20%
Cholesterol 0 mg	0%	Cholesterol 0 mg	0%
Sodium 100 mg	2%	Sodium 100 mg	2%
Total Carbohydrate 25g	5%	Total Carbohydrate 25g	5%
Dietary Fiber 1g	2%	Dietary Fiber 1g	2%
Total Protein 1g	2%	Total Protein 1g	2%

**SERVING SIZE = 17 pretzels**      **SERVING SIZE = 20 chips**

PRETZELS VS. CHIPS

**Baked vs. Regular Chips**

Nutrition Facts		Nutrition Facts	
Serving Size 1 oz. (28g) 11 chips		Serving Size 1 oz. (28g) 11 chips	
Amount Per Serving		Amount Per Serving	
% Daily Value*		% Daily Value*	
<b>110 CALORIES</b>		<b>110 CALORIES</b>	
<b>1.5 GRAMS OF FAT</b>	3%	<b>7 GRAMS OF FAT</b>	14%
Cholesterol 0 mg	0%	Cholesterol 0 mg	0%
Sodium 100 mg	2%	Sodium 100 mg	2%
Total Carbohydrate 20g	4%	Total Carbohydrate 20g	4%
Dietary Fiber 1g	2%	Dietary Fiber 1g	2%
Total Protein 1g	2%	Total Protein 1g	2%

**SERVING SIZE = 11 chips**      **SERVING SIZE = 11 chips**

BAKED VS. REGULAR CHIPS



LOOK FOR LOGO CARTOON

VISUALS

PHASE 2-START THE DAY WITH A HEALTHY BREAKFAST

**How much do you eat?**

2 cups  
200 calories  
3 grams sugar

3/4 cup  
70 calories  
1 gram sugar

CEREAL PORTION COMPARISON

**Check the Sugar!**

1 gram of sugar

12 grams of sugar

CEREAL SUGAR COMPARISON

**Toasted Os vs. Sugar Flakes**

Nutrition Facts		Nutrition Facts	
Serving Size 1/2 cup (30g) Amount per Serving		Serving Size 1/2 cup (30g) Amount per Serving	
Calories 70	Calories from Fat 10	Calories 120	Calories from Fat 10
% Daily Value*	% Daily Value*	% Daily Value*	% Daily Value*
Total Fat 1g	2%	Total Fat 1g	2%
Sodium 140 mg	6%	Sodium 100 mg	4%
Total Carbohydrate 15g	6%	Total Carbohydrate 30g	6%
Dietary Fiber 2g	4%	Dietary Fiber 1g	2%
Sugars 12g	24%	Sugars 12g	24%
Protein 2g	4%	Protein 2g	4%

3 Grams of Fiber  
1 Gram of Sugar

1 Gram of Fiber  
12 Grams of Sugar

SERVING SIZE = 3/4 cup

SERVING SIZE = 3/4 cup

FIBER & SUGAR COMPARISON



FIND THE FRUIT COLORING EXERCISE

**Healthy Foods Can be Cheaper**

7 lbs. for \$3.29

1 bag for \$3.29

APACHE HEALTHY STORES

HEALTHY IS CHEAPER COMPARISON

VISUALS

3 – COOKING & EATING WITH LESS FAT

**CUT COST with cooking spray**

Krisco Shortening: 6 cents per serving

Oil: 7 cents per serving

Pan Coat: 3 cents per serving

COOKING METHODS - COST

**CUT FAT with cooking spray**

Krisco Shortening: 11 g SATURATED FAT

Oil: 5 g SATURATED FAT

Pan Coat: 0 g SATURATED FAT

COOKING METHODS - FAT

**Why use cooking spray?**

1. Adds no fat, calories, or salt!
2. Makes clean up easy!
3. Tastes great!

APACHE HEALTHY STORES

COOKING SPRAY ADVANTAGES

# FLYERS, continued

## 4 – MAKING HEALTHY DINNERS

### Pork & Beans\* VS. Beef Chili\*

Nutrition Facts		Nutrition Facts	
Serving Size 1 cup (240g) Servings per Container About 3		Serving Size 1 cup (247g) Servings per Container About 2	
Amount Per Serving		Amount Per Serving	
Calories 220	Calories from Fat 20	Calories 270	Calories from Fat 60
<b>3 Grams of Fat</b>	<b>6%</b> Daily Value	<b>7 Grams of Fat</b>	<b>14%</b> Daily Value
Saturated Fat 1g	2%	Saturated Fat 3g	6%
Cholesterol 0 mg	0%	Cholesterol 30 mg	60%
Sodium 90 mg	2%	Sodium 100 mg	2%
Total carbohydrate 48g	16%	Total carbohydrate 34g	11%
<b>12 Grams of Fiber</b>	<b>24%</b> Daily Value	<b>7 Grams of Fiber</b>	<b>14%</b> Daily Value
Sugars 1g		Sugars 1g	
Protein 12g		Protein 16g	
Vitamin A 0% • Vitamin C 4%		Vitamin A 10% • Vitamin C 0%	
Calcium 0% • Iron 20%		Calcium 0% • Iron 10%	

**Know what you're eating – read the labels!**

Apache Healthy Stores  
Helping you make healthy choices.

\*Store bought canned versions.

### IT MAY SEEM LIKE A GOOD DEAL TO SUPERSIZE...



Calories=1187  
Fat grams=52  
Cost=\$3.25 (approx.)



Calories=1547  
Fat grams=59  
Cost=\$3.75 (approx.)

**BUT "SUPERSIZING" EVEN JUST ONCE A WEEK COULD ADD MORE THAN 5 POUNDS OF BODY FAT PER YEAR!**

VISUALS

## 5– DRINKING HEALTHY BEVERAGES

### EAT WELL, STAY STRONG, LIVE LONG: Choose healthier beverages



**I WANT TO LOOK AND FEEL MY BEST. I'LL CHOOSE DIET!**

**THE ALWAYS GOES TO HEALTHY. MAYBE I SHOULD SWITCH TO DIET TOO.**

## 6 – EAT 5 A DAY/SHOP WISELY

### Fat Free vs. Regular Dressing

Nutrition Facts		Nutrition Facts	
Serving Size 2 Tbsp (30mL) Servings per Container About 16		Serving Size 2 Tbsp (30mL) Servings per Container About 16	
Amount Per Serving		Amount Per Serving	
Calories 50	Calories from Fat 0	Calories 160	Calories from Fat 150
<b>0 GRAMS OF FAT</b>	<b>0%</b> Daily Value	<b>17 GRAMS OF FAT</b>	<b>34%</b> Daily Value
Total Fat 0g	0%	Total Fat 17g	34%
Saturated Fat 0g	0%	Saturated Fat 2.5g	5%
Cholesterol 0 mg	0%	Cholesterol 10 mg	20%
Sodium 350 mg	7%	Sodium 210 mg	4%
Total carbohydrate 11g	2%	Total carbohydrate 1g	0%
Dietary Fiber 0g	0%	Dietary Fiber 0g	0%
Sugars 2g		Sugars 1g	
Protein 0g		Protein 0g	
Vitamin A 0% • Vitamin C 0%		Vitamin A 0% • Vitamin C 0%	
Calcium 0% • Iron 0%		Calcium 0% • Iron 0%	

**1 Serving = 2 Tablespoons**

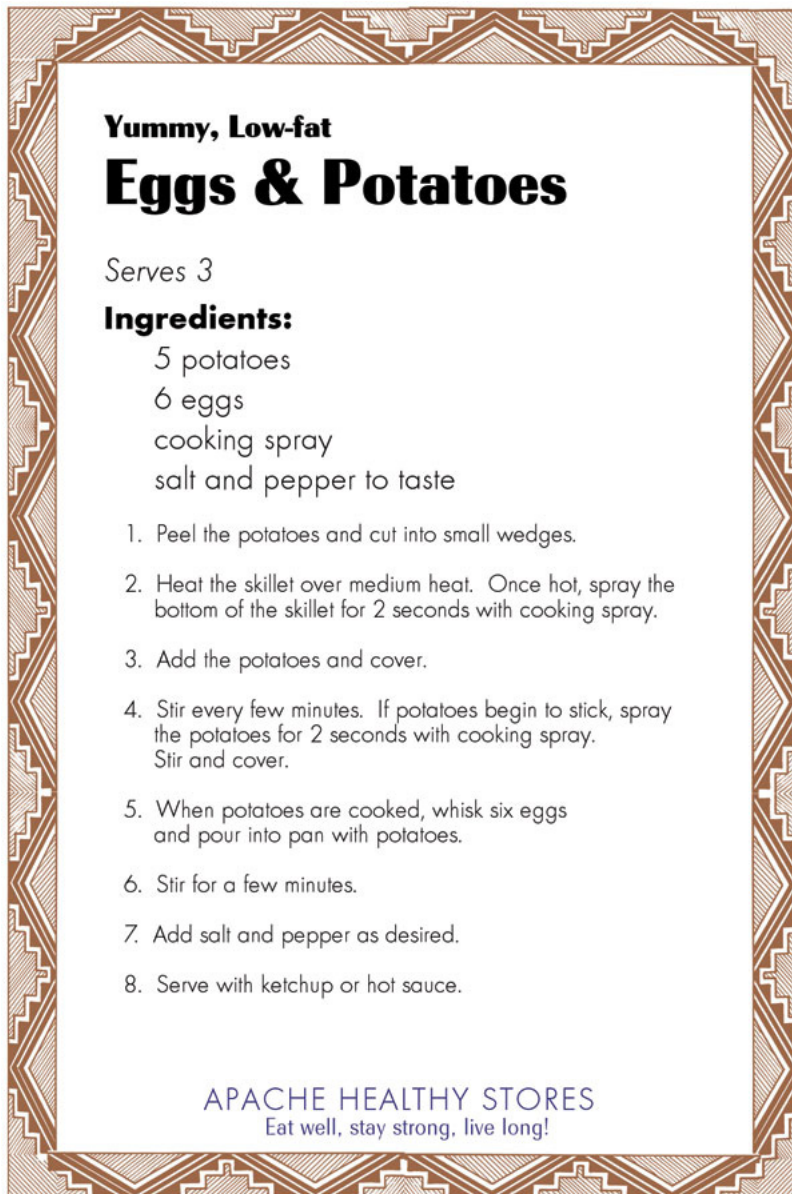
Images of Fat Free Ranch and Regular Ranch dressing bottles.

# RECIPE CARDS

Recipes will be printed on 4" x 6" cards that should be handed out during cooking demonstrations. They will provide simple instructions for people to follow at home based on what they saw/tested during the cooking demonstration.

They could also be printed in the Apache Scout and the Mocassin for phases that do not have cartoons.

example recipe card from phase 3



# EDUCATIONAL DISPLAYS



Be healthy & save money by draining and rinsing ground meat

- Half the fat, fewer calories
- Better heart health
- No added cost!

**EAT RIGHT, BE STRONG, LIVE LONG!**

## Be Lean on Your Heart: DRAIN THE FAT AWAY!

### HOW TO DRAIN & RINSE GROUND MEAT

**STEP 1: COOK THE MEAT UNTIL COMPLETELY BROWNED.**



**STEP 2: DRAIN OFF THE FAT.**



**STEP 3: ADD HOT WATER TO THE MEAT, STIR THOROUGHLY, THEN DRAIN THE MEAT IN A COLANDER.**



**STEP 4: THROW OUT THE DRAINED & RINSED FAT.**



**STEP 5: SEASON YOUR LOWER FAT MEAT AND ADD TO YOUR FAVORITE DISHES.**



Drained and rinsed meat can be used in a variety of dishes:

- Tacos
- Spaghetti sauces
- Tamales
- Apache burgers
- Chili
- Sloppy Joes
- Burritos
- Indian tacos

**BY DRAINING & RINSING, YOU CAN DRAMATICALLY LOWER THE FAT!**

NOTE: The original fat lost in ground meat makes a difference in the amount of fat that can be removed from it.

**APACHE HEALTHY STORES Q & A**

**Q:** How much fat is removed from ground meat by draining and rinsing it?

**A:** Rinsing and draining your meat can help you cut the fat in half. And studies show that no other nutrients are lost.

Which method would you choose?

**Blotting:**  
**GOOD**



Blotting a burger (or ground meat) with paper towels can generally lower the fat by about 1 or 2 grams.

**Draining:**  
**BETTER**



Draining the fat from ground meat after cooking can lower the fat by about 5 or more grams.


**Draining & Rinsing:**  
**BEST**



Draining AND rinsing the fat from ground meat after cooking can lower the fat content by 9 grams or more!


Educational displays will serve as an ongoing information source in the larger stores. The displays will be linked to each phase of the intervention. They will be designed to grab attention and to send a clear, simple, visual message reinforcing the project messages. The interventionist should take an educational display with them when conducting taste tests or cooking demonstrations. A large educational display should be up in the Bashas' stores at all times during the intervention.

VISUALS




Save money, drink water!

59 cents for 20 ounces of soda




25 cents for 20 ounces of water



**EAT RIGHT, BE STRONG, LIVE LONG!**

## QUENCH YOUR THIRST WITH WATER



Look for the hidden water tap!

**WATER HAS ZERO CALORIES AND COSTS LESS THAN SODA. WHY NOT GO FOR THE WATER WHEN YOU'RE THIRSTY?**

**ADVANTAGES OF WATER**

1. Really quenches your thirst
2. Keeps up your body fluids so you perform better
3. Far cheaper and better for your health than soda

**SAVE MONEY & CALORIES BY CHOOSING WATER!**


**APACHE HEALTHY STORES Q & A**


**Q:** Aren't diet sodas only for people with diabetes or other health conditions?


**A:** Diet sodas are for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person.


**How much sugar is in your soft drink\*?**

\*Amount of sugar in a 12 ounce soda  
1 sugar cube = 1 teaspoon or 4 grams

Orange or cream soda: 

Mountain Dew: 

Cola, Root Beer, or Sprite: 

7-UP: 

Diet sodas or water: **ZERO Sugar, ZERO Calories!**

NOTE: If you are drinking more than 12 ounces of soda, you are consuming more sugar than is pictured here. For every 4 ounces of sugar, you are consuming 1 teaspoon of sugar.

# RADIO ANNOUNCEMENTS

Radio announcements will be used to announce key events and convey project messages. Each phase will have specific messages that reinforce the themes introduced in the stores. The radio announcements will alert customers to which stores are intervention stores and when cooking demonstrations will take place.

## ALERT CUSTOMERS ABOUT:

- Kickoff and other special events
- Cooking demonstrations
- General information about the AHS program (messages)

## TIMING

- At least 3 times a day prior to day of demo (8am, 12pm, 5pm)
  - May be prerecorded or read live by DJ  
(If prerecorded, will have background music)
  - In Apache and English
- Other announcements made at different times during the day, at least 2 times a day
  - Morning announcements: target adults
  - Evening announcements: target younger listeners
- Messages played associated with specific phases
  - Can use different local people to pass on messages. Ex.- HS students – water or diet sodas better than regular soda

## APACHE HEALTHY STORES RADIO ANNOUNCEMENT FORM

TO BE PLAYED:

DATE: \_\_\_/\_\_\_/\_\_\_

TIMES:

LANGUAGE:

- English only
- Apache only
- Apache and English

MESSAGE:

- Play Apache Healthy Stores – short theme
- Play Apache Healthy Stores – long theme

Hello! This is the Apache Healthy Stores project, working with local stores to provide and promote healthy food choices.

On \_\_\_\_\_ (day of week) \_\_\_\_\_ (date) at \_\_\_\_\_ (time) the Apache Healthy Stores project will be conducting cooking demonstrations at \_\_\_\_\_ (name of store)! We will be \_\_\_\_\_ (specific activity). There will be \_\_\_\_\_ (giveaways). Please come and learn more about how to live a long and healthy life!

---

---

---

For more information about the project, please contact: \_\_\_\_\_  
\_\_\_\_\_



COOKING  
DEMONSTRATIONS

&

TASTE  
TESTS

# ABOUT COOKING DEMOS & TASTE TESTS

## CONDUCTING COOKING DEMONSTRATIONS AND TASTE TESTS

In-store cooking demonstrations/taste tests are likely to be the activity of the AHS Interventionist that takes up the greatest amount of his/her time. The cooking demonstrations will highlight the promoted foods and cooking methods for each phase of the AHS intervention, and will seek to engage customers. The interventionist is responsible for making sure she has all needed materials (see tables that follow) ready before beginning a demonstration.

### TIMING

Cooking demonstrations will be conducted at least 3-4 times/phase at each Bashas store and at least two times/phase at each other store. Conduct Bashas demos especially at days of maximum attendance (ie. During tribal paydays)  
When many customers are present, focus on Apache people from the community.

### DURATION

Demonstrations should last approximately 3-4 hours, and should be conducted at times where there is likely to be a higher attendance (early morning, late afternoon, evening).

## PHASE 1: TASTE TEST

# HEALTHY SNACKS

### LEARNING OBJECTIVES

1. Consumers will taste lower fat versions of common snacks
2. They will see how much fat is in a variety of popular snack foods.
3. They will see how many chips (or other snack) are in one serving of that food (many people eat the whole bag).

### MATERIALS NEEDED

Have bags there with the nutritional labels displayed

### FLYERS

Nutritional content of chips versus pretzels

### GIVEAWAYS

Free sample size packages of:

Pretzels

Low sodium pretzels

Baked potato chips

Chip clip: emphasize that you don't have to eat the whole package.

Coupons from Bashas

<p>Activity #1 TASTE LOW FAT SNACKS</p>	<p>Give small amounts of the following alternatives to taste: pretzels, low sodium pretzels, baked chips, baked tortilla chips, saltines.</p> <ol style="list-style-type: none"> <li>1. Offer water (only) to drink with the snacks (to help cleanse the palate)</li> <li>2. May also include dry cereals to taste (<i>Cheerios, Mini-wheats, Chex cereals</i> -- note: many of these cereals can be purchased with WIC vouchers).</li> <li>3. Note: do NOT give regular chips to eat in comparison!</li> </ol>
<p>Activity #2 POTATO CHIP SMASH</p>	<p>Conduct the potato chip smash:</p> <ol style="list-style-type: none"> <li>1. place three paper towels (white only) on the table</li> <li>2. put regular chips on first</li> <li>3. put baked chips on second</li> <li>4. put pretzels on third</li> <li>5. cover all three with paper towel</li> <li>6. ask customers to crush the foods with their hand</li> <li>7. take off top towels</li> <li>8. throw out crushed snacks</li> <li>9. show stained paper towels</li> <li>10. ask people what they think, see on the towels</li> </ol> <p>Note: may also do the chip smash with Doritos or cheese puffs.</p>
<p>Activity #3 FAT JAR</p>	<p>Do snack food fat jar demonstration:</p> <ol style="list-style-type: none"> <li>1. Show them the four jars of fat</li> <li>2. tell customers that they represent the amount of fat in a bag of the snack food, plus in a serving of the snack food</li> <li>3. Talking point: the more fat you eat, the more you get.</li> <li>4. ask them to guess which jar is chips, baked chips, Doritos, cheese puffs, pretzels – tell them the correct answer</li> </ol>
<p>Activity #4 SERVING SIZE</p>	<p>Do a serving size demonstration:</p> <ol style="list-style-type: none"> <li>1. Ask consumer to look on the bag of a 99 cent bag of chips or Doritos and tell you how many serving are in the package.</li> <li>2. Discuss the amount of fat/calories in a serving vs. in the whole bag.</li> <li>3. Show how many chips that is in a small bowl. [Note: These should be prepared ahead of time]</li> <li>4. Talking points: Bags vary considerably in size. Use equivalent amounts, and provide an opportunity for people to see how fat adds up as they eat multiple servings of their snacks. For example, you could show “amounts of fat in a 1-ounce bag” or “a 4-ounce bag” of each food. (Don’t use anything bigger than a 4- or 5-ounce bag, since that reinforces the idea that a big bag is a serving, when only ONE ounce is a serving. Make it clear that only 1 ounce is a serving).</li> <li>5. Talking points: We don’t want to tell you what or how much to eat. Just be aware that this is how a serving is defined, and the more you eat, the more the fat adds up.</li> <li>6. Put out three different bowls of chips, representing one, two, and three or four servings, respectively, and ask people which bowl they think is one serving. Follow this by showing them the definition of a serving on the bag. (This way, WE are not being preachy, they are learning through their own participation and the info on the bags.)</li> </ol>
<p>Activity #5</p>	<p>Give free bags of snacks to people who do activities #1-4</p>



## FREQUENTLY ASKED QUESTIONS

**Q.** I see that pretzels have more sodium than potato chips – I thought that causes high blood pressure?

**A1.** We should work to reduce the amount of salt (sodium) people consume here as well as the amount of fat. If you have high blood pressure, you could try low sodium pretzels as a healthier alternative. Of course, fresh fruits make a tasty and economical snack! Other alternatives include low-sodium crackers or cereals.

**A2.** There are many factors that may CONTRIBUTE to high blood pressure, and yes, sodium (most often as salt) is one. Others include your weight, level of physical activity, age, and whether or not you smoke. Many snacks are high in sodium. If you need to watch the amount of sodium you eat, here is a list of snacks that are low in BOTH sodium and fat.

**Q.** Why is too much fat bad for me?

**A.** (for kids) On the short term, eating too much fat makes you feel slow, with less energy to do what you want to do.  
(for adults) Eating too much fat can be bad for your heart. It can also cause us to gain weight, which can lead to diabetes and other health problems. It can cause our bodies to produce too much cholesterol and can also lead to cancer because some by-products of fat digestion can be harmful. Many people eat way too much fat and it causes these kinds of problems.

**Q.** Is it okay to eat a little bit of chips? I love chips!

**A.** Yes! We're not asking you to give up any foods completely. You can eat smaller portions, eat them less often, or share them with a friend, for example. But it's a good idea to have lower-fat chips or other substitutes at least some of the time. Choose the one(s) you like!

**Q.** What else can I eat as snacks that are crunchy like chips?

**A.** Try dry cereal or crackers.

## PHASE 2: TASTE TEST

# LOWER-FAT MILKS & HEALTHIER CEREALS FOR BREAKFAST

### LEARNING OBJECTIVES

Consumers will do a blind taste-test of lower-fat milks.

Consumers will see the amounts of fat in 60 cups of milk (2 cups a day for one month) for whole milk, 2%(reduced-fat) milk, 1% (low-fat) milk, and skim (fat-free) milk.

Customers will taste test lower sugar, higher fiber cereals

### MATERIALS NEEDED

Cooler with ice

Small Dixie cups

MILK TASTE TESTING CHART (Jean will send)

### FLYERS

Cereal label reading

### GIVEAWAYS

Small boxes of promoted cereals

Small containers of lower fat milks

Coupons?

### FREQUENTLY ASKED QUESTIONS

Q. I thought whole milk was healthier than lower fat milk / they call it vitamin D milk?

A. The only difference between whole and lower fat milks is in the amount of fat they have, they all have the same amount of vitamins, protein and other healthy ingredients.

Q. Don't they just dilute milk to make it lower in fat?

A. No, they skim off the fats that float to the top of the milk before it is blended (homogenized).

Q. I guess I could drink lower fat milk, but the rest of my family won't go for it.

A. Bring them here, maybe they will not be able to tell the difference. Moving to a lower fat milk is a great thing to help your family live long and healthy lives. Here are some other things you could try: 1) Keep lower-fat milk in a pitcher in the refrigerator, and see if anyone notices the difference when they can't see the container; 2) Mix their regular milk half and half with the next lower-fat milk, which would be a more gradual change.

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of milks:</p> <ol style="list-style-type: none"> <li>1. Ask customer what kind of milk he/she usually drinks.</li> <li>2. If they already drink 1% or skim, congratulate them and ask if other members of their household also drink the same milk.</li> <li>3. If the consumer drinks skim, and other members of their household also drink skim, go to the giveaway. DON'T have them do the taste test -- they can't do better!</li> <li>4. If the consumer drinks any other type of milk, then ask them to do a "blind taste test of different milks."</li> <li>5. If they are drinking 1%, they would only taste 1% and skim -- one cup of 1% and 2 cups of skim.</li> <li>6. If they drink 2%, then have them taste one cup each of 2%, 1%, and skim.</li> <li>7. If they normally drink whole, then they can taste one cup each of whole, 2%, 1%, and skim. Then instead of asking them which is the milk they usually drink, ask which they like the best. This will make an even bigger impression if they choose a lower-fat milk!</li> <li>8. Behind a screen, mark the bottom of each cup with what kind of milk it has. (Note: you may wish to Premark several stacks of Dixie cups)</li> <li>9. If they choose a lower-fat milk than they normally drink, then record their response as "PREFERS LOWER-FAT MILK." If they choose their regular milk, then record this as "PREFERS OWN MILK."</li> <li>10. In both cases, ask them, "what do you think of the lower fat milk?" "would you think about getting it in the future?"</li> </ol>
<p>Activity #2 FAT JAR</p>	<p>Do the milk fat jar demonstration:</p> <ol style="list-style-type: none"> <li>1 Show them the four jars of fat</li> <li>2 Tell customers that they represent the amount of fat if you were to drink 16 fo (2 cups) per day for 30 days in a month</li> <li>3 Ask them to guess which one is whole milk, 2% milk, 1% milk and fat free milk</li> </ol>
<p>Activity #3 TASTE CEREALS</p>	<p>Do the cereals taste tests:</p> <ol style="list-style-type: none"> <li>1. Give customers small bowls of sample lower sugar, higher fiber cereals to sample</li> <li>2. Remind people that cereals make good snacks, as well as breakfast food</li> <li>3. Mention that breakfast cereals (even high sugar ones) are generally better options than other kinds of breakfast items like sweet rolls, donuts, Pop Tarts, etc. We don't want people giving up cereals in favor of these less healthy options.</li> <li>4. They may have the cereal with some of the lower fat milk they tried.</li> </ol>
<p>Activity #4 COMPARE SUGAR</p>	<p>Amount of sugar in different breakfast foods:</p> <ol style="list-style-type: none"> <li>1. Show the amount of sugar you would consume in a week if you ate ONE serving of a variety of cereals AND other types of breakfast foods.</li> <li>2. Foods: high sugar cereal (Frosted flakes), low sugar cereal (Cheerios), Pop-tart (19gm per tart), a cinnamon bun.</li> <li>3. Set out packages with cups of sugar and ask people to match them.</li> <li>4. Note: avoid cereals high in sugar due to dried fruit.</li> </ol>



## PHASE 3: COOKING DEMO & TASTE TEST

# COOKING LOW FAT

### LEARNING OBJECTIVES

1. Consumers will see and taste cooking spray.
2. Consumers will learn about the benefits of cooking spray (in terms of reducing fat in foods)
3. Consumers will see how to use cooking spray by observing and tasting a commonly-used recipe prepared with spray instead of grease or oil. Consumers will learn about other uses of cooking spray.

### MATERIALS NEEDED

Potatoes  
Eggs  
Cooking spray  
Hot plate (ideally this would be a cast-iron skillet like people normally use)  
Cover for the skillet, hot plate  
Small paper plates  
Plastic forks  
Napkins  
VISUAL: Amount of fat in a serving of cooking spray versus cooking oil and lard

### FLYERS

RECIPE CARD: potato and eggs cooked with cooking spray (should attach to educational display board)  
Why Use Cooking Spray flyers

### GIVEAWAYS

Small can of cooking spray  
Coupon for cooking spray



<p>Activity #1 COOK EGGS &amp; POTATOES</p>	<p>Demonstrate cooking of potatoes and eggs using cooking spray:</p> <ol style="list-style-type: none"> <li>1. Have potatoes pre-peeled to save time (keep in cold water so they don't turn brown)</li> <li>2. Prepare POTATOES AND EGGS recipe as described on the recipe card</li> <li>3. Talk about each step as you do it</li> <li>4. Potatoes may need to be sliced a little thinner than you usually do it</li> <li>5. Emphasize how much cooking spray to use</li> <li>6. Emphasize the need to cover, to help cook and retain moisture</li> <li>7. Give alternative ideas like adding onions or tomatoes to make it more moist. We'll definitely need to add some spices (or maybe just salt and pepper) to make the recipe flavorful. This should be emphasized while cooking as the higher fat potatoes and eggs version probably doesn't require much spicing.</li> <li>8. Give each person a sample to taste on a small plate</li> <li>9. Ask them what they think. Ask how they might make it taste a little better</li> </ol>
<p>Activity #2 SHOW/ TELL ABOUT COOKING SPRAY</p>	<p>Show people where cooking spray is on the shelf in that store Talk about different varieties of cooking spray:</p> <ol style="list-style-type: none"> <li>1. There are generic brands of cooking spray that are cheaper</li> <li>2. There are flavored types of cooking spray (like butter flavor)</li> <li>3. Have these different types of cooking spray on display, so people can look at them and even taste them if they like (for example on a bland cracker)</li> </ol>
<p>Activity #3 COOK EGGS &amp; PANCAKES WITH COOKING SPRAY</p>	<p>Demonstrate preparation of eggs and pancakes using cooking spray</p> <ol style="list-style-type: none"> <li>1. Let people taste these prepared foods</li> <li>2. Ask learners to suggest other potential uses for cooking spray (write these up on a list/poster for others to see!)</li> </ol>



## FREQUENTLY ASKED QUESTIONS

Q. How long does a can of cooking spray last?

A. A can of cooking spray, depending on size, can be used 500-2000 times (that is for a quick squirt). If you use it a lot, it will still last for over a month

Q. How does cooking spray taste?

A. Cooking sprays are just vegetable oil, so plain types don't taste like anything much. Go ahead and taste some of the flavored varieties we have here for you.

Q. How much does cooking spray cost?

A. Well, a small can of cooking spray has about 500 sprays and costs about \$2.59 (Hi-Top), so that is half of a cent per use. If you use a bottle of vegetable oil, you usually use about 1 to 2 Tb at a time, so a \$1.79 (Hi-Top 24 Fl oz) bottle would hold about 48 uses or 4 cents a use. There is a flyer which illustrates this as well.

Q. What are the different foods you can cook with cooking spray?

A. Tell me about the foods you commonly prepare with grease or oil, that they might try with cooking spray. Some other kinds of foods include stir-fry vegetables, grilled sandwiches, fried eggs, pancakes, anything that you might cook in a skillet. In terms of baked goods, the spray is for coating pans, and not a substitute for oil or shortening in the recipe.

Q. Is cooking spray safe to use?

A. Lecithin is a natural part of many foods, and that all products must be proven safe.

Q. What are the health benefits of using cooking spray?

A. Cooking spray is calorie free, fat free and cholesterol free.

## PHASE 4: COOKING DEMO & TASTE TEST

# HEALTHY DINNERS

### LEARNING OBJECTIVES

1. Customers will learn how to prepare a quick, low-fat dinner.
2. Customers will learn how to drain and rinse ground meat
3. Customers will learn how to prepare low fat gravy using the drain and rinse method.
4. Customers will learn the benefits of draining and rinsing ground meat.

### MATERIALS NEEDED

Ice chest  
Ice  
Skillet/hot plate  
Stirring spoon  
Water  
Jars  
Ground beef or turkey  
Spices

### RECIPE CARDS

Hearty Pork and Beans  
Tasty Taco Salad  
Chili con Carne  
Good and Healthy Gravy

### FLYERS

Comparison of pork and beans and regular chili food labels  
Comoparison of supersized meal vs. regular in terms of calories, fat, and price  
Drain and Rinse cartoon  
Supersizing is not a good deal cartoon

### GIVEAWAYS

Can of pork and beans  
Coupons for pork and beans and cooking spray  
Colander for drain and rinse at home

## FREQUENTLY ASKED QUESTIONS

- Q. Don't pork and beans have a lot of fat? After all, it has pork fat in it.
- A. Actually, the amount of fat in pork and beans is very small. A serving of pork and beans has less than 3 grams of fat, so it is considered a low-fat food.
- Q: You are comparing pork and beans to chili, but the chili has more meat. Am I getting enough meat when I eat the pork and beans?
- A: Beans, like baked beans, are actually a good substitute for meat, especially if you eat a variety of foods throughout the day. So pork and beans is a great choice!
- Q. Does drain and rinse change the flavor? I like the way fat tastes.
- A. Yes, a little. You lose a little of the fat flavor, but the meat also tastes lighter and less greasy. You can also add a variety of seasonings to give it your favorite flavors.
- Q. What do I do with the excess grease?
- A. Throw it away. To save space and make it easier, you can chill it in the refrigerator first, skim it off the top of any water that was poured off, and toss it away in a garbage bag. [NOTE: I've heard, though, that dogs and other animals get into the trash to try to eat the grease, so if they have other sealed containers that can't be penetrated, that would be much better. Talk to the local people about what to suggest.]
- Q. Doesn't rinsing and draining take away some of the nutrients?
- A. No, studies have shown that almost no nutritional value is lost, only the fat.
- Q. Is sodium a problem with this recipe, since you are adding beef bouillon?
- A. You can reduce the amount of sodium in the recipe by making the gravy with low-sodium beef broth to replace an equal amount of water.

<p>Activity #1 COOK PORK &amp; BEANS WITH COOKING SPRAY</p>	<p>Demonstrate cooking of pork and beans and potatoes using cooking spray:</p> <ol style="list-style-type: none"><li>1. Have potatoes pre-peeled to save time (keep them in cold water so they won't turn brown)</li><li>2. Prepare PORK AND BEANS AND POTATOES recipe as described on the recipe card</li><li>3. Explain about the healthiness of pork and beans compared to other kinds of canned beans (eg. Chili) – it would help to have specific information written out here; this is a good opportunity to show people the food label and the flyer.</li><li>4. Talk about each step as you do it</li><li>5. Potatoes may need to be sliced a little thinner than you usually do it</li><li>6. Emphasize how much cooking spray to use</li><li>7. Emphasize the need to cover, to help cook and retain moisture</li><li>8. Give ideas like adding onions, green peppers or tomatoes to make it more moist and improve flavor</li><li>9. Give each person a sample to taste on a small plate</li><li>10. Ask them what they think. Ask how they might make it taste a little better</li><li>11. Suggest that this meal be served with tortillas and some kind of additional vegetable or fruit</li><li>12. Need a graph showing the relative amounts of fat in different types of bean and chili foods.</li></ol>
---	--

<p>Activity #2 DRAIN &amp; RINSE</p>	<p>Demonstrate the drain and rinse method of cooking ground meat:</p> <ol style="list-style-type: none"> <li>1. Start with one pound of defrosted ground beef (or turkey) – use regular ground chuck, the most commonly purchased form of ground beef</li> <li>2. Brown the meat in the skillet/hot plate until the meat is brown</li> <li>3. Drain off the excess fat into a melting-proof, shatterproof plastic jar #1.</li> <li>4. Set jar into cooler for fat to congeal</li> <li>5. Pour water into the skillet and continue cooking a little longer</li> <li>6. Note: Have a hot water in a kettle ready to pour over the meat.</li> <li>7. Drain water (with fat) into jar #2, put into cooler for the fat to congeal</li> <li>8. Show how much additional fat was taken off by the rinsing method</li> <li>9. Note: we should have some jars of already congealed fat in the cooler ready to show consumers (sort of like the TV cooks!)</li> <li>10. Emphasize that the excess fat should be thrown away, and not used for other cooking.</li> <li>11. Compare this amount of additional fat removed by rinsing to things like jar of fat in a bag of potato chips, tablespoons of butter, etc.</li> </ol>
<p>Activity #3 SHOW USES OF RINSED MEAT</p>	<p>Discuss the uses of the drained and rinsed ground beef:</p> <ol style="list-style-type: none"> <li>1. Can be seasoned and used in any recipe that calls for hamburger, such as lower-fat tacos (give recipe card)</li> <li>2. Can be used to make lowfat hamburger gravy (give recipe card and the next demonstration)</li> </ol>
<p>Activity #3 PREPARE LOW FAT</p>	<p>Demonstrate the preparation of lowfat hamburger gravy:</p> <ol style="list-style-type: none"> <li>1. With drained and rinsed hamburger at the bottom of the pan, give a 2 second spray with cooking spray</li> <li>2. add <math>\frac{3}{4}</math> cup of flour, stir until browned. Flour should be fully dispersed so no lumps remain.</li> <li>3. add about 3 cups of cold water to which a beef bouillon cube has been added</li> <li>4. Stir until the gravy has thickened and the cube has dissolved.</li> <li>5. Add pepper and other seasonings to taste. Additional salt should not be needed, but can be added if desired.</li> <li>6. Allow people to sample gravy with bread (tortilla?)</li> </ol>

## PHASE 5: TASTE TEST

# DRINKING HEALTHY BEVERAGES

### LEARNING OBJECTIVES

- Customers will taste test diet sodas
- Customers will compare the sugar content of a variety of beverages.
- Customers will guess the amount of soda in one serving.

### MATERIALS NEEDED

- Dixie cups
- 2 liter bottles of sample sodas

FLYERS      None

### GIVEAWAYS

- Free can of diet cola of their choice
- Water bottle (with logo?)

### FREQUENTLY ASKED QUESTIONS

- Q.** Isn't the stuff in diet soda bad for you?
- A.** No studies have shown that Nutrasweet increases risks of getting cancer or any other illness. Note: Nutrasweet contains phenylalanine, which is dangerous for phenylketonurics (a genetic disease)
- Q.** I thought diet sodas are only for people with diabetes, sick people like that.
- A.** Diet sodas are for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person. (I'd also avoid the word "sick" here, especially in reference to diabetics.)
- Q.** Diet soda tastes funny to me... like it has chemicals in it.
- A.** All parts of foods are chemicals. Sugar is a chemical. Salt is a chemical. Different chemicals, even when they are all natural, have different tastes. The taste is a little different because it comes from something different. But it's safe to drink. Many people actually prefer the taste of diet sodas once they are used to them.

<p>Activity #1 DIET SODA TASTE TEST</p>	<p>Do diet soda taste test:</p> <ol style="list-style-type: none"> <li>1. Provide 3-4 different types of diet soda, giving a variety of tastes.</li> <li>2. Preferred in taste test: Diet 7-Up, Diet Pepsi, Diet Dr. Pepper</li> <li>3. Other possible diet sodas: root beer, orange soda, Sprite.</li> <li>4. Allow people to drink diet version of the soda they usually drink.</li> <li>5. Offer other alternatives, such as Crystal Lite and other powdered diet drinks.</li> <li>6. Let people taste whichever ones they want.</li> <li>7. Ask if they would drink any of these occasionally.</li> </ol>
<p>Activity #2 SUGAR JAR DEMO</p>	<p>Do the soda sugar jar demonstration:</p> <ol style="list-style-type: none"> <li>1 Show them the four jars of sugar</li> <li>2 Tell customers that they represent the amount of sugar in 20 ounces of different kinds of beverages We used 20 ounce bottles for this...they are commonly consumed</li> <li>3 Ask them to guess which one is Coke, Mountain Dew, Iced Tea, Koolaid, Sports drink like Powerade, etc. (use most commonly consumed – from the 24 hour recalls)</li> <li>4 Lay out 4-5 empty cups that are obtained from fast food restaurants and convenience stores (up to 64 ounces).</li> <li>5 Bring out 4-5 jars of sugar and have them match the amount of sugar in each cup if they were to consume Coca-Cola.</li> <li>6 Then show them an empty jar and point out that diet soda, in any amount, is free of sugar.</li> </ol>
<p>Activity #3 SHOW WATER LEVER</p>	<p>If in store with fountain drinks, show them the water lever</p> <ol style="list-style-type: none"> <li>1. offer them some water!</li> </ol>
<p>Activity #4 TALK ABOUT BENEFITS OF WATER</p>	<p>Advantages of water:</p> <ol style="list-style-type: none"> <li>1. Really quenches your thirst</li> <li>2. Keeps up your body fluids so you perform better</li> <li>3. Far cheaper and better for your health</li> </ol>





# PHASE 6: TASTE TEST

# HEALTHY LUNCHES & SNACKS

## LEARNING OBJECTIVES

1. Consumers will taste vegetables and low-fat dip
2. Consumers will discuss advantages of eating vegetables and low-fat dips as part of meals and snacks.

## MATERIALS NEEDED

- Light mayonnaise
- Mustard
- Small plates
- Napkins
- Flyers
- Comparison of regular versus lowfat dressing

## GIVEAWAYS

- Coupons for lowfat luncheon meats\*

## FREQUENTLY ASKED QUESTIONS

- Q.** Aren't lower fat foods, like these lunch meats more expensive?
- A.** Sometimes this is true, but they are also higher in other nutrients per serving – the fat does not add much except calories.
- Q.** Aren't lower fat lunch meats less nutritious?
- A.** It's only the fat that is lower – either because they are made from lower fat cuts, or because some of the fat has been removed.

<p>Activity #1 TASTE TEST VEGGIES &amp; DIP</p>	<p>Taste test of vegetables and lowfat dip:</p> <ol style="list-style-type: none"> <li>1. Have a selection of vegetables presliced into dipping form. Vegetables may include: baby carrots, carrots, celery, etc.</li> <li>2. give each customer a small plate and let them take some vegetables</li> <li>3. have a series of lowfat dips available, let them choose a small container</li> <li>4. ask them which vegetables and dips they prefer</li> <li>5. ask the consumers to talk about the benefits of eating vegetables and low-fat dips as snacks</li> <li>6. talk about including vegetables and dip as part of a healthier lunch</li> </ol>
---	--



GIVEAWAYS

## GIVEAWAYS (AKA FREE STUFF)

Giveaways are a tangible incentive that serve an important reinforcing purpose. NOTES

Giveaways with the project logo include:

Magnet (kickoff)

T-shirts (at cooking demonstrations/taste tests)

Chip clips: (phase 1: healthy snacks)

Colander (phase 5: drain and rinse)

Water bottle (phase 6: beverages)

Other giveaways include sample promoted foods:

Baked Chips; Low salt pretzels (phase 1)

Lower sugar and higher fiber cereal boxes;  
Cartons of 1% or skim milk (phase 2)

Cooking spray (phase 3)

Pork and beans can (phase 4)

Diet soda can (phase 6)

# PROCESS EVALUATION



# PROCESS EVALUATION

THE PROCESS EVALUATION FORMS will be administered continuously throughout the intervention in order to evaluate the various intervention components:

THE COOKING DEMONSTRATION AND TASTE TEST EVALUATION FORM will document details of the CD/TT including time started and ended, number of participants, number of food samples distributed, a general evaluation of how the CD/TT went as well as an assessment of the participants' reactions to the demonstration.

THE STORE VISIT EVALUATION FORM will evaluate the availability of promoted foods, the placement of shelf labels, posters and educational displays, and the distribution of flyers.

THE MASS MEDIA LOG documents the airing of radio spots, publication of cartoons in the newspapers and the placement of posters in community locales.

TABLE OF EVALUATION COMPONENTS

Instrument:	Pre- Intervention	Mid- Intervention	Post- Intervention	Follow-up
<b>Consumer Impact Questionnaire</b>				
Sociodemographic Characteristics	X		X	
Food purchasing frequency	X	X	X	X
Food preparation methods	X	X	X	X
Intention	X	X	X	X
Knowledge	X	X	X	X
Self-efficacy	X	X	X	X
Food security		X		
Health Beliefs & Attitudes	X		X	
CVD - Dietary & lifestyle risk factors	X			
Anthropometry	X		X	
<b>Consumer Food Frequency</b>	X		X	
<b>Consumer Exposure</b>				
Mid-intervention form		X		
Post-intervention form			X	
<b>Store Evaluation Form</b>				
Unit sales of key foods	X	X	X	X
Outcome expectations	X		X	X
Self-efficacy	X		X	X
Intentions	X		X	X
<b>Process Evaluation</b>				
Cooking demonstrations		X		
Store visits (materials, stock foods)		X		
Mass media log		X (continuous)		

## APPENDIX A:

# PROMOTIONS POSTING LOG

Instructions for promotions posting log use

The Promotions Posting Log will be used by the interventionist to record the posting of any intervention materials. One form will be used for each intervention store during each phase of the intervention.

To fill out the form, the interventionist will follow these steps:

1. Enter her name.
2. Check the location, WMAT (White Mountain Apache Tribe) or SCAT (San Carlos Apache Tribe), of the store or agency for which the log is being filled out.
3. Write in the name of store or agency (i.e. Apache Service Station).
4. Check the number corresponding with the current promotional phase.
5. For each item posted in the store/agency:
  - (a) Write the date when the item was posted in the column labeled "date" under "posted."
  - (b) In the column labeled "type of print material," check the material type (i.e. flyer, poster). For posters, check whether a 13x19 or 2x3 size was posted. Write the name, code and a brief description of the item.
  - (c) In the column labeled "location," check where the item was posted. If the location is not listed, check "other" and write in the location.
  - (d) When the items are removed, write the date of removal in the "date" column under "removed."

SAMPLE PROMOTIONS POSTING LOG

- 1. Data collector: \_\_\_\_\_
- 2. Location: (check one) \_\_\_ WMAT \_\_\_ SCAT
- 3. Store/Agency name: \_\_\_\_\_
- 4. Promotional Phase: (check one)
 

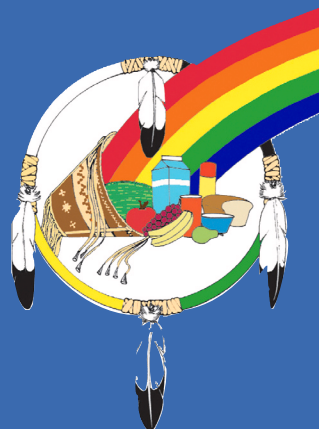
___ 0	___ 1
___ 2	___ 3
___ 4	___ 5
___ 6	___ 7
___ 8	

Date	Type of Print Material		Location
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13x19 ___ 2x3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description:	<input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13x19 ___ 2x3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description:	<input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13x19 ___ 2x3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description:	<input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____



# APACHE HEALTHY STORES

Providing and promoting healthy food choices



Apache Healthy Stores is a collaboration between Johns Hopkins Center for Human Nutrition, the White Mountain Apache Tribe, the San Carlos Apache Tribe and Bashas supermarket.

# APACHE

Intervention  
Manual of Procedures  
June 2004

# HEALTHY

# STORES



Providing & Promoting Healthy Food Choices