

B'More Healthy Communities for Kids

Interventionist Manual of Procedures

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WELCOME to B'More Healthy Communities for Kids

OVERVIEW

Our overarching goal is to develop and evaluate a community-based obesity prevention program, which operates at multiple levels of an urban food system (policy, wholesaler, corner stores, carryout, household, individual; in Baltimore, MD), and will improve the healthy food supply chain to increase affordability, availability, purchasing and consumption of healthy foods within low-income minority neighborhoods. Our research will include stakeholders/ partners at different levels, e.g., the policy, wholesaler, retailer, adult caregiver, and individual child levels, and then develop, implement, and assess a two year multi-level systems-based child obesity prevention strategy targeting minority and low-income children (predominantly African American (AA)). Thirty low-income, predominantly AA geographic zones will be identified ("healthy eating zones" (HEZ)). Half of these zones will be randomized to intervention, while the other half will be control. Within each intervention zone we will work with at least 3-5 small food stores and prepared food sources to increase access to healthy foods through wholesaler discounts, display point of purchase promotional materials, and provide nutrition and food preparation education targeting youth and caregivers. We will work with local policymakers to institutionalize and sustain these changes. We will also conduct a pilot study with two local urban farms and neighboring corner store markets aimed to introduce local produce as part of the retail food store component of the intervention.

PRIMARY AIMS

- To develop a community-based obesity prevention program, which operates at multiple levels of the Baltimore city food system (policy, wholesaler, corner stores, carryout, household, individual), and aims to increase affordability, availability, purchase and consumption of healthy foods within low-income minority neighborhoods.
- To implement the program with high reach, dose and fidelity in 15 high-risk zones in Baltimore City.
- To evaluate the impact of the program on: a) healthy food pricing and availability, b) low income AA adult food purchasing and preparation, and c) low-income AA youth diet, and associated psychosocial factors.

HEALTHY STORES PROGRAMS

The B'More Healthy Communities for Kids 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. BHCK is one of 5 Healthy Stores projects in Baltimore, including B'More Healthy Retail Rewards (BHRR), Baltimore Healthy Eating Zones (BHEZ), Healthy Bodies, Healthy Souls (HBHS) and Baltimore Healthy Carryouts (BHC). In addition to work in Baltimore City, we have completed pilot trial in the Republic of the Marshall Islands, the one-year intervention with the Apache (completed in July 2004) and a planned intervention with consumers, food retailers, producers and distributors in Hawaii (Healthy Foods Hawaii). A project with First Nations Communities in Canada (Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes) (ZATPD) Round 1 was completed in 2006 and Round 2 in the comparison

communities is ongoing. The Apache Healthy Stores Project (AHS) is being re-initiated as Apache Healthy Foods (AHF) in collaboration with the Tribal Diabetes Prevention Program in the 2 reservations. The Navajo Healthy Stores (NHS) Project is an extension of AHS program on the Navajo Nation. The formative research phase for NHS has been completed and baseline data collection will begin soon. Check our website at www.healthystores.org for up-to-date information.

BHCK Phases

Wave 1

BHCK PHASES & PROMOTED FOODS: Corner Stores	
Phases & Sub-Phases	Promoted Foods
<i>Phase 1: Smart Drinks</i>	
Diet/Lower Sugar Sodas	Pepsi Next Any zero calorie or diet soda (i.e. Coke Zero, Sprite Zero, Diet Coke, Diet Pepsi, etc.) 10 Series (i.e. Dr. Pepper 10, Canada Dry 10)
Lower Sugar Fruit Drinks	Lower-Sugar Big Bursts – Grape and Blue Raspberry Flavors Lower-Sugar Hugs Low-Calorie Sports Drinks
Water	Any brand of bottled water
Sugar Free Drink Mixes	Crystal Light drink mix packets Wyler's Light drink mix packets Jolly Rancher sugar-free drink mixes Any sugar-free drink mix packets
<i>Phase 2: Smart Snacks</i>	
Fruit as a snack	Apples Oranges Bananas Peaches Plums
Sugar Substitutions*	Lower-Sugar Granola Bars Fruit Cups
Salty Substitutions	Popcorn Baked Chips Pretzels
Body Building Snacks*	Low-Fat String Cheese Low-Fat Yogurt
<i>Phase 3: Smart Cooking</i>	
Breakfast	Yogurt Low-Sugar Cereals Low-Sugar, High-Fiber Cereals Low-Fat Milk
Whole Grains	Whole Wheat Bread Whole Wheat Tortillas Whole Wheat Pasta Brown Rice
Vegetables	Fresh Frozen (NOT in cheese or cream sauces) Low-Sodium Canned (NOT in cheese or cream sauces)
Healthier Cooking Methods*	Cooking Spray Leaner Meats

Components

POLICY-LEVEL INTERVENTION

Standards for Intervention

Wave 1

Standard	Low	Medium	High
# of meetings held/year	0-1	2-3	≤4
# of action items set/year	0-8	9-15	≥16
% of action items achieved/year	0-8	9-15	≥16
# of health-related issues put on policymaker's agenda/year	0	1-2	≥3
# of health-related issues introduced by policymaker/year	0	1-2	≥3
<i>Use of media to advance or cover a health-related issue</i>			
# of letters to the editor, op-eds, press releases/year	NA	0-2	≥3
% of letters to the editor, op-eds, press releases published/year	NA	0-33.3%	>33.3%
# radio appearances	NA	1-2	≥3
# television appearances	NA	1-2	≥3
<i>Standards for utilizing the ABM</i>			
# of stakeholders suggesting new parameters/year	0-5	6-10	≥11
# of new parameters suggested by each stakeholder/year	0	1-2	≥3
# ABM sub-groups formed/year	0	1-2	≥3
# stakeholders using ABM to guide policy	0-2	3-5	≥6

Wave 2

Standard	Low	Medium	High
# of meetings held/year	<1	2-3	<4
# of action items set/meeting	<2	3	≥4
% of action items achieved/meeting	<2	3	≥4
# of health-related issues put on any policymaker's agenda/meeting	0	1	≥2
# of health-related issues introduced by policymaker/year	0	1	≥2
<i>Use of media to advance or cover a health-related issue</i>			
# of letters to the editor, op-eds, press releases/year	NA	0-2	>3
% of letters to the editor, op-eds, press releases published/year	NA	0-33.99%	>34%
# radio appearances	NA	1-2	>3
# television appearances	NA	1-2	>3
<i>Standards for utilizing the ABM</i>			
# of stakeholders suggesting new parameters/year	<5	6-10	≥11
# of new parameters suggested by each stakeholder/year	0	1-2	>3
# ABM sub-groups formed/year	0	1-2	>3
# stakeholders using ABM to guide policy	<2	3-5	≥6

Twitter	Low	Medium	High
# new twitter followers per week	0-3	4 to 5	≥6
# of twitter accounts BHCK follows/month after August	<10	10 to 19	>20
Average # of hashtags per post	1	2	>3
# of BHCK hashtag #bmore4kids used by people on twitter			
# of mentions other profiles make about BHCK	<2	2 to 3	>4
# tweets we make per week about BHCK project activities (e.g. can repeat some facebook/instagram posts but not all, community-oriented topics would be best, stores and rec center related posts are good too)	<1	2	≥3
# tweets we make per week about our policy-related activities (e.g. picture of our policy stakeholder meetings, materials, or quotes from those meetings, new updates from our policy group)	0	1	≥2
# retweets made per week from our followers (related to diet, exercise, nutrition, community, farms, stores, health, etc.)	0-2	3 to 5	≥6
# of tweets that we favorite per week	5	5 to 9	>10
# of BHCK tweets favorited by our followers or other profiles per week	0-2	2 to 4	≥5
# of replies to our tweets by other twitter profiles per week	1	1 to 4	≥5
# of BHCK tweets retweeted by other profiles per week	0-1	2 to 3	≥4

Description

The goal of the policy-level working group is to bridge the gap between research and policy by engaging with and informing key Baltimore City stakeholders to sustain BHCK program elements beyond the grant period, and to contribute to policy to improve the food environment.

Target Audience

The working group was established in July 2013. As of July 2014, nearly 40 participants have joined with representation from:

- Baltimore City Health Department
- City Council
- Department of Planning
- Baltimore Food Policy Initiative
- Baltimore City Public Schools
- Baltimore Partnership to End Childhood Hunger
- Office of Sustainability
- Baltimore City Department of Recreation and Parks
- Gather Baltimore
- Department of Health and Mental Hygiene
- Center for a Livable Future

- B. Green & Co., Inc.
- DHMH Center for Chronic Disease Prevention and Control
- Family League of Baltimore

Activities

Each year, the policy-level working group convenes on 3-4 occasions to ensure continual engagement and cross-sector communications with collaborators. Meetings involve the following key components: (1) BHCK intervention updates, (2) soliciting recommendations from stakeholders to better align intervention activities with their priorities and interests; (3) presentation of the Baltimore Low Income Food Environment (BLIFE) agent-based model (ABM), followed by discussion about ways the model may inform policies of interest. Objectives for each meeting are outlined below. Each meeting is recorded by 1-2 note takers, and following each meeting, stakeholders receive copies of presentations, meeting report, and any other relevant materials.

Meeting 1 Objectives (July 2013)

1. Introduce B'More Healthy Communities for Kids to working group members
2. Identify priority areas and develop goals of the working group
3. Initiate discussion of ways to develop and support policy solutions to improve the food environment in Baltimore City

Meeting 2 Objectives (October 2013)

1. Provide BHCK and other updates
2. Discuss survey results for aligning WG members' aims and objectives
3. Identify top priorities and develop a plan for action

Meeting 3 Objectives (December 2013)

4. Discuss ongoing efforts to improve the food environment in Baltimore City and related information needs.
5. Discuss evaluation and modeling of potential food policies for Baltimore City to support these efforts.

Meeting 4 Objectives (March 2014)

1. Introduce the Baltimore Mapping Working Group and ways this network can support food policies in Baltimore City
2. Provide an update on the latest application of the ABM
3. Discuss recent efforts in food policy, needs for evaluation, and program support

Meeting 5 Objectives (September 2015)

1. Provide updates on the implementation of the BHCK intervention (youth leaders, corner stores, carryouts, wholesalers, social media, text messaging)
2. Discuss ideas for sustaining BHCK intervention components
3. Share ABM updates and new funding to expand the model

Meeting 6 Objectives (February 2015)

1. Share preliminary findings from Wave 1 of BHCK intervention; successes and challenges
2. Discuss ways to address key challenges and opportunities
3. Develop action items for sustainability and collaboration

Meeting 7 Objectives (May 2015)

1. BHCK program kick-off Wave 2; share lessons learned in Wave 1 and Wave 2 Next Steps
2. Discuss opportunities for building partnerships with both community and industry
3. Develop action items for collaboration, communication, and evidence-based policy

Meeting 8 Objectives (September 2015)

1. Discuss changes in BHCK Wave 2 and discuss plans for sustainability
2. Describe program and policy efforts at the city level for obesity prevention and control
3. Provide update on BHCK's latest collaboration with City Council on healthy zoning

Meeting 9 Objectives (January 2016)

1. Update on BHCK Intervention; Successes and Challenges
2. Update on Sugar Sweetened Beverage Legislation
3. VPOP model overview and overlap with current policy

A list of coordinator responsibilities can be found in (Appendix A).

A sample of an invitation letter to local stakeholders can be found in (Appendix A).

A sample of a meeting report can be found in (Appendix A).

Computational modeling is employed to simulate the potential impact of programs and policies for reducing children's obesity risk. We developed a virtual representation of the ways in which low income Baltimore children behave in their food environment—also known as an agent-based model—including dietary and physical activity choices. The model serves three major purposes: 1) a novel tool to better understand the dynamic nature of children and their food environment; 2) a low-cost approach to computationally model the impact of obesity prevention programs and policies before investing in implementation; and 3) a highly visual, interactive, and intuitive platform to facilitate the exchange of ideas with policymakers. The model is presented at regular meetings to solicit feedback, promote dialogue about programs and policies of interest to stakeholders, and provide evidence of the potential impact of programs and policies should they be implemented.

At the request of a local Councilman, we simulated the potential impact of an urban agriculture tax credit on dietary intake of fruits and vegetables and adolescent obesity risk over time. Results from the simulation were presented at a public hearing, and a video of this testimony can be found here: <https://www.youtube.com/watch?v=2a5c0OKx3xE>. A factsheet was also developed to accompany the video, which can be found in (Appendix A).

A number of other requests have been made by local stakeholders, which are currently under development, such as the impact of a grocery store tax incentive on healthy food access and a warning label on sugar sweetened beverages.

In addition, funding from the CDC has supported an expansion of the ABM, and as part of this work the Policy WG is conducting qualitative interviews with policy stakeholders to inform selection of realistic policy levers in the ABM, and to increase stakeholder engagement with the ABM in the future, so that other policies can be modeled.

Recently, the group has been trying to improve presence with local media and has submitted op-eds, letters to the editor, and made appearances on local tv stations and radio talks. Examples of this work can be found in Appendix A.

Lessons Learned

Timing of initiating relationships with local stakeholders:

- Need to have enough activity and progress to report on so that stakeholders can react to what's presented and remain engaged
- Best to involve stakeholders when the intervention has been developed and the research team is almost prepared to go out into the field

Maintaining engagement of stakeholders

- Some stakeholders, especially at the policy level, will have less experience and knowledge of food environment and obesity issues, so may feel less comfortable engaging in group discussions
- It is important to find ways to maintain engagement. One strategy is to highlight neighborhoods that overlap with stakeholder constituents; make the issue relatable. Another engagement strategy, during quarterly stakeholder group meetings, is to intersperse the team's presentation with specific discussion questions to generate conversation throughout the meeting, rather than waiting until the end.
- The research team should remain in the know in terms of issues that your stakeholders are working on so that you can make connections to what is relevant for them. The team can also be somewhat responsive to stakeholder policy interests and provide research and writing support as needed to support lasting collaborative relationships between the team and individual stakeholders.
- Frame BHCK Policy WG team actions as directly or indirectly useful to policy stakeholders, rather than for the benefit of BHCK researchers only. Frame the research as supporting actionable policy, rather than the policy makers supporting research goals.
- At the end of each stakeholder meeting, identify clear, actionable items and specify short-term versus long-term goals; be sure to assign a point person for each action item to ensure appropriate follow-up.

Maximizing attendance

- Schedule meetings at least 4-6 weeks in advance to ensure maximum attendance
- Use internet scheduling tools such as When2Meet.com to determine dates and times with the highest number of available stakeholders
- Prime attendees by sharing meetings materials with your participants in advance of the meeting (e.g., meeting agenda, other relevant materials)

Communicating research findings in a lay language

- Be sure to frame and present research findings in a way that is easily accessible to your participants
- It is important to make all materials as visual as possible (e.g., graphs, photographs, video clips, etc.)

COMMUNITY-LEVEL INTERVENTION

Standards for Intervention

Standard	Low	Medium	High
<i>Meetings held by BHCK</i>			
# of meetings held by BHCK/year	≤1	2-3	≥4
# of action items set/year	≤2	3-6	≥7
% of action items achieved/year	≤30	31-69	≥70
# of community member participants/meeting	≤5	6-14	≥15
<i>Meetings held by Community Organizations</i>			
# of community events attended/year	≤5	6-11	≥12
# of different communities attended/year	≤3	4-8	≥9
# of times presented BHCK in a meeting/year	≤3	4-8	≥9

Description

The community-level working group is part of the sustainability of the project. Its goal is to build a relationship between BHCK and community members to engage and empower communities in discussing and working to improve food environment and childhood obesity prevention. It also aims to create a dialog between the policy and the community parts of the project, and to be able of sharing information from one to another and to build trustworthiness, peer support, cultural sensitivity, and empowerment into the collaboration process.

Target Audience

The work in the community-level targets community members and community leaders of BHCK intervention zones:

Wave 1

- Chick Webb
- John Eager Howard
- Greenmount
- Fort Worthington
- Madison Square
- Coldstream
- Collington Square

Wave 2

- Cecil Kirk

- Carmello Anthony
- James D. Gross
- Towanda
- Patapsco
- Brooklyn O'maley
- DeWees
- Rita Church

Activities

What was done: The first B'more Healthy Communities for Kids (BHCK) Community Forum was held on March 26th, 2015. It took place in the Humanim Building and gathered over 30 participants from different organizations working in different levels with our target communities. The theme for the day was childhood obesity. BHCK team presented an overview of the project and facilitated discussion and the introduction of ideas in both the small and large group formats (see report of 1st BHCK community forums in appendix B).

The second BHCK community forum was scheduled on June 26th, 2015 in the Humanim Building. This time we had as an important goal to better reach community members and community leaders. In this Forum BHCK was presented in a panel composed by three youth leaders and the theme was prevention of childhood obesity using as opening theme the recent city's uprising. From discussing the recent events that took place in Baltimore, we proposed a reflection on how to work and build trust in the community, how to engage youth in productive activities and that we could observe about the food environment in the communities (see report of 2nd BHCK community forums in appendix B).

Lessons Learned

From the two BHCK community forums we have learned that it is important to set the date for events in advance and recruit participants during a long period. Recruiting community members to participate in an event is challenging. Because of this, it is necessary that we build a trusting relationship with communities, which can be made through project partners and/or going to community meetings (more discussion on building trust in the communities in Appendix B).

Wave 2

Community forum meetings were not successful in recruiting community members and leaders - participants were mainly from organizations that worked in the community rather than people that lived in them. After discussions about engaging and getting trust in the communities, BHCK decided to change strategies and start reaching and creating relationships with communities in their own meetings rather than expecting them to come to ours. Thus, BHCK temporarily suspended community forum meetings. Currently the working group is creating a list of community meetings and organizations in BHCK intervention zones and reaching to partners that can introduce BHCK to community leaders. A BHCK youth leader will be responsible for the community-level intervention in this phase by working with these partners, creating new partnerships and going to meetings and introducing BHCK in them.

WHOLESALE-LEVEL INTERVENTION

Standards for Intervention

Wave 1

Standard	Low	Medium	High
# of food items that meets the nutrition guidelines for Beverages: Water Phase	0	1	≥2
# of food items that meets the nutrition guidelines for Beverages: Lower Sugar Fruit Drinks	0	1	≥2
# of food items that meets the nutrition guidelines for Beverages: Sugar Free Drink Mixes	0	1	≥2
# of food items that meets the nutrition guidelines for Beverages: Diet/Low-Sugar Soda	0	1	≥2
# of food items that meets the nutrition guidelines for Snacks: Fruit as a Snack	0	1	≥2
# of food items that meets the nutrition guidelines for Snacks: Sweet Substitutions	0	1	≥2
# of food items that meets the nutrition guidelines for Beverages: Salty Substitutions	0	1	≥2
# of food items that meets the nutrition guidelines for Snacks: Body Building Snacks	0	1	≥2
# of food items that meets the nutrition guidelines for Cooking: Whole Grains	0	1	≥2
# of food items that meets the nutrition guidelines for Cooking: Vegetables	0	1	≥2
# of food items that meets the nutrition guidelines for Cooking: Breakfast	0	1	≥2
# of food items that meets the nutrition guidelines for Cooking: Healthier Preparation Methods	0	1	≥2
# Wholesalers that provide discount to BHCK intervention stores in some form (pricing discounts, gift cards, etc.)	1	2	3

Wave 2

Wholesaler Working Group	Low	Medium	High
# of times speak in person/visits per phase	≤1	2	≥3
# of food items that meets the nutrition guidelines for each sub-phase	≤1	2	≥3
# of promoted food items included in wholesaler circular per phase	<3	3 to 5	≥6
% shelf labels correctly placed	<50	50 to 74.9	≥75
# of fresh vegetables/fruits available by the end of cooking phase	<6	6 to 10	>10

Description

The Environmental-Level Working Group works with wholesalers to increase the availability of healthy, affordable foods to Baltimore's corner stores and carry outs.

Target Audience

The BHCK team worked with 3 wholesalers in Baltimore City and the surrounding area – B. Green, Jetro, and Sam's Club (Jetro and Bgreen in wave 2). The relationship with each wholesaler was unique, but the goal for the collaboration was the same for each – to increase availability and affordability of healthy foods so that small corner stores and carry outs could competitively stock/prepare these foods in their stores. B. Green is a local wholesaler in Baltimore City that services primarily, but not exclusively, corner store owners. Jetro is a larger corporation on the East Coast, and in Baltimore City, their store is geared more toward prepared food business such as restaurants and small carry outs although many corner stores purchase food items there too. Sam's Club is a national corporation located just outside of Baltimore City. We learned through formative research that several small store owners frequent Sam's Club to purchase the beverages for their store, because Sam's Club is not subject to the Baltimore City Bottle Tax, which inherently raises the prices of beverages at stores within the city. Our work with wholesalers is innovative and our interactions have been well documented. If you are interested in exploring these interactions, please contact us.

Activities

Our work with wholesalers aims to increase access to healthier foods by small retail and prepared food sources in the city, by increasing the stocking and sales of affordable healthy food options at local wholesalers that supply corner stores and carry outs. Small store retailers often pay higher prices for (low-demand) healthy foods than larger retailers due to their lower inventory.

We have 3 goals for the wholesalers: to stock promoted products; to discount those promoted products; and then to advertise the discounted, promoted products in their circular, which is distributed every two weeks or twice a month to advertise deals and new products. In addition to these requests made of the wholesaler, we will be purchasing gift cards from them to distribute to participating stores who complete our questionnaires to incentivize these stores to shop at our wholesalers.

Our relationship with B. Green and Jetro was more interactive. These organizations agreed in the early planning stages to stock at least one type/brand of the promoted food items for each sub-phase of the program. We provided each wholesale manager with stocking sheets (Appendix C) that outlined our promoted foods by sub-phase. Additionally, they allowed us to post the BHCK logo sign (Appendix C) on the shelves above or adjacent to the promoted products and agreed to provide discounts on some of the BHCK promoted foods to the small stores with which we worked. BHCK staff planned to visit these locations twice monthly to assess the stocking of promoted foods and to ensure that logo signs remain posted correctly but due to staff shortages were only able to record this information once per phase or every two months.

Due to the complexities of a larger organization, our work with Sam's Club was more passive. We were not able to request stock of particular items, nor were we able to post the BHCK logo by our promoted products. However, Sam's Club provided us with \$50 gift cards for each of our store owners in order to stock some of our promoted items. Additionally, they agreed to waive the membership fee for our store owners that were not currently members.

Phase 1: Beverages
Bottled Water

Approved: February 23, 2014, 308 No. 420
The products listed may be found at B Green, Food Depot, Jetro, Sam's Club or Walmart.

Bottled Water

Example Brand #1: Nestle Pure Life
Example Brand #2: Deer Park
Example Brand #3: Poland Spring

Zero Calorie Flavored Water

Example Brand #1: Nestle Pure Life Splash
Example Brand #2: Propel Zero Water
Example Brand #3: Capri Sun Roarin' Waters

BB No. 4203, Pt. Grenada
Wholesale Sheet 1: Bottled Water (English)
Version 2_2-2-2014

BBJ does not endorse any product referenced in this list which are advertised only for illustrative purposes. It is not intended to suggest that any referenced product is healthier, better or worse than any other product.

Appendix C – Wave 1: Stocking Sheets



Appendix C - Wholesale Shelf Tags

Phase 1: Beverages Weeks 3 - 4

Sub-phase 1.2: Sugar-Free Drinks

Sugar Free Fruit Drink Mixes

Example Brands:

- Crystal Light
- Wyley's Light
- Sugar Free Hawaiian Punch

Sugar Free Tea Drink Mixes

Example Brands:

- Crystal light
- Lipton
- Nestea

Appendix C - Wholesale Shelf Tags

Lessons Learned

The wholesale work was one of the weaker components of the project during wave 1. This was in part due to staff shortages of the BHCK team and in part due to the complex work environment of the wholesaler. In the beginning we had a staff member designated to work with the wholesalers. During this time the BHCK team was successful in scheduling meetings with the management team at both B. Green and Jetro. As the project progressed, we did not have a designated person working with the wholesalers. This decreased the success of developing invested relationships with the wholesale management team. As time went on our level of communication decreased making the implementation of the intervention much harder. For future work with the wholesalers, one, consistent person should be responsible for working with the management team to develop a lasting relationship and regular communication lines.

Giving the management team a long list of our promoted products was overwhelming for them. They told us that a more consolidated (specific brand/type) list would make it easier for them to sort through what

they currently have in the warehouse and what products they would need to bring in and stock for the project. For example, asking them to sugar free drink mix is too generic. We should ask them to stock a specific brand, quantity, and flavor (eg-Crystal Light fruit punch drink mix packets). This lessens the burden on the management team of having to sort through different brands and leaves less room for error of picking the wrong product. Jetro specifically asked for a product list of 10 items that they agreed to stock. B. Green offered to take our whole list and determine what they needed to stock from the list but this got lost in the shuffle of their business. It seems from this experience that the more consolidated, precise information that we can provide the wholesalers, the more successful our implementation will go.

Working with multiple wholesalers made it confusing at the store level. We tried to give B. Green gift cards to store owners and Jetro gift cards to carry out owners and left Sam's Club as an option if they didn't want either. Some store owners preferred going to one over the other depending on the phase and the products that we were promoting. Also, the B. Green and Jetro management wrote an expiration date on the stocking gift cards that came before the end of the intervention. Because of this we ended up handing out Sam's Club gift cards primarily.

Discounts for our intervention corner stores were very hard to ensure at both wholesalers. Jetro must identify the store tracking number to put it into the system.

Lesson learned from wave 1

Sam's Club was unwilling to work closely with us and did not allow many parts of our interventions in their store. This and then their lack of communication and response to our communication led us to decide not to work with them in wave 2 after many tries. Our relationship with B. Green and Jetro was much more interactive. These organizations agreed in the early planning stages to stock at least one type/brand of the promoted food items for each sub-phase of the program. We provided each wholesale manager with stocking sheets that outlined our promoted foods by sub-phase. Additionally, they allowed us to post the BHCK logo sign on the shelves above or adjacent to the promoted products and agreed to provide discounts on some of the BHCK promoted foods to the small stores with which we worked. BHCK staff planned to visit these locations twice monthly to assess the stocking of promoted foods and to ensure that logo signs remain posted correctly but due to staff shortages were only able to record this information once per phase or every two months.

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Working with multiple wholesalers also made it confusing at the store level. We tried to give B. Green gift cards to store owners and Jetro gift cards to carry out owners and left Sam's as an option if they didn't want either. Some store owners preferred going to one over the other depending on the phase and the

products that we were promoting. In addition, the B. Green and Jetro management wrote an expiration date on the stocking gift cards that came before the end of the intervention. Due to the expiration date on the cards, we ended up handing out Sam's gift cards more frequently. In the future, it may be easiest to give out fewer types of cards.

Discounts for our intervention corner stores were very hard to ensure at both wholesalers. During the next wave Jetro should identify the store tracking number to put it into the system.

Wave 2

As previously mentioned, the wholesaler managers expressed to us that they would prefer a more concise list of products, we picked a small group of specific items for each sub phase (e.g. Crystal Light Half-and-Half packets). We worked with them to develop these lists and took into account their concerns regarding marketability and branding, such as their inability to obtain private label brands, like those manufactured solely for Walmart. They also, communicated to us what products they thought would sell best in this market (e.g. Hellman's light mayonnaise, not Duke's). In addition to clearing up the products, the stocking sheets used to tell the wholesaler our promoted products were redesigned to have a more readable layout and include more details, such as the weeks each sub-phase would be occurring. It seems from this experience that the more consolidated, precise information that we can provide the wholesalers, the more successful our implementation will go.

To streamline the process of taking environmental assessments and to make it more in line with the new EA form designed for our corner stores, a new form to conduct environmental assessments was developed.

For this next wave, the wholesaler component will be managed by a full-time interventionist, who is also in charge of the store and carryout component. We hope this consistent person will allow us to build a stronger relationship with the wholesalers and better integrate the store and wholesaler components.

In addition, during wave 2 BHCK staff created stocking sheets for corner store and carryout owners to use in conjunction with the in BHCK study staff. The stocking sheets helped collect data on what specific items the store owner wanted to bring in for each subphase (Appendix D). This data was communicated directly to the wholesaler. BHCK staff also maintained ground level staff members at both wholesale locations to ensure that the products were being stocked. Bi-weekly emails were sent to the management staff at Bgreen to report the number of facebook posts made promoting their store and the number of giftcards distributed to store owners. Finally, during wave 2 the BHCK interventionist maintained contact with the marketing team to include the BHCK logo in the circulars.

The program had a lot of difficulty working with Jetro, which is a national wholesale distributor, as opposed to Bgreen; a local distributor. Bgreen had an easier time shifting stock, bringing in new items and different brands. Bgreen was also able to offer store owner a smaller pallet for store owners to purchase for their small stores.

STORE-LEVEL INTERVENTION

Standards for Intervention

Wave 1

Standard	Low	Medium	High
Length of interactive session	½ hour	1 hour	≥1 hour
# of kid interactions during interactive session	<5	5-10	≥10
# of adult interactions during interactive session	<5	5-10	≥10
# food samples per interactive sessions	<10	5-10	≥10
# handouts distributed per interactive session	<15	15-19	≥20
# giveaways distributed per interactive session (if applicable)*giveaways only distributed to those who taste test	<15	15-19	≥20
# of promoted foods posters per phase	<2	2-3	≥4
# of shelf labels on promoted foods per phase	<5	5-7	≥8
% of correctly positioned shelf labels	<50%	50-75%	≥75%
# of promoted foods stocked per phase	<5	5-7	≥8
# of NEW promoted foods stocked per phase	<2	2-3	≥4
# of times obtaining sales data per phase	<2	2-3	≥4
# of structural incentives	<1	1-2	≥2
# of training videos watched	<2	2-5	≥5
# of promoted foods stocked in BHCK refrigerator (if applicable)	<2	2-3	≥4
# of promoted foods stocked in BHCK refrigerator (if applicable)	<2	2-3	≥4

Wave 2

Store Level Working Group – Corner Stores	Low	Medium	High
Length of interactive session	< 30 mins	45 - 74 mins	>75 mins
# of child (ages 10-14) interactions during interactive session	<5	5-9	≥10
# of adult (ages >18) interactions during interactive session	<15	15-19	≥20
# food samples distributed per interactive sessions	<15	15-19	≥20

# handouts distributed per interactive session	<15	15-19	≥20
# giveaways distributed per interactive session	<15	15-19	≥20
total # of promoted food posters positioned by BHCK team per phase	<1	2	≥3
# of shelf labels on promoted foods positioned by BHCK team at the beginning of each phase	<5	5-7	≥8
% of correctly positioned shelf labels by the end of each phase	<50%	50-74%	≥75%
# of promoted foods stocked per phase	<5	5-7	≥8
# of NEW promoted foods introduced per phase	<1	2	≥3
# of training videos watched by the end of the intervention	<2	2-4	≥5
# of structural incentives earned per store by the end of the intervention	<1	2	3
# of promoted foods stocked in BHCK refrigerator (if applicable)	<2	2-3	≥4
# of times BHCK team meets with a store owner per phase	0	1	>2

Description

The Store-Level Working Group works with corner store and carryout owners to promote and increase the availability of healthy, affordable foods at these establishments. BHCK will be providing structural incentives, such as produce stands, refrigerators, and grills, to allow storeowners to stock fresh produce and utilize healthier meal preparation methods.

Target Audience

The BHCK program recruited and worked with a total of 16 small corner stores or about 2 per recreation zone during the first wave of the project. We worked with the corner store owners to stock our promoted foods at the beginning of each phase. Through interactive sessions held in the corner stores we interacted with and educated customers that regularly shop in the store.

Activities

At the food sources level, BHCK aims to increase access to, and demand for healthier food options. A minimum of three food sources (at least two corner stores and one carryout) will be recruited from each zone, located within a 1 mile radius of the recreation center. The intervention components at the store level are based on previous corner store and carryout trials completed in Baltimore City, with additional innovative pieces.

Stocking of promoted products (See Appendix C for stocking sheets)

At the start of each phase (1: smarter beverages; 2: smarter snacks; 3: smarter cooking methods) the BHCK team met with each store owner and went over in detail the products being promoted during the four sub phases of each phase. They were given stocking sheets and told to have at least one item per sub phase stocked in the store for customers to buy. They were not required to stock specific brands but could choose freely from the list. If they already had items stocked from the list they were encouraged, but not required to choose another item that they had never stocked before. Each store owner was provided a \$50 stocking gift card to their

wholesaler of choice (B. Green, Jetto, or Sam's Club club) to use when buying the products for each sub phase. However, in the last phase only Sam's Club Club gift cards were offered due to the challenges of communicating effectively with Jetto and B. Green.

Promotional Material: At the beginning of each phase, promotional BHCK shelf talkers were hung up next to each of the promoted products stocked in the store. New shelf talkers were taken to each interactive session to replace any shelf talkers that have fallen down/been moved or to place on any newly stocked products. Special tags were made for each of the phases (**See appendix D for picture**).

Promotional posters for each sub-phase were also hung during each interactive session. Most of the time the poster hung by the product(s) that it was promoting or if space did not allow for this, the poster was hung near the front of the store or somewhere easily visible to the customer. These posters promoted products for each sub phase of the intervention (**see appendix D for pictures**).

Interactive Sessions: These educational sessions are geared toward the customers of the store. The BHCK team would conduct sessions in each store every other week (2X per month). A session was held for each sub phase. Two BHCK team members would go to each interactive session. One would conduct the interactive activities while the other would conduct the environmental assessment at the store on the weeks that assessments were done in the store (environmental assessments occurred once a month).

When space allowed, the session was conducted inside the store. This ensures that the customers you are interacting with are actually customers of the store. When this was not possible or if the store was very slow, then the session would take place just outside the store. Each session consisted of a taste test which corresponded to the product being promoted during that sub-phase (see page 140 for store level matrix); an educational handout given to each customer (see appendix D for examples); a free giveaway (see appendix D); and in some cases an educational display that served as a visual educational tool. The interactions ranged in length and were recorded on the interventionist form.

Store Recruitment

The wave 1 store recruitment strategy included taking the tablet data obtained during the CIQ interviews and generating a list of stores that kids shop at surrounding each recreation center zone. For wave 2 of the intervention, dyad recruitment was used to locate stores frequently visited by children between the ages of 10-14. During recruitment visits the children were asked what corner stores in the area they most frequently visited. If not enough stores were on the list, additional stores were added that were located within a 1 mile radius of the recreation center zone. All stores, addresses, store owner ethnicity/language, and recruitment notes were kept in an access database and continually updated as the recruitment process continued. Corner stores and carry-outs listed in the tablet were prioritized and approached first. If recruitment was unsuccessful or taking too long, other stores within the 1 mile radius were approached. During the initial visit, a one page recruitment flyer was given to the owner. This flyer provided a brief overview of the BHCK program and information on the store and store owner's role in the project. In most cases, multiple visits were required to provide the store owner enough information and convince them to enroll in the program. Once the store owner gave a verbal agreement, a BHCK team member came back to do the 1 hour SIQ interview. After this, the store was considered enrolled.

For a detailed description of store recruitment strategies, see *Store Recruitment MOP*.

Store Owner Training

At the small food source level, BHCK begins with a series of storeowner trainings which aim to improve their knowledge of healthier food options and self-efficacy to be able to stock, prepare and sell their foods. These trainings were developed based on formative research, and address the following topics: 1) *Introduction to B'More Healthy Communities for Kids*; 2) *Customer Service Strategies for Success*; 3) *How to Keep Your Food Safe, Fresh, and Healthy*; 4) *Business Strategies for Stocking Healthier Foods*; 5) *How to Get WIC in Your Store*; and 6) *Improving Your Store Environment (appendix D)*. Following completion of the trainings, store owners may choose structural incentives to aid in the stocking of healthier food items, i.e. a banana holder, grill, or refrigerator (*appendix D*).

Corner Stores

After completion of the training phase, the food promotion phases begin, which include Smart Beverages, Smart Snacks, and Smarter Cooking Methods. During each phase, corner storeowners are asked to stock at least two new healthy food options. In order to create demand for these foods and improve customers' knowledge about the foods, a messaging campaign, which was tested in focus groups with adults and children, will be implemented through posters, improved menu boards, shelf talkers, labels, and other signage. Interactive sessions, such as taste tests or blind tasting challenges, will occur in each store at least every other week. If stores successfully stock new, healthy food options and allow the BHCK team to promote the foods with their stores throughout the phases, the BHCK team will progressively deem each store a Bronze, Silver, Gold, or Platinum Certified Healthy Store.

Wave 2

For the wave 2 of the corner store intervention the *Body Building Snacks* Smart Snacks sub-phase was changed to *Nut's, Seeds, and Vegetables* because of unsuccessful taste tests during the wave one intervention.

During wave 2 the incentive tier structure was redesigned to promote stocking items rather than just completing training videos (Appendix D). In addition, items that did not go over well in phase one of the intervention were removed from the incentive structure. A nutrition training video and WIC and SNAP training video were added to better educate the store owners. All other store owner training videos were updated with images and additional content with lessons learned from the first wave of the intervention. In addition, new shelf talkers were designed to be product specific. (Appendix D). Finally, handouts were redesigned to include images of youth leaders, social media addresses and specific items that were being taste tested. The handouts and posters also included the phase slogan (ie: refresh with a smart drink). We also found it was helpful to provide store owner giftcards once per phase in order to encourage the purchase of only one promoted item per subphase (instead receiving all of the giftcards at the start of the phase).

Store owner binder

During wave 2 a store owner binder and corresponding BHCK binder were created for the interventionist and store owner. The binder contained the incentive structure, training video logo, stocking sheets, and contact information for the interventionist. The binder also served as a place for the store owner to store BHCK related materials.

The BHCK version of the binder was used during each interactive session and contained all of the process evaluation forms, photo consent forms, extra labels, sharpie markers, stocking sheets (for interventionists to use while conducting EA), a stocking sheet filled out with which items the store owner noted they were going to bring in and a “next promoted” item form. This form was used to remind the owner of their next promoted product and when their next interactive session was going to be.

Carry-outs

Wave 1

Store Level Working Group – Carry Outs			
Length of interactive session	½ hour	45-1hr 30min	>1hr30min
# of kids (ages of 10-14) interactions during interactive session	<5	5-10	>10
# of adults (ages ≥18) interactions during interactive session	<10	10-15	>15
# food samples per interactive sessions	<10	10-20	>20
# handouts distributed per interactive session	<15	15-20	>20
# giveaways distributed per interactive session (if applicable)*giveaways only distributed to those who taste test	<15	15-20	>20
# of promoted foods posters per phase (phases 2 and 3)	<1	1-2	≥3
# of promoted foods stocked per phase	<1	1-2	≥3
# of NEW promoted foods stocked per phase	<1	1	≥2
# of times obtaining sales data per phase	<1	1-2	≥3
# of structural incentives	<1	1-2	≥2
Proportion of healthy side options on menu (designated by green leaf)	<0.10	0.11-0.19	≥0.20
Proportion of healthy entrée options on menu (designated by green leaf)	<0.10	0.11-0.19	≥0.20
# reduced size portions offered on menu	<2	2-3	≥4
# diet/low sugar options for beverages (include water)	<1	1	≥2

# foods cooked using lower fat methods (phase 3)	<2	2	≥3
# discounted combo meals	<2	2-3	≥4
# of training videos watched	<2	2-4	≥5
Revised menu posted	<1	1-5	≥6

Wave 2

Store Level Working Group – Carry Outs	Low	Medium	High
Length of interactive session	< 30 mins	45 - 74 mins	>75 mins
# of child (ages 10-14) interactions during interactive session	<5	5-9	≥10
# of adult (ages >18) interactions during interactive session	<15	15-19	≥20
# food samples distributed per interactive sessions	<15	15-19	≥20
# handouts distributed per interactive session	<15	15-19	≥20
# giveaways distributed per interactive session	<15	15-19	≥20
total # of promoted food posters positioned by BHCK team per phase	<1	2	≥3
# of promoted foods stocked per phase	<1	1-2	≥3
# of NEW promoted foods introduced per phase	<1	1-2	≥2
# of times obtaining sales data per phase	<1	1-2	>3
# of structural incentives earned per store by the end of the intervention	<1	1-2	≥2
Proportion of healthy side options on menu (designated by green leaf)	<0.10	0.10-0.19	>0.20
Proportion of healthy entrée options on menu (designated by green leaf)	<0.10	0.10-0.19	>0.20
# diet/low sugar options for beverages (include water)	<1	1-2	>2
# foods cooked using lower fat methods (phase 3)	<2	2-3	>3
# discounted combo meals	<2	2-3	>4
# of training videos watched	<2	2-5	≥5

# of revised (updated or improved) menus posted	<1	2-5	≥6
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Activities

At the carry-outs, store owners will be asked to make the default beverage option a healthier option (i.e. water with meal instead of soda), provide healthier side dishes, engage in healthier cooking methods, such as grilling, and create a healthy combo meal on their menu.

Lessons Learned

Recruitment:

During recruitment it is very important that someone who speaks the store owner's language is there. This helps to build rapport and allows for more efficient communication. In cases where we did not have a native language speaker, recruitment was not very successful. Common store owner languages include: Korean, Spanish, and Mandarin.

A more streamlined approach should be taken for store recruitment in the future. This was one of the most time intensive portions of the project and not very efficient. Often times the store owner would not be in the store during initial visits because they were out shopping or at a different location and the employee in the store could not give out their contact information or tell you when the owner would be in next. This resulted in a lot of random visits trying to catch the owner which was only successful a fraction of the time. Suggestions include making an agreement with the wholesaler that would allow you to set up and recruit corner store owners at the wholesaler during their weekly/daily shopping trips. This would also remove the chaotic environment of trying to recruit the owner while he/she is waiting on customers in the store. Another approach might include working with the recreation director or parents at the rec center to compile a list of stores that they know the kids shop at on a regular basis. If they have a good relationship with that owner, we could try to visit the store with this rec director/parent and have a familiar face introduce us to the store owner. This would also help in building initial rapport.

Training Videos:

Feedback on the training videos included the need for a more engaging presentation of the information. Most of the time trainings are done in the corner store, while the owner is trying to simultaneously run their business. It's easy for them to become distracted and the lecture style of the trainings did not make it any easier to pay attention.

Going into the recruitment and intervention phases, we need to have a better handle on the amount of funding we can allocate to structural incentives for the store owners. In the beginning, many store owners were told that they could receive a refrigerator for doing all 6 of the training videos only to later be told that it was first come, first serve because of funding constraints. This does not help build a trusting partnership with the store owners.

When implemented in the future, more requirements should be met to move up the Tiers and receive the structural incentive. Watching 6 training videos is not enough engagement to

warrant a refrigerator for the store. In some cases, the store owner would not fully pay attention to the training video and got little information out of it. Including a scored quiz or promoted item stocking requirement as part of the Tier requirements would be a good way to elicit further engagement.

Stocking of Promoted Products

The team ran into challenges with the timeline of store owners stocking the promoted product. Ideally, the corner store owner would go out and buy the product before each sub phase interactive session occurred so that the customers could purchase the item but because we did not have a point person for the wholesaler work, it was hard to determine if our promoted products were stocked at the wholesaler at the time when we asked the corner store owners to stock the products. Often times, the owner would ask where they can obtain the products and the BHCK team did not have a clear answer for them. This served as a significant barrier in successful stocking on the promoted products at the corner stores.

It is important to communicate with the store owner after each session. This is a good time to debrief them on how the session went and what was successful. If the customers *really* liked the product that we were promoting, telling or showing the store owner this will be the most powerful tool to get him/her to stock in in their store. The owner wants to know that a particular product will sell easily in their store and if you can prove this to them through the customer's reactions during the taste test, then it will be much easier to convince them to stock it.

Interactive Sessions

A better strategy is needed for increasing the number of youth 10-14 interactions during the interactive sessions. The high standard was never met for this category. Sessions always occurred in the afternoon following when school was let out but for some stores, not a lot of youth came to the stores during the sessions. BHCK staff tried morning sessions (before school) but this was only successful in one of the five stores where this strategy was tried. The cold weather during the winter months decreased reach across the board but especially in the youth category. In talking to store owners, the time youth traffic is highest varies from store to store and even from day to day within the same store. Talking to the owner to help determine a pattern was the most helpful tool. A lot of owners said that they see a lot of youth in the evening hours, after their after school activities/homework are complete. This makes sense because we are hoping that most of our youth sample attends the recreation center activities during the after school hours. However, late in the evening is not a safe time to be sending staff to the stores. Rotating stores through weekend sessions might be beneficial in the future. See Appendix D for carryout matrix.

Our list of promoted products should be reviewed and modified based on reactions to the products during the interactive sessions. Some sessions were not successfully implemented due to the product being tasted.

Wave 2

For the wave 2, the menu boards will be posted earlier in the intervention. In addition, a short nutrition component was added to the WIC and SNAP training video to better educate the store owners on nutrition label reading.

After more experience, we discovered it's important to know the logistics of the nutrient analysis software before obtaining recipes from the carryout owners. We created a recipe sheet with the most common questions the software would ask of specific food items. This eliminates the number of times we need to clarify recipe questions and makes the process more efficient. We can then focus our time with the owners on other parts of the intervention. What would also be particularly helpful is if the person doing analysis is able to be present during the times we obtain recipe information or if the person obtaining recipes is somewhat familiar with the specific questions the nutrient analysis software requires. Running through a practice recipe once in the beginning would be helpful. We found that EHSA Food processor is faster than NDSR because less specific questions for each food item.

Working with owners on menu redesigning really does build good rapport and is crucial as a first step. They are excited to be involved in improving their carryout and getting promotion from social media.

During wave 2, instead of printing the menus ourselves we had a professional company print the menus and a graphic designer design them. The menus were printed on 6mm PVC and then we had for them to be professionally hung. The owners were very happy with the quality of the menus. This also helps the menus become a more permanent part of the carryout as opposed to printing them on paper and then laminating them, which proves easy to take down. The company was able to print the menus with a dry erase surface which enabled the owner to change prices as needed. BHCK provided a 5 pack of dry erase markers to every owner.

Hiring a graphic designer proved to be very useful because each carryout owner was able to make the menu their own by choosing a color, logo, and completely different layout than other owners. The graphic designer also designed a matching to-go menu (in color, layout and design). The owners really liked the to-go menus and found them to be a fantastic incentive of the project. BHCK purchased USB drives for every owner so they could have a copy of their to-go menus when the set we had given them ran out.

Stocking sheets were also developed in wave 2 to provide to carryout owners as a launching point for recipes as well as to provide to the wholesaler to better alert them of what they would need to bring in for the carryout owners (different from the corner stores). See appendix D for carryout materials.

RECREATION CENTER/YOUTH LEADER-LEVEL INTERVENTION

Standards for Intervention

The recreation center nutrition sessions are being evaluated through multiple process evaluation measures to ensure adequate reach, dose delivered, fidelity to plan (quality), and reproducibility for sustainability of the youth-leader programming. At each session, a recreation center interventionist form is completed to assess the program implementation in terms of reach, dose, and fidelity. We set the minimum standards at the beginning of each wave to evaluate and ensure quality and reproducibility of the youth leader program. The process evaluation form measures:

1. The number of intervention sessions delivered by youth-leaders
2. Lesson topics and components presented
3. The number of children attending the interaction/session by age range and gender,
4. The number of nutrition posters present at the site,
5. Taste test outcomes
6. Youth-youth and youth-youth leader interactions
7. Number of recipes distributed per phase, and
8. The number of posts made in the BHCK Facebook and Instagram.

Wave 1

Standard		Low	Medium	High
Reach	# 10-14 year olds per session	<5	5-10	≥10
Dose	# visits to recreation centers	<47	47-70	≥70
	# food samples given per lesson	<7	7-12	≥12
	# handouts distributed per phase	<7	7-12	≥12

	# giveaways distributed per lesson (if applicable)	<7	7-12	≥12
Fidelity	# youth-leaders actively participating for the entire intervention	<5	5-10	≥10
	# visits by youth-leaders to rec centers (per rec)	<7	7-10	≥10
	# visits to rec centers/week	<1	1-2	≥3

Wave 2

	Standard	Low	Medium	High
Reach	# of kids per session (10-14)	<10	10 to 14	>15
Dose	# of handouts distributed/ lesson	<10	10 to 14	>15
	# of visits to rec centers/week	<2	2 to 3	>4
	# of giveaways distributed/lesson	<10	10 to 14	>15
	# of food sampled/lesson	<10	10 to 14	>15
	# of recipes distributed/phase (applied to phase 2)	<2	2 to 3	>4
	# of posters put up at the rec/phase	<2	2	>3
	# of posts Instagram/FB about BHCK made by the Youth leaders per phase	0-3	4-8	9+
Fidelity	# of posts featuring youth leaders per phase (Instagram)	0	1 to 2	>3
	# of posters up at the rec/phase (at the end of the phase)	<2	2	>3
	# of YL attending each session	<3	3 to 4	>5
	# of YL participating (entire intervention)	<15	15 to 29	>30
	% of YL attendance to trainings booster sessions	< 60%	61-89%	> 90%
	# interactive session in food stores with senior YL (per phase)	<5	5 to 9	>10
	# of posts featuring youth leaders per phase (Instagram)	0	1 to 2	>3

	Train-the-Trainer Standards	Low	Medium	High
Reach	# of senior YL per training session	<6	6 to 9	>10
	% of attendance (junior YL)	< 60%	61-89%	>90%

Dose	# of sessions per week	0	1	>2
	# of training materials distributed	<8	8 to 11	>12
Fidelity	# of final training evaluation sheet filled out	<10	10 to 19	>20

Description

The Recreation Center/Peer Leader-Level working group works to foster healthy communities by promoting nutrition in the recreation center environment. To increase impact of the nutrition intervention, this group will train and develop youth-leaders to deliver the intervention in the recreation centers. We trained 16 African American college students from Baltimore City to deliver the nutrition education intervention in 7 recreation centers in low income, urban areas with African American youth ages 10-14. Twelve youth leaders completed the entire wave-1 intervention.

For BHCK wave 2 we proposed to expand the successful wave 1 youth-leader program by incorporating and training adolescent members of existing recreation center teen councils to deliver and sustain the nutrition curriculum in the recreation center. Teen councils are comprised of high school student volunteers, and currently assist with different programs in the centers. With support from JHSPH and UME staff, BHCK youth-leaders trained and mentor teen council members, using training the trainer approach. They formed a team of youth-leader and implemented the curriculum in the centers targeting youth aged 10-14. We chose 10-14 because according to the literature, this is when youth begin to become more autonomous in their decision making about food purchasing and preparation. The results of youth-led interventions tend to be equivalent, or superior to adult-led interventions. For youth in the 10–14 year old age range, youth-leaders are seen as a reliable, relatable and credible source of information. The results of peer-led trials are promising and includes increased sales of healthier options in school cafeterias, decreased sugar sweetened beverage consumption in youth-leaders and in youth improvements in psychosocial outcomes (knowledge, attitudes, self-efficacy, and perceived social support), decreased intake of snacks and desserts and improvements in anthropometric measures.

Our sessions in the recreation center involved a brief instructional period (5–15 minutes of information giving) followed by interactive games, activities, taste tests, and cooking classes to reinforce health promotional messages. These sessions have been delivered by the youth-leaders bi-weekly with the support of BHCK project staff. Peer influence is an extremely effective tool in reaching kids today with information. Our youth leaders make healthy eating the cool thing to do. This component is unique because it is the only project that uses youth-leaders to deliver skills-based nutrition education within the context of a larger parent study that addresses the food environment at multiple levels. Almost all of our youth leaders reported sharing the information from the program through their informal social networks (younger brothers/sisters, cousins, parents, grandparents, co-workers).

Target Audience

The BHCK study has used a participatory process with community partners and young people from the intervention neighborhoods to develop the youth-leader intervention including the youth-leader training materials, the curriculum that will be delivered to the recreation center youth, messaging and promotional media (videos, posters). For youth in the 10-14 year old age range, peer-leaders are seen as a reliable, relatable and credible source of information. We trained a cohort of 16 youth-leaders (local

college and high school students, 16-22 years) to deliver a nutrition intervention to the target population of youth in the recreation centers in each intervention neighborhood.

Activities

Youth Leader Recruitment

Youth leaders were recruited through local high schools and universities in Baltimore. Both passive and active recruiting strategies were used. Flyers were distributed to local recreation centers, community center, food stores and high schools. Presentations were given at local universities to nutrition students. Applications could be emailed, mailed, or dropped off in person at Johns Hopkins or to the recreation center director. Applications were screened and interviews were conducted by a study staff member and a youth leader from our pilot program and wave 1. We had about 100 applicants, conducted about 40 interviews, and selected 16 youth leaders for our final group during wave 1.

During wave 2, Junior youth leaders were recruited based on the following criteria: 1) local youth between 15-18 years old, 2) attending or living around a BHCK recreation center, 3) enrolled in high school, 4) successfully completed the application and interview process. We first used the recreation center directors' recommendations and held community presentations with community partners at recreation centers. Each participating recreation center had a youth-leader application box placed at the site, as well as flyers and handouts to advertise the position. Recreation center directors helped youth to fill out the application (Appendix E) and were constantly in touch with BHCK personnel. Applications could be emailed, mailed, or dropped off in person at Johns Hopkins or to the recreation center director. Due to the limited number of applications received through recreation center recommendations, other venues were explored to recruit junior youth leaders. BHCK personnel and senior youth leaders went together to corner stores, basketball courts, parks, churches, and swimming pools around the recreation center to meet high school-age students and encourage youth to apply for the position. We also went to high schools nearby each recreation center and met with counselors as another recruitment strategy. Finally, we used social media platforms such as BHCK Facebook and Instagram pages to connect with other community organizations working with high school students and with youth.

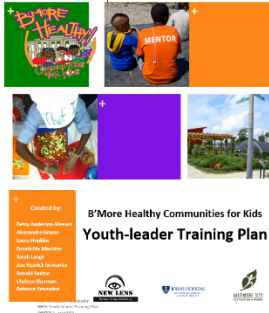
These efforts paid off. We received 45 applications for the junior youth-leader position, 35 were considered for an in-person interview based on our eligibility criteria. The interviews lasted between 30-60 minutes and were conducted by a BHCK study staff member along with one or two senior youth leaders. The study personnel and the senior youth leaders worked collaboratively to select the youth leader for the program. Having the senior youth leaders in the interview was effective in the selection because they were able to share their experience with the high school applicant and also provide critical insight into the selection process. Immediately after the interview, each high school student who went to the interview (n=24) was assessed with the Youth Impact Questionnaire (YIQ – Appendix) by a trained BHCK study staff. The naturally occurring intervention junior youth leader group was formed based on youth's availability to attend trainings and ability to implement the program. All high school students interviewed were considered for the junior youth leader position; however, after the interview some realized they would not be able to commit due to schoolwork and conflicting sports schedules.

Youth Leader Training

Youth-leaders receive an intensive 12-session training program to prepare them to deliver the intervention, including team building activities, leadership, problem solving, youth-leader skills, and opportunities to practice implementing the curriculum. The youth-leader skills component of the training is delivered via role-play and interactive discussion. Topics for the skills training include discussion facilitation, behavioral management, and developing relationships with youth.

Wave 2

During wave 2, experienced youth leaders from wave 1 (senior youth leaders) trained high school students (junior youth leaders) in a 12-session program with a train-the-trainer approach. Moreover, University of Maryland Extension held 2 sessions on nutrition knowledge delivered to senior and junior youth leaders. We used our youth-leader training curriculum developed for wave-1 and worked together with UME staff to incorporate additional nutrition education materials to the existing curriculum. BHCK project staff, UME staff oversaw and conducted process evaluation of the training sessions to ensure quality of module delivery. Youth-leaders who successfully completed the training program went on to deliver the curriculum to youth in the recreation centers. Biweekly booster sessions occurred to further provide support, refine leadership skills and practice the lesson that would be taught for the next two weeks.



Appendix E - Youth-Leader Plan

Development of Communication Materials and Social Media Content

At the end of the train-the-trainer program, senior and junior youth leaders had a professional photo-shoot session, the photos from which were used in BHCK communication materials and social media content (**Figure 1**). Youth leaders are the face and motif of the BHCK program, where youth leaders have the chance of being role models to children by promoting BHCK food products. During the photo-shoot, it appeared that youth leaders increased their sense of ownership of the program and demonstrated their youthful energy and personality to make healthy eating as the cool thing to do.

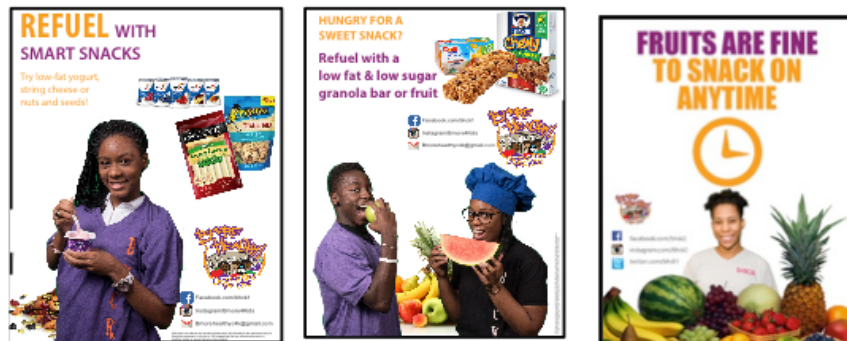


Figure 1. Illustration of some of the communication materials used in recreation centers and food stores.

measured using the Block Kids 2004 Food Frequency Questionnaire (NutritionQuest 2014), a quantitative, validated FFQ that assesses frequency and portion of 77 common food items. We assessed youth's height, weight, and calculate BMIs of the youth-leaders. Youth-leaders will be interviewed pre and post-intervention and we will use the YIQ and FFQ forms to assess impact of the program on this group (Appendix).

From the 13 junior youth-leaders in the intervention group, 4 are male and 9 are female African-American from Baltimore City. Preliminary baseline data indicate that mean age of the group is 17 years old and a mean BMI of 26.5 kg/m² (10 classified as normal weight and 3 obese according to the WHO reference, 2007).

Lessons Learned

Youth Leader Attendance: It would have been easier to be strict with certain policies such as attendance in the beginning instead of having to backtrack and make things stricter as we went along.

When the program in the recreation center started, transportation remained an issue to some of the junior youth leaders. Some of them did not feel safe by taking the bus during the winter, which gets very dark at early hours. In order to address this barrier, we are providing attendance awards as incentive to senior and junior youth leaders to be present during training and recreation sessions. In addition to that, the program is also granting cab rides to youth leaders if they need to go home after their work during the winter.

Recruiting New Youth Leaders: Recruiting high school students during summer break was challenging, as some students were out of town or had a summer job and were not reached out when we went to the community. Dropping off flyers at stores was somehow successful in order to reach out to high school parents. Most of the youth referred by directors declined their participation after going through the interview because they realized they would be very busy during school year when training started. We also found that those youth attracted to becoming a youth leader and seemed to be a good fit for the program were often already serving in leadership roles in many other aspects of their life. Therefore, from those interviewed, most had little time availability to devote to the program, which also reflected on their attendance rates during phase one. Although we aimed at recruiting youth leaders from the community around each recreation center to facilitate transportation to the nutrition sessions, our train-the-trainer module was held at the Johns Hopkins University campus, which was not close to all of them, creating another barrier to participation and attendance. Based on this experience, we found that recruiting youth when classes started was more effective than during the summer break as most of them are away or had a summer job. Furthermore, we were invited to attend a Youth Leader Retreat organized by Baltimore City Public Schools, in which an average of 10 high school students (considered leaders by their teachers) from each Baltimore schools got together and went through a leadership workshop. We were able to recruit and speak with hundred students. Thus, school events are another good opportunity for recruitment of you

Testing new venues to recruit new Youth Leaders: As for recruitment, it would be helpful to have an online application procedure, where students can go to a website, have more information about the program and submit it online. Most of the applications requested by email or Facebook haven't been returned to BHCK.

Communication with Youth Leaders: Need to make sure Youth Leaders have all the information they need upfront. i.e. some youth leaders were confused later that the program would continue longer than the summer, some youth leaders did not want to be added last minute to other opportunities we had such as working in the stores because it was not part of their original schedule.

-Need to deal with personnel problems and differences early on and set the tone about teamwork and how to deal with conflict. We had one youth leader quit right after training due to clashes with other youth leaders and were not equipped to properly deal with this soon enough.

Communication with Community Partners: Need to keep up to date with the latest BCRP policies. We learned too late in the process about fingerprinting and the age requirement to work in the rec. For wave 2, it was BCRP idea's to incorporate high school students and we have been communicating with each director about the program even before the intervention starts. Also, it has been helpful to involve recreation center directors in the youth leader selection process.

CAREGIVER-LEVEL INTERVENTION

Standards for Intervention

Wave 1

Standard	Low	Medium	High
% of BHCK enrolled families receive an invitation to join the text-messaging program		≥90%	≥90%
% of families sign up for text-messaging		≥50%	≥50%
% of families enrolled who stay enrolled in the program for at least 2 months	<50%	50 – 75%	>75%
% of families enrolled who stay enrolled in the program for at least 4 months	<50%	50 – 75%	>75%
% of families enrolled who stay enrolled in the program for at least 6 months	<50%	50 – 75%	>75%
# text-messages are sent to all participants each week		≥3	≥3
% of text messages successfully delivered to participants out of the total sent each week	<75%	75 – 90%	>90%
% of text messages received from participants	<15%	15 – 30%	≥30%
# posts made per week on Facebook	0	1-2	≥3
# of Facebook boosts per week	<1	2	≥3
# posts made per week on Twitter	0	1-2	≥3
# posts made per week on Instagram	0	1-2	≥3
% of families that participate in one of BHCK's social media websites			≥50%

# of goal setting text messages per week	0	n/a	≥1
BHCK staff monitor/check text messages received from participants at least 3 times per week during the intervention	<3	3 – 5	>5
BHCK staff will monitor/check comments on BHCK social media pages at least 3 times per week during the intervention	<3	3 – 5	>5
BHCK staff will make changes to content of social media posts based on assessment of popular posts. Assessments will be completed at least once every two weeks	<2 weeks	once every 2 weeks	once every week

Wave 2

Instagram	Low	Medium	High
Pre-Intervention: # of followers by August	<200	201-649	>650
Pre-intervention: # of accounts BHCK is following by August	<100	100-149	>150
Reach			
# of people reached per Instagram campaign	<20,000	20,000-25,000	>25,000
# of new followers/month	<300	300-450	>450
Dose			
# of large Instagram challenges/phase	0	1	2 to 4
# of weekly Instagram campaign per phase	<4	4 to 6	>6
# of shoutout/feature posts made/month	0-1	2	>3
# of target audience that we follow/month	<2	3 to 5	>5
% of posts with our specific # per phase by month	<70%	70-90%	>90%
Average # of hashtags per posts	<5	5 to 8	9 to 11
# of media posted/week	<4	4 to 6	7+
# of different types of posts made per week (e.g. types: video, feature, recipe, picture)	<2	2 to 4	>5
# of linkages to other components of the study (rec, carry-out, corner-stores) made per week	0	1	>2
Fidelity			
# of our hashtags made by others/phase	<20	20-40	>40
# of posts about BHCK made by the Youth leaders per phase	<20	20-39	40+
# of entries to bigger Instagram challenges per phase	<20	20-40	>40

# of link clicks received per Instagram campaign	<50	50-75	>75
# of likes received per Instagram campaign post	<175	175-200	>200
Total # of likes on posts by month	<200	200-299	300+
Average # of likes per post	<20	20-34	35+
Total # of comments on posts by month	<10	10 to 15	15+
Average # of comments per post	<3	3 to 6	7+

Facebook	Low	Med	High
Reach			
Average # of paid total reach/month	<400	400-600	600+
Average # of organic total reach/month	<100	100-200	200+
# of new page likes/month	<100	100-200	>200
% of our fans from Baltimore taken per month	<70%	70-84%	>85%
% of our people reached from Baltimore taken per month	<70%	70-45%	>85%
Dose			
# of discussion forum/polls per month	0-1	2 to 3	4+
# of videos per month	0-1	2 to 3	4+
# of photos per month	<15	15-29	30+
# of post about other levels (carry out, rec, stores, policy etc.) per month	<15	15-29	30+
# of posts featuring youth leaders per month	0-2	3 to 5	6+
# posts made per week on Facebook	<8	8 to 13	14+
# of Facebook boosts per week	0	1	≥2
Fidelity			
Average # of shares/month	0-1	2 to 4	5+
Average # of likes/post per month	0-6	7 o 14	15+
Average # of comments by participants/post per month	0-1	2 to 3	4+
Average total # of responses to discussions received per month	<4	4 to 6	7+
# of posts about BHCK made by the youth leaders per month	<3	4 to 7	>7

Texting	Low	Med	High
Reach			
% of families sign up for text-messaging	<70%	70-80%	>80%
% of BHCK enrolled families receive an invitation to join the text-messaging program	<80%	80-99%	100%
Dose			
Average % per week of successful deliveries per text message to each participant group	<75%	75 – 90%	>90%
# of text message that link to other social media/phase	0	1-2	≥3
# text-messages are sent to all participants each week	0-1	2	≥3
# of goal setting text messages per week	0	0-1	≥1
BHCK staff monitor/check text messages received from participants at least 3 times per week during the intervention	<3	3 – 5	>5
BHCK staff will monitor/check comments on BHCK social media pages at least 3 times per week during the intervention	<3	3 – 5	>5
BHCK staff will make changes to content of social media posts based on assessment of popular posts. Assessments will be completed at least once every two weeks	<2 weeks	once every 2 weeks	once every week
Fidelity			
% of families enrolled who stay enrolled in the program for at least 2 months	<50%	50 – 75%	>75%
% of families enrolled who stay enrolled in the program for at least 4 months	<50%	50 – 75%	>75%
% of families enrolled who stay enrolled in the program for at least 6 months	<50%	50 – 75%	>75%
% of text messages responses received from participants when questions are prompted	<15%	15 – 30%	≥30%
# of participants who opt-out/month	>3	3 to 1	0

Twitter	Low	Med	High
Reach			
Total Impressions / week	<5,000	5,000-15,000	>15,000
Weekly Impressions from Campaigns (Boosts)	<7,500	7,500-10,000	>10,000
# new twitter followers/month	<10	10 to 20	>20
# net follower growth/ week	0-3	3 to 5	≥6
# of New Followers from Campaigns (Boosts)/week	<5	5 to 10	>10
# of Profile visits/month	<540	540-750	>750
Dose			
# of twitter accounts BHCK follows/month	<25	25-49	50+
Average # of hashtags per post	N/A	0	>1
# tweets made per week about BHCK project activities	0-1	2	≥3
# tweets made per week about our policy-related activities	0	1	≥2
# retweets made per week about our followers (related to diet, exercise, nutrition, community, farms, stores, health, etc.)	0-2	3 to 6	≥6
BHCK staff monitor/check tweets made by our followers at least 3 times per week during the intervention	<3	3 – 5	>5
# of Tweets posted/day	<5	5 to 10	>10
Fidelity			
# of Mentions received/month	<10	10 to 20	>20

# of Likes received / week	<35	35-70	>70
# of Link Clicks / week	<10	10 to 20	>20
# of Retweets / week	<10	10 to 20	>20
# of Replies / week	<5	5 to 10	>10
# of Engagements from Campaigns/Week	<120	120-175	>175

Description

The focus of the Caregiver-Level Working Group is to increase demand for healthier food and improve caregivers' and their children's food preparation skills. We will be developing and implementing an innovative text-messaging campaign to disseminate nutrition messages and information about healthy options available in local corner stores and carry outs to BHCK participants. Participants have the option to select from one of two frequencies of text-message delivery: twice a week or three to five times a week. Also, we will be using other social media platforms, namely Facebook, Instagram and Twitter to connect with the caregivers and reinforce the lessons that are taught to the children in the recreation centers.

Target Audience

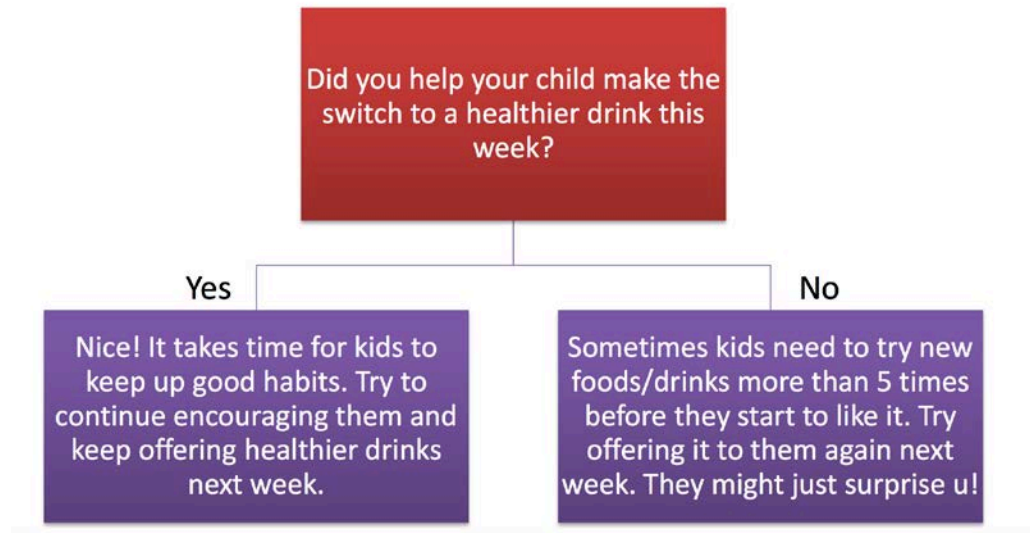
The primary target audience is caregivers of children ages 10 – 14. The secondary audience includes youth leaders, recreation center staff, policy makers and BHCK team members. To enroll caregivers, the BHCK program called caregivers from their baseline sample and sent out letters. We also enrolled interested individuals during interactive sessions and community events, where we talked to and gave out our business cards to members in the community. In Wave 1, we enrolled 158 parents in total for the texting program, with 145 parents enrolled in the 3 texts/week campaign and 13 in the 2 texts/week campaign. For each zone, there were about 20 parents enrolled. Furthermore, we also enrolled 14 youth leaders and 16 recreation staff in our texting program. For our social media campaign, we had 333 followers on our Facebook page, reaching 7,713 people in Baltimore, by the February 2015. During Wave 1, we reached about 2000 people and engaged around 130 people every week. We also gained 137 followers on Instagram and 70 followers on Twitter.

Activities

Text-Messaging Campaign

Adult caregivers will receive intervention messaging through text messages (Textit, Inc.). The campaign content will be modified over the course of the intervention to meet specific needs. They will receive weekly messages based on their frequency preference that are tailored to their particular neighborhood. The first message each week will encourage completion of an attainable and specific goal. For example, "Does ur child have a sweet tooth? Try offering them granola bars or fruit as an alternative to candy 1 time this week." The subsequent text-messages offer support to help parents reach the goal, by highlighting discounts offered on promoted products at local stores, or BHCK related activities. We also sent text-messages with recipes or short cooking tips, especially ones with our promoted food items, announcements about the recreation center program, our free snack giveaway store locations, ways to connect with our social media campaign, and nutritional facts for certain food items.

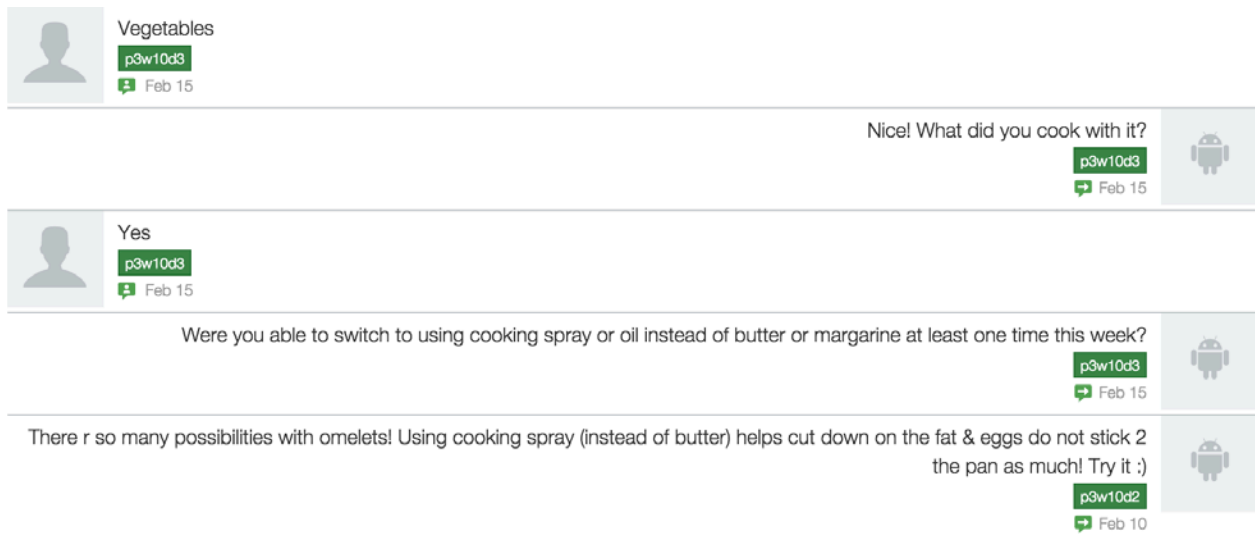
Content Example: End of Week Question (Phase 1: Smart Drinks)



Content Example: Monday Goal Setting Question (Phase 2: Smart Snacks)




Content Example: Message Flow as seen on Textit (Phase 3: Smart Cooking)



Social Media Campaign

Our social media campaign, which included Facebook, Twitter, and Instagram, will mirror the content of the text-messages. Images will be added to the websites and interaction between parents will be encouraged. Participants will be asked to share whether they were able to achieve weekly goals and advise other parents. The websites will also be used to link caregivers to outside resources available through other organizations, (i.e. farmers markets that accept Supplemental Nutrition Program Assistance benefits, cooking classes offered for adults through the American Heart Association). Another function of our social media is that our activities occurring at recreation centers and corner stores are advertised on our Facebook and Instagram pages. Unlike text-messages, these platforms do not have a space limit, so more detailed information and different types of media can be shared. On Facebook, we can share engaging and educational videos that we were made in collaboration with New Lens Production. The BHCK posters as well as photographs taken during our recreation programs of the youth leaders and the kids are also posted and shared on Facebook and Instagram. The social media campaign supports the text messaging campaign as a different medium to share information about our project and teach and engage the caregivers in our messages and lessons for each phase. However, unlike our texting campaign, social media is open to the public, and our content engages and reaches members beyond our intervention zones.

BHCK1 Instagram



bhck1
Baltimore, Maryland FOLLOW

109 likes 27w

bhck1 Easy bean salad is a healthy dish or snack - beans are great for your heart! When using canned beans, make sure to give them a quick rinse - it gets rid of the extra sodium! #Baltimore #maryland #eathealthy #eatclean #foodtips #healthyfoodchoice #motivation #cleaneating #foodchoice #beans #salad #publichealth #beansalad

naimamarie I need this recipe!

colorfulfoodie Wow! #Keepitcolorful!!

Add a comment...

BHCK1 Facebook Page



B'more Healthy Communities for Kids
Published by BHCK (?)
December 2, 2014 · 🌐

Now that you have helped ur child choose smarter snacks, lets work together to help ur family make smarter breakfast and cooking choices too.

Some quick healthy breakfast ideas are Cheerios with fruit and low fat milk, an omelette, and peanut butter and apples. Think you could try these this week?

Tag Photo Edit

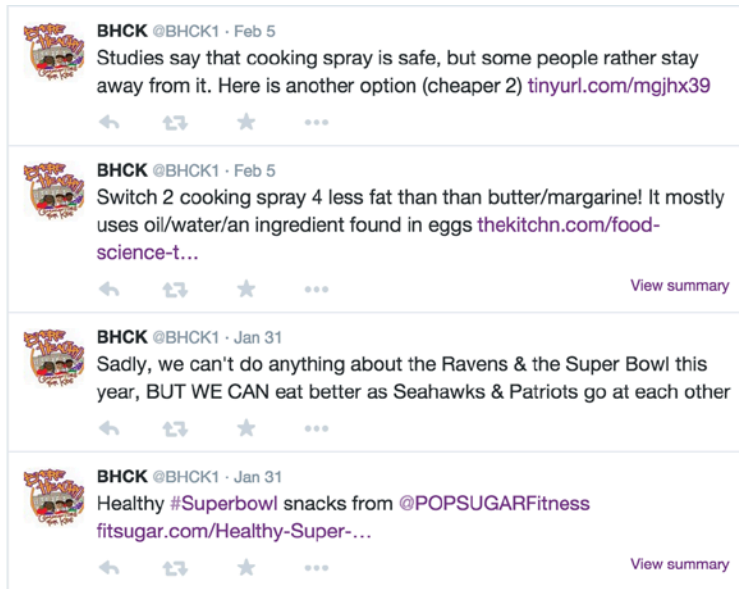
Like · Comment · Share

👍 Danna Turner, Mothyna James-Brightful, A/ AkaTyree and 52 others like this.

🔗 4 shares

Write a comment...

BHCK Twitter Page



Lessons Learned

We decided not use Textit next time, but instead to use a texting platform that allows messages to be sent via computer. We wanted to make enrollment as automatic as possible, so we plan to do it during baseline dyad interviews in the future. We need to use one keyword for recruitment instead of one for each zone. We found it too confusing and we decided to sort the contacts into groups later after they were recruited. Events in stores got canceled so it was not as effective to send session specific messages, we will instead use facebook in the future for this. We are only going to have a certain number of text messages per week that people want to receive to avoid confusion; focus groups found that 3 texts/week were most preferable.

We learned that an automatic reply from us counts as one of their messages for the week. We want to tailor text messages to different holidays/time of year. During wave 1, the drink phase dragged on too long. We may need to shorten it or find more creative ways to present the content.

Twitter information was very difficult to track- we mostly connected with professional organizations; caregivers did not really use Twitter, so it was less effective in reaching caregivers. We received positive feedback for the texting program from focus groups: parents liked replying to texts so create dialogues or ask questions that prompt a response (yes or no questions are more effective than open-ended ones). Parents wanted more recipe texts, especially recipes for fast cooking and easy healthy meals. Parents suggested we send messages in the late afternoon or mid evening (down-time).

For Instagram, we need to use more hashtags for Instagram posts. Our team brainstormed consistently using about 10 hashtags/post. Brighter and better quality photos will get more likes for Instagram and Facebook posts.

Wave 2

For wave 2, our plan is to continue using Facebook, Instagram and weekly texts with the caregivers, but to utilize Twitter as a tool to connect with the policy makers, since they seem to be more

active on Twitter. Like Wave 1, the content for Facebook, Instagram and texting will all parallel the 3 phases and our rec curriculum.

For our texting campaign, we changed our platform from Textit to EZ texting (<https://www.eztexting.com>), which allows us to send messages from a computer. Through another company, we developed a texting online application, MobileVip (<http://mobilevip.me/login.cfm>), that allows us to schedule and send messages with pre-set responses to certain replies for our yes/no question text-messages as well as receive data output for the participants' response rate and percentages for each reply. Since our texting program was the most effective in Wave 1, we are essentially keeping our implementation the same but only providing the 3 texts per week option, since the focus group favored 3 texts/week most.

For Facebook, since we already created a strong follower base on our Facebook page during Wave 1, we are keeping the same page. However, for Wave 2, we have created a set weekly schedule (Table 1) for posting, such as a Sunday discussion post and Fun Fact Friday. We also post about daily store interactive sessions (Figure 1).

As for Instagram, we decided to start fresh with a new account and a new name, Bmore4kids (Figure 2). In order to increase our reach, we are aiming to use 10 hashtags on every post and to constantly network with other relevant accounts, such as by liking and commenting on their posts and featuring their accounts. Like Facebook, we also created a set weekly posting schedule. BHCK will also organize monthly giveaway challenges on Instagram (Figure 3), which will be linked to Facebook. Our followers will have the chance to win a \$25 prize bundle when they post a photo that follows the challenge prompt and tag @Bmore4Kids in their post. The winners will be selected randomly out of all the social media users who have entered a photo to the challenge. The monthly challenges will also be advertised on Instagram and Facebook in order to gain more followers from Baltimore and increase awareness about BHCK's activities.

A new Twitter account under @Bmore4kids was made for Wave 2 (Figure 4) to connect with policy makers and organizations that have an interest in changing the food environment. On Twitter, we share food policy news, published articles written by students and staff members working at GOPC, and updates on obesity research. We also use Twitter to share BHCK's intervention activities with photos of community members, corner store and carryout owners, and youth leaders (Figure 5).

BHCK also boosted posts on all social media platforms (i.e. Facebook, Instagram and Twitter) to increase reach within Baltimore City (Figure 6). The paid engagements from these boosts/campaigns were measured as part of process evaluation data.

EZ Texting Example:

Date	Direction	Type	Message	Group/Individual	Delivery Report
01-29-2016 3:35 PM	↓	SMS	Oatmeal with strawberries	👤	Received
01-29-2016 9:39 AM	↑	SMS	Great! What did you and your kids h...	👤	Delivered
01-29-2016 9:39 AM	↓	SMS	Yes	👤	Received
01-29-2016 2:36 AM	↑	SMS	Happy Friday from BHCK! Were you ab...	👤	Delivered
01-27-2016 7:00 PM	↑	SMS	Oatmeal is a great breakfast, but s...	👤👤👤	Delivered
01-24-2016 7:05 PM	↑	SMS	Most kids cereal has as much sugar ...	👤👤👤	Delivered
01-23-2016 10:21 AM	↑	SMS	BHCK hopes everyone stays warm n sa...	👤👤👤	Delivered
01-22-2016 7:00 PM	↑	SMS	A nutritious breakfast fuels the bo...	👤👤👤	Delivered
01-20-2016 6:02 PM	↑	SMS	Some quick breakfast ideas are Cher...	👤	Delivered

For Wave 2, there is a head person handling two social media platforms, i.e. Facebook Page and texting campaign. Ideally, one person should manage each social media platform, but if there are not enough people, one person can manage two. The weekly posts should be drafted a week in advance and approved by the team by the end of the week before they are posted the following week. The social media websites and text-messages should be interconnected. Furthermore, both campaigns should be used to interconnect all the components of the intervention. This would include posting on Facebook and Instagram about recreation center announcements, community events that BHCK are involved in, free giveaway and interactive sessions, policy updates from the BHCK policy working group, deals and discounts in corner stores and carryouts for certain items, etc. Also, the youth leaders should be instructed to be very active and engaged on the BHCK Facebook and Instagram in order to increase our pages' reach within our target population. It is also important to network with other relevant social media users, either by commenting or liking their posts and/or featuring their accounts.

During the second wave of the intervention we also developed photo posting guidelines due to participants/followers tagging us in their posts. Due to issues with media permission the following guidelines were created.

Guidelines for Photo Posting on Social Media Platforms:

1. We can repost a submission if it does not have a person's photo on it (e.g., the photo is just of food)
2. If the photo has a person's photo, we can only post if we have a signed media release form
3. If we don't have the signed form, we cannot repost

See Appendix E for more posting examples.

Appendix

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Appendix A

BHCK Policy WG Lead Transition

Updated August 2015

Responsibilities

- Coordinate quarterly stakeholder meetings
 - Set meeting date
 - Send out save-the-date and RSVP request w/ deadline
 - Draft meeting agenda
 - Food order
 - Prepare meeting materials (i.e., agenda, presentations, tent cards, parking passes, etc.)
 - Distribute meeting minutes and action items
- Lead regular (weekly or bi-weekly) internal WG meetings
- Stay in-the-know about food policy activities in Baltimore by attending quarterly FoodPAC meetings and other relevant events
- Support policy-related work by City Health Dept., City Council, or others (i.e., via the agent-based model)

B'More Healthy Communities for Kids (BHCK)

Policy-Level Working Group, Meeting Minutes
February 11, 2015



***Global Obesity Prevention Center
Johns Hopkins Bloomberg School of Public Health***



Meeting Attendees:

M. Bertenthal, R. Boyce, S. Bucknor, E. Campbell, S. Clanton, K. Edwards, L. Flamm, H. Freishtat, J. Gittelsohn, A. Goheer, C. Gormley, A. Gorstein, B. Henry, A. Huang, A. Kharmats, J. Lane, B. Lee, D. Lewis, A. Morgan, Y. Mui, A. Ntatin, K. Perepezko, M. Porter, N. Rapp, S. Rastatter, A. Scatterday, A. Seiden, Y. Shen, C. Shipley, A. Trude, S. Tuck, S. Weber.

Welcome & Introductions

The session was convened by Y.Mui and A. Seiden, who welcomed new and returning members. Meeting objectives included:

1. Presenting the results of Wave 1 of the BHCK intervention; discussing challenges.
2. Discussing the plan for Recreation Center Program Sustainability
3. Collaborating and leveraging strengths to address challenges, including a potential partnership with Gather Baltimore

Results of BHCK's Intervention: Wave 1

**Presentation slides are available at the end of the document.*

Background (C. Shipley)

- BHCK is a five-year, five-level study
- Aimed to improve access to and demand for healthy food
- Sample characteristics (low-income children and their caregivers)
 - High number of fats, oil, sweets, and sodas, low consumption of fruits and vegetables

Wholesalers (S. Rastatter)

- Tracked stocking of promoted items
- Used shelf labels so that storeowners know what to purchase
- Financial incentives
- On average, wholesalers brought in 5 new promoted items, already had about 16 items, and wouldn't stock 4 promoted items

Challenges:

1. Best way to communicate with Wholesalers?
 - Discussion of interventionist meetings with wholesalers on our study and goals
 - Discussion of a building network of wholesalers: there was an initiative to develop this that ultimately fell apart
2. How can we best encourage wholesaler to participate?
 - H. Freishtat discussed utilizing the upcoming changes to SNAP benefit participation guidelines to demonstrate the financial viability of our program:
 - Three phases:
 1. EBT machines
 2. Greater varieties of the food groups
 3. Every store must have bar codes and digitalize stocking
 - We can help wholesalers prepare for the implementation of new SNAP guidelines
 - Potential challenge to this idea: gives storeowners a lot of liability; customers may not necessarily buy healthier foods

- J. Gittelsohn supports working with wholesalers for readiness training in implementation of new SNAP guidelines
- L. Flamm suggested communicating with wholesalers about what foods are best to stock in terms of sales

Corner Stores (S. Rastatter)

- 15 stores started, 14 completed
- Provided training videos (n=6) to storeowners, structural incentives for completing the videos; ten stores completed all videos
- Completed nutritional lessons for each store visit
- 165 total educational sessions, reached 4000 customers

Challenges:

1. Funding for structural incentives
2. Finding the best communication channels to reach storeowners (they aren't always present at the store when interventionists visit)
3. Overcoming cultural/language barriers between owners and customers (this impedes the intervention)
4. Opening up channels of communication between store owners to facilitate sharing of ideas and experiences
 - A. Goheer asked about sources of inventory outside of wholesalers: Store owners are price sensitive and will purchase from Sam's Club and supermarkets
 - Y. Mui discusses the necessity for opening communication with storeowners to enable ease of stocking healthy food
 - H. Frieshtat raises behavioral component: people currently don't think of corner stores as the place where you buy healthy foods
 - Cultural barriers between storeowners and the community:
 - Many storeowners are Korean, Chinese, Spanish, etc.
 - B. Henry discussed disconnect between storeowners and the community: they see their store as a business and lack investment in the community
 - H. Frieshtat raises the possibility of health regulations and land use zoning to improve food environment (particularly once new SNAP regulations come into effect)
 - J. Gittelsohn discussed variability in relationship between storeowners and the community; they can be highly invested or completely closed
 - H. Frieshtat: How do corner stores make their money? What percentage of profit does tobacco comprise?
 - J. Gittelsohn says that lottery and tobacco comprise a lot of profit but soda and snacks also generate profit
 - B. Henry acknowledges that fruits and vegetables won't sell as they are sold at a mark up

- C. Gormley specifically acknowledges challenges in reaching youth; youth purchase the least expensive food

Carryouts (K. Perepezko)

- 6 carryouts are using a new menu, 6 carryouts are using new cooking methods
- 350 people have been reached at taste tests to date

Challenges:

1. How can we incentivize switching over the menu boards and increase the rate of implementation?
 - H Freishtat talked about the experience in public markets- implementation was a physical time issue
 - A. Kharmats said there was a lack of incentive to put up the sign
 - A. Huang talked about how some storeowners in public markets wanted smaller add-ons to their existing boards instead of a completely new board
2. How do we build trust to get storeowners to adopt our ideas?
 - S. Tuck recommended conducting a cost-benefit analysis to show the financial benefit of stocking our food
 - J. Gittelsohn: suggested using prior studies we have conducted show increase of sales in healthy foods as a result of our intervention for financial incentive
 - A. Huang asks how often we visit them and if there are legal restrictions on the foods they can sell based on contracts and also recommended alternatives to changing menus like a test day of food;
 - K. Perepezko says that we meet every other week and that our relationship is improving as time goes on; storeowners are more open to change
 - H. Freishtat: Korean vendors didn't want to sell the foods they eat at home; we may need to try increasing the variety of foods available

Recreation Centers (C. Shipley)

- 98 sessions completed by youth leaders at 7 centers
- 1600 contacts with children
- 12 Youth Leaders successfully completed the Youth Leader Program – role models in the community, formed strong relationship with the kids

Challenges:

1. How do we ensure that the kids we interview are the ones that will attend our sessions in the after school program?
 - Difficult to retain children if their school starts an afterschool care program

- S. Clanton is essential to work directly with the recreation center staff to ensure continuity
 - B. Henry suggests incentives for children or giving coupons to interviewees
2. We are looking for jobs for our youth leaders
- S. Clanton, H. Freishtat said there are vacancies on the Youth Commission

Sustainability of BHCK's Recreation Center Program (A. Trude)

- Grant obtained to do formative research to expand youth leader program to all recreation centers
- BHCK and BCRP want to use this research to refine curriculum and disseminate info for implementing youth leader program in recreation centers
- In-depth interviews conducted with BHCK youth leaders, rec center directors, teen council (teens that could take over BHCK program and teach nutrition curriculum in rec centers)
- Next steps:
 - Working group for recruitment of teens for the teen council,
 - Information gathering for BCRP
 - Develop action plan to implement the youth leader program
 - Share results at a symposium
- More funding is needed to implement program and train the teen council
 - USDA has a childhood obesity reduction program that we will be applying to for funding; open to discussion about other sources of funding and how to recruit for the program

Potential Collaboration with Gather Baltimore (A. Morgan & C. Shipley)

Background:

- Arthur Morgan is founder and leader of Hamilton Crop Circle and Gather Baltimore
- Working in the Oliver neighborhood with Gather Baltimore stands throughout the city
- There are opportunities for collaboration in opening a corner store but there needs to be leadership to start the store from scratch

Challenges:

- Quantity of food is not the problem; distribution is the challenge
- More money needed for transportation and refrigeration
- Structural challenges
- Recycling is also a challenge
- Demonstration of the quantity of food in the \$6.00 bags

Discussion:

- B. Henry suggests a partnership with churches and using vouchers for distribution
- Gather Baltimore is donation-based; cannot collaborate with SNAP

Action Items (Y. Mui & A. Seiden)

- **Rezoning** land use based on healthy food availability
 - BHCK to follow up with Councilman Henry (Maggie Porter) and Councilman Welch
- **Cost analysis** for carryout owners on what it would look like if they sold more healthy food; Develop strategy for information sharing with wholesalers and storeowners particularly in regards to profitability
 - BHCK to look into prior work by J. Gittelsohn and others; follow-up with S. Tuck and A. Huang
- **Summer camp and Youth Commission** to potentially employ youth leaders
 - Follow-up with C. Gormely re summer camp
 - BHCK to follow-up with S. Clanton and H. Freishtat re Youth Commission
- Upcoming **SNAP changes**: create and implement readiness exercises
 - BHCK to follow up with H. Frieshtat
- Partner with **KAGRO** and work on building connection between community members and storeowners
- **Sustainability** of BHCK intervention is ongoing
- Secure sources of **funding**
- Renew the focus on **wholesaler responsibility**, especially with new SNAP changes, and possibly encourage one wholesaler to become a “champion” of the cause
- Possibly shorten the list of produce that needs to be stocked at stores
 - BHCK to follow-up with H. Freishtat
- **Next meeting** of the BHCK Policy Working Group planned for May 2015

Appendix

1. Meeting Agenda
2. PowerPoint Presentation Slides

No reason to delay labeling

Could posting warnings about sugary drinks save lives? Research says yes.

In a recent editorial, The Baltimore Sun questioned the appropriateness of legislation under consideration to require businesses that sell sugary drinks to put up a label warning of potential negative health effects "[Curbing sugary drinks in Baltimore](#) Jan. 12). The editorial does not question the health risks these beverages pose but rather the effectiveness of such labels, the potential burden these requirements would place on businesses in the city and the possibility of negative financial consequences. We would like to offer further evidence to address these concerns.

The first question is: Is there evidence that suggests that labeling can be effective in changing consumer behavior? The answer to this is yes. In fact, several studies of food and beverage labeling conducted here in Baltimore City have demonstrated that identifying healthier foods through shelf labels can increase their frequency of purchase in small corner stores, supermarkets and carryout restaurants. Some people just need a little nudge to help them make the healthy choice the first choice.

Will warning labels work? The answer to this is also yes. There are multiple studies that have shown the effectiveness of such labels on cigarette packs to improve awareness of cancer risk and reducing tobacco use. A recent study by the [University of Pennsylvania](#) School of Medicine found that parents were significantly less likely to purchase a sugary beverage with a warning label compared to no label at all.

Finally, will warning people about the dangers of sugary beverage consumption be bad for sales? The answer to this is likely no. But this depends

on local businesses themselves. Our research has shown that if corner stores and carryouts stock healthier alternatives, then sales of these foods and beverages go up, compensating for reduced sales of less healthy foods and beverages. Environmental changes are needed. Wholesalers and distributors are part of the solution, and we have partnered with them in our ongoing work.

We view the sugary beverage warning label legislation as part of the solution to the epidemic of obesity and chronic disease in Baltimore City. A definite step in the right direction, with minimal risks to local businesses.

Dr. Joel Gittelsohn and Cara Shipley, Baltimore

The writers are, respectively, professor of international health and research program coordinator at the Johns Hopkins Bloomberg School of Public Health.

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- [University of Pennsylvania](#)

<http://www.baltimoresun.com/news/opinion/readersrespond/bs-ed-sugar-letter-20160115-story.html>

We need healthy vending options

By 2018, poor nutrition will cost Maryland's health care system upward of \$7.6 billion.

Earlier this month the [Maryland Senate](#) considered the Maryland Healthy Vending Act, a bill that would assist individuals make healthier snack choices by requiring that 75 percent of packaged food and beverage options offered in vending machines located on state property meet certain minimum healthy food standards (["Horizon Foundation works to spread healthy vending options across state,"](#) Jan. 6).

We strongly support this bill.

Currently, there are some 81,000 individuals employed by the state of Maryland, and the state spends more than \$700 million to fund its employee health benefits program. Additionally, it is estimated that by 2018, poor nutrition will cost Maryland's health care system upward of \$7.6 billion in direct medical costs alone. Reducing the impact of diet-related disease will decrease this financial burden and increase workforce productivity.

In 2015, Baltimore City Health Commissioner Dr. Leana Wen introduced healthy standards for vending machines in Baltimore after the launch of a successful pilot program. If Maryland were to enact this bill as well, it would join the ranks of many other states, such as California, which have passed healthy vending machine laws.

Importantly, research that has examined vending machines has shown that increasing access to healthier foods changes behavior and leads to increased consumer purchases of these foods. At the same time, these changes are either profit-neutral or enhance profits for vending machine businesses.

Adopting a healthy vending machine policy is the right thing to do for state employees.

Naomi Rapp and Joel Gittelsohn, Baltimore

The writers are, respectively, a masters of public policy candidates at the Johns Hopkins Bloomberg School of Public Health and a professor in the school's Global Obesity Prevention Center and Center for Human Nutrition, Johns Hopkins Bloomberg School of Public Health. Their opinions are their own and independent of their affiliation with Hopkins.

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- [Maryland General Assembly](#)

<http://www.baltimoresun.com/news/opinion/editorial/bs-ed-vending-machines-letter-20160323-story.html>

Link to Baltimore Healthy Carryout Interview on abc2news:

<http://www.abc2news.com/news/health/baltimore-carryouts-helping-to-promote-healthier-food-choices>

B'more Health Talks

Our youth leaders appear on the episodes called “Food and the Food Environment” and “Sugar Sweetened Beverages.”

<https://soundcloud.com/bmorehealthtalks>

January 20, 2015

(name/office)
(address)
(address)

Dear (potential participant):

We would like to invite you, or a representative that you choose, to be a member of the Policy Working Group for the Johns Hopkins Bloomberg School of Public Health community intervention program "B'More Healthy Communities for Kids (BHCK)." The BHCK program currently works in and around Baltimore City recreation centers to increase the availability of affordable healthy food options for children and their families, and to promote these food options at the point of purchase. This project targets multiple levels: (1) policy, (2) wholesalers, (3) corner stores/carryouts, (4) recreation centers, and (5) children and their families throughout 30 neighborhoods in Baltimore City.

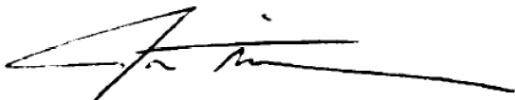
The primary objective of the Policy Working Group is to engage, facilitate communications with, and inform key stakeholders to promote a healthy food environment in Baltimore City. We're excited to share that BHCK will be wrapping up the first half of the project this winter. We look forward to sharing updates and also soliciting suggestions for the second half of the project from you at our next meeting.

BHCK and our community partners meet 3-4 times per year. We would like to invite you to attend our next meeting, which is scheduled for:

Wednesday, February 11th, 12:00 PM - 1:30 PM
Johns Hopkins Bloomberg School of Public Health
615 N Wolfe St.
Baltimore, MD 21205

BHCK is one of many projects in Baltimore City striving to improve the health and nutrition of our youth and their families. We believe that building this working group with individuals from outside of the Hopkins community will help coordinate our efforts and enhance the BHCK project through shared knowledge and perspectives. We are attempting to create sustainable programming, which cannot be achieved without your support at the policy level. If you have questions about joining the working group, please contact us via phone or email.

Sincerely,



Dr. Joel Gittelsohn, BHCK Principal Investigator
Phone: 410.955.3927; Email: jgittel1@jhu.edu



Yeeli Mui, MPH, Policy Working Group Co-Chair
Phone: 661.747.7583; Email: ymui1@jhu.edu



Andrew Seiden, Policy Working Group Co-Chair
Phone: 516.729.5050; Email: aseiden4@jhu.edu



Support for the Urban Farm Tax Credit

An agent-based model provides support for this policy in Baltimore City

Agent-based models (ABMs) can be used as a tool to “test” the impact of health policies.

The B'More Healthy Community for Kids (BHCK) program at Johns Hopkins developed an ABM representing the food environment in Baltimore City.

Under the urban farm tax credit, the ABM forecasts changes in the food environment, food access, and dietary behaviors.



Given scenarios of different conversion rates, our preliminary results suggest that property tax credits for urban agriculture may lead to the following changes after 5-years in areas covering parts of Districts 9, 7, 11, 12, 13, and 14:

Conversion rate: vacant lot to urban farm	# of vacant lots	# of urban farms	Variety of FV in corner stores/ carryouts	Consumption of FV among adolescents (in servings)
0%	30	5	0.57	0.65
2%	27	8	0.85	0.89
4%	24	11	1.17	1.21



Because of the nature of simulation modeling, it is common for assumptions to be included in models, when data or information is limited on the given subject.

For the ABM of the Baltimore City food environment, some assumptions have been incorporated that should be taken into consideration when evaluating the outcomes:

- The simulation model includes only a select area of Baltimore City.
- Results of the simulation model represent the *potential impact* of converting vacant lots to urban farms within the selected area of Baltimore City, assuming the tax credit would apply. The simulation model does not include the effect of already existing urban farms that have no taxable value.
- Transformation rate of vacant lots to urban farms: Transformation rates are based on expert recommendations from those in the Baltimore City farming community.
- Impact of vacant lot conversion on fruit/vegetable access in corner stores and carryouts: Corner stores and carryouts located within 3-4 blocks of a newly converted urban farm, on average, increases the healthy food availability index (HFAI) of stores by 2 points.
- Impact of vacant lot conversion on fruit/vegetable consumption among adolescents: Adolescents living within 2 blocks of a large urban farm is associated with an increase in fruit/vegetable consumption by 0.3 servings. Adolescents living within 3-4 blocks of a large urban farm is associated with an increase in fruit/vegetable consumption by 0.2 servings.
- Fruit/vegetable displacement of unhealthy food – Each serving of fruit/vegetable consumed displaces an equal serving of an unhealthy food.

Appendix B – 1st BHCK Community Forum Report



B'more Healthy Communities for Kids

Community Forum, 3/26/15

Humanim Building

“If you have come here to help me, you are wasting your time. But if you have come here because your liberation is bound up with mine, then let us work together.”

—Lilla Watson, Aboriginal activist

OVERVIEW

The B'more Healthy Communities for Kids (BHCK) project has been working with many community partners over the years, and on March 26th, arranged to have a Community Forum in order to get everyone in the same room talking about how we can collectively improve the health of Baltimore children.

The Forum attempted to build trustworthiness, peer support, cultural sensitivity, and empowerment into the collaboration process, by providing a stage for sharing individual and group experiences.

Over thirty participants gathered to bring the voices of the community in one space, utilizing both small group and large group interactions to connect on key issues. The theme for the day was childhood obesity, and the BHCK team began with an overview presentation of some of the latest health data to frame the problem: Baltimore obesity rates are higher than the US average, affecting 36% of adults, 25% of middle school students, 20% of 3rd grade girls, and 17% of 3rd grade boys.

The BHCK team then discussed some of the work they're doing in the community, with intervention zones centered around recreation centers mostly in East Baltimore, including: a team of youth leaders conducting nutrition and cooking classes, healthy product promotion and menu redesign for cornerstores and carryouts, interactive sessions and giveaways for customers, and wholesaler program incentives—all promoted via social media. The project interfaces with policy leaders and community organizations in the city to ensure broad based efforts, and is interested in sustaining these efforts with organizational collaborations for years to come.

SESSIONS

The Forum then broke into three “Hive” sessions, where participants shared ideas in small group roundtable discussion, then brought the ideas of their groups to the larger group, and then mingled and cross-pollinated those ideas during unstructured break time.

- The first Hive session focused on identifying successes and barriers of programs in the community. Participants discussed their own experiences and then reported back to the entire room about some of the inspirations and frustrations of trying to do this important work. Some successes have been found in co-locating initiatives (such as the kids in the after-school program watching the catering program participants cook at the Episcopal Community Services of Maryland).
Of the challenges discussed, **language barriers** and **building trust** were major barriers for reaching people. The importance of a shared vision was discussed as crucial to beginning dialogue in the community. It was also acknowledged that **building coalitions** among a wide variety community organizations is essential to expanding impact without reinventing the wheel. All groups struggled with **getting the word out** about their projects, and it was discussed that

other Forum participants could help with that. Organizational capacity was identified as limiting the degree to which an organization can grow.

As part of the large group discussion, participants wrote down on sticky notes five or six childhood obesity interventions and then placed them along a diagram of a river representing the **upstream to downstream spectrum of health**. Upstream interventions included incentivizing healthier foods by making them more affordable to large populations in the city, while downstream interventions like gastric bypass surgery only affect one person at a time.

- The second Hive session broke into six areas: Community Building, Recreation Centers/After-school Programs, Food Retail, Urban Farming, School Nutrition, and Physical Activity.
 - Community Building: Participants in this group discussed building within the framework of **existing organizations**, coalitions, and institutional partnerships.
 - Rec Centers: Participants in this group discussed racial barriers being overcome by **inclusiveness** and **dedication** to the community. Groups were interested in finding out about **grant opportunities** as a means of sustaining their work.
 - Food Retail: **Pricing** always represents a barrier to introducing, promoting, and selling healthier foods and drinks. It's hard to compete with **marketing** of major junk food corporations, but in order to level the playing field, healthy options have to become default. In-store cooking demos can show cost-effective meals. Bottled water is taxed but there is legislation looking at removing that tax; of course the environmental impact of more plastic bottles is a concern. Sugar Free Kids Maryland is forming a coalition to support healthier beverage choices for kids and is [asking organizations to sign on](#). Meal planning is a crucial part of healthy eating and the DinnerTime app aims to help.
 - Urban Farming: The group discussed integrating into the community infrastructure, and how to support **farms that pop-up** throughout the city— especially those **where people are living and working** and can access the produce. Sometimes this involves going door-to-door to explain what it's all about. Seeing a vacant space become a garden is **empowering and transformative** for a community. Real Food Farm has had some success with encouraging policy that allows people to keep bees and chickens.
 - School Nutrition: Healthy foods may have initial **material costs** (there are often 10 year contracts in place with food supply companies that carry mostly processed food) and **labor costs** (training of staff) that need to be addressed, as well as overcoming the reluctance some kids may have in trying something new to eat. Some schools do not have a salad bar unless it is run by people outside the school. Even if kids can eat healthier at school, there are gaps in **transitioning those habits to home**.
 - Physical Activity: The participants agreed that making physical activity fun, safe, and engaging is key to success. Even small tips like parking farther away, taking stairs, and using bathroom that's farther away can help. Promoting a greater **feeling of community** might help encourage people to keep coming back, as well as **highlighting personal success stories**.

- The last Hive session mixed up the above groups in attempt to address changes we could make to affect the system, as well as what things we can do tomorrow to ensure that we are moving toward that change. Many agreed that **starting healthy habits young** will increase the likelihood that they will become lifetime habits, and discussing with parents and kids alike their plans. Some

suggested incorporating nutrition as a life skill into the school curriculum, including cooking. Also they recognized the need for school **change to come from within** (like the Parent Teacher Organization). Real Food Farms mentioned a Saturday challenge that gives everyone a budget to buy items meeting certain health criteria.

A real life example of the Ft Worthington Rec Center being slated for closure prompted vibrant discussion from the small group who recommended ways of getting broad **community support, political support, and grant support** for keeping it open.

We synthesized all of this into a “Triple power play”:

- Parents, schools, and stores have the **power** to choose what is offered
- Kids can be **empowered** to shop, cook, and try healthier foods and drinks
- We are responsible for speaking truth to **power** with our elected officials

CONCLUSION

We came together because we are all interested in the health of kids in our community. The Forum facilitated discussion and the introduction of ideas in both the small and large group formats. There were many common sentiments from organizations struggling to do the right thing in our community, but we realized that by working together we can help with outreach and education.

We agreed to continue the connections we made today, and reach out to other organizations who can help further our mutual vision.

We will be holding another Community Forum in a few months, and encourage all participants and their colleagues in the community to attend.

ACKNOWLEDGEMENTS

We are grateful not only to the community organization representatives who attended, but also to those who helped set up, organize, and spread the word about our forum. Sabriyah Hassan and the Elev8 staff generously reserved the space in the beautiful Humanim building.

We would also like to thank Dr Ann McDermott at the Johns Hopkins Bloomberg School of Public Health, whose guidance and experience with community-based participatory research has been extremely valuable.

AGENDA

- -9:00 am – 9:30 am Introductions
- -9:30 am – 10:15 am Breakout Discussion 1
- -10:15 am – 11:00 am Breakout Discussion 2
- -11:00 am – 11:45 am Breakout Discussion 3
- -11:45 am – 12:00 pm Wrap Up

PARTICIPANT LIST

First name	Last name	Organization
Isabel	Antreasian	Whitelock Community Farm
Beatrice	Bastiany	Friendly Neighborhood Assoc. (Berea)
Erik	Berlin	Chef Egg LLC
Yekatit	Bezooyehu	Humanim-Elev8
Cynthia	Brooks	Beagaddy
Richard	Bruno	BHCK
Caroline	Chisholm	Civic Works
Jessica	Conjour	Maryland Out of School Time Network (MOST)
Ben	Currotto	Civic Works' Real Food Farm
Joel	Gittelsohn	BHCK
Chrissy	Goldberg	ECSM
Natasha	Gregg	B'more Fi for Healthy Babies
Sabriyah	Hassan	Humanim-Elev8
Sheryl	Hoehner	Food Depot grocery
Eli	Lopatin	Reservoir Hill Improvement Council
Karen	Lucas	
Maria Jose	Mejia Ruiz	BHCK
Charlie	Moore	DinnerTime
Kate	Perepezko	BHCK
Vanessa	Pierre-Louis	Maryland Hunger Solutions
Robi	Rawl	Sugar Free Kids Maryland
Sarah	Rastatter	BHCK
Priscila	Sato	BHCK

Cara	Shipley	BHCK
Sandra	Simmons-Green	Humanim-Elev8
Carling	Sothoron	Civic Works' Real Food Farm
Patricia	Tracey	Environmental Justice Partnership, Inc.
Patrice	Tucker	UnitedHealthcare Community Plan
Sarah	Weber	BHCK
Alison	Worman	Whitelock Community Farm

MINUTES FROM SMALL GROUP SESSIONS

[Notes from Priscila](#)

[Notes from Kate](#)

[Notes from Cara](#)

[Notes from Sarah R](#)

OTHER ARTICLES

Article on the Community Forum posted on the Johns Hopkins Bloomberg School of Public Health's Global Obesity Prevention Center's website: <http://www.globalobesity.org/gopc-news/2015/bhck-community-forum-march-26.html>

Appendix B – 2nd BHCK Community Forum Report



B'more Healthy Communities for Kids

Community Forum, 6/26/15

Humanim Building



OVERVIEW

The B'more Healthy Communities for Kids (BHCK) project has been working with many community partners over the years, and on March 26th, arranged to have BHCK's first Community Forum in order to get everyone in the same room talking about how we can collectively improve the health of Baltimore children.

As part of the sustainability aspect of BHCK project, the Forum was intended to be a continuous event that would happen every three months, a few weeks after BHCK's Stakeholder Meeting. With this strategy, we aim to create a dialog between the policy and the community components of the project, and to be able to sharing information with one to another.

On June 26th, we held BHCK's second Community Forum. In this Forum, we talked about prevention of childhood obesity as opening theme in the context of the city's recent uprising. From discussing the recent events that took place in Baltimore, we proposed a reflection on how to work and build trust in the community, how to engage youth in productive activities and how to the food environment affects childhood obesity.

Over twenty participants gathered to bring their voices and experiences. We utilized both small group and large group interactions to connect on key issues. The Forum began with a panel to present an overview of the project. The panel was composed by three of BHCK's youth leaders. Youth leaders explained the project and their roles in it. They also shared their observations on children's eating and the barriers they have to eat healthy.

Discussions started in small groups. We proposed three different themes for each table and participants chose the theme they were more interested in. The themes were:

- How to build trust working with the community
- How to engage the youth in productive activities
- What did the city uprising show us about the food environment in those neighborhoods

1. How to build trust working with the community

One important barrier in the community is that people are tired of being surveyed. They feel there is a lot of experimenting but no deliverables. There is also no follow up or communication after surveys. When someone comes in and works with the community without building community first, it feels like something is being imposed. Also, many times, people with high education and experiences have a paternalistic attitude.

When working with health, just reinforcing what you “should do” is not efficient because the structure is not there. Since we do not really know what the reality is of people’s situations, it is important to put ourselves in their shoes. Thus, being a part of the community is the greatest strategy to build trust. Involving community members in activities and being transparent with them would help to build trust. Parents many times need a place to vent, a safe place where they can be heard – this also helps to build trust.

There is a big difference between inviting community to be part of the data and sharing data with them. Community members more involved in stages of projects would also help to build trust and to create sustainable changes in the community. If they were involved they would have a deeper understanding and commitment to the goal of the program.

However, many people from the community don’t have time to participate. Participants of the Community Forum expressed their disappointment in not having more community leaders present at the Forum. Participants discussed that one of the issues would be mobility. Lack of funds for public transportation and lack of interest in going places outside of their neighborhoods were pointed as keys barriers. One strategy that could help would be meeting people where they are.

Thus, it would be important to identify those people in the community who have credibility, power and motivation and would be willing to participate in other group discussions. There is a mass of disenfranchised people because they are tired of meetings and with no outcomes. There is a tension between the dynamic communities and the stagnant meetings. However, eventually all people would need to be in the same room to make decisions.

There are nuances that really matter, thinking about them helps to bring people in to build that trust.

2. How to engage the youth in productive activities

One way of engaging the youth in activities would be through their parents. They could involve their kids in activities (e.g. fitness sessions) that they already participate in. Childcare programs could also be useful in teaching younger kids about healthy eating. Afterschool programs could be a great way to

expose kids to healthy food; most children do not want to eat healthy food because they are not used to it.

Using the internet to spread ideas and designing games with an educational aspect incorporated in them could be helpful (maybe a flash game like the red light-green light game the youth leaders had with the children, and when kids go to the grocery store, they will be able to identify what they saw in the games with the products in the store).

It is important to have a discussion about the main message of the game before beginning to play and to have a wrap-up session after completing each game to make sure kids understood why exactly they had that activity.

Instagram was discussed as a good way to get kids to post about the healthy recipes they tried at home. An idea suggested was having an Instagram competition for the best photo/recipe with a gift card as a prize. One of BHCK's team members explained that as a research intervention we could not give out a prize to one person and leave out everyone else.

The group considered social media as a great way to engage with the youth and give health advices and community news, but in the case of the Health Department, it would not be realistic hoping that children would follow its Instagram or Twitter account.

3. What did the city uprising show us about the food environment in those neighborhoods

One possible intervention to change the environment would be promoting community gardens with the participation of children. There are recreation centers near community gardens and this could be better explored. Those gardens could expand their activities upon wellness and health.

The group talked about a food delivery truck project that is being implemented in elementary schools and discussed if it would be possible to expand it to recreation centers. Participants also discussed that it could be important to provide tools that help families better plan for shopping. Planning ahead shopping would lessen impulsive decisions. Technology may help planning; one example is Dinner Time's app. Another tool would be the Virtual Market, but it is still small in Baltimore.

Causes of "unhealthy eating" were discussed. Some causes identified were the higher price of fruits and vegetables and the convenience to use canned foods. There is also a matter of supply versus demand. In low income neighborhoods, some foods may be too expensive for the community to buy. If the store cannot sell the fresh fruits and vegetables at a reasonable price, the customers options would always be old and moldy. When it comes to profit, seven-eleven gives an example of what is "good" for the business. They make most money of cigarettes and impulsive food choices as chips.

In order to work with the food environment it would also be important to work with nutritional education and to discuss with the community what to buy and what to eat.

After small group discussions, participants were invited to write on post-its needs and solutions for working with preventing childhood obesity and improving food environment in communities. Post-its were placed on a poster dividing main areas to work on:

- Building Trust
 - Small tangible wins within the longer term solution
 - Engage the youth on early age
 - Meet people where they are – for example have meetings in places where people actually congregate
 - Know the community prior first and address the nutritional approach deeper to match with these priorities
 - Hold community meetings at existing popular spaces (basketball courts, etc.)
 - Let the community be the gatekeepers of the evidence house, not outside institutions
 - Building community partnerships for outreach and connections – especially with youth workers that can engage kids/teens more effectively

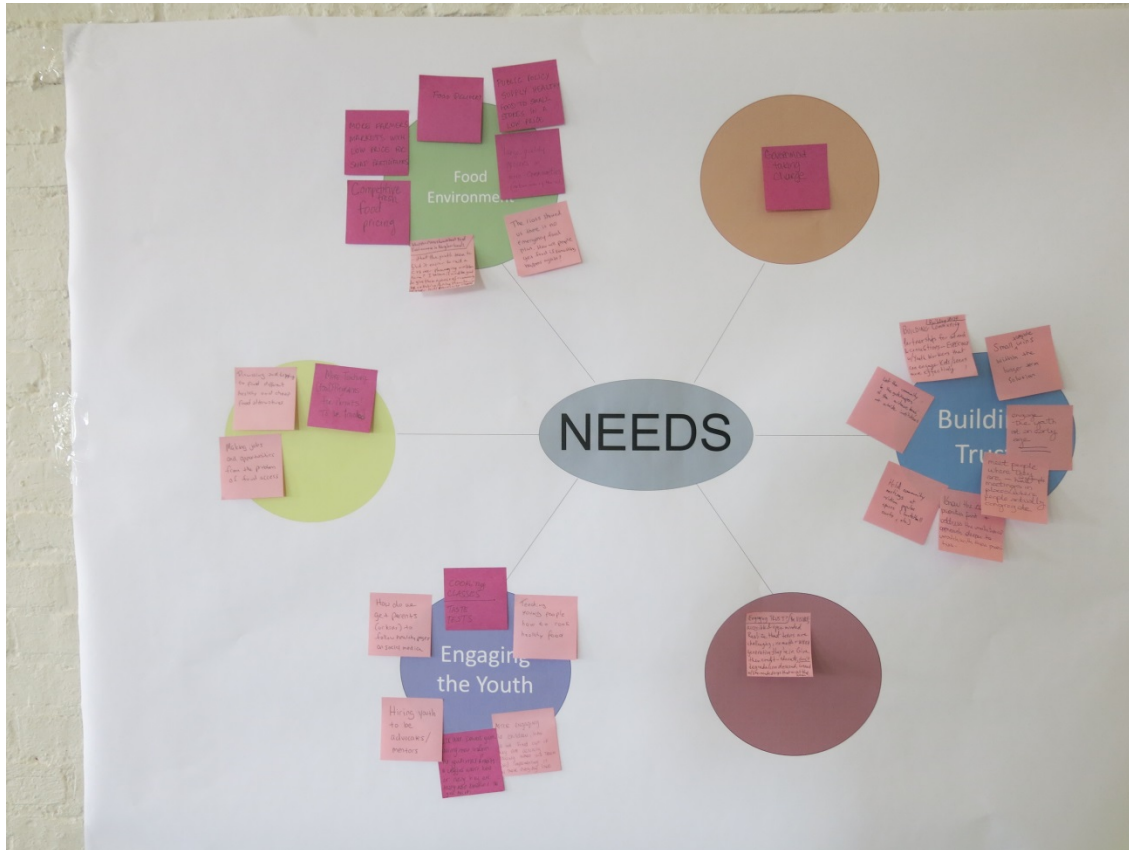
- Partnerships
 - Have partnerships with private companies to hire youth in food industry
 - Work with existing structures, organizations, groups who already have relationships

- Engaging the youth
 - Engaging trust? Be visible, accessible and open-minded. Realize that teens are challenging, no matter which generation they are in. Give them credit – educate, don't degrade/ condescend, connect with like-minded organizations that are the same
 - Yum over yuck: getting children to overcome the fear of fruits and veggies being nasty and get them to understand beneficial to life. Once the children overcome this then the parent will also
 - Hiring youth to be advocate/ mentors
 - How do we get parents (or kids) to follow healthy pages on social media
 - Cooking classes and taste tests
 - Teaching young people how to cook healthy food
 - Promote healthy cooking lessons in schools, rec centers
 - After engaging the children, how do we find out if they are actually taking what we teach and implementing it in their everyday lives?

- Food access
 - Making jobs and opportunities from the problem of food access
 - Discussing and trying to find different healthy and cheap food alternatives
 - More teaching (food) programs for parents to be involved
 - Having teaching (food) programs for parents on weekends and promote activities for the kids ate the same time

- Food environment
 - What the riots show about the food environment in neighborhoods is that the youth seem to find it easier to raid a CVS over plummging on Urban Farm? I believe it would be good to give them a sense of community by enlisting/ hiring them to work in their local community farms

- Competitive fresh food pricing
 - More farmers markets with low price for SNAP participants
 - Food delivery
 - Large, quality grocers in more communities (urban areas in the city)
 - The riots showed us there is no emergency food plan. How will people get food if something happens again?
- Government
 - Government taking charge
 - Public policy supply healthy food to small stores in a low price



After presentation of the ideas in the poster and discussion, youth leaders answered questions about their experience in the BHCK project.

A wrap-up big group discussion raised the need of engaging the community in spaces like the Community Forum so their opinions and experiences can be heard. The group brainstormed ways to be closer to the community: having the meeting where the community is, recruiting in the streets and community events, going to community meetings.

CONCLUSION

The need and the barriers to engage the community in this type of event were present in many discussions. The participation of the community was highlighted as necessary to help finding directions to nutritional interventions. One of the barriers faced when trying to involve the community is building trust. In that matter, being more transparent and sharing information with the community could help.

ACKNOWLEDGEMENTS

We are very grateful to the organization representatives who attended and helped us build this Community Forum. We also want to thank to those who helped set up, organize, and spread the word about our Forum, in especial to Mark and the Elev8 staff, who generously reserved and prepared the space for our event to happen.

AGENDA

BHCK Community Forum Agenda

Date: 06/26/2015

Time: from 9 am to 12 pm

Location: Humanim building (1701 N. Gay Street)

9:00 – 9:10 Welcoming and registration

9:10 – 9:25 Introductions

9:25 – 10:05 Youth Leaders Panel

10:05 – 10:40 Small group discussions: What does the city's uprising tell us?

Table themes:

- How to build trust working with the community
- How to engage the youth in productive activities
- What did the riots show us about the food environment in those neighborhoods
- Theme suggested

10:40 – 11:20 Activity: Mapping needs and actions

11:20 – 11:45 Small group discussions

- What type of change do we want?
- Is there anyone in this forum I could partner with to work towards this change?

11:45 – 12:00 Big group discussions and Wrap up

- What can I commit on doing to help the change?
- What can we commit on doing until the next Community Forum to start the changes we want?



PARTICIPANT LIST

First name	Last name	Organization
Natasha	Greeg	B'More Fit for Heathy Babies/ BCHD: Maternal and Child Health
Naima	Hatand	BHCK Youth Leader
Domnichia	McAfee	BHCK Youth Leader
Jannay	Brown	BHCK Youth Leader
Carlie	Moore	Dinner Time
Chrissy	Goldberg	ECSM
Steve	Thomas	Gather Baltimore
Curtis	Brown	Alpha Na Omega, Inc.
Kelleigh	Eastman	BCHD
Wes	Williams	BCHD
Keirstin	Harrison	12th District
Latecia	Williams	BHCK
Cara	Shiple	BHCK
Sarah	Rasttater	BHCK
Stella	Clanton	Recreation and Parks
Elizabeth	Chen	BHCK
Maria Jose	Mejia Ruiz	BHCK
Justin	Lane	11th District
Eli	Logatr	Res Hill Improvement Council
Priscila	Sato	BHCK
Gabriel	Medeiros	Federal University of São Paulo
Mariana	Tarricone	BHCK
André	Maciel	

Mary	Chong	BHCK
Maria Helena	Leme	BHCK
Jean	Paiva	BHCK
Bengucan	Gunen	BHCK
Kiara	James	BHCK

Appendix C – Stocking Sheets



Phase 1: Beverages

Bottled Water



Approved: February 20, 2014 IRB No.: 4203

The products listed may be found at *B Green, Food Depot, Jetro, Sam's Club or Walmart.*

Bottled Water

Example Brand #1: Nestle Pure Life

Example Brand #2: Deer Park

Example Brand #3: Poland Spring



Zero-Calorie Flavored Water

Example Brand #1: Nestle Pure Life Splash

Example Brand #2: Propel Zero Water

Example Brand #3: Capri Sun Roarin' Waters



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Wholesaler Sheet 1: Bottled Water (English)
Version 1_2-1-2014

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Phase 1: Beverages

Bottled Water

1 단계: - 든

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아 들 B. Green, Food Depot, Jetro, Sam's Club Walmart 니다.

Bottled Water 병에 든 생수

Example Brand #1: Nestle Pure Life
 브랜드 예시 #1: Nestle Pure Life

Example Brand #2: Deer Park
 브랜드 예시 #2: Deer Park

Example Brand #3: Poland Spring
 브랜드 예시 #3: Poland Spring



Zero-Calorie Flavored Water 제로 칼로리 향미워터

Example Brand #1: Nestle Pure Life Splash
 브랜드 예시 #1: Nestle Pure Life Splash

Example Brand #2: Propel Zero Water
 브랜드 예시 #2: Propel Zero Water

Example Brand #3: Capri Sun Roarin' Waters
 브랜드 예시 #3: Capri Sun Roarin' Waters



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IRB No 4203, PI: Gittelsohn
 Wholesaler Sheet 1: Bottled Water (Korean)
 Version 1_2-1-2014

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Phase 1: Beverages

Sugar Free Drink Mixes

The products listed may be found at *B Green, Family Dollar, Jetro, Sam's Club* or *Walmart*.

Sugar Free Drink Mixes

Example Brand #1: Crystal Light



Example Brand #2: Wyler's Light



Example Brand #3: Sugar Free Hawaiian Punch



Example Brand #4: Sugar Free Kool-Aid



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Wholesaler Sheet 2: Low Sugar Drink Mix (English)
Version 1_2-1-2014

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Phase 1: Beverages

Sugar Free Drink Mixes

1 단계: -

The products listed may be found at *B Green, Family Dollar, Jetro, Sam's Club* or *Walmart*.

아 들 B. Green, Family Dollar, Jetro, Sam's Club Walmart 니다.

Sugar Free Drink Mixes 무설탕 분말 주스

Example Brand #1: Crystal Light
 브랜드 예시 #1: Crystal Light



Example Brand #2: Wyler's Light
 브랜드 예시 #2: Wyler's Light



Example Brand #3: Sugar Free Hawaiian Punch
 브랜드 예시 #3: Sugar Free Hawaiian Punch



Example Brand #4: Sugar Free Kool-Aid
 브랜드 예시 #4: Sugar Free Kool-Aid



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 IRB No 4203, PI: Gittelsohn
 Wholesaler Sheet 2: Low Sugar Drink Mix (Korean)
 Version 1_2-1-2014

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Phase 1: Beverages

Diet or Low-Sugar Sodas

The products listed may be found at *B Green, Food Depot, Jetro, Sam's Club* or *Walmart*.

Diet/Low-Sugar Coca Cola Co. Brand

Example Brand #1: Diet Coke or Coke Zero

Example Brand #2: Diet Sprite or Sprite Zero



Diet/Low-Sugar PepsiCo Brand

Example Brand #1: Diet Pepsi

Example Brand #2: Diet Sierra Mist



Diet/Low-Sugar Dr. Pepper Snapple Grp. Brand

Example Brand #1: Diet Dr. Pepper

Example Brand #2: TEN series drinks



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Wholesaler Sheet 3: Low Sugar Soda (English)
Version 1_2-1-2014

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Phase 1: Beverages

Diet or Low-Sugar Sodas

1 단계: _ 다 어

The products listed may be found at *B Green, Food Depot, Jetro, Sam's Club or Walmart.*

아 틀 B. Green, Food Depot, Jetro, Sam's Club Walmart 니다.

Diet/Low-Sugar Coca Cola Co. Brand

다이어트/ 저 설탕 코카콜라 브랜드

Example Brand #1: Diet Coke or Coke Zero
 브랜드 예시 #1: Diet Coke or Coke Zero

Example Brand #2: Diet Sprite or Sprite Zero
 브랜드 예시 #2: Diet Sprite or Sprite Zero



Diet/Low-Sugar Pepsico Brand

다이어트/ 저 설탕 펩시코 브랜드

Example Brand #1: Diet Pepsi
 브랜드 예시 #1: Diet Pepsi

Example Brand #2: Diet Sierra Mist
 브랜드 예시 #2: Diet Sierra Mist



Diet/Low-Sugar Dr. Pepper Snapple Grp. Brand

다이어트/ 저 설탕 Dr. Pepper Snapple Grp. 브랜드

Example Brand #1: Diet Dr. Pepper
 브랜드 예시 #1: Diet Dr. Pepper

Example Brand #2: TEN series drinks
 브랜드 예시 #2: TEN series drinks



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Wholesaler Sheet 3: Low Sugar Soda (Korean)

Version 1_2-1-2014

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Phase 1: Beverages

Lower Sugar Fruit Drinks



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The products listed may be found at *B Green, Family Dollar, Jetro, Sam's Club or Walmart.*

B. Green, Family Dollar, Jetro, Sam's Club Walmart.

Lower Sugar Fruit Drinks

Example Brand #1: Capri Sun 25% Less Sugar



Example Brand #2: Big & Little Hug Barrels 75% Less Sugar



Example Brand #3: Big Burst – grape & blue raspberry flavors



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Wholesaler Sheet 12 – Low Sugar Fruit Drinks (English)
Version1 , 2-1-2014

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Phase 1: Beverages

Lower Sugar Fruit Drinks

1 단계: — 과



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아 들 B. Green, Family Dollar, Jetro, Sam's Club Walmart 니다.

Lower Sugar Fruit Drinks 저 설탕 과일 음료

Example Brand #1: Capri Sun 25% Less Sugar
 브랜드 예시 #1: Capri Sun 25% Less Sugar



Example Brand #2: Big & Little Hug Barrels 75% Less Sugar

브랜드 예시 #2: Big & Little Hug Barrels 75% Less Sugar



Example Brand #3: Big Burst – grape & blue raspberry flavors

브랜드 예시 #3: Big Burst – grape & blue raspberry flavors



IRB No. 4203, PI: Gittelsohn
 Wholesaler Sheet 12 – Low Sugar Fruit Drinks (Korean)
 Version 1, 2-1-2014

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Phase 2: Snacks

Body Building Snacks

Products listed may be found at *Sam's Club, Safeway, or Walmart*

Low-Fat String Cheese

Example Brand #1:
Sargento Light String Cheese

Example Brand #2:
Kraft 2% Milk String Cheese

Example Brand #3:
Polly-O 2% Milk String Cheese



Low-Fat Yogurt

Example Brand #1: Yoplait Light

Example Brand #2: Dannon Greek Light & Fit; Dannon Activia Light

Example Brand #3:
Great Value Lowfat Yogurt



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Wholesaler Sheet 4: Body Building Snacks (English)
Version 1, 2-1-2014

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Phase 2: Snacks

Body Building Snacks

2 단계: 간 - 디딩간

Products listed may be found at *Sam's Club, Safeway, or Walmart*

아 들 Sam's Club, Safeway Walmart 니다.

Low-Fat String Cheese 저지방 치즈

Example Brand #1:

Sargento Light String Cheese

브랜드 예시 #1: Sargento Light String Cheese

Example Brand #2:

Kraft 2% Milk String Cheese

브랜드 예시 #2: Kraft 2% Milk String Cheese

Example Brand #3:

Polly-O 2% Milk String Cheese

브랜드 예시 #3: Polly-O 2% Milk String Cheese



Low-Fat Yogurt 저지방 요거트

Example Brand #1: Yoplait Light

브랜드 예시 #1: Yoplait Light

Example Brand #2: Dannon Greek Light Fit; Dannon Activia Light

브랜드 예시 #2: Dannon Greek Light & Fit; Dannon Activia Light

Example Brand #3:

Great Value Lowfat Yogurt

브랜드 예시 #3: Great Value 저지방 요거트



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Wholesaler Sheet 4: Body Building Snacks (Korean)

Version 1, 2-1-2014

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Phase 2: Snacks

Fruit As A Snack



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

Fresh Fruit



Example #1: Apples



Example #4: Peaches/Plums



Example #2: Bananas



Example #5: Raisins/Grapes



Example #3: Oranges/Tangerines



Other Fruit



Example Brand #1: Musselman's (Applesauce)



Example Brand #1: Dole



Example Brand #2: Country Fresh (Sliced Apples)



Example Brand #2: Del Monte



Example Brand #3: GoGo Squeeze (Applesauce)



Example Brand #3: True Fruit

IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 5 Fruit as a snack (English)
Version 1, 2-1-2014

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Phase 2: Snacks

Fruit As A Snack

2 단계: 간 - 과 간



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

아들 Jetro, B. Green, Sam's Club Walmart 니다.

Fresh Fruit 생 과일



Example #1: Apples
예시 #1: 사과



Example #2: Bananas
예시 #2: 바나나



Example #3: Oranges/Tangerines
예시 #3: 오렌지/귤



Example #4: Peaches/Plums
브랜드 예시 #4: 복숭아/자두



Example #5: Raisins/Grapes
브랜드 예시 #5: 건포도/포도



Other Fruit 다른 과일



Example Brand #1: Musselman's
(Applesauce)
브랜드 예시 #1: Musselman's
(애플소스)



Example Brand #2: Country Fresh
(Sliced Apples)
브랜드 예시 #2: Country Fresh
(사과 조각)



Example Brand #3: GoGo Squeeze
(Applesauce)
브랜드 예시 #3: GoGo Squeeze
(애플소스)

Fruit Cups In 100% Fruit Juice 100% 과일주스에 담긴 과일 컵



Example Brand #1: Dole
브랜드 예시 #1: Dole



Example Brand #2: Del Monte
브랜드 예시 #2: Del Monte



Example Brand #3: True Fruit
브랜드 예시 #3: True Fruit

IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 5: Fruit as a snack (Korean)
Version 1, 2-1-2014

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Phase 2: Snacks

Salty Substitutions



Approved: February 20, 2014 IRB No.: 4203

Products listed may be available *Jetro, B.Green, Sam's Club, Walmart* or from a *Herr's* vendor.

Popcorn



Example Brand #1: Smartfood
Reduced Fat Popcorn



Example Brand #2: Herr's Light
Popcorn



Example Brand #3: Orville
Redenbacher's Pop Crunch or
microwavable Smart Pop



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IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 6: Salty Substitutions (English)
Version 1, 2-1-2014

Pretzels



Example Brand #1: Rold Gold



Example Brand #2: Utz



Example Brand #3: Snyder's

Baked Chips



Example Brand #1: Baked Lays



Example Brand #2: Baked Utz



Example Brand #3: Baked Herr's



Phase 2: Snacks

Salty Substitutions

2 단계: 간 - 금 대



Approved: February 20, 2014 IRB No.: 4203

Products listed may be available *Jetro, B.Green, Sam's Club, Walmart* or from a *Herr's* vendor.

아 들 Jetro, B. Green, Sam's Club, Walmart Herr's 니다.

Popcorn 팝콘



Example Brand #1: Smartfood
Reduced Fat Popcorn
브랜드 예시 #1: Smartfood
저지방 팝콘



Example Brand #2: Herr's Light
Popcorn
브랜드 예시 #2: Herr's 저지방
팝콘



Example Brand #3: Orville
Redenbacher's Pop Crunch or
microwavable Smart Pop
브랜드 예시 #3: Orville



Redenbacher's Pop Crunch 혹은
전자레인지용 Smart Pop

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IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 6: Salty Substitutions (Korean)
Version 1, 2-1-2014

Pretzels 프레첼



Example Brand #1: Rold Gold
브랜드 예시 #1: Rold Gold



Example Brand #2: Utz
브랜드 예시 #2: Utz



Example Brand #3: Snyder's
브랜드 예시 #3: Snyder's

Baked Chips 구운 감자칩



Example Brand #1: Baked Lays
브랜드 예시 #1: Baked Lays



Example Brand #2: Baked Utz
브랜드 예시 #2: Baked Utz



Example Brand #3: Baked Herr's
브랜드 예시 #3: Baked Herr's



Phase 2: Snacks

Sugar Substitutions



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *B Green, JETRO, Target, Sam's Club, or Safeway*

Fresh Fruit

Example Brand #1: Apples

Example Brand #2: Bananas

Example Brand #3: Oranges/Tangerines



Granola Bars

Example Brand #1:
Quaker Chewy 90 Calories

Example Brand #2:
Special K 90 Calories Bar



Fruit Cups in 100% Fruit Juice

Example Brand #1: Dole

Example Brand #2: Del Monte Lite

Example Brand #3: True Fruit



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IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 7: Sweet Substitutions (English)
Version 1, 2-1-2014



Phase 2: Snacks

Sugar Substitutions

2 단계: 간 - 대



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *B. Green, Jetro, Target, Sam's Club, or Safeway*

아 틈 B. Green, Jetro, Target, Sam's Club, Safeway 니다.

- Fresh Fruit 생과일

Example Brand #1: Apples

브랜드 예시 #1: 사과

Example Brand #2: Bananas

브랜드 예시 #2: 바나나

Example Brand #3: Oranges/Tangerines

브랜드 예시 #3: 오렌지 / 귤



-Granola Bars 그레놀라 바

Example Brand #1:

Quaker Chewy 90 Calories

브랜드 예시 #1: Quaker Chewy 90 칼로리

Example Brand #2:

Special K 90 Calories Bar

브랜드 예시 #2: Special K 90 칼로리 바



-Fruit Cups in 100% Fruit Juice

100% 과일주스에 담긴 과일 컵

Example Brand #1: Dole

브랜드 예시 #1: Dole

Example Brand #2: Del Monte Lite

브랜드 예시 #2: Del Monte Lite

Example Brand #3: True Fruit

브랜드 예시 #3: True Fruit



IRB. No 4203, PI: Gittelsohn
Wholesaler Sheet 7: Sweet Substitutions (Korean)
Version 1, 2-1-2014

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Phase 3: Snacks Breakfast



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Sam's Club, Safeway, or Walmart*

Lower Sugar Cereal



Example Brand #1: Cheerios



Example Brand #2: Kix



Example Brand #3: Life

High Fiber Cereal



Example Brand #1: Shredded Wheat



Example Brand #2: Granola



Example Brand #3: Raisin Bran

Low-Fat Milk (1% or Skim)



Example Brand #1: Rutter's



Example Brand #2: Lactaid

Low-Fat Yogurt



Example Brand #1: Yoplait Light



Example Brand #2: Dannon Greek Light & Fit; Dannon Activia Light



Example Brand #3: Great Value Low Fat Yogurt

IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 8: Breakfast (English)
Version 1_2-1-2014

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Phase 3: Snacks

Breakfast

3 단계: 간 - 아



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Sam's Club, Safeway, or Walmart*
아 들 Sam's Club, Safeway, Walmart 니다.

Lower Sugar Cereal 저설탕 시리얼



Example Brand #1: Cheerios
브랜드 예시 #1: Cheerios



Example Brand #2: Kix
브랜드 예시 #2: Kix



Example Brand #3: Life
브랜드 예시 #3: Life

High Fiber Cereal 고섬유(질) 시리얼



Example Brand #1: Shredded Wheat
브랜드 예시 #1: Shredded Wheat



Example Brand #2: Granola
브랜드 예시 #2: 그레놀라



Example Brand #3: Raisin Bran
브랜드 예시 #3: Raisin Bran

Low-Fat Milk (1% or Skim) 저지방 우유 (1% 혹은 무지방)



Example Brand #1: Rutter's
브랜드 예시 #1: Rutter's



Example Brand #2: Lactaid
브랜드 예시 #2: Lactaid

Low-Fat Yogurt 저지방 요거트



Example Brand #1: Yoplait Light
브랜드 예시 #1: Yoplait Light



Example Brand #2: Dannon Greek Light & Fit; Dannon Activia Light
브랜드 예시 #2: Dannon Greek Light & Fit; Dannon Activia Light



Example Brand #3: Great Value Low Fat Yogurt
브랜드 예시 #3: Great Value 저지방 요거트

IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 8: Breakfast (Korean)
Version 1_2-1-2014

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Phase 3: Cooking Healthier Food Preparation



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

Cooking Spray



Example Brand #1: Pam

Example Brand #2: Great Value

Example Brand #3: Safeway

Low Fat Margarine or Butter



Example Brand #1: I Can't Believe Its Not Butter



Example Brand #2: Smart Balance



Example Brand #3: Land O Lakes

Condiments



Example #1: Mustard



Example #2: Low-Fat Mayonnaise

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IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 9: Cooking (English)
Version 1_2-1-2014



Phase 3: Cooking Healthier Food Preparation

3 단계: 더 건강



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

아 들 Jetro, B. Green, Sam's Club, Walmart 니다.

Cooking Spray 쿠킹 스프레이



Example Brand #1: Pam
브랜드 예시 #1: Pam

Example Brand #2: Great Value
브랜드 예시 #2: Great Value

Example Brand #3: Safeway
브랜드 예시 #3: Safeway

Low Fat Margarine or Butter 저지방 마가린 혹은 버터



Example Brand #1: I Can't Believe It's Not Butter
브랜드 예시 #1: I Can't Believe It's Not Butter



Example Brand #2: Smart Balance
브랜드 예시 #2: Smart Balance



Example Brand #3: Land O Lakes
브랜드 예시 #3: Land O Lakes

Condiments 양념



Example #1: Mustard
예시 #1: 머스터드



Example #2: Low-Fat Mayonnaise
예시 #2: 저지방 마요네즈

JHU (존스 홉킨스 대학교)는 이 연구에 언급된 어떠한 상품들도 보증하지 않으며, 언급된 상품들은 예시로만 제시되었습니다. JHU는 언급된 그 어떠한 상품도 더 건강하다거나, 다른 제품보다 낫거나 못하다고 제안하지 않습니다.

IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 9: Cooking (Korean)
Version 1_2-1-2014



Phase 3: Cooking Vegetables



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

Fresh



Example #1: Baby Carrots



Example #2: Packaged Salad



Example #3: Collard Greens

Frozen (not in cream sauce)



Example Brand #1: Bird's Eye



Example Brand #2: Hanover



Example Brand #3: Essential Everyday

Canned (low sodium; no salt added)



Example Brand #1: Del Monte



Example Brand #2: Hanover



Example Brand #3: Great Value

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IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 10: Vegetables (English)
Version 1_2-1-2014



Phase 3: Cooking

Vegetables

3 단계: -야

Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

아 들 Jetro, B. Green, Sam's Club Walmart 니다.

Fresh 신선 야채



Example #1: Baby Carrots
예시 #1: 아기당근



Example #2: Packaged Salad
예시 #2: 샐러드 패키지



Example #3: Collard Greens
예시 #3: 콜라드

Frozen (not in cream sauce) 냉동 (크림소스가 아닌)



Example Brand #1: Bird's Eye
브랜드 예시 #1: Bird's Eye



Example Brand #2: Hanover
브랜드 예시 #2: Hanover



Example Brand #3: Essential Everyday
브랜드 예시 #3: Essential Everyday



Canned (low sodium; no salt added) 캔 (저 나트륨; 소금 무 첨가)



Example Brand #1: Del Monte
브랜드 예시 #1: Del Monte



Example Brand #2: Hanover
브랜드 예시 #2: Hanover



Example Brand #3: Great Value
브랜드 예시 #3: Great Value

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IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 10: Vegetables (Korean)
Version 1_2-1-2014



Phase 3: Cooking Whole Grains



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

Whole Wheat Bread



Example Brand #1: Nature's Own



Example Brand #2: Cardinal Bakery



Example Brand #3: Old Thyme

Whole Wheat Tortillas



Example Brand #1: Chef's Quality



Example Brand #2: La Banderita



Example Brand #3: Mission

Whole Wheat Pasta



Example Brand #1: Barilla



Example Brand #2: Great Value

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IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 11: Whole grains (English)
Version 1_2-1-2014



Phase 3: Cooking

Whole Grains

3 단계: - 곡



Approved: February 20, 2014 IRB No.: 4203

Products listed may be found at *Jetro, B.Green, Sam's Club, or Walmart.*

아 들 Jetro, B. Green, Sam's Club, Walmart 니다.

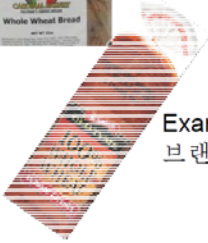
Whole Wheat Bread 통밀 빵



Example Brand #1: Nature's Own
브랜드 예시 #1: Nature's Own



Example Brand #2: Cardinal Bakery
브랜드 예시 #2: Cardinal Bakery



Example Brand #3: Old Thyme
브랜드 예시 #3: Old Thyme

Whole Wheat Tortillas 통밀 토르티아



Example Brand #1: Chef's Quality
브랜드 예시 #1: Chef's Quality



Example Brand #2: La Banderita
브랜드 예시 #2: La Banderita



Example Brand #3: Mission
브랜드 예시 #3: Mission

Whole Wheat Pasta 통밀 파스타



Example Brand #1: Barilla
브랜드 예시 #1: Barilla



Example Brand #2: Great Value
브랜드 예시 #2: Great Value

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IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 11: Wholegrains (Korean)
Version 1_2-1-2014



Product Guidelines

Or choose other items using these nutrition guidelines:

- Low Calorie: ≤ 40 kcal per serving
- Low Fat: ≤ 3 g per serving
- Low Saturated Fat: ≤ 1 g per serving
- Low Cholesterol: ≤ 20 mg per serving
- Low Sodium: ≤ 140 mg per serving
- Lower Sugar: ≤ 10 g per serving



Approved: February 20, 2014 IRB No.: 4203

IRB No. 4203, PI: Gittelsohn
Wholesaler Sheet 13: Stocking Guidelines (English)
Version 1, 2-1-2014

Nutrition Facts			
Serving Size 8 oz (227 g/8 oz)			
Servings Per Container About 3			
Amount Per Serving			
Calories	180	Calories from Fat 60	
		% Daily Value*	
Total Fat	6g		10%
Saturated Fat	1g		5%
<i>Trans Fat</i>	0g		
Cholesterol	5mg		2%
Sodium	75mg		3%
Total Carbohydrate	26g		9%
Dietary Fiber	5g		19%
Sugars	11g		
Protein	8g		
Vitamin A 60% • Vitamin C 70%			
Calcium 8% • Iron 10%			
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
		Calories	2,000 2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

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Product Guidelines

가 드라

Or choose other items using these nutrition guidelines:

혹은 다음의 영양 가이드라인을 이용,
다른 상품들을 선택하십시오:

- Low Calorie:** ≤ 40kcal per serving
저 칼로리: 1 인분 당 ≤ 40kcal
- Low Fat:** ≤ 3g per serving
저 지방: 1 인분 당 ≤ 3g
- Low Saturated Fat:** ≤ 1g per serving
저 포화지방: 1 인분 당 ≤ 1g
- Low Cholesterol:** ≤ 20mg per serving
저 콜레스테롤: 1 인분 당 ≤ 20mg
- Low Sodium:** ≤ 140mg per serving
저 나트륨: 1 인분 당 ≤ 140mg
- Lower Sugar:** ≤ 10g per serving
저 설탕: 1 인분 당 ≤ 10g



Approved: February 20, 2014
IRB No.: 4203

IRB No 4203, PI: Gittelsohn
Wholesaler Sheet 13: Stocking Guidelines (Korean)
Version 1, 2-1-2014

Nutrition Facts	
Serving Size 8 oz (227 g/8 oz)	
Servings Per Container About 3	
Amount Per Serving	
Calories 180	Calories from Fat 60
% Daily Value*	
Total Fat 6g	10%
Saturated Fat 1g	5%
<i>Trans Fat</i> 0g	
Cholesterol 5mg	2%
Sodium 75mg	3%
Total Carbohydrate 26g	9%
Dietary Fiber 5g	19%
Sugars 11g	
Protein 8g	
Vitamin A 60%	• Vitamin C 70%
Calcium 8%	• Iron 10%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

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Phase 1: Snacks

Weeks
1 - 2

Sub-phase 1.1: Sugar substitutions

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Low-Fat Yogurt

Example Brands:

- Yoplait Light
- Dannon Greek Light & Fit
- Dannon Activia Light



Fruit Cups in 100% Fruit Juice

Example Brands:

- Dole
- Del Monte Lite
- True Fruit



Granola Bars

Example Brands:

- Quaker Chewy 90 Calories
- Special K 90 Calories





Phase 1: Snacks

Weeks
3 - 4

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Low Fat Popcorn

Example Brands:

- Smartfood Reduced Fat Popcorn
 - Herr's Light Popcorn
 - Microwave Smart Pop



Baked Chips

Example Brands:

- Baked Lays
- Baked Utz
- Baked Herr's



Pretzels

Example Brands:

- Rold Gold
- Utz
- Snyder's





Phase 1: Snacks

Weeks
5 - 6

Sub-phase 1.3: Fruit as a snack

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Fresh Fruit

Example Brands:

- Apples
- Bananas
- Oranges/
- Tangerines
- Peaches/Plums
- Grapes



Fruit Cups in 100% Juice

Example Brands:

- Dole
- Del Monte
- True Fruit



Other Fruit

Example Brands:

- Musselman's (Applesauce)
- Country Fresh (Sliced Apples)
- GoGo Squeeze (Applesauce)





Phase 1: Snacks

Weeks
7 - 8

Sub-phase 1.4: Body Building Snacks

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Nuts/Dried Fruit

Example Brands:

- Planters Trail Mix Fruit & Nut
- Planters Trail Mix Nuts, Seeds & Raisins
- Sun-Maid Raisins Mini-Snacks



Sunflower Seeds

Example Brands:

- David Original
- Bigs Original
- Lance Original



Vegetables

Example Brands:

- Broccolis
- Baby carrots
- Peppers



Low Fat Cheese Sticks

Example Brands:

- Sargento Light String Cheese
- Kraft 2% Milk String Cheese
- Polly-O 2% Milk String Cheese





Phase 2: Cooking

Weeks
9 - 10

Sub-phase 2.1: Breakfast

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Low Sugar Cereal

Example Brands:

- Cheerios
- Kix
- Life



Skim/1% Milk

Example Brands:

- Rutter's
- Lactaid



High Fiber Cereal

Example Brands:

- Shredded Wheat
- Granola
- Raisin Bran





Phase 2: Cooking

Weeks
11 - 12

Sub-phase 2.2: Whole Grains

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

100% Whole Wheat Bread

Example Brands:

- Nature's Own
- Arnold
- Schmidt



Whole Wheat Tortillas

Example Brands:

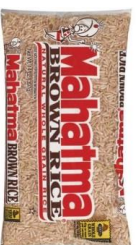
- Mission
- La Banderita
- Chi-Chi's



Brown Rice

Example Brands:

- Mahatma
- Uncle Ben's
- Success



Whole Wheat Pasta

Example Brands:

- Barilla
- Hodgson Mill
- Ronzoni





Phase 2: Cooking

Weeks
13 - 14

Sub-phase 2.3: Vegetables

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Fresh

Example Brands:

- Cucumbers
- Tomatoes
- Cabbages



Frozen (not in cream sauce)

Example Brands:

- Bird's Eye
- Hanover
- Essential Everyday



Canned (low sodium; no salt added)

Example Brands:

- Del Monte – No Salt Added
- Essential Everyday – No Salt Added
- Libby's - No Salt/No Sugar Added





Phase 2: Cooking

Weeks
15 - 16

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Cooking Spray

Example Brands:

- Pam
- Mazola
- Smart Balance



Low-fat Margarine or Butter

Example Brands:

- Smart Balance – Heart Right
- I Can't Believe It's Not Butter - Light
- Land O Lakes – Light Butter



Condiments

Example Brands:

- Mustard
- Hellmann's Light
- Miracle Whip





Phase 3: Beverages

Weeks
17 - 18

Sub-phase 3.1: Bottled Water

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Bottled Water

Example Brands:

- Nestle Pure Life
- Deer Park
- Poland Spring



Zero-Calorie Flavored Water

Example Brands:

- Nestle Pure Life Splash
- Propel Zero Water





Phase 3: Beverages

Weeks
19 - 20

Sub-phase 3.2: Sugar-Free Drinks

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Sugar Free Fruit Drink Mixes

Example Brands:

- Crystal Light
- Wylers Light
- Sugar Free Hawaiian Punch



Sugar Free Tea Drink Mixes

Example Brands:

- Crystal light
- Lipton
- Nestea





Phase 3: Beverages

Weeks
21 - 22

Sub-phase 3.3: Lower Sugar Soda / Diet Soda

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Low-Sugar Soda

Example Brands:

- Pepsi Next
- 7 UP Ten
- Sunkist Ten



Diet Soda

Example Brands:

- Canada Dry Diet Ginger Ale
- Coca-Cola Zero
- Diet Dr. Pepper





Phase 3: Beverages

Weeks
23 - 24

Sub-phase 3.4: Low-calorie drinks

Products listed may be found at B.Green Cash & Carry and Jetro Restaurant Depot

Low-Sugar Fruit Drinks

Example Brands:

- Big Burst
- Tropicana Trop 50
- Big & Little Hug 75% Less Sugar



Low-Calorie Sports Drinks

Example Brands:

- G2
- Powerade Zero



Appendix D– Interactive Session Handouts

Wave 1 Handouts

Phase 1: Smarter Drinks

Sub-phase1: water/fruit flavored water

Make Your Own Flavored Water to Save Calories and Money: 10 Great Recipes

It's important to stay hydrated in the hot summer months, so here are 10 great flavored water recipe ideas to add some zing to your water. You'll enjoy quenching flavors, save tons of calories, and even some cash!



1. **Add a shot of cranberry juice to club soda.** Club soda is calorie-free and cranberry juice can help boost your immune system. It's even great with a few chunks of fruit, you can use apples, strawberries, oranges or whatever else is on hand.
2. **Dropping a lemon wedge in water** is a common way to add flavor, but try another kind of citrus: grapefruit, lime, orange or Mandarin oranges. You can also get creative and mix them together. We love blood orange and grapefruit.
3. **Crush up a few mint leaves.** It's nice to let a pitcher of this ice water sit in the fridge to really make the flavor come out.
4. **Add a few freshly cut cucumbers** to mineral water. The taste is clean and refreshing.
5. **Slices of fresh ginger in a glass of water** will make a drink that's not only reinvigorating, but is also a natural cure for an upset stomach. For a stronger flavor, boil

ginger and then chill.

6. **For a tangy way to cool down,** try a few sprigs of lemongrass.
7. **If you've been curious about trying out the health benefits of apple cider vinegar,** but the idea of drinking it straight turns your stomach, try adding a teaspoon to water. It's another source of vitamin C.
8. **Try your hand at flavored ice cubes.** Virtually any juice can be frozen in an ice cube tray, just try to pick a juice that doesn't have too much added sugar. You can also freeze cubes or balls of melon like honeydew and use them just like ice cubes.
9. **Most berries have high water content,** so their flavors absorb easily into to a pitcher of still or soda water. Blueberries and raspberries work particularly well.
10. **If you've been sweating and working out,** this great electrolyte recipe will replenish lost salts. All you need is water, baking soda, agave nectar, and sea salt.¹

¹Homemade Flavored Water Recipes http://www.dietstireview.com/diet_column/07/make-your-own-flavored-water-to-save-calories-and-money/#the2010j020



REFRESH with Healthy Beverages

Word Search

Chill	Juice
Drink	Lemonade
Fruit punch	Milk
Iced tea	Refresh
Sip	Soda
Thirsty	Water

K L I M K L S I E A O F D J W S R P R H
I J Y E X O C K C E O R G C U E A G H T
S F D F D X M H S T X U O W T I G L L I
X S Z A S A S H P D K I X A O U C Q W E
A A O S O C Y M T E J T W G M L M E R G
Q A H U Y I L T H C R P N I H E L V X V
A F D D H E H M S T U B P F E D V F A
E R E Q T R B Q E R S N K J M X U R O V
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S E R E R R V M J S L O M H S W
J U Q S D S N O N X Z N C L L P A O O P
F F F A Y G L D E Y M S H F I Y I F G C
E V K Q S F A L V U L T K O S E B
U D J Y S Q F K X H K J C D O Y P E A
Y P Z S R L I J X G M J O L P Q J S
P V E K L U F S O P R B L I N R G D P D

Solution

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(Over, Down, Direction)

- CHILL (14, 11, S)
- DRINK (15, 10, E)
- FRUITPUNCH (12, 1, S)
- ICEDTEA (10, 7, N)
- JUICE (14, 1, SE)
- LEMONADE (17, 6, SW)
- MILK (4, 1, R)
- REFRESH (7, 14, W)
- SIP (18, 17, NW)
- SODA (7, 1, SW)
- THIRSTY (13, 11, NW)

Sub-phase2: sugar free drink mixes

Sugar Shocker Mix & Match Game

Match the product on the left with the amount of sugar on the right by drawing a line from the food item to its corresponding number of teaspoons of sugar.

| | |
|--|-----------------------|
| Orange Slice Soda - 12 oz | 9 teaspoons of sugar |
| Welch's Grape Juice - 11.5 oz can | 8 teaspoons of sugar |
| Gatorade - 20 oz | 13 teaspoons of sugar |
| Froot Loops Cereal - 1 serving | 16 teaspoons of sugar |
| Starbucks Grande Mocha Frappacino 16 oz (no whipped cream) | 15 teaspoons of sugar |
| Yoplait Yogurt - 6 oz (flavored 99% fat free) | 10 teaspoons of sugar |
| Sunny Delight Drink - 16 oz | 12 teaspoons of sugar |
| Rocketstar Energy Drink | 4 teaspoons of sugar |
| Snapple Lemonade Iced Tea - 16 oz | 14 teaspoons of sugar |

Page 4

Sugar Shocker Mix & Match Game

Correct answers:

| | |
|-----------------------------------|-----------------------|
| Orange Slice Soda | 13 teaspoons of sugar |
| Welch's Grape Juice | 10 teaspoons of sugar |
| Gatorade | 9 teaspoons of sugar |
| Froot Loops | 4 teaspoons of sugar |
| Starbucks Grande Mocha Frappacino | 12 teaspoons of sugar |
| Yoplait Yogurt | 8 teaspoons of sugar |
| Sunny Delight Drink | 16 teaspoons of sugar |
| Rocketstar Energy Drink | 16 teaspoons of sugar |
| Snapple Lemonade Iced Tea | 14 teaspoons of sugar |

Page 5

Sugar Shocker Mix & Match Game

Match the product on the left with the amount of sugar on the right by drawing a line from the food item to its corresponding number of teaspoons of sugar.

| | |
|--|-----------------------|
| Orange Slice Soda - 12 oz | 9 teaspoons of sugar |
| Welch's Grape Juice - 11.5 oz can | 8 teaspoons of sugar |
| Gatorade - 20 oz | 13 teaspoons of sugar |
| Froot Loops Cereal - 1 serving | 16 teaspoons of sugar |
| Starbucks Grande Mocha Frappacino 16 oz (no whipped cream) | 15 teaspoons of sugar |
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Page 4

Sugar Shocker Mix & Match Game

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| Rocketstar Energy Drink | 16 teaspoons of sugar |
| Snapple Lemonade Iced Tea | 14 teaspoons of sugar |

Page 5

Sub-phase3: Low Sugar/Diet Soda

REFRESH WITH A SMARTER DRINK

| ANYTIME YOU'RE THIRSTY
(THROUGHOUT THE DAY) | SOMETIMES
(ONLY ONCE PER DAY) | RARELY
(NO MORE THAN 1 TO 2 DAYS PER WEEK) |
|--|---|---|
|  |  |  |
| |  |  |
| <p>  facebook.com/bhck1
  instagram.com/bhck1
  twitter.com/bhck1 </p> |  |  |

Sub-phase4: Low Sugar Fruit Drinks

Fruit IMPOSTERS

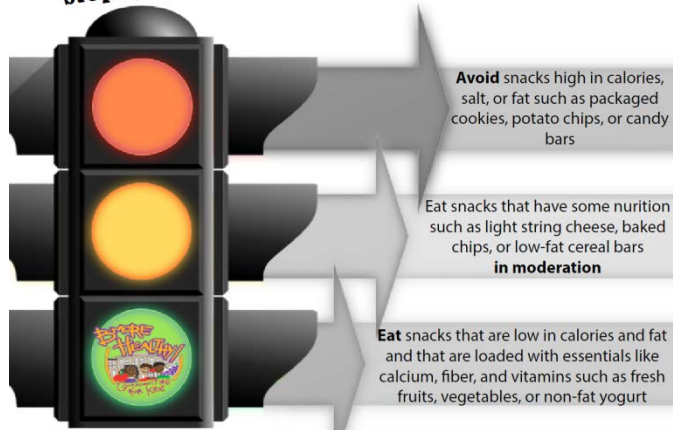


| | |
|--------------|--|
| NO! | Fruit-flavored sodas
Fruit drinks |
| SLOW! | Diet fruit sodas
Low-sugar fruit drinks
100% fruit juice |
| GO! | Whole fruits |

Phase 2: Smarter Snacks

Sub-phase1: Body Building Snacks

Stoplight Snacks



Avoid snacks high in calories, salt, or fat such as packaged cookies, potato chips, or candy bars

Eat snacks that have some nutrition such as light string cheese, baked chips, or low-fat cereal bars **in moderation**

Eat snacks that are low in calories and fat and that are loaded with essentials like calcium, fiber, and vitamins such as fresh fruits, vegetables, or non-fat yogurt

Sub-phase2: Sugar Substitutions



QUICK & EASY SNACKS
150 calories & under

facebook.com/Smack1
@Smack1
@Smack1

Sub-phase3: Salty Substitutions



Eat 225 calories or lose weight?




Replace your regular bag of chips with a bag of baked chips each day and you'll eat **28,800 fewer calories of fat in a year.**

facebook.com/bhck1
@bhck1
@bhck1

Sub-phase4: Fruit as a snack


Focus on Fruits


Eat a variety of colors!



Fruits are full of fiber


Fruits are good sources of vitamins and minerals






Fruits are perfect for snacking on – all day long

Eat fresh fruits rather than drink fruit juice





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Phase 3: Smarter Cooking Methods

Sub-phase1: Low Sugar Cereal

5 MORE HEALTHY RECIPES!

Check these new and nutritious ideas for a happy breakfast or snack with low-sugar cereal!

Bananas Foster Breakfast Casserole

Ingredients:

- 1/2 cup rolled oats
- 1/2 cup low sugar cereal (Cheerios, Kix, Rice Krispies)
- 1/4 cup brown sugar
- 1 teaspoon baking powder
- 1 teaspoon cinnamon
- 1/2 teaspoon salt
- 1/2 cup chopped walnuts, divided
- 1 cup sliced bananas (from 2 medium bananas)
- 2 cups low fat milk
- 1 egg
- 3 tablespoons mashed banana
- Cooking spray

Topping:

- 1 cup low-fat Vanilla yogurt
- Banana slices
- Ground Cinnamon

Let's make it!

1. Preheat oven to 375 degrees F.
2. In a large bowl, mix together the oats, low-sugar cereal, brown sugar, baking powder, cinnamon, salt, 1/2 cup walnuts, and 1 cup bananas.
3. In another large bowl, mix together milk, egg, and mashed bananas.
4. Coat a 9 x 9 inch baking dish with non-stick cooking spray. Add the oat mixture to the baking dish. Pour the egg and milk mixture on top. Sprinkle the remaining 1/2 cup walnuts on top.
5. Bake 30-35 minutes or until set and the top is golden brown. Cool 5 minutes before eating.
6. Serve with a dollop of yogurt, slice of banana, and sprinkle of cinnamon and enjoy it with your family!

Apple and Cereal Stackers

Ingredients:

- 2 tart green or red apples
- 4 Tablespoons low-fat peanut butter
- 8 teaspoons low-sugar cereal (Cheerios, Rice Krispies, Kix)
- 2 teaspoons unsweetened shredded coconut

Let's make it!

1. Core apples.
2. Cut each apple crosswise into four, 1/2 inch slices.
3. Spread 1 tablespoon peanut butter over 4 of the slices; sprinkle each with 2 teaspoons of cereal and 1/2 teaspoon of coconut.
4. Top with remaining apple slices. Enjoy it!

Sub-phase2: Whole grains

Take a Hands on approach to Smart Eating

Use your HAND to help you avoid portion distortion

It can help you remember what a smart serving size is to eat!



1 fist = 1 cup
Use for beverages, cereal, soups, salads, fruit and dairy products



1 palm = 3 oz.
Use for beef, pork, chicken, fish



1 cupped hand = 1/2 cup
Use for rice, beans, potatoes, cooked veggies



1 thumb = 1 tablespoon
Use for salad dressing, jelly, peanut butter, sour cream



1 thumb tip = 1 teaspoon
Use for oil, butter, and mayonnaise

Adapted from: "Heart healthy living: Hand Guide to Portion Control"
http://www.hearthealthyonline.com/fitness/weight-loss/hand-guide-portion-control_s11.html

(front and back of a handout)

GOOD FATS VS BAD FATS

Not all fats are created equal

Sources of good fats

- Avocados
- Peanut Butter
- Nuts
- Fish
- Olive Oil

Contain essential fats that your body needs to function properly

Sources of bad fats

- Butter/margarine
- Bacon
- Cakes/Cupcakes/Cookies
- Donuts
- Potato Chips
- Fried Food

Contain harmful fats that will increase bad cholesterol in your body and increase the risk of developing heart disease

Sub-phase3: Cooking with Vegetables (two separate handouts)



Black Bean Salad

6 servings, about 50.64 per serving

Ingredients:

1 15.5-ounce can no-salt-added or low-sodium black beans, drained
 1 15-ounce can no-salt-added or low-sodium kernel corn, drained or 1/4 cup frozen corn, thawed
 1 medium red bell pepper or 1 tomato diced
 1/2 cup red onion, diced
 1 teaspoon minced garlic from jar
 2 tablespoons chopped cilantro
 2 tablespoons cider vinegar
 3 teaspoons extra virgin olive oil
 Juice of 1 lime

Instructions:

Toss all together, chill at least one hour

| Per serving: | |
|---------------------|-------|
| Calories | 142 |
| Total Fat | 2.5 g |
| Saturated Fat | 0.5 g |
| Trans Fat | 0.0 g |
| Polyunsaturated Fat | 0.5 g |
| Monounsaturated Fat | 1.5 g |
| Cholesterol | 0 mg |
| Sodium | 11 mg |
| Carbohydrates | 26 g |
| Dietary Fiber | 5 g |
| Total Sugars | 6 g |
| Protein | 6 g |

heart.org/strokecookbook



DID YOU KNOW??

Canned beans and vegetables are high in salt. Don't worry - BHCK will help you!



Canned beans contain up to 500 milligrams of sodium per serving, which is about 20% of your daily limit! Follow the **BHCK 10% rule**.



1 Open a can of beans, pour the contents in a colander and drain for 2 minutes.



2 Rinse the beans under tap water for 30 seconds.



3 Allow beans to drain for 2 or more minutes.

30:00

4 Put them in a bowl and cover with cold water for 30 minutes. Pour back into the colander and drain off all water.

Many studies have reported that until **step 3**, you can reduce about **25%** of the salt content. Whereas **step 4** removes up to **45%** of salt! Let's try it?

Jones, JB, Mince, JR. Sodium Reduction in Canned Bean Varieties by Draining and Rinsing. 2006. Institute of Food Technologists Conference Proceeding, Anaheim, California. Black Beans: Consumer Preparation Methods Effect on Sodium Content, 2004.

Sub-phase 4: Low fat cooking methods (front and back of a handout)

Take a Hands on approach to Smart Eating

Use your HAND to help you avoid portion distortion

It can help you remember what a smart serving size is to eat!



1 fist = 1 cup
Use for beverages, cereal, soups, salads, fruit and dairy products



1 palm = 3 oz.
Use for beef, pork, chicken, fish



1 cupped hand = 1/2 cup
Use for rice, beans, potatoes, cooked veggies



1 thumb = 1 tablespoon
Use for salad dressing, jelly, peanut butter, sour cream



1 thumb tip = 1 teaspoon
Use for oil, butter, and mayonnaise

Adapted from: "Heart healthy living: Hand Guide to Portion Control"
http://www.hearthealthyonline.com/fitness/weight-loss/hand-guide-portion-control_Ls1.html



GOOD FATS VS BAD FATS

Not all fats are created equal

Sources of good fats

- Avocados 
- Peanut Butter 
- Nuts 
- Fish 
- Olive Oil 

Contain essential fats that your body needs to function properly

Sources of bad fats

- Butter/margarine 
- Bacon 
- Cakes/Cupcakes/Cookies 
- Donuts 
- Potato Chips 
- Fried Food 

Contain harmful fats that will increase bad cholesterol in your body and increase the risk of developing heart disease

Wave 2 Handouts:

Phase 1 Smart Snacks:

Sub-phase 1.1: Sweet Snack Alternatives

STOPLIGHT SNACKS

ANYTIME

Eat snacks low in calories and fat that are loaded calcium, fiber and vitamins, such as fresh fruits, vegetables and non-fat yogurt.

SOMETIMES

Eat snacks with a moderate amount of calories, such as light string cheese, baked chips and low-fat cereal bars.

RARELY

Eat snacks high in calories, salt or fat, such as packaged cookies, potato chips and candy bars.

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Refuel with Banana Waldorf Salad

1 Prepare your ingredients!

- 1 banana sliced
- 1/2 apple sliced
- 1 small serving low fat yogurt
- 1 pinch of cinnamon (optional)
- 1/8 cup of walnuts or seeds

2 Add yogurt to a small bowl & mix in the bananas and sliced apples. Top with cinnamon & walnuts.

Instagram/Bmore4Kids
Instagram/Bmore4Kids
For healthy tips 3 times per week text BHCK to 313131

Sub-phase 1.3: Fruit as Snack

REFUEL WITH FRUIT

ANYTIME

Eat fresh fruits that are low in calories & contain lots of vitamins and minerals! Choose apples & bananas as a smart snack!

SOMETIMES

100% fruit juice and fruit canned in light syrup contain more sugar than than fresh fruits. Consume in moderation.

RARELY

Avoid drinks that claim they are "juice drinks." These drinks are not made of 100% fruit juice.

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FruitSmoothie

1 Prepare your ingredients!

- 1/4 cup of ice cubes
- 1 low-fat yogurt
- 1 banana sliced
- 1 cup of frozen blueberries

2 Add the ingredients into a blender & blend for 2 minutes or until smooth. Enjoy!

Instagram/Bmore4Kids
Instagram/Bmore4Kids
For healthy tips 3 times per week text BHCK to 313131

Sub-phase 1.2: Salty Snack Alternatives

Baked Sweet Potato Chips

1 Prepare your ingredients!

- 2 medium sweet potatoes
- 1 tsp. dried rosemary
- 1 tsp. white pepper
- 1/2 tsp. of salt

Optional:

- 1 tsp. dried rosemary
- 1 tsp. white pepper
- 1/2 tsp. of salt

2 Directions:

1. Cut potatoes into 1/8 in. slices. Spray both sides of slices with cooking spray in a large bowl combine seasonings. Add the potatoes. Toss gently to coat.
2. Arrange in a single layer in two 15 in x 10 in x 1 in. baking pans coated with cooking spray.
3. Bake, uncovered at 400 degrees for 20-25 minutes or until potatoes are golden brown and tender, turning several times.

Instagram/Bmore4Kids
Instagram/Bmore4Kids
For healthy tips 3 times per week text BHCK to 313131

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Flip your Chip!

Replace your regular bag of chips or popcorn with baked chips each day and you'll eat 28,800 fewer Calories from fat in a year.

90 Calories from fat

or

20 Calories from fat

Instagram/Bmore4Kids
Instagram/Bmore4Kids
For healthy tips 3 times per week text BHCK to 313131

Sub-phase 1.4: Body Building Snacks

Vegetable Medley & Low-Fat Ranch Dip

1 Cut up some of your favorite veggies!

2 Mix low-fat sour cream & spices in a bowl!

- 1 cup low-fat sour cream
- 1 tsp of dried chives
- 1/4 tsp of garlic powder
- 1/2 tsp of dried dill

3 Dip your sliced vegetables in the low-fat ranch for a healthy snack!

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Refuel with SMART SNACKS

Choose natural foods such as vegetables, nuts, seeds & dried fruit as a healthy snack!

Processed Foods are: Cheap Ready-to-consume Energy Dense Fatty Sugary or salty Low in dietary fiber Low in nutrients

Instagram/Bmore4Kids
Instagram/Bmore4Kids
For healthy tips 3 times per week text BHCK to 313131

Phase 2 Smart Cooking:

Sub-phase: 2.1 Healthy Breakfast

Reach your potential with 100% whole grains!

Low Sugar Cereal
Simple! Try Cheerios, Kix or Life with fresh or dried fruit.

High Fiber Cereal
Fiber helps you feel full longer! Try Fiber One, Shredded Wheat or plain oatmeal.

Skin or 1% Milk
There just as good with fewer calories! Skin and 1% milk have the same amount of vitamins and minerals as whole milk.

Daigland
100% Whole Grain Oatmeal

1. Choose high fiber, low sugar cereal
2. Choose skim, nonfat or 1% milk (or Lactaid)
3. Add fresh or dried fruit to sweeten!

1 cup low sugar cereal
1/2 cup of fresh fruit or 1/4 of dried fruit

Make your morning Naturally Sweet

100% whole wheat tortilla
1/2 cup shredded cheddar cheese (low-fat or part-skim)
1/4 cup pineapple slices or chunks
Spread tomato sauce on tortilla.
Add pineapple and cheese.
Microwave until warm then roll the tortilla.

Aloha Wrap Up

100% Whole Grain Snacks

1 bag microwave popcorn
Salt-free seasoning
Make popcorn as directed, lightly sprinkle salt-free seasoning on top and enjoy!

"Kicked-Up" Popcorn

PBB Toast
1 slice of whole wheat bread
2 tablespoons of Peanut butter
1/2 banana, peeled and sliced
Toast bread. Spread peanut butter on toast. Add slices of banana.

5-Minute Whole Grain Snacks

1 cup low sugar cereal
1/2 cup of fresh fruit or 1/4 of dried fruit

1. Choose high fiber, low sugar cereal
2. Choose skim, nonfat or 1% milk (or Lactaid)
3. Add fresh or dried fruit to sweeten!

1 cup low sugar cereal
1/2 cup of fresh fruit or 1/4 of dried fruit

For healthy tips & times per week visit BMCK to 313131

Sub-phase: 2.2: 100% Whole Grain

Why Choose 100% Whole Grain?

Refined Grain
Refined grains are stripped of important nutrients during processing.

100% Whole Grain
100% whole grains contain fiber that helps your body run smoothly and have important vitamins and minerals to keep you healthy.

Examples:
White bread, white pasta, white rice, cookie, fries and sugary cereal.

Examples:
Brown rice, wheat pasta, whole wheat fries, popcorn, whole grain breakfast cereal.

Alloha Wrap Up

100% Whole Grain Snacks

1 bag microwave popcorn
Salt-free seasoning
Make popcorn as directed, lightly sprinkle salt-free seasoning on top and enjoy!

"Kicked-Up" Popcorn

PBB Toast
1 slice of whole wheat bread
2 tablespoons of Peanut butter
1/2 banana, peeled and sliced
Toast bread. Spread peanut butter on toast. Add slices of banana.

5-Minute Whole Grain Snacks

1 cup low sugar cereal
1/2 cup of fresh fruit or 1/4 of dried fruit

1. Choose high fiber, low sugar cereal
2. Choose skim, nonfat or 1% milk (or Lactaid)
3. Add fresh or dried fruit to sweeten!

1 cup low sugar cereal
1/2 cup of fresh fruit or 1/4 of dried fruit

For healthy tips & times per week visit BMCK to 313131

Sub-phase: 2.3 Vegetables

Add Color to Your Plate with Vitamins and Minerals!

Breakfast
Each color of fruit and vegetable adds different vitamins and minerals.

Lunch
We need a variety of foods to get all the nutrients we need!

Dinner
Aim to have at least 3 different colors in each meal!

Eat the rainbow!

Pick your favorite ingredients & place on a skewer!

Low fat cheese
Low-salt deli meat
Fruits (berries, bananas, apples or pears)
Veggies (cucumbers, tomatoes, zucchini, carrots or celery)

Try dipping fruits & veggies in healthy dips!

Apples & peanut butter
Carrots & salsa
Cucumber & hummus

Create your own Fruit & Veggie Snacks!

1. Cover potatoes with water in 4-quart saucepot; bring to a boil over medium-high heat. Reduce heat to low and simmer until potatoes are tender, about 10 minutes.

2. Drain and cool slightly.

3. Combine low-fat mayo or Miracle Whip, vinegar, salt, sugar and pepper in large bowl. Add potatoes, celery, onion and eggs and toss gently.

4. Serve chilled or at room temperature.

1. Prepare your ingredients:
5 to 6 medium potatoes, peeled & cut into 3/4 inch chunks
1/2 cup low-fat mayo or Miracle Whip
2 tablespoons vinegar
1 tsp teaspoon salt
1 tsp teaspoon sugar
1/4 teaspoon ground black pepper
1/2 cup thinly sliced celery
1/2 cup chopped onion
2 hard boiled eggs, chopped (optional)

2. Directions:

1. Cover potatoes with water in 4-quart saucepot; bring to a boil over medium-high heat. Reduce heat to low and simmer until potatoes are tender, about 10 minutes.

2. Drain and cool slightly.

3. Combine low-fat mayo or Miracle Whip, vinegar, salt, sugar and pepper in large bowl. Add potatoes, celery, onion and eggs and toss gently.

4. Serve chilled or at room temperature.

Fresh Potato Salad

For healthy tips & times per week visit BMCK to 313131

Sub-phase: 2.4: Low Fat cooking

Cooking Light

Reach your potential by using cooking spray, low-fat butter or margarine

Tips for using nonstick spray:
When grilling, spray cooking spray onto meat to keep it from sticking to the pan.
Spray stainless steel cookware before cooking.
Spray for just 1 second — a little goes a long way!

Low-fat butter and low-fat margarine taste great on 100% whole wheat toast!

1. Prepare your ingredients:
5 to 6 medium potatoes, peeled & cut into 3/4 inch chunks
1/2 cup low-fat mayo or Miracle Whip
2 tablespoons vinegar
1 tsp teaspoon salt
1 tsp teaspoon sugar
1/4 teaspoon ground black pepper
1/2 cup thinly sliced celery
1/2 cup chopped onion
2 hard boiled eggs, chopped (optional)

2. Directions:

1. Cover potatoes with water in 4-quart saucepot; bring to a boil over medium-high heat. Reduce heat to low and simmer until potatoes are tender, about 10 minutes.

2. Drain and cool slightly.


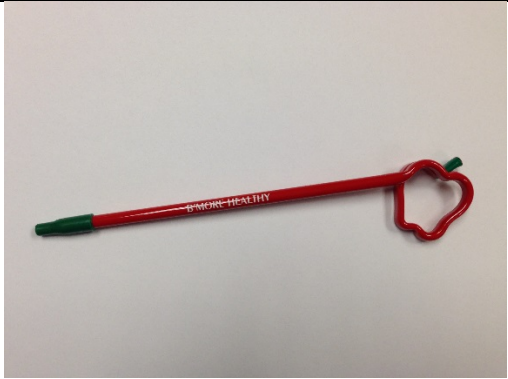
3. Combine low-fat mayo or Miracle Whip, vinegar, salt, sugar and pepper in large bowl. Add potatoes, celery, onion and eggs and toss gently.

4. Serve chilled or at room temperature.

Fresh Potato Salad

For healthy tips & times per week visit BMCK to 313131

Appendix D: Store Giveaways

| Participant Giveaways | |
|-----------------------|--|
| Name | Image |
| Sunglasses |  |
| Water Bottles |  |
| Pens |  |

Chip Clips



Re-usable Grocery Bags



Drawstring Back Packs



Stress Balls



Jar Openers



Portion Plates



Lanyards



| Storeowner Giveaways | |
|---|--|
| Name | Image |
| Tier I | |
| Banana Holder (\$22.00) |  |
| Cutting Board (\$23.00) |  |
| Portion Scale (\$42.00) |  |
| Wood Accent Hanging Write-On Sign (\$50.00) |  |
| Label Gun (\$67.00) |  |
| Produce Basket (\$45.00) |  |
| Tier II | |

Dump Bins (\$122.00)



Blender(\$150.00)



Sidewalk Sign with Security Chain
(\$189.00)



Tier III

Refrigerator (\$749.00)



Countertop Griddle (\$433.00)



A-Frame Sign (\$230.00)



Basket Tray Display(\$250.00)



Panini Maker (\$490.00)



15-ft Awning Sign (\$800.00)



Appendix D – Shelf Talkers

Wave 1

Phase 1: Smarter Drinks



Phase 2: Smarter Snacks




Phase 3: Smarter Cooking





Wave 2



 Refresh with a **SMART** drink:

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Appendix D – Store Owner Incentive Structure Wave 1

| | Tier I | Tier II | Tier III |
|--|--|---|--|
| <p>Requirements</p> <p>See attached descriptions of required and alternative trainings</p> | <ul style="list-style-type: none"> • Watch Introduction to BHCK Training video | <ul style="list-style-type: none"> • Tier I requirements • Complete all required training videos | <ul style="list-style-type: none"> • Tier II requirements • Complete alternative training videos |
| <p>Options for Incentives (choose 1)</p> <p>See attached detailed product descriptions</p> | <p>Banana Holder</p> <p>Cutting Board</p> <p>Jr. Portion Control Scale</p> <p>Wood Accent Hanging Write-on Sign</p> <p>Chalk Markers</p> <p>One-Line Label gun</p> <p>Labels</p> <p>Produce Basket</p> | <p>Sturdy 1,2,3 dump bins</p> <p>Security chain 12 ft + lock</p> <p>2 speed drink blender</p> <p>Sidewalk write-on/wipe-off message board</p> | <p>A-Frame Sign</p> <p>Basket Tray Display</p> <p>Bistro Set</p> <p>Countertop Griddle</p> <p>Panini Maker</p> <p>Refrigerator</p> <p>New 15ft Awning Sign</p> |

Appendix D – Store Owner Incentive Structure Wave 2

| Tier I | Tier I | Tier II | Tier III |
|---|---|---|---|
| Watch all BHCK Intro Training Videos | Watch all BHCK Training Videos | 50% of shelf talkers in the right location and at least 2 new products brought in from phase/s (1 and 2) | 50% of shelf talkers in the right location and at least 4 new products brought in from phase/s (2 and 3)
*does not include products brought in from Tier |
| <ul style="list-style-type: none"> -Cutting Board -Jr. Portion Control scale -One-Line Label Gun -Labels -Produce Basket | <ul style="list-style-type: none"> -Sturdy 1,2,3 dump bins -2 speed drink blender -Chalkboard -Survey Box | <ul style="list-style-type: none"> -Paint for exterior of store -Sidewalk sign | <ul style="list-style-type: none"> -Small Refrigerator -Small Freezer -Basket Tray Display |

Appendix D – Store Owner Training Guide

BHCK Training Video (for corner stores and carryouts): Intro to BHCK program

B' More Healthy Communities for Kids

Training Video #1: Introduction to B' More Healthy Communities for Kids

Our Goals

- Increase stock and sales of healthier options
- Increase demand for healthier products in corner stores and carryouts
- Increase customer consumption of healthier food

Taste-tests & Interactive Sessions

Marketing & Promotions

Our Partners

Role of Wholesalers

- To increase stock of healthier food at an affordable price
- B. Greens
- Cash & Carry
- Jetro
- Sam's Club

The Phases

- Training
- Smart Beverages
- Smart Snacks
- Cooking

Training

Phase 1

Your Role

- Complete Trainings
- Choose from a menu of healthier products to stock in your store
- Display promotional materials developed by the our team
- Allow us to visit your store at a time that is best for your business

What do these visits look like?

- At least 1 time every week or every other week
- To find out how things are going
- See how well the promoted food is selling
- See how much of the food is in the store
- See if marketing materials need to be replaced

Required Trainings Corner Stores

- Introduction to BHCK
- Customer Service Strategies for Success
- Improving Your Store Environment

Required Trainings Carryouts

- Introduction to BHCK
- Customer Service Strategies for Success
- How to Keep Your Food Safe, Fresh & Healthy

Optional Trainings

- Working with farms
- Business strategies
- What else????

Structural Improvements

- After completing 1 training you will be eligible for:
 - Produce Displays
- After 2 trainings
- After 3
- After 4
- After all 5 of the required training

Cooking

Phase 2

Healthier Lunches and Food Preparation

What food products are we promoting?

Smart Beverages

Phase 3

Beverages

Two Interviews

One before we start → BHCK program → One after we end the program

Success Stories

Show pictures of stores who participated in BHCK and the carryout interventions after asking for store-owner's permissions

Smart Snacks

Phase 3

Snacks

Duration of Intervention 9 months*

From Onset to End of Intervention

- with customers
- with store owner

From Onset to End of Intervention

- with store owner
- with customers

Interventions & Sessions

- Interventions: 10
- Sessions: 10
- During these sessions, the BHCK team will be present for about two months each.

The BHCK team is excited to have you on board!

Increasing Sales of Healthy Food: (for corner stores and carryout's)

B'More Healthy Communities for Kids
Improving Your Store Environment



For more information on this and other programs, visit www.bmorehealthy.com. Call 410-396-7300 or email info@bmorehealthy.com.

Overview

Improving the Look → Improving the Layout → Improving the Store Exterior

Increasing Sales of Healthy Produce

- Place produce in baskets, not bags, to sell faster.
- Use baskets to organize and protect produce.
- Place items that require the most attention and require more staff at the register.
- Use baskets for produce that sells well.
- Place items that sell the best at the end of the aisle.

Improving the Exterior

- Update your awning. Keep the wording simple and the design uncluttered.
- Display bright banners to attract customers and advertise products.
- Sweep up trash and cigarette butts every morning.

What is the store environment?

- external factors other than your products (cleanliness, lighting, shelving, signs, product displays, etc.) that affect a customer's experience



Improving the Look

- Clean dust and remove expired food.
- Make sure that the lighting is comfortable: not too bright or dim.
- Clearly display prices and sales. Keep signage simple and easily visible.
- Try not to sell produce out of cardboard boxes.

Increasing Sales with Healthy Refrigerators

- Place healthy products, like fruits and vegetables, in the front of the store where they will sell faster.
- Clear out old stock and sell it first.
- Place the most healthy products, such as low-sodium canned goods or whole wheat products, at eye-level.
- Move extra inventory to the storage room.
- Clear out old stock and sell it first.
- Place items that require the most attention and require more staff at the register.
- Use baskets for produce that sells well.
- Place items that sell the best at the end of the aisle.

Exterior Makeover Example

BEFORE  **AFTER** 

Why is it important?

- Store environment helps to determine whether or not a customer will buy your products.
- Store environment affects a customer's decision of where to shop in the future.
- A positive experience makes customers more likely to return and recommend your store to others, increasing your profit.

Improving the Layout


- Place healthy perishables, like fruits and vegetables, towards the front of the store where they will sell faster.
- First in, first out – display older produce in the front so it will sell before it spoils.
- Place the most healthy products, such as low-sodium canned goods or whole wheat products, at eye-level.
- Move extra inventory to the storage room.

Improving the Exterior

- Paint over graffiti on building walls.
- Plant trees or flowers in the ground or in pots.
- Lime wash the lower half of the building and install weatherboard on the top half.


Improving Menu Boards at Carry-Outs

- Mark healthy choices with a symbol.
- Include color pictures of menu items, when possible.
- Type the menu for a professional look.



Improving Menu Boards at Carry-Outs

- Laminate and leave space to change prices in dry erase marker.
- Come up with an attention-grabbing slogan like "Try these fresh options!"
- Provide paper menus for customers to take home.



Quiz

What is the best way to adjust the lighting in your store?

- A. Very bright
- B. Very dimmed lighting
- C. In-between, not too dim or bright
- D. Do not turn the lights on at all during the day to save electricity.

Use of Food Displays at Carry-Outs

- Place healthy items, like bananas, at the register to sell faster.
- Use baskets to organize and protect foods and healthy sides instead of boxes.
- Make sample plates of meals or combos so customers know what they are getting.





Quiz

Name a healthy item you can place near the register to sell more quickly.

- A. Soda
- B. Bananas
- C. Candy
- D. Green Beans
- E. Both B and D

Quiz

What is a way that you can change displays in your store to sell more healthy items?

- A. Use baskets to organize and protect produce.
- B. Catch customer's attention with different color foods in a row.
- C. Place items that don't last long just below eye-level to sell fast.
- D. Place milk next to water and other healthy beverages in the refrigerators.
- E. All of the above.

Quiz

True or False: Putting the newest products in the front of the shelf is a good way to ensure freshness of products.

Customer Service Training: (for corner stores and carryout's)

B' More Healthy Communities for Kids
Customer Service Strategies for Success

PHOTO: GETTY IMAGES/ANDREW HARRISON. ILLUSTRATION: GETTY IMAGES/ANDREW HARRISON. ILLUSTRATION: GETTY IMAGES/ANDREW HARRISON. ILLUSTRATION: GETTY IMAGES/ANDREW HARRISON.

Training Focus

1. Cultural and communication barriers
2. Getting customer feedback and why it's important
3. How to address customers' questions, concerns, conflicts
4. How to build positive relationships with customers
5. How to reduce the risk of shoplifting and robberies without hindering customer relationships

Customer Feedback

| Positive Feedback | Negative Feedback |
|---|------------------------|
| • Thank respondents publicly | • Stay calm |
| • Show some form of customer appreciation | • Apologize |
| | • Figure out the issue |
| | • Fix the problem |

Reducing Shoplifting

- Be welcoming to customers
- Have a neat store
- Provided lots of light
- Have a secret code
- Keep a clear line of sight

Benefits of Excellent Customer Service

Eliminating Communication Barriers

- Learn/ practice language or common phrases of the community
- Don't use "street slang"
- Employees should use please, thank you, you are welcome, etc.
- Offer responses with more than one word
- Use a calm tone
- Do not address by first name unless it is requested

Addressing customer questions and concerns

- Use clear and positive language
- Have a patient and calming presence
- Be attentive
- Empathize with customers

Conclusion/ Review

1. Cultural and communication barriers
2. Getting customer feedback
3. Addressing customers
4. Build positive relationships
5. Reducing Shoplifting

Strategies for Success in Customer Service

Customer Feedback

| Getting Feedback | Responding to Feedback |
|-------------------------|------------------------|
| • Surveys | • Respond quickly |
| • Feedback boxes | • Be friendly |
| • Reaching out directly | |
| • User activity | |

Building Positive Relationships

- Have a willingness to learn about other cultures
- Attend community meetings for the communities that you are serving
- Visit gathering places of the community you are serving

Resources

- <http://lynda.com/Shop/How-to-respond-to-customer-feedback-to-boost-sales>
- <http://shopify.com/learn/first-ways-to-get-feedback/>
- <http://www.servpro.com/blog/why-its-important-to-get-feedback/>
- <http://www.getfeedback.com/learn/2014/07/20/>

Quiz questions

- What is one good way to respond to negative feedback?
- Which is not a benefit of good customer service?
- Which answer is a method for building relationships with in the community that you are serving?
- What is one way to receive customer feedback?
- How can shoplifting be prevented?

Food Safety: (for corner stores and carryout's)

B'More Healthy Communities for Kids

How to Keep Your Food Safe, Fresh & Healthy

How Does Food Become Unsafe?

- Employee Poor Personal Cleanliness
- Cross-Contamination
- Incorrect Food Preparation Time or Temperature
- Contaminated equipment

Hand washing:

The #1 way to prevent the spread of foodborne illness!

Food handlers should wash hands **before** they start work, **after**, and **as often as needed**:

- Using the restroom
- Touching clothing, hair, face, or body
- Sneezing, coughing, or using a tissue
- Smoking, eating or tobacco
- Handling raw meat, poultry and seafood (before and after)
- Handling money
- Touching anything else that may contaminate hands (e.g. phone, supplies, etc.) before using tools, prep table, etc.

When does food become cross-contaminated?

- Adding contaminated ingredients to food that is not cooked any further
- Contaminated foods touching or dipping into ready-to-eat foods
- Food handler touching contaminated food then touching ready-to-eat food
- Ready-to-eat food touching contaminated surface
- Contaminated cleaning towels touching surfaces that make contact with food

Objectives

- Define food safety
- Identify the most common food safety hazards
- How to prevent food safety hazards from occurring in your store

How Can Foodborne Illness Happen?

Employee Poor Personal Cleanliness

- Not washing hands after using the restroom
- Coughing or sneezing on food
- Touching or scratching wounds and then touching food
- Coming to work sick

Hand washing:

6 simple steps!

The #1 way to prevent the spread of foodborne illness!

- Wet Hands
- Soap for 20 seconds
- Scrub backs of hands, wrists, between fingers, under fingernails
- Rinse
- Towel Dry
- Turn of tap with towel

Prevent Cross-Contamination

- Store raw meats, poultry, and seafood below ready-to-eat food products
- Properly cover or wrap all food items
- Use separate cutting boards for raw and ready-to-eat foods (e.g. produce, sandwiches, etc.)
- Always wear gloves when working with prepared food

What is Food Safety?

The proper handling, preparation, and storage of food from accidental contamination from chemical, biological, or physical hazards to prevent foodborne illness.

Prevent Foodborne Illness

- Wear a clean hat or hairnet
- Wear clean clothing daily
- Remove aprons when leaving food-preparation areas
- Remove jewelry from hand and arms

What is Cross-Contamination?

The transfer of microorganisms (germs, bacteria, parasites, etc.) from one place to another.

Cross-Contamination

What is Time-Temperature Abuse?

- When food has remained cooling or temperatures at which harmful organisms like germs and bacteria grow
- The Temperature Danger Zone (TDZ) is the temperature where germs grow best
- The TDZ is **41°F and 135°F**

Prevent Harmful Germs from Growing in the Food you Sell

- Always cook to the correct internal temperature
- Store hot food that is past its use-by date
- Refrigerate hot food that has been cooked and cooled
- Refrigerate hot food that has been cooked and cooled
- Do not use food in a hot holding unit if it has been cooled and reheated
- Do not use food in a hot holding unit if it has been cooled and reheated

Inspect Produce

Inspect produce if possible, before buying and for bruises, dents or other signs. Tell the vendor if you find them. Do not buy what is questionable if you are to be back soon or the store is sick.

Look for mold or insect damage on fruit. If you see white moldy spots, do not buy them.

Do not buy vegetables without fresh produce that smells but will not last long!

Report discovery of produce with any swelling, moldiness, discoloration or dull appearance

Quiz

2) What is the #1 Way to Prevent the Spread of Germs?

Quiz ANSWERS

- *1) A
- *2) Hand Washing
- *3) Employee Cleanliness, Cross-Contamination, Incorrect Food Preparation Temperature or Time, Temperature Danger Zone, Contaminated Equipment
- *4) True

Ways to Properly Thaw Foods

- Is a refrigerator at 41°F or below
- Place under running water at 70°F or below
- Thaw in microwave if it will be cooked immediately
- Thaw food as part of cooking process

Summary: What Can YOU Do to Keep Your Food and Customers Safe?

- Don't work if you are sick
- Wash your hands
- Don't touch raw, To Eat (TTE) items with bare hands
- Wash and sanitize equipment
- Monitor temperatures of your food and their storage areas
- Proctor good personal hygiene

Quiz

3) Name TWO of the FOUR ways food becomes unsafe

Thank you for completing the Food Safety training video!

How to Re-Serve Food Safely

DO NOT Re-Serve:

- Menu items returned by one customer
- Plate garnishes such as fruit or pickles
- Uncovered condiments
- Uneaten bread or rolls

You CAN Re-Serve:

- Unopened, prepackaged foods
- Canned produce
- Wrapped sandwiches
- Bottles of ketchup, mustard, and other condiments

Quiz

4) What is the Temperature Danger Zone?

- *A) 41-135°F
- *B) 20-10°F
- *C) 20-100°F
- *D) 35-105°F

Quiz

4) True or False? Removing Jewelry Helps Prevent the Spread of Germs during Food Preparation

Appendices

Appendix D – Store Owner Training Guide

BHCK Training Video (for corner stores and carryouts): Intro to BHCK program

B' More Healthy Communities for Kids

Training Video #1: Introduction to 8 More Healthy Communities for Kids

Our Goals

- Increase stock and sales of healthier options
- Increase demand for healthier products in corner stores and carryouts
- Increase customer consumption of healthier food

Taste-tests & Interactive Sessions

Marketing & Promotions

Our Partners

Role of Wholesalers

- To increase stock of healthier food at an affordable price
- B. Greens
- Cash & Carry
- Jetro
- Sam's Club

The Phases

- Training
- Smart Beverages
- Smart Snacks
- Cooking

Training

Phase 1

Your Role

- Complete Trainings
- Choose from a menu of healthier products to stock in your store
- Display promotional materials developed by the our team
- Allow us to visit your store at a time that is best for your business

What do these visits look like?

- At least 1 time every week or every other week
- To find out how things are going
- See how well the promoted food is selling
- See how much of the food is in the store
- See if marketing materials need to be replaced

Required Trainings Corner Stores

- Introduction to BHCK
- Customer Service Strategies for Success
- Improving Your Store Environment

Required Trainings Carryouts

- Introduction to BHCK
- Customer Service Strategies for Success
- How to Keep Your Food Safe, Fresh & Healthy

Optional Trainings

- Working with farms
- Business strategies
- What else????

Structural Improvements

- After completing 1 training you will be eligible for:
 - Produce Displays
- After 2 trainings
- After 3
- After 4
- After all 5 of the required training

Cooking

Phase 2

Healthier Lunches and Food Preparation

What food products are we promoting?

Smart Beverages

Phase 3

Beverages

Two Interviews

One before we start

One after we end the program

BHCK program

Success Stories

Show pictures of stores who participated in BHCK and the carryout interventions after asking for store-owner's permissions

Smart Snacks

Phase 3

Snacks

Duration of Intervention 9 months*

From Onset to End of Intervention

- with customers
- with store owner

From Onset to End of Intervention

- with store owner
- with customers

Interventions & Sessions

- Interventions of 15-20 minutes
- During these sessions there will be about two months each

The BHCK team is excited to have you on board!

Increasing Sales of Healthy Food: (for corner stores and carryout's)

B'More Healthy Communities for Kids
Improving Your Store Environment

Did you know that children are more likely to buy products in a store that is clean, bright, and easy to shop in? This is why it's important to create a healthy store environment for your customers.

Overview

Improving the Look → Improving the Layout → Improving the Store Exterior

Increasing Sales of Healthy Produce

- Place produce in baskets or bins.
- Use baskets to organize and protect produce.
- Place items that are easy to reach in the front of the display.
- Use bright lighting to attract customers.
- Use bright lighting to attract customers.

Improving the Exterior

- Update your awning. Keep the wording simple and the design uncluttered.
- Display bright banners to attract customers and advertise products.
- Sweep up trash and cigarette butts every morning.

What is the store environment?

- external factors other than your products (cleanliness, lighting, shelving, signs, product displays, etc.) that affect a customer's experience

Improving the Look

- Clean dust and remove expired food.
- Make sure that the lighting is comfortable: not too bright or dim.
- Clearly display prices and sales. Keep signage simple and easily visible.
- Try not to sell produce out of cardboard boxes.

Increasing Sales with Healthy Refrigerators

- Place healthy products, like fruits and vegetables, in the front of the refrigerator.
- Clear out old produce and stock shelves with fresh produce.
- Place items that are easy to reach in the front of the display.
- Use bright lighting to attract customers.

Exterior Makeover Example

BEFORE → AFTER

Why is it important?

1. Store environment helps to determine whether or not a customer will buy your products.
2. Store environment affects a customer's decision of where to shop in the future.
3. A positive experience makes customers more likely to return and recommend your store to others, increasing your profit.

Improving the Layout

- Place healthy perishables, like fruits and vegetables, towards the front of the store where they will sell faster.
- First in, first out – display older produce in the front so it will sell before it spoils.
- Place the most healthy products, such as low-sodium canned goods or whole wheat products, at eye-level.
- Move extra inventory to the storage room.

Improving the Exterior

- Paint over graffiti on building walls.
- Plant trees or flowers in the ground or in pots.
- Lime wash the lower half of the building and install weatherboard on the top half.

Improving Menu Boards at Carry-Outs

- Mark healthy choices with a symbol.
- Include color pictures of menu items, when possible.
- Type the menu for a professional look.

Improving Menu Boards at Carry-Outs

- Laminate and leave space to change prices in dry erase marker.
- Come up with an attention-grabbing slogan like "Try these fresh options!"
- Provide paper menus for customers to take home.

Quiz

What is the best way to adjust the lighting in your store?

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- C. Place items that don't last long just below eye-level to sell fast.
- D. Place milk next to water and other healthy beverages in the refrigerators.
- E. All of the above.

Quiz

True or False: Putting the newest products in the front of the shelf is a good way to ensure freshness of products.

Customer Service Training: (for corner stores and carryout's)

B⁺ More Healthy Communities for Kids

Customer Service Strategies for Success



PHOTO: GETTY IMAGES/ANDREW HARRISON
STOCK PHOTO: GETTY IMAGES/ANDREW HARRISON
PHOTO: GETTY IMAGES/ANDREW HARRISON
STOCK PHOTO: GETTY IMAGES/ANDREW HARRISON

Training Focus

1. Cultural and communication barriers
2. Getting customer feedback and why it's important
3. How to address customers' questions, concerns, conflicts
4. How to build positive relationships with customers
5. How to reduce the risk of shoplifting and robberies without hindering customer relationships

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| Positive Feedback | Negative Feedback |
|---|------------------------|
| • Thank respondents publicly | • Stay calm |
| • Show some form of customer appreciation | • Apologize |
| | • Figure out the issue |
| | • Fix the problem |

Reducing Shoplifting

- Be welcoming to customers
- Have a neat store
- Provided lots of light
- Have a secret code
- Keep a clear line of sight

Benefits of Excellent Customer Service



Improve Customer Service → Increase Customer Traffic → Increase Sales

Eliminating Communication Barriers

- Learn/ practice language or common phrases of the community
- Don't use "street slang"
- Employees should use please, thank you, you are welcome, etc.
- Offer responses with more than one word
- Use a calm tone
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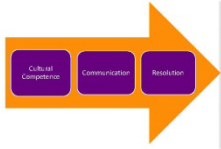
Addressing customer questions and concerns

- Use clear and positive language
- Have a patient and calming presence
- Be attentive
- Empathize with customers

Conclusion/ Review

1. Cultural and communication barriers
2. Getting customer feedback
3. Addressing customers
4. Build positive relationships
5. Reducing Shoplifting

Strategies for Success in Customer Service



Cultural Competence → Communication → Resolution

Customer Feedback

| Getting Feedback | Responding to Feedback |
|-------------------------|------------------------|
| • Surveys | • Respond quickly |
| • Feedback boxes | • Be friendly |
| • Reaching out directly | |
| • User activity | |

Building Positive Relationships

- Have a willingness to learn about other cultures
- Attend community meetings for the communities that you are serving
- Visit gathering places of the community you are serving

Resources

- <http://my.k12.ca.gov/Help/How-to-respond-to-customer-feedback-to.html>
- <http://help.k12connect.com/learn/ways-to-get-feedback/>
- <http://www.servpro.com/learn/ways-to-get-customer-feedback/>
- <http://www.getfeedback.com/learn/ways-to-get-feedback/>

Quiz questions

- What is one good way to respond to negative feedback?
- Which is not a benefit of good customer service?
- Which answer is a method for building relationships with in the community that you are serving?
- What is one way to receive customer feedback?
- How can shoplifting be prevented?

Food Safety: (for corner stores and carryout's)

B'More Healthy Communities for Kids

How to Keep Your Food Safe, Fresh & Healthy

How Does Food Become Unsafe?

- Employee Poor Personal Cleanliness
- Cross-Contamination
- Incorrect Food Preparation Time or Temperature
- Contaminated equipment

Hand washing:

The #1 way to prevent the spread of foodborne illness!

Food handlers should wash hands **before** they start work, **after**, and **as often as needed**:

- Using the restroom
- Touching clothing, hair, face, or body
- Sneezing, coughing, or using a tissue
- Smoking, eating or tobacco
- Handling raw meat, poultry and seafood (before and after)
- Handling money
- Touching anything else that may contaminate hands (e.g. phone, supplies, work orders, utility truck, pickup sign)

When does food become cross-contaminated?

- Adding contaminated ingredients to food that is not cooked any further
- Contaminated foods touching or dipping into ready-to-eat foods
- Food handler touching contaminated food then touching ready-to-eat food
- Ready-to-eat food touching contaminated surface
- Contaminated cleaning towels touching surfaces that make contact with food

Objectives

- Define food safety
- Identify the most common food safety hazards
- How to prevent food safety hazards from occurring in your store

How Can Foodborne Illness Happen?

Employee Poor Personal Cleanliness

- Not washing hands after using the restroom
- Coughing or sneezing on food
- Touching or scratching wounds and then touching food
- Coming to work sick

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6 simple steps!

The #1 way to prevent the spread of foodborne illness!

- Wet Hands
- Soap for 20 seconds
- Scrub backs of hands, wrists, between fingers, under fingernails
- Rinse
- Towel Dry
- Turn of tap with towel

Prevent Cross-Contamination

- Store raw meats, poultry, and seafood below ready-to-eat food products
- Properly cover or wrap all food items
- Use separate cutting boards for raw and ready-to-eat foods (e.g. produce, sandwiches, etc.)
- Always wear gloves when working with prepared food

What is Food Safety?

The proper handling, preparation, and storage of food from accidental contamination from chemical, biological, or physical hazards to prevent foodborne illness.

Prevent Foodborne Illness

- Wear a clean hat or hairnet
- Wear clean clothing daily
- Remove aprons when leaving food-preparation areas
- Remove jewelry from hand and arms

What is Cross-Contamination?

The transfer of microorganisms (germs, bacteria, parasites, etc.) from one place to another.

Cross-Contamination

What is Time-Temperature Abuse?

- When food has remained too long at temperatures at which harmful organisms like germs and bacteria grow
- The Temperature Danger Zone (TDZ) is the temperature where germs grow best
- The TDZ is **41°F and 135°F**

Prevent Harmful Germs from Growing in the Food you Sell

- Always cook to the correct internal temperature
- Store hot food that is not being served in hot holding equipment
- Use separate cutting boards for raw and ready-to-eat foods
- Wash and sanitize all food contact surfaces
- Use food service gloves to handle ready-to-eat food
- Use food service gloves to handle ready-to-eat food

Inspect Produce

Inspect produce if possible, before buying and for bruises, dents or other signs. Tell the vendor if you find them. Do not buy what is questionable if you are to be back soon or the store is sick.

Look for mold or insect damage on fish. If you see white mold, do not buy them.

Do not buy repetitive, dried foodstuffs. Produce that smells but will not taste good.

Inspect delivery of produce with only willing, courteous, distributor or full appearance.

Quiz

2) What is the #1 Way to Prevent the Spread of Germs?

Quiz ANSWERS

- *1) A
- *2) Hand Washing
- *3) Employee Cleanliness, Cross-Contamination, Incorrect Food Preparation Temperature or Time, Temperature Danger Zone, Contaminated Equipment
- *4) True

Ways to Properly Thaw Foods

- In a refrigerator at 41°F or below
- Place under running water at 70°F or below
- Thaw in microwave if it will be cooked immediately
- Thaw food as part of cooking process

Summary: What Can YOU Do to Keep Your Food and Customers Safe?

- Don't work if you are sick
- Wash your hands
- Don't touch money, To-Go (ATM) fees with bare hands
- Wash and sanitize equipment
- Monitor temperatures of your food and food storage areas
- Protect good personal hygiene

Quiz

3) Name TWO of the FOUR ways food becomes unsafe

Thank you for completing the Food Safety training video!

How to Re-Serve Food Safely

DO NOT Re-Serve:

- Menu items returned by one customer
- Plate garnishes such as fruit or pickles
- Uncovered condiments
- Unclean bread or rolls

You CAN Re-Serve:

- Unopened, prepackaged foods
- Canned produce
- Wrapped sandwiches
- Bottles of ketchup, mustard, and other condiments

Quiz

4) What is the Temperature Danger Zone?

- *A) 41-135°F
- *B) 20-10°F
- *C) 20-100°F
- *D) 35-105°F

Quiz

4) True or False? Removing Jewelry Helps Prevent the Spread of Germs during Food Preparation

Appendices

Appendix D: Carryout Matrix

| PHASE 1: MENU REDESIGN | | | | | | |
|------------------------------|---------------------------|--|--------------------------------------|-------------------------------|--|----------------------------|
| PHASE 2: BEVERAGES AND SIDES | | | | | | |
| Week | Promoted Food | Interactive Session | Taste Test (if applicable) | Giveaways (if applicable) | Handouts (if applicable) | Evaluation |
| 10 | Fruit flavored water | Better Beverages-water | fruit flavored water | water bottles | flavored water recipe handout | Interventionist PE + EA PE |
| 11 | | | | | | |
| 12 | Promoted Side #1 | taste test | Specific for each carry out | Grape and orange stress balls | Low-Fat Creamed Collards with onions Recipe Card | Interventionist form only |
| 13 | | | | | | |
| 14 | Diet and lower sugar soda | Better beverages-soda, Rethink your drink poster | Brind taste test: diet coke, A &W 10 | Drawstring bags | stoplight hand out | Interventionist PE + EA PE |
| 15 | | | | | | |
| 16 | Promoted Side #2 | Low Fat Snack Attack - Chips | Specific for each carry out | chip clips | Mediterranean Tuna Salad | Interventionist PE only |
| 17 | | | | | | |
| 18 | Vegetable side dish | taste test | Specific for each carry out | jar openers | Spinach and Potato Patties | Interventionist PE + EA PE |
| 19 | | | | | | |

Note: Interactive session each week with one week being drinks and the next week being sides. Interactive session every other week with beverages and sides combined.

PHASE 3: HEALTHY COMBO MEAL/HEALTHY ENTRÉE

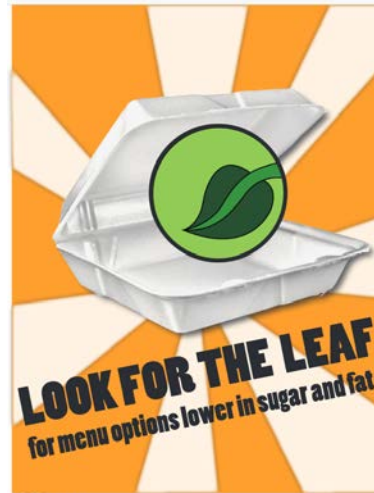
| Week | Promoted Food * | Interactive Session | Taste Test (if applicable) | Giveaways (if applicable) | Handouts (if applicable) | Evaluation |
|------|---|---------------------|---------------------------------|-------------------------------------|---------------------------------------|--------------------------------|
| 21 | combo meal #1 (grilled chicken, vegetable side, and water?) | taste test | grilled chicken | portion plates | HBHS cooking methods | Interventionist form only |
| 22 | | | | | | |
| 23 | combo meal #2 (sandwich with whole wheat, baked chips, and diet soda?) | taste test | deli meat on whole wheat bread | portion bowls (follow up with Cara) | whole vs refined grains | Interventionist:
PE + EA PE |
| 24 | | | | | | |
| 25 | combo meal #3 (tuna/chicken salad with low-fat mayo, pretzels, and diet soda) | taste test | low-fat mayo chicken/tuna salad | grocery bags | label reading hand out | Interventionist form only |
| 26 | | | | | | |
| 27 | combo meal #4 (salad with low-fat dressing, baked chips, and diet soda) | taste test | salad | whatever giveaways are left over | Pepper, Veggies, and Chicken Stir Fry | Interventionist:
PE + EA PE |
| 28 | | | | | | |
| 29 | | | | | | |

Note: Promoted food depends on what carryout serves. Interactive session each week with one week being drinks and the next week being sides. Interactive session every other week with beverages and sides combined.

Appendix D – Posters: Carryouts

Wave 1

Phase 1: Look for the Leaf & Menu Redesign



Phase 2: Healthy Side



Phase 3: Healthy Combo Meal

\$9.95 Try a **Combo Meal** at **Baltimore Legends**
 Reach Your Potential with a Low-Priced Combo Meal!

1 Grilled Lake Trout 

2  Green Beans

3 Choice of Drink:  Look for the leaf to find the **fresh** combo meals.



\$4.50 Try a **Combo Meal** at **Bruce's Carryout**

1 Turkey Sandwich 

2 Water or Diet Soda 

Look for the leaf to find the **fresh** combo meals.

Wave 2

Phase 1: Menu Redesign



LOOK FOR THE LEAF
 for the menu options
 lower in sugar and fat

  facebook.com/bhck1
 @bhck1
 @bhck1

Try a
FRESH SIDE & REFRESH
with a smart drink!



Try a
FRESH SIDE OR DRINK
with your meal!



Try a
FRESH SIDE OR DRINK
with your meal!



Try a fresh
FRESH SIDE OR DRINK
with your meal!



Phase 3: Healthy Combo Meals

\$7.50 Try a **Combo Meal** at Halal Foods 

1 Pick your sandwich
Turkey sandwich with low fat mayo, 95% lean turkey, 100% whole wheat bread, lettuce, tomato & reduced fat provolone cheese. 

2 Pick your side
 Cole Slaw 

3 Pick your drink
 Bottled Water  Look for the leaf to find the **fresh** combo meals! 



Halal Carryout Healthy Combo Meal

\$8.50 Try a **Combo Meal** at Banana House

1 Pick your sandwich
Turkey sandwich on whole wheat bread with low-fat mayo and low-fat cheese 

2 Pick your side
 Side of Pretzels 

3 Pick your drink
 Bottled Water or Diet Soda  Look for the leaf to find the **fresh** combo meals! 



Banana House Carryout Healthy Combo Meal

\$6.75 Reach your potential with a **Combo Meal** at WWW Pizza

1 Pick your sandwich
 Turkey Wrap 

2 Pick your side
 Fruit Cup 

3 Pick your drink
 Bottled Water  Look for the leaf to find the **fresh** combo meals! 



WWW Pizza Healthy Combo Meal

\$7.50 Try a **Combo Meal** at Spencer's Carryout

1 Pick your sandwich
Italian Cold Cut with low-fat mayo, ham, 100% whole wheat bread & slices of reduced-fat cheese 

2 Pick your side
 Side of Fruit Salad 

3 Pick your drink
 Sprite Zero  Look for the leaf to find the **fresh** combo meals! 




Spencer's Healthy Combo Meal


Make it a **COMBO** meal!



*Reach your potential!
Refuel with a fresh meal.*

Look for the leaf to find the **fresh** combo meals.

 @Bmore4Kids
 @Bmore4Kids



Spencer's Carryout Healthy Combo Meal

Kids Meal Pilot:

HALAL FOODS Kids' Meal

\$ ____.




 BBQ Sandwich
 Hug Drink
 Fresh Fruit

 @Bmore4Kids
 @Bmore4Kids



WWW PIZZA Kids' Meal

\$ ____.




 Fresh Summer Kids' Pizza
 Diet Pepsi
 Fruit Cup

 @Bmore4Kids
 @Bmore4Kids



Appendix D

Sample Interactive Lesson Plan

PHASE 1: BETTER BEVERAGES: 'LOWER CALORIE DRINK ALTERNATIVES'

PURPOSE: TO ENCOURAGE PARTICIPANTS TO SWITCH FROM HIGH CALORIE SODAS TO LOWER CALORIE ALTERNATIVES

MATERIALS:

FOR INTERVENTIONIST:

- COOLER
- BAGS OF ICE
- DIXIE CUPS FOR TASTE TESTING
- REGULAR PEPSI, COKE ZERO, DIET PEPSI, PEPSI NEXT FOR TASTING
- PAPER TOWELS AND CLEANING SUPPLIES
- FLIP CHART TO DISPLAY TASTE TEST RESULTS
- INDEX CARDS
- PERMANENT MARKERS
- STICKY DOTS (FOR RANKING TASTER'S PREFERENCE)
- HANDOUT – 'HOW DOES YOUR DRINK MEASURE UP (SODA)?'
- TAPE (FOR POSTERS THAT MAY HAVE FALLEN DOWN)
- EXTRA SHELF LABELS AND TALKERS
- CONSUMER BROCHURES
- GIVEAWAYS - TUMBLERS

FOR PROCESS EVALUATOR:

- INTERVENTIONIST LOG (AT EVERY INTERACTIVE SESSION)
- STORE ENVIRONMENTAL ASSESSMENT FORM (2X MONTH)
- STOCKING AND SALES RECORD (2X MONTH)
- PENS
- CLIPBOARD

PREPARATION:

- TALK TO STOREOWNER FIRST AT EVERY SESSION AND OBTAIN PERMISSION TO SET UP, EXPLAIN WHAT YOU ARE GOING TO DO, GIVE THEM A GIVEAWAY ITEM AND MATERIALS THAT WILL BE PRESENTED!
- SET UP SMALL TABLE WHERE STOREOWNERS ALLOW.
- ASSIGN A LETTER TO EACH OF THE SODAS (A, B, ETC). A- OTHER DIET COLA, B-PEPSI NEXT, C-COKE ZERO

- MARK 3 PIECES OF PAPER, A, B, AND C
- PUT SODA CUPS ON ASSIGNED PAPER
- MAKE SURE TO HIDE SODA NAMES FROM THE PARTICIPANTS.
- HAVE PARTICIPANT TRY ALL 3 SODAS.
- HAVE THEM NAME THEIR FAVORITE – A, B, OR C
- FLIP OVER THE INDEX CARD THAT IS THEIR FAVORITE AND SHOW THEM WHAT IT WAS.
- PROCESS EVALUATOR WILL FILL OUT THE INTERVENTIONIST LOG AND PUT A STICKY DOT ON THE FLIPCHART

INTERACTION GUIDE:

- AS CUSTOMERS APPROACH THE TABLE, ENGAGE THEM IN THE INTERACTIVE SESSION.
- SAY: “WE CONDUCTING A BLIND COLA TASTE TEST TODAY. WOULD YOU LIKE TO TRY?”
- CONDUCT THE TASTE TEST. AFTER THE PARTICIPANT RATES HIS/HER CHOICES, REVEAL THE SODA NAMES.
- GIVE THE PARTICIPANT A HANDOUT AND EXPLAIN THE BENEFITS OF SWITCHING FROM HIGH CALORIE SOFT DRINKS TO LOWER CALORIE SOFT DRINKS AND WATER.

Thumbnails of needed materials:

How does
your drink
measure up?



Step higher,
Sip better!



Why swap soda for water



More Healthy gives you 5 reasons to choose water over soda. Check it out!..

1. Several studies showed that people who swapped out their caloric drinks for calorie-free options - including, water! - were able to lose weight..
2. Water hydrates our body and also flushes toxins away from it!..
3. Drinking water throughout the day, clear your skin and have a good impact in your mood!..
4. Regular water consumption can prevent constipation, as it prevents bowel disorders!..
5. Soda is high in sugar and leaves you gassy and bloated after drinking!..



Treat soda as a treat and treat water as an essential!..

Appendix D – Carryouts Sample Menu's

Wave 1

Richmond's Catering

410-905-9578 2436 Greenmount Ave, Baltimore, MD 21218

Seafood

All seafood can be grilled upon request for a fresh option!

Sandwiches

- Catfish sandwich
- Lake trout sandwich
- Whiting sandwich
- Crab cake sandwich

Platters

- Seafood Special
- Jumbo Shrimp Box
- Whiting Fish with Fries
- Shrimp Scampi over Rice
- Popcorn Shrimp and French Fries
- Fish (Seasonal)
- Fish and Fries
- Crab cake

Subs

- Chopped Fish
- Shrimp Cheese Steak

Chicken

All chicken can be grilled upon request for a fresh option!

Platters

- Honey BBQ
- Buffalo Wings
- Chicken Box
- Cajun Chicken Breast
- Chicken Fingers

Subs

- Chopped Chicken

Sides

- Yams
- Mac and Cheese
- Cole Slaw
- Potato Salad
- Collard Greens
- Cabbage
- Fries
- String Beans

Beef

Sandwiches

- Beef Hot Dog

Subs

- Hamburger
- Cheeseburger

Breakfast

- Turkey Bacon
- Pork Bacon
- Turkey Sausage
- Pork Sausage
- Scrapple
- French Toast
- Pancakes
- Belgian Waffle
- Beef Sausage
- Coffee
- Hot Tea
- Hot Chocolate

Salad


- Garden Salad
- Chef Salad
- Tuna Salad
- Chicken Salad
- Grilled Chicken Salad

Look for the leaf for a fresh and delicious choice!

Try these fresh options!



Grilled Chicken Salad



Grilled Fish Platter



Cole Slaw

Papa Palace

410-732-7999 2426 E Monument St Baltimore, MD 21205

Pizza

- Cheese Pizza
- Stuffed Crust Pizza

Specialty Pizza

- Greek Pizza
- White Pizza
- Hawaiian Pizza
- Papa Palace Vegillious Pizza
- Mexican Pizza
- Philly Cheese Steak Pizza
- Bacon and Burger Pizza
- Meat Lovers Pizza
- Papa Palace Works Pizza
- Buffalo Chicken Pizza
- Chicken Honey BBQ Pizza
- Chicken Ranch Pizza
- Shrimp Pizza
- Crab Pizza

Pasta

- Spaghetti
- Stuffed Shells
- Lasagna
- Chicken Parmigiana
- Shrimp Parmigiana
- Chicken Alfredo
- Shrimp Alfredo

Calzones & Stromboli

With 1 Topping:

- Meat
- Philly Cheese Steak
- Vegetable
- Honey Chicken BBQ

Sides

- Western Fries
- Curly Fries
- 6 Piece Mozzarella Sticks
- 5 Piece Bread Sticks
- 12 Piece Fried Mushrooms
- 5 Piece Fried Oysters
- Sweet Potato Fries
- Steak Fries
- Potato Salad
- French Fries
- Pizza Fries
- Onion Rings
- 6 Piece Stuffed Jalapenos
- Sampler
- Overloaded Fries
- Coleslaw
- Mashed Potato

Salads

- Garden Salad
- Greek Salad
- Grilled Chicken Salad
- Crispy Chicken Salad
- Chicken Gyro Salad
- Chicken Caesar Salad
- Buffalo Chicken Salad
- Chef Salad
- Shrimp Salad
- Tuna Salad
- Lamb Gyro Salad

Greek Specialties

- Chicken Gyro on Pita
- Gyro on Pita

Wings

- Whole Wings
- Boneless Wings
- Party Wings

Try these fresh options!



Grilled Chicken Sandwich



Garden Salad

Wave 2

Main Menu

BANANA HOUSE CARRYOUT



| HOT SUBS | | |
|------------------------|-----|---------|
| Sandwich | Sub | w/Fries |
| Philly Steak | \$ | \$ |
| Chicken Steak | \$ | \$ |
| Cheese Burger | \$ | \$ |
| Shrimp Steak | \$ | \$ |
| Chop Fish | \$ | \$ |
| Grilled Fish | \$ | \$ |
| Crispy Fish | \$ | \$ |
| Haddock Fish | \$ | \$ |
| Grilled Chicken Breast | \$ | \$ |
| Fried Chicken Breast | \$ | \$ |
| Reuben | \$ | \$ |

| BREAKFAST | |
|-------------------------|----|
| Egg and Cheese | \$ |
| Ham and Egg | \$ |
| Bacon and Egg | \$ |
| Scrapple and Egg | \$ |
| Sausage and Egg | \$ |
| Sausage (Link) and Egg | \$ |
| Beef Sausage and Egg | \$ |
| Turkey Sausage and Egg | \$ |
| Turkey Bacon and Egg | \$ |
| Fish and Egg | \$ |
| BLT | \$ |
| Grilled Cheese | \$ |
| Home Fries | \$ |
| Grits | \$ |
| Bagel with Cream Cheese | \$ |

| COLD SANDWICHES | | |
|-------------------|-----|---------|
| Sandwich | Sub | w/Fries |
| American Cold Cut | \$ | \$ |
| Italian Cold Cut | \$ | \$ |
| Ham | \$ | \$ |
| Turkey | \$ | \$ |
| Corn Beef | \$ | \$ |
| Chicken Salad | \$ | \$ |
| Tuna Salad | \$ | \$ |
| Shrimp Salad | \$ | \$ |
| Egg Salad | \$ | \$ |

| BREAKFAST PLATTERS | |
|-----------------------------|----|
| Pancake, Egg, and Meat | \$ |
| French Toast, Egg, and Meat | \$ |
| Waffles, Egg, and Meat | \$ |
| Home Fries, Egg, and Meat | \$ |
| Grits, Egg, and Meat | \$ |
| Fish and Egg | \$ |

| SIDE ORDERS | |
|------------------------------|----|
| Grapes | \$ |
| French Fries | \$ |
| French Fries w/ Cheese | \$ |
| Western Fries | \$ |
| Mozzarella Sticks (5 pieces) | \$ |
| Crab Stick | \$ |
| Chicken Tenders | \$ |
| Fish Platter Combo | \$ |

comes with fries and can soda.
Add an extra piece of fish for \$

| OMELETS | |
|--------------------|----|
| Ham and Cheese | \$ |
| Ham, Cheese, Bacon | \$ |

| CLUB SANDWICHES | |
|---------------------|----|
| Turkey Club | \$ |
| Ham Club | \$ |
| Ham and Turkey Club | \$ |
| Chicken Salad | \$ |

Look for the leaf for a fresh & delicious choice!



| FISH | | |
|------------|----------|-------------------|
| | 2 pieces | 3 pieces 4 pieces |
| Whiting | \$ | \$ |
| Lake Trout | \$ | \$ |
| Tilapia | \$ | \$ |
| Catfish | \$ | \$ |

| SALADS | |
|------------------------------------|----|
| Garden Salad | \$ |
| Grilled Chicken Salad | \$ |
| Chef Salad (Meat w/ Turkey or Ham) | \$ |

| | |
|----------------------------|----|
| Catfish Nuggets (6 pieces) | \$ |
|----------------------------|----|

*Fried or Grilled for same price!
Make it a Combo Meal (with Fries and Can Soda) for additional \$*

| BANANA HOUSE SPECIALS | |
|---|----|
| Banana French Toast comes with egg and meat | \$ |
| Peanut Butter Banana Sandwich | \$ |
| Bulgoggi with Rice comes with choice of salad or Kimchi | \$ |
| Ramen (spicy or mild) comes with egg and cheese | \$ |
| Quesadilla (Chicken Breast or Ham) | \$ |
| Teriyaki Chicken comes with vegetables or rice | \$ |
| Quesadillas (Chicken Breast) | \$ |
| Banana House Party Wings (5pc) Hot, mild, BBQ, lemon pepper honey | \$ |
| Blueberry Pancakes | \$ |
| BLT comes with avocado | \$ |

| WHOLE WINGS | | |
|-------------|-------|----------|
| | Wings | w/ Fries |
| 2 pieces | \$ | \$ |
| 3 pieces | \$ | \$ |
| 4 pieces | \$ | \$ |
| 5 pieces | \$ | \$ |
| 10 pieces | \$ | \$ |



HALAL FOODS
4202 Park Heights Ave. (443) 449-7192



| SALADS | |
|--------------------------------|----|
| *Dressing included on the side | |
| Garden Salad | \$ |



| | |
|---------------|----|
| Chicken Salad | \$ |
|---------------|----|



| | |
|--------------|----|
| Salmon Salad | \$ |
| Tuna Salad | \$ |

| BURGERS & FRANKS | |
|------------------|----|
| Turkey burger | \$ |
| Cheese burger | \$ |
| Beef burger | \$ |
| Beef frank | \$ |

| SEAFOOD | |
|--------------------|----|
| Fish and fries | \$ |
| Fish bites | \$ |
| Crab cake | \$ |
| Salmon cake | \$ |
| Crab & salmon cake | \$ |
| Shrimp crab cake | \$ |

| CHICKEN | |
|---------------|----|
| 3 wings/fries | \$ |
| 5 wings/fries | \$ |
| 7 wings/fries | \$ |
| 3 wings | \$ |
| 5 wings | \$ |
| 7 wings | \$ |

| FISH | |
|---------------------|----|
| Shrimp fish special | \$ |
| Fish omelet | \$ |
| Fish sub | \$ |
| Jumbo fish sandwich | \$ |
| Fish sandwich | \$ |
| Fish special | \$ |

| SPECIALS | |
|--|----|
| Ballers Subs/Wraps | \$ |
| Crabmeat, fish, shrimp, cheese & onions
Choice of yellow rice or fries for \$ | |
| Mushrooms or green peppers for \$ | |
| The "88" | \$ |
| Chicken, fish, burger or steak & 4 toppings
Add shrimp or crabmeat for \$ | |

| BREAKFAST ITEMS | |
|---------------------------------------|----|
| Waffles | \$ |
| Comes with meat & eggs | |
| French Toast | \$ |
| Comes with meat & eggs | |
| Pancakes | \$ |
| Comes with meat & eggs | |
| Breakfast platter | \$ |
| Home fries or grits w/ meat & eggs | |
| Sausage sandwich | \$ |
| Chicken, beef or turkey sausage w/egg | |
| Breakfast platter | \$ |
| Turkey or beef bacon with egg | |
| Omelets | \$ |

| SIDE ORDERS | |
|-------------------|----|
| Cole slaw | \$ |
| Onion rings | \$ |
| French fries | \$ |
| Large fries | \$ |
| Chili/beef franks | \$ |
| Hot Dog | \$ |
| Chili Dog | \$ |
| Potato salad | \$ |
| Macaroni salad | \$ |

| SUBS | |
|----------------------------|----|
| *All subs come with cheese | |
| Mushroom cheese steak | \$ |
| Pepper cheese steak | \$ |
| Shrimp cheese steak | \$ |
| Cheese steak omelet | \$ |
| Steak | \$ |
| Shrimp chop chicken | \$ |
| Cheese chop chicken | \$ |
| Turkey cold cut | \$ |

Look for the leaf for a fresh & delicious choice!



Sorry, no credit cards accepted.

Side Menu Board

FRESH SIDES



Seasonal Fresh Fruit Cup \$ ____ 



Oatmeal \$ ____ 



Grits \$ ____ 



Pasta Salad \$ ____ 



Side Salad \$ ____ 



Steamed Vegetables \$ ____ 

Bottled Water \$ ____ 

Fresh Green Tea \$ ____ 

Diet Coke \$ ____ 



Combo Meal Menu Board

Fresh Combo Meals

1 **Grilled Lemon Chicken Salad**
includes side of fresh fruit
& diet beverage or water



\$ ____ 

2 **Turkey Sandwich**
includes side of pretzels
& diet beverage or water



\$ ____ 

Appendix D – Corner Store Training Video Quizzes

BHCK Corner Store Video Training Quiz

Store Name: _____

Date: ____/____/____

Data Collectors:

1. _____

2. _____

Form ID: _____

Checked by: _____

Date checked: ____/____/____

Checked by: _____

Date checked: ____/____/____

Successful Business Strategies

1. How can you organize the drink fridge to promote healthy beverages?

a.

| | |
|--------------|-----------|
| Fruit punch | Top |
| Regular soda | Eye level |
| Water | Bottom |

b.

| | |
|--------------|-----------|
| Regular soda | Top |
| Diet soda | Eye level |
| Fruit punch | Bottom |

c.

| | |
|--------------|-----------|
| Water | Top |
| Fruit punch | Eye level |
| Regular soda | Bottom |

2. A few customers give you feedback on how your business can be improved based on their experience. How should you respond?

- Assure them in a friendly manner that you are experienced and know what is best for you store
- Take their feedback into consideration and make plans to change the store in a timely manner
- Listen to what they say, and think about changing the store in a few years
- Let them know they can turn in cards to feedback boxes, and decide later whether you want to read their feedback or not.

3. Where can you place a healthy item to sell more quickly?

- At the back of the store
- At the register
- Next to the cereal boxes
- In the fridge

How to Keep Your Food Safe, Fresh & Healthy

1. This is an example of food safety:

- a. True False



- b. True False



- c. True False



- d. True False



WIC/SNAP

1. What type of juice does WIC authorize vendors to stock?

a.



b.



c.



2. Which are examples of products that are required for SNAP vendors?

- a. Meat and soda
- b. Bread and chips
- c. Cereal and vegetables

3. What are some of the benefits of accepting WIC and SNAP benefits?

- a. Help people become healthier
- b. Increase profit
- c. Expand customer base
- d. All of the above

Reading nutrition labels

1. How many grams of fat in each serving?

- a. 16g
- b. 3g
- c. 11g

2. How many grams of sugar in each serving?

- a. 14g
- b. 1g
- c. 5g

3. What is the percent daily value of sodium per serving?

- a. 6%
- b. 148%
- c. 0%

4. How many grams of fat in entire package?

- a. 93g
- b. 44g
- c. 16g

5. This is an example of a low-sugar cereal: (yes or no)

- a. True False



- b. True False



- c. True False



- d. True False



Appendix D

Poster Interactive Lesson Plan

PHASE 1: LOW FAT SNACK ATTACK: 'HAVING A CRAVING FOR CHIPS'

PURPOSE: TO ENCOURAGE PARTICIPANTS TO SWITCH FROM REGULAR CHIPS TO LOW FAT CHIPS

MATERIALS:

FOR INTERVENTIONIST:

- HAVING A CRAVING FOR CHIPS? POSTER
- TABLE
- HANDOUT – 'EASY AND QUICK SNACKS FOR 150 CALORIES OR LESS'
- TAPE (FOR BOTTLES POSTERS THAT MAY HAVE FALLEN DOWN)
- EXTRA SHELF LABELS AND TALKERS
- GIVEAWAYS – PURPLE CLOTH BAGS
- BAKED BBQ CHIPS
- MINI-PLATES/CUPS
- NAPKINS

FOR PROCESS EVALUATOR:

- INTERVENTIONIST LOG (AT EVERY INTERACTIVE SESSION)
- STORE ENVIRONMENTAL ASSESSMENT FORM/SALES RECORD (2X MONTH)
- PENS
- CLIPBOARD

PREPARATION:

- TALK TO STOREOWNER FIRST AT EVERY SESSION AND OBTAIN PERMISSION TO SET UP, EXPLAIN WHAT YOU ARE GOING TO DO, GIVE THEM A GIVEAWAY ITEM AND MATERIALS THAT WILL BE PRESENTED!
- SET UP SMALL TABLE WHERE STOREOWNERS ALLOW.
- GET CUSTOMERS INTERESTED IN THE POSTER BY ASKING WHAT KIND OF SNACKS THEY USUALLY BUY
- TALK ABOUT HOW EATING TOO MUCH FAT IS RELATED TO OBESITY AS WELL AS OTHER CHRONIC DISEASES
- TELL PEOPLE WHICH SNACKS WE ARE PROMOTING AND WHY, GIVE OUT' HANDOUT AND SAMPLE
- PROCESS EVALUATOR WILL FILL OUT THE INTERVENTIONIST LOG

INTERACTION GUIDE:

- AS CUSTOMERS APPROACH THE TABLE, ENGAGE THEM IN THE INTERACTIVE SESSION.
- SAY: "WHAT KIND OF SNACKS DO YOU USUALLY EAT? WE'D LIKE TO GIVE YOU SOME INFORMATION ABOUT THE FAT IN CHIPS"
- ASK PEOPLE TO TRY THE BAKED CHIPS.
- GIVE THE PARTICIPANT A HANDOUT AND EXPLAIN THE BENEFITS OF SWITCHING FROM REG CHIPS TO BAKED CHIPS.

Thumbnails of needed materials:



5 MORE HEALTHY RETAIL REWARDS

Easy and Quick Snacks 150 calories and under

Single Serving of Baked Utz Chips



Quaker Oats Granola Bars



Half a banana with peanut butter

Chopped apple with ½ cup of oatmeal and 1% milk

½ Sliced banana with 1 cup low fat yogurt

Appendix D: Item's for Next Visit



Your store's next BHCK
promoted item:

NEXT INTERACTIVE SESSION

Date: _____

Appendix D

Poster Interactive Lesson Plan

PHASE 1: BETTER BEVERAGES: 'MILK TASTE TEST'

PURPOSE: TO ENCOURAGE PARTICIPANTS TO SWITCH FROM SUGAR SWEETENED BEVERAGES TO BEVERAGES WITHOUT ADDED SUGAR

MATERIALS:

FOR INTERVENTIONIST:

- COOLER
- BAGS OF ICE
- DIXIE CUPS FOR TASTE TESTING
- SKIM MILK, 1% MILK, AND 2% MILK
- PAPER TOWELS AND CLEANING SUPPLIES
- FLIP CHART TO DISPLAY TASTE TEST RESULTS
- INDEX CARDS
- PERMANENT MARKERS
- STICKY DOTS (FOR RANKING TASTER'S PREFERENCE)
- HANDOUT – 'HOW DOES YOUR DRINK MEASURE UP (SODA)?'
- TAPE (FOR POSTERS THAT MAY HAVE FALLEN DOWN)
- EXTRA SHELF LABELS AND TALKERS
- CONSUMER BROCHURES

FOR PROCESS EVALUATOR:

- INTERVENTIONIST LOG (AT EVERY INTERACTIVE SESSION)
- STORE ENVIRONMENTAL ASSESSMENT FORM (2X MONTH)
- STOCKING AND SALES RECORD (2X MONTH)
- PENS
- CLIPBOARD

PREPARATION:

- TALK TO STOREOWNER FIRST AT EVERY SESSION AND OBTAIN PERMISSION TO SET UP, EXPLAIN WHAT YOU ARE GOING TO DO, GIVE THEM A GIVEAWAY ITEM AND MATERIALS THAT WILL BE PRESENTED!
- SET UP SMALL TABLE WHERE STOREOWNERS ALLOW.
- ASSIGN A LETTER TO EACH OF THE SODAS (A, B, ETC). A- 2% MILK, B-SKIM MILK C- 1% MILK
- MARK 3 PIECES OF PAPER, A, B, AND C
- PUT MILK CUPS ON ASSIGNED PAPER
- MAKE SURE TO HIDE MILK NAMES FROM THE PARTICIPANTS.

- HAVE PARTICIPANT TRY ALL 3 MILK.
- HAVE THEM NAME THEIR FAVORITE – A, B, OR C
- FLIP OVER THE INDEX CARD THAT IS THEIR FAVORITE AND SHOW THEM WHAT IT WAS
- PROCESS EVALUATOR WILL FILL OUT THE INTERVENTIONIST LOG AND PUT A STICKY DOT ON THE FLIPCHART

INTERACTION GUIDE:

- AS CUSTOMERS APPROACH THE TABLE, ENGAGE THEM IN THE INTERACTIVE SESSION.
- SAY: “WHAT KIND OF DRINKS DO YOU USUALLY DRINK? WE’D LIKE TO GIVE YOU SOME INFORMATION ABOUT SUGAR”
- IF PEOPLE DON’T WANT TO SWITCH TO DIET, EXPLAIN THAT THERE WAS A TASTE TEST HELD IN THE STORE LAST WEEK AND MANY PEOPLE ENJOYED PEPSI NEXT AND COKE ZERO.
- GIVE THE PARTICIPANT A HANDOUT AND EXPLAIN THE BENEFITS OF SWITCHING FROM SUGAR SWEETENED DRINKS TO LOWER CALORIE SOFT DRINKS AND WATER.

Thumbnails of needed materials:

How does your milk measure up?

| Milk Type | Calories | Fat |
|------------|----------|-----|
| Whole Milk | 150 | 8 g |
| 2% Milk | 125 | 5 g |
| 1% Milk | 100 | 2 g |
| Skim Milk | 85 | 0 |

Step higher, Sip better!

STAY HEALTHY

What’s all the fuss about milk?

When you choose high fat dairy, such as whole milk, you are adding extra fat and calories to your diet!

Choose lower fat dairy, such as 1% milk or skim milk, instead. It tastes just as great and has all the calcium and protein, but without the extra calories!

Reward yourself, improve your health!

Appendix D

Poster Interactive Lesson Plan

PHASE 1: BETTER BEVERAGES: 'RETHINK YOUR DRINK'

PURPOSE: TO ENCOURAGE PARTICIPANTS TO SWITCH FROM SUGAR SWEETENED BEVERAGES TO BEVERAGES WITHOUT ADDED SUGAR

MATERIALS:

FOR INTERVENTIONIST:

- RETHINK YOUR DRINK POSTER
- TABLE
- HANDOUT – 'HOW DOES YOUR DRINK MEASURE UP (SODA)?'
- TAPE (FOR BOTTLES POSTERS THAT MAY HAVE FALLEN DOWN)
- EXTRA SHELF LABELS AND TALKERS
- CONSUMER BROCHURES
- GIVEAWAYS - TUMBLERS

FOR PROCESS EVALUATOR:

- INTERVENTIONIST LOG (AT EVERY INTERACTIVE SESSION)
- STORE ENVIRONMENTAL ASSESSMENT FORM (2X MONTH)
- STOCKING AND SALES RECORD (2X MONTH)
- PENS
- CLIPBOARD

PREPARATION:

- TALK TO STOREOWNER FIRST AT EVERY SESSION AND OBTAIN PERMISSION TO SET UP, EXPLAIN WHAT YOU ARE GOING TO DO, GIVE THEM A GIVEAWAY ITEM AND MATERIALS THAT WILL BE PRESENTED!
- SET UP SMALL TABLE WHERE STOREOWNERS ALLOW.
- GET CUSTOMERS INTERESTED IN THE POSTER BY ASKING WHAT THEY USUALLY DRINK
- TALK ABOUT ADDED SUGAR VERSUS NATURAL SUGAR
- TALK ABOUT HOW SUGAR IS RELATED TO OBESITY AND DIABETES, AS WELL AS OTHER CHRONIC DISEASES
- TELL PEOPLE WHICH DRINKS WE ARE PROMOTING AND WHY, GIVE OUT THE 'SODA LADDER' HANDOUT.
- TELL PEOPLE HOW THEY CAN FIND INFORMATION ON NUTRITION FACTS LABEL
- PROCESS EVALUATOR WILL FILL OUT THE INTERVENTIONIST LOG

INTERACTION GUIDE:

- AS CUSTOMERS APPROACH THE TABLE, ENGAGE THEM IN THE INTERACTIVE

SESSION.

- SAY: "WHAT KIND OF DRINKS DO YOU USUALLY DRINK? WE'D LIKE TO GIVE YOU SOME INFORMATION ABOUT SUGAR"
- IF PEOPLE DON'T WANT TO SWITCH TO DIET, EXPLAIN THAT THERE WAS A TASTE TEST HELD IN THE STORE LAST WEEK AND MANY PEOPLE ENJOYED PEPSI NEXT AND COKE ZERO.
- GIVE THE PARTICIPANT A HANDOUT AND EXPLAIN THE BENEFITS OF SWITCHING FROM SUGAR SWEETENED DRINKS TO LOWER CALORIE SOFT DRINKS AND WATER.

Thumbnails of needed materials:

How does your drink measure up?

| Drink | Calories | Sugar | Caffeine |
|-----------------|----------|-------|----------|
| Pepsi | 300 | 81 g | 74 mg |
| Pepsi Next | 112 | 32 g | 86 mg |
| Coke Zero | 0 | 0 | 69 mg |
| Deer Park Water | 0 | 0 | 0 |

Step higher, Sip better!

Why swap soda for water

More Healthy gives you 5 reasons to choose water over soda. Check it out!..

1. Several studies showed that people who swapped out their caloric drinks for calorie-free options - including, water! - were able to lose weight..
2. Water hydrates our body and also flushes toxins away from it!..
3. Drinking water throughout the day, clear your skin and have a good impact in your mood..
4. Regular water consumption can prevent constipation, as it prevents bowel disorders..
5. Soda is high in sugar and leaves you gassy and bloated after drinking..

Treat soda as a treat and treat water as an essential!..

Appendix D: Wave 1 Store Level Matrix

| PHASE 1: BEVERAGES | | | | | | | |
|--------------------|------------------------------|-------------------------------------|--------------------------|---------------------------|-------------------------------|--|---|
| Week | Promoted Food | Posters | Educational display | Taste Tests | Giveaways | Handouts | Evaluation |
| 1 | Water | Step up your water | n/a | Fruit flavored water | Water bottles | Water poster w. word search on the back/ why water | Interventionist PE and EA PE forms |
| 2 | | | | | | | |
| 3 | Sugar-Free Drink Mixes | Refresh better | n/a | Crystal Light | Sunglasses | Sugar shocker mix and match game | Interventionist PE form only |
| 4 | | | | | | | |
| 5 | Lower-Sugar/ Diet Soda | Try a sugar free soda | rethink your drink | Coke zero/ Sprite zero | Drawstring bags | Yans stoplight version | Interventionist PE and EA PE forms |
| 6 | | | | | | | |
| 7 | Lower- Sugar Fruit Drinks | n/a | n/a | Big burst | Grape and orange stress balls | Stoptlight fruit imposters | Interventionist Process Eval only |
| 8 | | | | | | | |
| PHASE 2: SNACKS | | | | | | | |
| Week | Promoted Food | Posters | Educational display | Taste Tests | Giveaways | Handouts | Evaluation |
| 9 | Low fat/body building snacks | Low-fat dairy snacks | n/a | String cheese | Sunglasses | Snack traffic light | Interventionist Process Eval, PE EA forms |
| 10 | | | | | | | |
| 11 | Sugar Substitutions | "Hungry for a sweet snack?" | n/a | Dried fruit/ Granola bars | Stress balls | Quick and Easy Snacks | Interventionist PE only |
| 12 | | | | | | | |
| 13 | Salty Substitutions | "Hungry for a salty snack?" | Have a craving for chips | Baked chips | Chip clips | BHRR regular vs baked chips | Interventionist Pe; PE EA forms |
| 14 | | | | | | | |
| 15 | Fruit as a Snack | "Fruit is Fine to Snack on Anytime" | n/a | Fresh fruit | Apple pens | Focus on fruits | Interventionist PE form only |
| 16 | | | | | | | |

PHASE 3: COOKING

| Week | Promoted Food | Posters | Educational display | Taste Test (if applicable) | Giveaways (if applicable) | Handouts (if applicable) | Evaluation |
|------|-----------------|----------------------------|----------------------|----------------------------------|---------------------------|---|---------------------------------|
| 17 | Breakfast | Breakfast/
Whole grains | Rethink your cereal | Kix cereal and dried fruit | Chip clips | (Still searching for handout)** | Interventionist and EA PE forms |
| 18 | | | | | | | |
| 19 | Whole Grains | Breakfast/
Whole grains | Rethink your bread | Whole wheat banana , PB tortilla | Grocery bags | Whole vs re-find grains (BHRR) | Interventionist PE form only |
| 20 | | | | | | | |
| 21 | Vegetables | Vegetables | Rethink your veggies | AHA black bean salad mixture | Jar openers | Recipe handout and how to drain canned vegetables | Interventionist and EA PE forms |
| 22 | | | | | | | |
| 23 | Cooking Methods | Cooking Methods | Rethink your cooking | Whole wheat quesadillas | Portion plate | Portion control handout | Interventionist form only |
| 24 | | | | | | | |

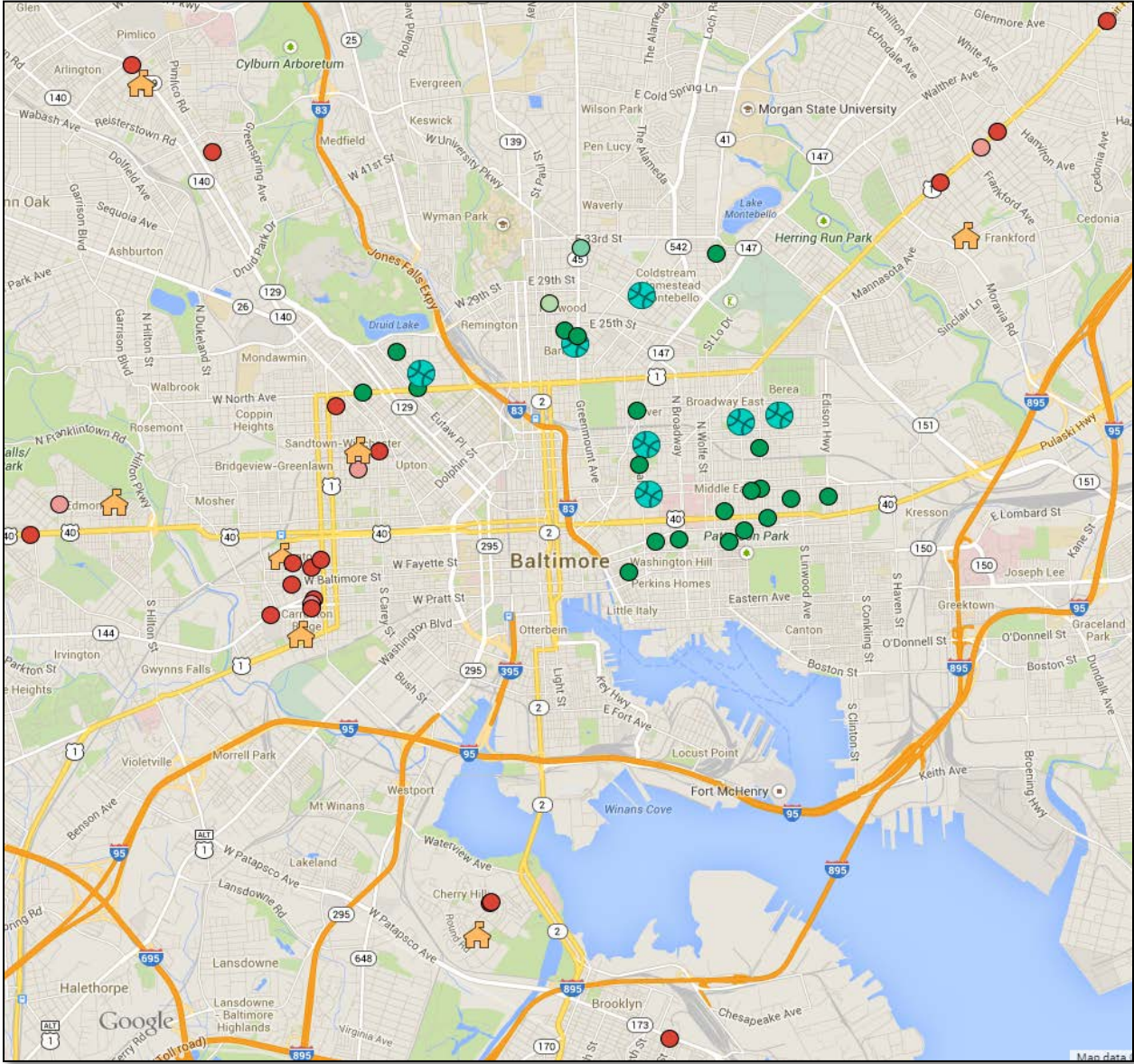
Wave 2: Store Level Matrix

| PHASE 1: BEVERAGES | | | | | | | |
|--------------------|----------------------------|-------------------------------------|--------------------------|-----------------------------|-------------------------------|--|---|
| Week | Promoted Food | Posters | Educational display | Taste Tests | Giveaways | Handouts | Evaluation |
| 1 | Water | Step up your water | n/a | Fruit flavored water | Water bottles | Water poster w. word search on the back/ why water | Interventionist PE and EA PE forms |
| 2 | | | | | | | |
| 3 | Sugar-Free Drink Mixes | Refresh better | n/a | Crystal Light | Sunglasses | Sugar shocker mix and match game | Interventionist PE form only |
| 4 | | | | | | | |
| 5 | Lower-Sugar/ Diet Soda | Try a sugar free soda | rethink your drink | Coke zero/ Sprite zero | Drawstring bags | Yans stoplight version | Interventionist PE and EA PE forms |
| 6 | | | | | | | |
| 7 | Lower- Sugar Fruit Drinks | n/a | n/a | Big burst | Grape and orange stress balls | Stoptlight fruit imposters | Interventionist Process Eval only |
| 8 | | | | | | | |
| PHASE 2: SNACKS | | | | | | | |
| Week | Promoted Food | Posters | Educational display | Taste Tests | Giveaways | Handouts | Evaluation |
| 9 | Nuts, Seeds and Vegetables | "Body building snacks" | n/a | Trail mix without chocolate | Sunglasses | Snack traffic light | Interventionist Process Eval, PE EA forms |
| 10 | | | | | | | |
| 11 | Sugar Substitutions | "Hungry for a sweet snack?" | n/a | Dried fruit/ Granola bars | Stress balls | Quick and Easy Snacks | Interventionist PE only |
| 12 | | | | | | | |
| 13 | Salty Substitutions | "Hungry for a salty snack?" | Have a craving for chips | Baked chips | Chip clips | BHRR regular vs baked chips | Interventionist Pe; PE EA forms |
| 14 | | | | | | | |
| 15 | Fruit as a Snack | "Fruit is Fine to Snack on Anytime" | n/a | Fresh fruit | Apple pens | Focus on fruits | Interventionist PE form only |
| 16 | | | | | | | |

PHASE 3: COOKING

| Week | Promoted Food | Posters | Educational display | Taste Test (if applicable) | Giveaways (if applicable) | Handouts (if applicable) | Evaluation |
|------|-----------------|----------------------------|----------------------|----------------------------------|---------------------------|---|---------------------------------|
| 17 | Breakfast | Breakfast/
Whole grains | Rethink your cereal | Kix cereal and dried fruit | Chip clips | (Still searching for hand out)** | Interventionist and EA PE forms |
| 18 | | | | | | | |
| 19 | Whole Grains | Breakfast/
Whole grains | Rethink your bread | Whole wheat banana , PB tortilla | Grocery bags | Whole vs re-find grains (BHRR) | Interventionist PE form only |
| 20 | | | | | | | |
| 21 | Vegetables | Vegetables | Rethink your veggies | AHA black bean salad mixture | Jar openers | Recipe handout and how to drain canned vegetables | Interventionist and EA PE forms |
| 22 | | | | | | | |
| 23 | Cooking Methods | Cooking Methods | Rethink your cooking | Whole wheat quesadillas | Portion plate | Portion control handout | Interventionist form only |
| 24 | | | | | | | |

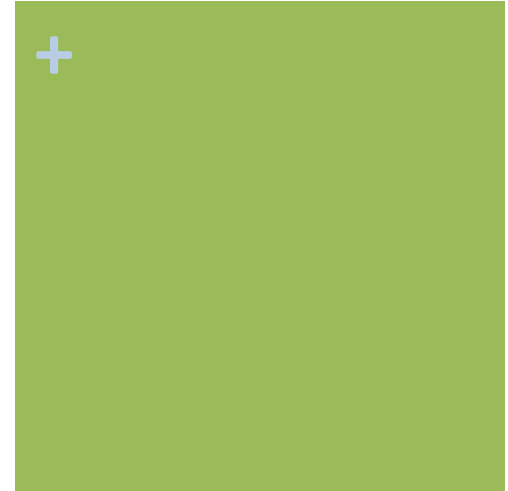
Appendix D – Wave 1 Corner Store Map



Green=intervention store

Red=control store

Appendix E – Youth Leader Training Plan



+
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B'More Healthy Communities for Kids Youth-leader Training Plan



**B'More Healthy
Communities for Kids**

YOUTH-LEADER

Program Manual



Introduction to B'More Healthy Communities for Kids

B'More Healthy Communities for Kids (BHCK) is a program aimed at getting affordable, healthier foods in corner stores, carryouts and recreation centers, and encouraging kids and their families to buy and eat those foods. Our mission is to reach youth and their caregivers to help youth make healthier choices when purchasing food and eating at home. To do this, the program will conduct activities in corner stores, carryouts and recreation centers over 8 months to create "healthy eating zones" in and around recreation centers.

Congratulations! You have been selected to be a youth-leader with BHCK. Your job will be to serve as a healthy role model for younger kids. To do this you will work at the rec center or at local corner stores/carry-outs to teach kids how to make healthy choices. Specifically, you will teach about how to choose smart snacks and drinks, you will help to lead nutrition and cooking classes, games, and conduct taste tests.



Youth-leader Expectations, Duties, and Responsibilities

You are expected to:

- Give at least 5-10 hours per week from April to December for BHCK activities at the rec center or at the corner store/ carry-out.
- At the rec center you will work with your team of youth-leaders to conduct the activities described in the curriculum. Each session of the curriculum includes an educational activity, a taste test, a handout, and an active game.
- A BHCK Staff member (Betsy or Cara) will be there to support your youth-leader team when you are delivering the session, but it is not BHCK Staff member's job to conduct the session for you. You are the youth-LEADER!
- Attend all training sessions at the beginning of the program. Also attend all youth-leader group meetings during the program.
- Maintain close contact with the BHCK Staff person and contact her if you have any questions or concerns.
- Respect the wishes of the rec center staff. If they ask you to move or stop your activities for a little bit, you should do so.
- Represent the program positively:
 - Be polite to store owners and rec center staff.
 - Respond politely to positive or negative comments about the program from anyone. If someone has a complaint, have them to talk to the BHCK staff member about it.
- Sign in and out in the binder before and after each session, so you can be paid.
- ***If you don't follow these responsibilities, you need to meet with the BHCK Staff members as soon as possible.***

BHCK Staff Expectations, Duties, and Responsibilities

The BHCK staff member will:

- Bring the materials you need to do each session.
- Handle any problems or complaints that people bring up about our activities.
- Handle any questions that you cannot answer or do not feel comfortable with.
- Help your group review the sessions that you will deliver in the rec center whenever you want or need it.

DO YOU HAVE WHAT IT TAKES TO BE A LEADER?

| A leader: | A non-leader: |
|---|--|
| When delegating, is a coach. Appeals to the best in each person. A “cheerleader” for the group. | Is invisible, gives orders and expects the impossible to be carried out, sets themselves above the group. |
| Uses “we” or “our” language. For example, “our class at the rec center” | Uses “I” or “my” language. For example, “I will handle this” |
| Freely provides compliments, and verbally rewards accomplishments, for example “thanks for doing such a great job of setting up the activities today” | Hardly ever recognizes the contribution of others. Focuses on him/herself and how s/he looks to others. |
| Is comfortable communicating with others or in a group. | Is uncomfortable communicating with others. |
| Is open, available, a good listener, even when criticism or opposing ideas are given. | Operates mainly from their own agenda, interrupts often, is difficult to reach or talk to, and is defensive about criticism. |
| Always speaks fairly to everyone. | Speaks fairly to a select few. |
| Courageously confronts difficult problems, is not afraid to articulate negative comments. For example: “we really failed as a group on this project” | Is elusive, dodges difficult situations. |
| Uses language that simplifies information; makes tasks seem manageable. Organizes information or group presentation. | Uses language that complicates information. Makes tasks look difficult, seems unprepared when presenting information. |
| Calls people by name. | Doesn’t know the names of people they work with. |
| Is able to handle open disagreement by calming down and hearing from those who disagree. Clarifies concerns and moves toward resolution. | Is unable to handle open disagreements |
| Conveys trust and is straight forward. | Distrusts others. Is often tricky or manipulative. |
| Gives credit to others. | Takes credit and complains about lack of support. |
| Is honest under pressure, takes responsibility, admits mistakes, comforts other when they make mistakes. | Never admits mistakes, makes excuses and blames others. |
| Prefers direct eye contact. | Avoids direct eye contact. |
| Keeps his/her word. | Does not keep his/her word, is unpredictable, and says what people want to hear. |
| Has an upbeat, positive and optimistic | Has boring, negative and pessimistic |

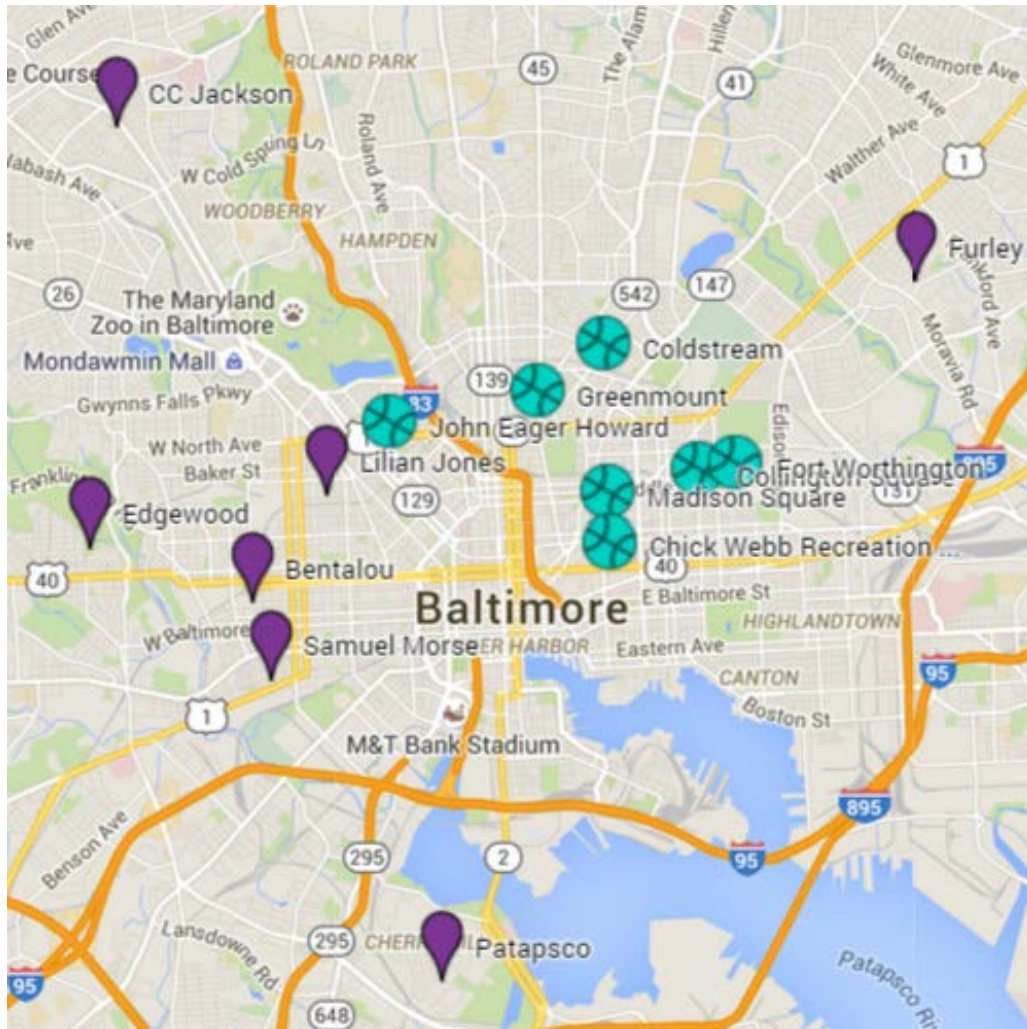
presentations.

presentations.

Frequently Asked Questions

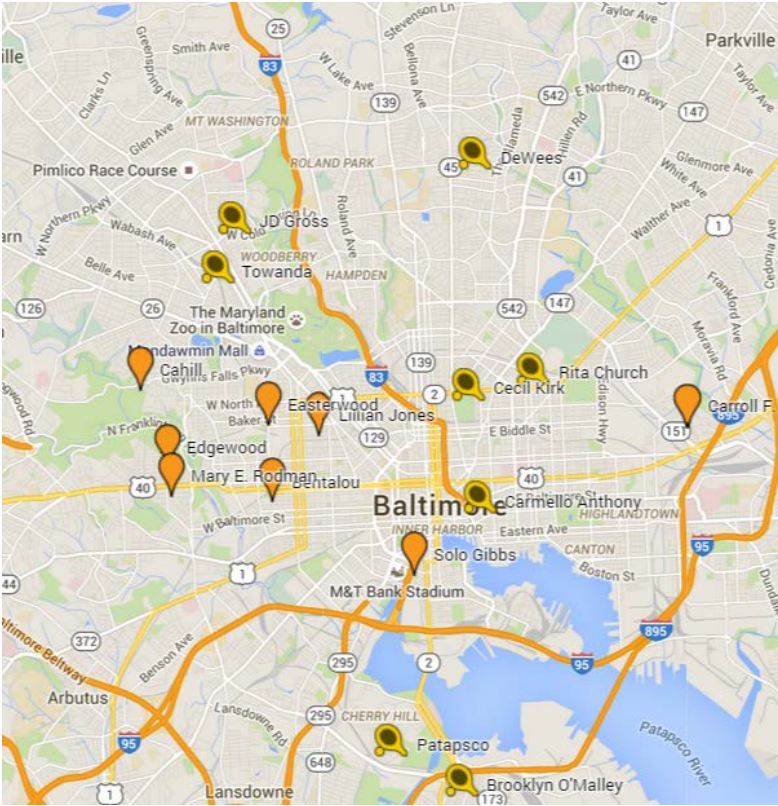
- **Who should I contact if I have any questions or concerns?**
 - You should call or email the BHCK staff members if you have questions or concerns. In case of an immediate concern, always call the BHCK staff members that you work with. Put their numbers in your phone, so it is easy to be contact with them.
 -
- **What should I do if a person asks me a question that I do not know the answer to?**
 - If you do not know the answer to a question, you can always tell the person that you will find out the answer and get back to them. You can ask the BHCK staff for help answering questions.
- **What happens if I am not able to make a scheduled shift time?**
 - Get the message out to the BHCK staff member and to your teammates. Never miss a scheduled time without letting her know. If you miss 1 session without calling you will be put on notice. If you miss 3 sessions without calling you will be unable to keep your youth-leader position.
- **How many hours per week am I required to work?**
 - Approximately 5-10. You will have a set schedule for which rec centers you are supposed to go to. Please adjust your schedule and set aside time for this important work.
- **Will I have to talk to the rec center director myself?**
 - We hope you'll feel comfortable talking to the rec center directors and adults. The BHCK staff members will be with you at the rec, but you are expected to talk to and work with the rec center staff too.
- **Will I need to buy any supplies?**
 - No. The BHCK staff members will give you all of the supplies that you'll need to do your job.
- **How am I supposed to get around?**
 - You will be working at certain recreation centers. You are responsible for getting yourself to the recreation center where you will work. The BHCK staff members are not allowed to give you a ride anywhere.

Wave 1 Recreation Centers:



Green=intervention sites
Purple=comparison sites

Wave 2 Recreation Centers:



Yellow=intervention sites
Orange=comparison sites

Appendix E – Recreation Center Curriculum

Johns Hopkins Global Center on Childhood Obesity

615 N. Wolfe St. W2041

Baltimore, MD 21205

Phone: 410.502.0600

E-Mail: bmorehealthyc4k@gmail.com

Web: healthystores.org

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B'MORE HEALTHY COMMUNITIES FOR KIDS

COMMUNITY
CENTER
CURRICULUM

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CURRICULUM MATRIX: BEVERAGES

| Session | Theme | Educational Content | Activities | Giveaway/
Taste Test | Handout |
|---------|----------------------|---|---|--|--|
| 1 | Rethink Your Drink | <ul style="list-style-type: none"> Amount of sugar we consume in 1 year Why we eat sugar (energy for body/ brain) The amount of sugar in common drinks Why should we avoid too much sugar Some low-sugar drink options | Sweetened beverage 'tag' with beverage chains
UOENO Video | Crystal light/ Sugar free Kool Aid
BHCK sunglasses | Word search with "hidden sugar" names |
| 2 | Stoptlight Beverages | <ul style="list-style-type: none"> Review of why we should avoid too much sugar in drinks Introduce stop light method for selecting food Work with youth to categorize a selection of beverages (water, low fat milk, fruit juice, soda) | Healthy beverage bowling | Diet half / half
BHCK drawstring bags | Stoptlight/ladder poster with connect the dots drawing on back |
| 3 | Why Water? | <ul style="list-style-type: none"> Function of water in the body Hydration & dehydration Effects of dehydration | Water content of the body sketch
And
Water obstacle course | Water with fruit (lemon, oranges)
BHCK water bottle | Water poster with word search on back |
| 4 | Fruit Imposters | <ul style="list-style-type: none"> Fruit has sugar in it, but it is okay to eat What is fiber? How does it affect our bodies?
- What's your poo telling you? Slow vs. fast carbs | Food for Thought Video
Fruit Imposter Relay Race | Whole fruit (Oranges) vs. low sugar fruit drink vs. fruit drink (orange soda)?
Grape or orange stress balls | Fruit Imposters stoptlight handout |

CURRICULUM MATRIX: SNACKS

| Session | Theme | Educational Content | Activities | Giveaway/
Taste Test | Handout |
|---------|--|---|---|---------------------------------|----------------------------------|
| 5 | The Purpose of Snacks & Healthy snacking behaviors | <ul style="list-style-type: none"> Discuss the purpose of snacks Discuss some healthy snack options Discussion of healthy snacking behaviors Provide tips on healthy snacking behaviors | <p>Healthy Battle Video</p> <p>Snack Jeopardy game</p> | Low-fat string cheese or yogurt | Snack behaviors |
| 6 | Snack Alternatives | <ul style="list-style-type: none"> Explain why it is unhealthy to eat too much fat and salt (it can make you feel 'slow', also leads to weight gain, heart problems) Explain why it's bad to eat too much sugar (the crash) The facts about African American diet and health | <p>Measure the fat/sugar activity</p> <p>Smart Snacking skits</p> <p>Choose what you Chew video</p> | Granola bars | Smart snacks/ snack alternatives |
| 7 | Snack Sleuth | <ul style="list-style-type: none"> Food companies spend big bucks to get you to buy food Advertising tricks Some ads are so powerful we recognize them without even seeing anything about the product | <p>Snack sleuth – Family Feud Game</p> <p>Design a healthy food ad</p> | Baked chips | BHEZ photonovela |
| 8 | Stoplight Snacks | <ul style="list-style-type: none"> Review the stoplight method for selecting food Review the purpose of snacks and things to avoid Discuss how to identify snacks in each category at the corner store | Red light, green light, eat right game | Fruit | Snack stoplight |

CURRICULUM MATRIX: BREAKFAST

| Session | Theme | Educational Content | Activities | Giveaway/
Taste Test | Handout |
|---------|---------------------------------|---|------------------------------------|--|--|
| 9 | Breakfast as an on-the-go snack | <ul style="list-style-type: none"> • Discuss breakfast benefits from handout (with schedule activity) • Ideas for fast, healthy, portable breakfast | Breakfast benefits obstacle course | Low sugar cereal | Portable breakfast handouts: Waffles to-go |
| 10 | Spotlight Breakfasts | <ul style="list-style-type: none"> • Review the spotlight method for selecting food • Review the purpose and benefits of breakfast • Identify foods in the corner store that could serve as a healthy breakfast • | Healthy House game | Whole wheat breakfast option (waffle, bagel) | Portable breakfast handouts: Fresh fruit |

CURRICULUM MATRIX: COOKING

| Session | Theme | Educational Content | Activities | Giveaway/
Taste Test | Handout |
|---------|-----------|--|---|-------------------------------------|------------------------------|
| 11 | Cooking 1 | <ul style="list-style-type: none"> How to create a veggie omelet and an omelet with lean meat How to crack eggs and use a whisk | Power-Up Omelet recipe | Omelets | Omelet recipe card |
| 12 | Cooking 2 | <ul style="list-style-type: none"> How to create crunchy parmesan chicken strips without deep frying the chicken How to cut boneless chicken breast into strips Being safe when handling raw meat including sanitizing and proper cooking temperatures. | What's Cluckin' Crispy Chicken

Healthy Cooking Video | Crispy Chicken Nuggets (with salad) | What's Clunkin' recipe Card |
| 13 | Cooking 3 | <ul style="list-style-type: none"> How to boil noodles How to reduce the sodium when eating ramen noodles | Noodle Re-design | High Energy Noodles | Noodle Re-design recipe card |
| 14 | Cooking 4 | <ul style="list-style-type: none"> How to using cooking spray instead of higher fat alternatives (butter, margarine) when making meals | Crazy Quesadillas & homemade salsa | Quesadillas and salsa | Crazy Quesadilla recipe card |

UNIT 1: BEVERAGES

LESSON 1: RETHINK YOUR DRINK

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to visualize the amount of sugar in common drinks
2. Participants understand the difference between fast carbs and slow carbs
3. Participants will be able to state 1 consequence of eating too many “fast” carbs

Materials:

- Re-Think Your Drink Interactive Session Board
- Bag with 37 cubes of sugar
- Sugar Shocker Mix & Match game cards
- 1 Long paper chain (with 9 links), 1 short paper chain (1-3 links)
- **Number of Leaders Needed:** 1 or more

Instructions:

Introduction & Ice breaker (5 minutes)

Introduce yourself to the youth and explain what you will be doing with the kids in the rec. Start off by getting to know the kids a little better by playing a ice breaker game. You can choose any ice breaker you like. Suggestions include: the high/low game (state your name and then the high and low point of your day) or the name game (say your name, then say healthy foods or drinks that you like that start with the same letters as your first and last names; Example: ‘I am Sam Alexander and I like sandwiches and applesauce’)

List icebreaker: _____

Setting Group Rules (5 minutes)

Generate a group discussion about what we need to do to have a good group – Ask: **what rules do we need to follow to make sure that our group goes smoothly?** Have kids provide suggestions and record them on the post-it poster (list should include things like: one person talks at a time, be respectful, no cussing, no fighting, listen to others, etc.). Also, ask the kids what should happen if you don’t follow the rules (have to do extra clean up activities, have to take a 2 minute time out, etc.) Have the BHCK staff person keep the poster and display it on the wall during the group sessions, until the group becomes comfortable following the rules without the poster.

Opening Discussion Topics (20 minutes)

Start the session by playing the U.O.E.N.O. music video. (5 minutes)

After the video has played ask the youth what they thought about the video. Questions can include things like: **What do you think about this video? What do you think the message in this video is? Can you relate to what they are talking about in this video?** What other questions can you think of?: _____

One of the things that they talk about in the video is switching from drinking soda to water. **Why do people say that we should drink less soda?** Because soda has lots of sugar in it!

Let's start from the beginning, why do we need to eat food? Because without food we would die! We eat food because it gives us energy. It also gives us the nutrients we need to do things (like breathing, thinking, moving our bodies). Carbohydrates are one type of nutrient that we need to have energy and be healthy.

Question: What are some foods with carbohydrates in them? (Likely responses include: bread, pasta, grains.) Carbohydrates are important because they give our bodies and brains energy to operate- it's like putting gas in a car. You need that fuel to go and do what you want to do. Sugar is one type of carbohydrate.

But there are different types of carbs. We call them "slow" carbs and "fast" carbs. Slow carbs are also called "complex" carbs because they are made up of a long chain of molecules [**show example of a long paper chain**]. They include things like whole wheat bread and multigrain bagels. They take a longer time for your body to use, and provide a steady amount of energy for a long time.

The other type of carbs are "fast" carbs, these are also called "simple" carbs because they are made up of just a few molecules (show short paper chain). They include things like sugar, candy, and sodas.

Questions: Has anyone ever eaten a whole bunch of candy at once? How does that make you feel? Often when you do this you have a bunch of energy and are hyper for a little while, then you feel really tired and want to fall asleep. That's because our bodies break down "fast carbs" quickly, to give you energy- but then, they run out quickly and you have an energy **CRASH!** When you crash you may fall asleep in class, or not have enough energy to finish doing your homework, hang out with friends, or play sports.

Eating too many fast carbs- like eating a bunch of sugar is bad for you because it can make you have an energy crash. Too much sugar can also cause cavities. Over time, it leads to weight gain, obesity, and can contribute to serious health problems such as heart disease, type 2 diabetes, and some types of cancer.

Question: We already talked about soda, but what other kinds of things do people eat or drink with sugar in them? What kinds of things do you eat with sugar in them? Answers can be: candy, chips, ice cream, fruit, sweets, fruit drinks, sweet tea, etc.

Question: How much sugar do you think the average American eats in a year?

Answer: Almost 150 pounds a year. This equals almost a third of a pound of sugar a day! Whoa, that's too much sugar. This is what a quarter pound of sugar looks like:

[Show 37 cubes in a baggie]

In general, we eat too many fast carbs (like sugar) and not enough slow carbs (like whole wheat bread). One of the main places that young people get fast carbs is from sugar in their drinks.

[Review "Rethink your Drink" Interactive Display] (3-5 minutes) Emphasize that some drinks like water don't have any sugar, while other drinks – like soda and fruit drinks -- have a lot of sugar.

3. Why do you want to avoid sugary drinks? (Reinforce information from above).

Answer: To avoid the "carb crash", to not get cavities, to not gain weight, to avoid diseases and stay healthy.

4. What are some things you could drink instead? (Get responses & guide choices if sugary drinks are suggested). Answer: Water, low fat milk, low-sugar, or sugar free drinks. Lots of people drink juice, but there is still too much sugar in juice- so it's better to go easy on juice.

Sugar Shocker Mix & Match Game (10 minutes)

Introduce the **Sugar Shocker Mix & Match Game**. To play this game, split the children into 2 groups. Give each child a card. One group will receive cards that have drink names and the other group will have cards with the different amount of sugar that correspond to each of the drinks.

Tell the kids that the point of this game is to see if they can remember how much sugar is in common drinks. **Instruct youth that for this game they each have to find their "match"**. Their 'match' is the person from the other group that corresponds with their card (For example, the child with the Gatorade card matches with the child with the 13 teaspoons of sugar card). Once the child finds their 'match' both children in the pair should sit down. Once all kids find a match- go over the 'right' answers. Indicate which pairs are right. Allow the other pairs 2 minutes to 'try-again' to find their match. Reveal any unresolved answers to the group.

SUGAR SHOCKER MIX and MATCH (answers):

| | |
|-------------------------------------|--------------------|
| Coke (20oz)..... | 16 teaspoons sugar |
| Cherry Pepsi (20oz)..... | 17 teaspoons sugar |
| Mt. Dew (20oz)..... | 19 teaspoons sugar |
| Sprite (20oz)..... | 16 teaspoons sugar |
| Monster Energy Drink (16oz)..... | 16 teaspoons sugar |
| Water..... | 0 teaspoons sugar |
| Diet Pepsi (20oz)..... | 0 teaspoons sugar |
| Coke Zero (20oz)..... | 0 teaspoons sugar |
| Chocolate Milk (8oz)..... | 16 teaspoons sugar |
| Skim Milk (8oz) | 8 teaspoons sugar |
| 100% Orange Juice (8oz) | 12 teaspoons sugar |
| Sunny D (8oz) | 10 teaspoons sugar |
| Big Burst (16oz) | 3 teaspoons sugar |
| Super Chill Soda (12oz) | 8 teaspoons sugar |
| Crystal Light Lemonade (16oz) | 0 teaspoons sugar |

EXPERIENTIAL LEARNING ACTIVITY STATION (20 minutes, can play 'tag' game repeatedly until you run out of 'chains')

Materials:

- 30 pictures of various of beverages
- 30 chain links 9 links long

Setup:

- Paper chains with 9 links in each chain. Have enough for 2-3 chains per child
- Pictures of favorite beverages (with amounts of sugar on the back) are out for children to choose from

Discussion:

Introduce the game by starting a brief discussion with the group.

Question: Who has ever heard of a sugar crash? Who has ever HAD a sugar crash? Can you tell us about how it feels? Explain how sugar gives you a lot of energy really fast, but then your body uses it so quickly and it causes you to crash. It is better to avoid drinks that will make you 'crash' and pick drinks that will keep you hydrated.

Instructions:

1. Have children pick the picture of a drink

Pass out pictures of water, milk, soda, sports drink, energy drink, 100% juice, on the back of each card have the amount of sugar in that drink

2. Pass out Recommended Daily Sugar Chain Links

Explain: Each link on the chain represents 1 tsp of sugar. The recommended daily maximum sugar intake is 9 tsp.

3. Tell the kids to look on the back of their cards to see how much sugar is in the drink that they selected.
 - Water = 0 teaspoons
 - Sugar free drink mix= 0 teaspoons
 - Unsweet tea = 0 teaspoons
 - Diet soda = 0 teaspoons
 - Soda = 10 teaspoons for 12oz, 16 teaspoons for 20oz
 - Milk = 3 teaspoons
 - Chocolate Milk = 8 teaspoons
 - Energy Drink = 16 teaspoons
4. Next, have the kids remove 1 link from their sugar chain per teaspoon of sugar in the beverage that they chose. If the beverage they chose has >9 tsp of sugar, just remove all links.
5. Play a game of tag. One of the youth-leaders is "It" at first. All of the children that chose really sugary drinks (the children had drinks with more than 9 teaspoons of sugar) get a 5 second head start, because they have a sudden BURST of energy. Each time the youth-leader tags a child, they have to remove a link from their chain. If they have 0 links remaining and they are tagged, then the child is out (kids who are 'out' can stand along the wall until the next round starts). Play as many rounds as the youth are interested in playing. Select a child who lost all of their energy (meaning that they lost all of the links in their chain and were tagged 'out') to be "it" in the next round. Rotate through the students to change

who is “it” each round.

Modified from: <http://www.sfgov3.org/ftp/uploadedfiles/shapeupsf/projects/UpdatedSugarSavvy.pdf>

UNIT 1: BEVERAGES

LESSON 2: STOPLIGHT BEVERAGES

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants will be able to state why they should avoid sugary beverages
2. Participants are able to identify drinks that they can drink: anytime they are thirsty, sometimes (like 1-2 times per day) or rarely (1-2 times per week).

Materials:

- Empty plastic beverage containers (water, milk (all varieties), 100% juice, crystal light, chocolate milk, pop, fruit punch, fruit soda)
- **Number of Leaders Needed:** 1 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion Topics (7 minutes)

1. Question: Does anyone remember what we talked about the last time we were here? (Pause for responses) **Answer:** We talked about drinks! And how some drinks are better for us than others.

2. Question: Does anyone remember why some drinks are better for you than others?

Answer: Some drinks have lots of sugar in them, which makes them not good for you.

3. Question: Does anyone know why we should avoid drinks with lots of sugar?

Answer: They give you quick energy, but then you can have a sugar CRASH, they can give you cavities, if you drink them all the time they can make you gain weight.

5. Questions: What do the colors on a stoplight mean? What does green mean? What does yellow mean? What does red mean?

Answer: Green means go, yellow means be careful, and red means stop.

You can think of a stoplight to help you choose what drink to drink.

GREEN drinks are things you can drink **any time!**

Question: What do you think are examples of GREEN drinks?

GREEN drinks are drinks that don't have any sugar, or that have just a little bit of sugar and lots of nutrients. GREEN drinks are water and low fat milk. You can drink water and low fat milk anytime you want something to drink.

YELLOW drinks are drinks you should drink **sometimes, like 1-2 times per week.**

Question: What drinks would be YELLOW drinks?

Yellow drinks are part healthy, and part unhealthy too. For example, 100% fruit juice is healthy because it has vitamins in it, but it has sugar too- so you should only drink every now and then. Yellow drinks are things like 100% fruit juice, diet soda, crystal light, 2% or whole milk, and low sugar fruit drinks (like reduced sugar Hugs).

RED drinks are drinks that you should drink rarely, which means that you shouldn't have them too often, like 1-2 times per week.

Question: What drinks would be RED drinks?

RED drinks have lots of sugar and no vitamins. These are the drinks that can cause the negative affects of having too much sugar. Does anyone remember what those are? (sugar crash, weight gain, cavities). RED drinks are things like regular soda, half and half (half iced tea and half lemonade), triple mix (1/3 iced tea, 1/3 fruit punch, 1/3 lemonade), fruit punch, sunny delight, orange soda, big bursts.

A lot times people want to make a healthy choice, but it's hard to know what is healthy. One way to help you decide what is healthy is to think about a stoplight, and pick GREEN drinks like water most of the time.

Who is up for a challenge? We've got a big box of all different types of drinks, and your job is to help divide them up as GREEN, YELLOW, or RED drinks. So pick a drink and see if you can tell where it belongs.

Activity (7 minutes)

Set up:

Place the Green, yellow, red stoplight signs on the walls from three different corners of the room (if the group is acting rowdy, bring the containers in close so the group is closer together and more under control).

Instructions:

1. Explain what the signs represent.
 - a. *GREEN* sign—Water and low fat milk are green drinks, you can drink these drinks as often as you want to
 - b. *YELLOW* sign—Yellow drinks are like diet soda, and fruit juice, you can drink these drink about 1-2 per day
 - c. *RED* sign-- drink these drinks rarely (like 1-2 per week), as they are high in sugar with little nutrients
2. Give each participant a beverage container from the kit.
3. Ask participants to decide which sign (green, yellow, red) their beverages belongs to.
4. Have participants take turns bringing the beverage container to their choice of corner. Be creative! They can walk, skip, or jump to the corner!
5. Reveal the correct choice.
6. If it is correct, ask the participant to place the container underneath the sign and walk, skip or jump away.
7. If it is at the wrong place, encourage participants to walk, skip or jump to the correct corner. Place the container underneath the sign, then walk, skip or jump away.
8. After all the kids have gone, review which categories that the kids actually placed the drinks in compared to the green, red, and yellow categories listed below. Correct and discuss any mistakes. Also, remind participants of how often they are supposed to drink each type of drink. Green is fine anytime you are thirsty. Yellow drinks sometimes, like once per day. Red drinks you should have rarely like 1-2 times per week.

| | Green | Yellow | Red |
|-----------------|--|--|--|
| Message: | Anytime You're Thirsty
(throughout the day) | Sometimes
(only 1 per day) | Rarely
(no more than 1-2 days/
week) |
| Snacks: | Water
Skim/1% Milk | Crystal Light
100% Fruit Juice
Diet/Low Sugar Soda
2%/Whole Milk
Low sugar Fruit Drinks
Roaring Waters (Low-sugar
Capri Sun) | Soda
Fruit Drinks (Fruit Punch)
Fruit-flavored soda
Sunny D |

Modified from: Sugar Shocker Curriculum

<http://www.capitalhealth.ca/NR/rdonlyres/e6nstouxulgpkbvzot7as7dhtyv6storxwnl57sbz4gl6o2im2rgwio4tthag2r5vag2aoqodp7fst6zyagrafdccb/Sugar+shocker.pdf>

EXPERIENTIAL LEARNING ACTIVITY STATION (30 minutes)

Materials:

- 30 Empty plastic beverage containers
- 3 Rubber balls
- Score sheet poster
- **Number of Leaders Needed:** 3 or more

Setup:

- Plastic beverage bottles are collected
- All bottles are color-coded according to their classification as green, yellow or red drinks by spray painting the tops of the bottles with their corresponding color.
- Set-up mini bowling lanes. Each lane should have a variety of green, red, and yellow drink bottles arranged like bowling pins

Instructions:

- Mini bowling lanes are set up and youth are assigned to a bowling lane (depending on the number of kids participating, organize kids into teams.). If teams are used, allow youth to create names for their teams. Write the name of the teams on the top of the score sheet.
- Two peer-leaders will be assigned to each bowling “lane”, one to set up the ‘pins’ and keep score, the other to direct children in bowling. If you need extra help you can assign one or more of the kids to help reset the ‘pins’.
- Kids get points by knocking down pins with healthy beverages. Green drinks get 3 points, yellow drinks get 1 point, and red drinks 0 points. (i.e. water, low-fat milk = 3 points; chocolate milk, 100% juice = 1 point; Soda, fruit drinks, sweetened tea = 0 points).
 - If this version is too easy, you can vary the points to make it harder. For example, change it so that you LOSE 1 point if you knock down a red drink (points for yellow and green drinks stay the same). Then set up the drinks by color so that the kids can “aim” to avoid the red drinks.
- The bowling team with the highest number of points at the end of the game wins a prize!

Modified from: Harvard SPH, Food & Fun Afterschool Curriculum. Unit 3 Sugar Sweetened Drinks: Be Sugar Smart! http://www.hsph.harvard.edu/prc/files/2012/11/unit_3_besugarsmart.pdf

UNIT 1: BEVERAGES

LESSON 3: WHY WATER?

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to name 1 benefit of drinking water
2. Participants will recognize water as the healthiest drink you can pick

Materials:

- Examples of whole fruit versus dried fruit (grapes versus raisins/ apricot versus dried)
- Long roll of poster paper
- Washable markers/ crayons
- Prior to the start of the session, have 1 peer leader make an 'example' by tracing their silhouette on the paper, mark a line indicating 60% of the body (to show that 60% of the body is made of water). Color the rest of the poster as desired. Add tips to the poster about how water is important for your health (see first discussion topic below to get the 'tips')
- Number of Leaders Needed: 1 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Open Discussion Topics (10 minutes)

Water is the most common substance in the human body as well as the most common substance on earth. Like the oxygen you breathe, you cannot live without water. On average, body weight is 60% water or about 10-12 gallons. Everything your body does needs water to work. For example:

Question: How do you think water can help us when we are active?

- Water regulates your body temperature, and keeps you from getting too hot. Naturally, your body produces heat, for example, when you are exercising. Through sweat, heat escapes from your body as water evaporates on your skin.

Question: Why do you think our eyes, nose, mouth, and insides are wet?

- Water moistens body tissues such as those in your mouth, eyes and nose, so that it can flush away germs and keep us healthy.
- On the inside, water helps cushion your joints and protects your body's organs and tissues.

Question: How do you think water helps us process our food?

- **Imagine you don't have any saliva or spit in your mouth. How would it feel to eat something really dry (like a pretzel) or something really sticky (like peanut butter)?** It would be really hard!
- Water helps with the digestion of foods, and helps food move through (and out of!) your system.
- Water is the main part of your blood, stomach juices and urine.
- Water transports nutrients and oxygen to your cells and carries trash made by the cells away, for examples when you go pee, the water helps to flush out things in your body.

Hydration means drinking enough water and dehydration means not getting enough water.

Question: How does water get out of your body?

One way you lose water is by sweating. Although you might not know it, you sweat year-round, even in the winter. You also lose water by going to the bathroom, and just by breathing!

Question: Being dehydrated is the opposite of being hydrated. It's when you don't drink enough water and your body starts to run out of water. How do you feel when you don't drink enough water?

If you haven't been drinking enough water, you can feel tired, cranky or stressed. You might even imagine that you're hungry, when the thing your body is actually craving is water. Your body won't be able to concentrate or play sports like it normally would

[Show participants examples of "hydrated" versus "dehydrated" fruit to show how much of a difference water can make. First hold up the dehydrated fruit (for example a raisin). Ask the students **"what was this before it has all the water taken out?"** After the students guess, reveal that the answer is a grape! Repeat this process with a few different fruits (Grapes versus raisins, dried apricot versus whole fruit, plum versus a prune, etc.)). When you don't drink enough water, your cells start to act like the dried fruit-drying up and not being able to function. So it's important to stay hydrated.

Question: Does anyone know an easy way to tell if you are hydrated enough? Check out your pee! It may sound weird, but next time you go, look in the toilet before you flush. What color is it? It should be clear or light yellow, and not have a smell. If you're dehydrated, your pee can be bright yellow or even dark yellowish brown like tea. Dehydrated pee can also be a little smelly. What should you do if you look in the toilet and see bright yellow or dark colored pee? Drink more water!

Question: So we know that we don't want to get dehydrated. Who can tell me how much water we are supposed to drink in one day to stay hydrated?

Most people need 8 to 12 cups of water daily from drinking water and other beverages. When we are really active outside in the hot weather we need to be especially careful to avoid dehydration. No matter what you do - biking, running, swimming, walking or just playing outside - make sure you get enough fluids.

Question: Drinking water is the main way to keep our bodies hydrated. But there are other things that we eat and drink that have water in them. Can anyone think of examples of other foods that have

water? Juicy fruits and vegetables such as celery, lettuce, tomatoes and watermelon are all made up of more than 90% water. Eating these things is another way to help you stay hydrated.

Question: What are some things you could do to make drinking water easier? Some Answers:

- Carry a water bottle
- Drink water every time that you have something to eat
- Cut down on other drinks that have sugar in them
- Other ideas?: _____
-

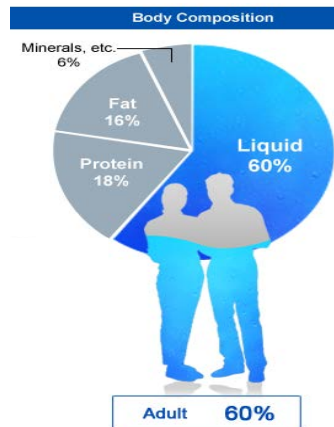
Still, drinking 8 cups of water per day is a lot. You may need to make a plan to be able to drink that much (for example, you could plan to take a water bottle and fill it up before school, at lunch, and before you go home from school.)

One way to drink more water is to drink water from the sink or water fountain. Water from the sink is called 'tap water'- in most cases it is a great choice to drink- it keeps you hydrated, doesn't have sugar, and it's FREE! In most places in Baltimore it is okay to drink water from the sink- just check with an adult if you aren't sure if it is okay to drink the water. Bottled water is okay too- but it is cheaper to get a water bottle and keep filling it up at the sink.

Activity (15 minutes)

Have youth get a partner. Each partner will take turns tracing the outline of their partner's body on the poster paper. Students will then color the posters to look like themselves- including coloring the percentage (~60%) of their body is made up of water. Write down your plan for drinking enough water in the extra space on your poster.

To help youth get an understanding of what 60% looks like, show students an example that you made before the class session. Here is what 60% looks like:



EXPERIENTIAL LEARNING ACTIVITY STATION

Materials:

- A variety of materials for an obstacle course (cones, hula hoops, balls, etc.)
- Stop watch
- Water stations – to keep kids hydrating during the course
- Pictures of athletes hydrating with water (i.e. Ravens players) to post at the water station
- **Number of Leaders Needed:** 2 or more

Setup: (25 minutes)

- Create an obstacle course. Get creative and change the obstacles as needed according to the space you have. In general, having 8-10 obstacles is ideal.
- Set up a water station so that participants can have a drink between their turns in the obstacle course. At the water station, post pictures of people refreshing themselves with water (for example images of Ravens players squirting water in their mouths) to remind youth to drink up to help keep them going!
- Examples of Obstacles:

Crawl under a string stretched between two chair legs.

Jump into and out of a Hula-Hoop five times.

Run while balancing a beanbag on your head.

Somersault from one point to another.

Do a handstand/cartwheel

Jump rope 10 times.

Do ten jumping jacks.

Step over an obstacle such as rope stretched between 2 chairs at knee height

Weave in and out of cones (running, skipping, etc.)

Throw ball into wastebasket

Carry an object on a spoon (water balloon outdoors, small ball indoors)

Bounce or dribble ball to next station (at least 5 times)

Burpees

Crab walk

Bear crawl

Push ups

Wall sits or squats

High knees (set of 10)

Write in a potential obstacle that you would have the kids do. Be sure to think about what order the activities should go in:

Activity 1: _____

Activity 2: _____

Activity 3: _____

Activity 4: _____

Activity 5: _____

Activity 6: _____

Activity 7: _____

Activity 8: _____

Activity 9: _____

Activity 10: _____

Instructions:

Have participants take turns going through the obstacle course. If desired, you can time youth using a stopwatch as they do the obstacle course, allowing them to have a second turn and a chance to beat their first time. Encourage youth to drink water between their turns.

Discussion:

Question: How do you feel after completing the obstacle course? (Solicit responses)

Question: Does anyone feel hotter?

Question: Did anyone start to sweat? Even if you didn't start to sweat the water in your body is working to help keep you cool while your muscles are working. Remember the goal is to drink at least 6-8 cups of water a day- and more if you are exercising.

UNIT 1: BEVERAGES

LESSON 4: FRUIT IMPOSTERS

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants will be able to state why it is better to eat whole fruit versus “fruit imposter” drinks
2. Participants will be able to name 1 health benefit of fiber

Materials:

- 1 4-oz carton of juice (like youth get as part of school breakfast)
- Food labels/ ingredients lists from different foods.
- **Number of Leaders Needed:** 1 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Video & Opening Discussion (20 minutes)

Start by watching the ‘Food for Thought’ Video. Follow up with a brief group discussion about the video.

Example questions could include: What did you like about the video? Could you related to the video? What is one thing you learned from the video that you didn’t know before? What other questions can you think of?:

Question: Our taste buds can sense lots of different flavors, like salty, sweet, bitter, and sour. How does fruit taste when you eat it?

Fruit tastes sweet! That’s because fruit contains sugar. There are different types of sugar. The sugar that is in fruit is called fructose. We have talked over the past few weeks about how our body needs sugar, but too much sugar can be bad for us. **Question: Does anyone remember why too much sugar is bad?** (Solicit answers)

Answers: “sugar crash”, causing cavities, and in the long term weight gain and diseases like diabetes.

But we also know that fruit has sugar and fruit is good for us. How does that work?? This is because fruit in its natural form contains **fiber and other vitamins and minerals** that our body needs.

Question: Does anyone know what fiber does? (Solicit answers: helps make you feel full, helps move things through your system/ helps you go to the bathroom, is good for digestion). Think about this: **How many oranges do you think it would take to make 4 oz of OJ? [show 4oz juice glass or carton] . It takes 2-3 oranges to make that much juice. What would make you feel more full, drinking this little OJ carton or eating 3 oranges?** Answer: 3 oranges- that’s because the fiber in the fruit helps fill you up!

Question: Does anyone know how to tell if they aren't getting enough fiber? (Solicit answers). Well, you can let your Poo Tell You! Yep, that's right I said POO. And your poo can actually tell you a lot about being healthy! Fiber helps you feel full, and it also helps your digestion. When I say it helps digestion, I mean it helps make things move over through your stomach and out of your body- that's where the poo comes in. If you ever have trouble going to the bathroom, or feel like you need to go, but it won't come out- you know that that is NOT a comfortable feeling in your stomach. Adding more fiber, like eating more whole fruits and vegetables instead of drinking juice will help you go.

Question: Does anyone remember what fast carbs are? (Solicit responses) **"Fast" carbs are carbs that your body can break down fast, for a boost of energy, then the "crash."** **Slow carbs are carbs that take longer for your body to break down. Slow carbs are broken down slowly, so they help you avoid "the crash."** The fructose in fruit is a fast carb, but the fiber in fruit is a slow carb- so it balances out. But when you drink fruit juice, you take out the fiber, so it acts more like a fast carb and can lead to a carb crash. Fruit juice is still better than sugary fruit punch or fruit soda (hugs, big bursts, etc.).

In this program we call fruit soda and fruit punch "Fruit Imposters." **Who can tell me what an imposter is?** An imposter is something that pretends like it is something else. One way to say that is that imposters are fake. We call fruit punch and fruit-flavored soda "fruit imposters" because they pretend to be like fruit, but those things don't have any vitamins in them and a lot of the time they have fast sugar/carbs that are added to them. So, when you can- pick whole fruit first! Then pick fruit juice sometimes, and drink fruit drinks or soda rarely, like 1-2 per week.

Activity

So how can you tell if you are dealing with an imposter? When it comes to fruit and fruit imposters (fruit drinks) a simple way to remember this is to look at the ingredients label. The more ingredients that something has, the more likely it is to be an imposter because it has extra junk added to it, like extra sugar. You can usually pick healthy choices by looking for things with fewer ingredients. Pass out ingredients lists for different fruits, juices, and fruit imposters. Ask the kids to count the number of different ingredients on the label. Ask who thinks they have the **lowest number** of ingredients (should be someone with a fruit, as a fruit only has 1 ingredient- that fruit!) Ask who thinks they have the **highest number** of ingredients. Ask the person with the highest number of ingredients to read all of the different ingredients on the label- they will probably have trouble pronouncing all of the processed ingredients!

EXPERIENTIAL LEARNING ACTIVITY STATION (15 minutes)

Materials:

- 2 sets of bins labeled FRUIT, JUICE, and FRUIT IMPOSTERS
- Pictures of fruit, juice, and fruit imposters
- Two sets of name-tag stickers with the number 1-10 on them
- **Number of Leaders Needed:** 1 or more

Instructions: (20 minutes)

1. Divide the group into 2 teams and have each team line up on opposite sides of a gym.
2. Give the players on each team a number sticker. Each team should start with a person who have the number 1, then go passing out sticker numbers until all kids have a number. Tell kids it is important to remember their number. Because we will call out your number when it is your turn to go.
3. Place the cards (or foods) in the center of the room.
4. Explain that youth-leaders will call out a number and a fruit type (the fruit types are: fruit, juice, or fruit imposter). For example, the youth-leader may call out “NUMBER 4, FRUIT IMPOSTER”, then the child with the #4 sticker on each team will race to the middle to pick up the card with a pick of a FRUIT IMPOSTER on it (like a picture of Sunny D). After picking up the card they will race back and put the card that they selected in the Fruit, Juice, or Fruit Imposter baskets. If they realize that they picked up a food or drink item that does not correspond with what they were told to pick, they can put the card they picked up in the ‘oops’ bin.
5. The object of the game is to classify as many foods/drinks correctly as possible.
6. Play until all food have been snatched, then review the bags to see if all foods have been placed correctly. The team with the least mistakes or foods in the “oops” bag wins.
7. The team with the highest number of correct matches wins a prize.

Modified from: Harvard SPH, Food & Fun Afterschool Curriculum. Unit 3 Sugar Sweetened Drinks: Be Sugar Smart! http://www.hsph.harvard.edu/prc/files/2012/11/unit_3_besugarsmart.pdf

& Sugar Shocker Curriculum (p.17):

<http://www.capitalhealth.ca/NR/rdonlyres/e6nstouxulgpkbvzot7as7dhtyv6storxwnl57sbz4gl6o2im2rgwio4tthag2r5vag2aoqodp7fst6zyagrafdccb/Sugar+shocker.pdf>

UNIT 2: SNACKS

LESSON 1: THE PURPOSE OF SNACKS AND HEALTHY SNACKING BEHAVIORS

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. To identify healthier snack to eat & discuss strategies for choosing healthier snacks
2. To understand the purpose of snacks, and why healthy snacks are better for these purposes (feeling better, not overeating at meals)

Materials:

- Post-It Easel and Markers
- **Number of Leaders Needed:** 1 or more
- **Healthy Battle video & video player**

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion Topics (7 minutes)

The Purpose of Snacks

Question: Who likes snacks? (Have participants raise hands) Almost everyone likes snacks!

Question: Why do you eat snacks? (Have participants give answers: because they are tasty, because you are hungry, because you are craving it)

Snacks taste good and they are important for us too! **Question: Does anyone know why snacks are important?** (Have participants respond)

Answer: Here are some reasons why snacks are important:

- **They keep you full between meals**

- They keep you from getting to hungry and eating too much at meals
- They help you think better during classes and activities
- They can provide nutrients that your body needs

Being fuller longer between meals and staying focused means you can be a better athlete, student, and friend because you won't be distracted by how hungry you are.

One important thing that snacks do is keep you from getting too hungry. **How do you feel when you are hungry? How does your body feel? How does your mind feel? How is your mood?**

Sometimes we get grouchy when we're hungry and it's never fun to be around someone who's grouchy. We can also feel tired or like we can't think straight. Also, sometimes you get so hungry that when you finally do get food, you chow down too fast. You might eat too much or pick junk food if you're really hungry. We will teach you how to be a smart snacker, and how to choose smart snacks to keep you going throughout the day.

Question: What do you think is an example of a healthy snack? (Have participants respond)

Answer: Healthy snacks include:

- Fruit (apples, bananas, oranges) – it's easy to grab a piece of fruit on the go
- Pretzels
- Popcorn
- Granola Bars
- Baked chips
- Seeds

Question: What are some examples of unhealthy snacks? (Have participants respond) **Answer:**

- Candy
- Chips
- Soda

These snacks don't give us the energy we need to get through the day. Often times they make us feel slow and sleepy, or they make you hyper for a little while, then crash.

Question: Why do people eat unhealthy snacks? (Have participants respond) **Answer: They taste good, have a craving for them, they are easy to get at the store.**

There are lots of good reasons to eat unhealthy snacks. There are also lots of reasons to eat healthier snacks. **Question: Why do people eat healthy snacks?** (Have participants respond)

We're going to make a list of reasons to be a Healthy Snacker. (Write on a post-it easel. Have participants respond, then fill in the gaps that they missed)

Answer: REASONS TO BE A HEALTHY SNACKER:

- Pretty teeth

- Shiny hair
- Better skin
- Sick less often
- More energy for school and sports
- Better concentration
- Better mood
- Fewer upset stomachs
- Healthy eyes

You might not think eating healthy foods is very important until you realize pretty teeth, shiny hair, better skin, being sick less often, more energy, better concentration, better mood, healthy weight, fewer upset stomachs, and healthy eyes depend on what you eat.

Watch the “Healthy Battle” video where the kids go to the corner store. (10 minutes)

After the video has played, ask the youth what they think overall. Follow up with specific questions about the video like: Do you ever shop at a corner store? Can you relate to the things that you saw in the video? Did you think this video was realistic? Based on what the person in the video says, what can you do to pick better choices at the store? What other questions can you think of?: _____

The type of food or drink you pick for a snack is important – but it is not the only important thing. **HOW** you snack smart is also important for being healthy. Ask the kids the following questions: (7 minutes)

Questions:

How many snacks a day do you eat?

Where do your snacks come from? Why do you get your snacks there?

How do you know if you are hungry for a snack?

Answers: We know we are hungry when our stomach grows, and sometimes you can even get a headache. But a lot times we have snacks even when we aren’t that hungry. What are other reasons you might have a snack? Answers: Because food looks/tastes good, because you have a craving for it. Other ideas?: _____

- **Before you have a snack check your hunger level.** Ask yourself- “Am I really hungry for a snack?” If you are hungry- get a smart snack. If you are not hungry what else can you do? (Solicit responses: text someone, play basketball, walk to your friends house, Other ideas?: _____)

For the next set of questions, you can have the kids answer by playing the “stand up, sit down game”. In this game kids stand up if the they answer “yes” to the question and sit down if they answer “no” to

the question.

Who eats chips straight from the bag/carton?

Who eats in front of the TV?

Who eats when they are playing video games?

Who eats on the bus?

- **People say you shouldn't snack when you are doing something else like watching TV or using the computer. Why do you think they say that? (solicit responses)** Usually when you snack while you are doing something else you aren't really paying attention to your snack and you end up eating more than you really want. If you do eat in front of the TV, pour out snacks into a small bowl and throw the bag away. If you are still hungry after the first bowl, you can get up and get another bowl full.

EXPERIENTIAL LEARNING ACTIVITY: (20 minutes)

Materials:

- Smart Snack Jeopardy game
- **Number of Leaders Needed:** 2 or more

Setup:

- Post Smart Snack Jeopardy game board up
- Have questions prepared
- Have a giveaway item ready to give to the winning team

Instructions:

1. Divide the kids up into 2 teams. Give each team 2 minutes to pick a team name. The two teams will compete with each other for the prize (giveaway item)
2. Flip a coin to see which team goes first. The team that wins the coin toss can pick the first category and amount (For example, they could pick "Smart Snacks for 100," like on the Jeopardy TV show).
3. Read the card associated with the category out loud. Give the team 2 guesses to answer the question. If they don't get it right, then give the other team 2 chances to "steal" the points.
4. The team who guesses the correct answer gets the points. You can keep track of the points, by marking the name of that team on the game board.
5. After all categories have been guessed, total up the points and award the winning team with their giveaway/ prize item.

UNIT 2: SNACKS

LESSON 2: SNACK ALTERNATIVES

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to demonstrate the amount of sugar and fat in unhealthy snacks compared to healthier options
2. Participants will be able to identify healthier snack choices

Materials:

- Container of sugar
- Butter or shortening
- Teaspoon and tablespoon
- Small Dixie cups or small bowls
- Pictures of healthy and unhealthy snacks (cookies, chips, candy vs. fruit, pretzels, seeds)
- **Number of Leaders Needed:** 2-3

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Open Discussion Topics (15 minutes)

Question: Does anyone remember what we talked about last time? (Have participants answer, last time we talked about snacks)

Answer: Last time, we talked about how snacks are important for giving us energy throughout the day and they also provide us with important nutrients to make us grow strong and have nice skin, nails, and hair.

Today we're going to talk about alternatives to some of the snacks that you may eat very often. Some snacks we eat have a lot of sugar and fat/grease and others have less sugar and fat/grease. **Question:** What are some snacks that you should probably eat less of? Answers can be: chips, fries, ice cream, candy, Other: _____

Question: Yes, so those are examples of snacks with lots of sugar, fat and grease. Can anyone guess what happens to your body when you eat too much of those foods?

Too much sugar and fat is bad for us since it slows us down and doesn't give you the energy that you need. For example, too much fat makes you out of breath when you play sports, causes weight gain and leads to heart problems, so we want to choose snacks that are lower in sugar and fat. Too much sugar can also lead to a "crash" and makes it hard to get through the day. Snacks with less sugar help maintain energy to avoid the "crash."

Snacking smart isn't just important for giving us energy today. They are also important for your health in future. **Question: Does anyone know someone who has diabetes?** (Have participants raise their hands) **Does anyone know someone who has high blood pressure?** (Have participants raise their hands) **Does anyone know someone who has high cholesterol?** (Have participants raise their hands). Just about everyone raised their hands for one of those questions. What you eat today determine how healthy you are in the future. Diabetes and heart disease can be caused by eating too much fat and sugar, and gaining weight. This is particularly important among African American/ Black people in Baltimore- because we are more likely to be affected by these diseases than other people. So it's really important for you to choose smart snacks, and so you can avoid having these health problems.

Watch the "Choose what you chew" video with the kids.

Pause after each section to discuss the topics presented. Create questions with youth-leaders. For example: after the part about unhealthy foods, ask:

- Why do we eat junk food, even if we know it is bad for us?: _____
- What would make it easier for you to choose smarter/healthier snacks?: _____
- Other questions:
 - Question 1: _____
 - Question 2: _____
 - Question 3: _____

Activity: (10 minutes)

It's important to pick smart snacks. Smart snacks are snacks with less fat and sugar. But sometimes it is hard to know how much fat or sugar is in a snack because it's mixed in and we can't see it. Let's see if we can learn how much sugar or fat is hiding in our food.

Instructions

- Have participant choose an unhealthy snack--they will guess how much sugar or fat is in it.
- Have participant use the teaspoon to measure into a small cup or bowl how much sugar or fat (depending on the snack they choose) is in that snack.
- Reveal how much sugar or fat is actually in the food
 - 25 gummy bears: 7 teaspoons sugar
 - 5 jolly ranchers: 4 teaspoons sugar
 - 2 Pop-Tarts: 6 teaspoons sugar
 - Regular Utz potato chips (small 1 oz bag): ~2 teaspoons fat
 - Hot Cheetos (small 1 oz bag): 2 teaspoons fat
 - Baked potato chips (small 1 oz bag): 1/2 teaspoons fat

- Stick cheese (mozzarella): 1 teaspoon fat
- Pretzels (small 1 oz bag): 0 teaspoons fat
- Fruit (all kinds): 0 teaspoons fat
- 6 Oreos: 5 teaspoons sugar
- 1 Snickers candy bar: 7 teaspoons sugar
- 10 piece chicken nuggets (McDonalds): 6 teaspoons fat
- 1 medium fry (McDonalds): 5 teaspoons fat
- Cheeseburger (McDonalds): 3 teaspoons fat
- Big Mac (McDonalds): 7 teaspoons fat
- Crunchy taco (Taco bell): 2 teaspoons fat
- Turkey sub (subway): 1 teaspoons fat
- Ham sub (subway): 1 teaspoon fat
- Meatball sub (subway): 4 teaspoons fat
- 2 slices pepperoni pizza (papa johns): 6 teaspoons fat
- Cup of noodles: 3 teaspoons fat

Discussion

Discuss the participant's reaction

- **Were they under or over the correct amount? Do they think that the food has a lot of sugar or fat?**
- **What would some smarter snack choices be?**
 - Offer healthier snack alternatives such as fruit, pretzels, popcorn, baked chips, or seeds.
 - Emphasize to participants that although they may think a food with a lot of sugar is good for energy, that it will make them "crash" later on. Picking smart snacks with less sugar will help maintain energy and they will not feel a "crash"
 - Emphasize that fatty foods slow us down and don't give us the energy we need.
 - **What else can you do to help make sure you pick healthy snacks?**
 - Grab a piece of fruit for an on-the-go snack.
 - Bring water to school instead of buying soda from a store.
 - Wait until you get home to get a snack versus buying something from the store.
 - Other ideas?: _____

EXPERIENTIAL LEARNING ACTIVITY STATION: SMART CHOICES SKIT

(25 minutes)

Materials:

- 3-5 index cards with ideas with scenarios on them that describe different situations in which youth may have to make smart snacking choices (for example, going to the corner store with friends; having a family reunion with a cook-out; at a party with your friends; dinner with your family at McDonalds)

Setup:

- Divide into groups with 3-4 participants in each group.

Instructions:

Provide each group with one of the index cards with a scenario on it.

Tell the groups that they will have 10 minutes to come up with a skit or story that they act out. The skit should be about making smart snack choices in all of these different situations.

What ideas do you have for skit scenarios?:

Example: *It's summer and school is out, a group of friends are at the court playing basketball when...*

1.) _____

2.) _____

3.) _____

4.) _____

Tell the participants that good skits include the following parts: an introduction, a problem, how to overcome that problem, and ending.

After participants have been working on their skit for 10 minutes, bring everyone back together. Have each group take turns perform their skits for the rest of the students.

Discuss each skit afterward by asking the audience some questions.

Questions can include:

- What did you like about the skit?
- Did you think the skit was realistic?
- Could you relate to the skit?
- Would you have done anything differently in the skit?
- Other questions?: _____

UNIT 2: SNACKS

LESSON 3: SNACK SLEUTH

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to identify how advertisements get us to eat certain foods

Materials:

- Poster paper/ easel
- **Number of Leaders Needed:** 2-3 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion [Display post-it easel] (15 minutes)

1. Question: Has anyone watched the Superbowl before? Did you watch it for the football or the commercials? A lot of people watch it for the commercials. Commercials are one form of advertising.

2. Question: What are other types of advertising? (Have participants answer. Answers could include: billboards, websites, on buses, in the newspaper, on the radio)

3. Question: Do you think advertising influences you to buy things? (Have participants answer) Whether we realize it or not, advertisements do influence what we eat!

4. Question: Can anyone guess how much money you think food companies spend on making advertisements to get young people to buy their food? (Have participants answer) Food companies spend a lot of money on making advertisements **to kids**. They spend \$1.8 billion, (\$1,800,000,000.00), that's more than what it would cost to buy: the Baltimore Ravens + 5 jet airplanes + 100 Ferrari's + 100 Bentley's. *(feel free to come up with other items that add up to \$1.8 billion, the overall purpose is to help kids realize that food companies spend a ton of \$\$ to get them to buy their products).* **Why do you think food companies spend all that money on advertising?** Too get us to buy their food!

Here are some common advertising techniques. **Question: After I tell the about the technique, I want you to tell me about an example of an ad like that you have seen.** (After reading each technique, ask participants to give an example that they've encountered)

- Testimony- When a famous person tells you good things about a product.
 - Example **Answer: Pro athlete supporting a product**
 - Other/specific examples: _____
 - _____
 - _____
- Slogan-A slogan is a catchy phrase used to sell a service or product.
 - Example **Answer: 'I'm Loving It'-McDonalds or 'We must protect this house!' - Under Armour**
 - Other examples: _____
 - _____
 - _____
- Jingle - A short song, that promotes a product.
 - Example **Answer: Jingles in restaurant commercials**
 - Other/specific examples: _____
 - _____
 - _____
- Promotional gift- When you get a gift as a reward for purchasing a product.
 - Example **Answer: Happy Meal toys**
 - Other examples: _____
 - _____
 - _____
- Product placement-Product promotion through appearances in film, entertainment and other media.
 - Example **Answer: On American Idol, all the judges drink out of big red Coke cups**
 - Other examples: _____
 - _____
 - _____
- Design- advertisers use lots of colors and images to make food look really appealing to us and to get us to notice their ad.
 - Example Answer: McDonald's ads use special colors to make their ads stand out and make you want to eat their food.
 - Other examples: _____
 - _____
 - _____

Whether we want to believe it or not, advertising can have a large impact on the foods we eat or want to eat. Sometimes advertising uses sneaky techniques to get us to buy things, even things we may not really want. Some ads are so powerful that we recognize them without even seeing anything about the product that they are selling! The foods that are advertised aren't usually the healthiest foods and drinks- they are usually the junk food! Advertising fruits and vegetables can help make other young people make healthy choices!

Now, think about examples of advertising and commercials you have seen for food products. Question: What foods have you seen advertisements for lately? We're going to keep track if the ad was for a healthy or unhealthy food item. (Write all of the food items mentioned on the post-it easel. Keep a tally of how many ads are for healthy food versus unhealthy food.)

Question: Whoa, there are a lot of ads for junk food, but not to many ads for healthy food. What healthy foods would you want to see an advertisement for? (solicit responses from youth)

Advertisers are NOT the only people that can influence what you eat. The people around you like your friends, family members, kids at school, on your sports teams, at church etc. can influence what you eat too.

Question: Anyone name an example of a time that their friends may have influenced them to eat something that wouldn't normally eat? (Solicit responses). And just like our friends influence us, we can influence other people too. But I don't want to be a billboard for some big junk food company. I want to influence people to snack smart. Later today we will make buttons that advertise healthy food, so we can be a good influence on our friends, family, and siblings.

Modified from: ReFresh Curriculum (January Lesson):

http://extension.umd.edu/sites/default/files/_docs/articles/ReFreshFullCurriculum2013.pdf

PBS Kids Advertising: <http://pbskids.org/dontbuyit/advertisingtricks/>

EXPERIENTIAL LEARNING ACTIVITY: (7 minutes)

Materials:

- Food advertising matching game
- Post-It Easel
- Markers
- Arts & crafts materials (markers/ colored pencils/ paper, etc.)
- **Number of Leaders Needed:** 2-3 or more

Setup:

- Have a stack of advertisements (the advertisements shouldn't directly say which food they are advertising, for example kool-aid could have a picture of the kool-aid man, but no words)
- Think of hints that you can give for each advertisement, in case the kids have trouble figuring the clue out
- This activity is played like the TV game show 'Family Feud'
- Divide the youth up into 2 teams. Have one youth-leader serve as the game show host. This person holds the stack of advertisements

Instructions:

Have one person from each team come up to the front to answer each clue. Instruct them to place one hand behind their back and hold the other hand up. The 'game show host' will hold up each of the advertising clues. As soon as the youth recognize the advertisement they can slap their hand on the table. The first person to slap the table gets to respond first. Let them guess which product that is being advertised. If neither of the kids are able to guess the clue, you can provide them some hints (so for a picture of the kool-aid man, you can give hints explain that the product is a drink; that it comes in different flavors; that you mix it up, etc.) Go through each of the clues having a new set of kids come up to guess each one. If the youth guesses the answer correctly, then their team receives a point. The team with the most points wins a prize.

What are food advertisements that stand out to you?

Clue 1. Example: Chester Cheetah Answer 1. Cheetos

Hints for clue 1: Hint 1: It's a snack food. Hint 2: They turn your fingers orange.

Clue 2. _____ Answer 2. _____

Hints for clue 2: _____

Clue 3. _____ Answer 3. _____

Hints for clue 3: _____

Clue 4. _____ Answer 4. _____

Hints for clue 4: _____

Clue 5. _____ Answer 5. _____

Hints for clue 5: _____

We are exposed to lots of food advertising; it sticks with us even when we aren't looking at the food or drink they are trying to sell. These characters and slogans are in our memories and make us think about those foods. Unfortunately, there aren't many advertisements for fruits and vegetables. There aren't cool slogans or characters for kids to remember about fruits and vegetables.

Looking at the post-it easel of your favorite ads, the majority of those ads are unhealthy foods. Now we're going to create ads for your favorite healthy foods! Be creative! We will make buttons that use creative ways to promote healthy foods. Wear your button this week. Tell family members, friends, and people at school/home/church/the rec about your ad and see if it persuades them to eat healthier.

Modified from: ReFresh Curriculum (January Lesson):
http://extension.umd.edu/sites/default/files/_docs/articles/ReFreshFullCurriculum2013.pdf

EXPERIENTIAL LEARNING ACTIVITY: (20 minutes)

Materials:

- Button maker and button making materials (plastic circles, button backs)
- Construction paper & markers
- **Number of leaders:** 1 or more

Instructions:

- Provide each student with construction paper and markers.
- Tell participants that they are making an advertisement for smart snacks. They can design their advertisement in any way they want as long as it promotes healthy stuff.
- Remind participants about the different components in advertisements that we talked about. Encourage them to use these advertising strategies.
- After they are done designing their button, finish the button making process using the button maker.
- Encourage participants to wear their button all week and to tell other people (family, friends, teachers, rec leaders) about their button.

UNIT 2: SNACKS

LESSON 4: STOPLIGHT SNACKS

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to identify snacks that should be eaten: anytime they are hungry, sometimes (like 1-2 times per day), or rarely (1-2 times per week).
2. Participants will be able to advocate for healthier foods in their neighborhood

Materials:

- Empty bags of chips, granola bars, plastic models of fruits/vegetables, cookies, sunflower seeds
- GREEN, YELLOW, RED signs
- Tape
- Pictures of snacks (apples, carrots with dressing for dip, chips, pretzels, ice cream, popcorn, whole-wheat crackers, peanut butter and bread, yogurt)
- 30 pieces of paper
- 30 envelopes
- 30 Pencils
- **Number of Leaders Needed:** 1 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion (10 minutes)

Place the green, yellow, red stoplight signs on the walls from three different corners of the room (if the group is acting rowdy, bring the containers in close so the group is closer together and more under control).

Question: Who can remember what we talked about last time?: Snacks! For the last couple of weeks, we have been talking about snacks. We've learned that snacks are important, and there are some snacks that are better for you than other snacks.

Before we talked about snacks, we talked about drinks. A few weeks ago when we were talking about drinks we talked about a way to pick drinks that were better for you. **Does anyone remember the easy way to pick out drinks? (If no one remembers, provide the hint: this way also tells you when to go and stop when driving your car.)**

Yes, you can use a stoplight to help you pick drinks, you can also use a stoplight to help you pick snacks. There are three types of snacks, same as the three colors on a stoplight: **GREEN, YELLOW, and RED.**

GREEN light snacks are snacks that you can eat anytime you are hungry.

Question: What do you think are examples of GREEN snacks?

The GREEN light sign means eat these snacks often, as they are full of nutrients and will give you lots of energy. Go snacks include fruits (apples, bananas, grapes, watermelon, oranges, etc.) and vegetables (carrots and dip, celery, cucumbers, etc.).

YELLOW light snacks are snacks that you can eat sometimes, like 1-2 times per day.

Question: What do you think are examples of YELLOW snacks?

The YELLOW light sign means eat these snacks less often, as they are nutritious but have more sugar and fat. Yellow snacks include baked chips, pretzels, granola bars, nuts and seeds.

RED light snacks are snacks that you can eat rarely, like 1-2 per week.

Question: What do you think are examples of RED snacks?

The RED light sign means eat these snacks sometimes, as they are high in sugar and fat with little nutrients and may lead to a “sugar crash.” Red snacks include chips, snack cakes, candy bars and cookies.

Now let’s see if you’re able to classify snacks as either a “GREEN” snack, a “YELLOW” snack, or a “RED” snack.

1. Give each participant a snack from the kit.
2. Ask participants to decide which sign their snack belongs to.
3. Have participants take turns bringing the snack to their choice of corner. Be creative, they can walk, dance or jump to the corner!
4. Reveal the correct choice.
5. If it is correct, ask the participant to place the container underneath the sign and walk, dance or jump away.
6. If it is at the wrong place, encourage participants to go the correct corner.

After all the kids have gone, review which categories that the kids actually placed the snacks in compared to the green, red, and yellow categories listed below. Correct and discuss any mistakes. Also, remind participants of how often they are supposed to eat each type of food. Green is fine anytime you are hungry. Yellow foods can be eaten sometimes, like once or twice per day. Red foods you eat rarely like 1-2 times per week.

| | Green | Yellow | Red |
|-----------------|---|----------------------------------|--|
| Message: | Anytime You’re Hungry
(throughout the day) | Sometimes
(1-2 times per day) | Rarely
(no more than 1-2 days/
week) |

| | | | |
|----------------|--|---|--|
| Snacks: | Fruits (Apples, bananas)
Vegetables (Carrot sticks) | Seeds/Nuts
Baked Chips
Pretzels
Low-fat/Low-sugar Granola Bars | Regular Chips
Cakes (Snack cakes)
Donuts
Cookies
Candy
High Fat/Caramel Popcorn |
|----------------|--|---|--|

Activity:

Questions:

- Where can you get GREEN light snacks in your neighborhood?
- What types of GREEN snacks can you get at the corner store?
- What types of green foods do you wish where in your corner stores and carry-outs?
- What would you say to your corner store owner to convince them to get [insert GREEN snacks mentioned in previous question] in their store?

Now, we are going to take about 10 minutes to write a letter to the store owners in your neighborhood. Tell them what types of foods you want to see in their stores and why you want them. You can draw pictures in your letter to help get your point across if you want.

Modified from: Sugar Shocker

Curriculum <http://www.capitalhealth.ca/NR/rdonlyres/e6nstouxulgpkbvzot7as7dhtyv6storxwnl>

57sbz4gl6o2im2rgwio4tthag2r5vag2aoqodp7fst6zyagrafdccb/Sugar+shocker.pdf

EXPERIENTIAL LEARNING:

Materials:

- None

- Number of youth-leaders: 2 or more

Instructions:

- 1.) This activity is a twist on the “Red light, green light game.” Begin by the youth-leader being “it” and playing a few rounds of the red light, green light game as you normally would. Here are instructions:
 - a. Have the kids line up in a straight line at one end of the gym. The youth-leader who is “it” stands at the other end of the gym. The kids should be facing the youth-leader who is “it”.
 - b. When the youth-leader calls out “GREEN light” the kids can race toward the youth-leader.
 - c. When the youth-leader calls out “RED light” the kids have to freeze in place. If anyone is caught moving after “Red light” is shouted, then they have to go back to the starting line.
 - d. The youth-leader continues to call out “GREEN light” and “RED light” until someone tags the youth-leader. The person who reaches the youth-leader first wins.
 - e. For an additional twist, you can add the command “YELLOW light” where the kids can still move forward, but have to move slowly.
- 2.) After the kids get the hang of the red light, green light game, change it up to apply to the “stoplight method” for picking healthy foods. In this version the leader calls out names of “GREEN light” snacks (green light) and “RED light” snacks (red light). For example, the leader may call out “oranges” and the participants move forward, or “Cheetos” and the children have to stop. Participants that move when a “stop” snack is called must go back to the beginning. The first person to get to the opposite side wins!
- 3.) After completing the game, ask participants to talk about their favorite snacks. Which “RED light” snacks would they be willing to give up? Which “GREEN light” snacks would they like to try instead?

Modified from: <http://www.foodandfun.org/resources/pdf/units/unit4.pdf>

UNIT 3: BREAKFAST

LESSON 1: BREAKFAST AS AN ON-THE-GO SNACK

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to understand why eating breakfast is important
2. Participants will be able to discuss why some breakfasts have more health benefits than others

Materials:

- Post-it easel
- Markers

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion Topics (15 minutes)

Write an imaginary student's schedule that includes times for dinner and/or bedtime snack, going to bed, waking up, arriving at school, lunch, etc. Solicit responses from the kids to help you complete the schedule. For example, ask: **Questions: What time do you usually eat dinner (or a bedtime snack)? What time do you get ready for bed? What time do you wake up in the morning to get ready for school? What time do you eat breakfast?**

Question: How long is it between dinner and/or bedtime snack (whatever the last thing that you ate the night before) and the time you ate breakfast? (Calculate the number of hours between dinner and breakfast). Emphasize that the time between dinner (or bedtime snack) and breakfast is often the longest amount of time we go without eating. If the student does not eat breakfast in the morning before going to school: **Question: How long will it be until you eat lunch?** If you've skipped breakfast that can be a long time to go without eating anything!

Question: Did you eat breakfast today? If someone skipped breakfast ask them why they skipped it. If no one skipped breakfast, ask: **Question: What are some reasons why people might skip breakfast?** (Solicit responses: long bus ride, gotta get little siblings ready to go, you are too busy, don't feel like eating)

Question: How would skipping breakfast make you feel, for example, at lunchtime? Most people would feel very hungry, tired, and grumpy when they go for a long time without eating.

Today we will be talking about the benefits of eating breakfast and making healthy choices. Remind the participants that that lots of people say 'breakfast is the most important meal of the day' and that we should eat breakfast everyday. **Raise your hand if you've heard that before? Why do you think people say that?**

People say that because breakfast provides our bodies with energy and nutrients to start the day right.

However, some breakfasts provide you with more nutrients than others. For example, punch and chips does not provide you with the same kinds and amounts of nutrients that you would get from a breakfast that includes low-fat milk and cereal with fruit.

Question: What are reasons to eat breakfast? List on a post-it easel. The following are some answers they may give:

- Breakfast fuels the body with nutrients.
- Breakfast provides energy for the morning's activities.
- You have not eaten for eight or more hours- that's a really long time!
- You learn better in school if you eat breakfast.
- Breakfast helps you keep a healthy body weight.
- Breakfast helps control the urge to have too many snacks or eat too big of a lunch.
- Breakfast helps you feel good.
- Your stomach might hurt from hunger pangs if you miss breakfast.
- Breakfast tastes good.
- Other things you can think of: _____

Breakfast doesn't have to be cereal—it can include dinner leftovers and sandwiches too. **What are other examples of things you could have for breakfast?**

Name some examples: _____

Modified from:

Breakfast Choices to Benefit Me

http://www.nutritionnc.com/resourcesforschools/docs/brainFuel/EducationalResources/Curricula/Lesson%20Plans/BBF_Grade4_BreakfastChoicestoBenefitMe_Complete.pdf

EXPERIENTIAL LEARNING ACTIVITY STATION #2: HEALTHY HOUSE (30 minutes)

Materials:

- Soft balls, small bean bags, or balloons of different colors (Since the balls/bags/balloons will be tossed

about, it is fun to mix them up since they will all move differently)

- Masking tape or cones to set middle line
- This game requires large space, such as a gym, cafeteria or field
- **Number of Leaders Needed: 4**

Setup:

- Divide the group into two teams and arrange the teams on opposite sides of the gym or field
- Create a middle line with the masking tape or by placing cones along a middle line
- Scatter the balls, and balloons in front of the teams. Try to make the balls about even on both sides of the line.

Instructions:

The objective is to toss all of the “unhealthy breakfast” (balls) into the other team’s “house” while keeping the “healthy breakfast foods” in your “house”.

1. For the first round: On “Go!” the players will rush to toss their balls, bags, and balloons into the other team’s playing area (“house”). On “Stop!” the players will see which team has the fewest bags or balls. Let the kids go for about 5 minutes. This will just familiarize the kids with the game before introducing the next steps.
2. Continue play, but introduce strategy by announcing that a certain color represents “unhealthy” or “healthy” breakfast foods. For example, red balls are “unhealthy breakfasts” and green balls are “healthy breakfasts”. Now the teams must try to get rid of those unhealthy breakfasts by tossing them away. They also have to try to keep the “healthy” breakfasts
3. Extension Activities: Introduce a third level of strategy by having children call out the name of the “unhealthy” breakfast food before they can get rid of it and the “healthy” breakfast before they can keep it. The breakfast food must meet the criteria or else the player may not get rid of or keep the ball.

Examples of unhealthy breakfasts may include: sugary cereal (frosted flakes, lucky charms, fruity pebbles), greasy meats like bacon or sausage, poptarts, donuts, toaster pastries.

Examples of healthy snacks may include: Apple, banana (any fruit), low-sugar cereal, whole wheat toast or waffles

Modified from: Harvard SPH, Food & Fun After School Unit 6: Health Snacks Super Snacks! http://www.hsph.harvard.edu/prc/files/2012/11/unit_6_snacks.pdf

UNIT 3: BREAKFAST

LESSON 2: Stoplight Breakfasts

EDUCATIONAL ACTIVITY STATION

Learning Objectives:

1. Participants are able to identify breakfast choices that should be consumed more often, less often and occasionally.
2. Participants are able to identify healthy breakfast foods.

Materials:

1. Pictures or models of bags of chips, granola bars, pop tarts, mini boxes of cereal (high and low sugar cereal) plastic models of fruits/vegetables, donuts, eggs, etc.
2. GREEN, YELLOW, RED signs
3. Tape
4. Number of Leaders Needed: 1 or more

Instructions:

Greeting & Ice breaker of your choice (5 minutes)

List icebreaker: _____

Opening Discussion Topics (20 minutes)

Place the green, yellow, red stoplight signs on the walls from three different corners of the room (if the group is acting rowdy, bring the containers in close so the group is closer together and more under control).

Question: What did we talk about last time we were here? Response: Breakfast!

Question: Can anyone name one reason we should eat breakfast? Solicit responses, can include things like:

- Breakfast fuels the body with nutrients.
- Breakfast provides energy for the morning's activities.
- You have not eaten for eight or more hours.
- Your brain works better if you eat breakfast.
- Breakfast helps you keep a healthy body weight.
- Breakfast helps control the urge to nibble or eat too big of a lunch.
- Breakfast helps you feel good.
- Your stomach might hurt from hunger pangs if you miss breakfast.
- Breakfast tastes good.
- Other suggestions: _____

So we know breakfast is important, and there are some breakfast meals that are better for you than others. **Does anyone remember how we decide what food we should eat more or less of?** Response: The stop light method! There are three types of breakfast choices, same as the three colors on a stoplight.

Question: Who remembers what green means?

Question: What kind of breakfast foods are GREEN foods?

The GREEN light sign means eat these breakfast foods any morning, as they are full of nutrients and will give you lots of energy. GREEN breakfasts include things like low sugar cereal, oatmeal, fruit, low-fat yogurt, whole grain waffles, whole wheat toast.

Question: Who remembers what yellow means?

What types of breakfast foods are yellow foods?

The YELLOW light sign means eat these breakfast foods sometimes, as they are nutritious but have more sugar and fat. YELLOW breakfast include things like: turkey bacon or sausage, eggs cooked in a pan, 100% fruit juice, or a bagel.

Question: Who remembers what red means?

What foods are RED foods?

The RED light sign means eat these breakfast foods rarely, like on special occasions.

Question: Why should we only eat RED foods these on special occasions?

They are high in sugar and fat with little nutrients and may lead to a “crash.” RED breakfasts include: donuts, sugary cereals (like cinnamon toast crunch or fruit loops), bacon, sausage, and lots of syrup, or even things like chips, and soda. ***Skipping breakfast (not eating any breakfast at all) also gets a RED light!***

Activity

Let’s see if you’re able to classify some breakfast choices as either a “GREEN” breakfast, a “YELLOW” breakfast, or a “RED” breakfast.

1. Give each participant a breakfast food from the kit.
2. Ask participants to decide which category their breakfast belongs to.
3. Have participants take turns bringing the breakfast to the appropriate basket. Be creative, they can walk, dance or jump to the corner!
4. Reveal the correct choice.
5. If it is correct, ask the participant to place the container underneath the sign and walk, dance or jump away.
6. If it is in the wrong place, encourage participants to go the correct corner.

After all the kids have gone, review which categories that the kids actually placed the breakfast foods in

compared to the green, red, and yellow categories listed below. Correct and discuss any mistakes. Also, remind participants of how often they are supposed to eat each type of food. Green is fine any day. Yellow foods can be eaten sometimes. Red foods you eat rarely, like on special occasions.

| | Green | Yellow | Red |
|--------------------|--|--|--|
| Message: | Any day | Sometimes | Rarely
(On special occasions) |
| Breakfasts: | Low sugar cereal
Plain oatmeal
Fruit
Low-fat yogurt
Whole grain waffles
Whole wheat toast | Turkey bacon or sausage
Eggs cooked in a pan
100% fruit juice
Bagel | No breakfast
Poptarts
High-sugar cereal
(Cinnamon Toast Crunch)
Donuts
Greasy bacon or sausage
Lots of syrup |

Modified from: Sugar Shocker

Curriculum <http://www.capitalhealth.ca/NR/rdonlyres/e6nstouxulgpkbvzot7as7dhtyv6storxwnl>

57sbz4gl6o2im2rgwio4tthag2r5vag2aoqodp7fst6zyagrafdccb/Sugar+shocker.pdf

EXPERIENTIAL LEARNING ACTIVITY:

Materials:

- Food cards (20 already printed and about 50 blank cards for kids to draw on) - Pre-printed food cards should consist of a variety of green, yellow, and red breakfast foods
- Markers or crayons
- Obstacles (jump ropes, ladders, basketball, hula hoops)

Setup:

1. In a large empty space (i.e. a gym), divide group into two teams and line them up in front of the obstacle course
2. Create an obstacle course with jump ropes, ladders, basketballs, hula hoops (i.e. 1st obstacle: jump with jump rope 20 times, 2nd obstacle: run while dribbling basketball, etc.)
3. Have blank cards and markers out for kids to draw breakfast items
4. Combine prepared and made food cards, divide into two piles, and place at one end of gym.

Instructions: (20 minutes)

The objective is to complete the obstacle course as a team by choosing healthy breakfast food cards and finishing all the obstacles.

1. Have kids draw food they like to eat for breakfast on the blank cards.
2. Place these cards in pile with already printed cards (cereal, cookies, apple, etc.). Split the stack of cards into two piles and place face up at the opposite end of the gym.
3. Create two teams. Allow the teams to each choose a team name.
4. Kids will start at one end of the gym
5. One team member runs to the other side of the gym to get one food card and returns to his/her team to discuss if the breakfast food is green, yellow, or red food.
6. Once the team decides if the food is GREEN, YELLOW or RED, the team will tell a peer leader what category they think the food belongs to (green, yellow, or red). If they choose correctly, the team can complete the next obstacle. If they did not choose correctly, they cannot do an obstacle and have to run to get a new food and try again. The whole team moves through the obstacles together, based on if they correctly categorize the food. For example. At the first obstacle the whole team does 10 jumping jacks. One member runs to the other side and comes back with a food, the team correctly categorizes that food, so they move on to the next obstacle which is 10 toe touches.

Obstacles include things like:

- 10 jumping jacks
- 10 push-ups
- 10 seconds of wall sits
- Jumping in and out of a hula hoop 10 times
- Attempting a cartwheel
- 10 squats
- 10 toe touches
- Other options: _____

7. After the first person goes, the next person on the team will repeat the activity by running to get a food card and bring it back to their team to determine if they can do the next obstacle or not.
8. The objective is to get across the gym correctly classifying the breakfast foods. The two teams are also racing against each other to see who completes all the obstacles the fastest.
9. After the game is over, talk about different foods:
 - a. **Question: Which green breakfast foods do you like?**

- b. Question: How often do you eat green breakfast foods now?
- c. Question: How can you eat more GREEN light foods for breakfast?

Modified from: Harvard SPH, Food & Fun Afterschool Curriculum. Get Moving Relay

<http://foodandfun.org/?p=learn/staff/activities&subject=Get+Moving+Relay&unit=Unit+2%3A+Get+Moving>

TASTE TEST STATION

Materials:

- ~30 of beverage/food to be promoted
- Plates or napkins
- Taste Test Rating sheet
- **Number of Leaders Needed:** 2-3

Setup:

- Determine how many children will taste the food and purchase the appropriate amount of food to be tasted.
- Prepare food samples in advance, if possible, and have all materials (plates, small cups, napkins, etc.) readily available, along with clean-up items such as paper towels, wet wipes and trash bins.
- Maintain proper sanitation procedures: clean work and surface areas, wash and dry all produce, and wash all hands.
- Copy the taste test rating sheet (APPENDIX 1), and consider writing in the foods to be tasted before copying the sheet. Each page has space to try two food items, so copy additional pages if you are trying more foods.
- If you do not have access to a copier, try a creative rating method, such as placing popsicle sticks into coffee cans or other containers labeled with the rating options. (Like A Lot! Like Somewhat. Do Not Like Very Much.)

Instructions:

- Taste tests encourage participants to try new healthy foods in a fun way.
- Have participants try a new food and praise them for trying the food.
- Do not force anyone to try a food; however, explain that although they may not think they are going to like the new food, that tasting is a good way to find out.
- Have participants express their opinions on their rating sheets.
- Summarize the group's evaluation (Did they like the food a lot? Somewhat? Or Not very much?) and decide whether or not they would eat/drink/make that food/beverage/recipe again. Provide opportunities for feedback and comments on the taste, texture and smell of the food.
- Be creative! Try blindfolded taste tests or incorporate taste tests into a team or group activity!
- **Hand out sample healthy snacks and explain that these are better alternatives that will help keep full and focused throughout the day and full of energy. These snacks are healthier because they have less salt, sugar and fat.**

Modified from: Harvard SPH, Food & Fun After School Unit 6: Health Snacks Super Snacks! http://www.hsph.harvard.edu/prc/files/2012/11/unit_6_snacks.pdf

Taste Test Rating Sheet



Today I tried: _____

I liked this:



A lot!



Somewhat



Not very much

Would you try this food or drink item again?? _____

How would you change this food or drink to make it more appealing to you?

Comments on the look, taste, feel or smell of this food:

UNIT 4: BHCK COOKING CLASS

LESSON 1: Power Up Omelet

The Power Up Omelets lesson is designed to teach youth how to prepare a healthy breakfast while incorporating locally available vegetables.

Learning Objectives:

1. Participants will know how to create a veggie omelet and an omelet with lean meat.
2. Participants will become comfortable cracking eggs and whisking the omelet mixture

Ingredients:

- Eggs
- Low fat milk
- Cheese
- Vegetables (Mushrooms, green peppers, red peppers, onions)
- Salt
- Black pepper
- Meat (sliced lunch meat turkey or ham), optional
- Cooking spray

- Cooking pan or skillet
- Spatula
- Bowl
- Whisk
- Plastic chef knives and forks
- Plastic cutting boards
- Plates
- Napkins
- Measuring cups
- Plastic chef knives and forks
- Plastic cutting boards
- Hand Sanitizer
- Dish Soap
- Cleaning spray and wipes
- A small ball for Ice breaker

Supplies:

Preparation:

- Chefs should prepare for class by setting out materials for their demonstration station
- Set up workstations - Place all materials that the kids will need to make their omelets on their cutting boards.

Ice Breaker:

Going on a picnic: Someone starts off by saying “I’m going on a picnic and I’m bringing some type of healthy food, then tossing the ball to someone who hasn’t had a turn the next person says a healthy food they are bringing along with an additional healthy food.

Discussion Questions:

- **What healthy foods do you eat regularly?**
- **From whom did you learn to eat healthy foods?**
- **How do you know this food is healthy?**
- **Are there any healthy foods that you learned about that you want to try? Explain**

- **Other questions:** _____

Knife Safety:

One key thing that is required for chefs is that they know how to handle knives. **Question: What are things you think are important about using a knife when you cook?** (Solicit responses and demonstrate)

Instructor demonstrates with a knife the correct and incorrect way to hold the knife

- When carrying of a knife- straight down at side with blade pointing behind- if you trip, you will not cut yourself, everyone can see you are carrying a knife
- When passing a knife- be sure both people know that it is being passed, never pass with the blade pointing toward the other person
- When chopping- keep your fingers curled under to prevent cutting yourself
- When cleaning- do not leave knives in a sink full of other dishes in case you forget it's there or someone else does not see it

Food Safety:

- **Raw eggs and meat present an issue called food- borne illness- what do you think this means?**
 - We can get sick or make others sick from uncooked eggs and meat
 - Although we must be careful it should not make you afraid to cook- there are easy steps to make cooking with eggs safe!
- Use different cooking tools for raw eggs and cooked eggs
 - For example: the fork you use to whisk, do not use it to eat
- Dispose of egg shells rather than leaving them on the table
- Wash hands well after handling raw eggs/meat
- Use a different cutting board to cut raw meat and vegetables
- Wash and sanitize areas that raw eggs touched
 - For example the table, bowls, and the frying pan

Cooking:

Explain to the kids that “Your YUCK may be someone’s YUM” and we do not want to make anyone uncomfortable eating their food. While cooking provide the kids with tips on the veggies that are being used. Tell what each veggie does for your body.

Head Chef (kids should be following along with each step):

- Demonstrates cooking steps and measurements for the recipe
- Demonstrates how to cut the vegetables to appropriate size for an omelet
- Demonstrates how to crack an egg - Remind participants to check for shells after each egg
- Cook the omelets

Assistant Chef(s):

- Assists the kids with cutting, if needed
- Helps hand out supplies
- Keeps the kids organized and on task while the head chef leads the lesson

- Cook the omelets

Participant Chefs:

- Each participant will have 2 eggs, a small amount of milk, a bowl, and a fork
- Crack eggs in a bowl and add milk/water and whisk
- Choose fillings and chop vegetables

Omelet Ingredients (to make 12 omelets):

- 24 eggs
- 12 Tbsp. milk (or water)
- 3 cup low-fat cheese of choice
- 6 cup assorted vegetables
- Sliced Meat such as turkey or ham if desired (about 6 slices)
- Salt and ground white pepper, to taste
- Cooking Spray

Directions:

1. Chop desired vegetables, lightly cook in pan, then set aside
2. Crack eggs into bowl (make sure there are no shells), add milk, salt, and pepper and whisk together vigorously
3. Place pan on burner and turn to medium heat. Using cooking spray and lightly coat pan surface.
4. Pour egg and milk mixture in the pan
5. When the egg starts to set, gently push one edge of the egg into the center of the pan, while tilting the pan to allow the still liquid egg to flow in underneath. Repeat with the other edges, until there's no liquid left. Allow to cook for another 10 seconds.
6. Add vegetables and cheese (and meat if desired) and using the spatula, flip one edge of the egg onto the other.

Cooking time: 10 minutes*

* Cooking time-10 minutes for Small eggs- 12 minutes for Medium eggs- 15 minutes for large eggs

Serves 12

Nutrition Lesson:

(instructors can add these points into the lesson throughout as they feel appropriate)

- Peppers- comes in different colors; Red, yellow, and orange peppers are generally sweeter than green ones but all of them contain vitamins and minerals that are important to a healthy diet. Banana peppers adds zesty flavor to dishes so you can lower the amount of salt added to your dish
- Mushrooms- they supply some vitamin D, several B vitamins, and a few minerals
- Onions- add a lot of flavor; a good source of antioxidants (Antioxidants are vitamins, minerals, and other nutrients that protect cells)

Discussion Questions While Eating

- Was this anyone's first time having an omelet?
- Would you add anything different?
- What other vegetables might be good in an omelet?
- Other questions: _____

Clean up:

- Cleaning up stations
- Wipe down all surfaces used
- Clean off all floors and surrounding areas

Instructor Tips and Tricks:

- To reduce chaos while cooking the omelets, you can have all kids leave the room to do an activity with assistant chefs and call them in 2-3 at a time (depending on how many burners you have) to help make their omelet/watch their omelet being made. Have the other kids watch and discuss a nutrition/cooking video or play a game.
- Having each kid have their own bowl and eggs to whisk is ideal as they feel most engaged this way. If this is impossible, try partners or small groups.

UNIT 4: BHCK COOKING CLASS

LESSON 2: What's Cluckin'? Crispy Baked Chicken

The What's Cluckin' lesson is designed to teach youth how to prepare a healthier alternative to fried chicken which is a popular dish in urban communities in Baltimore City.

Learning Objectives:

1. Participants will know how to create crunchy parmesan chicken strips without deep frying the chicken
2. Participants will learn how to cut boneless chicken breast into strips
3. Participants will understand how to be safe when handling raw meat including sanitizing and proper cooking temperatures.

Ingredients:

- Corn flakes
- Boneless chicken breast
- 1 egg or milk
- Parmesan cheese
- Black pepper
- Salt

- Bowl
- Whisk
- Plastic chefs knives and forks
- Plastic cutting boards
- Plates
- Napkins
- Measuring cups
- Spatula
- Cooking pot
- Plastic cutting boards
- Hand Sanitizer
- Dish Soap
- Cleaning spray and wipes

Supplies:

- Cooking pan or skillet
- Convection oven
- Cooking spray

Preparation:

- Chefs should prepare for class by setting out materials for their demonstration station
- Set up workstations - Place all materials that the kids will need to make their chicken strips on their cutting boards.

Reflection/ Discussion Questions:

- Was last week anyone's first time having [inset name of previous recipe] like this?
- Would you have added anything different or changed it at all?
- Did you try making your own [inset name of previous recipe] since last class?
- Did you make the [inset name of previous recipe] for yourself? Your family?
- What were your likes/ dislikes of last weeks class?
- Has anyone used anything we learned in class at home yet? If so, what?
- Other questions: _____

Food Safety Lesson:

- Food borne illness, sometimes called food poisoning, happens when you eat food that makes you sick. Raw meats need to be cooked to proper temperatures to kill any bacteria that might be in it and keep it from making you sick
 - Chicken 165
 - Roasts/steaks 145
 - Fish 145
- You can only tell this by a food thermometer
 - Insert into the thickest part of the meat before reading
 - Be sure to give it enough time to register (about 10 seconds)
- *show picture or example of food thermometer
- Like with the eggs last week- be sure to carefully sanitize the surfaces—don't let things you eat raw (like vegetables) touch the things that come in contact with the raw chicken

Cooking:

Remind kids that “Your yuck may be someone’s yum” and we do not want to make anyone uncomfortable eating their food.

Head Chef (kids should be following along with each step):

- Demonstrates cooking steps and measurements for the recipe
- Demonstrates how to cut chicken breast into strips
- Demonstrates how to crush the cornflakes to make the coating for the chicken
- Demonstrates how to combine all ingredients
- Recap on how to crack an egg

Assistant Chef:

- Assists the kids with cutting, if needed
- Helps hand out supplies
- Keeps the kids organized and on task while the head chef leads the lesson

Ingredients:

- 12 cup crushed cornflakes
- 1.5 cup parmesan cheese
- 3 ¼pound skinless boneless chicken breast, cubed
- 3 beaten egg or 1.5 cup milk
- Cooking spray
- Salt and ground black pepper, to taste

Directions:

1. Combine cornflakes and parmesan cheese in a plastic bag and crush with hands
2. Cut chicken into small strips or cubes for either crunchy chicken strips or nuggets (note, nugget-sized pieces are better for this class because of the lack of a full-sized oven)
3. Dip the chicken in egg or milk, then place in the bag with the cornflakes mixture.
4. Shake the bag to coat the chicken.
5. Bake for about 10 minutes if using a traditional oven or 20 minutes for a toaster oven or until the internal temperature of the chicken reaches 165 degrees F.
6. *The chicken can also be cooked on the stove top using cooking spray and carefully monitoring the chicken to prevent burning*

Serves 12

Optional Activity During Baking Time -Watch A Healthy Cooking Video (for example Chef Egg's video on making fruit salad)

Discussion Questions for after the video

- What did you like about the video?
- What didn't you like about the video?
- What did you take from the video?
- Did you learn anything from the video?
- Other questions: _____

Nutrition Lesson:

(instructors can add these points into the lesson throughout as they feel appropriate)

- We're going to discuss the difference in baked/grilled and fried food
- Can anyone name fried food
 - Fried chicken
 - French fries
 - Funnel Cake
 - Potato chips
- Fried foods are generally breaded and dropped into hot oil
 - A lot of fat is added when food is fried
- Baking and grilling uses heat from the oven to cook the food thoroughly
 - Less fat is used
- Which do you think is healthier?
 - Can you think of a way to bake/grill your favorite fried food?

Discussion Questions While Eating:

- Did you enjoy making the food?
- Are you enjoying the food?
- Would you change anything? Add anything?

Clean up:

- Cleaning up stations

- Wipe down all surfaces used
- Clean off all floors and surrounding areas

Instructor Tips and Tricks:

- Baking times will be variable based on your oven and size of chicken- for a limited amount of time, cut chicken into smaller pieces
- Be sure to have the kids wearing gloves, changing gloves when necessary and washing hands frequently. Emphasize food safety while handling raw meat.
 - Know your rec center and the space that you will be working in. Think through any additional considerations you will have to make because of the rec center space, especially when working with raw meat.
- Remind kids that different spins on foods they are familiar with (for example fried chicken that is not deep fried) can be delicious but they will not know if they do not try it.
- Have greens and salad ingredients such as carrots, tomatoes, and cucumbers as a way to serve the chicken over greens or as a side dish.
- Using egg or milk in the recipe is effective- choose based on what fits into a budget, what is available, and allergy concerns of any participants

UNIT 4: BHCK COOKING CLASS

LESSON 3: High Energy Noodles

The High Energy Noodle lesson is designed to teach youth how to make ramen noodles into a healthier lunch or dinner.

Learning Objectives:

1. Participants will know how to create a vegetable stir fry using ramen noodles
2. Participants will understand how to boil noodles
3. Participants will understand how to reduce the sodium when eating ramen noodles

Ingredients:

- Chicken Flavor Ramen Noodles
- Reduced sodium soy sauce
- Cooking spray
- Skinless Chicken Breast
- Garlic
- Grated ginger or ginger powder
- Oriental Vegetables (Frozen or non-frozen)
carrots, onions, snap peas, mushrooms
- Water
- Salt
- Pepper

Supplies:

- Large Skillet
- Cooking pot
- Bowl
- Strainer
- Spoons
- Whisk
- Plastic chefs knives and forks
- Plastic cutting boards
- Plates
- Napkins
- Measuring cups
- Hand Sanitizer
- Dish Soap
- Cleaning spray and wipes
- Colanders

Preparation:

- Chefs should prepare for class by setting out materials for their demonstration station
- Set up workstations - Place all materials that the kids will need to make their noodle recipe on their cutting boards.
 - Chicken
 - Vegetables
 - Knife
- Pre-boil noodles for class

Discussion Questions:

- **Tell me about dinner at your house. Who do you eat with? Where do you get dinner from? What else is going on during the meal (talking, tv, texting, etc.)?**
- **Did you try making the [insert name of recipe from last session] on your own?**
- **What were your likes/ dislikes of the last class?**
- **Has anyone used anything we learned in class at home yet? If so, what?**

Food Safety:

- Ramen noodle packs general serve 2 so we need to think about leftovers- what's the big deal with storing
 - Leftovers are great to cut down on food waste and savor your favorite dishes
 - However need to be stored properly with chilling
- Divide large amounts of leftovers into shallow containers for quicker cooling
- Use or discard food that has been in the refrigerator for too long
- Does anyone remember from a previous week why food safety is so important
 - Prevent food borne illness
 - Keep everyone safe both those cooking, serving, and eating

Cooking:

Remind kids that “Your yuck may be someone’s yum” and we do not want to make anyone uncomfortable eating their food.

Head Chef:

- Goes through cooking steps and measurements for the recipe
- Demonstrates how to combine all ingredients
- Recap on how to cutting breast into strip
- Cooks chicken and adds to pre-cooked noodles

Assistant Chef:

- Helps the kids with cutting chicken breast, if needed
- Helps hand out supplies
- Keeps the kids organized and on task while head chef leads the lesson
- Collects all kids vegetables and add to the pre-cooked noodles

Participant Chefs:

- Each youth will be cutting and combining vegetables for one big recipe of stir fry
- Cut chicken
- Remind youth that they will be touching other peoples food and to keep food safety in mind!
- Form small groups to make ¼ of the sauce with soy sauce, garlic, ginger, and ½ seasoning packet

Ingredients:

- Cooking Spray
- 3 pound boneless, skinless chicken breast cut into cubes
- 12 clove of garlic, minced
- 6 tablespoons grated ginger or 12 teaspoon powder
- 12 3- ounce package chicken flavored ramen noodle soup
- 12 1-lb bag of frozen mixed oriental vegetables (or fresh pepper, onion, & carrot chopped)
- 3 cup water
- 3 Tablespoons reduced sodium soy sauce

Directions:

1. Cook the noodles (without the flavoring packet) according to package directions. Drain. You may want to do this before the class begins, depending on the amount of time available.
2. Heat a large skillet over medium-high heat until hot. Add chicken and cook, stirring frequently, until no longer pink. *If you are using pre-cooked chicken it can be heated in the pan or in the oven.*
3. Add vegetables and cover. Cook until vegetables are cooked through, about 5 minutes.
4. Add soy sauce, garlic, ginger and ½ the seasoning packet to water. Mix well. Pour over chicken and vegetables, add noodles and toss to mix.

Serves 12

Nutrition Lesson:

(instructors can add these points into the lesson throughout as they feel appropriate)

- **What is sodium?**
 - Have kids volunteer answers
 - Sodium for nutrition purposes is the salt you eat through foods or the salt you add at the table
- **What foods may be high in sodium?**
 - Packaged/ processed food
 - Soups
 - Noodle cups
 - Frozen meals
- **Where to find sodium on the nutrition label?**
 - Have blown up picture of label so kids can see where to look for sodium levels
 - Sodium levels to look for in food

Discussion Questions While Eating

- **Did you enjoy making the food?**
- **Are you enjoying the food?**
- **Would you change anything? Add anything?**
- **Other questions:** _____

Clean Up:

- Clean up stations
- Wipe down all surfaces used
- Clean up anything such as trash or food off the floor
- Wash dishes

UNIT 4: BHCK COOKING CLASS

SESSION 4: Quesadillas & Homemade Salsa

The Quesadillas in this session is designed to teach youth how to use cooking spray when preparing meals. The homemade salsa shows youth that you can easily make things from scratch that we often see come pre-prepared.

Learning Objectives:

1. Participants will understand how to using cooking spray instead of higher fat alternatives (butter, margarine) when making meals
2. Participants will be able to make a creative dish to share with their family out of basic ingredients

Ingredients:

Quesadillas:

- Whole-wheat tortillas
- Reduced Fat Shredded Cheddar Cheese
- Cooking Spray
- *Optional: vegetables can be added*

Salsa:

- Large tomatoes
- Sweet onions
- Jalapeno pepper
- Vinegar
- Olive Oil
- Cilantro
- Lime juice
- Garlic

- Salt and pepper

Supplies:

- Large Skillet
- Measuring cups
- Bowl
- Strainer
- Spoons
- Plastic chefs knives and forks
- Plastic cutting boards
- Plates
- Napkins
- Portable Burners/ Cooktop
- Hand Sanitizer
- Dish Soap
- Cleaning spray and wipes

Preparation:

- Chefs should prepare for class by setting out materials for their demonstration station
- Set up workstations - Place all materials that the kids will need to make their Quesadillas and/or salsa on their cutting boards.

Reflection/Discussion Questions:

- **Did you try making the [insert name of last recipe cooked] on your own?**
- **Did you make any for yourself? Your family?**
- **What were your likes/ dislikes of last weeks class?**
- **Has anyone used anything we learned in class at home yet? If so, what?**
- **Other questions:** _____

Food Safety:

- Food safety starts at the grocery store!
 - Do you ever go food shopping for yourself or family?
- Avoid buying dented can- bacteria may have been introduced
 - Especially be careful of bulging can- often infected with a bacteria called botulism that can make us very sick
- Check for expiration dates- be sure you can consume foods before they will expire
 - Be extra careful with dairy products, like cheese and milk.

Cooking:

Remind kids that “Your YUCK may be someone’s YUM” and we do not want to make anyone uncomfortable eating their food.

Head Chef:

- Goes through cooking steps and measurements for the recipe
- Demonstrates how to combine all ingredients
- Demonstrates how to use cooking spray when heating the quesadilla
- Demonstrates how to properly prepare ingredients for salsa (dice tomatoes, mince garlic, etc.)

Assistant Chef:

- Helps hand out supplies
- Assists youth with chopping and measuring ingredients

Participant Chefs:

- Youth will be cooking cheese quesadillas and homemade salsa to taste test during the session
- Have youth pair up to make salsa together by adding ingredients to one large bowl

Ingredients:

For Quesadillas:

- 12 (7 ½ inch-diameter) whole-wheat tortillas
- 6 cups shredded cheddar cheese

For Salsa:

- 9 large ripe tomatoes
- 3 small sweet onion, finely chopped
- 3 small jalapeno pepper, diced
- 3 teaspoons vinegar
- 3 teaspoons olive oil
- 6 tablespoons cilantro
- 3 tablespoon lime juice
- 3 garlic clove
- Salt and pepper (add to desired taste)

Directions:

For Quesadillas:

- Spray a skillet or griddle lightly with cooking spray and heat over medium heat.
- On a flat surface sprinkle cheese on one side of a tortilla
- Fold tortilla over so the cheese is on the inside and place in the heated pan
- Cook about 5 minutes on each side or until the cheese is melted and the tortilla is golden brown on both sides
- Take off the heat and cut the quesadilla into triangles. Top with fresh homemade salsa

For Homemade Salsa:

- Remove seeds and juices from half of the tomatoes (use juices and seeds from about 1 ½ tomatoes) and finely chop.
- Chop onion and cilantro.
- Mince garlic into very small pieces.
- Combine all ingredients in a medium size bowl and mix well.
- Add salt and pepper to taste.

Serves 12

Discussion Question While Eating:

- Did you enjoy making the food?
- Are you enjoying the food?
- Would you change anything? Add anything?

Nutrition Lesson:

(instructors can add these points into the lesson throughout as they feel appropriate)

Protein

Can anyone name a source of Protein? [Answers: Chicken, Beef, Fish; Emphasize less known Vegetarian options: Beans, Legumes, Nuts/seeds, Milk]

Protein is important for a number of body functions including energy, muscle building, and keeping healthy.

Full Fat vs. Light

What come to your mind when you here the words “full-fat” or “light”? Allow kids to give their own opinions.

Light options are often as tasty and great to use in recipes as the full fat version. Light options can keep you from in taking a lot of dietary fat from condiments such as cheese, sour cream, mayo

Clean up:

- Clean up stations
- Wipe down all surfaces used
- Pick up anything on the floor such as trash or food off the floor
- Wash dishes

Instructors Tips and Tricks:

- Help participants put appropriate amounts of cheese on their quesadilla
- Help participants think of veggies that they could include in their quesadilla, like spinach, onions, broccoli, peppers, beans, and more

Appendix F– Caregiver MOP

Table 1: Weekly Facebook Posting Schedule

| Day of the Week | Type of Post |
|-----------------|---|
| Sunday | Discussion prompting question or poll |
| Monday | Recipe of a Healthy Dish, typically one that uses our promoted food item |
| Tuesday | Article link related to our phase, general nutrition or current health news in Baltimore |
| Wednesday | Video relevant to our phase

Eg. Cooking video of a healthy recipe, one of the BHCK videos shown to store owners or at recreation centers |
| Thursday | Picture relevant to the phase;
Bi-weekly Youth Leader feature |
| Friday | Fun Fact Friday with #FunFactFridayBHCK in caption |
| Saturday | Link/recipe/video with content similar to the ones posted on the other days |
| Anytime | Instagram picture linked to Facebook
Real time notification of interactive session or relevant local event |

Figure 1: Facebook Store Interactive Session Announcement Content Example



Figure 2: BHCK Wave 2 Instagram Account

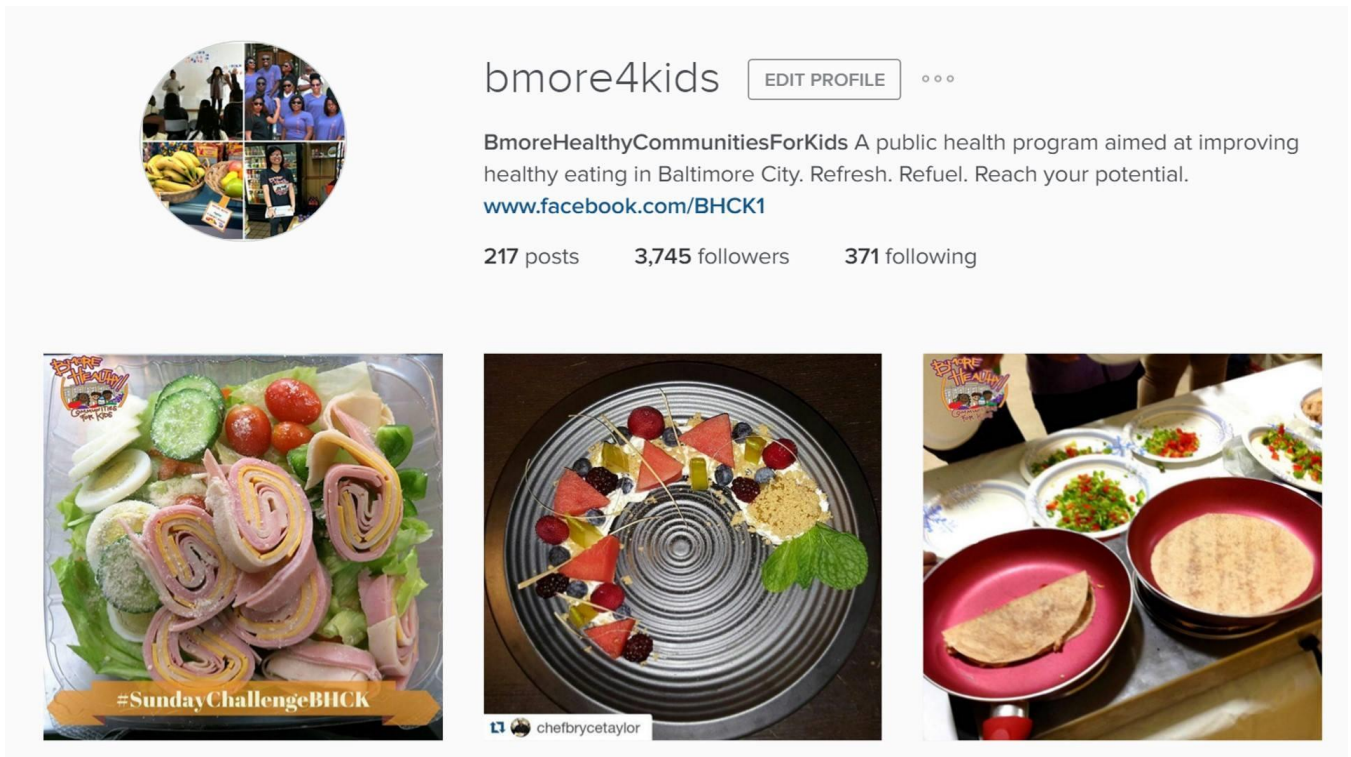


Figure 3: Large Instagram Giveaway Example



Bmore4Kids
National Nutrition Month
Challenge

1. Follow @Bmore4Kids
2. Post your healthy, home-cooked meal OR a photo from a Bmore4Kids store session
3. Tag @Bmore4Kids in your post
4. Get a chance to win a prize worth \$25

bmore4kids Baltimore, Maryland

46 likes 4w

bmore4kids March is #NationalNutritionMonth! Join the children of Baltimore in making healthy changes in your diet by participating in our new #SundayChallengeBHCK. To enter:

1. Follow @Bmore4Kids on Instagram or like our FB page
2. Post your healthy, home-cooked meal, OR a photo from a Bmore4Kids store session (locations and session times will be announced on our social media pages)
3. Tag @Bmore4Kids in your photo

DEADLINE TO ENTER: April 3
 We will randomly choose 2 WINNERS among all participants who currently reside in Baltimore and have met all of our entry requirements. The prize is a Bmore4Kids goodie bag (value of \$25) for each winner!
 #ReachYourPotentialBHCK

Add a comment...

Figure 4: BHCK Wave 2 Twitter Account



Bmore4kids
 @Bmore4kids

B'More Healthy Communities for Kids (BHCK) works to help you Refresh, Refuel, and Reach your potential.

Baltimore, MD
[facebook.com/BHCK1](https://www.facebook.com/BHCK1)

60 Photos and videos

TWEETS 1,776 FOLLOWING 310 FOLLOWERS 504 LIKES 2,944 LISTS 4

Tweets Tweets & replies Media

Bmore4kids @Bmore4kids · 5h
 @Voices4HK: Grocery stores don't exist in many low-income neighborhoods, leaving families w/o access to healthy foods. Let's change that.

Bmore4kids @Bmore4kids · 6h
 Local #Foods, Local Places program helping revive #Rainelle: wvva.com/story/31585109 ...
 @AccessFood #FoodDesert #FoodPolicy #obesity

Local Foods, Local Places program helping revive ...
 Rainelle's "Local Foods, Local Places" newly-assembled steering committee is hoping to get the ball rolling for a healthier community.
wvva.com

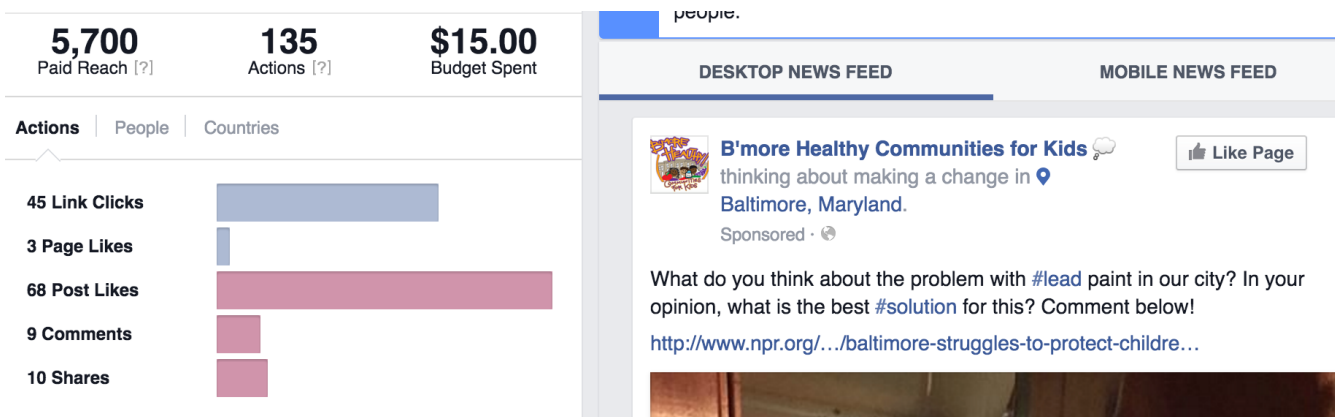
Bmore4kids @Bmore4kids · 7h
 ICYMI: "Offering more nutritious foods in schools sets children up for healthier lives." ow.ly/ZmczX @TheFoodTrust

Poll Reveals Ohio Parents' Concerns About Short S...
 WASHINGTON—Almost half (48 percent) of Ohio voters

Figure 5: Content example for Twitter



Figure 6: Facebook Boosted Post Example



Appendix G-Mailing Components

