

**Interventionist Manual of Procedures  
Version 1, September 2005**

# **HEALTHY FOODS HAWAI'I**

***Healthy Foods for a Healthy Life***

[ Insert photo or logo]

**DRAFT – DO NOT DISTRIBUTE**



NEWSPAPER CARTOONS	
Guidelines for using cartoons	4:6
Table of cartoons by phase	4:7
FLYERS	
Guidelines for flyer use	4:8
Table of flyers by phase	4:9
RECIPE CARDS	4:10
EDUCATIONAL DISPLAYS	
Guidelines for educational display use	4:11
Sample educational displays	4:12
RADIO ANNOUNCEMENTS	4:13
COOKING DEMONSTRATIONS AND TASTE TESTS	
General information about cooking demos and taste tests	5:1
Phase 1:    Beverages	5:2
Phase 2:    Cooking methods	5:5
Phase 3:    Condiments	5:7
Phase 4:    Snacking	5:10
Phase 5:    Healthy meats	5:14
Phase 6:    Meal planning	5:16
GIVEAWAYS	
Nonfood items	6:1
Food items	6:1
PROCESS EVALUATION	
Description of process evaluation components	7:1
Table of evaluation components	7:2
APPENDIX A: PROMOTIONS POSTING LOG	8:1
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WELCOME TO

# HEALTHY FOODS HAWAI'I

[Put HFH logo here]

# MISSION

## HEALTHY FOODS HAWAI'I

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

## HEALTHY STORES PROGRAMS

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

[Insert Healthy Stores labels here: HFH, Apache, Baltimore Healthy Stores, etc.]

# INTERVENTIONIST RESPONSIBILITIES & DUTIES

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

**STOCKING OF FOODS:** Make sure each store has stocked the promoted foods during the appropriate phase of the Healthy Foods Hawai'i (HFH) project. \*See HEALTHY FOODS HAWAI'I FOOD PROMOTION LIST, p. 3:2.

**SHELF LABELS:** Make sure the store has the appropriate shelf labels up for each of the promoted foods at the appropriate times. \*See PROMOTED FOOD SHELF LABEL LIST, p. 4:2.

**POSTERS:** Put up and maintain posters for each of the promotional phases.

**CARTOONS:** Make sure that cartoons appear in the local newspapers as required.

- a. Seven cartoons have been developed for the project.

**FLYERS:** Make sure stores have an adequate number of flyers to be handed directly to customers or given out in shopping bags. Hand out flyers to customers during the cooking demonstrations.

**EDUCATIONAL DISPLAYS:** Set up educational displays in each store, and maintain them.

**RADIO:** Make sure radio receives and plays all announcements, plus the theme songs.

- a. Requires weekly visits to the radio stations.

**COOKING DEMONSTRATIONS:** Set up, conduct and clean up after cooking demonstrations and taste tests at each of the intervention stores.

**GIVEAWAYS:** Hand out giveaways and other promotional items at the stores.

\*See GIVEAWAYS, p. 6:1. This will usually be tied to specific cooking demos and taste tests.

**NUTRITION INFORMATION:** Be prepared to answer questions about nutrition and the function of the Healthy Foods Hawai'i project.

**PUBLIC RELATIONS:** Represent the project in a professional manner.

- a. Maintain good relationships with all intervention store staff and managers.
- b. Meet briefly with each store manager to update them weekly.
- c. Respond appropriately to feedback about the HFH project.

**CERTIFICATION:** Take and pass certification exercises.

# POLICY & PUBLIC RELATIONS ISSUES

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

**REQUESTS FOR MATERIALS:** During the one year intervention phase, we are conducting a careful implementation and evaluation of the entire program. It will not be possible to pass out materials until the program has been completed and evaluated in (2007?) After that date, we will be making all the materials available for dissemination and use through our website ([www.healthystores.org](http://www.healthystores.org)).

# INTERVENTION PLAN



PHASE 0:

# TEASERS

..... 2005

THEMES	Introduce family motif, logo What does a family do to stay healthy? (copy AHS)
MESSAGES	Coming soon to a store near you – intro logo
FOODS:	None
BEHAVIORS	Recognizing store intervention logo
SHELF LABELS	None
COOKING DEMO/TASTE TEST	None
EDUCATIONAL DISPLAYS	Introducing Healthy Foods Hawai'i
POSTERS	1. Introducing the Healthy Food Hawai'i ohana family 2. Coming soon to a store near you- introduce HFH logo (Look for the Healthy Foods Hawai'i logo and labels when you shop)
RECIPE CARD	None
CARTOONS	None
FLYERS	None
IN-STORE PA's	Announcing Phase 1 events and promotion
LOCAL MEDIA	Local newspapers-cartoon
GIVEAWAY	None
DISTRIBUTOR/PRODUCERS/STORES	Stores display the materials

PHASE 1:

# BEVERAGES

.... – ... 2005

- THEMES** “Steps to Better Health” for adults and keiki’s  
“Drink to Think”  
Character motif  
Drinking healthy beverages
- MESSAGES**
1. Know what you’re drinking, read the beverage labels.
  2. Drink water to really stop your thirst.
  3. It. Costs a lot less!
  4. Labels are a rainbow of information.
  5. Look for healthy stores shelf labels.
- FOODS:**
- Water
  - Diet soda
  - 100% unsweetened fruit juice
  - Low fat/ skim milk
- BEHAVIORS**
- Reading labels
  - Recognizing store intervention materials
  - Drink water and diet sodas rather than regular sodas and other high calorie drinks.
- SHELF LABELS**
- Lower Fat
  - Lower Sugar
  - Healthy Keiki Food
- TASTE TEST**
- Taste test healthy beverages – activities:
1. Taste different varieties of diet soda, not direct comparison with regular soda
  2. Discuss advantages of water
  3. ? juice
- EDUCATIONAL DISPLAYS**
1. Look for the Healthy Foods Hawai’i labels when you shop (encourages label reading and price comparisons)??
  2. Sugar Content of Drinks: Quench your thirst with water (shows sugar content of popular sodas and compares cost of soda with water)
- POSTERS**
1. ‘Steps’ to Better Health poster
    - a) Adult: soda/ diet soda/ water
    - b) Child: soda/POG: diet soda/100% juice/Gatorade (?): water
  2. “Drink to Think” Poster

RECIPE CARD	None
CARTOONS	Child is looking in the refrigerator for a beverage to drink. He thinks about the amount of sugar (teaspoons of sugar) in each of the drinks.
FLYER	Healthy Beverage flyer insert/drop Promote taste tests Educate about 100% juice (Juice for kids- What is juice? Not POG/ Malolo Syrup/ Sunny Delight)
IN-STORE PA's	Announcing in-store events and promoted foods
LOCAL MEDIA	Local newspapers- "Sugar content of drinks" cartoon
GIVEAWAY	Bottled water (local producer/bottler) Water bottle: "Drink to Think" T-shirts carrying key messages??
DISTRIBUTOR/PRODUCERS/STORES	
	<ol style="list-style-type: none"> <li>1. Bottled water – local producer will donate water</li> <li>2. Include a range of diet drinks in small stores (use gift card as incentive)</li> </ol>

## PHASE 2

# COOKING METHODS

...- ... 2006

THEMES	Cooking spray and clean up The many uses of cooking spray Let the true taste shine through (less added fat)
MESSAGES	1. Cooking spray has many uses 2. Fry less, reduce mess
FOODS:	Cooking spray Herbs Vegetables
BEHAVIORS	Substitution of cooking spray for cooking oils Using herbs to give food flavor (low calorie/fat/sodium) Increasing consumption of fruit and vegetables by adding to meals
SHELF LABELS	Lower Fat (cooking spray) Healthier choices (vegetables and herbs) Local produce
COOKING DEMO/TASTE TEST	Demonstration of chicken or ground beef with cooking spray, herbs and seasonings Demonstration of drain and rinse method.
EDUCATIONAL DISPLAYS	Drain and rinse Why Use Cooking Spray? (Comparison of fat in shortening and cooking spray) Advantages of using cooking spray Cut fat with cooking spray!
POSTERS	Use of cooking spray Steps: addition of vegetables (fresh/frozen/canned) "Add a rainbow" Promoting local freshly caught fish as a healthy option
RECIPE CARD	To be determined later-HFH local style Cooking fish in a healthy way Yummy and low-fat eggs and potatoes recipe
CARTOONS	Drain and rinse

IN STORE FLYER Specials on local produce/ promote farmer's markets  
Promote taste tests/cooking demos  
Reduced prices on cooking spray

IN-STORE PA's Announcing in-store events and promoted foods

LOCAL MEDIA Local newspapers-cartoon: and adding veggie

GIVEAWAY Cooking spray  
Colanders

#### DISTRIBUTOR/PRODUCERS/STORES

In store produce department: linking local produce with local farmers

3. Local produce packaging/veggie mixes/HPC?
4. Producer biographies/photos/farm information/list of produce supplied by that farmer
5. Distributor –Cooking spray freebies

PHASE 3:

# CONDIMENTS

... - ... 2006

THEMES	Reduce the fat and lose weight Healthier alternatives
MESSAGES	1. Change to lower fat substitutes and still taste ono. 2. Lower the fat in your diet and lose weight.
FOODS	Lite mayonnaise Lite shoyu Fresh herbs Ketchup & mustard Herbs and seasonings
BEHAVIORS	Reduce added fats, change to lite mayo Ways to substitute mustard/ketchup/herbs/seasonings for mayo
SHELF LABELS	Lower Fat (mayo) Healthier Choices (herbs and seasoning) Local Produce (herbs)
TASTE TEST	Mayo/lite mayo on crackers, with rice Mustard/ketchup/herbs/seasonings
EDUCATIONAL DISPLAYS	Weight gain from mayo Alternatives: catsup, mustard
POSTERS	Teeter-totter mayo/ketchup – Don't let Mayo weigh you down! Steps: mayo – lite mayo - herbs and seasonings
RECIPE CARD	To be determined later- local style Ways to use herbs
CARTOONS	Thick mayo on sandwich, gob falls off (whoops, there goes the fat! x cal) "Mr. Mayo" eating mayo filled sandwich throughout the year and gains a lot of weight.
IN STORE FLYER	Reduced prices on lite mayo Promote farmer's markets Promote taste tests/cooking demos
IN-STORE PA's	Announcing in-store events and promoted foods

LOCAL MEDIA      Mayo cartoons in the local newspapers

GIVEAWAY        Fridge magnet “Hold the mayo”

#### DISTRIBUTOR/PRODUCERS/STORES

In store produce department: linking local produce with local farmers

6. Local producer herbs
7. Producer biographies/photos/farm information/list of produce supplied by that farmer
8. Distributor –lite mayo

## PHASE 4

# SNACKING

... - ... 2006

THEMES	Healthier alternatives for keiki (fruits & veggies w/low fat dips) Start the day with a Healthy Breakfast
MESSAGES	Healthy snacks for keikis Low fat and skim milk contain all the nutrition without too much fat Start your day with a healthy breakfast, it gives you energy Start your family's day in a "fruitful" way
FOODS	Fresh fruits and veggies Pretzels & baked chips Low sugar, high fiber cereals Lower fat dressings and dips Low calorie beverages/ water Brown rice Tortillas (wraps) –whole wheat Low fat and skim milk
BEHAVIORS	Increasing consumption of fruits and vegetables Substitution of fast food/snacks with healthy home provided snacks, such as fruits and vegetables Consume low fat or skim milk and lower sugar cereals Eat fruits with breakfast
SHELF LABELS	Lower sugar Healthy keiki Lower fat Local produce Higher fiber
COOKING DEMO/TASTE TEST	Fresh fruit cut in pieces Low fat dips Taste lower fat versions of common snacks (pretzels, low sodium pretzels, baked chips, baked tortilla chips, saltines) Veggies with low fat dips, 'ants on a log', peanut butter on celery Demo fat in chips with paper towel test? Taste test lower fat milks & healthier cereals



## EDUCATIONAL DISPLAYS

Low sugar cereals as anytime snack with 1% milk  
“A Healthy Breakfast Gives you Energy” (display compares fat content of milks and cost of different breakfasts)  
Fat jar with chips

## POSTERS

Snacking fruits and veggies – strategies for eating veggies for kids  
Low sugar cereals with lower fat milk  
Steps poster: regular chips – baked chips/pretzels – fruits and veggies

## RECIPE CARD

Snack ideas for keiki – simple to prepare

## CARTOONS

Local couch potato kid eating junk food snacks, local surfer kid eating healthy snacks

## IN STORE FLYER

Nutritional content of chips vs. pretzels  
Compare fruits and veggies with chips & pretzels, to show nutritional values, maybe use a version of the steps poster  
Promote farmer’s markets  
Special K vs. Frosted Flakes: Cereal label reading and amount of sugar

## IN-STORE PA’s

Announcing in-store events and promoted foods

## LOCAL MEDIA

Cartoon in the local newspapers

## GIVEAWAY

Baked chips and low salt pretzels (small bag)?  
Clip chips  
HPC carrot sticks and celery sticks  
Hand out small boxes of cereal & milk, \*make chart for milk  
1. Lower sugar, higher fiber cereal boxes  
(Cheerios, Special K, Oatmeal, Nutrigrain, Total, Wheaties)  
2. Small cartons of 1% or skim milk

## DISTRIBUTOR/PRODUCERS/STORES

In store produce department: linking local produce with local farmers:

9. Fruits from local farmers
10. Producer biographies/photos/farm information/list of produce supplied by that producer

Note: If timing is right for summer break, additional activities:

Crossword: with clues for prize, hunt the store label

Summer camp/program activity package for summer care giving organizations:

Prize: PSP game system

## PHASE 5

# HEALTHY MEATS

... - ... 2006

THEMES	Better meat + Good preparation + Ono flavor = Long lives Drain and rinse ground meat when you cook
MESSAGES	Be lean, it's less mean on your heart Drain and rinse the fat away
FOODS	Lean ground meats Lite/ low sodium versions of Spam Tuna in water Local fresh fish
BEHAVIORS	Drain and rinse ground meat Choose lower fat ground meats Read the labels to determine the amount of fat Substitution of fatty, sodium meats with lower calorie, sodium, fat options Increased consumption of fresh local fish Choose lower fat method of meat preparation to reduce fat Add vegetables to meals
SHELF LABELS	Lower fat (tuna in water, lite spam) Lower sodium (low sodium spam) Local produce
TASTE TEST	Spam options Tuna in oil/water Drained and rinsed ground meat
EDUCATIONAL DISPLAYS	Health benefits of lite/ low fat meats Be lean on your heart. Drain the fat away! (How to drain and rinse ground meat)
POSTERS	1. Health benefits of lite/low fat/low sodium versions of canned meats 2. Healthier meats by draining and rinsing, lower fat, link to heart disease 3. Promote local freshly caught fish as a healthy option 4. Add vegetables to the meat dishes
RECIPE CARD	Use drain and rinse Easy-to-prepare ground beef and vegetable recipes
CARTOONS	Cost of healthier options
IN STORE FLYER	How to drain and rinse ground meat

Promote farmer's markets  
Type/ % of fat in different, fresh and canned meats

IN-STORE PA's      Announcing in-store events and promoted foods

LOCAL MEDIA      "Cost of healthier option" cartoon in the local newspapers

GIVEAWAY          Colanders for drain and rinse

#### DISTRIBUTOR/PRODUCERS/STORES

In store meat/fish department: linking local fish with local fishermen:

11. Fish from local fishermen

12. Fishermen biographies/photos/fish information/list of fish supplied by  
the fishermen

## PHASE 6

# MEAL PLANNING

... - ... 2006

THEMES	Ohana do it together: plan together, cook together, save together (Time and money) How to shop Healthy food can be cheaper Make quick healthy dinners at home Eat smaller meals at restaurants
MESSAGES	Shop wisely – use a list! Shop wisely – read food labels! Supersizing doesn't pay; eat less for better health Know what you're eating, read the food label Labels are a rainbow of information Look for healthy stores shelf labels
FOODS	Fresh fruits and vegetables Lower fat meats Low fat salad dressings WIC/food assistance foods
BEHAVIORS	Eat fruits and vegetables for snacks Use food labels and shelf labels when selecting foods Reduced use of fast food options through: <ul style="list-style-type: none"><li>- planning for family meals</li><li>- shopping together as a family</li><li>- food preparation and eating as a family</li></ul> Message & behaviors linking to food assistance and stretching food Choose smaller portion sizes when eating out Label reading Character motif
SHELF LABELS	Lower Fat Lower Sodium Lower Sugar Healthy Keiki Food Healthier Choice Local Produce Higher Fiber
COOKING DEMO/TASTE TEST	A weekly special – quick family meal and taste test of cooking demo meals

## EDUCATIONAL DISPLAYS

Linked to 'fast food' poster with additional nutritional information and recipes

## POSTERS

1. Learn together (shopping, food preparation, eating) families doing each of these things together
2. Comparing a "fast food" meal with home cooked "quick"/"not so fast" food in time, cost and nutrients
3. "Stretching" food the healthy way particularly WIC/food assistance foods
4. Promoting local freshly caught fish as a healthy option

## RECIPE CARD

For quick family meals (limited ingredients, 30 minutes, meet national guidelines for fat/sodium etc.)  
Recipes on how to prepare and cook different kinds of bean dishes

## CARTOONS

On learning together themes

## IN STORE FLYER

Special price on components of the healthy meal  
Healthy food can be cheaper  
Promoting farmer's markets  
Supersizing doesn't pay: comparison of supersized meal vs. regular meal -- cost, calories, and pounds added yearly

## IN-STORE PA's

Announcing in-store events and promoted foods

## LOCAL MEDIA

"Learning together" cartoon in the local newspapers

## GIVEAWAY

Storage containers  
Shopping list pads  
Magnet for fridge  
Get a "basket" of all ingredients for the meals as a special Giveaway, only 1-2 per demo

## DISTRIBUTOR/PRODUCERS/STORES

In store produce/meat/fish department: linking local produce/fish with local producers/fishermen:

13. Fish from local fishermen (get fishermen to sell fish outside the store on cooking demo days)
14. Produce from local farmers
15. Producers and fishermen's biographies/photos/produce/fish information/list of produce/fish supplied by the producers/fishermen

## SUMMARY

# FOODS & BEHAVIORS

PHASE	PROMOTED FOODS	PROMOTED BEHAVIORS
0	--	Recognizing store intervention logo
1	Water Diet sodas 100% unsweetened fruit juice (WIC juice) Low/skim fat milk	Reading labels Recognizing store intervention materials Drink water and diet sodas rather than regular sodas and other high calorie drinks
2	Cooking spray Vegetables Use of herbs	Substitution of cooking spray for cooking oils Using herbs to give food flavor (low calorie/fat/sodium) Increasing consumption of fruit and vegetables by adding to meals
3	Lite mayonnaise Lite shoyu Ketchup and mustard Low fat salad dressings Herbs	Proper use of cooking spray Reduce added fats, use less butter/oil
4	Fruits and vegetables Low sugar cereals (WIC) Pretzels & baked chips Brown rice Low calorie beverages Whole wheat products Tortillas (wraps)	Increasing consumption of fruits and vegetables Substitution of fast food/snacks with healthy home provided snacks
5	Lite/low fat/low sodium versions of Spam, Vienna Sausage Tuna in water Local fresh fish Lean ground meat (& drain and rinse)	Substitution of fatty, sodium meats with lower calorie, sodium, fat options Increased consumption of fresh local fish Draining and rinsing ground meat Choose lower fat method of meat preparation to reduce fat Read the labels to determine the amount of fat
6	Fresh fruits and vegetables WIC/food assistance foods Fresh fish	Reduced use of fast food options through: <ul style="list-style-type: none"> <li>- planning for family meals</li> <li>- shopping together as a family</li> <li>- food preparation and eating as a family</li> </ul> Stretching foods

# INTERVENTIONIST WORK PLAN

## IN THE WEEK BEFORE A PHASE BEGINS:

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

## IN THE FIRST WEEK OF A PHASE:

1. Put up the appropriate shelf labels for the foods being promoted.
2. Put up all posters for that phase (large posters will go in large stores and some community locations, 13 x 19 inch posters will go in small stores).
3. Put up the educational display for that phase.

#### DURING THE PHASE:

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

#### AFTER THE PHASE HAS BEEN COMPLETED:

1. Take down all posters and the educational display.



# PROMOTED FOODS

# FOODS TO BE STOCKED IN THE STORES

## WORKING WITH STORE PARTNERS TO STOCK FOODS

Store partners of the Healthy Foods Hawai'i project have agreed to stock specific minimum quantities of foods for promotion for specific phases of the intervention.

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

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

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

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

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

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

# FOOD PROMOTION LIST

Date	Food	Minimum Amount needed per large store	Minimum Amount needed per small store
PHASE 1	Water	100 units	
	Diet sodas	100 units	
	100% unsweetened fruit juice (WIC juice)		
	1% fat milk	10 units	
	Skim milk	10 units	
PHASE 2	Cooking spray	10 units	
	Vegetables		
	Use of herbs		
PHASE 3	Lite mayo		
	Lite shoyu		
	Ketchup and mustard		
	Low fat salad dressings		
	Herbs		
PHASE 4	Fruits and vegetables	20 units fresh fruit	
	Low sugar cereals (WIC)	20 units	
	Pretzels	20 units Large and small bags	
	Baked chips	20 units. Large and small bags	
	Brown rice		
	Tortilla (wraps)	20 units baked tortilla chips	
	Low-fat dressings	20 units	
	Dipping vegetables: carrots, celery, etc	50 units	
	2% milk	20 units	
	1% milk	10 units	
	Skim milk	10 units	
	Any of the following cereals: Cheerios, Wheaties, Nutrigrain. Shredded wheat, Life, Corn Flakes, Special K	20 units (of all varieties combined)	

PHASE 5	Lean ground meat	10 units	
	Tuna in water		
	Fresh local fish		
	Lite/low sodium Spam		
PHASE 6	Fresh fruits & veggies		
	WIC/food assistance foods		
	Lower fat meats		
	Low fat salad dressings		

# COMMUNICATION

*materials*

# SHELF LABELS

## DESCRIPTION OF SHELF LABELS AND INSTRUCTIONS FOR USE

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

The following shelf labels have been developed.

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

**LOWER SUGAR:** intended to refer to a food choice which has substantially less sugar than foods in a similar category that are more commonly consumed (e.g. Lower sugar cereals, like Special K).

**[Insert shelf labels here]**

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

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

**HEALTHY KEIKI:** intended to refer to a food choice which is considered healthy for keikis, that is, lower in fat and sugar than foods of a similar category (e.g. fruits and vegetables, low sugar cereals, like Special K, brown rice, whole wheat tortillas).

**LOCAL PRODUCE:** intended to refer to foods that are produced by farmers locally within Hawai'i (e.g. bananas, oranges, taro, sweet potatoes, bak choy).

**LOWER SODIUM:** intended to refer to a food choice which has substantially less sodium than food in a similar category that are more commonly consumed, e.g. Low sodium Spam, Low sodium shoyu).

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

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

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

# PROMOTED FOOD SHELF LABELS

PHASE/DATE	FOOD	SHELF LABEL(S)	OTHER MATERIALS
Phase 1 (...- ... 05)	Water Diet soda 100% Unsweetened fruit juice Low/skim fat milk	Healthy Keiki Food Lower Sugar Lower Fat	Healthy beverage flyer Cartoons Posters Giveaways: "Drink to Think" water bottles Bottles of water
Phase 2 (... 05 ... 06)	Cooking spray Vegetables Use of herbs	Lower Fat Healthier choices Local produce	In-store flyer-cooking spray Recipe cards Cartoons and posters Giveaways: colanders and cooking spray
Phase 3 (... – ... 06)	Lite mayonnaise Lite Shoyu Herbs Ketchup & mustard Low fat salad dsg.	Lower Fat Healthier Choices Local Produce	Flyer - Lite mayo Recipe cards Cartoons Posters Reduced prices/specials Giveaways- "Hold the mayo" fridge magnet
Phase 4 (... – ... 06)	Fruits and veggies Pretzels & baked chips Low sugar cereals Low calorie beverages/water Brown rice Tortillas (wraps)- Whole wheat	Lower Sugar Healthy Keiki Lower Fat Local Produce Higher Fiber	Flyer- nutritional content of chips versus pretzels/baked chips & fruits and veggies Recipe card- snack ideas for keiki Cartoons Posters Giveaways-clip chips
Phase 5 (... – ... 06)	Lean ground meats Lite/ low sodium versions of Spam/ Tuna in water Local fresh fish	Low Fat Low Sodium Local Produce	Flyer on drain and rinse Recipe card- drain and rinse Cartoons Posters Giveaways- colanders
Phase 6 (... - ... 06)	Fresh fruits and vegetables Lower fat meats, Low fat salad dressings WIC/food assistance foods	Healthy Keiki Food Healthier Choice Lower Fat Lower Sugar Lower Sodium Local Produce	Flyer on healthy food can be cheaper Recipe cards- quick family meals Cartoons Posters Giveaways: Storage containers Shopping lists



# GUIDELINES FOR USING POSTERS

## ABOUT THE POSTERS:

Posters are one of the main mass media communication methods that are being used in the Healthy Foods Hawai'i program. Each phase of the HFH intervention has one or more posters that have been developed for that phase. We will use larger posters (2' x 3') in the larger stores and community locations. Post the tabloid size posters (11" x 17") in smaller stores since space is limited and the smaller ones are less likely to be removed by store staff.

## WHEN TO HANG:

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

## LOCATIONS:

In addition to intervention stores, hang posters in community locations such as hospitals and social services where they will get more exposure since people are forced to wait in these locations. Also hang them in churches, community centers, etc. if possible. The interventionist will need to get permission to put up the posters and selecting a suitable location at each site. They should only be put up in the intervention community locations, and NOT in the comparison communities.

PLEASE NOTE: No posters or any other intervention materials should be put up in Kau, Hawai'i Island or Waimanalo.

## DOCUMENTATION AND MAINTENANCE:

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

# POSTERS FOR EACH PHASE

All posters will be printed in both 11" x 17" and 2' x 3' formats.

## PHASE 0 – TEASERS

- Coming soon to a store near you – introduce HFH logo.
- Introducing the Healthy Foods Hawai'i Family

## PHASE 1- BEVERAGES

- 'Steps' poster
  - a) Adult: soda/ diet soda/ water
  - b) Child: soda/POG: diet soda/100% juice/Gatorade(?): water
- "Drink to Think" poster

## PHASE 2- COOKING METHODS

- Use of cooking spray
- Steps: addition of vegetables (fresh/frozen/canned)
- "Add a rainbow"
- Promoting local freshly caught fish as a healthy option

## PHASE 3- CONDIMENTS

- Teeter-totter mayo/ketchup – "Don't let mayo weigh you down"
- Steps: mayo – lite mayo - herbs and seasonings

## PHASE 4- SNACKING

- Snacking fruits and vegetables – strategies for eating veggies for kids
- Low sugar cereals with lower fat milk
- Fruit poster (AHS) modified
- Steps poster: regular chips – baked chips/pretzels – fruits and veggies

## PHASE 5- HEALTHY MEATS

- Health benefits of lite/low fat/low sodium versions of canned meats
- Healthier meats by draining and rinsing, add vegetables, lower fat, and link to heart disease
- Promote local freshly caught fish as a healthy option

## PHASE 6- MEAL PLANNING

- Learn together (shopping, food preparation, eating) families doing each of these things together.
- Comparing a "fast food" meal with home cooked "quick"/"not so fast" food in time, cost and nutrients.
- "Stretching" food the healthy way particularly WIC/food assistance foods
- Promoting local freshly caught fish as a healthy option

# NEWSPAPER CARTOONS

## GUIDELINES FOR USING NEWSPAPER CARTOONS

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

The cartoons should be printed in the Wai'anae Coast and the North Kohala newspapers.

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

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

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

# CARTOONS BY PHASE

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

## PHASE 0 – TEASERS

Introduces the project and the family  
(What could this family do to eat right, stay strong, live long?)

## PHASE 1- BEVERAGES

Child is look in the refrigerator for a beverage to drink. He/she thinks about the amount of sugar (teaspoons of sugar) in each of the drinks.

## PHASE 2- COOKING METHODS

Cooking spray use- drain and rinse, and adding vegetables to meals

## PHASE 3- CONDIMENTS

1. Thick mayo on sandwich, gob falls off (whoops, there goes the fat! x cals)
2. A man eating mayo filled sandwich throughout the year and gains a lot of weight.

## PHASE 4- SNACKING

Local couch potato kid eating junk food snacks, local surfer kid eating healthy snacks

## PHASE 5- HEALTHY MEATS

Cost of healthier options

## PHASE 6- MEAL PLANNING

On learning together themes

# FLYERS

## USE OF FLYERS

Flyers are a form of educational material on which more information about a topic may be conveyed. They are used in multiple ways in the Healthy Foods Hawai'i project.

**HANDOUTS:** Flyers may be handed out by the interventionist during taste tests.

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

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

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

## 1 – BEVERAGES

Show examples of flyers here and logo cartoon.

# FLYERS, continued

## PHASE 2 – COOKING METHODS

[Show examples of flyers]

## 3 - CONDIMENTS

[Flyer examples]

# FLYERS, continued

## 4 – SNACKING

[Show examples of flyers]

## 5 – HEALTHY MEATS

[Flyer examples]

## 6 – MEAL PLANNING

[Flyer examples]

# RECIPE CARDS

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

They could also be printed in the local newspapers for phases that do not have cartoons.

Example of recipe card from Phase ..



# EDUCATIONAL DISPLAYS

[Examples of educational displays]

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

# RADIO ANNOUNCEMENTS

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

## ALERT CUSTOMERS ABOUT:

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

## TIMING

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

# HEALTHY FOODS HAWAI'I RADIO ANNOUNCEMENT FORM

TO BE PLAYED:

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

TIMES:

LANGUAGE:

English only

Local pidgin only

Local pidgin and English

MESSAGE:

Play Healthy Foods Hawai'i – short theme

Play Healthy Foods Hawai'i – long theme

Hello! This is the Healthy Foods Hawai'i project, working with local stores to provide and promote healthy food choices.

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

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

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# COOKING

DEMONSTRATIONS

&

# TASTE

TESTS

# ABOUT COOKING DEMOS & TASTE TESTS

## CONDUCTING COOKING DEMONSTRATIONS AND TASTE TESTS

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

### TIMING

Cooking demonstrations will be conducted at least 3-4 times/phase at each large store and at least two times/phase at each other store.

Conduct large store demos especially at days of maximum attendance (i.e. During Food Stamp Issuance)

When many customers are present, focus on local people from the community.

### DURATION

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

# PHASE 1: TASTE TEST BEVERAGES

## LEARNING OBJECTIVES

1. Customers will taste test diet sodas.
2. Customers will compare the sugar content of a variety of beverages.
3. Customers will name the benefits of water.

## MATERIALS NEEDED

Have cans of popular sodas with the sugar content displayed (via number or spoons- to be decided)  
Dixie cups  
2 liter bottles of sample sodas  
Cooler with ice

## FLYERS

Healthy beverage- showing the amount of sugar in various sodas and drinks  
Educate about 100% fruit juice

## GIVEAWAYS

Bottled water (local producer/bottler)  
Water bottle: "Drink to Think"  
T-shirts carrying key messages  
Diet sodas

## FREQUENTLY ASKED QUESTIONS

- Q. Isn't the stuff in diet soda bad for you?  
A. No studies have shown that Nutrasweet increases risks of getting cancer or any other illness. Note: Nutrasweet contains phenylalanine, which is dangerous for phenylketonurics (a genetic disease)
- Q. I thought diet sodas are only for people with diabetes, sick people like that.  
A. Diet sodas are for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person. (I'd also avoid the word "sick" here, especially in reference to diabetics.)
- Q. So many beverages are called juice, what really is juice?  
A. Juice refers to beverages made of 100% fruit juice. They do not have sugar added to them and are often called "unsweetened fruit juice".

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

# PHASE 2 TASTE TEST

## COOKING METHODS

### LEARNING OBJECTIVES

1. Consumers will learn about the benefits of cooking spray (in terms of reducing fat in foods).
2. Consumers will see how to use cooking spray by observing and tasting a commonly-used recipe prepared with spray instead of grease or oil. Consumers will learn about other uses of cooking spray.
3. Customers will learn how to drain and rinse ground beef.
4. Consumers will learn how to add herbs to their food for flavor.
5. Consumers will learn how to add different vegetables to their dishes.

### MATERIALS NEEDED:

Cooking spray

Herbs

Vegetables

[Rest to be determined. Depends on the recipe to be followed]

Hot plate (ideally this would be a cast-iron skillet like people normally use)

Cover for the skillet

Hot plate

Colander

Small paper plates

Plastic forks

Napkins

VISUAL: Amount of fat in a serving of cooking spray versus cooking oil and lard

### FLYERS

Specials on local produce

Why Use Cooking Spray Flyers

Reduced price on cooking spray

Drain and rinse cartoon

### GIVEAWAYS

Small can of cooking spray

Colander

### FREQUENTLY ASKED QUESTIONS

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

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



Q. How does cooking spray taste?

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

Q. How much does cooking spray cost?

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

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

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

Q. *Is cooking spray safe to use?*

A. You have to be careful about how you store cooking sprays. Be sure to keep them away from light and heat (but don't refrigerate) and, although some manufacturers say these products are good for two years, you're better off replacing a can after six months. Over time, the oil will go rancid.

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

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

Q. Does drain and rinse change the flavor? I like the way fat tastes.

A. Yes, a little. You lose a little of the fat flavor, but the meat also tastes lighter and less greasy. You can also add a variety of seasonings to give it flavor.

Q. What do I do with the excess grease?

A. Throw it away. To save space and make it easier, you can chill it in the refrigerator first, skim it off the top of any water that was poured off, and toss it away in a garbage bag. [NOTE: I've heard, though, that dogs and other animals get into the trash to try to eat the grease, so if they have other sealed containers that can't be penetrated, that would be much better. Talk to the local people about what to suggest.]

Q. Doesn't rinsing and draining take away some of the nutrients?

A. No, studies have shown that almost no nutritional value is lost, only the fat.

<p>Activity #2 DRAIN &amp; RINSE</p>	<p>Demonstrate the drain and rinse method of cooking ground meat:</p> <ol style="list-style-type: none"> <li>1. Start with one pound of defrosted ground beef (or turkey) – use regular ground chuck, the most commonly purchased form of ground beef</li> <li>2. Brown the meat in the skillet/hot plate until the meat is brown</li> <li>3. Drain off the excess fat into a melting-proof, shatterproof plastic jar #1.</li> <li>4. Set jar into cooler for fat to congeal</li> <li>5. Pour water into the skillet and continue cooking a little longer</li> <li>6. Note: Have a hot water in a kettle ready to pour over the meat.</li> <li>7. Drain water (with fat) into jar #2, put into cooler for the fat to congeal</li> <li>8. Show how much additional fat was taken off by the rinsing method</li> <li>9. Note: we should have some jars of already congealed fat in the cooler ready to show consumers (sort of like the TV cooks!)</li> <li>10. Emphasize that the excess fat should be thrown away, and not used for other cooking.</li> <li>11. Compare this amount of additional fat removed by rinsing to things like jar of fat in a bag of potato chips, tablespoons of butter, etc.</li> </ol>
<p>Activity #3 SHOW USES OF RINSED MEAT</p>	<p>Discuss the uses of the drained and rinsed ground beef:</p> <ol style="list-style-type: none"> <li>1. Can be seasoned and used in any recipe that calls for hamburger, such as lower-fat tacos (give recipe card)</li> <li>2. Can be used to make low-fat hamburger gravy (give recipe card and the next demonstration)</li> </ol>
<p>Activity #3 PREPARE LOW FAT HAMBURGER GRAVY</p>	<p>Demonstrate the preparation of low-fat hamburger gravy:</p> <ol style="list-style-type: none"> <li>1. With drained and rinsed hamburger at the bottom of the pan, give a 2 second spray with cooking spray</li> <li>2. Add ¾ cup of flour, stir until browned. Flour should be fully dispersed so no lumps remain.</li> <li>3. Add about 3 cups of cold water to which a beef bouillon cube has been added</li> <li>4. Stir until the gravy has thickened and the cube has dissolved.</li> <li>5. Add pepper and other seasonings to taste. Additional salt should not be needed, but can be added if desired.</li> <li>6. Allow people to sample gravy with bread (tortilla?)</li> </ol>

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

# PHASE 3 TASTE TEST

## CONDIMENTS

### LEARNING OBJECTIVES

6. Consumers will taste Lite Mayonnaise on crackers.
7. Customers will learn about the low calorie alternatives to Mayonnaise, i.e. ketchup, mustard, herbs and seasonings.

### MATERIALS NEEDED:

Light Mayonnaise  
Mustard & ketchup  
Herbs  
Seasonings  
Small plates  
Napkins  
Flyers

### RECIPE CARDS

Ways to use herbs  
To be determined later- local style

### FLYERS

Comparison of Mayo and Lite Mayo  
Reduced prices on Lite mayo

### GIVEAWAYS

Coupons for lite mayonnaise  
Fridge magnet "Hold the mayo"

### FREQUENTLY ASKED QUESTIONS

Q. Aren't lower fat foods, like Lite Mayo more expensive?

A. Sometimes this is true, but they are also higher in other nutrients per serving – the fat does not add much except calories.

Q. Will Lite Mayo taste like Regular Mayonnaise?

A. Lite Mayo does not taste as greasy as Regular Mayonnaise and when it is used in salads or as a sandwich spread, it is difficult to know which type of mayonnaise it is.

<p>Activity #1 TASTE TEST REGULAR AND LITE MAYO ON WHEAT CRACKERS</p>	<p>Taste test of regular and lite mayo on wheat crackers.</p> <ol style="list-style-type: none"> <li>1. Spread two different types of crackers with either regular or lite mayo.</li> <li>2. Give each customer the two types of crackers.</li> <li>3. Ask the customer which of the crackers they prefer.</li> <li>4. Talk about substituting lite mayo for regular mayo for healthier lunches and meals.</li> </ol>
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<p>Activity #2 TASTE TEST MUSTARD AND KETCHUP ON???</p>	<p>Taste test of mustard and ketchup on .....</p> <p>This will be determined per discussion.</p>
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<p>Activity #3 TASTE TEST HERBS AND SEASONINGS</p>	<p>Taste herbs and seasonings.....</p> <p>This will be determined per discussion.</p>
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# PHASE 4: TASTE TEST

## A. SNACKING

### POPULAR SNACK FOODS

#### LEARNING OBJECTIVES

8. Consumers will taste lower fat versions of common snacks.
9. They will see how much fat is in a variety of popular snack foods.
10. They will see how many chips (or other snack) are in one serving of that food (many people eat the whole bag).
11. Children will taste raw vegetables prepared in attractive ways.
12. Consumers will discuss advantages of eating vegetables and low-fat dips as part of meals and snacks.

#### MATERIALS NEEDED:

Pretzels, low sodium pretzels, baked chips, baked tortilla chips, saltines  
Pre-sliced raw vegetables (baby carrots, celery, bell pepper, tomatoes)  
Variety of low fat dips  
Small plates  
Small cups  
Paper towels  
Four jars with fat  
Bottles of water  
Have bags there with the nutritional labels displayed

#### FLYERS

Nutritional content of chips versus pretzels  
Compare fruits and veggies with chips & pretzels, to show nutritional values, maybe use a version of the steps poster .  
Comparison of regular versus low-fat dressings and dips

#### GIVEAWAYS

HPC carrot sticks and celery sticks???  
Free sample size packages of:  
Pretzels  
Low sodium pretzels  
Baked potato chips  
Chip clip: emphasize that you don't have to eat the whole package.  
Coupons from the stores??

## FREQUENTLY ASKED QUESTIONS

- Q. I see that pretzels have more sodium than potato chips – I thought that causes high blood pressure?
- A1. We should work to reduce the amount of salt (sodium) people consume here as well as the amount of fat. If you have high blood pressure, you could try low sodium pretzels as a healthier alternative. Of course, fresh fruits make a tasty and economical snack! Other alternatives include low-sodium crackers and raw vegetables, such as carrots and celery.
- A2. There are many factors that may CONTRIBUTE to high blood pressure, and yes, sodium (most often as salt) is one. Others include your weight, level of physical activity, age, and whether or not you smoke. Many snacks are high in sodium. If you need to watch the amount of sodium you eat, here is a list of snacks that are low in BOTH sodium and fat.
- Q. Why is too much fat bad for me?
- A. (For kids) For the short term, eating too much fat makes you feel slow, with less energy to do what you want to do.  
(For adults) Eating too much fat can be bad for your heart. It can also cause us to gain weight, which can lead to diabetes and other health problems. It can cause our bodies to produce too much cholesterol and can also lead to cancer because some by-products of fat digestion can be harmful. Many people eat way too much fat and it causes these kinds of problems.
- Q. Is it okay to eat a little bit of chips? I love chips!
- A. Yes! We're not asking you to give up any foods completely. You can eat smaller portions, eat them less often, or share them with a friend, for example. But it's a good idea to have lower-fat chips or other substitutes at least some of the time. Choose the one(s) you like!
- Q. What else can I eat as snacks that are crunchy like chips?
- A. Try dry cereal, pretzels or crackers.

<b>Activity #1</b> <b>TASTE</b> <b>LOW FAT</b> <b>SNACKS</b>	Give small amounts of the following alternatives to taste: pretzels, low sodium pretzels, baked chips, baked tortilla chips, saltines. <ol style="list-style-type: none"> <li>1. Offer water (only) to drink with the snacks (to help cleanse the palate)</li> <li>2. May also include dry cereals to taste (<i>Cheerios, Special K, Chex cereals</i> -- note: many of these cereals can be purchased with WIC vouchers).</li> <li>3. Note: do NOT give regular chips to eat in comparison!</li> </ol>
<b>Activity #2</b> <b>TASTE</b> <b>TEST</b> <b>VEGGIES</b> <b>AND DIP</b>	Taste test of vegetables and low-fat dips. <ol style="list-style-type: none"> <li>1. Have a selection of vegetables pre-sliced into dipping form. Vegetables may include: baby carrots, carrots, celery, etc.</li> <li>2. Give each customer a small plate and let them take some vegetables.</li> <li>3. Have a series of low-fat dips available, let them choose a small container.</li> <li>4. Ask them which vegetables and dips they prefer.</li> <li>5. Ask the consumers to talk about the benefits of eating vegetables and low-fat dips as snacks.</li> <li>6. Talk about including vegetables and dips as part of a healthier lunch.</li> </ol>
<b>Activity #3</b> <b>POTATO</b> <b>CHIP</b> <b>SMASH</b>	Conduct the potato chip smash: <ol style="list-style-type: none"> <li>1. place three paper towels (white only) on the table</li> <li>2. put regular chips on first</li> <li>3. put baked chips on second</li> <li>4. put pretzels on third</li> <li>5. cover all three with paper towel</li> <li>6. ask customers to crush the foods with their hand</li> <li>7. take off top towels</li> <li>8. throw out crushed snacks</li> <li>9. show stained paper towels</li> <li>10. ask people what they think, see on the towels</li> </ol> Note: may also do the chip smash with Doritos or cheese puffs.
<b>Activity #4</b> <b>FAT JAR</b>	Do snack food fat jar demonstration: <ol style="list-style-type: none"> <li>1. Show them the four jars of fat</li> <li>2. Tell customers that they represent the amount of fat in a bag of the snack food, plus in a serving of the snack food</li> <li>3. Talking point: the more fat you eat, the more you get.</li> <li>4. ask them to guess which jar is chips, baked chips, Doritos, cheese puffs, pretzels – tell them the correct answer.</li> </ol>



# PHASE 4: TASTE TEST

## B. SNACKING

### HEALTHIER CEREALS

#### LEARNING OBJECTIVES

Customers will taste test lower sugar, higher fiber cereals  
Consumers will do a blind taste-test of lower-fat milks.

#### MATERIALS NEEDED

Cooler with ice  
Whole milk, 2% milk, 1% milk, skim milk  
Four jars  
Small Dixie cups  
Small bowls  
Sugar  
Frosted flakes, WIC cereals, such as Cheerios, Special K, Nutrigrain, Total, Wheaties,  
Oatmeal

#### FLYERS

Cereal label reading

#### GIVEAWAYS

Small boxes of promoted cereals  
Small containers of lower fat milks  
Coupons?

#### FREQUENTLY ASKED QUESTIONS

- Q. I thought whole milk was healthier than lower fat milk / they call it vitamin D milk?  
A. The only difference between whole and lower fat milks is in the amount of fat they have, they all have the same amount of vitamins, protein and other healthy ingredients.
- Q. Don't they just dilute milk to make it lower in fat?  
A. No, they skim off the fats that float to the top of the milk before it is blended (homogenized).

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

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

Q. Why is breakfast so important for children?

A. Do you know what the word "breakfast" mean? Breakfast is the meal that breaks your all night fast. Your body needs food for fuel to keep going. Refueling at breakfast helps some people to perform and feel better in the morning. Children especially may suffer from "morning energy crisis". Empty stomachs make children restless, irritable and less able to concentrate. Therefore they are less able to learn.

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

# PHASE 5: COOKING DEMO & TASTE TEST

## HEALTHY MEATS

### LEARNING OBJECTIVES

1. Customers will learn how to prepare a quick, low-fat dinner with vegetables.
2. Customers will learn how to drain and rinse ground meat
3. Customers will learn the benefits of draining and rinsing ground meat.
4. Customers will taste test and learn the difference in fat and sodium between Lite/Low Sodium and Regular Spam
5. Customers will taste the difference in fat between tuna packed in oil and water.

### MATERIALS NEEDED

Ice chest  
Ice  
Skillet/hot plate  
Stirring spoon  
Can opener  
Water  
Jars  
Small Dixie cups  
Small plates  
Plastic forks  
Paper towels  
Ground beef  
Spices  
Lite Spam/ Low Sodium and Regular Spam  
Tuna in water and oil

### RECIPE CARDS

TO BE DETERMINED:  
Easy to prepare ground beef and veggie recipes  
Fish recipe with herbs

### FLYERS

Comparison of Spam and Lite Spam  
Comparison of supersized meal vs. regular in terms of calories, fat, and price  
Drain and Rinse cartoon  
Type/ % of fat in different canned and fresh meats

## GIVEAWAYS

- Coupons for cooking spray
- Colander for drain and rinse at home

## FREQUENTLY ASKED QUESTIONS

- Q. Does drain and rinse change the flavor? I like the way fat tastes.
- A. Yes, a little. You lose a little of the fat flavor, but the meat also tastes lighter and less greasy. You can also add a variety of seasonings to give it your favorite flavors.
- Q. What do I do with the excess grease?
- A. Throw it away. To save space and make it easier, you can chill it in the refrigerator first, skim it off the top of any water that was poured off, and toss it away in a garbage bag. [NOTE: I've heard, though, that dogs and other animals get into the trash to try to eat the grease, so if they have other sealed containers that can't be penetrated, that would be much better. Talk to the local people about what to suggest.]
- Q. Doesn't rinsing and draining take away some of the nutrients?
- A. No, studies have shown that almost no nutritional value is lost, only the fat.
- Q. Is sodium a problem with this recipe, since you are adding beef bouillon?
- A. You can reduce the amount of sodium in the recipe by making the gravy with low-sodium beef broth to replace an equal amount of water.
- Q. Aren't lower fat lunch meats and Spam less nutritious?
- A. It's only the fat that is lower – either because they are made from lower fat cuts, or because some of the fat has been removed.

**Activity #1  
COOK PORK &  
BEANS WITH  
COOKING  
SPRAY**

Demonstrate cooking of pork and beans and potatoes using cooking spray:

1. Have potatoes pre-peeled to save time (keep them in cold water so they won't turn brown)
2. Prepare PORK AND BEANS AND POTATOES recipe as described on the recipe card
3. Explain about the healthiness of pork and beans compared to other kinds of canned beans (eg. Chili) – it would help to have specific information written out here; this is a good opportunity to show people the food label and the flyer.
4. Talk about each step as you do it
5. Potatoes may need to be sliced a little thinner than you usually do it
6. Emphasize how much cooking spray to use
7. Emphasize the need to cover, to help cook and retain moisture
8. Give ideas like adding onions, green peppers or tomatoes to make it more moist and improve flavor
9. Give each person a sample to taste on a small plate
10. Ask them what they think. Ask how they might make it taste a little better
11. Suggest that this meal be served with tortillas and some kind of additional vegetable or fruit
12. Need a graph showing the relative amounts of fat in different types of bean and chili foods.

# PHASE 6 TASTE TEST

## MEAL PLANNING

### LEARNING OBJECTIVES

13. Consumers will learn how to prepare quick family meals that use few ingredients.
14. Consumers will learn how to add herbs to their food for flavor.
15. Consumers will learn how to add different vegetables to their dishes.
16. Consumers will learn how to plan a meal using a list, reading labels when shopping and doing this together as a family.

### MATERIALS NEEDED:

Cooking spray  
Can of pork and beans??  
Herbs  
Vegetables  
[Rest to be determined. Depends on the recipe to be followed]  
Hot plate (ideally this would be a cast-iron skillet like people normally use)  
Cover for the skillet  
Hot plate  
Small paper plates  
Plastic forks  
Napkins

### FLYERS

Recipe cards for low cost, simple meals  
Stretching meals  
Comparing store and home made “fast foods”  
Special price on components of healthy meals

### GIVEAWAYS

Storage containers  
Shopping lists

### FREQUENTLY ASKED QUESTIONS

Q. Don't pork and beans have a lot of fat? After all, it has pork fat in it.  
A. Actually, the amount of fat in pork and beans is very small. A serving of pork and beans has less than 3 grams of fat, so it is considered a low-fat food.

Q: You are comparing pork and beans to chili, but the chili has more meat. Am I getting enough meat when I eat the pork and beans?

A: Beans, like baked beans, are actually a good substitute for meat, especially if you eat a variety of foods throughout the day. So pork and beans is a great choice!

Q. How can I prepare healthy meals cheaply?

A. Use beans. There are lots of different kinds of beans on the supermarket shelf, and all can make good, substantial and cheap meals. You can spice them up with herbs and seasonings. Usually beans such as pinto, navy, pea beans, black-eye and chickpeas, should be soaked ahead of time.

Q. How do I read food labels?

A. All food labels list the product's ingredients in order by weight. The ingredient in the greatest amount is listed first. The ingredient in the least amount is listed last. So, to choose foods low in saturated fat or total fat, limit your use of products that list any fat or oil first--or that list many fat and oil ingredients. Also, note that sugar is "hidden" in food and appears in other forms, such as sucrose, corn syrup solids, maltose, fructose, glucose.

Q. How can I stretch my meals when I cook for my family?

A. Firstly, make a list so you will buy the foods you need for your family. Look for sales or use coupons when buying these foods. Add vegetables to your meat dishes for taste and also they provide essential vitamins and minerals in our diet.

Q. Why is fiber so important?

A. Fiber is the structural part of plants and is neither digested nor used by the body. It is important for a good diet because it is this fiber that helps the intestine move along in digestion. A lack of fiber in the diet has been linked to common diseases such as obesity, diabetes and cancer of the colon.

Q. What foods are high in fiber?

A. Foods high in fiber are; whole grain breads and cereals (including whole wheat tortillas and brown rice), beans and lentils, fresh fruits and vegetables. And remember to drink 6 to 8 glasses of water or other liquid daily!



# GIVEAWAYS

# GIVEAWAYS

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

## NOTES

### **Giveaways with the project logo include:**

T-shirts (at cooking demonstrations/taste tests)

Water bottle: "Drink to Think" (Phase 1: Beverages)

Colanders/cooking spray (Phase 2: Cooking Methods)

Fridge Magnet "Hold the Mayo" (Phase 3: Condiments)

???Chip clips/ snack size bags of carrots/celery/etc - HPC: (Phase 4: Snacking)

Colanders for drain and rinse (Phase 5: Healthy Meats)

Storage containers (Phase 6: Meal Planning)

Shopping list pads (Phase 6: Meal Planning)

Magnet for fridge (Phase 6: Meal Planning)

### **Other giveaways include sample promoted foods:**

Bottled water (local producer/bottler) (Phase 1 – Beverages)

PAM spray (Phase 2 – Cooking Methods)

Lite mayo (Phase 3: Condiments)

Baked chips and low salt pretzels (small bag)? (Phase 4 - Snacking)

Lower sugar and higher fiber cereal boxes (Phase 4 Snacking)

Local whole wheat tortillas? (Phase 4 Snacking)

Lite Spam (Phase 5-Healthy Meats)

# PROCESS EVALUATION

# PROCESS EVALUATION

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

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

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

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

TABLE OF EVALUATION COMPONENTS

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

APPENDIX A:  
**PROMOTIONS  
POSTING LOG**

Instructions for promotions posting log use

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

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

1. Enter her name.
2. Check the location, Wai'anae or North Kohala, of the store or agency for which the log is being filled out.
3. Write in the name of the store or agency (i.e. Wai'anae Store)
4. Check the number corresponding with the current promotional phase.
5. For each item posted in the store/ agency:
  - (a) Write the date when the item was posted in the column labeled "date" under "posted".
  - (b) In the column labeled "type of print material," check the material type (i.e. flyer, poster). For posters, check whether a 13 x 19 or 2 x 3 size was posted. Write the name, code, and a brief description of the item.
  - (c) In the column labeled "location," check where the item was posted. If the location is not listed, check "other" and write in the location.
  - (d) When the items are removed, write the date of removal in the "date" column under "removed."

## SAMPLE PROMOTIONS POSTING LOG

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

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

Date	Type of Print Material	Location
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13 x 19 ___ 2 x 3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description  <input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other: _____
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13 x 19 ___ 2 x 3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description  <input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other: _____
Posted: _____  Removed: _____	<input type="checkbox"/> Banner <input type="checkbox"/> Poster ___ 13 x 19 ___ 2 x 3 <input type="checkbox"/> Flyer <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Other	Name/Code/Brief description  <input type="checkbox"/> Store entrance (outside) <input type="checkbox"/> Store entrance (inside) <input type="checkbox"/> Store aisle <input type="checkbox"/> Store end cap <input type="checkbox"/> Store shelf <input type="checkbox"/> Store wall <input type="checkbox"/> Bulletin board <input type="checkbox"/> Other: _____

# **HEALTHY FOODS HAWAII**

**Intervention Manual of Procedures  
September 2005**

[Insert photo or logo here]

***Healthy Foods for a Healthy Life***



# HEALTHY FOODS HAWAI'I

Healthy foods for a Healthy Life

[Insert logo here]

Healthy Foods Hawai'i is a collaboration between the University of Hawai'i, Department of Human Nutrition, Food & Animal Sciences, Johns Hopkins Center for Human Nutrition, Ka'ala Farm (Wai'anae), Cancer Research Center of Hawai'i, Wai'anae Coast Comprehensive Health Center