National Health Education Week
October 18 - 24, 2004

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

Society for Public Health Education
www.sophe.org
ACKNOWLEDGEMENTS

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Introduction

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

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

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

The 2004 Planning Guide for Healthy Eating: Every Bite Counts! is intended to help campaign planners to:

- Learn more about the role of health education in promoting healthy eating
- Determine an appropriate celebration of National Health Education Week 2004
- Select and plan activities for your celebration
- Evaluate the success of your activities
- Share your ideas and experiences with other health educators and health professionals around the country

Best wishes for a successful health education campaign!

Yours in health,

David Ramsey, MPH, CHES
SOPHE President

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Overview of the Field of Health Education

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

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

WHAT IS HEALTH EDUCATION?

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

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

The field provides a scientific backdrop that has established strong theories for disease prevention and health enhancing behaviors. This information is shared in theory-based journals that are renowned in the public health field for the latest research and best practice. These journals include Health Education & Behavior, American Journal of Health Promotion, Health Promotion Practice, and Journal of Health Education, among many others. In addition, professional organizations have been established in order to provide health educators with the opportunity to collaborate with other professionals in the field in an attempt to promote the goals of public health, all while adhering to a professional code of ethics.
WHAT IS THE ROLE OF A HEALTH EDUCATOR?
The U.S. Bureau of Labor Statistics reports that there are more than 40,000 community health educators in the United States. As officially defined by the Standard Occupational Classification (SOC), a health educator:

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

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

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

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

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

**WHAT IS HEALTH ADVOCACY**

In order for health educators and health professionals to support the goals of public health, an ecological approach that impacts health at a variety of levels including individuals, groups, and public policy is necessary. When addressing individual behavior change, such as healthy eating, it is important to consider all areas of impact, including policy change through health advocacy.

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

David Satcher, MD, PhD
Surgeon General

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

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

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

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

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

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

ROLE OF HEALTH EDUCATION IN PROMOTING HEALTHY EATING

In working to address the nation's health challenges, the fields of public health and health education work to systematically recognize and impact specific areas of health shown to affect the nation's overall health status. As more and more Americans are suffering and dying from chronic diseases, greater emphasis has been placed on individual and community changes that impact lifestyle behaviors. In fact, research has found that one's lifestyle accounts for nearly half (48%) of one’s health and wellness. Examples of health behaviors affecting lifestyle and health include smoking, regular medical check-ups, cholesterol screening, physical activity, and healthy eating. Community changes that support such behaviors are building sidewalks and walking paths, ordinances that prohibit smoking in restaurants and nutrition labeling.

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

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

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Organizing and Planning for National Health Education Week 2004

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

**MAKING A COMMITMENT**

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

**FORMING A PLANNING COMMITTEE**

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

- Establishing the goals and objectives of the campaign
- Developing a plan of action of activities and programs to accomplish the objectives
- Creating a timeline
- Identifying responsibilities
- Evaluating progress
- Addressing obstacles
- Evaluating outcomes

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

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

- By the end of NHEW 2004, all fourth grade students at Sunset Ridge School will be able to describe the components of the Food Pyramid, as indicated by a classroom post-test.
- By the end of NHEW 2004, Community X's Local Health Department (LHD) will have distributed Healthy Eating Kits to at least 150 families in their district, as indicated by the LHD's process forms.
- By the end of NHEW 2004, at least 30% of Company Health's employees will have participated in at least one event associated with *Healthy Eating: Every Bite Counts!* as indicated by the event rosters.
- By the end of the NHEW 2004 Community Elementary School Parent Workshop, at least 60% of participating parents will report an increased motivation to incorporate more fruits and vegetables in their child's lunch, as indicated by a workshop evaluation form.

ARE YOUR OBJECTIVES...

... SPECIFIC? *Are the objectives specific to the population of interest, the length of the campaign, and the desired change?*

... MEASURABLE? *Are the objectives able to be evaluated?*

... ATTAINABLE? *Are the objectives realistic in the given time frame?*

... GOAL-ORIENTED? *Do the objectives support the campaign's goal?*

ELICITING COMMUNITY SUPPORT
Whether led by an individual or a planning committee, successful campaigns are often grounded in community support. One way to elicit such support is to recruit community members and organizations that are involved in nutrition, health education and health promotion, both locally and nationally. Support can be fostered through advertising, networking, and one-on-one interviewing. By including the greater community in your campaign, you have the potential to:
- Reach more of your population of interest
- Increase credibility of your campaign
- Gain access to additional materials
- Benefit from community talent and additional human resources
- Share financial costs associated with campaign materials, events, and/or activities
- Foster a collegial network within the community-at-large
- Build off past successful initiatives

**IDENTIFYING AND REACHING POPULATIONS OF INTEREST**

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

Some examples of populations of interest with specific dietary needs and concerns include:

- School-aged children
- Expectant mothers or women planning a pregnancy
- Older adults
- Individuals with food allergies
- College students
- Working mothers and fathers
- Employees who pack lunch
- Individuals who like to eat out
- Vegetarians
- Athletes
- Weight-loss groups
- Individuals who have been diagnosed with a serious illness (e.g. CVD, diabetes, cancer) and their significant others

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

2. **WHEN will your population of interest be most open to a healthy eating campaign?**
   In addition to a prime location, an effective campaign also targets a population of interest at particular times. For instance, a grocery store might be a fine location for a campaign; however, due to work schedules, you might learn that the campaign would not be as effective during regular business hours. Therefore, to target your population of interest, you might run your campaign activities on the weekend and in the early evening. By considering the most popular times, your campaign is more likely to influence greater numbers, and thus have a greater impact.

After determining where and when your population of interest will be most open to a nutrition campaign, you can begin exploring different types of campaign strategies, including those mentioned in this Tool Kit. These strategies will vary depending upon:

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

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

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

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

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

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

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

**SELECTING AND PLANNING ACTIVITIES**

*Levels of Influence*

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

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

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

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

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

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

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

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

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

After all of your hard work, don’t forget to evaluate your campaign’s success! In fact, evaluation is an essential component of any campaign and should be planned from the start, not left as an after-thought. Planners can learn the strengths and weaknesses of a campaign through Process Evaluation and Outcome Evaluation.

Process Evaluation

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

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

Outcome Evaluation

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

- Did your knowledge of fruits and vegetables increase as a result of this campaign?
- Did your eating habits change as a result of this campaign? How?

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

If evaluation seems overwhelming or too complicated, do not forget that there are many resources that surround you. Consider enlisting the help of a local evaluator, a graduate student in the field, volunteer interns, or the services of professionally trained public health evaluators. As a core component of any campaign, evaluation enables you to continually improve your efforts over time.

ADDITIONAL PLANNING TOOLS FOR YOUR CAMPAIGN

For more specific instruction and planning tools for a nutrition campaign, consider the following:
**CDCynergy: A Multi-Media Health Communications Planning Tool**

CDCynergy is an innovative CD-ROM that uses an interactive framework for creating and testing a health communications campaign. The program provides real-life case examples from national and local communication campaigns, plus reference materials, consultants' feedback, extensive tools for research, a diverse media library, and a cumulative evaluation plan. Developed by the Centers for Disease Control and Prevention (CDC), CDCynergy guides users step-by-step through a six phase marketing model, specifically arranged in a series of questions in which users can define, clarify, and analyze health problems that may benefit from program intervention. For more information about CDCynergy, including purchasing costs and training workshops, contact SOPHE at (202) 408-9804.

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

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

> This handbook presents key principles and steps in developing and evaluating health communication programs for the public, patients, and health professionals. It expands upon and replaces two earlier publications titled Pretesting in Health Communications and Making PSA's Work. The guide discusses specific steps in program development and includes examples of their use. Sources of additional information on each subject are included at the end of the chapters.9

**HEALTH LITERACY**

Healthy People 2010 defines health literacy as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.”10 In other words, health literacy refers to the basic set of skills needed to read, understand, and act on basic health information. However, recent data suggests that as many as 90 million adults have low health literacy. Health education and health communications campaigns must be planned with this in mind. Here are a few basic tips to help create materials with a clear desired behavior and easy-to-understand language: use commonly understood words; use short sentences and an active voice; use diagrams, pictures, and other visual tools; emphasize the desired behavior, rather than the medical facts; and include clear headings, bullets instead of paragraphs, and ample white space. Several formulas are also available to measure the readability of the materials you create, including the Flesch-Kincaid Grade Level and Flesch-Kincaid Reading Ease Score, and the SMOG Index. *(For more information visit [http://www.med.utah.edu/pated/authors/readability.html](http://www.med.utah.edu/pated/authors/readability.html)).*

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INTERNET RESOURCES RELATED TO HEALTHY EATING

- 5 A Day for Better Health, http://www.5aday.gov/
- American Dietetic Association, http://www.eatright.org/Public/NutritionInformation/92.cfm
- American Heart Association, www.americanheart.org
- Centers for Disease Control and Prevention (CDC), Division of Nutrition & Physical Activity www.cdc.gov/ncdphp/dnpa/
- Centers for Disease Control and Prevention Verb Campaign, http://www.cdc.gov/youthcampaign/
- Center for Science in the Public Interest, http://www.cspinet.org/
- Child Care Food Program, http://doh.state.fl.us/ccfp/info/nutritioncampaign.htm
- Food & Drug Administration, http://www.fda.gov
- National Center for Health Education, www.nche.org
- World Health Organization, www.who.int/hpr/physactiv/
1. **Write a Proclamation** recognizing and promoting healthy eating by the state governor, the mayor, or administrator of your organization

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Third Week of October, October 18- 24, 2004

As National Health Education Week

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

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

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

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

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

**Suggested Local Organizations to Contact and Send Marketing Materials to:**

- National School-to-Work Opportunities Office (STW)
- Girl Scouts of America/Boy Scouts of America
- Chamber of Commerce
- Local school boards
- Junior Achievement (JA)
- Local school health education teachers
- Community Kids Corp
- University health science/health education departments
- Young Entrepreneurs’ Organization
- Young America’s Foundation, Inc
- Local newspapers, radio and television stations

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NHEW 2004: Health Education Job Shadow Day
The more prepared you are, the more effective the day will be!

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

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

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

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

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

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

Post-Event Activities:
- Send thank-you notes to all participating agencies and individuals.
- Review evaluation forms from all participants.
- Evaluate the planning process of the event.
- Make recommendations for Job Shadow Day 2005!
**Ideas for NHEW & Job Shadow Day Marketing Materials:**
- Posters
- Brochures
- Sign up lists for interested students & health educators
- General List of Benefits for Participants
- Handouts

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

**Ideas for the Health Educator's Orientation Packets:**
- Contact information of the participant who will shadow the health educator
- Explanation of Job Shadowing
- The goal of Health Education Job Shadow Day
- List of benefits of participating in Job Shadow Day
- Suggestions of activities
- Suggestions for discussions for Job Shadow Day
- Evaluation forms

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

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

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

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

Healthy Eating Open House

**WHEN?** **THURSDAY, OCTOBER 21**

5:30PM - 7:30PM

**WHERE?** **COMMUNITY Z'S DEPARTMENT OF HEALTH**

2240 APPLE DRIVE

YOUR COMMUNITY, USA 12345

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

- Tour the Health Department with the new Executive Director
- Hear about WIC's new plans from the WIC Project Director
- Participate in lesson demonstrations from School Nutrition Programs
- Listen to presentations from Community-Based Nutrition Programs
- Win Door Prizes

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Recognizing excellence in health education and health promotion within your community or organization is just one easy way to celebrate National Health Education Week. The 2004 NHEW theme, *Healthy Eating: Every Bite Counts!*, is a prime way to applaud the efforts and achievements of an exemplary program, organization, company or individual in your community and their contribution to healthy eating behaviors.

How To Begin …

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

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

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

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

(2) **SOLICIT NOMINATIONS**

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

(3) **DEVELOP A SELECTION COMMITTEE**

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

(4) **HOLD AN AWARDS CEREMONY**

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

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

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

<DATE>

Dear Colleague:

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

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

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

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

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

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

Sincerely,

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

**THE 3rd ANNUAL COMMUNITY-WIDE HEALTH FAIR**

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

- Watch live **COOKING DEMONSTRATIONS** from area chefs
- Get free **CONSULTATIONS** from Public Health Nutritionists
- Sample over 100 **HEALTHY SNACKS**
- Try our **NEW On-line MEAL PLANNER**
- Listen to **AUTHOR X** discuss her new low-calorie cook book
FOR MORE INFORMATION OR TO PARTICIPATE IN THIS EXCITING EVENT, PLEASE CONTACT THE <NAME OF ORGANIZATION> AT <CONTACT INFO>
CREATING UNFORGETTABLE DISPLAY BOOTHS FOR NHEW

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

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

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

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

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

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

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

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

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

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

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

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

Generally, the same guidelines that apply to writing letters to policy-makers apply to emails, as well. The following additional tips will help increase the impact of your e-mail messages:

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

Sample Syndicated Columnist Letter on the Health Education Profession

<DATE>

<SYNDICATED HEALTH COLUMNIST>
<ADDRESS>
<CITY, STATE, ZIP>

Dear <NAME>:

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

Grounded in behavioral and social science theories and based on our training in the social, medical and behavioral sciences, health educators can help communities, groups, and individuals identify their health concerns, develop appropriate plans of action, create and implement programs, and identify resources to address public health issues. Using our education and communications training, Health Educators educate people, not just inform them, about diseases, injuries and disabilities through presentations, educational materials, and mass media campaigns. Having studied the health care system and health and consumer behavior, we know how to effectively facilitate health care and health promotion decision making, help patients negotiate medical care systems, and train and work with medical and allied health professionals to increase the likelihood that patients will comply with medical treatments and recommendations. Trained in community organizing and group dynamics, we can organize community health initiatives, build coalitions, and advocate for political and organizational policies conducive to health. Whether the challenge is poor nutrition, physical inactivity, bioterrorism, depression, cancer, heart disease, diabetes, AIDS, substance abuse, injuries or other health issues, professional Health Educators have the core diagnostic, planning, evaluation, communication and coordination skills to educate for the prevention, early detection and treatment.
Where do we do our health education? We work in healthcare facilities, colleges/universities, K-12 schools, workplaces, government agencies, voluntary agencies, and community organizations. No other profession is trained in the competencies associated with professional health education since 1989.

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

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

Yours in health,

<NAME>
Voice your opinions!

Serve as an Agency Spokesperson
call your local, state, or national representatives
Be Interviewed on a Radio Talk Show
Appear on a Local Public Television Station
Attend a local, state, or national rally

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

“Healthy Eating” Talking Points

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

Sources: www.cdc.gov; www.obesity.org; and www.nih.gov.
GET INSPIRED TO HOLD A...

NHEW 2004 COMMUNITY-WIDE CONTEST

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

NHEW 2004: Community-Wide Contest Ideas

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

Contest Considerations

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

Check out the Appendix to apply for the NHEW 2004 National Contest!
STEPS TO INFORMING THE MEDIA

Step 1: Identify your key audiences.

You may have different key messages for specific communities as well as a general set of messages for the general population.

Step 2: Decide upon key message(s)

Possible key messages:
- Obesity is the cause of many serious health problems in our society. In addition to being associated with 300,000 deaths/year, it is associated with heart disease, type 2 diabetes, and colon, breast and endometrial cancers
- Obesity is becoming a common problem. The growth in adult & child obesity is _________. Obesity rates in at risk communities, such as the African-American community have reached _________.
- Healthy eating reduces obesity.
- Healthy eating results in healthy children.
- Healthy eating is easy.
- Healthy eating involves smart food choices.
- The smart food choices are ________________________________.
- Community X or program X or school X does a excellent job in teaching health eating
- National and local health education programs are targeting obesity. (Insert CDC examples, and others that represent a regional diversity.)
- Lowering obesity levels will lower our nation's health care costs.

Step 3: Get the facts

Research the facts that support your key message(s), such as obesity rates and risks, physical activity rates, and food choices at worksites, schools, and organizations.

Step 4: Decide which media outlets you want to utilize

Possible media outlets include television, radio, newspapers, and newsletters, among others.

Step 5: Develop a current media contact list

Include local and regional radio, television, print outlets and key journalists.
Step 6: Develop a press release (Refer to the sample press release on the following page.)

- Include a background page about National Health Education Week and healthy eating. The background page can include key facts, statistics, and information resources.
- Identify a member of your organization as a local spokesperson to answer journalist questions and be quoted.
- Identify any local stories that reflect good health education programming to lower obesity and promote to journalists through the press release kit.

Step 7: Develop a strategy for utilizing media outlets

- See your information through the eyes of a journalist. Fashion your story to fit their needs and interests.
- Leverage local or regional issues of media interest to promote NHEW, as well as to promote your organization, and the value of health prevention efforts as a major way to lower health care costs for your community, organization, employers, the nation.
- Create media interest through the use of specific stories about people helped, health programming undertaken, and policy stands that speak to reducing the rising obesity rates through health eating.
- Find people who can talk to the media about the need for healthy eating in reducing obesity, the role of health education, and prevention efforts to lower healthcare costs.
- Attain support for healthy eating efforts from government agencies and other health organizations.

Step 8: Disseminate your information to media outlets & priority media targets

- Include a brief cover letter with your press release.
- Mail, fax, email and telephone calls are all delivery mechanism to get your message to media outlets. Check to see how your local journalists like to be contacted. They are often busy professionals who appreciate clarity and brevity.
- Don’t wait for them to contact you—follow-up with a call, fax, or email.
- Follow through on media requests.
- Be timely in responding to media requests for more information and connecting them to experts on the topic.

Step 9: Begin to establish a relationship with the media

- Send thank you notes to those media that covered your story.
- Add contacts to distribution lists for newsletters and other publications.
- Send additional news of interest to those media contacts.
- After the story, invite the media to cover your organization, program, worksite for events.
- Follow the interests of specific journalists and send them relevant stories.
- Help establish your organization as a credible source for information on health issues.
Healthy Eating is the Focus of National Health Education Week 2004

<CITY, STATE> – Healthy Eating is the Focus of National Health Education Week 2004. The theme for National Health Education Week, October 18-24, 2004 is Healthy Eating: Every Bite Counts. To encourage healthy eating habits, <NAME OF PROGRAM/ORGANIZATION> <DESCRIBE THE ACTIVITY/EVENT/PROMOTION BEING CONDUCTED>.

According to the Centers for Disease Control and Prevention (CDC), over one third of adults 20 years of age and older are classified as obese, nearly 59 million people. Among children ages 6 to 19, 15% (almost 9 million) are overweight – triple the number in the 1980’s. In addition, over ten percent of preschool children between the ages of two and five years old are overweight.

Quote from <CREDIBILE ORGANIZATION/PROGRAM INDIVIDUAL>
Quote from <HEALTH EDUCATION OR NUTRITION EXPERT>

National Health Education Week is celebrated each year during the third week of October in an effort to focus national attention on a major public health problem, to provide public education on the issue, and to improve consumer understanding of health education’s role in promoting the public’s health. Since 1995, NCHE and its partner organizations organize and promote National Health Education Week, and have provided support to schools, communities, and health education professionals throughout the nation to enable them to plan and conduct activities around the designated annual theme.
The Society for Public Health Education is a non-profit professional organization founded in 1950 to provide leadership to the profession of health education and to contribute to the health of all people through advances in health education theory and research, excellence in health education practice, and the promotion of public policies conducive to health. Located in Washington, DC, SOPHE has more than 4,000 members and 23 chapters located throughout the United States, Western Canada and Northern Mexico. The Society publishes two scientific journals, Health Education & Behavior and Health Promotion Practice. For more information, go to www.sophe.org.

The National Center for Health Education, created by a presidential commission in 1975, is a private, not-for-profit organization whose mission is to lead the nation in the implementation of lifelong comprehensive health education focusing on children and youth. NCHE’s Growing Healthy®, a comprehensive school health education curriculum for grades K-6, which helps young people acquire the knowledge and skills to confront the critical health issues facing them, has reached over 5 million students in 15,000 schools in more than 40 states in the U.S. and Canada. For more information, go to www.nche.org.
Healthy Eating: Every Bite Counts!
Activity Guide & Tool Kit
APPENDICES

Fact Sheet: Nutrition and Obesity

Fact Sheet: Current Federal Nutrition Legislation

Society for Public Health Education (SOPHE)

National Center for Health Education (NCHE)

Coalition of National Health Education Organizations

National Health Education Week Contest
Fact Sheet: Nutrition and Obesity

Overweight and Obesity in the U.S.

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

Health Effects and Cost of Obesity

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

Benefits of Maintaining a Healthy Weight

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

Nutrition in the U.S.

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

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

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

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

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

The Healthy Lifestyles and Prevention (HeLP) America Act of 2004
- **Status**: On 6/22/2004, referred to Senate committee, read twice and referred to the Committee on Finance
- **Summary**: A bill to improve the health of Americans and reduce health care costs by reorienting the Nation's health care system towards prevention, wellness, and self care.
- **Highlights**:
  - Healthier Kids and Schools- expanded fruit and vegetable program, school wellness policies, mental health services in schools, and healthy school environment grants
  - Healthier Communities and Workplaces- tax credits to "healthy businesses," grants for communities, programs for individuals with disabilities, Complete Streets Incentive program
  - Responsible Marketing and Consumer Awareness- restaurant labeling, authority to prohibit food advertising in schools, eliminates tax deductibility of tobacco advertising
  - Reimbursement for Prevention Services- Medicare expansion and copayment elimination for prevention services, smoking cessation coverage, preventative health services for women
  - National Health Promotion Trust Fund
  - Expansion of research regarding obesity
Improved Nutrition and Physical Activity Act (IMPACT Act)
- **Status**: Passed in the Senate, Pending in the House of Representatives (as of 8/9/04)
- **Summary**: A bill to establish grants to provide health services for improved nutrition, increased physical activity, obesity prevention, and for other purposes
- **Highlights**:
  - Obesity, overweight, and eating disorders would be added to the list of priority conditions to be addressed by health professions
  - $60 million authorized to create a demonstration program that funds community organizations to conduct a variety of activities to curb obesity and eating disorders
  - Provide additional authority for the Centers for Disease Control and Prevention (CDC) to collect information regarding fitness levels and energy expenditures among children
  - Allow states to use their Preventive Services Block Grant money for community education on improved nutrition and increased physical activity

For more information visit [www.thomas.loc.gov](http://www.thomas.loc.gov) and search bill number S.1172
To take action and support this bill visit [http://capwiz.com/aahperd/mail/oneclick_compose/?alertid=1772716](http://capwiz.com/aahperd/mail/oneclick_compose/?alertid=1772716)

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

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

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

To find the contact information of your Representatives, visit the following website:
http://www.house.gov/writerep/

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

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

www.healtheducationadvocate.org  www.obesity.org
www.actionnetwork.org  www.senate.gov
www.apha.org/legislative/  www.thomas.loc.gov
www.citizenspeak.org
SOPHE SNAPSHOT

PURPOSE
SOPHE is a 501 (c)(3) professional organization founded in 1950 to promote the health of all people by:
stimulating research on the theory and practice of health education; supporting high quality performance
standards for the practice of health education and health promotion; advocating for policy and legislation
affecting health education and health promotion; and developing and promoting standards for professional
preparation of health education professionals. SOPHE is the only professional organization devoted exclusively
to public health education and health promotion.

MEMBERSHIP
At the national level, SOPHE’s membership comprises more than 2,200 individuals with formal training and/or
an interest in health education and health promotion throughout the United States and 25 international countries.
Members work in schools, universities, medical/managed care settings, corporations, voluntary health agencies,
international organizations, and federal, state and local government. There are currently 24 SOPHE chapters
covering 33 states, northern Mexico, and Western Canada and two chapters under development.

GOVERNANCE
SOPHE is governed by a Board of Trustees including all officers, two trustees elected at large, and four trustees
elected from the House of Delegates, which comprises all chapters. The House and Board hold two business
meetings per year and monthly conference calls. Chapters must meet National SOPHE requirements, although
they are autonomous in governing and financial structure.

PUBLICATIONS
(1) The bimonthly journal, Health Education & Behavior (formerly Health Education Quarterly), one of
the most frequently cited journals in the field.
(2) Health Promotion Practice, a quarterly journal launched in 2000. Articles are devoted to authoritative
practical applications of health promotion and education.
(3) "News & Views", a bimonthly newsletter including new resources, developments and meetings in the
field.

SPECIAL INTEREST GROUPS AND CAUCUSES
(1) Children, Adolescents & School Health (5) Health Communications/Social Marketing
(2) International/Cross Cultural Health (6) Worksite Health
(3) Community Health Education (7) Anthropology & Public Health
(4) Medical Care/Patient Education

Caucues: (1) University Faculty (2) Student/New Professionals

STRATEGIC PLAN
SOPHE’s 2002-2005 strategic plan includes 28 objectives in the following 6 major goal areas:
• To expand the reach and effectiveness of SOPHE’s advocacy efforts.
• To promote the use of health education to eliminate health disparities.
• To review, expand and promote a dynamic research agenda for health education and behavioral sciences.
• To support and enhance the professional preparation and training of health educators and public health
professionals.
• To proactively market health education.
• To continually elevate SOPHE’s performance in operations, governance and resource development to
achieve the strategic plan.
PROFESSIONAL DEVELOPMENT
SOPHE supports professional development by:

- Offering two continuing education conferences annually, each attracting 300-600 health professionals. The SOPHE Annual Meeting is held the weekend immediately prior to the American Public Health Association (APHA) annual meeting, and the SOPHE Midyear Scientific Conference occurs in May or June.
- Promoting and providing distance learning opportunities such as webcast, video teleconferences, audiotapes, and self-study journal articles to enhance CE opportunities for health professionals at the local level. SOPHE is the largest multiple-event provider of continuing education contact hours for certified health education specialists.
- Providing a nationwide network of trainers for the CDC health communications program/CD-ROM, CD$ynergy, as well as experts for CDC’s Corporate University courses in Health Communications.
- Sponsoring the award-winning Public Health Education Leadership Institute, in cooperation with the Directors of Health Promotion and Education and entering its seventh class in 2004.

ADVOCACY
SOPHE’s Advocacy Committee meets monthly, with representation from all 24 Chapters. A listserv facilitates rapid communication and action on national legislative issues. SOPHE also adopts resolutions that provide an organizational foundation for national/local action on selected issues. SOPHE has taken the lead for the last 7 years in organizing a health education-wide Advocacy Summit, with advocacy training and visits to Capitol Hill. In 2004, SOPHE was invited to provide oral testimony to the House Appropriations Subcommittee on Labor, Health & Human Services, Education, and Related Agencies.

PARTNERSHIPS

Alliance for Behavioral and Social Science
American Association for Health Education
American Psychological Association “Decade of Behavior”
Association of State and Territorial Dental Directors
Directors of Health Promotion & Education
Brady Center to Prevent Handgun Violence/Coalition to Stop Gun Violence
Co-Management Learning Network
CDC Coalition
CDC Guide to Community Preventative Services
Children’s Defense Fund
Children’s Defense Fund Coalition
Coalition of National Health Education Organizations
Council on Public Health Linkages
Friends of HRSA
International Union for Health Promotion and Education
Healthy People 2010 Public Health Infrastructure Work Group
NHLBI National Asthma Education Coordinating Committee
NHLBI National Cholesterol Education Committee
NLM Partnership for Health Information Access
National Coalition for Promoting Physical Activity
National Coalition to Support Sexuality Education
National Commission for Health Education Credentialing
National Competency Update Project
National Coordinating Committee on School Health
National Council on Folic Acid
National LBGT Health Coalition
National Public Health Partnership
Partners for Effective Tobacco Policy/Campaign for Tobacco-Free Kids
Partnership for Anthrax Vaccine Education
Research!America
Research to Prevention Coalition
Society for State Directors of Health, Physical Education & Recreation
United Nations Public Information Division

RECENT & CURRENT ACTIVITIES

- Receipt of two-year cooperative agreement with CDC’s Division of Adolescent & School Health (DASH) to provide technical assistance and training in DASH-funded states for support of coordinated school health programs dealing with youth obesity, inactivity, tobacco, and other chronic disease risks.
- Receipt of five-year cooperative agreement with the Agency for Toxic Substances and Disease Registry (ATSDR) to support improved collaboration between the fields of health education and environmental health.
- Adoption and implementation of the report “Toward a Unified System of Accreditation for Professional Preparation in Health Education”, which was completed by the National Task Force on Accreditation in Health Education during 2000-2003, sponsored by SOPHE and the American Association of Health Education (AAHE).
- Publication of a special HPP supplemental theme issue “The Shifting Landscape: Five Years After the Master Settlement Agreement” (July 2004) and; a HEB theme issue on environmental health promotion (August 2004) and a special supplement on women’s health (August 2004);
- Major upgrade of SOPHE’s database and website for enhanced membership services and capacity.
- Continuation of an individual-giving program and endowment to provide funds for leadership development, scholarships, distance learning, and other goals in SOPHE’s strategic plan. Updated 9/0
National Center for Health Education

The Center
The National Center for Health Education was created in 1975 in response to an urgent need for a private, not-for-profit organization that could coordinate health education efforts nationwide. Established at the recommendation of a special Presidential Commission, the center was conceived as a flexible, problem-solving organizational entity that would encompass five major functions: advocacy, convening, information exchange, research and evaluation, and technical assistance. Specifically, NCHE designs and implements health education programs for distribution through schools nationwide.

NCHE is also the officially designated sponsor of National Health Education Week, which is celebrated each year during the third week of October in an effort to focus national attention on a major public health problem, to provide public education on the issue, and to improve consumer understanding of health education’s role in promoting the public’s health.

The NCHE Mission
The mission of NCHE is to lead the nation in the implementation of life-long comprehensive health education.

Organization and Staff
NCHE is a New York State not-for-profit corporation under Section 501 (c)(3) of the Internal Revenue Code and is governed by a private sector Board of Directors drawn from the fields of medicine, education, law, and business. A staff of professionals with substantive backgrounds in public health and education, design and develop health education programs and nationwide promotional campaigns such as National Health Education Week.

NCHE programs around the country are implemented by highly skilled teachers, educational administrators, and trained facilitators.
**Coalition of National Health Education Organizations**

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

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy for Health Behavior</td>
<td>P.O. Box 31264</td>
<td>704-330-6592</td>
<td><a href="http://www.aahb.org">www.aahb.org</a></td>
</tr>
<tr>
<td></td>
<td>Charlotte, NC 28231</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1900 Association Drive</td>
<td>800-213-7193</td>
<td><a href="http://www.aahperd.org/aahe">http://www.aahperd.org/aahe</a></td>
</tr>
<tr>
<td></td>
<td>Reston, VA 20191</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>410-859-1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American College Health Association</td>
<td>PO Box 28937</td>
<td>410-859-1500</td>
<td><a href="http://www.acha.org">http://www.acha.org</a></td>
</tr>
<tr>
<td></td>
<td>Baltimore, MD 21240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American School Health Association</td>
<td>7263 State Route 43, PO Box 708</td>
<td>330-678-1601</td>
<td><a href="http://www.ashaweb.org">http://www.ashaweb.org</a></td>
</tr>
<tr>
<td></td>
<td>Kent, OH 44240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directors of Health Promotion and Education (formerly ASTDHPPE)</td>
<td>1101 15th St NW, Suite 601</td>
<td>202-659-2230</td>
<td><a href="http://www.astdhppe.org/">http://www.astdhppe.org</a></td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eta Sigma Gamma</td>
<td>2000 University Avenue</td>
<td>800-715-2559</td>
<td><a href="http://www.bsu.edu/web/esg/">http://www.bsu.edu/web/esg</a></td>
</tr>
<tr>
<td></td>
<td>Muncie, IN 47306</td>
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<tr>
<td></td>
<td>800-715-2559</td>
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<tr>
<td></td>
<td>National Center for Health Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>375 Hudson Street, 13th Floor</td>
<td>212-463-4050</td>
<td><a href="http://www.nche.org">www.nche.org</a></td>
</tr>
<tr>
<td></td>
<td>New York, NY 10014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Education and Health Promotion Section and School Health Education and Services Section, American Public Health Association</td>
<td>800 Eye Street, NW</td>
<td>202-777-APHA (2742)</td>
<td><a href="http://www.apha.org/">http://www.apha.org</a></td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society for Public Health Education</td>
<td>750 First Street NE, Suite 910</td>
<td>202-408-9804</td>
<td><a href="http://www.sophe.org">http://www.sophe.org</a></td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20002</td>
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<td></td>
<td>Reston, VA 20191-1599</td>
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</table>
CELEBRATE NATIONAL HEALTH EDUCATION WEEK

October 18-24, 2004

Healthy Eating: Every Bite Counts!

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

Contest Rules:

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

Contest Deadline: November 5, 2004

Visit NCHE’s website at www.nche.org or the SOPHE website www.sophe.org for an application.

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

1. Tell us about you:

________________________________________________________________________
Organization Name

________________________________________________________________________
Contact Person

________________________________________________________________________
Address

________________________________________________________________________
City/State/Zip

________________________________________________________________________
Telephone

________________________________________________________________________
Fax

________________________________________________________________________
E-mail Address

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

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

________________________________________________________________________

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

________________________________________________________________________

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

SOPHE
750 First Street NE, Suite 910
Washington, DC 20002
ATTN: NHEW 2004 Contest
(202) 408-9815 fax
NATIONAL HEALTH EDUCATION WEEK 2004 EVALUATION FORM

The Society for Public Health Education and the National Center for Health Education would like to know how you celebrated National Health Education Week 2004. Your response to the following questions is much appreciated.

Did you celebrate National Health Education Week (NHEW) 2004?  ____Yes  ____No

Did you celebrate NHEW during the week of Oct. 18-24, 2004?  ____Yes  ____No

Did you celebrate the theme *Healthy Eating: Every Bite Counts!*?  ____Yes  ____No

Toward whom did you target your NHEW 2004 efforts?  *(Check all that apply.)*

<table>
<thead>
<tr>
<th></th>
<th>____Schools (K-12)</th>
<th>____Colleges/Universities</th>
<th>____Schools (other):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Caregivers</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Local businesses</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Employers</td>
<td>____</td>
<td>____</td>
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<tr>
<td>Other (please describe):</td>
<td>____</td>
<td>____</td>
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</tbody>
</table>

With which community partner(s) did you collaborate?  *(Check all that apply.)*

<table>
<thead>
<tr>
<th></th>
<th>____Schools (K-12)</th>
<th>____Colleges/Universities</th>
<th>____Schools (other):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Caregivers</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Community agencies</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Health care industry</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>Other (please describe):</td>
<td>____</td>
<td>____</td>
<td></td>
</tr>
</tbody>
</table>

____ I did not collaborate with a community partner.

<table>
<thead>
<tr>
<th>How many individuals did your celebration...</th>
<th>1 - 25</th>
<th>26 - 50</th>
<th>51 - 75</th>
<th>76 - 100</th>
<th>100+</th>
</tr>
</thead>
<tbody>
<tr>
<td>... plan to reach?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>... actually reach?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Which activity/activities did you use to celebrate NHEW 2004?  *(Check all that apply.)*

<table>
<thead>
<tr>
<th>Activity/activities</th>
<th>Teach related classroom lessons</th>
<th>Job Shadow Day</th>
<th>Health Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Awards Ceremony</td>
<td></td>
<td>Inform the Media</td>
<td>Display Booth</td>
</tr>
<tr>
<td>Newspaper/Newsletter Article</td>
<td></td>
<td>Contact a politician</td>
<td>Open House</td>
</tr>
<tr>
<td>Radio/Television Appearance</td>
<td></td>
<td>Community Proclamation</td>
<td>Hold a Contest</td>
</tr>
<tr>
<td>Speak /Present at an Event</td>
<td></td>
<td>Other (please describe):</td>
<td></td>
</tr>
</tbody>
</table>

*Circle the number that best represents your answer to the following questions.*

<table>
<thead>
<tr>
<th>The goals of my NHEW celebration were met.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to celebrate NHEW next year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>SOPHE's <em>Activity Guide &amp; Tool Kit</em> was useful to my planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>NCHE's curriculum and corresponding packet of information were useful to my planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I plan to use SOPHE and NCHE materials to plan other health education campaigns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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What were your greatest strengths in planning and implementing your celebration?

- Strong interest from the community
- Past experience in campaign planning
- Strong interest from school/organization
- Theme relevant to school/organization's goals
- Available resources (please describe): ____________________________
- Other (please describe): ____________________________

What were your greatest obstacles in planning and implementing your celebration?

- Lack of interest from the community
- Lack of experience in campaign planning
- Lack of interest from the school/organization
- Theme not relevant to the school/organization's goals
- Lack of resources (please describe): ____________________________
- Other (please describe): ____________________________

In what setting(s) do you work? (Check all that apply.)

- Colleges/Universities
- Health care settings
- Health Departments
- Community agencies
- SOPHE Chapter
- Local businesses
- Schools (K-5)
- Schools (6-8)
- Schools (9-12)
- Schools (other)
- Other (please describe): ____________________________

What is your profession? ____________________________

Please describe your community:  

- Urban  
- Suburban  
- Rural

Please use the space below to share any additional comments or suggestions related to National Health Education Week 2004.


Please send your completed evaluation form to:
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