



# New Food Packages: Marketing Our Messages

Applying Lessons Learned to Food Package Implementation

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# California WIC Program

- 1.4 million participants are served each month
- 82 local agency contracts; 625 sites statewide
- 3,500 local agency staff provide services
  - Each local agency has at least one Registered Dietitian; many local agencies also hire degreed nutritionists
  - WIC nutrition assistants (WNAs)—trained paraprofessionals--are the primary staff for assessment and education of participants
  - Clerical and support staff
- Nutrition education provided in individual and group classes – majority of participants receive both





# Revitalizing Nutrition Education: California WIC's Journey

- Facilitated Group Discussion, 1996-2000\*
  - Fit WIC, 1999-present\*
  - Learner-Centered Education: Learning to Listen, Learning to Teach, 2001-present
  - Learner-Centered Education: Finding the Teacher Within, 2002-present\*
  - Motivational Interviewing: Pearls of Change, 2006-present
  - Healthy Habits for Life Campaign, 2008-2009
- \* USDA Special Project Grants (Reports on FNS website)



# Facilitated Group Discussion (FGD)

- Interactive form of group education where participants discuss a topic with each other and the staff/facilitator encourages participation and corrects misinformation
- Evaluation of 24 local agencies: 12 intervention and 12 control
- Staff from intervention agencies attended FGD training workshops



# Facilitated Group Discussion (FGD)

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## Lessons Learned from Evaluation of FGD:

- FGD was at least as effective as other forms of nutrition education
- FGD required advanced group facilitation skills to keep class on track, and a high-level of expertise on class topics
- Paraprofessionals (WNAs) had difficulty developing the skills necessary for FGD through training workshops
- Staff input and “buy-in” is critical; on-going training/reinforcement is needed



- A 5-state WIC special project designed to identify how WIC can help prevent childhood obesity
- Re-focused nutrition education to emphasize parent-child feeding relationship rather than specific foods
- Incorporated physical activity into all aspects of WIC services
- Developed coalitions to support community-wide policy and organizational changes
- Provided staff with tools and support to be role models for participants



## Lessons learned from Fit WIC:

- Incorporate physical activity as an essential element of nutrition assessment/education
- Change focus of participant education from weight to healthy lifestyle
- Increase use of participant-centered education that emphasizes concrete, practical strategies for the whole family
- Support WIC staff in adopting healthy lifestyle behaviors to become role models for participants
- Plan for resources for staff training, development of specialized nutrition materials, and more time with participants



# Learner Centered Education (LCE)

- “Learning to Listen, Learning to Teach” training began in 2001 as a form of dialogue-based education where learners talk with one another and the teacher
- Teacher-learner roles are redefined and a communication partnership is based on mutual respect
- LCE includes open questions, working in pairs, key messages modeled throughout program, and offering an inviting and welcoming setting
- Inspired CA WIC to adopt LCE for nutrition education



# Finding the Teacher Within (FTW)

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- Staff training program initiated in 2002 as California's version of "Learning to Listen, Learning to Teach" for WNA staff
- FTW training program includes Train-the-Trainer workshops, on-site FTW in-services, and class observations and mentoring



# Finding the Teacher Within (FTW)

## Evaluation of LCE/FTW:

- 10 agencies included - 5 intervention, 5 control
- Intervention group received one year of FTW staff training and used LCE-based lesson plans for classes; control group used a traditional lecture-style format for classes
- Evaluation compared impact of FTW/LCE with “traditional” education approaches
- Evaluation utilized surveys, interviews and focus groups to gather data from agency leaders, teachers, and participants



# Finding the Teacher Within (FTW)

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## Lessons Learned from Evaluation of LCE/FTW:

- Participants enjoyed learning from others in LCE class and could identify specific reasons why information was important to their lives
- Significant value of staff “buy-in” for LCE/FTW
- Staff were more satisfied with LCE methods
- Implementing and sustaining LCE requires a long-term commitment



# Motivational Interviewing: Pearls of Change (Pearls)

- Motivational Interviewing (MI) is a guided learner-centered counseling style focusing on addressing challenges to changing behaviors
- MI reinforces VENA with practices of rapport building, critical thinking and identifying stages of change
- “Pearls” is a 6-month intensive training and mentoring program developed to help WNAs improve counseling skills
- Pearls utilizes a series of workshops, training mentors and counseling observations



# Motivational Interviewing: Pearls of Change (Pearls)

## Lessons Learned from Pearls:

- WIC staff value using MI techniques and feel they are more effective as counselors, and they want more mentoring and time to practice MI techniques
- Training models need to include ongoing mentoring opportunities and consistent reinforcement at staff in-service sessions



# Healthy Habits for Life Campaign

- CA WIC will use Sesame Workshop HHFL messages and materials to implement the new food packages
- Applying lessons learned
- It's a campaign!
  - Staff training/employee wellness
  - Participant education
  - Outreach to health care providers
  - Vendor materials
- A team of local agency staff, State staff and community stakeholders jointly plan, design, and develop the HHFL campaign



# Healthy Habits for Life Campaign

- Campaign topics:
  - Healthy Habits Begin at Birth (Breastfeeding and Infant Feeding)
  - Eat a Rainbow of Fruits and Vegetables
  - Sometimes Food and Anytime Food
  - Make Half Your Grains Whole
  - Lose the Fat, Keep the Vitamins (Dairy)
  - Let's Go Shopping for Healthy Foods (Using the New WIC Checks)



# HHFL Staff Training & Participant Education

2008 JUL AUG SEP OCT NOV DEC 2009 JAN FEB MAR APR MAY JUN JUL AUG SEP OCT-DEC

Present  
HH4L  
concept &  
Staff  
Wellness  
Plan at  
Task  
Force

Wellness  
Orientation  
at CWA Fall  
Conference

Kick-off HH4L staff wellness @ LAs

Wellness  
celebration  
at CWA  
spring  
conference

Wellness msgs reinforced

HH4L (STAT fds, Eat a rainbow)  
staff training.... ppt educ

Lose the fat...keep the Vitamins  
staff training..... ppt educ

Make half your grains whole  
staff training..... ppt educ

New food package checks  
staff training..... ppt educ

# Healthy Habits for Life Campaign

## Marketing our messages:

- Reality - staff are the “face of WIC” and they are influential in promoting healthy habits to participants
- Lessons learned - provide staff with ample opportunities, and with mentoring and support, to experience new information and approaches
- Strategy - dedicate time to employee wellness so staff can become “champions” of healthy habits—and the new food packages--for WIC families





# Healthy Habits for Life Campaign: Employee Wellness

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A 6-month Program beginning 10/2008

- *All staff* will complete an online wellness survey as a baseline evaluation; results will be used to customize local wellness activities
- Local agencies will conduct a 3-hour, learner-centered, kick-off session to introduce HHFL to *all staff*. Highlights include:
  - Introduce concepts and messages of the HHFL campaign
  - Explore personal wellness – food, exercise, etc
  - Practice using a journal to document food intake, activity and other health indicators
  - Apply HHFL messages at home with other family members



# Healthy Habits for Life Campaign: Employee Wellness

- After the kick-off, a series of 3 one-hour sessions on HHFL messages will be presented--fruits and vegetables, sometime/anytime food, whole grains, lowfat dairy
  - Each session uses a variety of materials and tools to reinforce content from kick-off
  - Examples of activities include food demos, potlucks, recipe contests, wellness challenges, and take-home activities to complete with their families



# Healthy Habits for Life Campaign: Employee Wellness

- Materials will be developed by the HHFL campaign team, provided to CA local agencies and posted on the CA WIC website
- Wellness materials include:
  - Learner-centered training lesson plans
  - HHFL kit
  - Posters
  - Wellness journal
  - HHFL activity cards
  - Tape measures
  - Measuring cups





My  
**WELLNESS JOURNAL**

This journal belongs to: \_\_\_\_\_



healthy habits for life

## My Wellness Journal: Getting Started!

### STEP 1: Describe Your Goal. Writing it down makes it real!

People are more likely to achieve their goal when they have clearly described it. Talking about it or, better yet, writing it down, makes it more real and more attainable. Make it a specific goal.

*For example, instead of "eat better", say, "eat less fast food".*

Try visualizing the "new you" when you achieve your wellness goal. What will your life be like? How will you feel?

### STEP 2: Define Your Motivation

Now that you've described your goal, you need to accurately define and state your motivation for shaping up and eating better. Try to write down at least five reasons why you want to achieve the goal that you described in Step 1.

### STEP 3: Create a Plan

Include the specific steps you will need to take to achieve your goal.

### STEP 4: Chart Your Progress to Stay Motivated

This could be the most important step of all. If you start to feel discouraged, look over your notes. When you can see the progress that you've made, you'll feel more enthusiastic and confident to continue.

### STEP 5: Celebrate Your Success

As you are charting your progress at the end of the day, week, or whenever, don't forget to celebrate your successes. Find a way to "reward" yourself for sticking with your commitment (as long as your "rewards" do not jeopardize the progress you have worked hard to make!).

And don't forget to share your successes with friends, coworkers, and family members. Their reactions will feed your enthusiasm and propel you further along.

### STEP 1: MY GOAL IS . . .

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### STEP 2: MY REASONS ARE . . .

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### STEP 3: MY STEPS ARE . . .

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### STEP 4: (Use these journal pages to chart your wellness journey.)

### STEP 5: MY REWARDS WILL BE . . .

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*Success is the sum of small efforts, repeated day in and day out.—Robert Collier*

My Healthy Habits for Life goal for today is

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What I ate today

Breakfast	Lunch	Dinner	Snacks	Drinks
Food Groups	Servings	Notes		
Milk & Dairy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Meats	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Grains	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Fruits	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

My physical activity for today was

Physical activity	Duration

*Happiness is not a matter of events, it depends upon the tides of the mind.  
—Alice Meynell*

My Healthy Habits for Life goal for today is

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What I ate today

Breakfast	Lunch	Dinner	Snacks	Drinks
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Milk & Dairy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
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Grains	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Fruits	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

My physical activity for today was

Physical activity	Duration

## Eat a Rainbow— How Many Fruits and Vegetables?

How many cups of fruits and vegetables do you and your family need to eat each day? The answer is in the chart below. It shows you a range of how much a person needs to eat, based on their age. (Keep in mind, a cup is about the size of one small apple.) Of course, reaching the higher amount is better.

	DAILY AMOUNT OF FRUITS	DAILY AMOUNT OF VEGETABLES
KIDS 2 – 8 YEARS OLD	1 – 1.5 CUPS	1 – 1.5 CUPS
KIDS 9 – 18 YEARS OLD	1.5 – 2 CUPS	2 – 3 CUPS
ADULTS	1.5 – 2 CUPS	2.5 – 3 CUPS



To find out how many cups each person in your family needs for good health visit [www.myypyramid.gov](http://www.myypyramid.gov) and click the MyPyramid Plan for information.

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

MY FRUIT AND VEGETABLE GOAL:

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\_\_\_\_\_

## Lose the Fat... Keep the Vitamins— Drink Lowfat Milk!

### HOW MUCH CALCIUM DO YOU NEED?

The chart below indicates the amount of calcium needed for any age.

AGE	DAILY MILLIGRAM INTAKE (mg)
1-3	500
4-8	800
9-18	1300
19-50	1000
51+	1200

### DAIRY FOODS/SUBSTITUTES CARD ACTIVITY

Record all the dairy foods or substitutes that you ate or drank yesterday. Refer to the instructions on the activity card to complete the chart below.

WHAT I DRANK OR ATE YESTERDAY	CALCIUM (mg)	SATURATED FAT (g)	FOODS OR BEVERAGES FOR CHANGE	CALCIUM (mg)	SATURATED FAT (g)
TOTALS:			TOTALS:		



Including **ORANGE** in your diet will help maintain...

- » The risk of some cancers
- » Your immune system
- » Vision health
- » Heart health

[healthyhabitsforlife](#)



APRICOTS NECTARINES  
BUTTERNUT SQUASH  
ORANGES CANTALOUPE  
RUTABAGAS CARROTS  
PUMPKIN TANGERINES  
PEACHES PERSIMMONS  
MANGOES PAPAYAS  
SWEET POTATOES PEACHES



**WHOLE GRAIN BENEFITS**  
Including whole grains in your diet may *reduce gum disease*.

[healthyhabitsforlife](#)



**WHOLE GRAIN BENEFITS**  
Including whole grains in your diet may *reduce gum disease*.

Periodontitis, a gum inflammation that is the major cause of tooth loss in adults, may be reduced by eating 3–4 servings of whole grains daily, according to a 14 year McMaster University Study.



## DAIRY FOODS/SUBSTITUTES

healthyhabitsforlife

### NUTRITION FACTS

# PLAIN SOY MILK

SERVING SIZE - 1 cup (8 oz.)

Calories - 100		% DV
Total fat	4 g	6%
Sat. Fat	0.5 g	3%
Cholesterol	0 mg	0%
Sodium	120 mg	5%
Total Carbs.	8 g	3%
Dietary fiber	1 g	4%
Sugars	6 g	
Protein	7 g	
Calcium	300 mg	
Potassium	300 mg	

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# Healthy Habits for Life Campaign

Applying lessons learned for success....

- All staff will have *confidence* from their personal wellness *experience* to encourage WIC families to make healthy habits changes
- Staff will be able to *assess* participant's readiness for behavior changes (Motivational Interviewing)
- Staff will be able to *guide* nutrition education using familiar HHFL messages (Learner-centered education)



# Healthy Habits for Life Campaign

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## The Goal....

- Participants will leave WIC appointments after *engaging* in dialogue about HHFL messages, feeling *hopeful* about making positive behavior changes
- October 2009: Participants will receive food checks to support positive behavior changes





# Marketing Our Messages: Summary

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- A successful nutrition education program requires a commitment to staff training, mentoring and on-going support
- Learner-centered approaches empower staff and participants to make healthy changes
- We can market our messages most effectively by engaging staff as the “marketers” using learner-centered education

For more information:

[www.fns.usda.gov/oane/menu/demoprojects/wicspg/wicspg.htm](http://www.fns.usda.gov/oane/menu/demoprojects/wicspg/wicspg.htm)

[www.cdph.ca.gov/programs/wicworks/pages/wictrainingyourstaff.aspx](http://www.cdph.ca.gov/programs/wicworks/pages/wictrainingyourstaff.aspx)

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