



5 A DAY INTERVENTION MANUAL



INTERVENTION MANUAL

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INTRODUCTION

Welcome to the 5 a Day project. As the person in charge of this activity, you will play a vital role in assisting your worksite to implement a program that will encourage employees to eat more fruits and vegetables. Making these simple dietary changes may lead to improved health and contribute to lowering the risk of some diseases.

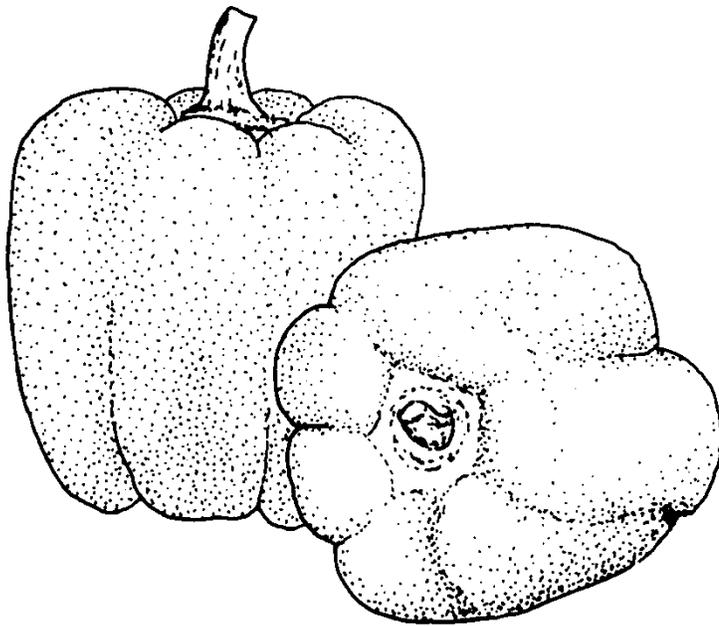
Each worksite is a unique entity, with distinct characteristics, personality, values and culture. The project should be designed to reflect your particular worksite. It is important for employees to feel they own the project and to achieve a balance between the need to maintain the integrity of the 5 a Day mission and that of meeting the needs of the worksite. To truly affect change in behavior, participants must be invested in the project.

This manual will acquaint you with 5 a Day and is designed to help plan and conduct activities at your worksite. It will provide you with lists of materials and resources that will be helpful as you implement the program. We encourage you to make use of these materials.

Once again ... welcome. We are confident that you will find this project a positive experience for your worksite. We wish you well.



THE 5 A DAY PROJECT



PROJECT DESCRIPTION

BACKGROUND

Why Fruits And Vegetables?

The 5 a Day Project is built on the mounting evidence that supports the role of dietary factors in health status. Public health recommendations stress that people should eat more dietary fiber and less fat. Fruits and vegetables can contribute substantially to the daily intake of fiber, the remainder coming from whole grains and other complex carbohydrates. Fruits and vegetables are low in fat and are good sources of vitamins and other elements of potential importance to good health.

The slogan, "**Fruits and Vegetables...5 a Day...For Better Health**" was devised as a positive and memorable message to encourage individuals to consume fruits and vegetables more often. The slogan was developed by the California Department of Health Services and used in a statewide project funded by the National Cancer Institute. 5 a Day is now being promoted and implemented throughout the nation. The Fred Hutchinson Cancer Research Center, through a grant from the National Cancer Institute, is conducting the promotion in the Puget Sound area.

Why 5 a Day In Worksites?

Worksites offer an opportunity for achieving widespread community health behavior change. They can be viewed as small, contained communities and may be good channels to test interventions rather than the community as a whole. Worksites provide adult populations of workers of varying ages and health status and offer the opportunity to involve individuals who might not otherwise participate in programs seeking dietary behavior change.

Project Overview

The primary goal of the 5 a Day study is to involve employees in a worksite intervention that will occur at both the employee (individual) and company (environmental) level to effect an increase individual consumption of fruits and vegetables by an average of 1/2 serving per day.

THEORY OF STAGES OF CHANGE

The 5 a Day intervention is based on a model of behavior change developed by Prochaska and DiClemente. The theory is referred to as the "Transtheoretical model of behavior change." This framework holds that behavior change is a process and people go through a predictable series of steps. These steps are described and labeled as:

1. Those not considering a change (precontemplation)
2. Those beginning to consider making a change (contemplation)
3. Those deciding to make a change (preparation)
4. Those taking action (action)
5. Those trying to maintain newly learned behaviors (maintenance)

RATIONALE FOR TRANSITION POINTS STRATEGIES

The 5 a Day intervention activities focus on the points when people move from one stage to the next. Hence, there are four phases, called transition points, which operationalize the stages of change theory. The rationale for each transition point follows:

Transition Point I (precontemplation to contemplation)

Activities are designed to encourage the precontemplator to consider making a change in eating habits by increasing awareness of the benefits of eating more fruits and vegetables, and to think about his/her current eating patterns. A kickoff event might be promoted during this time so the precontemplator will not only start thinking about eating changes, but will anticipate an upcoming event that will focus the eating pattern messages.

Transition Point II (contemplation to preparation)

Activities in this phase are designed to move a person from being interested in change to actually getting ready to change. At this point, the participant will often question where he/she stands in relation to the suggested behavior change and may begin to look for simple ways to change his/her eating behavior. The kickoff event might be offered during this time to promote the Five a Day program and offer incentives to choose more fruits and vegetables. In addition, a self-assessment tool will be available to aid participants in determining their current eating behaviors.

Transition Point III (preparation to action)

Participants in this phase are ready to take more specific steps toward increasing fruit and vegetable consumption. This phase will assist employees in making these behavior changes, as well as making supportive changes in the environment.

Transition Point IV (action to maintenance)

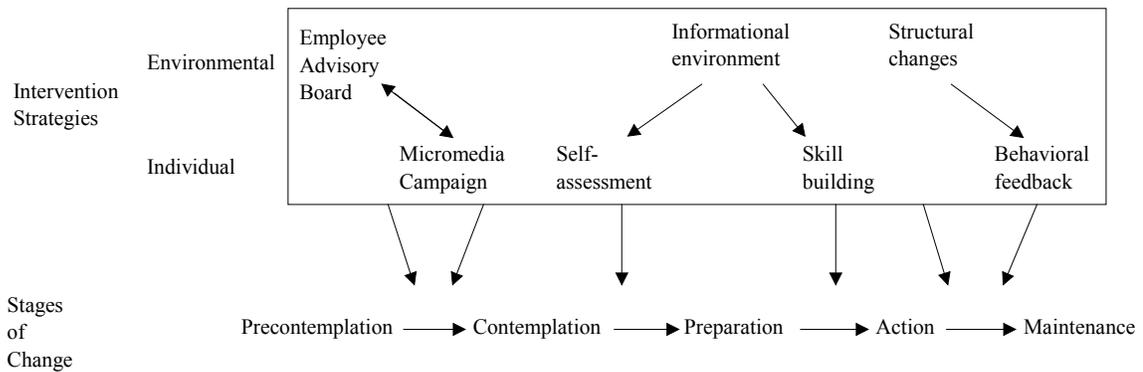
At this point, participants are incorporating behavior changes into their every day lives. Environmental supports are necessary here to help participants maintain their changes. It also helps participants to re-evaluate their diet and see how much improvement they have made.

Many wellness programs have been traditionally directed at people who are ready to take action. In the average worksite, this group usually accounts for only a small percentage of the employees,

while many others are in the pre-contemplation or contemplation stages of change. Given the low level of public knowledge about appropriate fruit and vegetable consumption, we assume most employees will fall into the pre-contemplation or contemplation stages of change.

Our theoretical framework combines individual level interventions with environmental interventions to help participants move through the stages of change, as shown in Figure 1.

Figure 1. Theoretical Design



Our activities are intervening at the point where the participant makes a transition from one stage of the behavior change to the next. We call these "transition points"

The Five-a-Day worksite activities begin at the precontemplation stage and move along through maintenance. The progression of the 5 a Day activities is somewhat artificial since some participants will move along quickly through the stages, while others need more time to progress. Similarly, even though Figure 1 shows a straight progression through the different stages, there are times when people fall back to a previous stage or stay in one stage for a long time. Nevertheless, this model provides a useful tool for our intervention design.

Figure 2 shows the intervention timeline according to transition points.

Figure 2. Intervention Timeline

	Transition Point I	Transition Point II	Transition Point III	Transition Point IV
EAB meetings	Precontemplation to Contemplation	Contemplation to Preparation	Preparation to Action	Action to Maintenance
Begin 2 months prior to Transition Point I	Length: 1 month	Length: 1 month	Length: 5 months	Length: 3 months

The Intervention Timeline is broken down into further details in the Activities Timeline on the next page. This Activities Timeline shows how the parts of the intervention will fit together over the 12 months following the formation of the Employee Advisory Board. Please note that "TP" stands for Transition Point.

ORGANIZING A 5 A DAY CAMPAIGN IN THE WORKSITE

Organizing a 5 a Day program in the worksite can be an easy process that involves employees in making simple and healthy changes in individual eating habits. A worksite is a good place to develop such a program because worksites are like small communities. Each has its own personality, rules of operation, hierarchy and customs. Employees spend a large percentage of their waking life in the worksite and may be open to messages and information that can help them make positive behavior changes.

The following information is a summary of how to set up a worksite Employee Advisory Board that will oversee the implementation of the 5 a Day concept. It may be helpful to refer to the EAB Handbook, provided to you as you begin this planning process.

FORMING THE EAB

An essential component of the 5 a Day project is the development of an Employee Advisory Board. This group should be representative of the various departments or levels of the worksite. The mission of the Board is to determine how the 5 a Day message and activities should occur in the worksite, to identify resources and decide how these resources should be used. Working together to develop plans will require creativity, innovation, communication and enthusiasm. It may be helpful to coordinate efforts with an existing safety or wellness committee. It is important that this be a group that will be able to work together and be flexible.

The task of forming an Employee Advisory Board involves recruitment and nomination of members to serve. It is a good idea to have a representative from all departments or areas of the worksite. A preliminary planning group may be established to design and guide the formation of the Board.

The nomination process can take various forms. Members may be self nominated, nominated by supervisors or department managers, nominated by other employees, such as a nominating committee or nominated by the designated worksite coordinator. Whatever method is chosen, recruitment efforts must include information about the purpose of the project, an estimate of time and effort that will be expected of a board member as well as a description of clearly defined roles and responsibilities. Additional consideration may be given to length of Board term and whether this group will meet during company time or on employee time. Volunteer time is valuable, nominees need to have an accurate picture of Board expectations.

Once your Board is formed and you begin to plan for your first EAB meeting, there are some basic activities that will help the Board to function efficiently and effectively. It is essential that the roles and responsibilities of each member be clearly defined. Defining expectations in order that all stakeholders share and agree upon a vision is the foundation of Board development. In addition, some other basic tasks should be completed.

Initial Organizational Activities. The Board will need to define the structure of the group, size, term of membership and, determine the leadership. A process for future recruitment and nomination tasks could be determined at this time.

Defining the 5 a Day Program. The goals and objectives of the 5 a Day project will be the foundation of the Board's activities. An orientation to the 5 a Day project should be part of the initial EAB meeting. Information and materials to use with the orientation can be found in the Resource Manual that has been distributed to the worksite.

Clarifying Roles. Board members will work more efficiently and be more effective when they know what is expected from them. Policies and procedures should be developed at the initiation of the project so that the board members know the "ground rules" of operation. Such items as agenda development, problem solving and decision making are all tasks that should be clearly defined.

Committees

EAB's may recruit and form committees to work on specific or time limited projects or may divide the areas of responsibility with a committee structure. Committees provide small, hands on groups to work on specific tasks while the Board maintains a monitoring and advisory role with committees participating in the development of the intervention. The work of the project may be accomplished at the committee level with the Board meetings primarily consisting of committee reports and decision making. Committees may be formed in the initial, organizational phase of Board development, with others to be formed on an as needed basis.

Team Building

Developing a team that will work well together not only contributes to the success of the program but helps each member become excited and energized about time spent. To facilitate this process, there are several elements that should be addressed.

Open Communication. Positive communication skills are an asset to any Board development process. Open communication, freedom to express new ideas, innovative suggestions, objective questioning and creative collaboration help create an environment of open exchange.

Conflict Resolution. Effective problem solving is the key to any collective effort. It requires an atmosphere of openness which cannot be attained without a high degree of trust. While various participants share a common goal, conflict can arise because of differences of opinion. When conflict does arise, it is essential to be proactive and constructive in seeking a solution.

There are basically three ways of resolving conflict: Win-or-lose (competing), negotiating (bargaining), and problem solving (collaborating). Generally, a win/lose approach is destructive; it can undermine interpersonal relations and organizational effectiveness. Avoiding a win/lose situation is preferable. The goal of adjusting such a situation should be to strive for what is best for all rather than for just one. There should be no winners or losers. In a win/win outcome, everyone comes out on top.

The second method for resolving conflict is negotiation. Negotiation is compromise. Each side tries to give up as little as possible, while gaining concessions from the other party. In a successful negotiation, certain elements are present: both parties believe they benefit from the outcome; each trusts that the other will live up to the agreement; neither has the power to force the other side to comply unwillingly; one party is willing to propose negotiations; each side enters the negotiations knowing that the solution may be less than they originally wanted. Each party must keep in mind their

common goals, must identify concessions that can be made, keep an open mind and be creative.

When successful, the last approach, problem solving, can meet the needs of both parties without sacrifice or "loss of face" on the part of either. To accomplish this, both parties need to allow their thinking to go outside the boundaries of their own interests. There needs to be wide base of information and a strong commitment by all to solve the problem, not just the conflict. In this approach, neither side is in the position to force the other to comply and the power is directed at the problem rather than at the other party.

Of the three approaches, problem solving can be the most effective and productive and provides a lower risk of long term damage to the relationship. Focusing on the problems, not the people, makes finding solutions much easier.

Moving The Message Out To The Worksite Employees. Once the internal operating structures of the Board have been defined and put into operation, it is time for Board members to move out into the workforce to begin to deliver the 5 a Day message. Always assume a positive attitude, remember, each Board member is a conduit of information between itself and the rest of the employees. Give employees a chance to express thoughts and concerns. Individuals may be concerned the "Diet Police" will be evaluating them. To help address concerns, ask questions and give feedback on your interpretation of what they said. To successfully dissipate objections or concerns, it is important to listen with respect, clarify your points and offer to provide additional information to answer questions.

Motivation. Keeping the interest high, the message fresh and maintaining the feeling that the effort is worthwhile is the key to the effectiveness of the project. Board members need to feel that their efforts are making a difference and that investing more time will achieve further results. Although Board members will share a common vision that the 5 a Day message is important, benefits and success need to be constantly reinforced. Communicating the impact of activities and the outcome of efforts will keep the momentum going. Efforts of individual members of the Board need to be recognized and rewarded. The value of saying thank you and of recognizing the efforts of volunteers can help ensure the effectiveness of your team. Certificates, letters of appreciation, special mention in a company newsletter, all can be effective tools.

WORKING WITH FOOD SERVICES

The effectiveness of the 5 a Day project may depend on the relationship that is established early in the planning phase with the Food Services Manager. The goal of 5 a Day is not only to give individual messages but to provide cues and messages in the environment where employees make food selections and consume meals and snacks as well. Consideration should be given to including representation from food services on the EAB

Recruiting the cafeteria management to be part of the 5 a Day team may require a special meeting between the EAB Chair and the Food Services Manager. It will be important to explain the 5 a Day philosophy, reassure them that the EAB does not intend to take over the cafeteria or to be intrusive, but rather to work with them as a team player to deliver the 5 a Day message in the environment.

The role of the cafeteria will be to provide environmental cues to encourage employees to add fruits and vegetables to meal choices. This might be accomplished by displaying materials that raise awareness or promote specific menu selections or foods. The cafeteria staff might develop new menu items that incorporate fruits or vegetables. To facilitate this, a staff training or inservice might be offered that focuses on recommended serving sizes, recipe development, or other helpful information and skills.

As the EAB develops an intervention plan, the cafeteria representative would serve as a valuable resource. Enlisting the creativity of food service staff is a positive asset to the EAB team.

WHY SHOULD THE WORKSITE CAFETERIA BE INVOLVED?

- People eat at least one meal a day at work, often in the cafeteria.
- Availability of fruits and vegetables at work makes it easier to change eating patterns.
- Innovative preparation of fruits and vegetables in the cafeteria encourages people to try new ways of preparing fruits and vegetables at home.
- Cafeteria changes reinforce environment that support eating a healthy diet.

WHAT ARE THE POTENTIAL ROLES OF THE CAFETERIA?

- Make fruits and vegetables available.
 - Offer fresh fruit and fruit juices
 - Expand choice of vegetables
 - Provide a salad or potato bar
 - Offer serving of fruit or vegetable instead of French fries with sandwiches
 - Make side servings of fruits and vegetables available
- Promote fruits and vegetables in the cafeteria
 - Labeling program
 - Point-of-purchase posters
 - Offer discounts (three for two specials)
 - Feature a fruit or vegetable a week

WHAT IS A SERVING SIZE?

- A medium piece of fruit
- A medium potato
- ½ cup cooked or raw fruit or vegetable
- 6 ounces of 100% juice
- ½ cup cooked legumes (e.g., beans, lentils)
- 1 cup of uncooked leafy greens
- ¼ cup dried fruit

*Nuts, olives, avocados, and coconut have a high fat content and are not included.

OTHER 5 A DAY CRITERIA

- Each recipe must contribute at least one serving of fruits or vegetables.
- Recipes should have no more than 30 percent calories from fat.
- Other recommendations include:
 - Use of whole grains where possible
 - Minimal use of salt
 - Use of low-fat or non-fat products where possible
 - Use of lean protein products

HOW CAN WE INCREASE THE AVAILABILITY OF FRUITS AND VEGETABLES IN THE CAFETERIA?

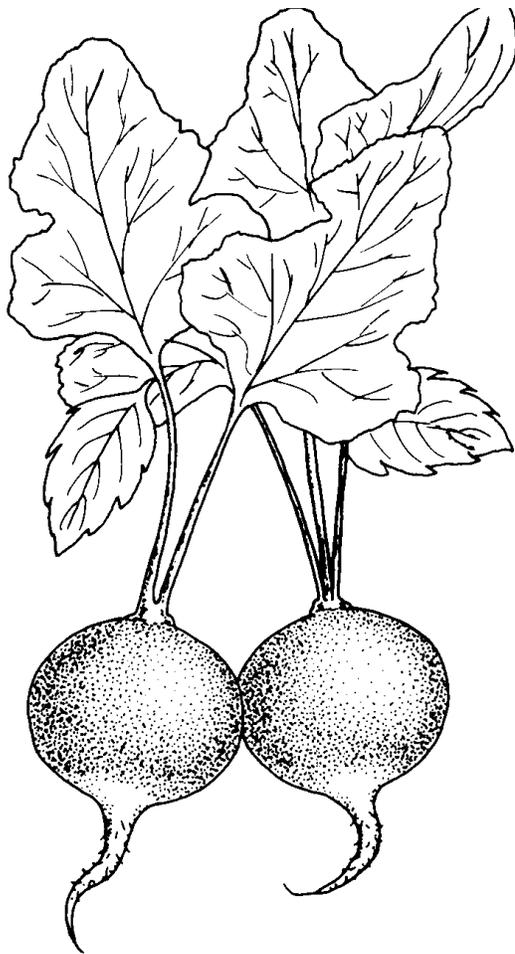
- Add
 - Add side vegetables to entrees
 - Add fresh fruit options to the dessert selection
 - Add fruit juices to the drink cooler
- Modify
 - Modify soups, stews, and other dishes to include more vegetables
 - Modify desserts to include single crust tarts, fresh fruits with non-dairy topping instead of whipped cream
 - Modify “set meals” (e.g., hamburger and fries) by offering a vegetable instead (e.g., hamburger and salad)
- Replace
 - Replace unhealthy snacks with fresh and dried fruits
 - Replace “partial” fruit juice drinks with 100 percent fruit drinks

HOW CAN WE PROMOTE FRUITS AND VEGETABLES IN OUR CAFETERIA?

- Labeling program
- Point-of-purchase posters
- Offer discounts (three for two specials)
- Feature a fruit or vegetable a week



INTERVENTION PROTOCOL



TRANSITION POINTS: STRATEGIES, OBJECTIVES, CHANNELS, AND MATERIALS

This section is the scientific protocol that will guide the worksite interventions. It is divided into Transition Point sections. Each section includes a description, objectives, and strategies for implementing the objectives. The materials to be used and a summary of the evaluation methods are listed at the end of the sections.

At the end of the Transition Points is a Summary of the Minimum Interventions to be implemented in all worksites. This summary includes the following:

- Strategies for implementation
- Activities for carrying out the strategies
- Possible channels i.e., methods or means for delivering the messages.
- Messages that represent the underlying theory of the intervention. For example, an awareness message would encourage the participant to think about reasons for eating more fruits and vegetables, e.g., "Eating more fruits and vegetables may help you feel and look better."

Activities with an asterisk denote "**cornerstone activities**," i.e., key activities that are most powerful for the intervention.

Some of the channels and messages have a heading of "At Least..." This indicates the minimum number of channels or messages that should be used, but more may be used as desired.

The Employee Advisory Board should select the activities, channels, and messages that will work best in their worksite's environment.

TRANSITION POINT I

**Length of time: Approximately 3-4 weeks
(Pre contemplation to contemplation)**

DESCRIPTION

These activities are designed to raise people's awareness of what they are eating and the benefits of eating more fruits and vegetables, to get them thinking about changing their eating habits, and to increase their interest in making eating changes. In order to reach the people who are not thinking about change, messages and materials must be given to these people to help them move to the stage of contemplating change. This is done through awareness raising activities.

After approximately 1 1/2 weeks of awareness-raising activities, the emphasis shifts to promotion of the kickoff event, which will happen in Transition Point II. Awareness materials should be kept available throughout the intervention to capture the interest of new arrivals or others who have not yet moved through Transition Point I.

STRATEGY 01:

Stimulate thoughts about current diet by providing information and constant, inescapable visual messages about fruits and vegetables

STRATEGY 02:

Mount a teaser campaign to stimulate interest in the upcoming kickoff event

MINIMUM INTERVENTIONS TRANSITION POINT 1

Strategy 01: Stimulate thoughts about current diet by providing information and constant, inescapable visual messages about fruits & vegetables

Activity 01: Provide awareness materials and simple skill messages

Channels: (At least two)

- Posters
- Brochures
- Table Tents
- Novelty Items
- Paycheck Inserts
- Flyers
- Newsletters

Messages: (At least two)

- Are You Shortchanging Yourself
- Feel Super
- Eat 5 servings a day for better health (NCI)
- Do something ground-breaking
- 5 a Day Logo

Strategy 02: Stimulate interest in the kickoff event

Activity 02: Promote kickoff event

Channels:

Posters
Table Tents
Paycheck Inserts
Flyers (includes programs)
Newsletters

Messages:

It's Coming
Look Out

TRANSITION POINT II

(Contemplation to Preparation)

Length of time: 3-4 weeks

DESCRIPTION

These activities are designed to move a person from being interested in change to actually getting ready to change. At this phase, the participant will often question where he/she stands in relations to the suggested behavior change and may begin to look for simple ways to change his/her own behavior.

To help the participant through this phase, several activities are planned. The main activity is the **kickoff event** to introduce the project to the workplace. The kickoff will be a well-publicized, highly-visible event lasting several hours. Besides serving as the introduction to the project, it will encourage employees to participate in 5 a Day activities and offer them incentives to choose more fruits and vegetables in the upcoming months. In addition, a **self-assessment brochure** will be available for participants to determine how many fruits and vegetables they usually eat and think about ways of adding more to their diet.

After the kickoff, **posters and table tents** will be used to emphasize self-assessment and suggest simple skills and small steps to increase fruits and vegetable intake. Awareness materials will be distributed to continue reaching participants still in the precontemplation stage.

STRATEGY 01:

Introduce the 5 a Day project to the workplace

STRATEGY 02:

Provide a method for employees to assess their own diets

STRATEGY 03:

Provide small steps and simple skills to employees preparing to take action

STRATEGY 04:

Provide continued awareness messages for participants in the precontemplation stage

MINIMUM INTERVENTIONS TRANSITION POINT 2

Strategy 01: Introduce 5 a Day to the worksite

Activity 01: The Kickoff Event

Booths: Themes
Orientation to 5 a Day
Farmer's Market Know-How
Do You Know Beans about Beans?
Exotic Fruits and Vegetables
A Taste of 5 a Day
Fast and Easy
5 Ways to 5 a Day
ACS: Guess the Fruits and Vegetables contest
Cooking Demonstration/Guest Speaker
Other

Channels:
Posters
Brochures
Table Tents
Passports
Tip Sheets
Novelty Items
Prizes
Food Demonstrations

Messages: Feel Super
5 Ways to 5 a Day
Serving Size =
5 a Day Logo
What's Your Fruit & Vegetable Score?
Eat more salads
Reduce Your Risks (ACS)
Fast & Easy
Produce Boards
Preparation skills
Ideas for Change
Purchasing & Availability
5 a Day Information Sheet

Strategy 02: Provide a method for employees to assess their own diets

Activity 02: Provide self-assessment opportunities

Channels: Posters
Brochures
Table Tents
Tip Sheets
Inserts

Messages: What's Your Fruit & Vegetable Score?
How Does Your Meal Measure Up?
Are You Shortchanging Yourself?
What's Your Fruit & Vegetable IQ?
How Does Your Meal Measure Up?
Ideas for Change

Strategy 03: Provide small steps & simple skills to employees preparing to take action

Activity 03: Use materials emphasizing simple skills and steps

Channels: Tip sheets
Posters
Inserts

Messages: Do Something Groundbreaking
Add Power to Your Meal
Fast & Easy
5 a Day Works for You
Eat More Salads
5 Ways to 5 a Day
Produce Boards
Serving Size =
Preparation skills
Ideas for Change
Purchasing & Availability
Recipes

Strategy 04: Provide continued awareness messages

Activity 04: Continue to use awareness messages

Channels:

- Posters
- Brochures
- Table Tents
- Tip Sheets
- Novelty Items
- Food Demonstrations

Messages:

- Feel Super
- Are You Shortchanging Yourself?
- 5 Ways to 5 a Day
- Serving Size =
- 5 a Day Logo
- Reduce Your Risks (ACS)
- Produce Boards
- Eat 5 Servings for Better Health
- Do Something Groundbreaking
- 5 a Day Information Sheet

TRANSITION POINT III

**Length: 5 months
(Preparation to Action)**

DESCRIPTION

A person in this transition point has taken specific steps toward increasing fruits and vegetable consumption, like buying more produce, or trying new recipes. He/she continues to apply new skills to obtaining, preparing, and eating fruits and vegetables. The focus of this transition point is to assist employees in making these behavior changes. Both individual and environmental strategies will be used.

Activities geared to the individual focus on building skills and providing the practice needed to make a behavior change. Materials meeting this need include **tip sheets, brochures, a self-help manual, table tents, and recipes**. **Cooking demonstrations, taste tests and produce grocer talks** will also model behaviors and give employees an opportunity to try some new foods.

Environmental changes are important now to reinforce and support behavior changes. These will include **cafeteria promotion of fruits and vegetables, and vending machine changes**, as well as a **nutrition resource kiosk** stocked with tip sheets and flyers. It is important to work closely with the food service manager to develop an action plan for implementing changes. This may include **cafeteria employee orientation** to the 5 a Day program.

Materials from the previous stages should be offered for those who have not yet reached this stage of behavior change.

STRATEGY 01:

Provide continued awareness and simple skills

STRATEGY 02:

Foster individual skill building

STRATEGY 03:

Provide a central resource for individuals to obtain skill-building information

STRATEGY 04:

Demonstrate techniques that can increase the use of fruits and vegetables

STRATEGY 05:

Encourage employees to participate in 5 a day activities

STRATEGY 06:

Involve the cafeteria in environmental changes

MINIMUM INTERVENTIONS TRANSITION POINT 3

Strategy 01: Provide continued awareness and simple skills

Activity 01: Continue to use awareness materials and simple skills messages

Channels: Posters
Brochures
Table Tents
Tip Sheets
Novelty Items
Inserts
Prizes

Messages: Feel Super
Eat 5 servings a day for better health (NCI)
Are you short-changing yourself?
Do something ground-breaking
Add power to your meal
What's your fruit and vegetable IQ?
5 Ways to 5 a Day
Serving Size =
5 a Day Logo
Add Power to Your Meal
What's Your Fruit & Vegetable Score?
Eat more salads
How Does Your Meal Measure Up?
Reduce Your Risks (ACS)
Fast & Easy
Produce Boards

Strategy 02: Foster individual skill building

Activity 02: Provide skill building materials

Channels: Posters
Brochures
Table Tents
Tip Sheets
Inserts
Novelty Items

Messages: (At least three)
5 a day works for you
Whenever you eat, think of fruits & vegetables
It's easy to eat 5 a day (NCI Behavior Change series of 12)
Eat More Salads for Better Health
Be Fit with 5
Produce Board
Take 5 - A Guide to Healthy Eating

Strategy 03: Provide a central resource for individuals to obtain skill-building information

Activity 03: Establish a Nutrition Resource Kiosk

Channels: Varies by worksite; should include
Tip Sheets
Brochures
Posters
Inserts
Novelty Items

Messages: Reduce Your Risks (ACS)
Fast & Easy
What's Your Fruit & Vegetable Score?
Eat More Salads for Better Health
Be Fit with 5
Tip Sheets: Preparation Skills
5 Ways to 5 a Day
Ideas for Change
Purchasing & Availability
Tip Card—Serving Size
5 a Day Information Sheets
Recipes

Strategy 04: Demonstrate techniques that can increase the use of fruits and vegetables

Activities:

Activity 04: Provide food demonstrations that provide individuals with opportunities to sample fruits and vegetables and to learn about preparing fruits and vegetables.

*Type of Food Demonstration: Taste Test
Cooking Demonstration*

Activity 05: Provide visual displays for non-verbal demonstrations of how easy it is to eat 5 a day.

Exhibits

Activity 06: Describe or discuss, in a class-type format, how to increase the use of fruits and vegetables.

*Speakers
Videos
Multi-media events*

Channels: Posters
Brochures
Tip Sheets
Inserts
Novelty Items
Prizes
Visual displays

Messages: *It's Easy to get 5 a Day
Try different ways to get your 5 a day
There are many ways to prepare your 5 a day
Preparation Skills
5 Ways to 5 a Day
Ideas for Change
Purchasing & Availability*

Strategy 05: Encourage employees to participate in 5 a day activities

Activities:

Activity 07: Provide a worksite promotion where participating employees receive an incentive for eating more fruits or vegetables. At the end of some specified amount, a prize or award can be given.

Activity 08: Conduct a worksite contest to involve employees in 5 a day. Appropriate contests might include a recipe contest or a cook-off.

Channels:

Posters
Flyers
Cards
Novelty Items
Prizes
Inserts

Message: *Eating 5 a day can be rewarding*
It's Coming
Club Veg

Strategy 06: Involve the cafeteria in environmental changes

Activities:

Activity 09: Offer an orientation/training program to food service staff about the importance of 5 a day and things the cafeteria can do to become involved.

Focus of training: Orientation
Labeling
Point of Purchase
Cafeteria Promotions

Channels: Tip Sheets

Message: The cafeteria can support the 5 a Day program

Activity 10: Promote fruits and vegetables in the cafeteria

Activities:

- Labeling program
- Point-of-purchase signs
- Cafeteria Promotions

Channels: Posters
Point of Purchase Cards
Novelty Items

Message: We'll help you get your 5 a day

Activity 11: Promote fruits and vegetables outside the cafeteria

Activities:

- Modify catering policy to include fruit and vegetable options
- Add fruit or vegetable selection to vending machines
- Add fruit or vegetable selection in places where f & v can be purchased outside the cafeteria

Channels: Posters
Point of Purchase Cards
Tip Sheets
Inserts

Message: There are many ways to get your 5 a Day!

TRANSITION POINT IV

DESCRIPTION

In Transition Point IV, participants are incorporating behavior changes into their daily lives. Maintaining new behaviors requires that skills become a part of daily life. Environmental supports for dietary changes increase employees' ability to maintain change. Support systems (e.g. family, co-workers and friends) can help by reinforcing the employees' changes. Recognition is important for employees who have made changes. It helps participants to re-evaluate their diet and see how much improvement they have made.

STRATEGY 01:

To provide a supportive worksite environment to help employees maintain dietary changes.

STRATEGY 02:

To encourage support systems for individuals to help them maintain healthy eating.

STRATEGY 03:

To adapt 5 a Day skills into all aspects of everyday life.

STRATEGY 04:

To plan for keeping 5 a Day alive at the worksite.

**MINIMUM INTERVENTIONS:
TRANSITION POINT 4**

Strategy 01: To provide a supportive worksite environment to help employees maintain dietary changes

Activity 01: Continue to promote fruits and vegetables in the cafeteria, through labeling, cafeteria promotions, point of purchase signs and taste tests (at least 1 per month)

Channels:

Cafeteria Activities (Labeling)
Posters
Point of Purchase Cards
Novelty Items
Tip Sheets

Message: *We'll help you get your 5 a day*
Serving Size =
Preparation
Recipes

Activity 02: Continue to promote fruits and vegetables outside the cafeteria, through modification of catering policy or adding vegetable or fruit selections to vending machines

Channels:

Non Cafeteria Activities (catering policy, vending machines)
Posters
Point of Purchase Cards
Tip Sheets
Inserts
Brochures

Messages: *There are many ways to get your 5 a Day!*
Serving Size =
Preparation
Snack Your Way to 5 a Day

Activity 03: Continue to use awareness materials and skill building messages

Channels: Posters
Brochures
Table Tents
Tip Sheets
Novelty Items
Inserts
Prizes
Visual Displays

Messages: Feel Super
Eat 5 servings a day for better health (NCI)
Are you short-changing yourself?
Do something ground-breaking
Add power to your meal
What's your fruit and vegetable IQ?
Serving Size =
5 a Day Logo
What's Your Fruit & Vegetable Score?
Eat more salads
How Does Your Meal Measure Up?
Fruits & Vegetables -- the Fitness Fuel
Reduce Your Risks (ACS)
Fast & Easy
Produce Boards

Strategy 02: To encourage support systems for individuals to help them maintain healthy eating

Activity 04: Involve your children, by providing information and materials that stimulate interest and foster skill building

Channels:

- Cookbooks
- Tip sheets
- Brochures
- Contests
- Food demonstrations
- Classes
- Visual Displays
- Posters
- Novelty Items
- Inserts

Messages:

- Cooking with Kids
- Five Ways to 5 A Day
- Purchasing/Availability
- Information
- Ideas for Change
- Healthy Ideas (Adaptation)

Activity 05: Involve your roommate, spouse or significant other by providing information and materials that stimulate interest and foster skill building

Channels:

- Cookbooks
- Tip sheets
- Food demonstrations
- Brochures
- Posters
- Classes
- Visual displays
- Novelty Items
- Inserts
- Table tents

Messages:

Preparation

Purchasing/Availability

- * Food Shopping

- * Guide to Farmer's Markets

Information

Healthy Ideas (adaptation)

- * Eating Out

- * Traveling Tips

- * Healthy Snacking

- * Healthy Cooking

Support Systems

- * Give a Healthy Gift

- * Easy Entertaining with Fruits and Vegetables

Activity 06: Share 5 A Day message with your friends, by providing information and materials that stimulate interest and foster skill building.

Channels:

Tip sheets
Brochures
Visual displays

Messages:

Preparation

* Easy Entertaining brochure

Purchasing/Availability

Information

Healthy Ideas (adaptation)

* Eating Out

* Traveling Tips

* Healthy Snacking

* Healthy Cooking

Support Systems

* Give A Healthy Gift

* Easy Entertaining with Fruits and Vegetables

Ideas for Change

Strategy 03: To adapt 5 a Day skills into all aspects of everyday life

Activity 07: Provide information on alternative methods or places to obtain fruits and vegetables (eg. gardening, roadside stands, farmer's markets, etc.)

Channels:

- Tip Sheets
- Brochures
- Novelty Items
- Visual Displays
- Posters
- Classes
- Food Demonstrations

Messages: *There are many ways and places to get your 5 a Day*

- Do Something Groundbreaking
- Purchasing and Availability
- Produce Board
- Ideas for Change
- Information
- Gardening

Activity 08: Provide information to help individuals minimize barriers to eating 5 a Day

Channels:

- Tip Sheets
- Brochures
- Novelty Items
- Visual Displays
- Posters
- Classes
- Food Demonstrations

Messages:

- Purchasing and Availability
 - * Fast and Easy

- 5 a Day Facts and Information

- Healthy Eating (adaptation)

- * Eating Out
- * Traveling Tips
- * Healthy Snacking
- * Healthy Cooking

- Preparation

- Recipes

- Ideas for Change

Activity 09: Continue to provide information via the Nutrition Resource Center

Channels:

Tip Sheets
Brochures
Novelty Items

Messages:

Purchasing and Availability
* Fast and Easy

5 a Day Facts and Information

Healthy Eating (adaptation)

* Eating Out
* Traveling Tips
* Healthy Snacking
* Healthy Cooking

Preparation

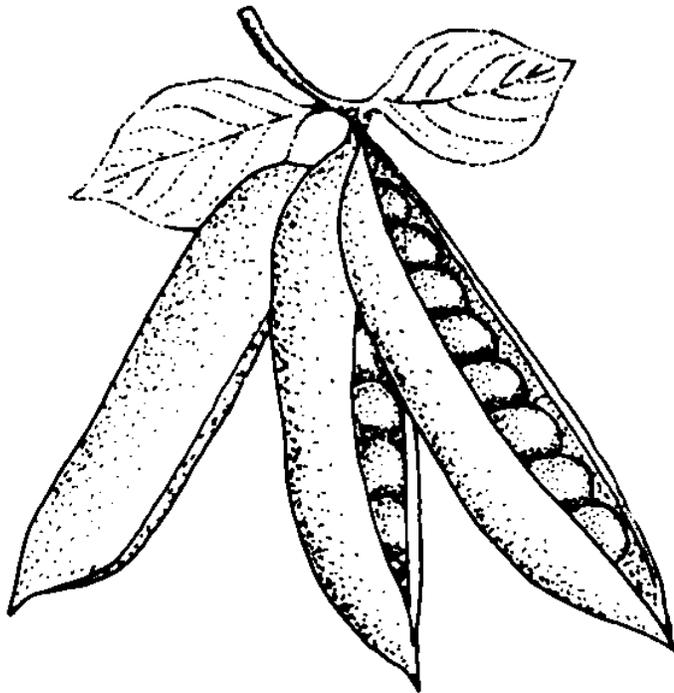
Recipes

Support Systems

Cooking with Kids



INTERVENTION CHANNELS AND MESSAGES



BROCHURES

DESCRIPTION

Brochures are short written pieces that are designed to convey information around the 5 A Day theme. They are written in a concise, easy to read format and may be printed in bright colors with graphics and pictures helping to deliver the message.

PURPOSE

Brochures are intended to provide simple messages that promote the benefits of eating more fruits and vegetables, encourage an individual to evaluate one's eating habits, and may offer tips for adding more fruits and vegetables to one's diet.

Elements to consider:

Brochures can be distributed at the worksite. Brochures should only be distributed with express permission from the worksite management. Other elements to consider are:

- Distribution can be either active, distributed directly to employees at special events, or passive, distributed through the mail or displayed in a special holder where employees can obtain them at will.
- Ensure there is a sufficient supply to meet the interest level and need.
- Determine the length of time each brochure will be available. It is important to keep the interest and attention of the employees. Consultation and advice from the EAB is encouraged.
- Verify there is a plan for distribution and retrieval.

QUALITY ASSURANCE

Brochures should be checked to ensure they are being used at the appropriate stage of intervention. Nutrition Kiosks should be checked regularly to assure adequate supply.

TIMING

Because it is important to keep messages fresh and appealing, brochures should be checked to make sure there is a good variety and supply available. Attention should be given to the time of the year or season in order that suitable brochures be used.

CATERING POLICY

DESCRIPTION

A catering policy consistent with 5 A Day is one that encourages the use of foods meeting the 5 A Day criteria at company functions. The policy stresses that such foods be made available at all company meetings (e.g., offering fruit as well as muffins), lunches (making vegetables and fruits available as part of the lunch), and dinners (e.g., offering foods high in fruits and vegetables that meet the 5 A Day recipe criteria).

PURPOSE

A catering policy that stresses the consumption of fruits and vegetables will contribute to an environmental norm that supports such behavior. It will also let the employees know that management supports a healthy eating policy and will take steps to make sure healthy foods are available.

Elements to consider:

A change in catering policy requires an institutional level change that is affected by the providers of food and the consumers of food. A number of different players are involved in the process and all must be satisfied before changes can occur. The following are a few items to think about during this process.

- No catering policy can be put into place without the cooperation of the food service manager and the person in the workplace who supervises the food services. Thus, it is important to begin any activities toward a change in catering policy with those individuals.
- Food service managers or caterers will have to please all of their constituents, so it may take time for a change to be adopted.
- Care must also be taken to be reasonable. Neither food service staff, management, nor employees are likely to be pleased if muffins are totally replaced with fruits and vegetables at company meetings. It would be better to add fruit juices and some fruit choices to muffins so changes can be made slowly.
- It is unrealistic to expect that all foods at all company functions must meet the 5 A Day criteria. Again, the addition of fruit and vegetable options or an entree that meets the 5 A Day guidelines will keep the message in front of the employees.

QUALITY ASSURANCE

EABs will work with food service or catering staff to outline the details of a catering policy that is supportive of 5 A Day. The policy should state that the caterer will supply at least one 5 A Day choice at each catered event.

TIMING

Caterers should be encouraged to contact their clients about potential changes in food offerings early in the intervention. As caterers obtain experience with the reception of groups to changes in offerings, they may be willing to change policies.

CLASSES

DESCRIPTION

Classes are a means by which 5 A Day messages are presented to worksite employees. Classes may be a one time seminar, or part of a series. They may involve taste tests, cooking demonstrations, or audiovisual tools to reinforce their main focus. Messages will vary depending on class subject matter. Classes may provide participants the opportunities of "hands on" practice, as well as feedback from the instructor.

PURPOSE

The primary goals of a class should be skill and or knowledge building. The main purpose of a class is to educate in depth about a specific topic or area.

Two main channels fall under the class umbrella:

- **Speakers** (See activity description)
- **Videos/Multi-media events** (See activity description)

Elements to consider:

When planning a class, a number of elements should be reviewed. These include:

- subject matter
- speaker/method of instruction
- visual aids
- instructional materials/handouts
- time/date/location/length
- food
- promotion vehicles (see inserts description)

QUALITY ASSURANCE

It is important to ensure the class leader has a thorough briefing about the program and what it entails. He or she needs adequate time to set up room as desired on actual class day.

Make sure there is a follow through system to ensure adequate attendance and promotion.

TIMING

Classes are appropriate to be held in Transition Points 3 and 4 of the intervention.

CONTESTS

DESCRIPTION

Contests are activities that encourage employees to participate in 5 a Day events by inviting friendly competition amongst employees. Participation can occur at an individual level (e.g. guessing the names of different types of fruits or vegetables) or at a group level (e.g. worksite-wide departmental or team competitions).

PURPOSE

Contests reinforce the 5 a Day message by continuing to build awareness about the 5 a Day programs, and to encourage employees to participate in 5 a Day events. They are a fun way to provide employees with new information, as well as an opportunity to demonstrate or practice new skills. Prizes or other incentives may be used to reinforce and reward employee participation in contests. (*See incentives description*)

Elements to consider:

- Ensure that there is a mechanism to promote the contest for a period of at least 2 weeks before the contest actually begins
- Be aware of other activities or activities that are currently being conducted --- too many activities at one time may "blur" or over-shadow new events
- All rules, restrictions or guidelines must be clearly defined.
- Prizes or other incentives selected should reinforce the contest message, or promote individual skill building (e.g.: fruit & vegetable gift basket, wok)

QUALITY ASSURANCE

All contests must be congruent with the 5 a Day message. For instance, any recipes or prepared foods must follow the 5 a Day recipe criteria.

TIMING

Contests are appropriate for Transition Points 3 and 4. Attention should be paid to the time of year or season in which the contest is occurring, as well as to other 5 a Day activities. Contests should be time-limited in order to sustain interest.

COOKING DEMONSTRATIONS

DESCRIPTION

Cooking demonstrations provide individuals with an opportunity to observe different methods of preparing and cooking fruits and vegetables. This can include cleaning, peeling and chopping fruits and vegetables, as well as various cooking techniques (e.g. stir-fry, steaming, microwaving). Participants may have the opportunity to sample some of the prepared foods.

PURPOSE

Cooking demonstrations focus on individual skill-building by demonstrating techniques and behaviors which can increase the use of fruits and vegetables. Tip sheets and recipes from the cooking demonstration should be provided to reinforce the observed skill.

Elements to consider:

- Ensure that there is a mechanism to promote the cooking demonstration for a period of at least 2 weeks before the demonstration
- All demonstrations must be in compliance with health and safety codes. Check to determine if there are any restrictions.
- Check with the food services manager, as well as the person conducting the demonstration, to determine who will provide the necessary equipment and food.
- Novelty items or other incentives can be offered to encourage participation

QUALITY ASSURANCE

All recipes and food preparation techniques must meet the 5 a Day recipe criteria.

TIMING

Cooking demonstrations should be congruent with the particular Transition Point occurring in the worksite at the time. Attention should be paid to the time of year or season in which the contest is occurring, as well as to other 5 a Day activities. (e.g.: fruit gift baskets for Christmas, juice smoothies during the summer)

INCENTIVES

DESCRIPTION

Incentives are motivational tools which help drive interest in the 5 A Day program among employees. There are generally two categories of incentives used during the intervention: Prizes, and novelty items (See descriptions for these two items) Each worksite will be supplied with an incentives budget. EAB members, together with the interventionists will determine which incentives will be used, and may order other items within the budgetary constraints of the program. Food may be included as incentives, in certain cases. (This will also be determined by the EAB and interventionist.)

PURPOSE

The purpose of incentives is to spark and sustain employees' interest in the program. This is achieved by giving novelty items with the 5 A Day logo to foster awareness, and larger prizes to promote participation in contests.

Elements to consider:

- Choosing incentives--Novelty items vs. prizes (See materials inventory for available items.)
- Activities needing incentives--These include: kickoffs, contests, drawings, door prizes, and guest speakers.
- Method of distribution
- Worksite incentives budget
- Sources for incentives: Please consider the two following areas when researching possible incentives.

Worksite provided

In addition to the incentives listed through the 5 A Day program, the EAB may be able to negotiate with the worksite for additional incentives that have value to the employee, such as:

- special parking privileges
- entertainment coupons such as movie passes and dining discounts

Community provided

Local businesses and organizations are another good source of prizes. EAB members may have a connection with community organizations that are willing to donate prizes. Examples include:

- gift certificates to local stores and restaurants
- running shoes, gym bag
- gift certificates to local gyms or fitness centers

QUALITY ASSURANCE

It is important to anticipate needed incentives, to allow adequate time for ordering and receiving, as the delivery process can be lengthy.

TIMING

Incentives should be used throughout the intervention, beginning at the Kickoffs in each worksite.

INSERTS

DESCRIPTION

The inserts category has four different arms. They are as follows: paycheck inserts, flyers, including programs, newsletters, are sound bites. The use of e-mail also counts as an insert, if it involves an advertisement, or reminder notice of a 5 A Day event or activity.

- **Paycheck inserts:** This includes any 5 A Day literature, brochures, fact or message cards which literally are inserted with an employee's paycheck.
- **Flyers** to advertise specific 5 A Day events or activities are called inserts, as they are often inserted in employees' in house mail boxes. Programs which advertise such things as a Kickoff, or specific event are also classified as inserts, as they generally have the same method of distribution.
- **Newsletters** provide the program the opportunity to be featured in a known format, which is distributed on a regular basis to employees. Generally brief notices about upcoming events, or reviews of past ones are featured here. This is a prime spot for use of soundbites.
- **E-mail** has become a more widely used vehicle for promotion of 5 A Day events and activities. For sites with computer linkage, it has become a very effective tool. All sites do not share this feature, however.

PURPOSE

The purpose of the inserts is to provide different vehicles to get the 5 A Day message out to as many people as possible using relevant, known, and accepted communication channels within the worksites.

Elements to consider:

- **Paycheck Inserts:** Consider the method of paycheck distribution--Is it realistic? Does it allow foreign material to be inserted? What is the location of paycheck distribution? Is it feasible to include inserts there?
What is the frequency of distribution?
- **Flyers/Programs:** What is the ease, practicality, and method of distribution?
- **Newsletters:** What is the frequency of distribution, logistics of contributing to it, available space, etc.?
- **E-mail:** Who does it reach? Is it practical to send an E-mail to all employees?

QUALITY ASSURANCE

Is there a checking mechanism in place to follow through and make sure inserts are delivered as they are planned? Who will be responsible for making sure inserts are distributed efficiently and on time?

TIMING

Inserts may be used throughout the intervention, beginning with Transition Point 1, and up through Transition Point 4. Their use will increase as intervention proceeds, with heaviest use likely in TP3 and TP4.

KICKOFF EVENT

DESCRIPTION

The kickoff is a highly-visible event which will serve as the introduction of the project to the worksite. It may consist of exhibits with interactive activities such as cooking demonstrations, food tastings, contests and guest speakers. Informational materials (e.g. tip sheets, recipes and brochures emphasizing self-assessment and simple skills to increase fruit and vegetable intake) will be made available. Novelty items and prizes will be given as an incentive to encourage participation in the kickoff activities.

PURPOSE

The purpose of the kickoff is to encourage employees to participate in the 5 a Day program. Activities are intended to provide simple messages that promote the benefits of eating more fruits and vegetables, encourage an individual to evaluate one's eating habits, and offer tips on simple skills for adding fruits and vegetables to one's diet.

Elements to consider:

- Dates: In order to make the kickoff available to as many employees as possible, take into consideration the following points:
 - What is the best time of day for the kickoff? Will employees have time off from work to attend, or does the kickoff need to be during an extended lunch? How many hours can the kickoff be?
 - Which day of the week is most likely to have the best attendance? (consider holidays, other special events, days of the week with normally poor attendance)
- Training for employees working at the kickoff: should include the specific messages they are to convey, the rationale for the messages, specific responses for common questions, and when to refer questions to someone else.
- Promotion of the event for two weeks or more in advance to reach all segments of the workforce
- Care must be taken to ensure that all the details—from the initial set-up to the closing and clean-up—are in place. EAB members should work closely with Dietary, Housekeeping, Maintenance and/or other department that might be involved in varying aspects of the kickoff.

Suggested activities for the kickoff may include the following:

- taste tests and/or cooking demonstrations: may include samples of whole fruits or vegetables, or prepared foods such as salads, soups, juices, etc.
- guest speakers/green grocers:
- exhibits
- contests and/or drawings for novelty items or prizes

QUALITY ASSURANCE

It is important that all individuals staffing the kickoff have a thorough briefing about the 5 a Day project. In addition, all recipes or prepared foods served must meet the 5 a Day criteria.

TIMING

The kickoff is the first activity to occur in Transition Point 2. Because the kickoff is designed to stimulate employee interest and participation in 5 a Day activities, care should be given to the scheduling of the kickoff in order to reach the greatest number of employees possible.

LABELING PROGRAM IN THE CAFETERIA

DESCRIPTION

A labeling program in the cafeteria identifies foods that meet the 5 A Day criteria with a special logo or symbol. Two components are usually necessary. Daily menus are reviewed and entrees, sandwiches, etc. that meet the criteria are so noted on the menu posting. Standard fare, such as salads and potato bars are also examined and foods that meet the criteria receive a label so stating.

PURPOSE

A labeling program will keep the 5 A Day message in front of the employee by providing the inescapable cues about making healthy choices. More importantly, the labeling program will provide a quick and easy way for the employee to identify foods that meet the 5 A Day criteria, thus providing guidelines for appropriate meals.

Elements to consider:

A labeling program can become an undue burden for food service staff. Careful training of the staff, especially the food service manager, must be done to make sure the labeling program can be put in place and sustained. The cooperation of both the food service and management is required to make a labeling program successful. Specific suggestions for a labeling program include:

- The should review regular menus and determine which ones meet the guidelines (see 5 A Day recipe criteria).
- The food service manager should do a “walk through” to identify the standard fare that meets the criteria. In some cases, special point-of-purchase messages may need to be added to a food area to explain how a food may meet the basic 5 A Day criteria (e.g., salads, potato bars).
- A plan must be developed for maintaining the labels, reacting to questionable items, and calculating the nutrients in new foods that are offered. Maintaining the labels should be done in the cafeteria.
- The implicit message in foods labeled with the 5 A Day logo is that the food meets the nutrient criteria. Occasionally a food may be slightly higher in sodium content or fat than the criteria or may have refined grains rather than whole grains. In such cases, if the food is close to the guidelines it may receive a 5 A Day sticker.

QUALITY ASSURANCE

Care must be taken to make sure that labeled foods do meet the criteria of one full serving of fruits or vegetables while not violating the spirit of the fat, sodium, and sugar messages. Thus, baked goods would not be an acceptable item for labeling.

TIMING

Since a labeling program is likely to take some time to implement, EABs should begin working with the food service manager or staff early in the project.

MANUAL

DESCRIPTION

The “Take Five: A Guide to Healthful Eating” Manual is a project produced self-help manual describing eating changes that can be made to achieve intake of five servings of fruits and vegetables a day. The manual focuses on easy changes that can be made at each meal and at snack times throughout the day. Self-assessment tools, a few recipes, fruit and vegetable availability charts, microwave cooking charts, and other tips are also included. The 40 page manual has a bright multi-colored cover with two-color text and many illustrations.

PURPOSE

The purpose of the “Take Five: A Guide to Healthful Eating” Manual is to provide the reader with the skills required to change his/her eating habits to include sufficient fruits and vegetables on a daily basis. The skills included are self-assessment to get readers to think about the situations where they might increase their fruit and vegetable consumption, reinforcement to eat the kinds of fruits and vegetables they already enjoy, a planner to identify how and where the readers can increase their fruit and vegetable consumption, and additional self-assessments for the reader to measure progress.

Elements to consider:

The Manual is intended to be distributed to every employee in the workplace during the transition point of movement from preparation to action. Because not all employees will want to or be ready to use the manual at the same time, some factors must be considered:

- If distribution is made to all employees, there should be some mechanism for employees who do not want the manual to return it to some central location in the workplace so it can be recycled.
- Manuals should be made available on an “on request” basis or through a central nutrition information resource to employees who desire it at a later time. Periodic announcements of the availability of the manual might be made.
- Successful distribution of the manual requires that it is made distinct from the usual “bulk mail” that employees might receive. Announcement notices that it is coming might be made in the workplace. Employees might receive “look for a valuable resource” message prior to distribution.

QUALITY ASSURANCE

When distributing worksite-wide, be sure each employee receives a manual. This is best accomplished by beginning with a current list of employees and designing a distribution plan that will reach each employee on the list.

TIMING

The manual should not be distributed until Transition Point 3. It may be distributed on an “on request” basis throughout Transition Points 3 and 4.

NOVELTY ITEMS

DESCRIPTION

Novelty items are small awards given out to program participants to entice and encourage further interest and involvement in the program. Examples of novelty items may include: dried fruit samples, pencils, buttons, magnets, napkins, stickers. They are usually given out as "freebies", at 5 A Day events and activities, beginning with the Kickoffs.

PURPOSE

The purpose of novelty items is to spark and sustain employees' interest in the program. They are designed to serve as a small reward for participating in 5 A Day events or activities. They are small, but significant awareness ingredients in our program.

Elements to consider:

- Novelty items available (See materials inventory)
- Activities needing novelty items
- Number needed
- How they'll be used
- Method of distribution
- Ordering time

QUALITY ASSURANCE

It is important to anticipate desired novelty items well ahead of needed time, so they can be ordered and received accordingly.

TIMING

Novelty items should be used throughout the intervention, beginning at the Kickoffs.

NUTRITION RESOURCE CENTER

DESCRIPTION

The Nutrition Resource Center is a central place where employees can obtain 5 a Day literature and information that focuses on ways in which individuals can increase their daily servings of fruits and vegetables. This can include brochures, tip sheets, flyers, recipes and novelty items. (Descriptions of each have been listed in other sections.)

PURPOSE

The purpose of the Nutrition Resource Center is to provide employees with information about selecting, preparing and cooking fruits and vegetables. This information will help promote and reinforce the skills needed to increase the consumption of fruits and vegetables.

Elements to consider:

- Rotation and replacement of literature: items will be rotated on a monthly basis.
- Establish a mechanism for employees to request information on specific topics.
- Placement of the resource center: should be centrally located, in a highly-visible, high traffic area.

QUALITY ASSURANCE

Materials placed in the Nutrition Resource Center must be approved by the EAB, and reinforce the 5 a Day message. The supply should be checked regularly, and items replaced or added to as needed.

TIMING

As with other passive information, it is important to address how long the literature should remain in the resource center. After 3-4 weeks, the literature is unlikely to be taken by many additional employees. Attention should also be paid to the time of year or season in which the displays are placed in the workplace.

The Nutrition Resource Center is appropriate for Transition Points 3 and 4.

POINT OF PURCHASE DISPLAY CARDS

DESCRIPTION

Point of Purchase Display Cards are pieces of paper or cardboard that are intended to be displayed in cafeterias on sneeze guards. They may also be hung from the ceiling or used in other display areas.

PURPOSE

Point of Purchase Cards are intended to influence one at the point of choice. They convey messages and suggest simple steps that can be taken to increase one's consumption of fruits and vegetables at a meal eaten in the cafeteria. Some Point of Purchase Cards provide cues that encourage the purchase of fruits and vegetables outside the workplace as well as tips for cooking methods. The use of Point of Purchase Cards in the cafeteria setting may increase the frequency of fruit and vegetable choices.

Elements to consider:

Point of Purchase cards should only be used in the cafeteria with the express permission of the food service manager. Other elements to consider are:

- The EAB and the food service manager should agree on the choice and number of cards to be displayed.
- Other promotions may be occurring; it is best to avoid joint promotions if possible.
- Ensure there is a plan for distribution and removal of the point of purchase cards.

QUALITY ASSURANCE

Point of Purchase Cards should be checked to determine they are being used at the appropriate stage of intervention. They should be monitored to make sure they are being used properly and, because they are located near the food on the sneeze guards, they should be checked regularly for soil and wear and replaced as necessary.

TIMING

Because visual messages can lose their effectiveness after a period of time, Point of Purchase Cards should be displayed for two to three weeks at a time and then replaced.

POSTERS

DESCRIPTION

A poster is a placard or sign that is printed with colorful pictures, graphics and words that conveys the 5 a Day theme. The project has produced several posters in two sizes, large and small, all of which are listed in the inventory.

PURPOSE

5 a Day posters are designed to attract the attention and to deliver simple messages about the program. They foster increased awareness about the program, promote future worksite activities as well as demonstrating simple skills to increase one's fruit and vegetable consumption. Posters displayed throughout the worksite are thought to increase reevaluation about what one eats as well as providing reminders to increase fruit and vegetable consumption.

Elements to consider:

Posters should be placed in various locations within the worksite environment and may be best used in areas employees are making choices about food. Promotional posters should be placed where the greatest numbers of employees will be exposed to them. Other elements to consider are:

- Posters should not be hung without the permission of the appropriate contact person.
- Posters should be chosen that meet the requirements for the current intervention and transition point.
- Location of posters should be chosen for maximum exposure.
- A plan for distribution, hanging and retrieval should be developed. Posters can become soiled and can outlive the value of the message.

TIMING

It is important to address how long a particular poster should be displayed at a location. Because a poster can easily become a part of the background, each poster should remain at a particular location for no more than two weeks. Promotional posters should be removed immediately at the conclusion of an activity.

PRIZES

DESCRIPTION

Prizes are awards given out to program participants to entice and encourage further interest and involvement in the program. Prizes and novelty items are the two kinds of incentives offered to program participants. (See incentives description) Prizes are classified a little differently than novelty items, as they are generally bigger, more sought after items. In the intervention, prizes are awarded beginning at the Kickoff, then during Transition Points 3 and 4. Examples of the types of items that can and have been used as prizes are: magazine subscriptions, gift certificates, appliances, cookbooks, gift baskets. Prizes may be awarded for activities such as drawings, contests, and other specified events. They are often key ingredients in specific 5 A Day events and activities.

PURPOSE

Prizes spark and sustain interest in the program by employees. They are designed to serve as rewards for participating in specific 5 A Day activities or events. They are of greater monetary value than novelty items.

Elements to consider:

Prizes may be awarded during specific drawings and contests beginning at the Kickoffs. They are also appropriate to use throughout the remaining intervention, in contests and promotional events such as Club Veg recipe contest and cookoff. The following list includes items which should be considered when planning for prizes:

- Activities needing prizes
- Prizes available
- Amount of prizes needed
- Cost
- Display/ presentation
- Promotion
- Prize delivery/method of distribution
- Identifying sources

QUALITY ASSURANCE

It is important to anticipate prize needs to ensure adequate order and delivery time. Additionally, it is important to make sure winners receive prizes in a timely manner.

TIMING

Prizes may be provided throughout the intervention, beginning with the Kickoffs at each worksite. Their use will increase as the intervention progresses, throughout Transition Points 3 and 4.

SPEAKERS

DESCRIPTION

Speakers will likely be featured in a class type format. (See activity description). They may include green grocers, dietitians, co-op extension food advisors, farmers, chefs, or other knowledgeable sources related to fruit and vegetable production, sale, preparation, nutrition, consumption.

PURPOSE

The purpose of the speakers activity is to provide ideas or information from knowledgeable sources, to employees to encourage fruit and vegetable consumption. Providing specific information can help employees identify new methods to get their "5 A Day."

Elements to consider:

To recruit a guest speaker:

- Find and research appropriate resources. Allow enough time to meet speaker, discuss issues, needs.
- After selecting the speaker, determine which materials/equipment the speaker may need. Use this as a checklist:
 - promotion vehicles (See inserts description)
 - slide/overhead projector
 - VCR
 - screen
 - display board
 - table
 - handouts/instructional materials
 - demonstration materials, including food
 - location, room reservation
 - novelty items
 - table cloths
 - transportation, directions for speaker
- Confirm speaking dates, times with speaker. Double check location availability, pretest slide projector.
- Consider room set up, table, chair arrangement, etc.

QUALITY ASSURANCE

Allow enough lead arrival time to make sure all is set on day of event. Institute system to ensure as much attendance as possible. Make sure promotion vehicles are precise.

TIMING

Speakers are appropriate to use during the Kickoffs, TP 3, and TP4.

TABLE TENTS

DESCRIPTION

Table tents are pieces of cardboard that can be folded to form a “tent” designed to sit on a cafeteria table. The tents can be printed with pictures and messages around the 5 a day theme. The project has produced several table tents, some of which are listed in the inventory of materials.

PURPOSE

Table tents are intended to convey messages, simple skills, self-assessment, and tips about eating choices. Messages include advice to eat more fruits and vegetables; simple skills include information on increasing fruits and vegetables at a meal likely to be eaten in the cafeteria; self-assessment includes quizzes on how one’s meal measures up or what one knows about fruits and vegetables; and tips include information on serving sizes. The proximity of the tents to eating (cafeteria) is thought to increase re-evaluation of what one eats.

Elements to consider:

Ideally, a table tent should be placed on each cafeteria table. Table tents should never be placed without the express permission of the cafeteria manager and this permission should be obtained before planning a table tent activity. Other elements to consider are:

- Checking up on the table tents. Users of the cafeteria may find them appealing and carry them away, so be sure supply is checked regularly and missing table tents are replaced.
- Cafeteria users may write on the self-assessment table tents, so supply should be checked and replaced regularly.
- Other promotions may be going on in the cafeteria simultaneously. It is probably best to avoid joint promotions if possible.
- Ensure that there is a plan for distribution and taking down table tents at the end of the activity.

QUALITY ASSURANCE

Table tents should be checked to ensure that they are being used at the appropriate stage of intervention. A visit to the cafeteria may be necessary to see how many tables have tents and the condition of the tents.

TIMING

Because visual messages have a limited life in terms of being noticed (i.e., they become part of the background after a time), table tents should only be displayed for three to four weeks at a time. It is best to wait a short period of time (two to three weeks) before beginning another table tent activity.

TASTE TESTS

DESCRIPTION

Taste tests provide individuals with an opportunity to sample different fruits and vegetables. This can include unusual fruits or vegetables, or a chance to taste a new fruit or vegetable recipe.

PURPOSE

Taste tests are an effective way to promote awareness of the 5 a Day project by providing an opportunity for individuals to sample different fruits and vegetables. Minimal or no information is given. Taste tests may also promote simple skills by promoting different ways to get a serving of a fruit or vegetable.

Elements to consider:

- Ensure that there is a mechanism to promote the taste test for a period of at least 2 weeks before the tasting.
- All taste tests must be in compliance with health and safety codes. Check to determine if there are any restrictions.
- Check with the food services manager, as well as the person conducting the taste test, to determine who will provide the necessary equipment and food.
- Novelty items or other incentives can be offered to encourage participation.

QUALITY ASSURANCE

All recipes and food preparation techniques must meet the 5 a Day recipe criteria.

TIMING

Taste tests should be congruent with the particular Transition Point occurring in the worksite at the time. Attention should be paid to the time of year or season in which the taste test is occurring, as well as to other 5 a Day activities.

TIP SHEETS

DESCRIPTION

Tip sheets are information sheets about specific topics of interest to 5 a Day participants. These may include information on food preparation, storage, ripening or recipes. They will give more in-depth skill building tips than table tents or posters. Tip sheets can be used as an adjunct to a class, food demonstration or kickoff event, or as independent items in the Nutrition Resource Center.

PURPOSE

The 5 a Day tip sheets are designed to provide individuals with skill building tips. Messages include advice on why we should eat more fruits and vegetables, opportunities to assess current fruit and vegetable intake, skills on how to increase fruit and vegetable consumption and offer ways to get the family or other social support systems involved.

Elements to consider:

- Establish a mechanism for employees to request information on specific topics.
- Ensure that there is a sufficient supply to meet the interest level and need.
- Determine the length of time each tip sheet will be available.
- Suggested topics for tip sheets include:
 - Suggestions for keeping fruit and vegetables handy at home and at the office
 - Fast and easy breakfast ideas
 - Snack ideas
 - Commuting suggestions
 - New ideas for salads
 - Low cost ways to use fruits and vegetables
 - Getting the family involved
 - Planning a vegetable or herb garden
 - Children's lunch suggestions
 - Seasonal suggestions and Holiday treats
 - Buying fruits and vegetables in season

QUALITY ASSURANCE

Tip sheets should be congruent with the particular Transition Point occurring in the worksite at the time. Attention should be paid to the time of year or season in which the tip sheets are being distributed.

TIMING

As with other passive information, it is important to address how long the tip sheets should be made available. After 3-4 weeks, the tip sheets are unlikely to be taken by many additional employees. Attention should also be paid to the time of year or season in which the tip sheets are made available.

VENDING MACHINE POLICY

DESCRIPTION

A vending machine policy consistent with 5 A Day is one that supports the addition of fruit and vegetable offerings in company vending machines and a point-of-purchase campaign to educate consumers on making a fruit or vegetable choice from a vending machine. Worksites may have a variety of vending machine types ranging from the simple “snack” machines to those that offer full meals to be heated in a nearby microwave.

PURPOSE

Vending machines that include fruit and vegetable options keep the 5 A Day message in front of the worksite employees. The point-of-purchase educational campaign that accompanies the inclusion of fruits and vegetables can motivate and encourage employees to choose the fruit and vegetable options.

Elements to consider:

Many companies may have contracts with vending machine services and these contracts may leave the choice of foods offered to the vending machine operator. In addition, the vending machine operator will want to maximize profit and may be timid about offering food that has a relatively short shelf life. Despite these potential issues, it may be possible to make some vending machine changes if care is taken to introduce the changes in a way that is most congruent with the vending machine operator’s aims.

- Snack-type vending machines (non-cooled) can offer dried fruit (e.g., raisins) as a choice.
- Cooled vending machines can offer a variety of foods consistent with 5 A Day; for example, fresh fruit (e.g., oranges, apples), vegetable packs (e.g., carrots, celery), salads, and sandwiches with a full serving of vegetable (e.g., lettuce, tomato, sprouts).
- Vending machines that offer snacks or meals in combination with a microwave can include soups with a full serving of vegetables, bean meals, or frozen dinners that meet the 5 A Day criteria.
- Pop machines can include fruit juices as an option.

When adding a point-of-purchase campaign to the vending machines, it is necessary to appoint someone to check the machine regularly to see that 5 A Day offerings are in the vending machine and that the point-of-purchase message is consistent with the offering.

QUALITY ASSURANCE

EABs must have a plan for assuring consistency between vending machine offerings and any point-of-purchase campaign. Machines must periodically be checked to ensure that fruits and vegetables are still being offered. If they are not, discussions should be initiated with the vending machine operator.

TIMING

Expect vending machine operators to be skeptical about making changes. Unless there is demand for fruits and vegetables, vending machine operators are not likely to sustain a change even if they are willing to make it initially.

VIDEO/MULTIMEDIA TOOLS

DESCRIPTION

These tools may include skill and or knowledge building videos about fruits and vegetables. In addition, slide shows, overheads, audio tapes, and interactive computer programs geared towards transmitting skills and knowledge are included. All of these items may be used as parts of a class.

PURPOSE

The purpose of using videos and multimedia tools is to provide more and interesting channels to further encourage employees' interest in and consumption of fruits and vegetables. These tools also provide a different way to impart skills and knowledge.

Elements to consider:

After selecting particular video/multi-media tool, determine which materials/equipment may be needed. Use this as a checklist:

- promotion vehicles (see inserts description)
- location, room reservation
- slide/overhead projector
- VCR
- screen
- ext. cord
- computer
- television
- tape recorder
- handouts/instructional materials to accompany videos/multi-media tools
- other materials needed

QUALITY ASSURANCE

Allow time to preview audio visual tool. Make sure you've received approval from co-principal investigator to use specific video/multi-media tool. Allow adequate set up/preparation time.

TIMING

The videos, multi-media tools should be used during the skill building Transition Point III to help enhance participants skills, as well as in the maintenance phase Transition Point IV.

VISUAL DISPLAYS

DESCRIPTION

A visual display is an exhibit, generally unstaffed, that portrays a message or skill about eating more fruits and vegetables. It presents a message by itself. It may include a table and/or display board with a specific message. For example, a visual display may be built around the types of fruits and vegetables to include in a picnic basket during the summer months or food models could be used to demonstrate how easy it is to eat 5 a day.

PURPOSE

Visual displays provide passive exposure to the 5 a day message. They keep the project messages in the worksite environment, thereby giving reminders and cues to eat more fruits and vegetables. Displays are also designed to demonstrate some skill-building by showing ways to integrate 5 a day into one's lifestyle.

Elements to consider:

Visual displays are generally considered to be short-term exhibitions. Because they are generally unstaffed, some special considerations are necessary:

- Items on the display. Attention should be paid to the types of items that are put on display. The safety of leaving the items for long periods of time may be a concern.
- Location of the display. The display should be located in a place of maximum exposure. At the same time, care must be taken to consider workplace requirements.
- If the display includes brochures, tip sheets, or other materials to be taken by employees, a process for restocking the display should be planned.

QUALITY ASSURANCE

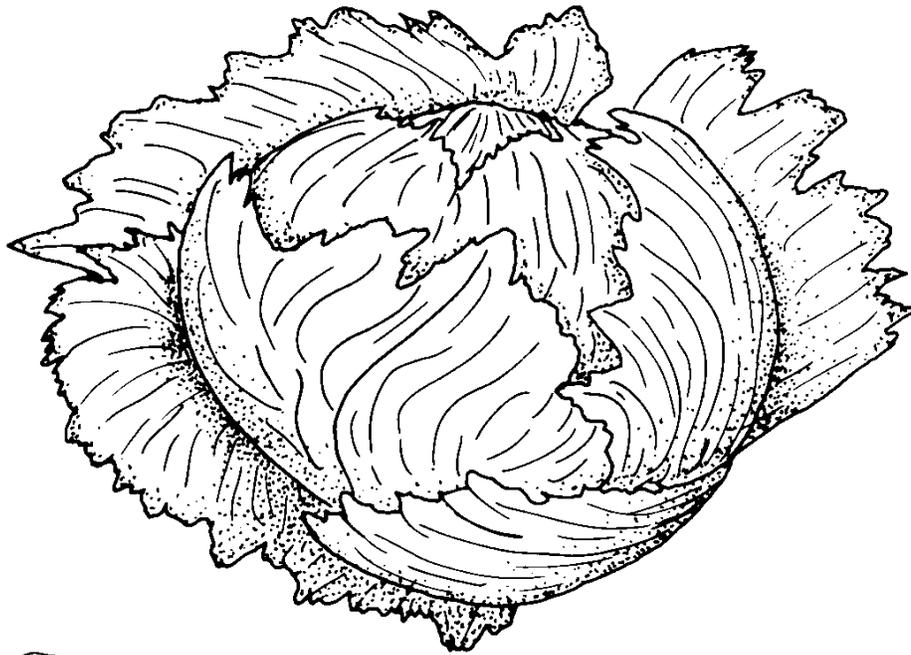
Displays should be congruent with the particular Transition Point occurring in the worksite at the time.

TIMING

As with other passive information, it is important to address how long a display should remain in the worksite. After three to four weeks the display is unlikely to be viewed by many additional employees. Attention should also be paid to the time of year or season in which the displays are placed in the workplace.



MATERIALS INVENTORY AND DESCRIPTION



INVENTORY OF MATERIALS

	TP 1	TP 2	TP 3	TP 4
POSTERS				
5 a Day Logo	◆	◆	◆	◆
ACS: Reduce Your Risks		◆	◆	◆
Add Power to Your Meal		◆	◆	◆
Are You Shortchanging Yourself	◆	◆		
Club Veg			◆	◆
Do Something Groundbreaking	◆	◆	◆	◆
Fast & Easy		◆	◆	◆
Feel Super	◆	◆	◆	◆
Five a Day Works for You		◆	◆	◆
Fruits and Vegetables -- the Fitness Fuel!			◆	◆
How Does Your Meal Measure Up?		◆		
It's Coming	◆		◆	◆
Look Out	◆			
Produce Boards (Assorted)		◆	◆	◆
Red NCI Poster (Eat 5 servings a day)	◆	◆	◆	◆
Serving Size =		◆	◆	◆
Whenever You Eat Think Fruits & Vegetables		◆		
BROCHURES				
Are You Shortchanging Yourself	◆	◆		
Be Fit With 5			◆	◆
Eat More Salads for Better Health			◆	◆
Eat More Fruits & Vegetables				◆
Fast & Easy		◆	◆	
Give a Healthy Gift with Fruits & Vegetables			◆	◆
Produce Board	◆	◆	◆	◆
What's Your Fruit & Vegetable Score?		◆	◆	◆
TABLE TENTS				
Add Power To Your Meal		◆	◆	◆
Do Something Groundbreaking		◆	◆	◆
Feel Super	◆	◆	◆	◆
How Does Your Meal Measure Up?		◆		
It's Coming	◆		◆	◆
Lookout	◆			
What's Your Fruit & Vegetable IQ.?		◆		

	TP 1	TP 2	TP 3	TP 4
INSERTS				
Paycheck Inserts	◆	◆	◆	◆
Flyers	◆	◆	◆	◆
Newsletters	◆	◆	◆	◆
POINT OF PURCHASE CARDS				
5 Ways to 5 a Day			◆	◆
TIP SHEETS				
Information & Facts About 5 a Day		◆	◆	◆
Adapting 5 a Day				◆
Children's Cooking				◆
Ideas for Change		◆	◆	◆
Preparation Skills		◆	◆	◆
Purchasing & Availability		◆	◆	◆
Recipes		◆	◆	◆
Support Systems (Family & Friends)				◆
Tip Card --- Serving Size		◆	◆	◆
MANUALS				
Take Five - A Guide to Healthful Eating			◆	
NOVELTY ITEMS				
Button (Have You Had Your 5 Today?)		◆	◆	◆
Goodie/Litter Bags		◆	◆	◆
Magnets (Eat 5 Fruits & Vegetables a Day)		◆	◆	◆
Napkins	◆	◆	◆	◆
Pencils (It's Easy to Eat 5 a Day)		◆	◆	◆
Stickers	◆	◆	◆	◆

MATERIALS DESCRIPTION

POSTERS

Eat 5 Servings of Fruits and Vegetables Every Day (NCI)

This bright red poster encourages individuals to eat 5 servings of vegetables each day as part of a low fat, high fiber diet.

Feel Super...Eat More Fruits and Vegetables

This is a poster designed to promote an awareness and desirability of eating more fruits and vegetables.

It's Coming

This poster is intended to create interest in an upcoming event and can be used to promote a kickoff as well as other worksite 5 A Day activities. There is a blank space provided to announce the name of the event as well as the time, date and place.

Be On The Lookout

This is designed to promote an upcoming event as well. It can serve the same purpose as "It's Coming". This poster may be supplemented with promotional flyers for greater coverage.

Are You Shortchanging Yourself ?

This piece encourages an individual self assessment of eating habits. This poster is a companion to the self assessment brochure and the "How Does Your Meal Measure Up ?" table tent.

Produce Board

This poster illustrates a variety of fruits and vegetables. It is intended to encourage one to think about eating more fruits and vegetables.

Whenever You Eat , Think of Fruits and Vegetables

This poster illustrates a variety of opportunities to add fruits and vegetables to the daily diet.

Club Veg

Club Veg activities can be promoted with this poster encouraging fruit and vegetable consumption in the cafeteria.

BROCHURES

Are You Shortchanging Yourself ?

This brochure describes the advantages of eating more fruits and vegetables. It lists the serving sizes and illustrates the actual amount of food required to meet the goal of 5 A Day.

5 A Day...Fast and Easy (NCI)

This brochure contains helpful tips about how to include more fruits and vegetables in the diet.

What's Your Fruit and Vegetable Score ?

This is a self assessment tool designed to aid individuals in evaluating current dietary intake.

Give A Healthy Gift

Additional tips for healthy gifts featuring fruits and vegetables as well as various kitchen gadgets are included in this brochure.

Be Fit With Five

This piece conveys the message that a healthy diet that includes fruits and vegetables is a positive enhancement to an exercise program.

TABLE TENTS

Feel Super

This replicates the Feel Super Poster.

How Does Your Meal Measure Up ?

This piece can be displayed on a cafeteria table to encourage self evaluation. Individuals can assess whether they are meeting the 5 A Day goal by evaluating the meal they are currently consuming.

Do Something Groundbreaking

This table tent encourages small steps and simple skills and keeps the message of 5 A Day in front of individuals as they eat a meal or snack in the cafeteria.

Add Power To Your Meal

This provides similar information and behavior cues as does the "**Do Something Groundbreaking**" table tent.

What's Your Fruit and Vegetable IQ. ?

This table tent, used in the cafeteria, encourages participants to think about fruits and vegetables and suggests simple tips for increasing consumption.

POINT OF PURCHASE CARDS

FHCRC Point of Purchase Cards

The Fred Hutchinson Cancer Research Center has developed point of purchase cards that provide simple messages about appropriate serving sizes and suggest a variety of options to achieve 5 A Day.

TIP SHEETS/FLYERS

Tip Sheets

These are colorfully printed information sheets that reinforce the skill building tips contained on posters and table tents. Available in the Nutrition Kiosk, they contain tips for including and increasing fruits and vegetables in the daily diet.

NOVELTY ITEMS

Goodie Bags

These are plastic bags that contain 5 A Day magnets, pencils and other materials. They are intended to be used as litter bags for fruit and vegetable refuse and are designed with the 5 A Day logo.

Napkins

These are printed with the 5 A Day logo and can be distributed in the cafeteria as well as other 5 A Day events in the worksite.

5 A Day Stickers

These stickers contain the 5 A Day logo and can be used to identify appropriate 5 A Day food choices in the cafeteria and vending machines.

Vegetable Seed Packets

These can be imprinted with the 5 A Day message and logo and distributed at various worksite events.

Magnets

These refrigerator magnets say "Eat 5 Fruits and Vegetables A Day".

MANUAL

Take Five....A Guide To Healthful Eating

This attractive booklet is designed to help employees acquire new skills. The manual includes detailed instructions to help individuals choose, prepare and eat more fruits and vegetables. It is an essential or cornerstone piece of the intervention.

