A First Step Toward Healthy Eating:

The 1% Or Less Handbook

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The comments and suggestions of Dr. Howell Wechsler, Dr. Laura Sims, Terry Long, and Linda Weinberg also contributed to this work and are deeply appreciated.

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September 1996

Dear Colleague:

Thank you for your interest in 1% Or Less. CSPI has been doing nutrition education for the past 25 years. During that time, we have seen a number of important changes in the food environment, such as the Nutrition Facts label on packaged foods, the increasing availability of low-fat foods in supermarkets, and the appearance of healthy choices at fast-food restaurants.

Interest in nutrition has increased dramatically. In a recent national survey, 80% of Americans said good nutrition was important to them. Yet, diet-related diseases still cause too much sickness, disability, and death in this country. Every year poor diet, along with physical inactivity, kills 400,000 Americans -- as many as die from smoking. Those deaths show up as heart disease, cancer, stroke, and diabetes, four of the seven leading causes of death in the United States.

1% Or Less is a new approach to reduce the burden of diet-related disease in this country. Rather than encouraging people to overhaul their entire diet or lifestyle all at once, it has one targeted, simple, and important message. It encourages adults and children over the age of two years to switch from whole or 2% milk to 1% or skim milk.

The campaign focuses on milk because of its important contribution to both health and disease. Milk is an important source of calcium and vitamin D for strong bones. However, whole and 2% milk also are among the biggest contributors of saturated fat to Americans' diets. Switching to low-fat milk is one of the easiest ways for Americans to get the calcium they need, while reducing their saturated fat intake and heart disease risk.

The 1% Or Less Handbook describes how to plan, implement, and evaluate a community-wide, nutrition-education campaign. It can be used by a novice in community organizing or by an expert. The Handbook includes a wide choice of program options to allow you to plan a campaign that meets the needs of your community, as well as your budget. Each of the programs described includes a tested set of materials such as model letters, handouts, evaluation forms, and other materials to allow you to focus your time and energies on the challenges of implementation and tailoring programs to your target audience.
We encourage you to conduct a community-wide 1% Or Less campaign. However, if time and resources are limited, consider starting with programming in one setting, such as supermarkets, worksites, or schools. Although CSPI cannot offer any financial resources to conduct local campaigns, this Handbook includes information on securing funds. Your campaign can be conducted in partnership with CSPI or you can use the ideas and materials in the Handbook to run an independent campaign.

We hope you find, as we have, that conducting a 1% Or Less campaign not only promotes the public's health but also is a lot of fun. It is inspiring to see people work together to promote the health of their family and friends, and gratifying to see your efforts result in measurable improvements in eating habits. Please keep us apprised of the progress of your project and call if we can be of assistance.

Best wishes,

Margo G. Wootan, D.Sc.  Michael F. Jacobson, Ph.D.
Senior Staff Scientist  Executive Director
What the experts say about the 1% Or Less campaign

“The campaign seems to have been a simple, successful, and relatively inexpensive undertaking to reduce one of the major sources of saturated fat. Milk is a healthy drink provided that the fat is removed. This approach has the potential to save many lives.”

Basil Rifkind, M.D.
Senior Scientific Advisor of Vascular Residency Programs
National Heart, Lung, and Blood Institute
National Institutes of Health

“Rarely do we see market shares change so rapidly. Clearly, CSPI is onto something that should be expanded. An impressive achievement with important implications.”

Alan Berg
Senior Nutrition Advisor, World Bank

“This community-wide education campaign has achieved a dramatic shift in eating habits. It now needs to be expanded to reach the rest of the country.”

Dean Ornish, M.D.
President and Director, Preventive Medicine Research Institute

“CSPI’s campaign shows that the promotion of low-fat milk causes people to switch, rather than give up milk. I hope it will encourage the dairy industry to promote milk in its most healthful form -- as fat-free skim and low-fat 1%.”

Virgil Brown, M.D.
Director, Division of Arteriosclerosis and Lipid Metabolism
Emory University School of Medicine

“Milk as a beverage is only healthfully nutritious if it is skimmed or 1%.”

Henry Blackburn, M.D.
Mayo Professor of Public Health, Division of Epidemiology
University of Minnesota
“These good results reflect the potential to stimulate healthful nutrition changes using a targeted, simple, important message which is disseminated in a multifaceted campaign. This good news will stimulate many community groups to follow the West Virginia lead and ‘can do spirit’ to reduce saturated fat intake, which raises blood cholesterol levels more than anything else in the diet.”

Claude Lenfant, M.D.
Director, National Heart, Lung, and Blood Institute
National Institutes of Health

“This campaign proves that advertising works just as well for healthy eating as it does for everything else. The low-fat milk campaign is a great step in the right direction.”

Marion Nestle, Ph. D., M.P. H.
Professor and Chair, Department of Nutrition and Food Studies
New York University

“Congratulations on launching the national campaign to get Americans to switch to 1% or (preferably) skim milk. This should be looked at as one important part of the goal to lower the still-high intake of fat, saturated fat, and dietary cholesterol in the American diet.”

Jeremiah Stamler, M. D. and Rose Stamler, M.A.
Emeritus Professors, Northwestern University Medical School

“I was very impressed by the results.”

Ernest L. Wynder, M.D.
President, American Health Foundation

“I applaud CSPI’s very simple and nutritionally sound approach to improve the nation’s health. When people get used to the texture of nonfat milk, they can’t believe that they ever preferred the taste of artery-clogging whole or 2% milk.”

Robert Pritikin
Director, Pritikin Longevity Center
Quotes from community members about 1% Or Less

“The campaign let the public know that they don’t have to sacrifice taste to reduce their fat intake.”

Frederick Smart, Bridgeport, WV

The message of the campaign “was simple, clear, and easy to understand.”

Lou Ann Nicholas, Nutter Fort, WV

I poured 1% milk into a 2% gallon jug until I was sure that my family was hooked on 1%. Then, I left it in a 1% jug. At the reaction ‘YUCK,’ I told them that they had been drinking it since the beginning of February. That did that!”

Ceffie Haught, Bridgeport, WV

“I’ve seen a lot of programs for supermarkets, but this was one of the best.”

Danny Thomas, Owner of Foodland of Rosebud
Clarksburg, WV

“What a little thing to do to help improve my health.”

Lisa Hardman, Clarksburg, WV

“I’ve switched to skim milk as a result of the campaign. The taste is the same and I can use less fat in my diet.”

Reverend Kurt Busick, Clarksburg, WV

“My wife and I both switched from 2% milk to skim. We also started watching the fat content in all the other foods we buy. We switched to leaner cuts of meat. As a result, we have lost weight, feel better, and, when checked in March, our cholesterol and my triglycerides were lower.”

Larry Rogers, Clarksburg, WV
Chapter 1: The Basics of 1% Or Less

The national campaign

Local 1% Or Less campaigns are part of a national campaign that aims to increase the consumption of 1%, ½%, and skim milk to half of all the milk sold in the United States by the year 2000 (up from the current one-fifth of milk sales). The national campaign aims to bring together federal, state, and local governments, academia, nonprofit organizations, the food industry, and consumer groups to reduce saturated fat consumption and heart-disease risk by encouraging one simple but important dietary change as a first step toward healthy eating. It encourages adults and children over two years old to switch from whole or 2% milk to 1% or skim milk. The local campaigns are central to the national effort to increase the consumption of low-fat milk.

Nationally, CSPI also is implementing educational programs and advocating for policy changes to promote low-fat milk consumption. For example, CSPI submitted a joint petition to the Food and Drug Administration (FDA) with the Milk Industry Foundation, the leading trade organization for dairy processors, to rescind the low-fat claim on 2% milk and allow skim milk to be called fat-free.

In addition, CSPI plans to work with other health organizations and the food industry to develop educational programs for national implementation.

The first local 1% Or Less campaign

There has been enthusiastic praise of the first pilot test of the 1% Or Less campaign by many prominent researchers, physicians, and other health professionals (see pages viii-ix). The first campaign was conducted in Clarksburg and Bridgeport, West Virginia (combined population: 25,000). According to the West Virginia Bureau of Public Health, the state of West Virginia has heart disease and obesity rates that are both 18% above the U.S. average. Per capita income in the state is 24% below the national average, and educational attainment levels are below average.

The first 1% Or Less campaign employed one of the most powerful methods of communication: the mass media. In contrast to campaigns that use public service announcements, this seven-week campaign included strategically-placed, paid ads on television and radio, and in newspapers. The ads aired frequently and during prime-time. The campaign also
included press conferences and other community events to attract press coverage of the campaign.

The campaign also used educational programs to encourage the community to drink 1% or skim milk. Activities included: 1) signs in the dairy cases of supermarkets that encouraged consumers to choose 1% or skim milk; 2) milk taste tests in supermarkets, schools, and worksites; 3) nutrition presentations at schools, worksites, and civic organizations; and 4) messages in church bulletins.

The effectiveness of the campaign was measured in two ways: 1) a pre- and post-intervention telephone survey in both the intervention and the control (Wheeling, WV) cities and 2) milk sales in supermarkets. The telephone survey demonstrated that 37% of the high-fat (whole or 2%) milk drinkers in the intervention cities reported that they switched to low-fat (1%, ½%, or skim) milk compared to 10% in the control city (table 1). (A test on the difference between proportions was highly significant, p < .0001.) Forty-seven percent of 2%-milk drinkers in the intervention cities reported switching to 1% or skim milk compared to 11% in the control city (p < .0001). Although only 12% of whole-milk drinkers switched to 1% or skim milk as a result of the campaign (a number similar to that in the control), 26% switched to 2% milk and thus took a first step toward lower-fat milk (p < .05).

<table>
<thead>
<tr>
<th></th>
<th>Intervention (Clarksburg)</th>
<th>Control (Wheeling)</th>
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<tbody>
<tr>
<td>whole- &amp; 2%-milk drinkers</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>2%-milk drinkers</td>
<td>47%</td>
<td>11%</td>
</tr>
<tr>
<td>whole-milk drinkers</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>whole-milk drinkers who switched to 2% milk</td>
<td>26%</td>
<td>7%</td>
</tr>
</tbody>
</table>
The combined sales of 1%, ½%, and skim milk more than doubled after the campaign (see page M-1). In the intervention community, low-fat milk sales increased from 1,404 gallons per supermarket per month at baseline to 3,730 gallons in the month following the campaign (p < .01). That increase was maintained six months after the campaign ended. Sales of whole and 2% milk decreased by 17% after the campaign (from 6,432 to 5,365 gallons per supermarket). However, that decrease was not sustained at the six-month follow up.

The total volume of milk sold per supermarket increased significantly in the intervention community from baseline (7,836 gallons) to immediately following the campaign (9,095 gallons, p < .05) (see page M-2). That increase was sustained up to six months following the campaign (9,784 gallons, p < .01). For the same time periods, total milk sales were unchanged in the control community.

Although people across the country are switching to low-fat milk, the change is slow. If current trends continued (at approximately a 2.5% increase per year), it would have taken more than 100 years to achieve the changes in 1% milk sales that the campaign achieved in just seven weeks (a 300% increase).

During the six months after the campaign ended, we did not conduct any programs promoting 1% and skim milk, so some slippage in the results was expected. However, most of the slippage was in 2% milk sales, with sales of whole, 1%, and skim milk holding steady.

One factor that may have eroded the campaign's effect is price. Six of the eight supermarkets in the intervention community ran specials on 2% milk during the six months after the campaign ended. Individual supermarkets ran between three to six specials on 2% milk during that six-month period. (One special was run on whole milk and no specials were run on 1% or skim milk.) The price discounts on 2% milk ranged from 10% to 37% less than the usual price.

Your campaign

Chapter 2 discusses how to design a campaign that fits your community's needs. It outlines program ideas for local campaigns, reviews budget considerations, and provides fundraising tips. Each of the programs is described in greater detail in chapters 3 through 9.
Why devote a whole campaign to “just milk”?

Contribution of milk to health and disease

Many food choices contribute to Americans’ increased risk of chronic disease. However, some foods -- like whole and 2% milk -- contribute more than others. Whole and 2% milk are leading sources of saturated fat in Americans’ diets. Saturated fat is a leading contributor to heart disease -- the leading cause of death for American men and women.

The campaign encourages people to drink milk. Milk is a terrific source of calcium and vitamin D to build strong bones. Twenty-five million Americans have osteoporosis -- which causes 1.5 million fractures and adds $10 billion to health-care costs each year. A healthy diet -- especially adequate calcium consumption -- and weight-bearing exercise can help build bone mass and prevent debilitating fractures.

Although sales of “low-fat” milk (2%, 1%, and skim combined) have quadrupled over the past 25 years, whole and 2% milk still make up 67% of all milk sold (table 2, Milk Industry Foundation (1995) Milk Facts, Washington, D.C.).

### Table 2: Fluid Milk Sales in 1994*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>whole</td>
<td>33.7%</td>
</tr>
<tr>
<td>2%</td>
<td>33.4%</td>
</tr>
<tr>
<td>1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>skim</td>
<td>13.0%</td>
</tr>
<tr>
<td>other</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

*Sales figures are for Federal Order Markets, which account for nearly three-fourths of total U.S. fluid milk sales.

Although all milks are good sources of calcium and vitamin D, in whole and 2% milk those nutrients come with too much artery-clogging saturated fat. By choosing 1% or less, consumers get all the good nutrition of milk -- with little or no fat.

Notice that 2% milk is not included as low fat. The low-fat claim on cartons of 2% milk is deceptive. 2% milk does not meet the Food and Drug Administration’s (FDA) definition of low fat. Only 1% and skim milk are truly low fat. Although, CSPI and the Milk Industry Foundation petitioned FDA to change the name of 2% milk to “reduced-fat,” those rules -- if finalized -- would not take effect until January of 1998.
A targeted and easy message

Many people are interested in health, but feel increasingly busy and stressed. 1% Or Less recommends a specific health-behavior change that people can fit into their busy lifestyles, and encourages an important first step toward healthy eating and reducing heart-disease risk.

Although consumers could choose other dietary changes to lower their saturated fat consumption, switching to low-fat milk is relatively easy:

- Consumers can continue to use milk as they always have, with no need for new preparation or purchasing skills.

- Low-fat milk tastes good. In blind taste tests of 1,800 people in the first 1% Or Less campaign, 95% of consumers liked the taste of either 1% or skim milk (see page 90 of chapter 6).

- The availability of milk in gradations of fat content allows consumers to make a gradual change from whole to skim milk.

- Low-fat milk is generally lower or equal in price to whole milk and is readily available in most supermarkets (The International Association of Milk Control Agencies. Whole Milk Prices in United States’ Supermarkets 1984-1993 (1994) Albany, New York).

The message is based on consensus

Many organizations encourage consumers to choose low-fat dairy products including:


- American Academy of Pediatrics (Growing Up Healthy (1991) Elk Grove Village, IL, p. 5)

• American Heart Association (An Eating Plan for Healthy Americans (1991) Dallas, TX, pp. 4, 10)


Children and low-fat milk

The campaign’s message is especially important for children and youth. The U.S. Department of Health and Human Services, U.S. Department of Agriculture, and the American Academy of Pediatrics agree that the best time to start cutting back on dietary fat, saturated fat, and cholesterol is after two years of age. For example, the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents by the National Institutes of Health encourages the use of skim and 1% by children (1991, pages 1-2, 25, 32-33). Children under two years should drink whole milk, but after two years they can safely switch to 1% or skim milk with the rest of the family.

Good nutrition should begin in childhood -- when eating habits are formed, and chronic diseases begin to develop. For example, fatty streaks -- the beginnings of atherosclerosis -- are found in the arteries of children as young as ten years old. In addition, the rates of childhood obesity are skyrocketing. In the last decade, the number of children who are seriously overweight (85th percentile) increased from one in seven to one in five (U.S. Department of Health and Human Services, NHANES III, Arch Pediatr Adolesc Med, vol 149 (1995) pp. 1085-1091). Kids need calories to play and grow, but milk fat is not the most nutritious source of those calories.

Osteoporosis also has its roots early in life. Since 95% of maximum bone density is reached by age 18, it is important to encourage children to eat calcium-rich foods. The average teenage girl consumes less than two-thirds of the daily recommended dietary allowance (RDA) for calcium. Young, weight-conscious women may be encouraged to drink skim milk by the fact that it has 40% fewer calories than whole milk.

According to the U.S. Department of Agriculture’s food guide pyramid, teenagers should consume 3 servings of milk or other high-calcium foods like yogurt or cheese each day. Younger children need 2 servings each day. Children who drink 1% or skim milk can get the calcium they need to help reduce their risk of osteoporosis without increasing their risk of heart disease later in life. Encouraging children over 2 years to choose 1% or skim milk is an important
first step toward healthy eating and reducing the burden of chronic disease in future generations.

Model materials about milk

The *Milk Facts* sheet on pages M-3 to M-5 contains facts and figures that describe the role that milk plays in promoting health and that high-fat milk plays in promoting disease. It can be used by campaign staff or can be handed out to campaign participants that need more detailed information on milk, such as members of the Speakers Bureau, taste-test volunteers, teachers, community leaders, worksite-wellness coordinators, etc.

The material entitled *Commonly Asked Questions About 1% Or Less* on pages M-6 to M-8 provides additional information about the campaign rationale. It was designed to help answer questions from organizations and community leaders when organizing a campaign.

The *Coffee Facts* sheet on pages M-9 to M-10 may help campaign staff address consumers’ questions about milk used in coffee. It summarizes the differences in fat and calorie contents of coffee beverages made with half-and-half, whole, 2%, 1%, or skim milk.

For more information about milk, see the references on page 139 of chapter 10. The references include additional information on the issues discussed in this chapter, as well as other issues such as lactose intolerance and the milk-diabetes hypothesis.

Making a case for good nutrition

While you recognize the importance of healthy eating, many in your community do not. One of the first steps in setting up a 1% Or Less campaign is to convince your community of the importance of focusing on healthy eating. For example, you will need to convince community leaders that poor nutrition is a pressing public health problem in your community to which they should devote their scarce time and resources.

The public health impact of poor eating habits also should be a key discussion point when trying to convince schools, supermarkets, worksites, religious institutions, and other community organizations, as well as individuals, to participate in the campaign. Information on the importance of nutrition to health is also useful when training health professionals to give nutrition presentations to worksites and other community organizations (see chapter 8), motivating volunteers to work on the campaign (see chapter 3), and motivating individuals to switch to low-fat milk.
The fact sheet entitled *Nutrition and Health* (see pages M-11 to M-14) contains facts and figures that outline the impact of poor nutrition in the United States. The fact sheet can be used by campaign staff or can be handed out to campaign participants who need more detailed background information about the campaign, such as members of the Speakers Bureau (health professionals that volunteer to give presentations about nutrition to worksites and other community organizations, see chapter 3).

Although you might want to develop your own rationale for why your community should focus on healthy eating, using *Nutrition and Health* could save time. In addition, we have found the fact sheet and the following points to be persuasive:

- Poor diet is a leading contributor to heart disease, cancer, stroke, and diabetes — four of the seven leading causes of death in the United States.

- Few people recognize what a tremendous impact nutrition has on health. Poor diet and physical inactivity kill as many people as smoking — about 1,200 people each day. They kill 13 times more people than HIV and 20 times more than drugs.

- Poor nutrition costs society about $130 billion each year in health-care costs and time lost from work.

- Even modest dietary changes could prevent many of those deaths and greatly reduce health-care costs. For example, if the average American decreased his/her saturated fat intake by just 8 grams per day (the amount in one and a half cups of whole milk), 100,000 fewer Americans would be stricken with coronary heart disease and $12.7 billion could be saved in medical costs and lost earnings over the next ten years (*J. Am. Dietetic Assoc.*, vol. 96 (1996) pp. 127-131).

- The resources devoted to promoting healthy eating pale in comparison to those spent to promote fatty, high-calorie, and salty foods (see *Food Advertising* on page M-15). For example, McDonald’s advertising budget is 350 times what is spent to promote fruits and vegetables by the National Cancer Institute and the Produce for Better Health Foundation through the 5-a-day Program.

You also could stress that the burden of diet-related diseases goes far beyond those numbers. Its effects are a very personal matter for millions of Americans and their families. For example, six million to ten million Americans suffer from diabetes that might have been prevented by healthy eating and physical activity. Since there is still no cure, diabetics face a lifetime of rigid eating schedules, taking medication or insulin injections, and higher medical bills. They are at greater risk of losing their eyesight — diabetes is the leading cause of
blindness in adults. Diabetics also face increased risk of kidney disease, heart disease, stroke, and lower-limb amputations.

In 1994, there were approximately 160,000 to 220,000 deaths from cardiovascular disease that might have been avoided with proper diet and exercise. Heart disease is a tragedy for families that lose a loved one prematurely. It also can reduce the quality of life for those who live with the disease. Consider Morris, a 62-year-old resident of Phoenix, Arizona. His arteries were so clogged that when he walked through an airport, he had to stop 15 times, breathless, before reaching his plane (Vantage Point (Dec. 1991) p. 4).

The side effects of drugs used to treat heart disease include depression, headaches, fatigue, muscle inflammation, and liver abnormalities. The medication that Wally, a 57-year-old insurance executive in Dallas, Texas, was taking left him with little energy to do his job and enjoy life (Vantage Point (June 1992) p. 4).

You could stress to community leaders and consumers that we should eat a healthy diet not just to live longer, but to live better. A good diet can help keep us healthy throughout life -- preventing the need for painful procedures, medications with unwanted side effects, and the loss of physical independence that can result from broken hips or arteries that are so blocked we are unable to walk up stairs or carry our own groceries.

Who is CSPI?

The Center for Science in the Public Interest (CSPI) is a nonprofit organization based in Washington, D.C. CSPI has been speaking out since 1971 to improve the public's health through better nutrition. To accomplish that goal, CSPI's twin missions are to provide consumers with useful information about their own health and to conduct innovative research and advocacy programs on food and nutrition issues.

CSPI's award-winning Nutrition Action Healthletter reaches more than 750,000 subscribers, making it the nation's largest health newsletter. The support of our members and subscribers finances CSPI's work.

CSPI's legal, nutrition, and policy specialists actively encourage the food industry to improve its products and market them honestly. When necessary, we use the news media, the courts, and grass-roots public pressure to enforce the law, promote public health, and protect consumer rights. In addition, we work with government policy makers at all levels to adopt laws and regulations that promote health through good nutrition.
A few of CSPI's most notable accomplishments include:

- CSPI led the effort to win passage for the Nutrition Labeling and Education Act, which put new, improved nutrition labels on nearly all packaged foods.

- CSPI's widely publicized studies of Chinese, Italian, Mexican, seafood, and sandwich restaurants, as well as movie theater popcorn, have changed consumer attitudes and improved industry practices.

- CSPI helped persuade McDonald's and other major fast-food chains to add more healthful items to their menus and to disclose ingredient information for their foods.

- CSPI championed the federal law setting a strict definition for "organic" food.

- CSPI convinced the government to ban potentially lethal sulfite preservatives in fresh fruits and vegetables and to advise pregnant women not to consume caffeine.

- CSPI stopped more than a dozen deceptive advertising campaigns by such major companies as McDonald's, Kraft, and the beef and coffee industries.
How to use the 1% Or Less Handbook

The 1% Or Less Handbook describes how to plan, implement, and evaluate a community-wide, nutrition-education campaign. Whether you are a novice or a veteran in community organizing, the Handbook provides information on how to promote 1% and skim milk in your community.

The Handbook could be used to plan a community-wide program or to conduct programming in a single community setting, such as a school, supermarket, or worksite. For example, a worksite-wellness director could use chapter 8 to design a nutrition-education program for her employees or a local Heart Association could use chapter 6 to conduct a 1% Or Less program in cooperation with a supermarket. A campaign could be directed by an individual or a committee. The Handbook refers to the person with primary responsibility for planning, implementing, and evaluating a 1% Or Less program as the campaign director.

No single communication channel can reach all community members. Neither can a single program approach meet each community’s needs. Thus, the Handbook describes a range of program options to allow you to plan the campaign that best meets the needs of your community, your target audience, and of course, your budget. No campaign director should need to read the entire Handbook. It is designed to be a smorgasbord from which you choose programs.

Part 2: Materials includes model letters, speeches, press releases, fliers, fact sheets, evaluation forms, contest guidelines, and other materials. You need only review the materials for the programs which you plan to conduct.

The materials in part 2 can be 1) used as they are, 2) modified to fit the individual needs of your programs, or 3) serve as models for materials you develop. We encourage you to be creative and recognize that the enclosed materials will not fit the needs of all communities. However, we also know how much time and money it takes to develop and test new materials. For example, even a letter inviting volunteers to join the campaign can take several hours to write and edit. We have provided as many model materials as possible to allow you to focus your time and energy on the challenges of implementation and on tailoring programs.
Designing a campaign to meet the needs of your community

The channels for communication described in this Handbook include advertising, news media, supermarkets, schools, worksites, civic organizations, health-care settings, and religious institutions. Using a variety of communication channels will increase your chances of reaching your target audience. However, conducting programming in all those settings would be an enormous undertaking for even a large staff with unlimited resources. You should decide which combination of channels will provide the most cost- and outcome-effective approach to reach your target audience with the campaign’s message. You also will need to choose program approaches within those channels. Each chapter includes a number of possible activities that could be conducted in that setting.

An outline of possible activities follows. These activities, as well as others, are described in more detail in the chapters indicated.

- Community organizing (chapter 3):
  - Set up a 1% Or Less Commission -- a blue ribbon panel of community leaders to support and serve as resources to the campaign.
  - Recruit volunteers to join a Nutrition Action Council to help set up and implement campaign activities.

- Media:
  - Place paid advertisements on television, radio, and billboards and in newspapers. The ads also could be used as public service announcements (chapter 4).
  - Send direct mail to a target audience.
  - Generate press coverage of the campaign to publicize campaign events and educate consumers about the importance of drinking low-fat milk (chapter 5). The public relations campaign could include: press conferences, news releases, radio remote broadcasts, weekly columns, and feature stories.

- Supermarkets (chapter 6):
  - Conduct milk taste tests:
1) in stores for consumers

2) as a press event with prominent, local figures (for example: mayor, city council member, state legislator, U.S. senator or congressional representative, local athlete, school superintendent, etc.)

3) announce times, dates, and locations of milk taste tests in the newspaper

4) ask a radio station to do remote broadcast from a taste test in a supermarket

- Hang shelf talkers (signs) in dairy cases that promote low-fat milk.

- Collect milk sales figures to evaluate the effectiveness of the campaign.

- Schools (chapter 7):

  - Encourage schools to serve 1% or skim milk (as both white and chocolate milk) and involve students in actively promoting those low-fat choices to their classmates.

  - Conduct milk taste tests.

  - Set up a Teen Nutrition Team to help plan and conduct activities for middle- and high-school students.

  - Publicize the campaign message in the school newspaper or at school
events (for example, place ads in event programs, hang banners at sporting events, etc.).

• Integrate the campaign message into classroom curricula.

• Conduct a poster contest in elementary schools, hang entries in schools and at a shopping mall, and announce winners to the press.

• Conduct contests such as a milk-cap-collecting contest or Pledge for Health.

• Worksites, civic organizations, WIC clinics, health departments, hospitals, social service offices, senior centers, and other community organizations (chapter 8):
  
  • Urge worksites and organizations to switch their cafeterias, vending machines, or other food service to 1% or skim milk.

  • Place articles about nutrition and the campaign in organization newsletters. Articles also could be used as pay check stuffers, on bulletin boards, etc.

  • Invite members of the Speakers Bureau to conduct milk taste tests or give presentations on nutrition.

  • Show displays of the amount of fat in each type of milk at organization meetings, in worksite lobbies or cafeterias, in hospital waiting rooms, etc.

  • Conduct contests that promote healthy eating.

• Churches and synagogues (chapter 9):

  • Place nutrition messages in bulletins.

  • Ask pastors or rabbis to give sermons or make announcements about the campaign and the importance of nutrition to health.

  • Encourage members of the congregation who switched to 1% or skim milk to share their experiences through testimonials.

### Institutional changes and advocacy

Educational activities should be complemented and reinforced by efforts to change the milk-serving practices of the institutions with which you work. You could target: 1) worksite cafeterias or vending machines, 2) social functions of civic organizations, 3) meals or snacks served by schools, preschools, Head Start programs, or childcare centers, 4) meals served by senior centers or Meals on Wheels programs, or 5) food served at coffee hours or other functions of religious
institutions. Changing the type of milk served by institutions helps:

- provide opportunities for people to try 1% or skim milk.

- make behavior change possible. It is hard to drink 1% or skim milk at work if the vending machine sells only whole milk.

- make it easier to drink 1% or skim milk. If 1% milk is offered instead of 2% milk at school, students will consume less saturated fat without any effort.

- create lasting change. Changing the type of milk served by an institution promotes change that will remain after your campaign ends. For example, the schools in Clarksburg and Bridgeport, West Virginia, and Hermosa Beach and Redondo Beach, California, now provide 1% milk rather than 2% milk as a result of their 1% Or Less campaigns. Therefore, a child who drinks one cup of 1% milk instead of 2% milk during the school day will cut over 65,000 calories and 18.6 pounds of fat from his/her diet during his/her 13 years of school.

- enhance the credibility of the campaign’s message. Employees would get conflicting messages from an employer who promotes 1% and skim milk in educational activities but serves only 2% or whole milk in the cafeteria or with the coffee service.
To advocate for changes in the type of milk served:

- First, identify the appropriate decision makers. Find out who decides what type of milk is served at the institution. For example, it might be the director of food service at a school or worksite, or a social director of a civic organization or church. In addition, you might want to talk with higher authorities such as the school superintendent, school-board members, pastors, rabbis, company presidents, child-care-center directors, etc.

- Next, the campaign director could meet with key decision makers to discuss the importance of 1) nutrition to health, 2) drinking lower-fat milk, and 3) making low-fat milk available. The meeting could include members of the institution to demonstrate an interest by affected parties. For example, interested parents could attend the meeting to ask the school superintendent to make low-fat milk available to their children at school.

- Additional techniques for affecting change could include 1) setting up a follow-up meeting between the key decision makers and prominent local health professionals who could again urge the institution to serve 1% or skim milk, 2) getting prominent local health professionals to write letters or make phone calls to the key decision makers to stress how important it is for the institution to provide lower-fat milk, 3) circulating a petition for students, employees, members, or congregants to sign that urges the institution to provide 1% or skim milk, or 4) trying to get the school newspaper or company newsletter to do a story about the need for food service changes.

**Choosing the right mix of programs for your campaign**

The components of your campaign will depend on many factors. The characteristics and needs of your community will affect the number and type of programs you conduct. A major consideration is the size of the community. It is less expensive and easier to manage more extensive programming in a small community. For example, programs in supermarkets, worksites, schools, and churches in a city of 25,000 people may require the same effort as conducting programs just in supermarkets in a city of 250,000.

In contrast, a campaign in a larger city may need to focus its resources on one or two communication channels. For example, paid advertising and public relations could be used to reach a larger proportion of the population in a large city than could be
reached through the face-to-face contacts of community-based programs. If enough staff and money is available, a media campaign in a large city could be supplemented with programs in a setting where large numbers of community members could be reached. For example, the campaign could work in cooperation with large supermarket chains to provide coupons or run other promotions on 1% or skim milk, or to hang signs in dairy cases. Alternatively, the campaign could conduct programs with large worksites or HMOs to reach a large proportion of the community.

The demographic characteristics of the community also are important. For example, a campaign in a low-income neighborhood might rely more heavily on television and radio advertising (during the appropriate programs) and face-to-face contacts and less heavily on news coverage and printed materials.

You also should consider the nature of the media market. For example, if your community is a suburb of a large metropolitan area, it may be too expensive to purchase advertising on broadcast television stations. Cable television (which can be purchased for a limited viewing area) and community programming may be more appropriate choices. In addition, it is easier to generate news coverage of the campaign in a smaller, less competitive media market.

Your existing relationships with community organizations will affect the number and types of programs you can conduct. For example, if you already have a relationship with key school officials, it will improve your chances for gaining their participation with 1% Or Less. The extent of the community’s infrastructure for health promotion also is a factor. If many worksites and community organizations have conducted nutrition-education programs in the past, it will take less time and effort to convince them to conduct a 1% Or Less program.

The key steps for setting up a comprehensive community-based campaign are outlined on the model planning calendar on pages M-16 to M-22. While no campaign need use all the programs included in the calendar, it provides an example of how to plan many of the campaign activities described in the Handbook. It also provides an example of how to maintain a steady flow of the campaign message to the community. You will need to adjust the plan to reflect the length of your campaign and your choice of programs.

**Choosing a target audience**

Early in the planning stages of your campaign, you should identify your target audience. In the first 1% Or Less
campaign, middle-aged women were the primary target audience. The television advertisement, “Supermarket,” and radio advertisement, “Exercise,” were designed for that target audience and were placed during programs that appealed to them. The activities in supermarkets, worksites, and churches also reached that target audience. Adolescents were a secondary target and were reached through school-based activities and radio advertisements. In addition, the second television advertisement, “Heart,” was placed in primetime television to reach a wide and diverse audience.

**Campaign costs**

Available staff time and financial resources are critical factors in determining the number and type of programs conducted. For example, advertising requires little staff time but significant monetary resources. In contrast, significant staff time is required to plan, implement, and evaluate community-education programs. Surprisingly, **overhead and personnel costs for community-education programs often equal advertising costs.** Thus, if personnel costs are not covered by the sponsoring organization, be sure to objectively weigh the costs of advertising versus community-education programs.

Several sample budgets are included on pages M-23 to M-25 as examples of campaign costs. Those budget estimates are for campaigns in cities of various sizes, with a variety of program combinations. Most are “ideal” funding levels. Do not be discouraged if your available funds are lower -- **more modest budgets could still produce effective campaigns.**

**The length of the campaign**

The length of your campaign will depend on your available resources, and the choice and intensity of programming. However, the 1% Or Less campaign was designed to be short and intensive. The campaign message is targeted and easy to understand. Therefore, you may not need as long a program as with other health messages. In addition, it is difficult to sustain a media campaign for long periods of time. Lengthy campaigns are more expensive, and it is hard to sustain the public’s and the media’s attention for long stretches.

We suggest that a community-wide campaign run for approximately six to eight weeks. In addition, we recommend that all campaign programs take place within those six to eight weeks, so that community members hear about the campaign in a sudden burst of advertising, news coverage, and programming. **Urge participating organizations not to conduct any programs, and ask the news media to hold off on news coverage until**
the campaign officially begins. Premature programming will reduce the impact of the message and could interfere with measuring the campaign’s effectiveness. All campaign activities should be well organized before the campaign begins. The campaign is too short to permit you to do a lot of planning during the campaign. During the campaign, the director and staff should be focused on implementing programs.

Design a handout to describe your campaign

When recruiting organizations and individuals to join the campaign, it is helpful to have a concise description of the purpose and structure of the campaign. The handout can be used with grocers, worksite-wellness directors, school officials, volunteers, etc.

The campaign description should help to motivate individuals and organizations to participate in the campaign. It should be no longer than one or two pages. The handout could describe 1) why nutrition is important, 2) why the campaign focuses on milk, 3) all sponsoring organizations, and 4) the programs that will be conducted.

See page M-26 for a model campaign description. That handout should be revised to describe your organization and the specific activities of your campaign. A similar handout designed for children can be found on page M-236 in chapter 7.
Funding your campaign

One of the biggest challenges to conducting a health-promotion campaign is finding the funds to pay for it. Because there are a number of books and resource guides available on fundraising, this Handbook provides only basic tips on 1) potential funding sources, 2) approaching funders, and 3) writing a proposal. Also included are references to publications and organizations that can provide more detailed information on fundraising.

Funding sources for your campaign

Many public and private sources of funds are available for health-promotion programs like 1% Or Less. Private organizations, such as local businesses (especially large corporations), hospitals and HMOs, insurance companies, and community organizations, are good sources of funds for new programs. It is important to network with community leaders to learn what funding sources are available in your community. As with many community-wide programs, you may need to secure funding from more than one source. If that is the case, be sure not mislead anyone into thinking they are the sole funder of your program. In addition, do not overlook the value of in-kind services in the form of labor, materials, or technical assistance, which can be as valuable to your campaign as monetary contributions. Furthermore, collaborating with others interested in health promotion can help you pool resources, gain support, and lessen the chance for duplication of efforts. Specific sources of funds are discussed below.

Foundations. There are three basic types of foundations: private (or independent), community, and corporate. The majority of foundation grants for health-promotion programs come from private foundations, whose funds are donated by individuals or families, usually in the form of trusts. Community foundations, such as the United Way, receive funds from private sources but are public, tax-exempt organizations and have a board of directors that is broadly representative of the community. Corporate foundations are established by large businesses and typically bear the parent company’s name.

All foundations have general, broad fields of interest. In addition, they have more specific, narrow areas of interest for programs they will fund, often defined by subject matter and geographic location. You will need to conduct research to locate prospective foundations whose criteria you and the 1% Or Less program meet. The Foundation Center is the best place to begin your research process. However, if there is not one in your area, try a large university or public library.
The Foundation Center has the most comprehensive collection of data on private philanthropy in the United States. Its resources can help you identify appropriate funders, and include detailed profiles on nearly all U.S. foundations, their funding interests, assets, and grant allocations. There are five Foundation Center libraries and approximately 200 cooperating collections (located in all 50 states) that house the Center’s extensive publications. Call 1-800-424-9836 or in New York 212-620-4230 for more information and to find the collection nearest you. In addition, the Foundation Center provides workshops on proposal writing.

There also are public charities that disseminate funds from one or many private donors at the approval of the anonymous donor. Public charities are especially good sources of funds for small, community-based programs.

**Corporations and businesses.** Large corporations often support worthy causes. Such support helps them generate positive public relations and earn charitable tax deductions. Pharmaceutical companies, life insurance companies, and health insurance companies are examples of corporations that support health-promotion programs. Corporations also are an excellent source of in-kind support such as facilities, equipment, and personnel.
All types of local businesses, such as banks, department stores, and real estate agencies are a good source of community dollars for your campaign. In general, large companies make grants of less than $5,000 to community-based organizations and small, local business usually give amounts of less than $500. Matching contributions are an excellent way to get many local businesses to support your program.

Both large corporations and local businesses are interested in public recognition in return for supporting your program. This can be done at campaign events, in advertisements, and on materials, but do not make any promises that you cannot keep.

When choosing which corporations or businesses to approach, consider the following:

- Do they have available resources, either monetary or in-kind services?
- Do they have any practices or beliefs which may be in conflict with a health-promotion program?

**Community organizations.** Sources of funds vary from community to community, and little is written about who supplies local funds. Therefore, networking is important to local fundraising. Talk with your Chamber of Commerce, local government agencies, United Way chapters, and health agencies to learn more about available funds in your area. In general, the following community organizations may provide funds or other support for your campaign.

**Civic organizations.** The Lion’s Club, Rotary Club, Junior League, and other civic groups are interested in providing monetary and in-kind support to programs that benefit the local community. Ask to speak to the membership at a monthly meeting to gain support for your campaign.

**Churches.** In addition to conducting 1% Or Less programs, churches could provide the campaign with volunteers, meeting facilities, and perhaps funds.

**Divisions of state and national organizations.** Local chapters of the American Heart Association, American Cancer Society, American Dietetic Association, YWCA, March of Dimes, etc. could provide resources for your campaign, including in-kind support such as volunteers for the campaign’s Speakers Bureau.

**Health-care settings.** Hospitals, health maintenance organizations, clinics, and other health-care facilities are interested in promoting good health to the community and may have funds to help others conduct health-promotion programs. Individual board members of hospitals also are possible sources of support for your
Media. Local newspapers, and television and radio stations are important allies to your campaign. They can provide free publicity (see chapter 5), free advertising (see chapter 4), help with fundraising, or co-sponsor campaign events. Do not overlook the power of the local media and media personalities in fundraising for your campaign.

Schools. Local colleges and universities could provide monetary or non-monetary resources for your campaign. Student government associations often provide funds to community programs, fraternities, sororities, and other service groups raise money for local philanthropic causes, and students in nutrition and other health programs can be a source of volunteers.

Government grants. Public funds are raised through taxes and administered through federal, state, and local governments. Be aware that public funds require that you keep extensive financial and programmatic records to ensure that taxpayers’ money is wisely used. Contact your State Health Planning and Development Agency (SHPDA) or local health-care planning commission to obtain information on local funding priorities and opportunities. Your local Office of Disease Prevention and Health Promotion also should have information on local grants.
**Special events.** Special events can help you raise money for your campaign from individuals. However, special events often require significant time, personnel, and an initial outlay of money before any revenue is generated. On the other hand, many new people could be exposed to the campaign through a special event. Ideas for special events include raffles, contests, walk-a-thons, concerts, benefit dinners, and auctions.

Be sure to take into consideration the types of events your potential supporters would enjoy, community events that have been successful in the past, and the number of available volunteers you have for your event. If you choose to hold a special event, try to get the organizing costs, such as space, printing, refreshments, entertainment, and prizes donated. You also could try to partner with an organization that receives revenues from an existing community event, or could piggyback on other community events, such as selling tee shirts at a local festival.

**Wealthy individuals.** In fundraising, it is important to “take advantage” of everyone you know! Someone you know may know someone with the means to fund your campaign. In addition, check your local social register to locate wealthy individuals in your community. Meet with those individuals, discuss 1% Or Less, and try to gain their support. However, it is important to consider how much time to put into fundraising from individuals, and if the returns will be worth the time invested.

**Approaching funders**

Once you have completed your research, develop a list of potential funders whose requirements you and the campaign meet. Gather as much information as possible about each funding source on your list including: annual reports, application guidelines, objectives, and the size of grants typically awarded. At this point, you will want to begin working with an individual, such as a program officer at each organization, to put together a fundable program. Set up a meeting to discuss your 1% Or Less program and gain his or her support. Personal contacts are critical to the grantmaking process. **You should never send out a proposal without first making a personal contact.** A concept paper can be used in initial discussions with funders. See pages M-27 to M-28 for a model.

Fundraising from community organizations and individuals requires a face-to-face, personal approach. You should meet with many people in the community to gain widespread support for 1% Or Less. Your meetings should include those with presidents of local businesses and representatives of community
organizations. You could address the membership or board of directors of some community organizations at their regularly-scheduled meetings to obtain their support for your campaign. Organizations may make an organizational contribution or may simply “pass a hat” and invite their members to personally contribute. Be sure to send a thank-you note after each meeting to build good will and improve your chances for gaining funds for future health-promotion efforts.

**Writing a winning proposal**

Most funding sources ask that you submit a written proposal. While some larger foundations and government entities send out a formal Request for Proposals (RFP), most foundations and community organizations do not formally solicit proposals. When responding to an RFP, it is important to follow the directions precisely -- many proposals are rejected on that point alone. Be sure to answer all questions, do not provide unsolicited information, and make the deadline. When preparing proposals for foundations, make sure that you are a qualified applicant, carefully follow their guidelines, and work with a program officer to develop your program. It may take considerable time to develop a good proposal. The information provided in chapter 1 and the sample grant proposal (see pages M-29 to M-38) should help you design a proposal for your 1% Or Less campaign.

The basic components of proposals include:

- executive summary

- problem statement (including identification of the target population and demographic data)

- statement of organizational credibility and capability (describe why you are the best party to address this issue, at this time, and that you have the wherewithal to get the job done)

- statement of program goals and objectives

- methods to address the problem (including activities and a time schedule)

- evaluation plan including formative research, and process and outcome evaluation measures

- other funding sources (if any)

- future funding sources (if it is to be an ongoing effort)

- budget and budget narrative

- attachments of relevant supporting documents (resumes, tax exempt IRS letter, etc.)
**Tips for a competitive proposal.**
Grant resources for community health programs are becoming more scarce. Therefore, the ability to develop a competitive program and funding proposal is key to receiving program support. A solid evaluation component is essential to a good program and can make or break your chances for successful funding. In addition, proposals should be written in terms of the public needs and concerns not the organizational needs, interests, or goals.

Give the responsibility of writing the proposal to one person. Proposals written by many individuals often lack a concise and smooth flow. The tone of your proposal also is important. Use a positive, motivational tone, without using emotional ploys or placing blame. Be sure to show how your campaign will improve the problem, and discuss organizational and staff qualifications to address this need. Provide ample information to support your case and be sure it is sufficiently documented. Do not use unsupported data or assumptions. In addition, do not editorialize -- the supporting data should be strong enough to speak for itself.

It is important to use good technical writing styles including clear, concise language, basic words, and definitions of unfamiliar terms. Finally, the layout of your proposal should have a clear sense of flow and balance, smooth transitions, and continuity between sections.
Once a grant is received for your program, it will be important to supply the grantor with regular evaluation and progress reports, including a detailed accounting of foundation funds and other expenses.

**Model materials**

A sample concept paper is included (see pages M-27 to M-28). That paper should be adapted to meet the specific interests of funders, as well as to describe your campaign goals and approaches. Concept papers provide a short description of your project and are useful in exploring a funder’s interest in your campaign. A sample grant proposal is also included (see pages M-29 to M-38). That proposal was written for an agency that funds cancer research and provides an example of how to tailor a proposal for cancer-prevention funds. However, the link between the campaign and heart disease prevention is a stronger one. Background information about the campaign’s potential role in reducing heart disease risk is found on pages 4 and 7 of chapter 1.

**Additional resources for fundraising**

For additional information on fundraising for your campaign, please refer to the resources listed in chapter 10.
Initial organizing steps

Decide when the campaign should begin

The first step to setting up a 1% Or Less campaign is to decide when the campaign should begin. The total time commitment required for planning, conducting, and evaluating a campaign depends on the scope of your campaign, and available staff and financial resources. For example, a community-wide campaign conducted by two staff members (working at three-quarters time) would take approximately seven to nine months to plan, conduct, and evaluate. Major steps would include:

- hiring a campaign coordinator and project assistant or securing a volunteer to coordinate the campaign (4 to 6 weeks)
- allowing the coordinator to get familiar with the campaign purpose and design (2 weeks)
- building community support, planning campaign programs, and recruiting volunteers (3 to 4 months)
- conducting the campaign (6 to 8 weeks)
- evaluating the campaign (4 to 6 weeks)

Note that for such a campaign you would need approximately four to six months from the time you decide to conduct a campaign to the time you can actually begin the campaign. That lead time is needed for securing staff and volunteers and organizing campaign activities. If you must hire a consultant to coordinate the campaign, you would need him/her for approximately six to seven months.

The campaign could take place any time of year or could be timed to coincide with established health promotions such as American Heart Month in February (sponsored by the American Heart Association), National Nutrition Month in March (sponsored by the American Dietetic Association), National Osteoporosis Week beginning on Mother’s Day (sponsored by the National Osteoporosis Foundation), or National Cholesterol Education Month in September (sponsored by the National Heart, Lung, and Blood Institute).

Identify/hire a campaign coordinator

The next step is to identify or hire a coordinator for the campaign, as well as a project assistant. The local coordinator should 1) have strong ties to the community (i.e., know who should be involved with the campaign), 2) be personable, well-spoken, and able to persuade individuals and organizations to join the campaign, and
3) be a health professional, grass-roots organizer, or public relations expert.

The project assistant should be a good writer, articulate, and very personable. He/she could be responsible for mailings, making phone calls, setting-up meetings, working with volunteers, helping to coordinate activities, etc.

Both the coordinator and assistant would need to work for approximately six to seven months, an average of approximately 20 hours a week (during the initial organizing it may be less than half time, during the month before and during the campaign it will be three-quarters to full time, and during the evaluation it will be less than 10 hours per week) for a comprehensive community-wide campaign.

Gather information about the local community

Gather information about the local community from the chamber of commerce, city hall, board of education, public library, phone directory, etc. Develop or obtain a list of:

- local reporters that cover health issues (see page 65 of chapter 5)
- local supermarkets (see page 88 of chapter 6)
- local elementary, middle, and high schools (see page 100 of chapter 7)
- the top 20 to 30 employers (see page 119 of chapter 8)
- community organizations (see page 119 of chapter 8)
- local hospitals and other health care agencies (see page 119 of chapter 8)
- local churches and synagogues (see page 132 of chapter 9)

**Diffusing opposition**

Sometimes nutrition education can be controversial. Food plays an important role in peoples’ lives, and for many, it is an emotional issue. In addition, changes in eating habits can affect food industry revenues, and therefore, they may have concerns about some nutrition-education programs. Furthermore, organizations and individuals could feel that your campaign infringes on their turf.

Be alert to concerns that might arise about your 1% Or Less campaign and to individuals or organizations who might try to sabotage your efforts. The following tips could help prevent or diffuse opposition to your campaign:
meet with key community members and organizations early in the planning stages of your campaign to 1) provide them with accurate information about your campaign, 2) seek their input, and 3) persuade them of the value of the campaign. Think about who might oppose the campaign and be sure to include them.

- involve key community leaders to add credibility to and support for the campaign
- conduct a program that is well designed and well run (do not give the opposition much to complain about)
- be willing to accept some opposition and differing opinions (you can’t please everyone!)

The dairy industry

In past campaigns, we mostly have had good relations with the dairy industry. In fact, the International Dairy Foods Association, the leading trade association for fluid milk processors, sent out a press release to “salute the efforts of the Center for Science in the Public Interest” when the results of the pilot 1% Or Less campaign were announced (see page M-39). However, some dairy farmers have had some concerns about how the campaign will impact total milk sales. Whole and 2% milk make up 70% of milk sales in the U.S. and farmers fear the campaign will negatively impact their best selling products.

It is important to meet with the local dairy council, farm bureau, agriculture extension, and other dairy industry representatives at least two months before your campaign to explain the campaign. Be sure to share with them the effect that the first 1% Or Less campaign had on total milk sales (see graph on page M-2 of chapter 1). Stress that it was more effective than any program we know of at increasing total milk sales. As a result of the first 1% Or Less campaign, total milk sales increased 15% in the month following the campaign and were 25% higher six months after the campaign ended. For the same time period, milk sales were unchanged in the control city.

Evaluation

You will invest months planning, organizing, and implementing your campaign. To measure the impact of your efforts, you should carefully evaluate your overall campaign, as well as individual campaign programs. The evaluation should help you determine the strengths, weaknesses, and overall effectiveness of your campaign. It also can help you determine the impact of individual programs. In addition, the evaluation results can be used to help elicit support for
the campaign, as well as future health-promotion programs.

Monitor the overall effectiveness of your campaign (outcome evaluation)

One way to measure the effectiveness of your campaign is to monitor the volume of each type of milk sold by area supermarkets. A comparison of the sales of whole, 2%, 1%, ½ %, and skim milk -- before and after the campaign -- provides a measure of the shift from fattier milks to lower-fat milks. For example, you could collect milk sales data for the entire month before and after the campaign. Alternatively, you could collect milk sales data each week for the 2 weeks before the campaign, each week during the campaign, and each week for the 2 weeks after the campaign.

Although collecting weekly milk sales figures is more time consuming, those figures provide an ongoing measure of the campaign’s progress. Furthermore, they could be announced to the news media during the campaign, which could help generate news coverage of the campaign, rally community spirit for the campaign, and further promote 1% and skim milk consumption.

See pages 94, M-223, and M-228 of chapter 6 for more information about collecting milk sales data and for milk-sales report forms.
Another way to evaluate the effectiveness of your campaign is to conduct a telephone survey of community residents before and after the campaign. A telephone survey can be expensive and time consuming. However, in addition to providing information about changes in milk consumption, it allows you to probe consumer attitudes toward 1) milk drinking, 2) the overall campaign, and 3) individual campaign components. A survey may be necessary if supermarkets are reluctant to share milk sales data. A model telephone survey and materials for training volunteers are available from CSPI.

Evaluate individual campaign activities (process evaluation)

Regardless of which programs you choose to conduct, it is essential to evaluate their strengths, weaknesses, and reach. Many of the suggested programs in this Handbook include model evaluation forms. The evaluation forms could be used without modification or adapted to meet the specific needs of your programs. Although evaluation takes time and money away from programming, it will help you determine the number and type of programs that were held by each organization and how the activities were received by participants. The information they provide will help you assess the effectiveness and reach of the campaign. It also will help you refine the programs and make future health-promotion campaigns more successful. The evaluation process also provides an opportunity to obtain samples of materials that organizations used in their programs. It is especially interesting and helpful to obtain those that were adapted from your original materials or those developed by organizations themselves.

The evaluation forms in the 1% Or Less Handbook are outlined below and described in more detail in the chapters indicated:

- The Weekly Supermarket Progress Report or Milk-Sales Report (for monthly figures) are tools for tracking milk sales data and assessing the progress of supermarket programs (see pages M-223 and M-228 of chapter 6).

- A Speaker Presentation Form could be completed by members of the Speakers Bureau for each presentation they give (see pages M-105 to M-107 of chapter 3). The Forms will help the campaign director determine the number of presentations made, to whom they were given, and how the presentations were received.

- An Evaluation Form for School Programs could be completed by a representative from each school that participates in the 1% Or Less campaign (see pages M-258 to M-260 of chapter 7). The evaluation forms will help you
determine the types of programs that were held in each school and which were well received by the students and teachers.

- The *Church and Synagogue Program Report* can be used to determine the extent of programming in religious institutions and to evaluate those programs (see pages M-294 to M-295 of chapter 9).

- The *Individual Evaluation Form* can be sent to community leaders and campaign volunteers to determine their opinion of the campaign (see pages M-68 to M-70 in chapter 3). Evaluations of the campaign by individuals can provide 1) feedback about the effectiveness of individual campaign programs and how well they were run, 2) insights about how the community perceived the overall campaign, and 3) ideas about how to improve programs in future health-education campaigns. The opinions of community leaders are important because of their experience, stature, and influence in the community. The opinions of campaign volunteers are useful because of their close involvement with campaign programs.

- The *Organization Report Form* could be used for worksites and community organizations that are not covered by the evaluation forms described above (see pages M-284 to M-286 in chapter 8). An evaluation form could be completed by a representative from each worksite and organization that participates in the 1% Or Less campaign.
General campaign materials

Some 1% Or Less materials are suggested for a variety of campaign programs and, thus, are described below. All other campaign materials appear in chapters 3 to 9. Materials may be used as they are or can be adapted to meet the special needs of your target audience.

Campaign logo

The 1% Or Less logo could be used on a variety of campaign materials including stationery, fliers, tee shirts, posters, advertisements, key chains, buttons, etc. The logo helps provide a common theme for campaign materials and helps consumers recognize that a program or material is part of your campaign. See pages M-40 and M-41 for camera-ready copies of the logos in various sizes.

Depending on available resources, the campaign logo could be modified to include your organization’s logo. For example, see page M-42 for the 1% Or Less logo designed by the Beach Cities Health District.

Letterhead

If your campaign is a collaborative project, you may want to develop letterhead that includes the names of all participating organizations. See page M-43 for a model.

Visual displays

Visual displays that contrast the amount of fat in each type of milk (whole, 2%, 1%, and skim) show consumers how much fat they could cut from their diet by switching to lower-fat milk. They are an effective means of motivating consumers to choose 1% or skim milk. Such displays could be constructed and distributed by the campaign.

The display compares the amount of total fat in approximately one week’s worth of each type of milk. (The average American drinks 0.9 cups of milk per day.) Each display consists of a half-gallon carton of whole, 2%, 1%, and skim milk, and four, 100-milliliter graduated cylinders. Each cylinder is filled with the amount of fat in a half-gallon of each type of milk.

See pages M-44 to M-46 for instructions on how to construct the displays.

Where to use the displays

The number of displays constructed will depend on the scope of your campaign and the number of sites in which programs will be conducted. Worksites and community organizations could borrow the displays
from the campaign headquarters and exhibit them at meetings or in a lunch room, lobby, or other prominent location to motivate their employees, customers, or members to switch to 1% or skim milk.

Campaign speakers could use the displays during presentations as a visual aid to illustrate the importance of switching to lower-fat milk. In addition, displays could be used at milk taste tests in supermarkets to explain to tasters why it is important to switch to 1% or skim milk. The displays also could be used as props during press conferences or during television interviews. Schools could use displays in classrooms or cafeterias, or children could make their own displays as part of a science lesson (see pages M-229 to M-230 in chapter 7).

Depending on the number of displays constructed and the demand throughout the community, the displays could be loaned out to speakers, volunteers, or organizations for one-week periods or longer.

**Certificates of appreciation**

Presenting certificates to participating individuals and organizations helps to show your appreciation for their support and hard work. Certificates of appreciation could be presented to volunteers, members of the Speakers Bureau, 1% Or Less Commission members, participating supermarkets, worksites, or civic organizations, donors to the campaign, or other individuals or organizations that significantly contributed to the campaign’s success. Certificates could be distributed at a community-wide awards ceremony, hand delivered to individuals or organizations, or mailed along with a thank-you letter.

See page M-47 for a copy of the certificate used in the first pilot campaign. The certificate on page M-48 was designed to be more generic, so that it could be reproduced without modification. Alternatively, you could develop a certificate to include your organization’s name and logo.

Certificates could be printed inexpensively (approximately 10¢ each), and individual names could be printed on the certificates either using a laser printer or by hand. If resources are available, the certificates could be placed in inexpensive frames. (We found them in office supply stores for $2 each.) Framed certificates are more likely to be displayed. For example, 1% Or Less certificates are hanging in many worksites, supermarkets, and hospitals in Clarksburg, WV.

**Posters**

Posters that promote low-fat milk consumption could be hung at area schools, worksites, health-care settings, businesses,
supermarkets, government offices, libraries, and other prominent locations. While posters probably are not necessary for campaigns with adequate advertising budgets, they could help get the message out in campaigns that primarily use community-based programs. See page M-49 for a model poster.

Promotional materials (“giveaways”)

Tee shirts. Tee shirts are an easy and inexpensive item (approximately $6 each) that appeal to almost everyone. They will promote 1% Or Less during the campaign and long after it has officially ended. For example, food service workers in school and worksite cafeterias could wear tee shirts to encourage students or employees to choose 1% or skim milk. In addition to communicating the campaign message, tee shirts also could help consumers identify a program as part of the campaign or could be given to volunteers as a reward for their service.

Tee shirts could be very simple in design, such as a solid color shirt with a large campaign logo on the front and the sponsoring organization’s name printed beneath it (see sample shirt design on page M-50). Alternatively, you could use cartoonist Don Wright’s cow on a tee shirt. (CSPI has obtained permission to use it on 1% Or Less materials.) The cow design may be more appealing to children and teens. See page M-51 for a sample design.
Purchasing the tee shirt from a local shop or “sheltered workshop” also helps to support the local economy. Call Bob Jarobe at the American Rehabilitation Association (703-648-9300) for information about rehabilitation facilities in your area.

**Buttons/Stickers.** Buttons are an inexpensive (about 25¢ each) and popular item. Buttons can be a simple reproduction of the campaign logo or something more elaborate designed by your campaign.

Stickers are even less expensive than buttons (about 5¢ each) but have a shorter lifespan. They work well for single events such as a worksite nutrition presentation, the kick-off press conference, milk taste tests, etc. Employees who take a milk taste test at work could wear a sticker for the day to encourage their colleagues to try low-fat milk (similar to “I voted” stickers that show you have been to the polls on election day).

**Pogs (milk caps).** Pogs are laminated cardboard circles about the size of a quarter and currently are a hot item with kids all over the country. Everyone from dairy councils to toy manufacturers to fast-food restaurants to gas stations offer pogs. Your campaign could design a special pog(s) to use as prizes for campaign contests in schools (such as the poster contest or *Pledge for Health*, see chapter 7).
Other promotional materials.
Glasses, pens, refrigerator magnets, car bumper stickers, sneaker bumper stickers (a new trend for kids), key chains, or other materials could be used 1) to promote the campaign message, 2) to encourage participation in campaign programs, 3) as prizes in contests, etc. For example, a refrigerator magnet that promotes 1% and skim milk could be used to encourage busy shoppers to take the milk taste tests in supermarkets. Once placed on their refrigerators, it reminds families to continue to drink 1% or skim milk.

A final note: STAY “ON MESSAGE”

All members of the campaign team from organizers to volunteers need to constantly remember to stay “on message.” Although most of us are interested in promoting many aspects of health and well-being, it is important that the campaign remains focused on encouraging consumers to switch to low-fat milk. That is the goal of the program and the outcome that will be measured.
Chapter 3: Community Organizing

It is important to involve community members in your campaign. Members of the community can help plan and implement campaign programs, as well as help build community support and recognition for 1% Or Less. Involving a variety of individuals and organizations will expand the reach of your campaign beyond what you could do alone.

There are many different models for community organizing. This chapter outlines one possible approach. It attempts to create a community infrastructure for the 1% Or Less campaign that also might be used for future health-promotion programs. This approach involves the community at a variety of levels. First, community leaders could serve on a 1% Or Less Commission as advisors and resources. Second, volunteers could join a Nutrition Action Council to help plan and carry out campaign activities. Third, local health professionals could serve on a Speakers Bureau and give campaign presentations to worksites, schools, and other community groups.

Note that there may be existing organizations in your community which could fill those roles. For example, you might not need to form a Nutrition Action Council if your community has an active chapter of the American Heart Association which is willing to provide volunteers for campaign programs. A Speakers Bureau might not be necessary if members of the local dietetic association are willing to give nutrition presentations to worksites, schools, and other community groups.

Form a 1% Or Less Commission

One of the first steps in organizing a 1% Or Less campaign is to establish a blue ribbon panel of community leaders to support and serve as resources to the campaign. Because many campaign programs will be planned before the Commission is assembled, it may be best not to call the panel an advisory committee. Suggested names for the blue ribbon panel include: 1% Or Less Commission, Healthy West Virginia Commission, Healthy Beach Cities Council, Health Leaders Board, Campaign Board, etc. See pages 48-49 for a time line for the steps involved in organizing a 1% Or Less Commission.

Roles of the Commission

The following describes the roles the Commission may fill in a 1% Or Less campaign. It provides general guidance to
the campaign director for choosing appropriate members. When discussing their roles with potential Commission members, it may be more appropriate to focus on the activities with which they could be involved than on the general functions described below.

Serve as resources. The campaign will need advice from leaders in all sectors of the community, including policy makers, health professionals, business leaders, grocers, school officials, representatives from community organizations, and members of the media. Their advice primarily could be sought on an informal and one-to-one basis. Members of the Commission should possess knowledge, contacts, resources, or skills that will help you refine the campaign to fit the needs and characteristics of your community and that will facilitate program implementation.

Lend prestige and credibility to the campaign. The community leaders’ endorsement and participation will help increase public acceptance of the campaign and enhance community participation.

Act as advocates. Members of the Commission will have “bought into” the concept of the campaign and will be actively involved in its activities. Hopefully, their involvement will lead them to encourage other members of the community to join the campaign.
Act as liaisons to the community. Commission members’ knowledge of the campaign will allow them to answer questions and help convince others that the campaign is worthwhile.

Serve as role models. People often look up to community leaders and try to emulate them. The involvement of community leaders will encourage others to join the campaign. If the leaders personally switch to lower-fat milk, they also may serve as role models for healthy eating. In addition, journalists may do news stories that profile prominent community members who switch to low-fat milk.

Tips for choosing members

Choose 15 to 20 people. The Commission should be large enough to provide broad representation of the community. However, it should be kept small enough for close interaction between members and for easier management. The more members, the more letters and phone calls needed to bring them together for meetings and activities.

Commission members should represent all relevant sectors of the community. Commission members should have the potential to fill the roles described above. To help determine which community members to involve, think about the following questions. Which community members have knowledge, contacts, skills, or resources needed by the campaign? Who does the community look to for leadership on health and other issues? Who has a reputation for getting things done and may be active on the Commission?

In addition, think about who might oppose the campaign. While strong dissenters probably should not be invited to sit on the Commission, meet with them to explain the campaign, discuss their concerns, and diffuse their opposition.

Your choice of members will depend, in part, on your choice of campaign programs. For example, if your campaign plans include a strong schools component, be sure to include influential representatives of the school system. One note of caution: be careful not to slight community members from the same sector. For example, if you cannot include representatives from all supermarkets or all radio stations, it might be best not to invite any to join the Commission.

Commission members should be leaders in:

- **government** -- U.S. and state legislators, mayors, city council members, and county commissioners
- **business** -- local business leaders, grocers, members of the chamber of commerce
commerce, and labor leaders

- **media** -- television-station general managers, newspaper publishers, and radio-station managers

- **schools** -- school superintendents, school board members, teachers association representatives, active members of the PTA, and student representatives

- **health care** -- state, county, or city health department officials, hospital administrators, officers of local medical societies, prominent physicians, school nurses, and cooperative extension agents

- **community organizations** -- include members of several influential, local organizations such as the Heart Association, Cancer Society, churches, NAACP, Literacy Council, Junior League, League of Women Voters, Organization of Business and Professional Women, Women’s Clubs, Lions Club, Kiwanis Club, Rotary Club, Knights of Columbus, American Legion, Veterans of Foreign Wars, Boy and Girl Scouts, YMCA, or YWCA

Lists of government officials, businesses, media, schools, health providers, and community organizations can be obtained from the chamber of commerce, city council, and the board of education, or they can be compiled from the phone directory.
**Letters of endorsement**

Letters of endorsement could be written by organizations that do not have time to join the Commission or that the campaign could not include because space on the Commission is limited. For example, a letter of endorsement from the local medical society or the Heart Association could lend additional credibility to the campaign.

Letters of endorsement also could be used as an alternative to forming a Commission of community leaders. Letters can serve some, but not all, of the Commission functions. Endorsement letters can 1) show the support of community leaders for the campaign, 2) lend credibility to the campaign, and 3) encourage others to join the campaign. However, writing a letter of endorsement is a lower level of involvement with the program and thus, community leaders might be less likely to 1) feel a part of the campaign, 2) serve as advocates for the campaign, and 3) serve as liaisons between the campaign and community members.

The choice between using letters of endorsement or a Commission will depend on the scope of your 1% Or Less campaign. For example, a campaign that relies solely on advertising may not need an active and involved group of community leaders. In contrast, a campaign that involves many sectors of the community (supermarkets, schools, worksites, etc.) will need the advice and active involvement of leaders to implement programs in those sectors. The choice will also depend on the budget and staff time available for the campaign. Obtaining letters of endorsement requires less time and resources than does bringing together community leaders for several meetings.

See page M-52 for a model endorsement letter.

**Organize a Nutrition Action Council**

An important step in organizing a 1% Or Less campaign is to find or establish a core group of volunteers from the community to help plan and implement programs. Volunteers will provide needed manpower to conduct campaign programs. In addition, their participation should have a positive influence on their own -- as well as their friends’ and families’ -- milk-drinking habits. See pages 50-51 for a time line for the steps involved in organizing a Nutrition Action Council.

**Roles of volunteers**

Volunteers can fill a variety of roles in the 1% Or Less campaign. Several are described below.
Provide manpower. Volunteers can provide vital manpower for planning and implementing the programs of the campaign. The campaign staff often is not large enough to conduct enough programming to reach a majority of community members. Volunteers can help to expand the reach of the campaign. Volunteers can help with a variety of activities from making phone calls to conducting taste tests in local supermarkets.

Serve as resources. Volunteers can provide advice about and access to community resources. For example, volunteers may know about popular social and cultural events at which the campaign could conduct programming, help a campaign speaker get on the agenda of a civic organization meeting, or solicit donations from merchants whom they know personally or with whom they frequently do business.

Act as liaisons to the community. Volunteers’ knowledge of the campaign will allow them to answer others’ questions. Their involvement may help convince others that it is worthwhile to join the campaign. For example, a church member may have more influence than an outsider in convincing her pastor and fellow members of the congregation to join the campaign.

Responsibilities of volunteers

The campaign director should determine which campaign activities should be conducted by volunteers. The activities which volunteers conduct will depend on 1) the choice of campaign programs, 2) the extent of programming, 3) the availability of paid staff, 4) the number of available of volunteers, and 5) the skills, interest levels, and time availability of the volunteers. An outline of activities with which volunteers could help follows.

In supermarkets, volunteers could (see chapter 6 for more details):

- distribute shelf talkers
- conduct taste tests
- complete weekly supermarket progress reports and pick up milk sales data from store managers
- encourage convenience stores and the dairies that provide their milk to offer 1% milk rather than 2% milk as the low-fat milk option [talk to them, convince the owner/manager that 1% milk tastes good (have them take a taste test), or apply external pressure (for example, collect signatures on a petition from customers who would like to have 1% milk available)]
Volunteers could help schools (see chapter 7 for more details):

- conduct taste tests
- work with the Teen Nutrition Team
- solicit articles or place ads in school newspapers
- conduct poster or other contests
- place ads about switching to lower-fat milk in the programs of school events (sports, plays, etc)

Volunteers could encourage worksites or community organizations to (see chapter 8 for more details):

- place articles about nutrition and the campaign in newsletters
- exhibit displays that show the amount of fat in each type of milk in prominent locations
- invite a speaker to give a presentation about nutrition and the campaign at a meeting or lunch-time seminar
- conduct Pledge for Health contests
- switch their cafeteria, vending machines, or other food service to 1% milk

In churches or synagogues, volunteers could (see chapter 9 for more details):

- meet with pastors or rabbis to encourage them to participate in the campaign
- help place inserts with nutrition messages in bulletins and newsletters
- encourage pastors or rabbis to give a sermon or make an announcement about nutrition and the campaign
- urge churches to seek testimonials from individuals who changed their milk-drinking habits

Volunteers could help the campaign reach out to at-risk populations by distributing campaign materials to and encouraging the involvement of:

- state and local health departments
- Social Service offices
  - WIC offices
  - Food Stamp offices
  - Head Start programs
- Cooperative Extension
- senior centers
Other activities for volunteers include:

- help organize press conferences, award ceremonies, or other campaign events
- make phone calls, do mailings, or help with other day-to-day campaign operations

See each program chapter (supermarkets, schools, worksites and community organizations, and churches) for a more detailed description of suggested activities for volunteers.

It may be most beneficial to the campaign to have community members volunteer to work with organizations with which they are already involved or to which they have ties. For example, a parent could volunteer to conduct programs at his child’s school or a member of the Lions Club could encourage the club to invite a campaign speaker to give a presentation at a club meeting.

Tips for recruiting volunteers

Potential sources of volunteers. Many communities have a volunteer clearinghouse. Such a clearinghouse is a terrific resource for identifying potential volunteers. Community service organizations and voluntary organizations may also be good sources of volunteers. Lists of local civic, service, and health organizations may be available from the local chamber of commerce, city hall, or public library. Lists also could be compiled from the phone directory. Potential sources include:

- **civic organizations** -- such as the American Legion, Knights of Columbus, Kiwanis Club, Literacy Council, Lions Club, Masons, NAACP, Veterans of Foreign Wars, and Rotary Club, etc.
- **women’s organizations** -- such as League of Women Voters, Junior League, Organization of Business and Professional Women, homemakers clubs, etc.
- **school and youth organizations** -- such as each school’s Parent Teachers Association (PTA), Brownies, Cub, Boy, and Girl Scouts, Key Club (or other youth service club), etc.
- **health organizations** -- such as local chapters of the American Heart Association, American Cancer Society, and American Dietetic Association, Cooperative Extension, YMCA, YWCA, local CSPI members (call CSPI for a list), etc.
- **religious organizations** -- such as youth groups, women’s groups, and other groups within churches and synagogues
Recruiting volunteers. Make a list of community organizations from which volunteers could be recruited. Contact an officer or service committee chairperson from each organization to explain the goals and structure of the campaign. Be sure to explain that it is a short-term project that will not require an extended commitment from the organization or its members. Ask if they could act as liaisons between the campaign and members who might be interested in volunteering. For example, you could give a presentation about the campaign at a meeting of the organization to encourage members to join the campaign.

You also could speak with club officers or service committee chairpersons to try to get organizations to take this on as a group project. For example, the Boy Scouts, Junior League, or Rotary Club might commit a certain number of hours of service to work on campaign activities. Alternatively, organizations might provide the names and phone numbers of potential volunteers so that you could contact them directly.

Form a Nutrition Action Council (a committee of volunteers). We have called the volunteer committee the Nutrition Action Council. The name reflects the goal of the volunteer committee (to take action to promote good nutrition) and lends a greater sense of importance and belonging than would simply calling them a volunteer committee. In addition, the Nutrition Action Council could become a more permanent group of community members interested in nutrition and could be reconvened after the 1% Or Less campaign to work on other health-promotion projects.

Once you have complied a list of potential volunteers, send letters inviting them to join the Nutrition Action Council. The letter should briefly describe 1) the importance of nutrition to health, 2) why milk is the focus of the campaign, 3) the structure and length of the campaign, and 4) the important role that volunteers will play in promoting the health of the community. Invite them to attend an orientation meeting. A model letter is provided on pages M-71 to M-72. A return RSVP form also could be included with the letter to make it easier for volunteers to respond (see page M-73 for a model). Letters should be followed up with phone calls to all who fail to RSVP. You also could send a reminder letter one week prior to the scheduled meeting to help ensure good attendance (see page M-74 for model).

Working with the Nutrition Action Council

The first meeting. The primary goals of the first meeting are to build support for the campaign and get commitments from
volunteers to work on specific campaign activities. At the first Council meeting, review the goals and structure of the campaign and describe activities with which the volunteers could be involved. A sample agenda is provided on pages M-75 to M-83. Although the background sections of the meeting outline are similar that of the 1% Or Less Commission meeting, those sections are repeated to make the outline easier for you to use as you run the NAC meeting. The sign-up sheet on page M-84 could be used to record who attended the meeting, their addresses and phone numbers, and the activities in which they are interested in participating.

**Nutrition Action Council subcommittees.** Before the first Council meeting the campaign director should determine how many subcommittees are needed and for which activities each subcommittee will be responsible. For example, you could form subcommittees for 1) supermarkets, 2) schools, 3) worksites, 4) community organizations, and 5) churches. Your choice of subcommittees and their responsibilities will depend on 1) your choice of campaign programs, 2) the extent of programming in each setting, 3) the availability of paid staff, and 4) the number of available volunteers.

After the campaign director describes the responsibilities of each subcommittee and the expected time commitment of each at the first NAC meeting, volunteers should decide which they would like to join. Next, volunteers could break into subcommittees. The campaign director and staff should circulate between the subcommittees to further explain the activities each could undertake.

In the breakout session, each subcommittee should begin to design a strategy for implementing campaign activities. They also could choose a chairperson for their subcommittee. The chairperson could be responsible for helping the campaign director and staff coordinate the activities of the subcommittee (i.e., making reminder phone calls, organizing specific programs, etc.). The chairperson should be someone who is interested in taking a larger role and dedicating more time to the campaign. Subcommittees also should determine when their next meeting will take place and whom to contact if they are unable to attend a meeting or event.

**Additional meetings.** The number of meetings each subcommittee holds will depend on the nature and scope of the programs they will implement. For example, taste-test volunteers need only attend a single taste-test training and should not need to attend any subsequent meetings. In addition, much of the volunteers’ work could be handled through phone calls and
does not require that they come together for formal meetings. See each program chapter (supermarkets, schools, worksites and community organizations, and churches) for a more detailed description of suggested volunteer activities to help determine the need for subsequent meetings.

Additional volunteers. Recruit additional volunteers if necessary. For individuals who expressed interest in the campaign but could not attend the first Nutrition Action Council meeting, you could send a follow-up letter encouraging their participation. See page M-85 for a model letter. Be sure to follow up with a phone call to further describe the campaign and possible areas of involvement.

Show support and appreciation for campaign volunteers. Whenever campaign staff interacts with volunteers, be sure to let them know that their help and participation are greatly appreciated. A letter or note could be sent to volunteers midway through the campaign to thank them, and to help them maintain their enthusiasm. See page M-86 for a model thank-you note.

Evaluation and appreciation

Ask each volunteer to fill out an Individual Evaluation Form to share their impressions of the campaign’s reach and effectiveness (see pages M-68 to M-70). The evaluation form could be mailed with a cover letter to each participating volunteer (see page M-87 for a model letter). You might also ask volunteers to fill out an Organization Report Form for the organizations with which they worked (see pages M-284 to M-286 of chapter 8). A model letter to taste-test volunteers also is included, since they may represent a significant proportion of campaign volunteers (see page M-88).

The evaluation forms provide information on the scope of campaign programming and on program strengths and weaknesses. The information is essential to evaluating your campaign and is important for designing any future health-promotion programs.

You also could hold a final meeting and reception for the full Nutrition Action Council directly following the campaign’s closing event (see page 82 of chapter 5) or several weeks after the campaign ends. However, the meeting should not be held too long after the campaign ends, because enthusiasm may fade and volunteers may have moved on to new projects.

The meeting could serve as a final campaign evaluation. Volunteers could
complete evaluation forms at that meeting and the campaign director could facilitate a discussion about the volunteers’ experiences with the campaign. It could include a discussion of 1) which programs seemed most effective, 2) which were poorly received, 3) suggestions for changes in programming or organization, 4) impressions of the overall campaign, and 5) personal changes in milk-drinking or other eating habits.

The second half of the meeting could be a celebration of the volunteers’ hard work and the campaign’s success. Healthy food could be served. Certificates of appreciation could be presented to all volunteers to thank them for their efforts to promote the health of the community. See pages M-47 to M-48 of chapter 2 for model certificates.

### Develop a 1% Or Less Speakers Bureau

The 1% Or Less Speakers Bureau is a group of health-professional volunteers trained to give presentations about the campaign and the importance of nutrition to community organizations. See pages 52-53 for a time line for the steps involved in organizing a Speakers Bureau.

Face-to-face presentations are an effective means of communicating the campaign message. However, the campaign staff may not be large enough to give ample nutrition-education presentations to reach a majority of community members. Thus, the Speakers Bureau can greatly extend the reach of your campaign. In addition, speakers’ ties to organizations can help the campaign gain access to a greater number of community groups. For example, speakers might help the campaign get on the agenda of a civic organization meeting to which they or family members belong, or speakers might have a contact at a
worksite at which they could give a presentation.

Speakers also could bring valuable knowledge about nutrition, heart disease, or other aspects of health to the campaign. In addition, involving health professionals could increase the credibility of the campaign. The Speakers Bureau could diversify the number and types of health professionals from which the community hears the campaign message. While some individuals respond well to an outside authority, others are more trusting of someone they know. Disseminating the campaign message through a variety of people and channels helps to address differences in learning and motivational styles, and broadens the appeal of the campaign message.

Furthermore, the involvement of health professionals should enhance their support of the campaign. Hopefully, their knowledge of and involvement with the campaign will prompt them to promote lower-fat milk in their other interactions with the community. For example, speakers might counsel their clients or patients to switch to 1% or skim milk or address the importance of using lower-fat milk in a prenatal class.

**Sites for Speakers Bureau presentations**

The sites for campaign presentations will depend on 1) the scope of your campaign, 2) the target audiences for your campaign, and 3) the overall mix of campaign programs. Potential sites for campaign presentations include:

- **Worksites.** Presentations could be given during the work day, at a lunchtime seminar, or at an evening seminar for employees and their families (see chapter 8).

- **Civic Organizations.** Presentations could be given at meetings of the Lions Club, Rotary Club, Junior League, American Legion, Girl/Boy Scouts, or other civic organizations (see chapter 8).

- **Schools.** Speakers could give presentations to elementary, middle, or high school students through individual classes, at meetings of student organizations, or as part of school assemblies (see chapter 7).

- **Social Service Agencies.** Presentations at WIC clinics, feeding programs (such as congregate feeding programs for senior citizens or summer feeding programs for children), health clinics, Head Start programs, etc. could help share the
campaign message with low-income groups (see chapter 8).

- **Universities/Colleges.** Speakers could give presentations at service programs for dormitories, to clubs, honor/service societies, sororities or fraternities, or at student health centers at local colleges or universities.

- **Religious Institutions.** Speakers could visit religious-education classes (Sunday school, Hebrew school, CCD, etc.), or church groups (women’s groups, youth groups, prayer groups, etc.) to talk about the importance of nutrition to good health (see chapter 9).

**Running a Speakers Bureau**

**Recruiting health professionals to the Speakers Bureau.** Recruit individual health professionals or members of local health organizations to serve on the Speakers Bureau. Appropriate members might include dietitians/nutritionists, physicians, nurses, health educators, weight-loss counselors, cooperative extension agents, local American Cancer Society or American Heart Association volunteers or professionals, worksite-wellness directors, health teachers at middle or high schools, WIC nutritionists, Head Start staff, or other local or state health department professionals. If there is a college or university in your community, faculty and students in dietetics/nutrition, nursing, health education, wellness, or other health-related programs might be good candidates for the Speakers Bureau. Develop a list of potential speakers by contacting local hospitals (the chief of dietetics, the cardiology department, the director of nursing, etc.); local professional societies (the president of state or local chapters of the American Dietetic Association, medical societies, etc.); the nutrition or chronic disease director in the state health department; state nutrition councils; the department of nutrition/dietetics, nursing, wellness, or health-education program at a local college, university, or technical training center; the local office of the American Cancer Society or American Heart Association; the local Cooperative Extension office; the YMCA; etc. The phone numbers and addresses of those organizations should be available from the local chamber of commerce, library, or phone directory.

Identify a representative at each organization. Contact representatives and explain the goals and structure of the campaign and the role of the Speakers Bureau. Be sure to discuss the importance of nutrition to health and why the campaign focuses on milk. Also explain that it is a short-term project that will not require an extended commitment from the organization or its members. Ask if the representative could act as a liaison between the campaign and organization.
members or how best to approach members about the Speakers Bureau. For example, you could give a presentation about the campaign at an organization meeting to help recruit members to the Speakers Bureau.

Once you have identified a number of potential members for the Speakers Bureau, send a letter inviting them to join the campaign and attend an orientation session (see pages M-89 to M-90 for a model letter). It is important to follow up on invitation letters with phone calls to recruit a sufficient number of speakers. The total number of speakers needed depends on the breadth of your campaign, but invite more people than you think you need. Be sure to explain how the campaign can benefit them personally as well as professionally. For example, point out to dietitians that they not only would be performing a valuable public service but would make valuable contacts and gain public speaking experience. Or, explain to students how the campaign could provide an opportunity to translate their academic training into experience that could help them gain employment later.

**Orientation/training.** The members of the Speakers Bureau should be trained by campaign staff to ensure that they understand the goals and messages of the campaign. Orientation also will enhance the consistency of messages in campaign programming. It may be most effective to hold several orientation sessions, to make it easier for health professionals to fit an orientation session into their busy schedules. See pages M-93 to M-102 for a model outline for an orientation session. If you would like speakers to conduct milk taste tests as a part of their presentations, be sure the sessions include milk taste-test training (see pages M-216 to M-221 in chapter 6).

Compile and bring to the session a list of worksites, civic organizations, schools, churches, and other groups to which speakers could give presentations. Ask speakers to review the list and add other sites to help ensure the list is complete. At the end of the orientation session, encourage speakers to decide at which organizations they will try to set up presentations.

Encourage each speaker to give at least two presentations during the campaign to ensure that presentations are given to a large enough number of organizations, without asking for too large a commitment from speakers.

**Carefully track the scheduling and completion of presentations.** The campaign director should keep track of the organizations that are being targeted for
presentations and those for which presentations are scheduled. The campaign director should ensure that 1) important organizations are reached, 2) only one speaker is pursuing each organization, 3) each speaker is successful in scheduling at least two presentations, 4) interested organizations are matched with a member of the Speakers Bureau, and 5) presentations occur within the scheduled time period of the campaign.

**Presentations.** Presentations should discuss the importance of nutrition to health and why switching to lower-fat milk is important. They should motivate the audience to choose lower-fat milk as a first step toward healthy eating and reducing heart-disease risk. Two model presentations have been developed by the campaign. The model presentation on pages M-269 to M-272 of chapter 8 was designed for a general adult audience. The second was designed for low-income women at WIC clinics and can be found on pages M-273 to M-276 of chapter 8. Speakers are, of course, free to develop their own presentations. However, the models make it easier for speakers to participate. They provide a good a starting point and can be adapted to fit the characteristics and needs of each target audience.

**Evaluation.** Speakers should complete a *Speaker Presentation Form* (see pages M-105 to M-107) for each presentation they give. Completed forms will help the campaign director determine the number of presentations made, to whom they were given, and how well the presentations were received. Thus, they will help you determine the extent of outreach into the community and help you to assess the effectiveness of the campaign.

**Media coverage of campaign presentations**

Campaign presentations provide an opportunity for attracting media coverage of the campaign, and thus can help communicate your message with a wider audience. For example, you could take a photograph of the speaker with the officers of a civic organization at a campaign presentation and send the photograph with a written caption to the newspaper for publication. Remember, the caption should promote low-fat milk and not just describe the scene. Alternatively, invite a local television station to film several campaign presentations for a feature story. See chapter 5 for more information on media relations.
Time Line: 1% Or Less Commission

☐ **4 months before the campaign:** Call community leaders to explain the campaign and invite them to be a member of the Commission. Discuss the activities with which Commission members might be involved. Ask for their advice about who else to involve in the campaign. Calls to Commission members may take time, but help to solidify their support. Sending a letter without a phone call may not be as effective for recruiting busy community leaders. During the phone call, mention that a formal invitation letter also will be sent.

☐ **3 months before the campaign:** Set time, date, and location for the first Commission meeting. (Busy community leaders need significant advanced notice for meetings.)

☐ **3 months before the campaign:** Write a letter to community leaders to formally invite them to be members of the Commission and to attend the first meeting. See page M-53 for a model letter of invitation to the 1% Or Less Commission.

☐ **3 months before the campaign:** Call to follow up on invitation letters and get RSVPs for the first Commission meeting.

☐ **2 months before the campaign:** Mail a meeting reminder or call to remind members of the meeting. See page M-55 for a model reminder letter for the 1% Or Less Commission.

☐ **2 months before the campaign:** Hold the first Commission meeting. It should be approximately one and a half hours long and, if possible, serve healthful refreshments. Explain the campaign’s rationale and structure, review the importance of good nutrition to health, conduct taste tests, discuss the Commission’s role, and encourage members to volunteer for campaign activities. See pages M-56 to M-61 for an outline of the first meeting of the 1% Or Less Commission.

☐ **2 months before the campaign:** Schedule a second Commission meeting to be held several days before the campaign kick off.

☐ **1 month before the campaign:** Develop a final list of Commission members and their affiliations for use in press kits and general distribution during the campaign. Have each member of the Commission review his/her listing to ensure its accuracy. See pages M-64
to M-65 for a model list.

- **2 weeks before the campaign:** Send a reminder letter to Commission members about the second meeting.

- **Several days before the kick-off:** Hold a second Commission meeting (approximately 45 minutes in length). Update the Commission on planned campaign activities. Review the importance of nutrition to health and why milk is the target of the campaign. Discuss expected press coverage. This meeting should help solidify Commission members’ support for the campaign, give them “inside information,” and confirm their participation in campaign activities. See page M-66 for a meeting outline. Take a photograph of the full Commission. Send the photo with a written caption to the newspaper for publication. Remember: the caption should encourage the reader to switch to 1% or skim milk and not just describe the scene. See chapter 5 for more information on media relations.

- **Campaign midpoint:** Mail letters to all Commission members to discuss the progress of the campaign, give an update about future campaign activities, and thank them for their involvement. (No model letter is included, because the content depends on the progress and plans of your campaign.)

- **2 weeks before the campaign ends:** Schedule the final Commission meeting. The meeting could be scheduled to take place directly following the closing ceremonies for the campaign (see page 82 of chapter 5) to increase meeting participation. Mail both the *Individual Evaluation Form* and the *Organization Report Form* for members to complete and bring to the meeting. See page M-67 for a model letter to the final meeting, pages M-68 to M-70 for the *Individual Evaluation Form*, and pages M-284 to M-286 in chapter 8 for the *Organization Report Form*. Prepare certificates of appreciation for all Commission members. See pages M-47 to M-48 in chapter 2 for a model certificate.

- **Last day of the campaign:** Hold the final Commission meeting following the closing ceremonies for the campaign. Report on the campaign’s success. Collect the evaluation forms and discuss the members’ responses. Present certificates to all members for their efforts in health promotion.
Time Line: Nutrition Action Council

- **4 months before the campaign**: Develop a list of potential volunteers. Try to get community service organizations to take on the campaign as a project.

- **3 months before the campaign**: Send a letter to invite potential volunteers to join the Nutrition Action Council and attend the first Council meeting. See pages M-71 to M-72 for a model letter. The letter should explain the goals and structure of the campaign and the important role that volunteers will play. Include an RSVP form to make it easier for them to respond (see page M-73 for a model).

- **3 months before the campaign**: Call to follow up on invitation letters and get RSVPs to the first Council meeting. Send a reminder letter one week prior to meeting (see page M-74 for a model).

- **3 months before the campaign**: Hold the first Council meeting and if possible, serve healthy food. Explain the goals and structure of the campaign, discuss the importance of nutrition to health, explain why milk is the focus of the campaign, and outline possible volunteer activities. Have volunteers break into subcommittees. Subcommittees should choose a chairperson and begin to plan future activities. See sample agenda on pages M-75 to M-83.

- **2 months before the campaign**: Recruit additional volunteers if necessary. Contact those people suggested by Nutrition Action Council members -- by phone or with a letter (you could adapt the letter on pages M-71 to M-72). In addition, send a letter to individuals who have indicated interest in the campaign but were unable to attend the first Council meeting. See page M-85 for a model letter.

- **2 months before the campaign**: Nutrition Action Council subcommittees should meet as needed. Since the campaign is short and designed to be intensive, it is important that all campaign activities be carefully planned and ready to implement before the campaign begins. That should help coordinate programs throughout the campaign and help prevent any gaps in programming.

- **1 month before the campaign**: Hold several training sessions to train volunteers to
conduct taste tests of milk (see page M-216 of chapter 6).

- **Several days before the kick-off**: Each subcommittee should finalize plans for the campaign activities for which they are responsible.

- **During the campaign**: Subcommittees should meet as needed. Subcommittee meetings could be called by the subcommittee chairperson or at the request of the campaign director. The campaign director should be in regular contact with all subcommittee chairpersons to help guide subcommittee activities and set timelines.

- **Campaign midpoint**: Send a letter or note to all volunteers to thank them for their participation and to help them maintain their enthusiasm for the campaign. See page M-86 for a model thank-you note.

- **2 weeks before the campaign ends**: Schedule a final meeting for the full Council. The meeting could be scheduled to take place directly following the closing ceremonies for the campaign (see page 82 of chapter 5) to increase participation at the meeting. Mail an *Individual Evaluation Form* to each Council member (see pages M-68 to M-70) with a cover letter (see pages M-87 and M-88 for model letters). In addition, ask volunteers to fill out an *Organization Report Form* for each organization with which they worked (see pages M-284 to M-286 in Chapter 8). Prepare certificates of appreciation for all Council members (see pages M-47 to M-48 in Chapter 2).

- **Last day of the campaign**: Hold a final meeting for the full Council following the closing ceremonies for the campaign (see page 82 of chapter 5). The meeting could be held jointly with 1% Or Less Commission members. Collect evaluation forms. (Getting volunteers to turn in evaluation forms can be difficult. Be persistent! The evaluations are essential to determining the reach and effectiveness of the campaign.) Facilitate a discussion of the strengths and weaknesses of individual campaign activities and the overall campaign. Discuss needed changes for future campaigns. Present certificates to volunteers for their efforts in health promotion.
Time Line: 1% Or Less Speakers Bureau

☐ 4 months before the campaign: Make a list of potential speakers. Contact local health-related organizations that could serve as sources of speakers. Put names and addresses on the computer (to print mailing labels for future correspondence).

☐ 3 months before the campaign: Plan an orientation session for speakers (see pages M-93 to M-102 for a model). Schedule a time, date, and location for the session. You should schedule several orientation sessions to accommodate and train enough speakers.

☐ 3 months before the campaign: Send a letter to local health professionals. The letter should 1) describe the campaign, 2) invite them to join the campaign and the Speakers Bureau, and 3) ask them to attend an orientation session. See pages M-89 to M-90 for a model invitation letter. Include an RSVP form to make it easier for speakers to respond (see page M-91). Call each health professional who does not RSVP to ensure that enough speakers join the campaign and attend an orientation session.

☐ 3 months before the campaign: Compile a list of potential sites at which speakers could give presentations. Be sure to include a contact name and phone number for each site. Use the list as a sign-up sheet at the orientation sessions to help speakers decide which groups to target for their presentations.

☐ 1 month before the campaign: Send a follow-up letter to remind speakers to attend the orientation session (see page M-92 for a model reminder letter). Conduct an orientation session for speakers. See pages M-93 to M-102 for a model outline. The orientation session should include 1) a description of the campaign, 2) a discussion of the importance of nutrition to health, 3) an explanation of why milk is the focus of the campaign, 4) tips for putting together a motivational presentation, and 5) a description of the role and logistics of the Speakers Bureau. Distribute model presentations to speakers (see pages M-269 and M-273 of chapter 8). At the orientation session, speakers also should begin to identify sites at which they will try to schedule presentations.

☐ 1 month before the campaign: Invite speakers to attend training sessions to learn how to conduct milk taste tests during the campaign.
2 weeks before the campaign: The campaign director should compile a calendar of scheduled presentations to get an overview of when and where they will take place. Call or send a letter to speakers who have not yet scheduled presentations -- encouraging them to do so (see page M-103 for a model letter). The campaign director should identify gaps and seek speakers to fill them to ensure that presentations are given to major employers, large or important organizations, under-served populations, or other target audiences for the campaign.

Throughout the campaign: Speakers should give presentations to worksites, community service organizations, health department programs, social service offices, hospitals, schools, recreation centers, churches, etc. to motivate community members to switch to 1% or skim milk. Speakers should fill out a Speaker Presentation Form (see pages M-105 to M-107) after each presentation and return it promptly to the campaign headquarters to allow the campaign director to track and evaluate presentations.

Throughout the campaign: Photograph several Speakers’ presentations. Take a photograph of the speaker with the officers or other representatives of the organization and send it with a written caption to the newspaper for publication. Remember: the caption should encourage the reader to switch to 1% or skim milk and not just describe the scene.

1 week after the campaign: All Speaker Presentation Forms should be completed and returned to the local campaign headquarters.

2 weeks after the campaign: Review the Speaker Presentation Forms to help evaluate the extent of outreach, strengths, and weaknesses of the Speakers Bureau. Prepare certificates of appreciation for participating speakers (see pages M-47 to M-48 of chapter 2 for sample certificates).

2 weeks after the campaign: Send a thank-you note (see page M-104) and certificate to each participating speaker.
Chapter 4: Advertising

Why advertise?

The mass media (television, radio, newspapers, magazines, billboards, etc.) are a primary source of information for the general public. Mass-media advertising is a cost-effective means of sharing information with large audiences.

Many health-communication specialists claim that advertising alone cannot motivate people to make behavior changes (Making Health Communication Programs Work (1989) NCI 89-1493. National Cancer Institute, Washington, D.C.). They contend that it only can create awareness or interest in a health program, or reinforce a newly established behavior.

However, few nutrition-education campaigns have relied on a heavy schedule of strategically-placed ads to test the ability of advertising to directly influence Americans’ dietary choices. Furthermore, the food industry seems to believe in the power of advertising to influence the eating habits of the American public. In 1994, the food industry spent $5.4 billion on advertising (see page M-15 of chapter 1).

The first 1% Or Less campaign used ads that aired frequently and during prime time to encourage consumers to use 1% or skim milk. Although that campaign also included community-education programs in the cities of Clarksburg and Bridgeport, milk sales data from one area dairy suggests that low-fat milk consumption increased in the counties surrounding the intervention cities, as well as in the test cities. For example, 1% milk sales by that dairy increased more than 400% and skim milk sales increased 50% over the course of the campaign in the eight counties surrounding Clarksburg and Bridgeport. Those counties were exposed only to the advertising and news coverage components of the campaign.

The role of media in health communications

Mass media can serve as the primary change agent or can support other health-education efforts. Below is a summary of the roles of mass media in health promotion interventions as outlined by June Flora, et al (Annual Review Public Health (1989) vol.10, pages 181-201) and adapted to the 1% Or Less campaign.

Media as educator. Advertising can create awareness about the need for a dietary change and can encourage specific
behavior changes. Television and radio advertisements were the centerpieces of the first 1% Or Less campaign. The ads aimed to motivate adults (and adolescents) to choose 1% or skim milk for themselves and their family.

**Media as supporter.** Media can be used to reinforce messages and encourage the maintenance of change. For example, television and radio ads can reinforce the messages in shelf talkers in supermarket dairy cases (see chapter 6) to further encourage consumers to choose 1% or skim milk.

**Media as promoter.** Media can familiarize the community with available services or products, and encourage them to call, write, or participate in programs. For example, you could advertise the dates, times, and locations of supermarket taste tests and encourage individuals to participate (see chapter 6).

**Media as supplement.** Media can supplement health-education programs in supermarkets, schools, worksites, or churches. It could be used to increase the frequency with which you reach your target audience with the campaign message. For example, a modest schedule of advertisements on MTV and television programs aimed at teens could reinforce a school-based education program.

Alternatively, advertising could be used to reach additional audiences. For example, you could use radio advertisements to encourage parents to switch their children to low-fat milk to help reinforce a school-based 1% Or Less program.

### 1% Or Less advertisements

CSPI has produced two thirty-second television ads (see pages M-108 to M-109 for scripts), two sixty-second radio ads (see pages M-110 to M-111 for scripts), and one print advertisement (the print ad is available in various sizes, see pages M-112 to M-113). Those ads were pilot tested in the first campaign and together effectively encouraged many people to switch from whole or 2% milk to 1% or skim milk.

Important characteristics of the ads include: they 1) communicate a clear and understandable message; 2) recommend a specific action (switch to 1% or skim milk); 3) offer a clear reason why consumers should switch from whole or 2% milk; and 4) outline the benefits of drinking low-fat milk.

Although the trend in nutrition education is to use only positive messages, our ads include both positive and negative messages. For example, the "Supermarket" television ad starts with a
positive message (“Here’s an exercise that’s good for the whole family”). Then, the ad clearly communicates why consumers should switch (it compares the saturated fat content of milk to the equivalent amount of saturated fat in bacon). Finally, the ad points out the positive attributes of 1% and skim milk (great taste and vitamins, with little or no fat). Although some ads do not require negative messages, consumers need a reason to switch to lower-fat milk. Otherwise, why should they give up the milk they are used to and like?

The 1% Or Less advertisements on pages M-108 to M-113 could be placed as paid ads or public service announcements (PSAs). Using those ads offers several benefits: 1) the ads have been pilot tested and shown to be effective; 2) you can avoid the high cost of producing and testing your own ads, thereby reducing the cost of your overall campaign; and 3) the ads are consistent with and reinforce the messages in the other materials in this Handbook. In addition, using similar ads in communities across the country will strengthen and reinforce national 1% Or Less programs. However, if the ads will not work for your target audience, you may need to produce your own ads.

Getting copies of the ads

Camera-ready copies of the print ad are included in the Handbook (see pages M-112 to M-113). A demo VHS tape of the ads also is included, so that you can view (or hear) the ads. However, that tape is not of high enough quality for placement on television or radio.

All of the advertisements can be edited to add your organization’s name to the “tag line.”

To order a tape for placement on television or radio, or to order the print ad with your organization’s name added to the “tag line,” please write to the address below or call. Be sure to specify whether you need an audio tape or a beta, one-inch, or three-quarter-inch video tape. (You will have to call to get prices. The prices of the ads depend on the type and number of tapes needed, if you would like the tag line changed, and whether the ads will be used as PSAs or paid ads. For example, there is usually no additional charge for the tapes if you use paid advertising because the price of the tapes is included in the price of placing the ads.)

CSPI and the ad agency Zimmerman and Markman have joint rights to the 1% Or
Cost and placement of advertisements

Advertising costs versus community program costs

The decision to use primarily advertising versus community programs will depend on many factors (see page 15 of chapter 2), including available staff time and financial resources. For example, advertising requires little staff time but requires a cash outlay. In contrast, significant staff time is required to plan, implement, and evaluate community-education programs.

Surprisingly, we have found that **overhead and personnel costs for community-education programs often equal advertising costs.** Community program costs include staff salaries, overhead, equipment, transportation, food for volunteers, contest prizes, “give-aways,” printing, mailings, phone calls, and other costs. Thus, if personnel and overhead costs are not covered by the sponsoring organization, be sure to objectively weigh the costs of advertising versus community-education programs.

Advertising has the advantage of reaching large numbers of people in a short period of time. In addition, it requires less time and a lower level of involvement from
community members. That is, individuals do not have to attend a community program to be exposed to the campaign message.

**Placement of advertisements**

Placement of paid radio and television advertisements should be done by a trained media buyer. The media buyer has knowledge of the demographics of each media channel and how best to reach the target group(s). In addition, the media buyer will help you manage the advertising budget so that the advertising is effectively spread out over the length of the campaign to sustain the campaign’s momentum. Furthermore, the advertising plan should be developed several months before your campaign to achieve the best placement and price for your advertisements.

See pages M-114 to M-120 for a sample, paid radio and television advertising plan (from the first 1% Or Less campaign). Ad placements on television indicate the program, the time the show aired, and the station on which it aired. Ad placements on radio list the radio station, the number of times the advertisement was broadcast in that time slot (for example, 1X = one time), and the time of the broadcast (AMD= morning drive time, MD= midday drive time, and PMD= evening drive time).

The advertising plan for the first campaign was extensive. Notice that the television ads aired frequently and during prime time. In addition, the radio ads aired on each station 2-4 times each day, at peak listening times. The plan included 4½ weeks of paid television advertising costing $17,900, two weeks of paid radio advertising costing $4,600, and 14 newspaper advertisements costing $1,800. The total advertising budget was $24,300. (Those costs do not include the price of production and creative development of the advertisements which cost an additional $28,000).

1% Or Less was designed as a television and radio advertising campaign. However, we recommend that you also buy some newspaper ads. In addition to reaching the community with the campaign message, those ads will generate good will with newspapers and might even improve their news coverage of the campaign.

**Costs of advertising in your community**

The cost of placing ads in your community will depend on the population covered by the market and how competitive the market is. The comparative costs of placing the advertising plan described above in other cities in the United States are as follows:

<table>
<thead>
<tr>
<th>City</th>
<th>Estimated Cost Of Media Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalamazoo, MI</td>
<td>$110,000</td>
</tr>
<tr>
<td>Richmond, VA</td>
<td>$132,000</td>
</tr>
</tbody>
</table>
A lighter schedule of advertising might be effective. We recently tested the effectiveness of an ad schedule with half the number of spots used in the pilot campaign to see if the ad costs can be brought down without affecting the campaign’s effectiveness. (Those results should be available soon.) Costs also could be reduced by using primarily radio or cable television advertising in your campaign (they are less costly than broadcast television) or by using advertising as a supplement to a community-based campaign.

**Paid advertisements versus public service announcements**

The major differences between paid advertisements and public service announcements (PSAs) are cost, the ability to control when the ads are broadcast, the amount of control you have over the message, and the frequency of the broadcasts. With advertising, you pay for placement of your message in newspapers, direct mail packages, or magazines, or on billboards, radio, or television. A public service announcement is a message that is broadcast or printed free-of-charge by a media channel.

When you buy advertising time, you can pay for placement of the ad on specific dates, times, and programs. A premium is paid for morning and evening drive times when commuters are listening to radio stations. It also costs more to place ads in “prime-time” television (8-11 pm in Eastern and Pacific time zones, or 7-10 pm in Mountain and Central time zones) when more people are watching. When you buy advertising time, you also can select stations that your target audience listens to or watches. For example, if you are targeting teenagers with the campaign message, you could choose radio stations popular with teens. If you want to reach homemakers, you could choose to air ads during daytime television.

The broadcast time for PSAs is donated to nonprofit agencies to promote programs, services, issues, or events. When you send your PSA to a radio or television station, you have little control over when or if those PSAs will be aired. In addition, PSAs will only be aired if the stations approve of the message. For example, PSAs may not be aired if they offend a paying client. Furthermore, PSAs cannot result in the high-frequency placement that is possible with paid advertising. Despite the limitations of PSAs, they are worth doing if you can’t afford to buy advertising. A recent survey by West Glenn Communications found that only 22% of PSAs air in the late night/early morning time slots.
Placement of public service announcements (PSAs). According to Making Health Communication Programs Work (1989, NCI 89-1493) there is great competition for placing PSAs. Neither radio nor television stations are required to donate a specific amount of time for PSAs, although stations are obligated (as a condition of licensing) to respond to the concerns of the communities they serve. Newspapers sometimes offer free space for PSAs.

It takes time and diligence to get your PSAs broadcast. To improve your chances, meet with station staff. For television and radio stations, the community affairs or public service director may be the key contact. The 1995 West Glenn Communications survey found that critical factors to determining if the PSAs are run include 1) relevance to viewers and the station, 2) prominence of the sponsoring organization, and 3) worthiness of the cause.

Be sure to explain the importance of the campaign to the station staff. Many PSAs receive minimal or no air time because the public-service directors of the stations are unaware of or misunderstand the program. In addition, PSAs may not be aired because they do not meet station guidelines or specifications. Be sure to check on the acceptable length of PSAs (10 second, 30 second, or 60 second) and the type of videotape (3/4 inch, Beta, or 1 inch) or audiotape required for submissions. You also could ask that stations rotate the PSAs at different times of the day to increase the odds that your message will be heard or suggest times when your target audience is most likely to be watching or listening to the station. After the campaign is over, follow up with the station representative to determine the number of times and when the PSAs were run.

Form partnerships with organizations that advertise

Another way to stretch your advertising budget is to form partnerships with organizations or businesses that regularly advertise. Encourage those partners to include a message about low-fat milk in their advertising. Examples include:

- A local television and/or radio station could co-sponsor the campaign. Exclusive sponsorship could be offered to a station in exchange for airing the campaign ads frequently, as PSAs. The station would benefit from the positive publicity of sponsoring a program to promote the community’s health. The campaign would benefit from the free advertising.

- Local supermarkets could encourage their customers to choose 1% or skim milk in their regular newspaper advertisements, supplements, or circulars.
Local health-maintenance organizations (HMOs) could include print advertisements in a quarterly newsletter sent to subscribers. Local businesses, such as an insurance agency, could add a line to radio advertisements that states that the company supports the campaign and encourages its customers to choose 1% or skim milk.

A local milk processor (dairy) or the local dairy council could put some of their advertising budget toward a joint ad to promote 1% and skim milk.

The advantages of such partnerships include 1) visible support of the campaign by other community organizations, 2) the in-kind donation to the campaign, 3) additional opportunities to share the campaign message with the public, and 4) the opportunity to get the message out through new channels. The primary disadvantage to having partners pay for campaign advertising is that you could lose control over the message presented and when the advertisements are placed.

A final note about advertising

The 1% Or Less campaign was designed to be high in intensity and short in duration (approximately 6 to 8 weeks). Therefore, it is important to get your message seen and heard frequently over the course of the campaign. Paid advertising may be the best vehicle for communicating the campaign’s message to large numbers of people in a short period of time.
If you have the financial resources, we encourage you to invest in paid advertising. If resources are limited, you could run a more limited advertising campaign using cable television or radio. If you have no budget for advertising, we encourage you to use the advertisements discussed in this chapter and work to get them placed as PSAs in your community.
Chapter 5: Media Relations

The importance of media coverage to your campaign

The news media are valuable partners in health education. They are a forum of communication that has tremendous influence and reach, and provide a fast and efficient way to share the campaign message with the community. In addition, news coverage is a less expensive form of mass media than advertising. However, it does have some limitations. The time available to communicate your message on the air or in an article is usually limited. In addition, you have less control over your message than with advertising or community-based education programs. Once you send out a news release or give an interview, it is in reporters’ hands, and they will decide how to present your message.

Fortunately, the media usually do a good job in getting information to the public. However, you have to be willing to let go a little and accept a few mistakes now and then. If you have adequate resources to communicate your message through paid advertising, you can control exactly what is said and how. Otherwise, the news media are one of the best vehicles for widely disseminating nutrition information to the public and for influencing food and nutrition policy.

Even if you plan to use paid advertising, news coverage still is an important component of 1% Or Less. News coverage can supplement the advertising and increase the frequency with which your message is communicated to the public. In addition, Americans are media savvy and know that advertisers can promote anything they want in ads. News coverage has more credibility because the message is communicated by an objective reporter.

This chapter suggests a number of ways to generate press coverage for 1% Or Less campaigns. Possible avenues for media coverage include: news conferences, news releases, interviews, feature stories, profiles, a television news series on nutrition, newspaper columns, talk shows, magazine programs, public-affairs programs, call-in shows, editorials, op-ed pieces, and community-events calendars or columns. However, not all of those approaches are right for all communities. The number and type of press activities you choose to conduct will depend on the characteristics of your campaign. For example, you cannot announce the results of a poster contest, if you are not holding one.

The components of your media plan also
will depend on the size of your community and the competitiveness of the media market. For example, the media in a small town are likely to do more stories on the campaign than the media in a large city, who only may be interested in doing a couple of stories over the course of the campaign. In addition, the media plan in a larger city may need to be more creative and “newsy,” since the competition for news coverage is greater. The plan also will depend on the number and type of media outlets in your community. For example, many communities get their television programming from a larger city nearby. While you may be able to generate a few news stories from those stations, you will have to rely primarily on newspapers and other media outlets located directly within your community.

The first step in generating press coverage for a 1% Or Less campaign is to develop a media plan that is appropriate for your campaign, your community, and your media market. The plan should include a list of the important steps required to implement it and the completion dates for each step. Think about what will be newsworthy in your media market as you choose from the suggested approaches described below or as you develop your own. **Do not try to use all the approaches discussed below.** A large number of ideas are described to address the needs of a variety of media markets and communities. Think realistically about the number of stories you are likely to get in your media market, and then determine the number of approaches you will attempt.

**Challenges**

The challenges in generating media coverage of your campaign include:

1) initially attracting the attention of the media; 2) convincing the reporter of your position in order to get a favorable story (framing the issue); and 3) giving a good interview so that you are quoted in the story and to establish yourself as a good “source” so that the reporter calls you for future stories.

Attracting media attention is the first challenge. This may sound obvious, but it can’t be overstated: a story will not get media coverage if it is not news. Reporters are busy. There are too many press conferences and they get too many press releases. Be sure to make your campaign events interesting and newsworthy.

It is challenging to retell an old story and make it sound new. For example, the fact that whole milk is high in fat is not news. The news is that 1% Or Less is a unique health-education campaign that offers members of your community an easy way to cut a lot of fat from their diet and reduce their risk of heart disease. Community
involvement also provides a news hook. Community events can generate news angles to help sustain reporters’ interest throughout the campaign.

Most of us who come from public health or academia have little experience with the media -- and unfortunately, our inexperience often shows. However, media relations is a skill that can be mastered with a little knowledge and practice. Although an in depth lesson on how to work with the media is beyond the scope of the *1% Or Less Handbook*, the basics are outlined below. For additional resources, see page 135 of chapter 10.

**Choose campaign spokespersons and a media coordinator**

One person should be the designated media contact for your campaign. Ideally, that person should have some media experience, but it is not absolutely necessary. The media coordinator should be good at following up. In addition, she should be persevering -- able to handle when a reporter says no without taking it personally or giving up. A single press contact provides consistency to the media-relations component of the campaign. In addition, it is easier for the press, because there is no confusion about whom to call when they have questions about the campaign. Furthermore, designating a media coordinator helps to ensure that following up with the press is the clear responsibility of a single campaign staffer.
The media coordinator may or may not be the primary spokesperson for the campaign. For example, if the campaign director is an expert in public relations, he may serve as the media coordinator himself, but ask a local nutritionist to serve as the primary spokesperson. The spokesperson should be knowledgeable about nutrition and health. She or he also should be articulate, persuasive, personable, and trustworthy. Facts are the foundation of your message, but style and personality help to sell it.

You also could ask local celebrities or prominent members of the community to act as campaign spokespersons at certain campaign events. Their participation could increase press coverage of the event. A big name can help draw press. In addition, participation of community leaders can indicate to the press that the event is important and worth covering. Possible speakers include sports figures, television or movie stars, media personalities (local news anchors, television meteorologists, radio DJs, etc.), mayors, city council members, school superintendents, state or U.S. representatives or senators, well-known health experts, prominent physicians, deans or faculty members of a local university, etc. (To find out which “stars” live, grew up, or went to college in your community, contact the Screen Actors Guild or the Academy Players Directory. See page 140 of chapter 10 for addresses.)
The choice of spokespersons will depend on the nature of the campaign event, its goal, and its target audience. For example, the star of the local hockey team might be a good choice to conduct taste tests at the local shopping mall, where many teenagers hang out on a Friday night. However, the mayor might be an appropriate speaker at the campaign kick off, to show community support for and involvement in the campaign. Be sure to help outside spokespersons prepare for campaign events by providing them with adequate background information, as well as guidance about the length and content of their statements.

**Develop a press list**

Before developing a local press list, determine if a list is available from another organization. Ask other departments within your organization or other organizations if they would share their press list. Possible sources include health departments, hospitals, universities, health-professional organizations, chamber of commerce, or a local public-relations firm. Those lists could provide a good starting point, but may need to be adapted to fit the needs of your campaign. They also may need to be updated. Media outlets frequently have high turn-over rates for staff, and program formats change often.
To develop your own press list, first identify the media outlets in your community. Media directories (such as the News Media Yellow Book and Beacon’s Radio, TV, and Newspaper Directories) may be available in the local library. You also could look in the phone directory, on news stands, and in the TV guide. In addition, you could “flip around” the dial to see or hear what television and radio stations are available locally.

Your media list should include:

- daily and weekly newspapers (do not forget the smaller neighborhood papers and “shoppers”) - include information about sections which might be interested in the campaign such as the health, food, or lifestyle sections

- radio stations - include information about news programs, talk shows, and community announcements

- television stations - include information about news broadcasts (morning, midday, evening, and/or nighttime), talk shows, health shows, public-affairs shows, or community bulletin boards

- local offices of wire services such as AP, Reuters, and UPI

Be sure to find out about broadcast times and the range of programs on television and radio stations. You could check the size of the audience (or the circulation of newspapers) and ratings of local news programs to help you determine which media outlets have the largest audiences. You might want to put more effort into working with stations and papers that reach more of the community or that reach particular target audiences. Ratings books often are available from the sales departments of stations, or Nielsen and Arbitron rating books may be available at the public library or from a local advertising agency. In addition, watch, read, and listen to the news coverage from the key media outlets to become familiar with their programming and coverage. A better understanding of the local press will help you to develop and implement your media plan.

Next, you should determine the appropriate contact for each media outlet. Identify who at the station or newspaper would be most likely to cover the campaign. Note that several might be interested from the same media outlet. For example, you might include a health reporter, food writer, and a reporter who covers community events from a single newspaper. Ask each station and newspaper if they have a list of their staff and the issues they cover. Alternatively, call the news desk to find out which reporters cover health issues and include them on the list. In addition, contacts for radio and television could
include station managers, news anchors, news directors, and producers and hosts of individual programs. For newspapers, they could include editors-in-chief, city editors, managing editors, editors of food, health, or lifestyle sections, or editors of community calendars. The appropriate contact will depend, in part, on the size and nature of the media outlet. For example, if your community newspaper is the Boston Globe, you might deal directly with health and food reporters and section editors (I doubt the editor-in-chief would be interested). In a smaller city, the station manager, news anchor, and reporter all might want to receive news about the campaign. In addition, many local radio stations may have only a news director and no reporters.

For each media outlet, the press list should include the station or newspaper address and the main phone and fax number. In addition, it should include 1) the name of each key media contact and their phone and fax numbers (if different from the main numbers), 2) the name of each station program, its format, and the contact for each, and 3) a reporter and/or editor for relevant sections of the newspaper.

**Meet the press**

Competition for news coverage will depend on the size of your media market. However, in most markets, many organizations are seeking media coverage for their issues and programs. Thus, you will need to convince the media that your campaign is worth covering. You will need to explain why the campaign is interesting, important, new, and significant to the community. You also will want to help frame your issue for the media. One way to positively influence the type and amount of coverage the campaign receives is to meet with the media before the campaign begins.

Invite several representatives from the press to sit on the 1% Or Less Commission (see chapter 3). In addition, meet with representatives from each media outlet one month before the campaign begins to ask for editorial support of the campaign, news and feature coverage, and favorable and affordable placement of ads and PSAs. (See chapter 4 for more information about advertising and PSAs.) In addition to meeting with reporters, you also might try to meet with station managers, and newspaper editors and publishers. Use your judgement about the level of management with whom to meet, or just ask about their interest. However, remember that the support of high level management could enhance the amount and quality of the media coverage of the campaign.

The first step is to call and set up an
appointment. When you call to set up the meeting, explain that you would like to meet with them about a health-education campaign that will be taking place in your community, and give the dates. Briefly describe the campaign and why you are doing it. Schedule the meeting at the journalists’ convenience (i.e., at a slower news time and at their office).

Next, meet with the key media contacts to provide background about the campaign before it begins, and to try to convince them that this is a story worth covering:

- Bring a packet of background materials. You also could give them a campaign tee shirt (or other “give-away”).
- Describe your organization and what you do.
- Discuss the tremendous impact nutrition has on health and why milk is the focus of the campaign.
- Stress how the campaign will benefit members of the community and promote their health.
- Explain how the campaign is unique.
- Briefly review the components of the campaign -- especially those that you would like the press to cover.
- Mention how the press could play an important role in promoting the community’s health, because media coverage will help get the campaign’s message to members of the community.
- Invite journalists to the campaign kick off.
- If you are buying advertising time, you may want to mention it. (Usually in public health, agencies go to media outlets asking for only free coverage. The fact that you are a paying customer is unique and may positively predispose the station to cover the campaign.)
- Ask what time of day and which days of the week are best for meeting deadlines.
- Discuss their interest in the campaign, options for coverage, and the events they might be interested in covering.
- Ask the press to honor the campaign’s embargo. Explain that the campaign is designed to be short and intensive and that it will be more effective if the campaign begins with a sudden burst of programming, advertising, and media coverage. In addition, stress how early coverage would adversely affect baseline milk sales data, and thus your ability to accurately assess the effectiveness of the campaign.
- Let reporters know whom to contact if
they have questions about the campaign. Also mention that they could contact you if they have other questions about nutrition. Helping reporters with other stories could help you build a relationship and generate good will.

**General tips for working with the media**

When talking with journalists, be as brief as possible (unless the journalist appears to want to talk longer). Reporters are busy and often have deadlines. If you catch a reporter near a deadline, ask if there is a better time to call him or her back (so that they can give you their full attention and more time).

Do not feel like you are harassing the press when you call them to cover a campaign event. Reporters regularly rely on outside sources for news stories. They have air-time and column-inches to fill and will be thankful for a good story. Remember, you are providing a story that should be of interest to their readers, listeners, or viewers, since many Americans are interested in nutrition and health.

Be persistent. Do not be discouraged by a few no’s. You may have caught the reporter at a busy time or on a bad day. Or, you may need to try a new angle for your story.

The easier you make it to cover the story, the more likely reporters are to cover it. To make it easy for reporters to cover your story:

- Provide good background materials.
- Use articulate and knowledgeable spokespersons.
- Suggest experts, community members who switched, ministers, and others who could be interviewed for stories.
- Write interesting and clear news releases.
- Hold campaign events in convenient locations with ample parking.
- Provide interesting visuals and photo opportunities.
- Respond promptly to press inquiries.

**Good follow up is a key ingredient of good press coverage.** Reporters get too many press releases to read them all. A follow-up call improves the chance that yours gets read. In addition, busy reporters may forget the date of the press conference or may get caught up with a competing story. A follow-up call provides another opportunity to encourage the reporter to cover your event.
News releases

This chapter includes a number of sample news releases. Feel free to use as much of the text of those releases as is appropriate for your campaign. However, be sure to adapt them to fit the unique characteristics of your campaign. In addition, the news releases should be printed on your organization’s letterhead.

News releases should answer the questions who, what, where, when, and why about your campaign or about the campaign event described in the release. Most of the questions should be answered in the first two paragraphs of the news release. Remember that those paragraphs will determine if the journalist reads the rest of the release or whether it ends up in the recycling (with most of the other releases they get).

News releases should be brief and to the point. Try to keep to one or two pages. They also should be clear, accurate, and free of grammatical and spelling errors. Journalists are relying on you to provide them with accurate information. Factual errors, misspelled names, and typos will adversely affect your credibility and whether or not the journalist uses this and future news releases.

The name and phone number of the person whom the press should contact with questions about the release should be in the upper right-hand corner of the news release. Be sure the contact is available to the press near the release date. Place the date of the release in the upper-left corner. The date can be for immediate release or can be embargoed until a specific date. An embargo might be used if the release describes an event that has not yet taken place, or to achieve more concentrated press coverage of the event.

News releases should begin with a short, captivating, newspaper-style headline. The paragraphs should be short. Releases also should include clever, concise quotes from key spokespersons. In addition, try to describe the campaign using facts rather than adjectives. For example, rather than stating that the community has shown very strong support for the campaign, write that the campaign has been endorsed by the Ohio County Medical Society, the Lions Club, the Wheeling Hospital, and other community groups.

Write “--more--” or “--over--” at the bottom of the page if the release runs onto another page, and do not split paragraphs at the end of the page. The final paragraph of the release should describe your organization. The news release should end with “###” or “--end--” or “--30--” (the printer’s code for end) to signify the end of the release.
After sending out a news release, be sure to follow up with journalists. Ask if they received the release (offer to send another copy if they did not) and if they need additional information. In addition, try to interest the reporter in covering the story by briefly explaining the content of the release and why it is important.

**News conferences**

News conferences can generate extensive and intensive media coverage but also are very labor and time intensive. Gage whether there is enough media interest in a topic or event before investing the time into setting up a news conference. A poorly planned news conference can be a waste of time, as well as embarrassing, if participation is poor. Try not to schedule more press conferences than will interest your local media. For example, one news conference may be enough in a large city, whereas you could get good coverage from three news conferences in a smaller community.

Announce the news conference through a news advisory. The advisory should announce the date, time, and location of the news conference. In addition, it should briefly describe the event. However, be sure to hold the important details for the news conference. Again, it is essential to make follow-up calls after sending the advisory. Call to ask if the journalist received the advisory. In addition, briefly explain what will be announced at the press conference, describe why it is important, and try to interest the reporter in attending the news conference. You also could make a second round of calls on the afternoon before or morning of the news conference to help ensure good attendance.

The basic components of a successful news conference include:

- an interesting topic
- good visuals
- articulate, interesting, and knowledgeable speakers and moderators

Speakers should be brief, speaking only two to five minutes. In addition, they should prepare their scripts ahead of time, to avoid duplication between speakers and to help keep their statements focused and brief.

Start planning your news conference four to six weeks before the event. Hold it in a convenient location with ample parking. In addition, think about locations that fit the event or make it more interesting. For example, hold the physician press conference at one of the local hospitals, or hold the kick-off event at an elementary
school with the students in attendance.

The room in which the news conference is held should be large enough to handle the expected crowd, but not so big that the room looks empty and gives the appearance of poor turn out. The room should be set up so that speakers are readily visible to the audience and the media. A neutral background behind the speakers is important if the event will be covered by television news stations (a blank or draped wall works well). The room should have good lighting. Do not set the speakers up in front of an unshaded window -- back lighting can cause distortions on film. Be sure to allow space for expected television news reporters (allow approximately three feet per camera). In addition, be sure there are enough electrical outlets for the number of broadcast journalists expected.

Check the sound quality in the room (would you be able to hear the speaker in the back of the room?) Decide if you need to borrow or rent a sound system.

Schedule the news conference for a weekday (Monday through Thursday are best) at 10:00 or 11:00 AM to make it easier for journalists to make their deadlines.

At the news conference, you also could provide reporters with a news release or a press kit (background material in an 8½ by 11 inch folder) to make it easier for reporters to write or produce their story. In addition, you should prepare a media sign-in sheet to track who attended the news conference (see page M-121 for a model). The sign-in sheet should include name, affiliation, address, and phone number. It could be used to track which reporters are interested in the campaign and who should be targeted for future stories. It also could be used to determine who did not attend the event. You could follow up with those reporters and offer to send them a press kit, a copy of the news release, or to schedule an interview. Finally, at the end of the news conference, be sure to leave enough time to answer journalists’ questions.

**Interviewing tips**

Media interviews offer an opportunity to communicate the campaign’s message with the community. Communicating through the mass media is a learned skill for most of us. It is very different from giving an hour-long seminar or even a 15-minute talk. You must communicate your messages in short sound bites. The average story on the evening news is 90 seconds, and your message will have to be conveyed in 10 to 15 seconds (two or three sentences). Thus, it is critical to prepare for interviews, and to be prepared to answer questions from the press at any
campaign event to which the press is invited.

To help you prepare for an interview, find out about its format beforehand. For example, you should bring visuals to a television interview, or prepare more talking points for a longer interview. Think about the questions the journalist might ask and carefully prepare your answers. Writing out talking points gives you time to think about what your major points should be and how to communicate them in an interesting, concise, and authoritative manner. On-the-air is not a place for original thinking. See pages M-122 to M-123 for some model talking points. You could choose a few of those points for each interview, and should add others to describe your campaign and specific campaign events.

Written talking points also can enhance your confidence about an interview. Your key points will be laid out ahead of time, and if you get nervous, you can refer to the points during a television break or throughout a newspaper or radio interview. Your talking points should be designed to capture the attention of the media and consumers. Your points should be interesting to journalists, so that they quote you in their final story. They should be interesting enough to consumers to stand out from other messages and be memorable.

Your answers should be able to stand alone and thus, stand up to editing. For example, they should not be embarrassing or misleading if taken out of context. Answer in complete sentences that could be used in a story in the absence of the interviewer’s question. For example, if the interviewer asks “why does the campaign target milk?” Do not simply answer “because it is high in fat.” Answer, “the campaign encourages adults and kids over two years to switch to 1% and skim milk because whole and 2% milk are leading sources of saturated fat in Americans’ diets, and saturated fat causes heart disease -- the number one killer of American men and women.” Complete, stand-alone answers give the press more flexibility in editing and increase the chance that you will be quoted in the news story.

When answering interviewers’ questions, think about ways to make your answers more understandable and meaningful to the audience. Be sure to take a step back from your own knowledge of nutrition and think about what consumers know. Avoid jargon and acronyms, and keep your answers clear and simple. For example, it may be meaningless to say that one cup of whole milk has 5 grams of saturated fat. Many consumers do not know how much saturated fat they should eat in a day, and 5 may not sound like much. Alternatively, you could compare the amount of saturated fat in milk to the amount in other foods.
For example, state that “one glass of whole milk has the artery-clogging saturated fat of five strips of bacon, and 2% milk isn’t much better. It’s like three strips of bacon.”

You also could make facts more relevant to consumers by humanizing them. For example, in addition to simply stating the number of people who die from chronic diseases each year, you could ask individuals who have heart disease or diabetes to talk to reporters about how it affects their quality of life.

You could use standard literary devices such as alliteration, rhyming, and puns to jazz up your answers. In addition, rephrasing industry slogans can make your messages more interesting and memorable. For example, you could state “skim milk does a body good. Whole milk clogs arteries.”

It is critical to stay focused during interviews. **Always keep in mind that your goal is to convince community members to change their milk-drinking habits.** Decide on three to five key points for each interview, and stick to them. For media forums which allow a more in-depth look at the issues, such as newspapers or talk shows, you should prepare additional points and background materials. Avoid getting side tracked onto topics that are irrelevant to or distracting from the campaign message. Instead, try to guide the interview back to your key points. For example, if the interviewer asks about lactose intolerance, do not get dragged into a lengthy discussion about it and its prevalence. Rather, point out that lactose-reduced milk comes in 1% and skim, and that 1% and skim milk have all the good nutrition of milk -- with little or no fat. Do not be afraid to repeat key points or to articulate them in a variety of ways.

Use facts to enhance the credibility of your message and persuade community members to switch to lower-fat milk, but express them in interesting and understandable ways. Avoid the use of too many qualifiers (maybe, probably, etc.) that can reduce the effectiveness of messages. Be authoritative and confident, without sounding overbearing or preachy. Remember that style is as important as content. However, never go beyond the facts. Reporters rely on the credibility of their sources, and once you lose yours, it is hard to get it back. If you do not know the answer to a journalist’s question, offer to track down the information or the right expert, and get back to her.

Other tips for effective interviews include:

- Be yourself. Use a conversational tone. Smile.

- Watch the use of “uhm,” “like,” or
other filler words.

- Use interesting and memorable visuals. Consider locations for the interview that could add to the story, such as a supermarket, a school, a dairy farm, etc.

- If you do not understand or hear the question, or if you need more time to think, ask the interviewer to repeat the question. Asking to have a question repeated or pausing before answering will give you time to formulate answers to difficult or unexpected questions.

- Look at the interviewer, not at the camera, for television interviews.

- Dress professionally. Your appearance should not detract from your message.

- Do not speak “off the record.” You should not say anything you do not want see in print or hear on the air.

## Ideas for media events during the campaign

### Campaign kick off

A community event and press conference can help get the campaign off to a strong start.

**Who to invite.** One goal of the event is to generate enthusiasm for the campaign among community leaders and volunteers. Consider inviting representatives from area hospitals, state and local health departments, worksites, local, state, and federal government (governor, mayor, state and federal legislators, city council members), schools (superintendent, food service director, principals, health-education coordinator), universities, chambers of commerce and other businesses, nonprofit health organizations and professional associations (such as the American Heart Association, American Cancer Society, American Dietetic Association, local medical societies), YMCA and other fitness organizations, churches and synagogues, foundations, and media. In addition, invite members of the 1% Or Less Commission, Nutrition Action
Council, and Speakers Bureau (see chapter 3).

Invitations should be sent out several weeks before the event. See page M-124 for a sample invitation. It is important to make follow-up calls to those who fail to RSVP to ensure a good turnout. Follow up also will enable you to get an accurate count of the number attending to help determine the amount of food, chairs, and space needed for the event.

If you are not sure you can get adequate participation at a kick-off event, you could hold the event where a crowd is assured. For example, you could hold it at a school, large worksite, or shopping mall.

**Inviting the press.** The presence of members of the community will help generate excitement at the kick-off event and will demonstrate the community’s support for the campaign to the press. However, the primary goal of the event should be to attract press coverage for the campaign. In addition, the kick-off event should be set up to meet the needs of the press. For example, the event should be short, statements should be brief, and there should be room for television cameras.

Because you will have met with key reporters a month before the campaign, most should have some knowledge of the campaign and know the kick-off date. Four or five days before the kick off, you should fax a media advisory to journalists to remind them when and where the kick off will take place. The advisory also should remind the press about the campaign objectives and further encourage them to cover the campaign and the kick-off event. See pages M-125 to M-126 for a model media advisory.

Again, we cannot stress enough the importance of follow up with the press. It is not enough to just fax the advisory and expect the press to show up. Call reporters one or two days before the kick off to make sure they got the advisory and to ask if they are planning to attend. The call also provides another opportunity to encourage the reporter to cover the campaign.

**The event plan.** A sample event plan for a kick-off press conference is included on pages M-127 to M-130. The plan can be used as a guide for campaign staff on how to set up a kick-off event and press conference. In addition, see the tips for setting up a news conference on page 70.

Serving food at the event can increase the number of people in attendance and make the event more social. However, be sure to serve healthful foods. If you use a caterer or hotel food service, you will need to work with them closely to ensure that the food is in keeping with the health-promoting goals of the campaign. It is especially important to serve 1% (or skim)
milk if breakfast or coffee is served. (It would be embarrassing to serve members of the press whole or 2% milk at a 1% Or Less event.)

Conduct milk taste tests in the back of the room for members of the press and the community. The taste tests provide attendees an opportunity to try 1% and skim milk, and for most, discover that they like it. The taste tests will help the press and guests buy in to the campaign message. In addition, the tests will give the press an opportunity to report on the surprising results of the tastes tests and will provide appealing film footage and photo opportunities.

Be sure to provide the press with other interesting visuals to film or photograph to make the story more appealing to reporters, their editors, and the general public. Creative visuals also can make your message more interesting, understandable, and memorable. For example, you could make a display that contrasts the amount of fat in a half-gallon of whole, 2%, 1%, and skim milk (see page M-44 of chapter 2). You also could show the amount of fat that a person would cut from their diet by switching from whole milk to skim milk in a year or over a lifetime. Five pounds of Crisco shortening scooped out into a bowl would show the amount cut in a year. Four-hundred pounds of solid shortening could be purchased from a restaurant supply company to show the amount of fat that could be cut over a lifetime.

Other ideas for appealing visuals for the press conference include 1) a class of first or second graders holding posters they drew for the poster contest, 2) a preview of the television ads, 3) the mayor or other community leader wearing dark sunglasses taking the milk taste test, 4) a young child dressed in a cow costume, etc.

**Kick-off speakers.** Several people could speak at the press conference, so that the campaign message is stated in a variety of ways through multiple spokespersons. Multiple speakers give the press more options for how they put their story together. For example, one newspaper may prefer to quote the mayor encouraging the community to switch to low-fat milk, whereas another may prefer to quote an expert such as a nutritionist. Multiple speakers also provide a variety of images for television stories. However, remember that presentations given to the press should be short, and the number of speakers should be few enough to keep the whole event to less than one hour.

The local campaign coordinator or media coordinator could act as moderator for the event. He could greet and thank the crowd at the beginning of the press conference, recognize dignitaries and community leaders who are present, and introduce the
speakers. The moderator should get a biography for each speaker at least a week before the press conference to plan the speaker introductions. One or two local dignitaries such as the mayor, school superintendent, or state or U.S. legislators could make a very brief statement in support of the campaign. See pages M-131 and M-132 for two model statements.

Next, the campaign could be described by two or three people. For example, if the campaign is co-sponsored by two or three organizations, each could make a short statement. If the campaign has co-directors, one could explain the campaign rationale and another could describe planned activities. Alternatively, the executive director and the campaign director each could make a statement if a single organization is running the campaign. Two model statements are provided for that scenario. The executive director’s statement describes the broad context of why the campaign is needed (see pages M-133 to M-134). The campaign director’s statement describes why milk is the focus of the campaign and the activities planned for the campaign (see pages M-135 to M-136). The statements for your kick off will need to reflect the characteristics of your campaign, but the model statements may provide a good starting point.

The statements by campaign speakers should be followed by a question and answer session. The campaign director could field questions from the press and direct them to the appropriate speaker(s).

**Sign-in table and press kits.** Set up a table near the entrance to the press conference. Have one sign-in sheet for community members and a separate sign-in sheet for the media (see page M-121). The sign-in sheet will serve as a record of who attended the event. For example, you might want a list of press who attends in order to track press coverage of the campaign or to invite them to future press events. In addition, you may want to invite community members who attended to become more involved in the campaign. You also could provide name tags to those in attendance.

At a minimum, a news release should be handed out to each member of the press who attended (or faxed to those who could not attend) to provide them with a written description of the campaign and the kick off. See pages M-137 to M-139 for a model. To provide reporters with more detailed information, press kits could be handed out. The kick-off press kits could include: 1) a press release, 2) a high-quality copy of the campaign logo (provide a page of logos in various sizes, so that the logo could be included in news stories), 3) a list of 1% Or Less Commission members (see page M-64 of chapter 3), 4) a *Milk Facts* sheet (see page M-3 of
chapter 1), 5) a description of your organization, 6) a *Nutrition and Health* fact sheet (see page M-11 of chapter 1), or 7) letters of endorsement for the campaign (see chapter 3). Press kits should be completed the week before the campaign begins. You also should have several copies of the television ads on VHS, BETA, and three-quarter inch tapes to hand out to television news reporters (so they could include the ad in a news story). In addition, a handout describing the campaign (see page M-26 of chapter 2) could be distributed to community members who attend the kick off.

**The day’s events.** In addition to the kick-off press conference, several other campaign activities should be scheduled for the first day of the campaign. Those events should reflect the range of programs that will take place during the campaign. The events will help the campaign get off to a strong start. In addition, the events will provide the press with an opportunity to report on a variety of campaign programs in their story of the campaign kick off. A sample schedule for the first day of a 1% Or Less campaign is found on page M-140. The schedule of kick-off events for your campaign should be faxed to the press along with the kick-off press advisory. Community leaders also could be invited to the day’s events.

**Taste-test kick off**

The perceived taste of low-fat milk is one of the biggest barriers to consumption. Thus, it is critical to get news coverage for the message that 1% and skim milk taste good, and for the milk taste tests. One way to generate publicity for the taste message and taste tests is to invite the press to a taste-test kick off. At the event, two or three community leaders would be the first to “officially” take the milk taste test as a part of your campaign. The event should be held 1) on a Saturday or other busy shopping time, 2) on the first day of the supermarket taste tests, 3) in one of the participating supermarkets (the site also should be convenient for the press and other participants), and 4) near the dairy case. Permission for the event should be obtained from the participating supermarket approximately one month before the event.

Ask two or three community leaders to participate in the event. When deciding who to invite, think about who in the community could serve as a role model and effectively encourage others to try low-fat milk. Participants could include a local celebrity, sports figure, mayor, local, state, or federal legislator, president of a popular civic organization, school superintendent, etc.

Invite the press to attend the taste-test kick off. See page M-141 for a model media
advisory. If you are holding the taste-test event a few days after the press conference for the campaign kick off, you could hand out the advisory at that press conference. Alternatively, fax the advisory to reporters four or five days before the event. Be sure to call reporters the day before the taste test event to encourage them to attend. (A press release is not necessary, because it is the type of event that probably will be covered only by those reporters who attend.)

You also could provide the press with a list of the taste tests scheduled during the campaign (see page M-142 for a sample schedule). Encourage reporters to include an announcement of the dates and times for taste tests in their news story. Alternatively, you could place an ad announcing the taste-test schedule (see chapter 4).

The event should be short, about ten to fifteen minutes long. It could begin with a short statement by the campaign director. The statement should remind the press why the campaign focuses on milk and address how taste is a barrier to low-fat milk consumption. See pages M-143 to M-144 for a model statement. Next, one community leader should take the milk taste test. The taste test should be conducted using the set up and protocol that will be used in the supermarket taste tests conducted during your campaign (see pages M-203 to M-212 of chapter 6 for a model Taste-Test Protocol). Reporters should follow that taste test through to its completion, including the review of the results. When the test is completed, the community leader should move aside and a second community leader could be taste tested.

The community leaders participating in the event should respond to the taste test honestly and naturally (the test should not be staged). However, they should be reminded that the event is designed to help consumers overcome negative perceptions about the taste of 1% and skim milk. Responses by the community leaders should:

- address their ability to taste the difference between whole, 2%, 1%, and skim milk

- stress how good skim and 1% milk taste

- discuss their willingness to switch to 1% or skim milk

- explain how easy it would be switch to 1% or skim milk to cut a lot fat from their diet, without sacrificing taste

- encourage others to come to the stores on the dates of scheduled taste tests and try the test themselves
After the community leaders complete the taste tests, allow journalists to ask questions. Next, provide an opportunity for journalist to take the taste test (some stations may prefer footage of their own reporter taking the milk taste test). Finally, open the taste tests up to consumers. The taste-test kick-off event should truly kick off the supermarket taste tests for consumers, rather than be a stand-alone event. Consumer participation will allow reporters to interview, film, photograph, or record consumers taking the milk taste tests, providing good material and visuals for their news stories. In addition, news stories that include consumer reaction to the taste tests help convey the campaign message through an additional source. Hearing the message through other consumers may be more credible and appealing to some members of the community.

Radio remote broadcast from a supermarket taste test. To further promote the message that low-fat milk tastes good and encourage community members to take the milk taste test, you could ask a radio station to do a remote broadcast from a supermarket while the taste tests are being conducted for consumers. Find a popular radio station that is willing to donate the remote broadcast. (They may be more willing to donate the remote if the broadcast is conducted from a supermarket that usually buys advertising from them.) Find a supermarket that will allow the broadcast to be conducted from their store. Provide the radio disc jockey with background information about the campaign and discuss with her the key points you would like to communicate during the broadcast.

Schedule the broadcast for approximately two hours, during a busy shopping time, when milk taste tests are being conducted for community members. During the remote broadcast, the radio disc jockey could 1) take the milk taste test herself and report on the results, 2) interview consumers who have taken the taste test, 3) interview the campaign director about the purpose of the campaign and the taste tests, and 4) encourage radio listeners to come to the store to take the taste tests.

The physician press conference: “Physicians say switch”

Another way to generate press attention for the campaign is to hold a press conference at which local physicians urge the community to switch to 1% and skim milk. The press conference will provide a fresh news angle for the campaign and thus, another opportunity for the press to cover the campaign. Another goal of the press conference is to add credibility to the campaign message. Physicians are
respected by the public and are a primary source of health advice. In addition, it is valuable for the public to hear the campaign message through a variety of sources. See page M-145 for a model plan for such a press conference.

The press conference could be held in the beginning of the forth week of the campaign to give the campaign a boost near the midpoint. The press conference does not need to be as elaborate as the kick-off press conference. However, you may want to invite 1% Or Less Commission members, administrators from local hospitals, representatives from health professional and health voluntary organizations, and other health professionals to attend the event. Other steps for setting up the event include:

- Contact 3 to 4 prominent physicians in your community to speak at the press conference. Physicians should represent several of the local hospitals. You also might want to invite a physician from a local university to speak. The physicians should represent a variety of medical disciplines. It is important to include a pediatrician, because many parents are unsure when to start cutting back on fat in children’s diets. In addition, a cardiologist could discuss the important role that healthy eating plays in preventing heart disease.

- Visit each participating physician to discuss the press conference logistics and their statement. Provide each with background materials on the campaign, such as the Milk Facts sheet (see page M-3 of chapter 1), Nutrition and Health fact sheet (see page M-11 of chapter 1), a description of campaign programs (see page M-26 of chapter 2), etc. In addition, provide them with talking points to make it easier for them to participate, and to avoid overlap between their statements. See pages M-146 to M-150 for sample talking points. It is important -- it is the whole point of the press conference -- that each physician urge members of the community to switch to 1% or skim milk.

- As with all press events, physicians’ statements should be brief (about three to four minutes each). Each physician should prepare a one-page statement. Ask them to fax the statement to you one week before the press conference.

- Set a date, time, and location for the press conference. Consider holding the press conference at a local hospital or clinic, to add to the air of authority for the press conference. Confirm that all physicians can attend.

- Send the press a media advisory inviting them to attend, four or five days before the press conference. See page M-151 for a model. Make follow-up calls to reporters
one or two days before the press conference to encourage reporters to attend the event. It is probably not necessary to write a press release for this press conference, because reporters will already have sufficient background information about the campaign.

- After the press conference, write to the participating physicians to formally thank them for their help and support. See page M-152 for a model letter.

### Midpoint news release

Another way to generate news coverage of the campaign is to release the midpoint results. See pages M-153 to M-154 for a sample news release. Note that such a release can only be written if you are collecting weekly milk sales data and have received enough data to give an accurate measure of the campaign’s progress. The midpoint sales data provide “news” about the campaign and its progress. The message of this press hit should be that the campaign is working well and that many members of the community already have switched to 1% and skim milk, but that there are still too many people consuming too much saturated fat from whole and 2% milk. As with all 1% Or Less activities, the primary goal of this press hit should be to encourage more whole and 2% milk drinkers to switch to 1% or skim milk.

### Closing ceremonies for the campaign

The end of the campaign provides a final opportunity to generate press coverage of the campaign, encourage community members to switch to 1% or skim milk, and share the campaign results with the community. The event can be set up as a final celebration of the campaign’s success and a show of appreciation to members of the community who contributed to that
success. Thus, members of the community who supported the campaign should be invited to the closing ceremonies. Those might include 1) members of the 1% Or Less Commission, Nutrition Action Council, and Speakers Bureau, 2) government officials, and 3) representatives from participating supermarkets, schools, businesses, civic organizations, churches, synagogues, hospitals, and other organizations that supported the campaign.

Invite the press to the event by faxing them a media advisory four or five days before the event. See page M-155 for a model. Follow up with key reporters one or two days before the event to encourage their attendance. You also should prepare a news release to make it easier for reporters to write a story about the end of the campaign, and to provide information about the close of the campaign to reporters who are unable to attend the event. See pages M-156 to M-157 for an example. The news release should be handed out to reporters who attend the closing ceremonies. For those who are unable to attend, fax the release after the closing event (no news releases should be given out before the event).

The program for the closing event will depend on many factors, including the type of programs you conducted, the level of community participation, and your budget. It should be short enough to allow the press to attend the entire event (keep it to less than one hour). The closing event could include:

- a statement made by the campaign director that summarizes the events and results of the campaign. In the pilot campaign, the campaign director reviewed campaign events through a slide show. Participants enjoyed seeing pictures of themselves and campaign events flashed on the big screen. See pages M-158 to M-162 for her statement.

- a statement by one or two community leaders who supported the campaign. Their statement should be an expression of the community’s impression of the campaign and hopefully, of thanks to your organization for promoting the community’s health. See page M-163 for a model letter inviting a community leader to participate in the closing news conference. After the news conference, send the speakers a letter to thank them for their participation. See page M-164 for a model thank-you letter.

- a presentation of certificates of appreciation to individuals and organizations who supported the campaign (see pages M-47 to M-48 of chapter 2 for more information and model certificates)

- an announcement of the results of health-
promotion challenges between worksites or civic organizations (see page 123 of chapter 8)

- poetry readings, songs, or displays of posters or other artwork by elementary school students

- food and decorations. Refreshments add to the celebratory atmosphere of the event (again, be sure the food is consistent with the health-promoting goals of the campaign). Flowers, balloons, or other decorations also could enhance the atmosphere of the event.

**Other ideas for generating press coverage**

The press events described above could provide the backbone of the media plan for your campaign. Between those events you should work with individual stations or newspapers to get additional coverage of the campaign. The ideas below also might help increase the coverage of campaigns in more competitive media markets, where the press may only be willing to attend one press conference. Additional coverage could include feature stories, published photographs, a weekly health column, op-ed pieces, letters to the editor, editorials by newspapers or station managers, etc.

Decide which of your campaign events might be interesting to a particular reporter or media outlet, and then try to get them to cover it. Be creative. And remember, the easier you make it for the reporter to cover the story, the more likely they will cover it. A few ideas follow.

**Announce the winners of the poster contest.** If your campaign includes a poster contest for elementary school students (see page 105 of chapter 7), the contest may provide an opportunity to generate some press coverage of the campaign. Invite local reporters to attend the poster contest judging. The contest judging has several elements that make for a good news story, including 1) “cute,” young children promoting the health of their friends and neighbors through their posters, 2) samples of the children’s artwork, 3) community leaders judging the posters and announcing the winners, and 4) happy children receiving awards for their winning posters.

Alternatively, a good way to generate publicity for the poster contest is to invite a local newspaper or television station to co-sponsor the contest. A feature story on students designing posters in their classrooms or a health professional speaking to a class or school assembly about nutrition could help to announce the poster contest or to publicize the entry deadline. The winning posters could be reprinted in the sponsoring newspaper or shown on the sponsoring television station.
Nutrition-news series on television.
Ask the station manager, news director, or health reporter of a local television station to produce a series of stories on nutrition during the campaign. The stories should tie into campaign themes and help to place it in context. Discuss the possibility of the series with the news staff in a meeting or by telephone. Follow up by sending a memo summarizing several story ideas and include appropriate background materials, suggested visuals, and the names and phone numbers of people to interview. As always, the easier you make it for the station to produce the series, the more likely they are to do it. See the sample memo on pages M-165 to M-167 for story ideas and see chapters 1, 2, and 10 for the resources listed in the memo. (Note: when you send the memo to the station, include copies of all background materials.)

A guest article or weekly column about nutrition and the campaign.
Many local newspapers will accept articles written by guest writers. In addition, readers are hungry for health and nutrition news, and you probably have expertise that the newspaper and its readers would find valuable. Ask your local newspaper if they would publish a guest article written by the campaign director to help introduce the campaign. See pages M-168 to M-172 for a sample article.

In addition, you could ask the same newspaper or another newspaper to publish a weekly column about nutrition during the campaign. (If weekly is too often, offer to write two or three columns.) The columns could be written by the campaign director or by various local health professionals associated with the campaign. Topics could include 1) an introduction of you and your organization, 2) why healthy eating is important, 3) why the campaign focuses on milk, 4) why healthy eating is important for children, 5) community involvement with the campaign, 6) the taste of low-fat milk, or 7) other dietary changes that could promote health. See pages M-173 to M-182 for seven model articles. Feel free to borrow as much text from the model articles as you would like. Most local papers will not mind that the text was published in newspapers outside their area of circulation.

An official proclamation about low-fat milk.
Ask a state or local government official to declare 1% and skim milk the official milks of your state, city, or county. Alternately, they could declare them the official milks for a limited time (for a month or a week) or declare a 1% milk week/month. See page M-183 for a model proclamation.

The state senate or house of delegates/assembly, mayor, city council, county commission, etc. have the authority
to issue proclamations. While the proclamations are far from binding, they show the state or local government’s support for the campaign and its message. In addition, they provide an opportunity to generate a little press coverage for the campaign.

Provide model language to the government official to make it easier for them to issue the proclamation. Invite a local newspaper or television station to come to the signing of the proclamation. Alternatively, take a photograph of the government official signing the proclamation or presenting the proclamation to the campaign director, and send the photograph to the newspaper with a written caption. The caption should encourage the community to choose 1% and skim milk and not simply describe the scene. For example the caption could read:

_County Commissioner Beth Taylor encourages her fellow citizens to choose 1% and skim milk to build strong bones, while protecting their hearts. Yesterday Commissioner Taylor presented a proclamation declaring 1% and skim milk the official milks of Harrison County to Dr. Margo Wootan, the director of the 1% Or Less campaign._

_Radio announcements._ Radio stations are often willing to do live “reads” of public-service messages on the air. Disc jockeys or announcers might read the messages during commercial breaks from newscasts, music programming, talk shows, or broadcasts of sporting events. Ask local radio stations if they would read campaign messages on the air, discuss during which programming the announcements could be made, and ask how often they could be read. Provide willing stations with sample announcements. See pages M-184 to M-185 for sample radio announcements.

**Feature stories.** Some campaign activities may not be newsworthy enough for widespread coverage but may make interesting feature stories. For example, stories could feature 1) prominent community members, high school athletes, or student leaders who switched to lower-fat milk, 2) a minister promoting nutrition and low-fat milk to his/her congregation, 3) an innovative program being conducted by a participating, community organization, etc. Such story ideas could be pitched to a few reporters to enhance coverage of the campaign.

**Published photographs.** Published photographs can be an effective means of publicizing the campaign and its message. People are drawn to photographs in the newspaper (they are easier to read than a whole article). You could invite newspaper photographers to campaign activities, or you could take a photograph of the activity
and send it to the newspaper with a written caption. The later strategy makes it easy for the newspaper to cover the event. Be sure to physically attach the caption to the photograph (tape the caption to the photo or write it on the back) so that they do not get separated.

Think about which campaign activities would provide good photo opportunities and would be interesting to the newspaper’s readers and editors. Ideas include: a photograph of 1) the 1% Or Less Commission (see chapter 3), 2) a member of the Speakers Bureau with the officers of a civic organization, with employees at a worksite, or with students at a school after her campaign presentation, 3) community leaders wearing dark sunglasses while taking the milk taste test, 4) officers of the chamber of commerce making a toast with skim milk and pledging support for the campaign, 5) students taking the milk taste test in their school, 6) a school official wearing a 1% Or Less tee shirt, while announcing that the school cafeteria is switching to 1% milk, 7) the display that shows the amount of fat in each type of milk (see page M-44 of chapter 2), etc. (See pages M-186 to M-188 for examples of published photographs).

Remember that the goal of the photograph is to further promote 1% and skim milk consumption. Thus, the photograph’s caption should encourage the reader to switch to 1% or skim milk and should not simply describe the scene. However, be sure to include the names of people pictured, a short description of the event, the date, and who to contact if the newspaper needs more information.
Community calendars or bulletin boards. Upcoming campaign activities could be announced in calendar sections or on community bulletin boards to encourage participation. For example, many local papers publish a weekly school calendar in which school-based 1% Or Less programs could be announced. Campaign activities also could be announced on cable television stations’ community bulletin boards. In addition, you could ask newspapers and/or radio and television stations to announce campaign activities as a public service announcement (see chapter 4 for more information on PSAs). For example, stations or newspapers might be willing to announce the dates, times, and locations of the milk taste tests in supermarkets.

Track media coverage of the campaign

Keep track of the media coverage of your campaign. Buy all the local newspapers during the campaign and clip relevant articles. Ask when press events or interviews will be aired and tape the stories. Alternatively, provide stations with a tape and ask if they would give you a copy of campaign stories. Be sure to ask for the stories throughout the campaign. Many stations tape over previous news coverage and may only have the story on tape for a few days.

Examine the media coverage of the campaign to determine the extent of the coverage (the number of stories). In addition, assess the quality of the coverage (how well the stories communicated the campaign message). Examining the press coverage throughout the campaign could help you to catch any negative attributes of the coverage early and may allow you to correct them. For example, you might be able to polish your interviewing skills, seek out reporters who do favorable stories, or repeat sound bites that seem effective.

Thank the press

Be sure to acknowledge the role of the press in promoting the health of the community. One way to formally thank them is to give stations/newspapers or key reporters certificates of appreciation (see pages M-47 to M-48 of chapter 2). Alternatively, you could write a letter to the editor acknowledging the good coverage of the campaign and its role in promoting the community’s health. That approach is more visible and has the added benefit of generating press for the campaign.
Chapter 6: Supermarket Programs

Why conduct campaign activities in supermarkets?

Supermarkets are an ideal site for 1% Or Less programs because that is where most consumers buy their milk. According to the U.S. Department of Agriculture, supermarkets sell approximately half (57%) of the fluid milk in the United States (Milk Facts (1995) Milk Industry Foundation, Washington, D.C., p. 18). Working with convenience stores is also worthwhile. However, if resources are limited, working with supermarkets should be a higher priority. Working with convenience stores is more costly and time consuming because there are many more in each community. In addition, convenience stores sell five times less milk than do supermarkets (convenience stores sell 10% of the fluid milk sold in the U.S.).

Many grocers already have a strong commitment to nutrition education and are willing to participate in nutrition education programs. In-store nutrition education benefits the grocer because customers see it as a community service. According to the Food Marketing Institute, the nation’s leading trade association for supermarkets, the benefits of in-store nutrition education to the grocer include 1) customer goodwill and loyalty, 2) repeat traffic, 3) positive company image, and 4) community recognition through promotional events, publicity, and partnerships.

The participation of supermarkets is very important for measuring the campaign’s effectiveness. Milk sales figures can provide the primary measure of the campaign’s success.

Recruiting supermarkets to join the campaign

Identify local supermarkets

Make a list of local supermarkets from the phone book. After defining the target area for your campaign, determine which supermarkets are used by the residents of that target area. Note: you should include a supermarket that is just outside of city or county limits if the majority of its customers are members of your target community.

Call each supermarket to determine the name, address, and phone number of the owner (if locally owned) or the general manager (if a national chain).
Meet with the owner/manager of each local supermarket

The purpose of the meeting should be to persuade the supermarket to 1) join the campaign, 2) conduct campaign activities in their store, and 3) share milk sales data. See pages M-189 to M-194 for a check list for recruiting supermarkets to participate in the campaign. During the meeting you should:

- Provide the supermarket owner/manager with a copy of the handout 1% Or Less and Your Supermarket to help describe the campaign and the benefits it offers to supermarkets (see page M-196 for a model). Your discussion of the campaign should include 1) background about your organization and CSPI, 2) the importance of nutrition to health, 3) why milk is the focus of the campaign, 4) how the campaign increased milk sales in the pilot 1% Or Less campaign, and 5) an overview of campaign programs.

- Discuss the important role that supermarkets play in the campaign.

- Discuss program options for supermarkets.

- Ask the supermarket to share milk sales data.

- Determine the availability of 1%, ½%, and skim milk (use the Initial Inventory of Supermarket Dairy Cases form on pages M-197 to M-198 to facilitate your assessment).

- Thank the supermarket owner/manager for her time and willingness to join the campaign.

Program suggestions

Promotions of 1% or skim milk

Price can affect consumer food choices. The combination of an educational program and price incentives could be a powerful means of encouraging community members to switch to 1% or skim milk. Thus, you should encourage supermarkets to run price discounts and special promotions on 1% or skim milk during your campaign. You should discuss possible options for promotions with each supermarket owner or manager. Ideas include limited-time price specials (for example, a 20% price reduction on 1% milk for one week of the campaign), printed coupons, or a coupon offered through a newspaper ad. Discuss the options well in advance of the campaign to give the supermarket time to work it into its marketing plan or run it by corporate headquarters.

Be sure to point out that promotions of 1% or skim milk not only could encourage consumers to choose lower-fat milk but
also could boost overall milk sales. The fat content of milk is one of the major barriers to milk consumption, and therefore, a promotion of lower-fat options could bring in new milk drinkers and increase the amount of milk consumed by those who switch from high-fat to low-fat milk. Be sure to discuss the large increase in milk sales that resulted from the first 1% Or Less campaign (see page M-2 of chapter 1).

**Shelf talkers (signs in dairy case)**

Shelf talkers are signs hung from supermarket shelves to highlight a sale price or other product information. Shelf talkers could be placed in the dairy case of each participating supermarket to remind consumers that 1% and skim milk provide all the good nutrition of whole and 2% milk but with less fat. They are important because that reminder comes at a critical time -- just as the consumer chooses which type of milk to purchase.

Ideally, **shelf talkers should be placed near each type of milk.** Signs near whole and 2% milk will encourage people to switch to lower-fat varieties. Signs near the 1%, ½%, and skim milk will help reinforce low-fat choices.

Four shelf talkers have been designed for the 1% Or Less campaign. The messages are short and simple because shoppers are often in a hurry and do not have much time to read in the supermarket.
To make the shelf talkers:

- Prepare 6 to 12 shelf talkers (depending on the size of the dairy case) for each supermarket. Prepare extras to replace those damaged or lost during the campaign.

- Make copies directly from the reproducible masters of the shelf talkers on pages M-201 to M-202. (Note: there are two shelf talkers on each page.) For the best image, use a high quality copying machine. Make copies on heavier paper (card stock or cover stock), because thinner paper tends to wrinkle when laminated.

- Laminate each copy of the shelf talkers and cut to size. (Many copy stores laminate and cut materials for a reasonable cost.)

Campaign staff or volunteers should deliver shelf talkers to each supermarket several days before the campaign begins. They should offer to help hang the signs to ensure appropriate placement. When the campaign representative stops by to collect sales data each week, he/she should check the shelf talkers to ensure that they are still hanging and in good condition. Missing or damaged signs should be replaced.

Taste tests

The perceived taste of low-fat milk is a barrier to consumption. In a national survey, 47% responded that they do not drink skim milk because they do not like the taste (Caravan Opinion Research Corporation, November 1994). However, in blind taste tests conducted by CSPI, almost all consumers liked the taste of low-fat milk. In previous studies, 80% of consumers liked the taste of skim milk and 94% liked the taste of either 1% or skim milk.

Surprisingly, when consumers are presented with whole, 2%, 1%, and skim milk in blind taste tests, few can taste the difference between them. In previous campaigns, less than 5% were able to guess all four types of milk correctly. More than a quarter of consumers confused whole and skim milk and more than a third mistook whole and 1% milk.

The results show that the negative attitudes about low-fat milk are more in the mind of consumers, than in their taste buds. Blind taste tests are an important way of helping consumers let go of preconceived notions and overcome negative attitudes. They provide consumers with the opportunity to taste low-fat milk and for most, discover that they like it.

When. The taste tests should be held during the first, second, or third week of the campaign. That will provide members of the community the opportunity to taste 1% and skim milk early in the campaign.
and allow news of the taste tests to spread (through the media and by word of mouth) before the campaign ends.

To reach the largest number of consumers and get the best use of volunteer time, taste tests should be conducted when the supermarket is busiest. For most stores, Saturdays (between 10 am and 6 pm) and Sundays (between 12 pm and 6 pm) are the busiest days. In consultation with the supermarket owner or manager, the campaign director should **arrange a schedule for taste tests in each store**.

Ideally, each store should hold taste tests on two different days for two consecutive weeks.

**How to conduct milk taste tests.**

See pages M-203 to M-212 for a detailed description of one model for conducting milk taste tests. Taste tests should be conducted at a table in front of the dairy case, to keep the education program and purchasing decision close in location and time. However, be careful not to block the aisle or dairy case. In addition, be sure to place a sign on or near the table to identify your organization and let consumers know that the taste tests are part of a community-wide health-education campaign. See page M-214 for a sample sign.

Ask the supermarket owner/manager which brand of milk to use for the taste tests (usually use the store’s house brand). Encourage him/her to donate the milk for the tests. If the store does not wish to donate the milk, ask if the milk can be purchased after the taste tests are completed (based on the number of cartons used).

Ask the owner/manager to stock extra 1% and skim milk on the days of the taste tests, because more people will buy low-fat milk after tasting them. In the pilot test of the campaign, shortages of 1% and skim milk were common during the taste tests. Thus, many consumers who wished to purchase 1% or skim milk after a taste test were unable to, because they were not available.

On the days of the taste tests, a volunteer coordinator should stop by each supermarket to ensure that the taste tests are running smoothly. The coordinator should ensure that 1) enough volunteers show up, 2) the volunteers are conducting the tests correctly and are polite to store customers, 3) the volunteers have all the materials they need, 4) the tests are not blocking the flow of customers past the dairy case, and 5) the store manager is pleased with how the taste tests are proceeding.

Many customers are in a hurry when they grocery shop and may be reluctant to stop to take the milk taste test. To increase participation, the campaign could give a small prize to each person who takes the milk taste test. See page 31 of chapter 2 for incentive ideas.
Volunteers. Begin to recruit volunteers to conduct the milk taste tests 3 months before the campaign begins. See page 39 of chapter 3 for more information about recruiting and working with volunteers. Ideally, volunteers should be willing to work 2 shifts of 3 to 4 hours each during the first three weeks of the campaign. Three volunteers are needed to conduct the taste tests during each shift.

The total number of volunteers needed for taste tests depends on the number of participating supermarkets, the number of days the taste tests will be conducted in each store, and the number of shifts worked by each volunteer. For example, if six supermarkets were to hold taste tests on both Saturday (10 am to 2 pm) and Sunday (12 pm to 4 pm) for two consecutive weeks and each volunteer agreed to work two days, 36 volunteers would be needed ([6 stores x 2 days x 2 weeks x 3 volunteers per test] ÷ 2 days per volunteer = 36 volunteers). Additional (reserve) volunteers should be scheduled for each day of the taste tests to fill in for “no shows” and last minute cancellations.

Volunteers must be trained to conduct the taste tests to ensure that the tests are a positive and educational experience for customers. Volunteers can be invited to the training session through a letter or by phone call. See page M-215 for a model letter. If a letter is sent, a follow-up call is
essential for those who fail to RSVP to ensure that enough volunteers are trained.

The taste-test training sessions should be held 2 or 3 weeks before the campaign begins. The sessions should be held close enough to the date of the taste tests so that volunteers remember what they learned in the training. However, holding the training sessions several weeks before the campaign begins will leave time to recruit additional volunteers if turnout for the training sessions is inadequate, and will not interfere with final preparations during the busy week before the campaign kick off.

Two or more training sessions should be held to accommodate volunteers’ schedules. Past training sessions have run about two hours in length and begun with an overview of 1) campaign goals, 2) campaign programs, 3) the importance of nutrition to health, and 4) why milk is the focus of the campaign. Most of the training session should be devoted to explaining the Taste-Test Protocol and providing the volunteers with an opportunity to conduct taste tests. See pages M-216 to M-221 for an outline of a taste-test training session.

At the taste-test training session, volunteers should sign up for dates, times, and locations to conduct taste tests in supermarkets. See page M-222 for a model sign-up sheet.
Volunteers might also conduct taste tests at other sites in the community. Busy locations or well-attended events, such as shopping malls on a Friday night or Saturday afternoon, sporting events, large worksites, or cultural events, also are good sites for taste tests. Although taste tests could be conducted at smaller meetings for worksites, schools, churches, or service organizations, the campaign should maximize its resources and use of volunteers by focusing on sites where there is a lot of traffic and many people can be taste tested within a few hours. The campaign director should keep a list of volunteers who are interested in conducting taste tests at additional sites.

**Kick-off event.** The taste tests could kick off with a media event. At that event, local dignitaries would be the first to officially take the taste test as part of the campaign. The event should draw news coverage to publicize the supermarket taste tests and further promote low-fat milk consumption. See page 78 of chapter 5 for more details on how to set up such an event.

**Radio remote broadcast from a supermarket taste test.** To further promote the message that low-fat milk tastes good and encourage community members to take the milk taste test, you could ask a radio station to do a remote broadcast from a supermarket while the taste tests are being conducted for consumers. See page 80 of chapter 5 for more details.

**Joint advertising with supermarkets**

Explore the possibility of doing joint advertising with supermarkets to promote 1% and skim milk. Supermarkets also could be encouraged to advertise the date and time of milk taste tests in their store. If individual supermarkets cannot advertise taste-test schedules, consider printing a master calendar for the taste tests in the newspaper or placing it on the local, cable-television community bulletin board.

**Monitor progress of campaign and supermarket activities**

It is important to carefully evaluate the effectiveness of your campaign. One way to directly measure the effectiveness is to measure the volume of each type of milk sold by supermarkets. A comparison of the sales of whole, 2%, 1%, ½%, and skim milk provides a measure of the shift from fattier milks to lower-fat milks.
Weekly milk sales data

The Weekly Supermarket Progress Report (see pages M-223 to M-225) provides a tool for tracking milk sales data and for assessing the progress of supermarket programs. Each week for 2 weeks before the campaign, during the campaign, and 2 weeks after the campaign, a campaign representative could stop by each supermarket and complete a Progress Report.

Completing the reports requires a weekly visit to each supermarket. Each visit takes approximately 10 to 20 minutes. Reports could be completed by members of the campaign staff or volunteers. If volunteers are used, they should be trained to carefully complete each section of the Progress Report. Be sure to carefully explain to the volunteers the importance of the Progress Report to evaluating the campaign and the sustained commitment required for this volunteer activity. Explain that they will need to visit the supermarket each Monday for ten weeks. The volunteers also should be instructed on the importance of promptly returning the reports to the local campaign headquarters.

To reduce the time commitment of this volunteer activity and to help build a good working relationship between the volunteer and the supermarket manager, one volunteer should be responsible for working with one supermarket or two volunteers should share the responsibility of working with one supermarket.

In your first meeting with the supermarket owner/manager about participating in the campaign, ask which supermarket employee is best able to share milk sales figures (it is often the store manager or dairy manager). Meet with that employee to discuss the logistics of collecting the sales data and how the campaign could make it easier for him/her. The campaign representative will need to pick up the sales data in person in order to complete the rest of the Progress Report. That also makes it easier for the grocer to share the data.

Record weekly milk sales in Section I of the Progress Report. Milk sales should be expressed as the volume of milk sold during the specified one-week time period, broken down by sales of whole, 2%, 1%, ½ %, and skim milk. Indicate the number of each size carton sold. The total volume of milk sold in gallons equals \[ \text{number of gallons} + (0.5 \times \text{number of half gallons}) + (0.25 \times \text{number of quarts}) \], because there are two half gallons or four quarts in a gallon. Note: some stores reported the number of cases of milk sold, rather than the number of cartons. In that case, the number of cases should be multiplied by the number of cartons per case to determine the number of cartons sold.
Milk sales may vary seasonally or with specials on milk or cereal. To help control for changes in the total volume of milk sold, sales of each type of milk could be expressed as market share. Market share is the percentage of the total volume of milk sold represented by each type of milk. For example, if a store sold 500 gallons of whole milk and a total of 1,500 gallons of all 5 types of milk (whole, 2%, 1%, ½%, and skim) combined, the market share for whole milk would be 33% \([(500 ÷ 1500) \times 100]\).

Campaign representatives should examine the dairy case and record their findings in Section II of the Progress Report. They should check the shelf talkers to ensure that they are still hanging and in good condition. Missing or damaged signs should be replaced.

Tracking the availability and price of milk throughout the campaign is essential to evaluating the results. Campaign representatives should check the availability and price of milk and record the findings in Section II-B of the Progress Report. Determining the availability of 1% and skim milk is important because of its potential effect on sales. During the pilot 1% Or Less campaign, shortages of 1% milk interfered with the ability of consumers to switch. Milk prices also could have a significant effect on the sales of 1% and skim milk.
For example, specials on 2% milk could dampen the effect of the campaign.

Finally, the campaign representative should **discuss the progress of the campaign with the supermarket owner/manager** and record the responses in Section III of the *Progress Report*. Those responses will help the campaign director 1) monitor the progress of the campaign, 2) promptly identify and address any problems or concerns, and 3) help to ensure the supermarket owner/manager’s continued support.

**The Milk-Sales Tally Sheet** on pages M-226 to M-227 is designed to help the campaign director organize the milk sales data and track it throughout the community throughout the campaign. That form provides space to record the volume sold and the market share of each type of milk in each store for each week of the campaign.

The weekly sales data can be used as an ongoing measure of the campaign’s effectiveness, and allows for midcourse corrections. In addition, changes in milk sales could be announced to the news media (see page 82 of chapter 5). That announcement could help generate news coverage of the campaign, rally community spirit for the campaign, and further promote 1% and skim milk consumption.

**Monthly milk sales data**

It is less time consuming for the campaign and less of a burden on supermarkets to collect milk sales data the month before the campaign begins and the month after the campaign ends, rather than for each week before, during, and after the campaign. Sales figures for the entire month should be collected and can be reported on the *Milk-Sales Report* on page M-228.
Time Line: Supermarket Programs

- **4 months before the campaign:** Make a list of area supermarkets from the phone book. Call each store to get the name of the owner/general manager and the dairy manager/clerk. Put names and addresses on the computer (for future correspondence).

- **3 months before the campaign:** Meet with each grocery store owner or manager to gain her support and participation. Ask if she would 1) run specials on 1% or skim milk, 2) hang shelf talkers (signs in the dairy case), 3) allow taste testing in her store, and 4) share sales data. As a part of that meeting or in a separate meeting, meet with the dairy manager/clerk to get his support. Discuss the importance of keeping the shelf talkers hanging throughout the campaign and of increasing orders for low-fat milk to keep up with any increase in demand.

- **3 months before the campaign:** Recruit volunteers to join the supermarket subcommittee of the Nutrition Action Council and to conduct taste tests.

- **1 month before the campaign:** Call and also send a follow-up letter to each grocery store to 1) remind them of the campaign, 2) let them know when the shelf talkers will be delivered, 3) arrange a date and time for the taste tests, 4) ask them to donate the milk for the taste tests, 5) finalize the details on specials on 1% or skim milk, 6) ask them not to run specials on 2% or whole milk during the campaign, 7) ask them to take out joint ads to promote 1% or skim milk or to advertise the taste tests, and 8) remind them of the date when a campaign representative will stop by to collect sales data (see pages M-199 to M-200 for a model letter).

- **1 month before the campaign:** Train volunteers to conduct milk taste tests (see page M-216 for a model training session outline). Schedule volunteers to conduct taste tests in each supermarket (see page M-222 for a model sign-up sheet).

- **1 month before the campaign:** Collect milk sales data for one month before the campaign.

- **2 weeks before the campaign:** Begin to collect weekly sales data from supermarkets.
☐ **several days before the campaign:** Deliver shelf talkers to supermarkets and help the dairy manager hang them.

☐ **1st week during the campaign:** Taste-test kick off.

☐ **1st, 2nd, and 3rd week during the campaign:** Milk taste tests in supermarkets. Call each volunteer to remind him of the date, time, and location of the taste tests he will conduct. Remind the supermarket owner/manager of taste-test dates and times.

☐ **Throughout the campaign:** A volunteer or campaign staff member should stop by each supermarket each week to collect milk sales data and to check shelf talkers and milk availability. He should complete a *Weekly Supermarket Progress Report* (see page M-223) and promptly drop it off at the local campaign headquarters.

☐ **1 week after the campaign ends:** Stop by each supermarket to thank the owner/manager for her support of the campaign. Present her with a certificate for her efforts in health promotion (see pages M-47 to M-48 of chapter 2).

☐ **1 month after the campaign ends:** Continue to collect weekly milk sales data from supermarkets for two weeks after the campaign.

☐ **1 month after the campaign ends:** Collect milk sales data for one month after the campaign.

☐ **6 months after the campaign ends:** Collect one month of sales data from supermarkets.

☐ **1 year after the campaign ends:** Collect one month of sales data from supermarkets.
Chapter 7: School Programs

Why conduct 1% Or Less activities in schools?

Children are an important target audience for nutrition programs. They also bring their nutrition knowledge home to their parents, providing a motivating way to teach adults about the importance of healthy eating. Many adults may be more motivated to protect the health of their children, than to protect their own health.

Schools play a central role in teaching children about a wide range of issues, including health. According to a 1995 survey conducted by the International Food Information Council, the American Dietetic Association, and the President’s Council on Physical Fitness and Sports, 90% of children report getting nutrition information primarily from their schools and teachers.

Campaign activities in schools could reinforce the advertising and other programs conducted in the community. School activities also could help generate free publicity for the campaign (see chapter 5 for more information on media relations). For example, the winners of the poster contest could be announced to the media and the winning posters reprinted in the newspaper.

School activities also help broaden the reach of the campaign and generate enthusiasm for its message. Children can bring a new perspective, creativity, and enthusiasm to campaign programming.

The importance of healthy eating in childhood

Good nutrition should begin in childhood -- when eating habits are formed, and heart disease and obesity begin to develop. Encouraging school-aged children to choose 1% or skim milk is an important first step toward healthy eating and reducing the burden of chronic disease in future generations.

The U.S. Department of Health and Human Services, U.S. Department of Agriculture, and the American Academy of Pediatrics agree that the best time to start cutting back on dietary fat, saturated fat, and cholesterol is after two years of age. For example, the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents by the National Institutes of Health encourages the use of skim and 1% milk by children (1991, pages 1-2, 25, 32-33).

Fatty build-ups are found in the arteries of children as young as 10 years old. Those fatty build-ups are the beginnings of heart
disease. In addition, the rates of childhood obesity are skyrocketing. In the last decade, the number of children who are seriously overweight (85th percentile) increased from one in seven to one in five (U.S. Department of Health and Human Services, NHANES III, Arch Pediatr Adolesc Med, vol 149 (1995) pp. 1085-1091).

Osteoporosis also has its roots early in life. Since 95% of maximum bone density is reached by age 18, it is very important to encourage children to eat calcium-rich foods. The average teenage girl consumes less than two-thirds of the daily recommended dietary allowance (RDA) for calcium. Young, weight-conscious women may be encouraged to drink skim milk by the fact that it has 40% fewer calories than whole milk and provides all of milk’s bone-building nutrients.

According to the U.S. Department of Agriculture’s Food Guide Pyramid, teenagers should eat 3 servings of milk or other high-calcium food like yogurt or cheese each day. Younger children need 2 servings each day. With little or no fat, 1% and skim milk are terrific sources of calcium and vitamin D. Children who drink lower-fat milk can get the calcium they need to help reduce their risk of osteoporosis without increasing their risk of heart disease later in life.
Gaining school support

The first step is to identify all local schools. Get a list from the board of education, chamber of commerce, or phone directory. Be sure to include both public and private schools.

Next, identify key individuals (opinion leaders) who have influence in the schools. Those individuals should have 1) decision-making authority over programming in schools, 2) knowledge about who to involve in the development and implementation of programs, 3) knowledge about or control over resources available to the school system, 4) knowledge of past programming successes and failures, and/or 5) contacts with potential volunteers. Key contacts may include school superintendents, selected school board members, principals or other school administrators, members of the teachers association or other influential teachers, members of Parent Teacher Associations (PTA), nutritionists, food service managers in charge of school lunch and breakfast programs, or school nurses.

At least 3 or 4 months before your campaign begins, meet with those key individuals and organizations to gain their support for the overall campaign and for activities in schools. Invite one or two key school opinion leaders to serve on the 1% Or Less Commission (see Chapter 3). In meetings with school representatives, you should 1) describe the community-wide campaign, 2) explain why nutrition is important in childhood and adolescence, 3) explain why milk is the focus of the campaign, 4) stress how the campaign will benefit schools, and 5) discuss possible programs. Seek the opinion leaders advice about which activities would best meet their students’ needs, how to implement those programs, and who to involve in implementation. It is important to recognize their expertise about the characteristics of their students and how best to reach them.

Be sure to stress the benefits of the 1% Or Less campaign to schools. Those include 1) the provision of inexpensive, short, and easy to implement activities to help protect the health of their students, as well as promote the health of the students’ parents, 2) the possibility of positive media coverage, 3) the opportunity for schools to be a part of a larger community-wide effort, and 4) the availability of materials which have already been developed and tested.

Suggested activities

The type and number of school-based activities for your campaign will depend on 1) your financial resources, 2) available staff and volunteer time, 3) the scope of other community programs and advertising in the overall campaign, and 4) the characteristics of the community. For
example, a campaign with an extensive advertising plan may be able to reach a majority of community members with minimal programming in schools. In contrast, a campaign with a more limited budget may require a more extensive schools program to expand the reach of the campaign.

Table 1 lists several possible school activities and the grades for which they are most appropriate. A more detailed description of each activity follows. Because the campaign message is simple, many of the activities are focused and short term. Work with community leaders, teachers, and students to adapt the activities to best fit the needs of your community’s students and schools. Be creative and have fun -- but remember to keep focused on the goal of the campaign: to encourage children (over 2 years) and their parents to switch from whole and 2% milk to 1% or skim milk.

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Target Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional changes in milk served</td>
<td>All</td>
</tr>
<tr>
<td>Marketing low-fat milk in schools</td>
<td>All</td>
</tr>
<tr>
<td>Milk taste tests</td>
<td>All</td>
</tr>
<tr>
<td>Presentations on nutrition &amp; milk</td>
<td>All</td>
</tr>
<tr>
<td>Integrating the campaign message into classroom curricula</td>
<td>3-12</td>
</tr>
<tr>
<td>Poster contest</td>
<td>K-5</td>
</tr>
</tbody>
</table>

### Table 1

The National School Lunch Program (NSLP) requires schools to serve whole milk plus one unflavored low-fat option. For most schools, 2% milk is the “low-fat” milk offered. Eighty-five percent of schools offer white 2% milk, whereas only 29% offer 1% milk and 29% offer skim milk. In addition to serving whole milk and a low-fat milk, most schools also serve one other type, usually chocolate milk. The table 2 below lists the percentage of schools that offer each type of milk (U. S. Department of Agriculture. *School Nutrition Dietary Assessment Study* (1993) USDA, Alexandria, VA, p. 262).
Table 2: Types of Milk Offered with School Lunches  
(percentage of sales)

<table>
<thead>
<tr>
<th>types of milk</th>
<th>elementary schools</th>
<th>middle schools</th>
<th>high schools</th>
<th>all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>white, whole</td>
<td>93.5</td>
<td>95.7</td>
<td>99.2</td>
<td>94.7</td>
</tr>
<tr>
<td>white, 2%</td>
<td>85.6</td>
<td>81.7</td>
<td>88.8</td>
<td>85.5</td>
</tr>
<tr>
<td>white, 1%</td>
<td>30.6</td>
<td>34.1</td>
<td>17.1</td>
<td>29.0</td>
</tr>
<tr>
<td>white, skim</td>
<td>24.9</td>
<td>29.4</td>
<td>45.5</td>
<td>29.2</td>
</tr>
<tr>
<td>chocolate, whole</td>
<td>8.5</td>
<td>5.5</td>
<td>1.1</td>
<td>6.8</td>
</tr>
<tr>
<td>chocolate, 2%</td>
<td>42.8</td>
<td>45.8</td>
<td>47.7</td>
<td>44.1</td>
</tr>
<tr>
<td>chocolate, 1%</td>
<td>39.8</td>
<td>46.3</td>
<td>47.1</td>
<td>42.1</td>
</tr>
<tr>
<td>chocolate, skim</td>
<td>6.9</td>
<td>11.1</td>
<td>8.3</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Educational activities should be complemented and reinforced by efforts to change the milk-serving practices of schools. Changing the type of milk served by schools is important in order to 1) provide opportunities for children to try 1% or skim milk, 2) enable children who want to switch to 1% or skim milk to be able to do so, 3) make it easier to drink 1% or skim milk (if 1% milk is offered instead of 2% milk at school, students will consume less saturated fat without any effort), and 4) enhance the credibility of the campaign’s message (students would get conflicting messages if their teacher promotes 1% and skim milk in educational activities, but the cafeteria serves only 2%
or whole milks).
Target the milk served with school lunches or breakfasts or milk served as snacks. If 2% milk is the only low-fat unflavored milk served, encourage schools to offer 1% milk in its place. According to our taste-test results, few people can tell the difference between the taste of 1% and 2% milk. It also is important to encourage schools to change the type of chocolate milk served, since 76% of the meals selected by elementary school and 61% of meals of middle and high school students include flavored milk (mostly chocolate milk) (U.S. Department of Agriculture, Child Nutrition Program Operations Study: Second Year Report (1992) USDA, Alexandria, VA, pp. 175, 178). Urge schools to offer chocolate milk that is 1% or better yet, skim.

Advocating for changes in the type of milk served helps to create change that will remain after your campaign ends. For example, the schools in Clarksburg and Bridgeport, West Virginia, and Hermosa Beach and Redondo Beach, California, now provide 1% milk rather than 2% milk as a result of their 1% Or Less campaigns. Therefore, a child who drinks one cup of 1% milk instead of 2% milk during the school day would cut over 65,000 calories and 18.6 pounds of fat from his/her diet during his/her 13 years of school.

See page 14 of chapter 2 for tips on how to work with the school-food-service director, superintendent, school board, or other school officials to change the type of milk served to school children.

Marketing low-fat milk to school children

In addition to encouraging the school to serve 1% or skim milk, you should encourage the children to choose low-fat milk in the cafeteria and at home. It is important to involve the students in that marketing effort, because they can help you determine how to motivate their peers in their “own language.”

Students could design a marketing campaign to encourage their classmates to choose 1% or skim milk. That campaign could involve asking their classmates why they do not drink 1% and skim milk and designing promotional materials to address the barriers which are identified. Promotional materials could include 1) posters or fliers to hang in the school cafeteria, hallways, library, or other prominent locations in the school, 2) announcements that could be read over the school public announcement system, 3) television ads which could be played on the school television channel, 4) displays that contrast the amount of fat in whole, 2%, 1%, and skim milk placed in the cafeteria (see page M-44 of chapter 2 for instructions), etc.
Displays of the amount of fat in milk. Visual displays that contrast the amount of fat in each type of milk (whole, 2%, 1%, and skim) could show students how much fat they could cut from their diet by switching to lower-fat milk. They are an effective means of capturing students’ attention and motivating them to choose 1% or skim milk in the school cafeteria or at home. Such displays could be constructed by the students or by campaign staff. They could be displayed in school cafeterias, libraries, classrooms, or other prominent locations in schools. See page M-44 of chapter 2 for instructions on how to construct the displays.

Taste tests

The perceived taste of low-fat milk is a barrier to consumption. Although many people think they do not like the taste of skim or 1% milk, in blind taste tests conducted in previous campaigns, almost all consumers liked the taste of low-fat milk -- 80% of consumers liked the taste of skim milk and 94% liked the taste of either 1% or skim milk.

In addition, when consumers are presented with whole, 2%, 1%, and skim milk in blind taste tests, few can taste the difference between them. In previous campaigns, more than a quarter of consumers confused whole and skim milk and more than a third mistook whole and 1% milk.

Milk taste tests provide students the opportunity to taste 1% and skim milk and for most, discover that they like it. They are an interactive and fun way to promote healthy eating. Taste tests could be conducted in individual classrooms, in school cafeterias at lunch time, at meetings of student organizations, at sporting events, or as part of a school assembly. For example, at a school assembly, five students could volunteer to take the test while the rest of the student audience watch. Campaign resources are best spent conducting taste tests in settings where many students can be tested in a one- to two-hour time period.

The taste tests could be conducted by members of the Speakers Bureau (health professionals trained by the campaign, see chapter 3), teachers, food service workers, or other students. They could be conducted after a student, teacher, or health professional gives a presentation on the importance of nutrition and drinking low-fat milk or they could be conducted independently. Students could also become involved with the campaign and conduct taste tests in other locations in the community to challenge their friends and neighbors to try 1% and skim milk.

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For more details on how to conduct milk taste tests see pages M-203 to M-212 in chapter 6.

**Presentations on the importance of nutrition and drinking lower-fat milk**

Teachers, school nutritionists, or other students could give a presentation on the importance of healthy eating and drinking lower-fat milk. Alternatively, a member of the campaign’s Speakers Bureau could visit schools to give presentations. The presentation could be given to individual classes, at meetings of student organizations, or as part of a school assembly. A presentation could be made as a separate lesson or as part of a health, science, or social science lesson. For a model presentation see the outline for the first Teen Nutrition Team meeting on pages M-249 to M-254 or adapt the adult worksite presentations on page M-269 of chapter 8 or the presentation for WIC clinics on page M-273 of chapter 8.

**Integrating the campaign message into classroom curricula**

Incorporating the 1% Or Less message into other class lessons provides a way to promote children’s health when class time is limited or to reinforce a nutrition lesson. For example, in math lessons on percentages, students could calculate the daily values for fat, saturated fat, and calcium for each type of milk (whole, 2%, 1% and skim) and compare them. Lessons on measurement could use milk to teach
about gallons, half gallon, quarts, pints, and cups. Classes participating in a milk-cap collecting contest, could use the caps for counting in multiples (for example, counting by tens), addition, subtraction, and multiplication problems.

Teachers also could use the 1% Or Less campaign as a topic for a writing assignment. For example, students in younger grades could write essays on why it is important to drink 1% or skim milk. Alternatively, students could be asked to write a poem on milk, nutrition, or health.

The activities on pages M-229 to M-230 provide additional suggestions for interactive ways of teaching students about healthy eating and the benefits of choosing 1% and skim milk. Many of the suggested activities also could be used as science-fair projects.

**Poster contest**

The poster contest is a fun and creative way to bring the 1% Or Less message to children and teach them about the importance of good nutrition. The contest will provide students with the opportunity to design a poster that motivates children and/or adults to switch to 1% or skim milk. Sample themes include: “Skim milk: Everything you always wanted in milk . . . and less;” “Skim milk builds strong bones and healthy hearts;” and “Low-fat? The truth about 2% milk.” The contest is designed for children in kindergarten through fifth grades, at both public and private schools.

The poster contest is described in greater detail than the other activities in this chapter because of its potential to reach multiple audiences. (See page 115 for a time line with step-by-step instructions for conducting a poster contest and page M-231 for a list of suggested materials.) First, teachers receive the message about the importance of drinking low-fat milk through a letter from the campaign director. Next, teachers share the message with students. The students then interpret the message and express it through a poster slogan and artwork. The message is then shared with parents who sign their child’s entry form for the contest. Additional adults see the message when the posters are hung in a shopping mall or other public site. Finally, the winning posters can be published in the newspaper to generate publicity for the campaign in the community.

Although some schools are asked to participate in too many poster contests, the broad reach of the campaign message through the poster contest and its potential to generate press coverage make it worth pursuing in many communities.
Getting started. As discussed in the beginning of the chapter (see page 100), meet with school board members, the superintendent, school nutritionist, food service director, principals, and other key decision makers to gain their support for the 1% Or Less campaign and the poster contest. If possible, meet far enough in advance to get the poster contest incorporated into school curricula. Stress how the poster contest enhances existing health and art programs in the school and requires little time and resources from teachers and administrators. Ask if schools can provide art materials for the contest, such as paper, pens, markers, crayons, etc., so that all students can participate. If schools are unable, the campaign might supply those materials.

Seek teachers’ support and participation. Send a letter to all elementary school teachers at least two months prior to the campaign kick off explaining the 1% Or Less campaign and the poster contest (see pages M-232 to M-233 for a model letter). The letter could include a copy of the model contest guidelines on page M-234 and the entry form on page M-235. Alternatively, try to get on the agenda of a teachers’ meeting at each school to discuss the contest. The letters or meeting presentations should help to elicit the support of teachers to promote the poster contest to their students or to
adopt the poster contest as an in-class project along with a lesson on nutrition. Let teachers know that a campaign speaker could visit their class to talk about the importance of good nutrition and drinking lower-fat milk. In addition, encourage teachers to designate class time for designing posters, so that all students can participate. If class time is insufficient, students could work on posters at home or space could be reserved at a community center, library, or church for students to work as a group on posters. An incentive, such as a $50 gift certificate for school supplies, could be offered to the teacher with the highest proportion of participating students to encourage teacher participation.

**Involv[e parents.** In order for children to achieve dietary change, it is important to gain parents’ support. Students could be sent home with materials to share with their parents, including the flier *Why 1% Or Less* (see page M-236), model contest guidelines (see page M-234) and a contest entry form that parents must sign (see page M-235). Sending home materials allows the campaign to provide parents with information about the importance of good nutrition for children. It also provides an opportunity to encourage parents to switch to 1% or skim milk to set a good example for their children and to protect their own health.

**Recruit volunteers.** Volunteers could form a key link between the campaign and schools, and could help conduct the poster contest. Volunteers could deliver poster contest fliers, entry forms, and other campaign materials to schools before the start of the poster contest. In addition, they could seek prize donations for the contest, urge teachers to participate, and prepare posters for judging. See page 39 of chapter 3 for more information about recruiting volunteers. Note that for school programs, the PTA of each school might be a good source of volunteers.

**Publicize the contest.** Poster contest fliers could be distributed to all teachers and students, and hung on school bulletin boards, in libraries, in cafeterias, and other central locations in schools. Fliers also could be hung at the public library, community centers, or other locations in the community. In addition, an announcement could be posted on the community bulletin board on cable television. If the school publishes a calendar in the newspaper, try to get a poster contest announcement included. The contest could also be publicized during schools’ morning announcements or on a school computer network or electronic bulletin board.

A good way to generate publicity for the poster contest is to invite a local newspaper
or television station to co-sponsor the contest. A feature story on students designing posters in their classrooms or a health professional speaking to a class or school assembly about nutrition could help to announce the poster contest or to publicize the entry deadline. The winning posters could be reprinted in the sponsoring newspaper or shown on the sponsoring television station. If there is no media co-sponsor, you could invite local reporters to attend the poster contest judging and encourage them to cover the event. See page 84 of chapter 5 for more information.

**Judge and exhibit posters.** Posters could be collected directly from each teacher or by placing an entry box in the principal’s office of each school. Volunteers could collect posters from all schools one day after the deadline for contest entry. Posters could then be sorted into two categories for judging: grades K-2 and 3-5. A number could be assigned to each poster and attached to the front of the poster on an index card. (During judging, posters should be identified by number only, to keep the student artists anonymous.) Finally, volunteers could complete a *Poster Entry Log* to track all entries (see page M-237). The log also might make it easier to determine which teacher had the highest proportion of student entries.

The final judging should be limited to less than 75 posters per category, so that judges can carefully appraise each entry without feeling rushed. If more posters are expected, a preliminary judging at the school level could help to narrow the field. If a preliminary judging is held, individual schools should select judges and set up a time and place for judging. Posters should be judged by the same criteria at the school level as in the final judging (see page M-238 for suggested judging criteria). Pre-judging should be scheduled to allow ample time to forward posters to the final judging.

A date and site for the final judging should be chosen approximately two months ahead of time. Try to hold the judging at a public site where posters can also be publicly exhibited for several days, such as a shopping mall, public library, community center, museum, or bank.

A total of 6 judges could be selected from the 1% Or Less Commission (the blue ribbon panel of community leaders, see chapter 3). There could be 3 judges for each category of entry. Judges should be prominent members of the community, who are knowledgeable about the abilities of young children and who understand the message of the campaign. As soon as the contest dates are set, contact prospective judges to give them information about the date, time, and location of judging, age of entrants, contest rules, and judging criteria. A follow-up letter could be sent one or two
weeks before the judging to remind judges of the date, time, and location of the final judging (see page M-239 for a model letter).

Posters could be judged on the basis of originality, clarity, strength and accuracy of the health message, artistic merit, and creativity. It is important that judges understand the criteria on which posters will be judged. The judging criteria on page M-238 could be handed out to judges during the final judging to ensure that all use the same criteria. In addition, provide them with a copy of the Milk Facts sheet on page M-3 of chapter 1 to help them evaluate the accuracy of poster messages. Each poster could be rated from 0-10 points on 6 different criteria, for a total of 60 possible points for each poster. A sample judging form is provided on pages M-240 to M-242.

Posters could be exhibited at a local shopping mall or other busy community site such as a community center, bank, or grocery store. Public exhibitions add prestige to the contest and children enjoy seeing their work on display. A special awards ceremony could be held after the judging to distribute prizes so that students can be recognized in front of their parents, teachers, classmates, and community. Also remember to acknowledge teachers, volunteers, parents, judges, and staff for their hard work on the poster contest. See page M-243 for a model thank-you letter to poster contest judges.

In addition to exhibiting the posters, PTAs, schools or the campaign could use the posters to design a calendar or note cards, which could be sold to raise money for the school or future health-education programs.

**Prizes.** Three winning posters could be selected from each category along with five honorable mentions. Prizes for winners could be monetary, or products or gift certificates donated by local businesses. Suggested monetary prizes are $50 for first place, $25 for second place, and $10 for third place. Honorable mentions could receive a plaque or certificate for their efforts (see page M-244 for a model). Winning posters and honorable mentions should be identified as such during the poster exhibition.

Teacher’s efforts also could be recognized with an award. Suggested prizes include a $50 gift certificate for school supplies or a low-fat frozen yogurt party for the class with the largest proportion of entries.

**Milk-cap-collecting contest**

Collecting milk caps is popular for many American children. A milk-cap-collecting contest can help to encourage children to eat a healthier diet, by encouraging them to
drink lower-fat milk. The contest will encourage children to collect the caps from plastic jugs or the nutrition labels from cartons of 1%, ½ %, or skim milk. In order to obtain the caps and labels, children will need to switch and encourage their families to switch to 1% or less milk.

**Steps for running the contest:**

- The contest is best suited for children in grades 2 to 8. The contest could be run between individual classes in elementary schools (for example, Mr. McCarthy’s versus Ms. Quillin’s class) or between grade levels within the school (for example, the seventh versus the eighth grade).

- A health professional from the campaign’s Speakers Bureau (see chapter 3) or a teacher could give a presentation about the importance of healthy eating and drinking lower-fat milk to a single class or to the entire student body at an assembly. Explain to students that all milks contain calcium and vitamin D to build strong bones and bodies, but that in whole and 2% milk those nutrients come with too much saturated fat which can clog arteries and lead to heart disease. (For a model presentation see the outline for the first Teen Nutrition Team meeting on pages M-249 to M-254 or adapt the adult worksite presentations on page M-269 of chapter 8 or the presentation for WIC clinics on page M-273 of chapter 8.)

- The campaign speaker or teacher should explain the rules of the contest to the participating students. Emphasis should be placed on the team spirit of the contest. Remind students that if they encourage their families, relatives, and friends to switch to 1% or skim milk they could collect more caps.

- Send a letter home to parents explaining the contest (see page M-245 for a model letter).

- Students should collect bottle caps and carton labels from 1%, ½ %, or skim milk. Caps from 2% and whole milk cannot be accepted. Collect caps throughout the six (or eight) weeks of the campaign to provide children ample time to encourage their family to switch and to reinforce their lower-fat choice over time.

- Keep a weekly tally of the progress of the contest on a centrally-located bulletin board. Teachers should remind students a few times each week to bring their milk caps to school.

- The class or grade which collects the most milk caps by the end of the campaign should receive a prize. Alternatively, the percentage of caps
collected per student (number of caps divided by number of students) could be used. Prizes may be supplied by the campaign or donated by community businesses. Ideas include a low-fat frozen yogurt party, trip to a dairy to see how milk is processed, cash prizes, gift certificates, school supplies, sports equipment, or other donated prizes.

**Pledge for Health contest**

The *Pledge for Health* contest was designed to encourage individuals to personally commit to making the switch to 1% or skim milk. Written commitments can be an effective way to encourage behavior change. For more details see pages M-277 to M-280 in chapter 8. However, be sure to use the pledge cards on page M-246 or pledge sheet on page M-247 which were designed for use in schools.

*Pledge for Health* is most appropriate for high-school students but could be used in middle schools. It could be coordinated by a teacher, a student organization, the Teen Nutrition Team (described below), or a campaign volunteer. The campaign should work with school officials to identify a project coordinator for the contest.

The project coordinator for the contest should promote it to members of the student body. Promotion ideas include:

- Run a story about the campaign in the school newspaper (see pages M-265 to M-268 of chapter 8 for model articles). The article could include a pledge card that could be cut out and turned into the contest coordinator.

- A student, teacher, or member of the Speakers Bureau could give a motivational talk about nutrition and the health benefits of switching to 1% or skim milk to individual classes or a student assembly. (For a model presentation see the outline for the first Teen Nutrition Team meeting on pages M-249 to M-254 or adapt the adult worksite presentations on page M-269 of chapter 8 or the presentation for WIC clinics on page M-273 of chapter 8.) Pledge cards could be distributed and collected at the end of the presentation.

- Conduct taste tests of whole, 2%, 1%, and skim milk to show students that lower-fat milk taste good (see pages M-203 to M-212 of chapter 6 for a protocol) and ask participants to sign a pledge to switch to 1% or skim milk after taking the test.

- Exhibit a display that shows the amount of fat in whole, 2%, 1%, and skim milk in a school cafeteria, library, or other prominent location in the school and have student volunteers encourage other students to pledge to switch to lower-fat milk (see
page M-44 of chapter 2 for more information about such displays).

- Make an announcement about the Pledge for Health contest during homeroom period in schools. A flier and pledge cards could be sent to each homeroom and members of the Team Nutrition Team or other student volunteers could collect the pledge cards.

The contest could be run between classes, for example, between the senior, junior, sophomore, and freshman classes. Classes should strive to get the most students from their class to pledge to switch to lower-fat milk. The class that collected the most pledges could win a prize. Prizes could be supplied by the campaign or donated by local businesses. Suggested prizes include $100 to the class treasury, sports equipment, a gift certificate for supplies for the class prom, etc.

Another way to conduct the pledge contest would be to collect pledges from the entire student body and draw a winner from the entries. For example, students could sign pledge cards at a varsity sporting event at the table where tickets are sold or at a concession stand. The number of students and parents who made the pledge could be announced during half-time and a raffle could be drawn from those pledges. Again, prizes could be supplied by the campaign or donated by local businesses.

Announcing contest winners provides an additional opportunity to publicize the campaign and encourage students to drink lower-fat milk. Winners could be announced in the school newspaper or during morning announcements.

Teen Nutrition Team (TNT)

One way to conduct programs in middle and high schools is to use peer education and peer leadership. For example, you could set up a Teen Nutrition Team (TNT). The Team should be comprised of student leaders. A Team could be set up for each high school or representatives from all local high schools could be brought together to form a community-wide Team.

With the guidance of campaign staff or teachers/advisors, the Team could help determine which programs are conducted in middle and high schools. They could serve as a resource about what adolescents like, what they already know, how to communicate the campaign’s message to youth, and which programs might be accepted by other teens. The Team should also serve as a core group of student volunteers to implement programs in middle and high schools. In addition, the Teen Nutrition Team members could serve as role models and advocates for the campaign. Their involvement should help
encourage other students to switch to 1% and skim milk and participate in campaign programs.

**Selecting members**

First, select one or two teachers, who know the student population, from each high school to act as advisor(s) to the group. Next, work with the advisors to determine which students should be invited to join the Team. Try to assemble a diverse and respected group of students. For example, include peer educators, student body officers, editors of the school newspaper or yearbook, a student radio disc jockey or television reporter, representatives of extracurricular clubs, captains or members of sports teams, orchestra or band members, or other students who are interested in promoting health and volunteering to work on the campaign.

**The first meeting**

Hold the first Team meeting 3 months before the official launch of the campaign. Send a letter to invite the selected students (see page M-248 for a model letter) and follow up with a phone call to those individuals who do not respond. The first meeting should be far enough in advance to give the students ample time to plan and implement programs, but not so far in advance that they lose enthusiasm before the campaign begins.

At the first meeting, the campaign director and Team advisors should 1) conduct milk taste tests for the Team members, 2) stress the importance of healthy eating for youth, 3) explain why milk is the focus of the campaign, 4) review plans for the community-wide campaign, and 5) discuss ideas for campaign programs in middle and high schools. See pages M-249 to M-254 for a sample agenda. Most of the first meeting should be spent facilitating a discussion among Team members about program ideas for each school and guiding the students toward a decision about which activities to conduct. Remind the students that the activities should 1) motivate students to switch to 1% or skim milk, 2) reach a large number of students, 3) address barriers to lower-fat milk consumption (such as the taste of low-fat milk), and 4) fit within the campaign’s budget for school programs.

**Subsequent meetings**

Once the Team and the campaign director agree to a set of activities for each school, the Team and their advisors should decide how frequently they will meet. The frequency of meetings will depend on the number and scope of activities and the enthusiasm of the Team. See page M-256 for a model reminder letter for a Teen Nutrition Team meeting.
Evaluation

Regardless of which activities you conduct, it is essential to evaluate them. An evaluation form should be completed by a representative from each school that participates in the 1% Or Less campaign. Mail an evaluation form with a cover letter to each participating school a week after the campaign ends. See page M-257 for a model letter and pages M-258 to M-260 for a model evaluation form. Follow up with phone calls to thank each school for participating in the campaign and to ensure that you get an evaluation form from each school. The evaluation forms will help you determine the types of activities that were held in each school and which activities were well received by the students and teachers. You will find this information invaluable when you conduct future health-promotion activities in schools.
Time Line for Conducting Poster Contest

See pages to 105 to 109 for more description about planning and implementing a poster contest. A checklist of poster contest materials on page M-231 will help you identify the materials needed to run a poster contest.

☐ 4 months before the campaign: Identify public and private primary schools in the community. Solicit support from key individuals and organizations who have influence in the schools.

☐ 4 months before the campaign: Contact elementary school principals to obtain their support and obtain approval for the participation of their schools in the contest. Ask if you could make a presentation at a teachers meeting to help elicit teachers’ participation.

☐ 3 months before the campaign: Form a schools subcommittee of the Nutrition Action Council (volunteer committee, see chapter 3). Choose a poster contest program leader from the subcommittee.

☐ 3 months before the campaign: Contact the PTA of each school. Find out when their next meetings are and ask if you could make brief presentations to elicit parental support for the contest. The PTA is also a good place to recruit volunteers.

☐ 2 months before the campaign: Contact a local newspaper or television station and ask them to co-sponsor the contest or publish/show the winning posters.

☐ 2 months before the campaign: Send a letter to teachers to elicit their support for the poster contest (see pages M-232 to M-233 for a model letter).

☐ 2 months before the campaign: Schedule a site to judge and exhibit contest entries.

☐ 2 months before the campaign (at 1% Or Less Commission meeting): Select six individuals to judge the poster contest, three for each category.

☐ 1 month before the campaign: Volunteers could seek prize donations from local businesses. List prizes on contest fliers.
☐ 1 month before the campaign: Volunteers should call teachers to encourage them to participate in the contest (if posters will be drawn in class) or ask teachers to encourage their students to participate in the poster contest. Remind teachers of teacher’s prize.

☐ 2 weeks before the campaign: Volunteers should prepare one box to place in the principal’s office of each school (at least 18” x 24”) to collect students’ entries. The box should be well labeled and include the deadline for submissions.

☐ 1 week before campaign begins: Volunteers should drop off contest announcements, entry forms, and materials for parents at the schools. They also should place the box for collecting poster entries in the principal’s office of each school.

☐ 1st week of the campaign: Publicize the poster contest in schools and throughout the community.

☐ 2nd week of campaign: Volunteers should visit/call teachers to encourage them again to participate in the contest and deliver additional fliers and entry forms if necessary.

☐ 2nd week of campaign: A week before posters are due, teachers and parents should remind students to complete their entries.

☐ 2nd week of campaign: Send a reminder letter to judges regarding the date, time, and location of poster judging (see model letter on page M-239).

☐ 4th week of campaign: Posters due. As students turn in posters, teachers should check that each entry form is properly completed and securely attached to the back of the poster. Teachers should place all poster entries for their class in the entry box in the principal’s office.

☐ 4th week of campaign: Volunteers should pick up entry boxes from each school and deliver them to the poster contest program leader. Volunteers should also 1) check to see that all entry forms are complete, 2) sort posters into the 2 grade categories (K-2 and 3-5), 3) assign numbers to each poster, and 4) mark each poster on the entry log (see page M-237 for a model).
☐ **5th week of campaign:** Hold judging at a public site such as a shopping mall, public library, community center, or bank. Hang all posters from each category in numerical order. Assemble judges and judge posters.

☐ **6th week of the campaign:** Announce place winners and honorable mentions for poster contest at an awards ceremony following the judging, send out a press release announcing the results, and publish place-winning posters in local newspaper or show them on television. Send thank-you notes to judges (see page M-243 for a model letter). In addition, thank-you letters could be sent to teachers and volunteers involved with the contest.

☐ **2 weeks after campaign ends:** Mail an evaluation form with a cover letter to participating schools the week after the campaign ends (see page M-257 for a model letter and pages M-258 to M-260 for an evaluation form). Follow up with phone calls to get a completed evaluation form from each participating school.
Chapter 8: Worksite & Community Organization Programs

Why conduct campaign activities in worksites and community organizations?

Worksites, fraternal and civic organizations, recreation clubs, health-care settings, and other community organizations are ideal locations for 1% Or Less programs. Programs in those settings help expand the number of people reached with the campaign message. They also can expand the diversity of people reached by the campaign.

Worksite nutrition programs provide opportunities to reach employees and their families with motivation, information, skills, and supportive environments to enhance health through good nutrition. Worksites are terrific places to reach people with health programs because Americans spend more time working than in any other activity -- except sleeping. In addition, voluntary participation in worksite programs is often higher than in programs at other sites in the community, because programs at work are convenient. Other advantages of worksite health-education programs include the potential to harness social support and social influence among co-workers, and the opportunity for monitoring, following up, and reinforcing programs.

Community organizations serve multiple religious, political, cultural, economic, and social functions. Many have a commitment to promote the well-being of the community and their members. Health-promotion programs fit into that established goal. In addition, community organizations often support and participate in activities sponsored by other agencies and may be willing partners in 1% Or Less. Many invite outside speakers to their meetings to make presentations about a wide-range of issues, including health issues. Others have newsletters that could publish articles about healthy eating.

Programs in community organizations also may help the campaign reach groups who are often underserved by traditional health-promotion programs, such as low-income or multicultural groups.

Promoting the health and well-being of their employees or members is a priority for many worksites and community organizations. 1% Or Less programs could help them meet those established goals.
Other benefits to worksites and organizations include 1) enhanced corporate or organization image, 2) increased visibility within the community, 3) improved employee morale and productivity, and 4) demonstrated concern for employees’ or members’ health.

In addition, 1% Or Less programs provide organizations with programs that have demonstrated effectiveness. Using established programs saves organizations the time and money needed to develop and test new programs. In addition, 1% Or Less programs are easy and inexpensive to implement, and will not take much of their time.

**Recruiting worksites and community organizations**

**Identify key worksites and community organizations**

Make a list of the top 20 to 30 employers and key organizations in the community. The local chamber of commerce, city hall, county commission, public library, or phone directory are good sources for identifying key employers and organizations.

For the best use of campaign staff time and resources, focus on the largest employers to reach the largest number of people with the campaign message. In addition, provide materials to worksites that have established wellness programs. Those worksites may be easier to work with because they have a commitment to promoting the health of their employees and have experience with on-site health-promotion programs. The local or state wellness council (or other association of worksite wellness programs) should be able to provide you with a list of worksites that have wellness programs. Alternatively, you could call or write the Wellness Councils of America (WELCOA) at 7101 Newport Avenue, Suite 311, Omaha, NE, 68152, 402-572-3590, to obtain a list of local members.

Civic organizations that may be willing to participate in the 1% Or Less campaign include local chapters of the NAACP, National Organization of Women, Junior League, League of Women Voters, Organization of Business and Professional Women, sports groups (for example, bicycling or running clubs), Lions Club, Kiwanis Club, Rotary Club, Knights of Columbus, American Legion, Veterans of Foreign Wars, Boy and Girl Scouts, YMCA, YWCA, etc.

Social service offices, cooperative extension offices, and senior centers also could be good sites for 1% Or Less programs including, WIC clinics, Head
Start programs (as well as other child care programs), food stamp offices, county or city health department clinics, unemployment offices, etc. In addition, consider sponsoring joint 1% Or Less programs with local chapters of the American Heart Association, American Cancer Society, or American Dietetic Association, recreational centers, or large health-care providers such as hospitals or HMOs.

Decide how many organizations to target and which are the most important based on your campaign goals and available staff time and resources. For example, focusing on larger organizations enables you to reach more people with the same commitment of campaign staff time and resources. Working with organizations that reach disadvantaged populations may be important if lower-socioeconomic groups are a target audience of your campaign. In addition, people with diverse backgrounds and interests can provide fresh approaches to community change.

Identify key contacts at each worksite and community organization

Organization contacts should be able to speak and make decisions for their organization or should have access to decision makers. Appropriate contacts could include a wellness director, occupational-health nurse or physician, human-resources manager, food-service director, fitness director, labor-union representative, or other interested employee. In a civic organization, an officer, service committee chairperson, or other interested member could be contacted.

Call or meet with organization contacts to gain their participation

Discuss 1) background on your organization and CSPI, 2) the importance of nutrition to health, 3) why milk is the target of the campaign, 4) an overview of campaign programs, 5) the important role that worksites/community organizations play in the campaign, 6) the benefits of the campaign to worksites/community organizations, 7) program options for organizations. The meeting also should give you an opportunity to begin to understand the organization and any factors that are likely to affect their participation.

Be sure to thank organization representatives for their time and willingness to meet with you, and for their consideration of the campaign. Let them know that you will send a follow-up letter and materials for campaign programs. See pages M-261 to M-262 for a model letter to worksites and community organizations and
Program options

1% Or Less in food service

Encourage worksites and community organizations to provide 1% or skim milk in their vending machines, cafeterias, or at meetings (see page 14 of chapter 2 for tips on advocating for such a change). 1% milk could be offered if only one type is served or offered in place of 2% milk as the low-fat option. Providing 1% or skim milk in workplaces or at organization meetings helps make healthful food choices more available and reduces barriers to behavior change. It creates a supportive environment for educational programs and helps an employer or organization show their employees or members that they care about their health. In addition, providing lower-fat milk imposes a minimal burden on worksites and organizations.

1% milk should be well accepted by employees or organization members if the food service switch is accompanied by educational programs. In blind taste tests, almost everyone (94%) likes the taste of either 1% or skim milk and many people cannot tell the difference between whole, 2%, 1%, and skim milk. In fact, several fast food companies, including McDonalds, have already switched and now offer only 1% milk. Remember, 2% milk is not a low-fat food. It only can use the “low fat” claim because the U.S. Congress exempted
it from the food-labeling laws.

**Newsletter articles**

Newsletter articles are an effective and inexpensive way to encourage employees or organization members to switch to 1% or skim milk. Articles should describe the campaign, the importance of nutrition to health promotion and disease prevention, and why switching to lower-fat milk is an easy and effective first step toward healthy eating and reduced heart-disease risk.

Three model articles are included in the materials section of this chapter. See page M-265 for a model one-page article (*An Easy Way to Cut the Fat*). A longer version is on pages M-266 to M-267 (*1% Or Less: A Campaign for Health*). The third is a text box with a series of bullets on why it is important to switch to lower-fat milk (see *Milk: Bone Builder and Artery Clogger* on page M-268).

The articles could be used as presented or could be modified to describe your organization and address the specifics of your campaign. They could be incorporated into an organization newsletter or reproduced as a memo for distribution to members or employees by U.S. mail (for example, as a paycheck stuffer or mailed with a hospital, doctor, or utility bill) or through inter-office mail. They could also be distributed via electronic mail.

**Displays of the amount of fat in milk**

Visual displays that contrast the amount of fat in each type of milk (whole, 2%, 1%, and skim) show consumers how much fat they could cut from their diet by switching to lower-fat milk. They are an effective means of motivating consumers to choose 1% or skim milk. Such displays could be constructed and distributed by the campaign. Worksites and community organizations could borrow them from the campaign headquarters and display them at meetings, or in a lunch room, lobby, or other prominent location to motivate their employees or members to switch to 1% or skim milk. Depending on the number of displays constructed and the demand for them throughout the community, the displays could be loaned out for one-week periods or longer. See page M-44 of chapter 2 for instructions on how to construct the displays.

**Presentations on nutrition and health**

A speaker from the campaign’s Speakers Bureau, a worksite wellness director, an occupational-health nurse, or other health professional could give a presentation about the importance of nutrition to health at worksites or community organization meetings (see chapter 3 for more information about the Speakers Bureau).
The presentation could be given at a lunch-time seminar at a worksite, an evening seminar for employees and their families, a wellness or cardiac-rehabilitation class at a hospital or HMO, a regular meeting of a civic organization, etc.

The presentations should discuss the importance of nutrition to health and why switching to lower-fat milk is important. They should motivate the audience to choose 1% or skim milk as a first step toward healthy eating and reducing heart disease risk. Two model presentations are provided in the materials section of this chapter. The model presentation on pages M-269 to M-272 was designed for a general adult audience. The model presentation on pages M-273 to M-276 was designed for low-income women at WIC clinics. Those models provide a good starting point for presentations to a broad range of audiences and could be adapted to fit the characteristics and needs of each target audience.

**Taste tests**

The perceived taste of low-fat milk is a barrier to consumption. Although many people think they do not like the taste of skim or 1% milk, in blind taste tests conducted in previous campaigns, almost all consumers liked the taste of low-fat milk. Eighty-percent of consumers liked the taste of skim milk and 94% liked the taste of either 1% or skim milk.

In addition, when consumers are presented with whole, 2%, 1%, and skim milk in blind taste tests, few can taste the difference. In previous campaigns, more than a quarter of consumers confused whole and skim milk and more than a third mistook whole and 1% milk. Milk taste tests provide people with the opportunity to taste 1% and skim milk and for most, discover that they like it. They are an interactive and fun way to promote healthy eating. Milk taste tests could be conducted after a health professional gives a presentation on the importance of nutrition and drinking lower-fat milk or they could be conducted independently. For example, taste tests could be conducted at a worksite or hospital cafeteria, organization social hour, or other busy location or organization meeting. At a large meeting, five people could volunteer to take the milk taste test while the rest of the audience watches. Campaign resources are best spent conducting taste tests in settings where many people can be tested in a one- to three-hour time period.

For more details on how to conduct milk taste tests see page M-203 of chapter 6.

**Pledge for Health contests**

The *Pledge for Health* contest was designed to encourage individuals to commit to making the switch to 1% or skim milk (see
Written commitments can be an effective way to encourage behavior change.

The campaign could provide participating organizations with contest guidelines, master pledge forms, and other materials needed for the contest. However, worksites and organizations should be responsible for promoting and running their own contests. A *Pledge for Health* contest could be coordinated by a wellness director, occupational-health nurse, human-resources manager, food-service director, fitness director, labor-union representative, or an interested worksite employee. In a civic organization, an officer, service-committee chairperson, or other interested member could be contacted.

The contest could be run between worksites or organizations to see which could get the highest percentage of employees or members to switch to 1% or skim milk. For example, one hospital could challenge the other or the Lions Club could challenge the Rotary Club. An alternate way to use *Pledge for Health* is to run it within an organization. Individual businesses or community service organizations could encourage their own employees, customers, or members to pledge to switch from whole or 2% milk to 1% or skim milk. Employees, customers, or members could fill out a pledge card indicating their commitment to switch to 1% or skim milk (see page M-281). Then, pledge cards could be collected by the business or organization and from those cards, a winner could be drawn. Winners could be selected just one time or each week during the campaign.

The description of *Pledge for Health* on pages M-277 to M-280 could be handed out to worksites and community organizations to describe to them how to run a contest. (Be sure to use the pledge cards and sheets on pages M-281 and M-282 which were designed for use by organizations. A separate set of materials designed for schools can be found on pages M-246 and M-247 of chapter 7.)

**Evaluation**

An evaluation form should be completed by a representative from each worksite and organization that participates in the 1% Or Less campaign. You could mail an
evaluation form with a cover letter to each participating worksite or organization during the week after the campaign ends (see page M-283 for a model letter and pages M-284 to M-286 for an Organization Report Form [a model organization evaluation form]). Follow up with phone calls to thank them for participating and to ensure that you get an evaluation form from each organization. The evaluation forms will help you determine the number and types of programs that were held in each organization and which activities were well received by organizers and participants. This information will be invaluable for assessing the reach of the campaign and for planning future health-promotion programs.
Time Line:
Worksite and Community Organization Programs

☐ **3 months before the campaign**: Compile a list of the top 20 to 30 employers and key community organizations. Identify key contacts in each organization who might be interested in organizing campaign programs within the organization. It might be helpful to establish a file on the computer of the names, addresses, and phone numbers of organization contacts to facilitate future correspondence (for example, to print labels for mailings).

☐ **3 months before the campaign**: Call or meet with each worksite or organization representative to 1) discuss the importance of nutrition to health, 2) explain why milk is the focus of the campaign, 3) review the components of the community-wide campaign, 4) address the benefits of health-promotion programs to their organization, 5) discuss program options for worksites or community organizations, and 6) obtain their support and participation. Be sure to inform them of the dates of the campaign and urge them to conduct their 1% Or Less activities during that time. All activities should take place during the 6 (or 8) weeks scheduled for the campaign, so that the overall campaign programming is intense and reinforcing.

☐ **2 months before the campaign**: Send a packet of materials to each worksite and organization. The packet could include: 1) a model cover letter that describes program options for worksites or organizations (see page M-261), 2) model newsletter articles (see pages M-265 to M-278), 3) *Pledge for Health* contest guidelines (see pages M-277 to M-280) and materials (see pages M-281 to M-282), 4) a handout that describes the 1% Or Less campaign (see page M-26 of chapter 2 for a model), and 5) a list of 1% Or Less Commission members (to demonstrate the level of community support for the campaign, see chapter 3).

☐ **1 month before the campaign**: Call each worksite and community organization to confirm their participation.

☐ **During the campaign**: A volunteer or campaign staff member should visit or call each worksite or organization to discuss the progress of their campaign activities and to thank them for their involvement.
1 week after the campaign: Mail an evaluation form with a cover letter to each participating worksite or organization during the week after the campaign ends. See page M-283 for a model letter and pages M-284 to M-286 for an Organization Report Form (a model organization evaluation form). Follow up with phone calls to thank them for participating and to ensure that you get an evaluation form from each organization.
Chapter 9: Church and Synagogue Programs

Why conduct 1% Or Less activities in religious institutions?

Synagogues and churches hold a special place in the community. They have a long history of ministering to the social and economic, as well as the spiritual needs of the community. In addition, many conduct health programs or have incorporated health messages into their traditional programs. Examples of health-related programs offered in churches and synagogues include feeding programs, such as soup kitchens, food banks, and meals for senior citizens; blood pressure monitoring; aerobics and walking groups; and smoking cessation.

Churches and synagogues are also a natural venue for health-related programs because they:

- are well-respected institutions, known for their concern for the well-being of their members and of the community as a whole
- provide existing infrastructure and related resources for health programs
- offer the opportunity to reach large numbers of people

- may be seeking to get the community more involved with the church or synagogue outside of worship
- foster a spirit of lay leadership and volunteerism
- share in common with health educators the ethic of responsibility for self and others

Nutrition-education programs at religious institutions can be a terrific way to reach community members with the campaign message and broaden the reach of the campaign. The campaign message can be incorporated into religious services, education classes, or other church meetings.

Gain support of religious leaders

The first step is to seek the support of several key religious leaders in the community. Their support will lend prestige to your campaign and may help recruit other pastors and rabbis. Meet with religious leaders to explain the campaign and gain their support approximately five months before the campaign begins. A long lead time for church programs is
necessary because 1) 1% Or Less may be
the first nutrition education program that
the church has supported and it may take
time for some churches to accept that they
can play a role in promoting health through
good nutrition, 2) church involvement may
need to be approved by a church
committee, and 3) many pastors plan their
sermons well in advance. See page M-287
for a model follow-up letter for meetings
with religious leaders.

Leaders could help recruit other churches
and synagogues by co-signing a letter to
send to all pastors and rabbis in the
community (see model letter page M-288)
or by talking directly with pastors and
rabbis.

Religious leaders are very busy, so it is
important to carefully plan and organize all
meetings and requests, and to not ask too
much of their time. However, leaders’
support can help recruit other churches to
the campaign, making it worth the time and
effort.

Recruit volunteers

Volunteers should be recruited to work
with individual churches and synagogues.
The success of church activities depends on
dedicated volunteers. They could 1) help
recruit their church or synagogue to the
campaign, 2) work directly with their
pastor or rabbi to plan and implement
campaign activities, and 3) document and
evaluate programs conducted at their
church or synagogue.

Recruit one volunteer from each church or
synagogue. Contact each church or
synagogue in the community and ask the
pastor, his secretary, or a church
group/committee leader to identify one or
more active members of the congregation.
Volunteers who are members of the
congregation have a personal investment in
bringing activities to their church and
pastors may be more comfortable working
with a familiar person. If no members of
the congregation are available, a volunteer
from outside the congregation could work
with the pastor or rabbi to set up and
conduct activities.

Once volunteers have been identified, invite
them to join the campaign. Meet with
volunteers one-on-one or in groups, either
in person or by telephone. It might be
easiest to invite the volunteers to join the
Nutrition Action Council and form a
subcommittee of church volunteers which
could meet as a group (see chapter 3). The
primary goal of the first meeting should be
to explain the campaign, especially the
church and synagogue activities, to
volunteers and discuss their role in
implementing those activities. Provide
each volunteer with a list of suggested
church and synagogue activities (see page
M-289 for a model) and review each activity carefully. Review the time line for the overall campaign and discuss when church-based activities should take place. Make sure the volunteers understand that you will be there to support them.

**Suggested activities**

A number of activities which could be conducted in churches or synagogues are described below. Each aims to encourage church and synagogue members to promote their health and reduce their risk of heart disease by switching from whole or 2% milk to 1% or skim milk. The activities are designed to be multi-denominational but may need to be adapted for use by some faiths. In addition, many of the activities described in chapter 8 might work well in religious organizations. Pastors and volunteers should determine which activities are best suited for their congregations.

**Bulletin inserts**

Many churches have a weekly bulletin that is distributed to each person attending the service. An effective way to reach the congregation is with a message in the church bulletin. Churches may develop their own inserts or may use the sample bulletin inserts on page M-290. Each model insert contains a scripture passage dealing with the importance of taking responsibility for one’s health, followed by a health message about switching to lower-fat milk. Churches may choose to distribute only one bulletin insert or to distribute several inserts during the campaign.

The text of the bulletin insert could be incorporated into the usual pages of the bulletin or an extra page could be inserted into the center of the bulletin. Inserts could be printed on paper that is a different color from the rest of the bulletin so that it stands out. Sizes that fit well into bulletins include a half sheet (5½” x 8½”) or a quarter sheet (4½” x 5½”). See page M-291 for two reproducible, half-sheet inserts. Churches could simply photocopy, cut, and insert those passages into bulletins. To make it easier for churches to participate, volunteers could be responsible for reproducing and inserting bulletin inserts.

Bulletin inserts also could be incorporated into church newsletters. Church newsletters could also publish an article about the 1% Or Less campaign and announce upcoming campaign activities in their church. See pages M-265 to M-268 of chapter 8 for three model newsletter articles.

**Health-related sermons or**
announcements

An effective way to reach congregation members with a health message is for the pastor or rabbi to give a sermon that focuses on the spiritual basis for the importance of health and good nutrition. Such sermons build on the natural tie-in between a spiritual message and a health message. There are many scriptures related to health and to one’s responsibility to take care of the Lord’s temple. In addition, when the pastor makes a health message the major point of a sermon, people pay attention.

Provide pastors and rabbis with information about the importance of nutrition to good health to help them plan sermons. The *Nutrition and Health* fact sheet (see page M-11 of chapter 1) and *Milk Facts* (see page M-3 of chapter 1) may be useful. Pastors and rabbis also could refer to the sample bulletin inserts on page M-290 for relevant scripture.

If a pastor is unable to give a special sermon dedicated entirely to nutrition, a nutrition message could be included in a related sermon or the pastor could make an announcement about the campaign during the announcement section of the service.

Speakers and taste tests

A speaker from the campaign’s Speakers Bureau could give a presentation to a church group (such as a youth group, women’s group, prayer group, Boy Scouts, etc.) or to a religious-education class (Sunday school, Hebrew school, CCD, etc.) about the importance of nutrition to good health (see chapter 3 for more information about the Speakers Bureau and pages M-269 to M-272 and M-273 to M-276 in chapter 8 for two model presentations). As a part of those presentations or at a coffee or social hour after services, milk taste tests could be conducted to give members an opportunity to taste 1% and skim milk. The taste tests are a fun and interactive way to encourage people to switch to lower-fat milk. See page M-203 of chapter 6 for the *Taste-Test Protocol*.

Volunteers could help schedule speakers, conduct taste tests, or purchase taste-test supplies.

Posters and bulletin board displays

Churches and synagogues could involve children in the campaign by encouraging them to draw posters that motivate other members of the congregation to switch to 1% or skim milk. A tie-in to the spiritual could be made by reviewing scripture related to health with the children (see sample bulletin inserts on page M-290). Posters could be constructed in religious-
education classes or at home. Posters could be displayed in prominent places in the church, such as bulletin boards, classrooms, and hallways. See page M-234 of chapter 7 for poster contest guidelines.

Most synagogues and churches have bulletin boards for posting important announcements. In addition to posters, a display about the benefits of drinking lower-fat milk could be hung on a bulletin board or other prominent location during the campaign.

Volunteers could 1) encourage religious-education instructors to incorporate the campaign message into a lesson, 2) provide classes with information and materials for a poster-drawing activity, 3) hang posters, and 4) design and hang bulletin board displays.

**Testimonials**

Many churches have a tradition of personal testimonials from members of the congregation. This is an especially effective way of encouraging others to make positive changes in their own lives. Members of the congregation who have switched from whole or 2% milk to skim or 1% milk could be encouraged to share their experiences through testimonials.

**Timing**

Concentrating church activities during two weeks of the campaign could strengthen their impact. However, if a church is unable to conduct activities during those two weeks, it is better for churches to conduct activities at another time during the campaign, rather than forego participating.

The planning calendar of the model campaign described in this *Handbook* (see pages M-16 to M-22 of chapter 2) places church activities in the fourth and fifth week of a six-week campaign. However, campaign directors should decide when and how to best fit church activities into their campaign. The activities should reinforce other 1% Or Less activities in the community and help fill gaps in programming.

**Evaluation**

One week after the campaign ends, you could send a letter to all church volunteers asking them to document the activities conducted in their church or synagogue. See page M-293 for a model cover letter. The letter should explain the importance of evaluation and provide instructions and deadlines for completing the *Church and Synagogue Program Report* (see pages M-294 to M-295). Those reports are critical to evaluating church activities, determining the extent of programming in churches, and refining future campaigns.

You also could ask volunteers to include samples of any church bulletins or other
materials mentioning the campaign. In addition, evaluations could include photographs of bulletin board displays, taste tests, or other campaign activities. Invite volunteers to give their personal opinions of the campaign by asking them to complete an *Individual Evaluation Form* (see page M-68 of chapter 3).

**Time Line: Church and Synagogue Programs**

- **4 months before the campaign:** Compile a list of all churches and synagogues in the community. Be sure to include the address, phone number, and name and title of the pastor or rabbi. A list may be available from the local ministerial association, chamber of commerce, city hall, or other public office. You also could compile a list using the phone book. Lists could be entered into the computer for future correspondence (for example, easy generation of mailing labels).

- **4 months before the campaign:** Identify key religious leaders in the community. Those leaders could provide an important link between the project and other churches. Usually the community’s political leaders, such as the mayor, city council members, etc. can help you identify key religious leaders. In many communities, the local ministerial association may be the place to find and work with religious leaders.

- **4 months before the campaign:** Schedule a meeting with religious leaders to explain the campaign. This is vital to obtaining their support and for gaining access to the churches and synagogues. Ideally, you should meet with church leaders by getting on the schedule of an existing meeting, such as a ministerial association meeting. If this is not possible, try to set up a meeting with the leaders together or individually. Some of the leaders may wish to discuss the issue over the phone rather than in person due to their busy schedules. Mention that you will be sending a follow-up letter to further explain the campaign.

- **4 months before the campaign:** Send a follow-up letter about the campaign to religious leaders. See page M-287 for a model follow-up letter. That letter should briefly explain the campaign and the importance of the church component. It also could serve as a
reminder of your upcoming meeting.

☐ **4 months before the campaign:** Meet with church leaders. Explain the overall campaign. Discuss program options for churches. Seek leaders’ support and advice on how best to approach individual pastors and rabbis in the community. Try to get one or more leaders to endorse the campaign. One approach is to bring a sample letter to the meeting which could be co-signed by the church leaders and the campaign director and mailed to all community pastors. See page M-288 for a model letter. Ask the leaders to comment on the letter and to co-sign it. Alternatively, leaders could talk with individual pastors about the campaign and encourage their participation.

☐ **3 months before the campaign:** Revise and send the letter co-signed by the campaign director and religious leaders to all community pastors and rabbis. (See page M-288 for a model letter.) That letter should 1) explain the campaign and encourage them to join it, 2) reassure them that little will be asked of them personally, 3) ask them to support a volunteer who will bring activities into the church, and 4) state that a volunteer will be contacting them to schedule a brief meeting to decide on programs for their church. The mailing also could include a one-page description of suggested activities for churches (see page M-289 for a model) and the sample bulletin inserts (see page M-290).

☐ **3 months before the campaign:** Identify a volunteer from each church to work with clergy to bring campaign activities to churches and synagogues. Meet with volunteers to explain the activity options.

☐ **2 months before the campaign:** Volunteers should meet with pastors and rabbis. This should be done one-on-one, because pastors are busy and it may be difficult to get more than one together at a time. Volunteers should call their pastor or rabbi and schedule a short meeting (about 15 to 30 minutes). The purpose of the meeting is to 1) confirm that he/she received the letter from the campaign director and church leaders, 2) further explain the campaign and answer any questions the pastor might have, 3) discuss options for activities in his/her church, 4) encourage the pastor to participate in the campaign, and 5) decide on a time schedule and set of activities to be implemented in his/her church or synagogue.

☐ **1 month before the campaign:** Meet with volunteers to review preliminary plans for their church. This may be best handled at one meeting that brings together all church volunteers. (See page M-292 for a model reminder letter to such a meeting.) A meeting
would allow volunteers to interact and discuss 1) tips for working with clergy, 2) ideas for implementing programs, 3) how to persuade reluctant clergy to join the campaign, and 4) concerns about the overall campaign or church programs. The meeting should provide the campaign director with an update of planned church activities and save time by meeting with volunteers in a group. Encourage volunteers to finalize plans for their church or synagogue over the next few weeks.

- **Two weeks before the campaign:** Volunteers should notify the campaign director of the final plans and dates for activities in their church.

- **4th and 5th week of the campaign:** Concentrating the activities in churches and synagogues during two weeks of the campaign could strengthen their impact. However, if a church is unable to conduct its activities during those two weeks, it is better for a church to conduct activities at another time during the campaign, rather than forego participating.

- **Throughout the campaign:** The campaign director should follow up with volunteers to 1) see how the campaign is progressing in their church, 2) ensure that they have the materials they need, and 3) encourage the volunteer and thus, the church to continue to participate.

- **1 week after the campaign ends:** Send a letter to all church volunteers asking them to document the programs conducted in their church or synagogue. (See page M-293 for a model cover letter.) The letter should explain the importance of evaluation and provide instructions and deadlines for completing the Church and Synagogue Program Report (see pages M-294 to M-295). Ask volunteers to include samples of any church bulletins or other materials mentioning the campaign, as well as photographs of bulletin board displays, taste tests, or other campaign activities. Also invite volunteers to give their personal opinions of the campaign through the Individual Evaluation Form (see page M-68 of chapter 3).
Chapter 10: Additional Resources

Calcium and osteoporosis


Children and nutrition


Community health programs

American Dietetic Association (ADA), Project Lean. 1995. *Idea Kit for State and Community Programs to Reduce Dietary Fat.* Chicago, IL.


Food Marketing Institute, et al. 1995. *To Your Health: Food and Activity Tips for Older Adults, Supermarket Kit.* Washington, D.C.


Fundraising


The Foundation Center. 1996. *The Foundation Directory.* New York, NY. (79 Fifth Avenue, New York, NY 10003; 800-424-9836. $185 softcover, $210 hardcover. This classic reference tool lists facts on over 7,500 major foundations including funding interests, financial data, and grant application information.)

_____. 1996. *The Foundation Directory Part 2.* New York, NY. ($180. Information on over 4,900 mid-sized foundations, many of which donate to non-profits on the local and national levels. Also includes over 23,000 sample grant proposals.)

_____. 1995. *National Directory of Corporate Giving.* New York, NY. ($195. This directory provides funding priorities for over 2,600 corporate foundations and direct giving programs.)

guide features data on over 3,300 foundations and corporate giving programs with an interest in funding health-related programs and institutions.)

The Grantmanship Center. *The Grantmanship Center Magazine* (published quarterly). Los Angeles, CA. (P.O. Box 17220, Los Angeles, CA 90017; 1-800-421-9512, 213-482-9860 in California. This periodical has a wealth of resources for nonprofit fundraisers and managers. The Grantmanship Center is the world’s oldest and largest training organization for the nonprofit sector; workshops include grant proposal writing.)


**General nutrition**


Sacramento, CA: Enterprise Printing.


**Heart disease and cancer prevention**


**Media relations**

Academy of Motion Picture Arts and Sciences. *Academy Players Directory* (published quarterly). Beverly Hills, CA.


**Milk**


**Organizations with related resources**

Academy of Motion Picture Arts and Sciences
American Cancer Society
1599 Clifton Road, NE
Atlanta, Georgia 30329
P: 800-ACS-2345
P: 800-4-CANCER

American Heart Association
National Center
7272 Greenville Avenue
Dallas, TX  75231-4596
P: 800-242-8721

Cancer Information Service
Office of Cancer Communications
National Cancer Institute, Bldg. 31
Room 10A16
9000 Rockville Pike
Bethesda, MD 20892
P: 301-496-5583

Food Marketing Institute
Consumer Affairs Department or
Research Department
800 Connecticut Avenue, NW
Washington, DC  20006
P: 202-452-8444

Health Promotion Resource Center
Stanford Center for Research in Disease Prevention
Stanford University School of Medicine
1000 Welch Road
Palo Alto, CA  94304-1885
P: 415-723-1000 (main number)
P: 415-723-0003 (distribution center)

National Digestive Disease Information Clearinghouse
2 Information Way
Bethesda, MD 20892-3570
P: 301-654-3810

National Heart, Lung, and Blood Institute
National Cholesterol Education Program
PO Box 30105
Bethesda, MD 20824-0105
P: 301-251-1222

National Osteoporosis Foundation
1150 17th Street, NW
Suite 500
Washington, DC 20036
P: 202-223-2226

Screen Actors Guild
5757 Wilshire Blvd.
Los Angeles, CA 90036
P: 213-549-6745

Wellness Councils of America (WELCOA)
7101 Newport Avenue, Suite 311
Omaha, NE 68152
P: 401-572-3590
F: 402-572-3594