

Eat Smart. Play Hard™: Unleashing the Power

Moderator: R. Jane Mandell, MS, RD, Senior Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Eat Smart. Play Hard.™ Resources: Power Tools for You

R. Jane Mandell, MS, RD, Senior Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

I am going to begin this afternoon by giving you a brief overview about *Eat Smart. Play Hard™*. This first part of the presentation may be familiar to you. I will go through this very quickly since it looks like most of you are familiar with the campaign. I would also like to review some of the current components and resources that we have and then, finally, let you in on some of the new and emerging resources that are coming your way.

Most of you know what *Eat Smart. Play Hard.™* is about. Certainly it is a nutrition education and promotion campaign. The campaign goal is to motivate the target audience to make positive changes in eating and physical activity behaviors to improve long-term health. Our overarching audience is children ages 2 to 18 years of age, their parents, and caregivers. Our targeted audience segment is going to be children 8 to 12 years old. Why did we pick this particular age range? This group is less dependent on their parents and more focused on their peers.

They are beginning to make their own decisions about what they are going to eat and what they are not going to eat, and they do influence what the family eats. This is the reason that we wanted to target this particular segment of the audience. They are beginning, certainly, to make their own decisions and they do have a lot of influence over what is purchased for the family.

Most of you, since you are familiar with the campaign, are also familiar with the four themes and messages that are a part of that: Power Up with Breakfast, Balance Your Day with Food and Play, Make Family Time an Active Time, and Grab Quick and Easy Snacks. The brochures make use of an empowerment approach to assist parents in modeling healthier food and activity behaviors, and include tips and goal-setting opportunities for parents to document commitments they are planning to make.

Most of you are also aware that Power Panther is our communications specialist. He is the one that is communicating the campaign messages, particularly to the children. Power Panther's costume was developed and can be borrowed for use for nutrition and physical activity events free of charge. Power Panther is our primary spokesperson and certainly he

is all about powering up for breakfast to keep our bodies strong all morning long. He has appeared at events—national, regional, State, and local. All the way from the White House to local schools in your communities.

Tracking his success, he has actually been invited and visited over 80 percent of the U.S. States and territories, including Alaska and the Virgin Islands, as well as D.C., and he has traveled over a half a million miles. So he has been pretty busy I would say. Everywhere he goes, kids love him. He celebrated National Nutrition Month with the Southwestern Community Services Head Start in New Hampshire, and he also attended an *Eat Smart. Play Hard™* event in the Yankee Town Elementary School in Florida where over 1,000 students and 58 adults attended the event.

Not only children like Power Panther, but guess what? So do adults. He has participated with Marines at a physical fitness challenge that was a part of a *HealthierUS* and he has participated in the Macy's Day Parade. You can borrow and book the costume through your regional offices. We do have 10 costumes, and they are pretty much busy all of the time. You do need to call the number ahead of time and they can tell if the date that you want is available, and the shipping is free.

Some of the current products that we have available are educational and promotional materials directed at kids, as well as the parents and caregivers. We have guidance for professionals. Some of the kids' materials include activity sheets, songs, stickers, tattoos, and window clings. Some of the parent materials include brochures, bookmarks, and screen savers. For the professional, we have the use of the costume, guidance, public service announcements (PSAs), posters, clip art, table tents, and songs. We have a total of seven PSAs and we also have the website, which has a wealth of information for you to use, as well as our partnerships.

In the promotional and educational materials folder, there is a sampling of all of our materials, and it also gives you guidance on how to order and use the costume. Some of the newer promotional materials that we have available are images that you can use on your materials. You can send electronic birthday cards. The kids really enjoy using these. We also have screen savers that you can download and use.

The materials are available in Spanish. We currently have posters, parent brochures, kids' activity sheets, and bookmarks in Spanish and we also have them in a multilanguage format where it is English on one side and Spanish on the other. Our radio PSAs are targeted to kids and to parents. You can download the PSAs from our website and use them at your events at the local level. You can use them over the PA system in the morning at school. There are a number of ways that you can use these PSAs.

To give you an idea of the distribution of our materials, the most requested items are the parents' brochures, the kids' activity sheets, and the bookmarks. Forty-eight percent of the requests for materials have been from schools and child care providers and 52 percent have been from Food Stamps, WIC, and tribal organizations.

On our website, you will notice that there is a file cabinet with four different sub-pages, cool stuff for kids, a Parents Place, professional tools, and Power Pac. It gives you information as to how you can get the costume, how you can get the materials, and it also enables you to order materials online. It has been quite popular. We average about 170,000 web hits per month, which we think is very good.

I would like to share some innovative *Eat Smart. Play Hard.*[™] materials and partnership opportunities and then we will have time for you to share some of yours; the ways that you have actually incorporated “*Eat Smart. Play Hard.*[™]” into your local level efforts.

We partnered with the University of Minnesota Athletics and this was a chance for the athletes to be role models. They can have a very strong influence on kids’ behavior. The athletes that participated were trained and then taught younger children about *Eat Smart. Play Hard.*[™]. This was a very collaborative effort that was between the Federal, State, and local partners. They have a complete PowerPoint presentation that they used in training their athletes, and one of the great parts about this is not only did they use the *Eat Smart. Play Hard.*[™] materials, they also used other materials from FNS, as well as from 5-A-Day. They did everything that we are talking about when we are promoting taking this and making it your own.

Another project some of you may be familiar is an *Eat Smart. Play Hard.*[™] Shape-Up Somerville project, which is a community-based environmental approach to obesity prevention targeting first through third graders in Somerville, Massachusetts. The interventions take place through community partnerships that create healthy eating and physical activity messages and increase opportunities for physical activity and healthy eating, specifically for eating more fruits, vegetables, legumes, low-fat dairy, and whole-grain products throughout each child’s day.

Another very exciting project is the Kansas Family Nutrition Program where they have creatively used our Power Panther images to provide a tour of the new *MyPyramid* website. This is neat way of using Power Panther particularly to introduce the new *MyPyramid*.

Now let’s take a look at future plans for *Eat Smart. Play Hard.*[™] The next step will be the development of a long-range plan for *Eat Smart. Play Hard.*[™] The plan will contain specific objectives, strategies, and tactics for reaching the target audiences. Branding Power Panther will be a key focus of the long-range plan. For 2005 and beyond, we will be expanding the web presence and publishing. We will be enhancing the Power Panther character. In fact, you are going to hear more about that later at this conference. We will be integrating Power Panther into more of our program materials, providing ready-to-go tools and products for cross-program use, and promoting intense implementation and evaluation.

We also want to increase media exposure for Power Panther and for the campaign. We are looking at ways to increase the effectiveness of Power Panther and, also, to expand the utilization of Power Panther. Our contractor will be analyzing the current panther and

proposed improvements and test the proposed changes to the spokescharacter. They will be providing FNS with drawings and other final products. The contractor will also expand the development of the spokescharacter, providing recommendations to FNS on how to enhance and maximize Power Panther, appealing more to the target audience and promoting *Eat Smart. Play Hard.*[™] and other key messages.

We have had two focus groups in California and Illinois to test the different Power Panther looks and a potential sidekick character. The target audience has been boys and girls ages 6 to 12 years. I would like to show you the new Power Panther, but you will have to wait until tomorrow. At tomorrow's luncheon, the new Power Panther and his sidekick will be presented. So make sure you are at the luncheon to see the new Power Panther and the improvements that have been made.

I wanted to also point out another exciting web-based guidance that we have, "Bright Ideas." This provides creative ways to use our resources and share your ideas for how to use them. These are updated quarterly and give you a lot of information on how to creatively use some of the materials that we have.

There are some new and emerging campaign resources that will soon be available to you. One is the Power Line, Power Plans, a kid's web page, a parent's web page, online ordering is already available, and we have movie theater advertising that one of our speakers is going to discuss with you later on in this particular session.

The Power Line provides six training presentations, as well as ideas and guidance and web links and resources, and we hope that that will be available very soon. The primary distribution method for that particular piece will be web-based. We also have Power Plans, which are ready-to-use tools. These are interactive lesson plans that will be available. They use not only *Eat Smart. Play Hard.*[™] materials, but they also use other FNS-developed materials to reinforce learning, and they facilitate the delivery of behavior-focused and consistent messages. We will have Power Plans for children, as well as adults. For adults, we have five lesson plans and the primary distribution method of these materials will be web-based so that you can download the lesson plans from our website.

The lesson plans provide an activity opener. They explore different topics and then give a wrap-up, as well as how to link them with home and community activities and, also, family handouts. They give you a lot of information so that you can personalize it and make them fit in your particular situation.

The kids' website will have interactive games, stories, and fun activities. We know that this is definitely a way to reach kids, because they love the games that are available on the web. We also have a parents' place website available for parents so that they can access the materials and information, as well as the caregivers and teachers and educators. You can already order the materials online and, if you haven't been to our website, make sure you go. I would encourage you to check our website very often because we have materials

coming out periodically, and that is the best way to know what is available. I would note that currently we have a very low supply for materials because they have been extremely popular.

Secondly, we have to revise our materials to incorporate the new *MyPyramid* icon. Right now, for instance, brochures and kids activity sheets are not currently available because those materials are being updated to include the new information. They should be available, hopefully, later this fall. So, keep checking back to find the materials. Finally we have screen savers that you can download directly from our website.

Eat Smart. Play Hard.™ Formative Research: Building the Foundation Brick by Brick

Anna Zawislanski, MPH, American Institutes for Research, Silver Spring, MD
Alec Ulasevich, PhD, American Institutes for Research, Silver Spring, MD

MS. ZAWISLANSKI: We have been working with FNS for a few years on developing a series of formative research efforts to form the development of a multiyear social marketing campaign plan. Our plan is to give you an overview of what we have done so far and then describe each of the phases in more detail.

We started out this work by doing an environmental scan and audience analysis. Then we did a series of stakeholder interviews, which led to the development of a segmentation strategy and research objectives for the exploratory research. During that phase, we sat down with kids and parents to find out what their thinking was on many of these topics. We developed creative concepts for the campaign, tested them, then developed some creative recommendations, which then fed into the development of the plan. That is where we are at this point, towards the very end.

With all these research phases, there were a lot of different objectives, and each phase fed the next phase. Basically, we wanted to find out, for kids and parents and caregivers, what environment they lived in, what motivators and barriers they have as far as taking on the positive behaviors and physical activity and healthy eating. What is their motivation to change? Why would they consider having a healthy snack rather than a less healthy snack? What are their sources of information, i.e., channels? Where do both parents and caregivers get their information from and what do they find influential? We also spoke with some academics to try to find out some best practices. In the field of academia, what is considered as a best practice in behavior change?

We are going to go over the methodologies for each of these formative research bases quickly so we can focus more on the findings. The very first thing we did was an environmental scan. We looked at any kind of information, literature, and data available to try to understand what we can about the audience of tweens, 8- to 12-year-olds, and their parents and caregivers. Then, we conducted a series of stakeholder interviews with FNS

headquarter staff, Regional Office staff, FNS program operators, and academics. We also talked to some nonprofit organizations that have similar goals and tried to get the media, but it was right after the Iraq War had started and we couldn't get any media to talk to us about any physical activity and healthy eating. The list of interviewees was provided to us by FNS. All of the research that we did with the interviews and the environmental scan led to some segmentation recommendations and research objectives for the exploratory research, and I will now turn the presentation over to Alec.

DR. ULASEVICH: Thank you. We do exploratory research to find out where the audience is. What do they know? How do they feel about major topics that we want to target, which are healthy eating and physical activity? We did focus groups with tweens, and tweens are defined as 8- to 10-year-olds. These kids are in elementary school, the younger segment. The 11- and 12-year-old kids are usually in middle school. They are teenage wannabees. So, they are influenced by different factors.

We segmented our focus groups because boys don't like to talk with girls. We tested urban and rural locations because there are different sources and different influences in those areas, which can affect how kids feel about those things. All of our groups had a mix of race and ethnicity and, in most cases, were recruited from the families that qualified for the free or reduced-price lunch.

We also did focus groups with parents and our segmentation there was a little bit different. We had parents who are "doers." Those are the parents who are modeling positive behaviors, as far as healthy eating and physical activity. They are actually doing something. We had thinkers--thinkers are the parents who are aware that it is important to teach the kids to be physically active and eat healthy, but they are not quite doing this yet. Basically, we excluded anybody who thought that eating candy bars is a very good thing.

Now, I will discuss the findings. A very important thing we found with tweens--the reason that kids want to eat healthy and be physically active is that they want to be strong. Strength is a big thing for them. However, healthy eating is viewed as negative. The kids who eat healthy are considered "geeks" and are "yucky." Physical activity is considered fun. All kids like gym, and only Illinois has a required gym every day. They know what healthy eating means and they know their pyramid pretty well.

As far as influences, it is the mother. The parents know that they are role models. But, they don't practice what they preach. Thinkers don't believe that they can influence their children to eat better. Doers do and this is probably from experience. Thinkers don't rely on media as a main source of information on health information. In fact, one of the findings we are seeing is that they don't know where to get this information and they don't know what to do. The key finding for both audiences is important. Both parents and kids thought that it is okay to eat as long as you are physically active. So, if I eat a bunch of candy bars and I run around the block, I'm fine. They also did not see the relationship between good eating and physical activity. So, Anna, why don't you talk about communication now.

MS. ZAWISLANSKI: Then, our next task was to take all of these findings and make sense of them for campaign plan development and to help make decisions about the campaign. The fact that healthy eating was seen as not a cool, positive thing, but kind of nerdy means that the next phase of the campaign needs to focus on repositioning healthy eating in a much more positive context; making it really cool and perhaps trying to elevate it to the same importance or cool status that physical activity has.

Clearly, strength and fun have to be key benefits of physical activity and healthy eating. So, when the Power Panther is eating grapes and healthy snacks, it is making him strong. Strength is a very important benefit. The campaign doesn't have to spend much time defining healthy eating. Kids and parents know what it means to eat healthy. They just don't do it and don't know how to do it. It is hard. Correcting them is an understanding of the link between health and physical activity. How do the two work together? Do they work together? That will be important for the campaign to focus on in the next phase.

Regarding the parents, the key will be to shift the thinkers who want to do it, but don't know how, to being actual doers; helping them realize that they have this amazing influence or potential, and you are promoting the idea of "do as you say." Don't say it, but actually do it. Model it.

While it is important with every campaign, the campaign should be multichannel because the thinker parents don't go to the media necessarily, which is a typical channel for this information. So, multiple channels would be really important. As with the kids, correcting the understanding of the link between the two behaviors is important. As we finalized these implications, we started the development of campaign concepts, and by concepts we mean the motivational hooks of the campaign—the underlying strategy that will engage the two audiences. We had to test those concepts. So, let me turn it over to Alec who will go into that phase.

DR. ULASEVICH: We did two sets of testing. The first set was with tweens, and we concentrated on the younger ones because we thought they were a bit more malleable. They don't have all of the "bad" habits already. That is an audience from which we probably would get more bang out of the bucks. We used triads, groups of three. It is a more intimate thing so that kids don't get overwhelmed by a bunch of kids sitting in a room, also more of them tend to participate. We segmented by gender. So, it was boy triads and girl triads, and we were trying to keep them as homogenous as possible.

With parents, we concentrated on thinkers because doers are already doing it. So why bother? We want to shift the thinkers into being doers. Again, it was segmented by urban versus rural locations. The actual concepts that we tested are a visual presentation of the idea behind the campaign. For some of the concepts, unfortunately, the kids did not quite get it. One thing that came out of this testing was that if you want to correct this misperception, use a more positive message. We did not compare the concepts to each other. We tried to get as much information from creative ideas as we could so we could come up with one that actually works.

We had one slogan “Feed Your Inner Panther” that was a little too abstract for the little kids so it was changed to “Be as Powerful as a Panther.” That worked a little bit better. We changed it midstream and they reacted better to it. The key is that they have to know the Panther. In order for this concept to work, they have to know what the attributes of the Panther are; i.e., if the Panther is powerful, groovy, and other wonderful things.

For the adults, we needed another set of concepts because we want to encourage them to do different things. One encouraged physical activity; e.g., instead of taking the elevator, go take the stairs. They like the visual reminders. They like the “teaching moment” idea; that would make them think about the idea of going up the stairs. But, some parents said, “If I have a bunch of groceries in my hand, there is no way I’m taking the stairs. I am taking an elevator.”

One statistic says, “Six out of 10 kids surveyed say that they would choose their parents as their role models over athletes and entertainers.” This is a good thing. In fact, parents said, “We don’t even need that statistic.” The image associated with the concept conveys that. Leading by example was very well received. That is very important in selling or persuading people. The message was very clear, well understood, and audiences reacted very well to the images. They thought it was warm and fuzzy and like one of those tear jerker things. So, the basis of concept testing is to take what is learned by showing these different creative ideas and coming up with a communication strategy, which Anna will finish up with.

MS. ZAWISLANSKI: All findings led to the development of a creative strategy for the campaign to reach tweens and a creative strategy to reach parents and caregivers. For the tweens, it was the concept of “Be as powerful as a Panther” that resonated the best and was very positive and fun. That is the right tone we want to use in this campaign and it is also a great opportunity to reinforce Power Panther attributes. One thing that we haven’t mentioned is that kids don’t know what panthers are like. They think they eat meat, but they are not really sure. So, it will be a great opportunity to teach about the positive attributes of a panther, especially the Power Panther attributes which are a little different than a panther.

Regarding the parent/caregiver underlying creative strategy, it is going to be that internal role model. That is, that parents are internally motivated to act as positive role models and, when they are reminded of the role that they serve, their motivation is strengthened. This will be an important central strategy to tap into for the campaign.

With those two creative strategies developed, we moved into the development of the actual plan itself, and the plan is much more than just developing materials. It is the whole strategy behind the next phase of the campaign. The current version of the plan, which is still being finalized, has three overarching strategies:

1. Rebranding and repositioning the new Power Panther and the new phase of the campaign—positioning the campaign as an overarching FNS nutrition education campaign will be critical.

2. Developing integrated messages and materials that leverage resources across multiple programs and materials that are easily adaptable for local programs to use.
3. Increasing the capacity of FNS programs, local programs, to adapt the campaign to their needs.

Those are the key overarching strategies for the new campaign as it is being developed.

In terms of next steps, we have to finish the campaign plan, develop branding resources to help campaign users incorporate branding into their work, solicit feedback from folks like you on what works and doesn't work, and develop materials that will make Power Panther more interactive to promote consistent messages across different programs. Currently, we are developing some scripts that can be used with the new Power Panther costume character that will be developed shortly. So, lots of good things are coming up. Thank you.

Power Panther Goes to Hollywood

Donna Johnson-Bailey, MPH, RD, Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Linda S. Wells, MA, Ideas for Cooking and Nutrition Program Coordinator, New Mexico State University, Extension Home Economics, Las Cruces, NM

MS. JOHNSON-BAILEY: Good afternoon. They say you have made it when you have made it onto the big screen, and Power Panther is there.

This afternoon we are going to talk about Power Panther and his introduction to movie theater audiences in select States throughout the country. The purpose of the movie theater advertising was to reinforce the nutrition education that uses *Eat Smart. Play Hard.*[™] messages, increase awareness about *Eat Smart. Play Hard.*[™], and increase visibility of Power Panther as a spokesperson for healthy eating and physical activity.

The target audience for our movie theater advertising is parents with children between the ages of 2 and 18 eligible to participate in FNS nutrition assistance programs, very similar to the overall campaign.

Participating States included Kansas, Massachusetts, New Mexico, Ohio, and the Washington, D.C. Metro area, which includes Maryland and Virginia. A total of 24 theaters participated in the *Eat Smart. Play Hard.*[™] movie theater advertising, and it was seen on 300 screens throughout the country.

The selection process for the movie theater advertising included FNS Headquarters and regions identifying programs to participate in the project, and that was more subjective based on reports and word of mouth about the activities going on in various States. Theater

selection included a contractor identifying theaters with available advertising space in the participating States.

In addition, Census Bureau information was used to identify low-income neighborhoods near the movie theaters with available advertising space and State contacts also provided input about accessibility for low-income audiences to the theaters with available advertising space. The final additional selection criteria included looking at States with a higher utilization of *Eat Smart. Play Hard.*[™] materials, States with numerous requests for Power Panther costume visits, and a willingness to participate in this project. The messages were all interactive. Power Panther, of course, was seen in all of the advertisements. The advertising period ran from June through August 2005. We just finished on September 2nd. Hopefully, many of you might have seen the ads.

In addition to the movie theater advertising, we also distributed the radio PSAs during that same advertising period; actually, from July through August. The target audience, as Jane mentioned earlier, was parents for those PSAs, and they were heard on six adult contemporary and one urban contemporary radio station.

We developed the concept to address the key campaign themes and messages—fruit and vegetable consumption, role modeling, and physical activity. We also included a movie quiz format, which turned out to be a successful way to interact with the audience when they are sitting in the movie theaters 20 minutes before the movie begins.

The first is the fruit and vegetable message and this was based on the 2005 *Dietary Guidelines for Americans* recommended intake for children, which is 1,600 calories. The question is, “How many cups of fruits and vegetables should your kids eat a day?” I’m going to ask folks out there, since I am sure after all of the information that has been shared about the *Dietary Guidelines*, you all can tell me what the answer might be. Can I get a volunteer?

FROM THE AUDIENCE: Three and a half?

MS. JOHNSON-BAILEY: Correct. Three and a half cups of fruits and vegetables every day.

The second was the role modeling ad. Role modeling, of course, is a key concept, as Jane, Anna, and Alec have mentioned, and this was a key message that was developed for the movie theater advertising. It reminds parents who their biggest fans are. And the question is, “Do you know who is watching you?” The answer is, “Your kids.” “Be a role model. Eat together, play together.”

The final physical activity ad was also based on the physical activity recommendations for children based on the 2005 *Dietary Guidelines*, and it conveys the importance of families being active together. The question: “How many minutes of play do your kids need a day?” The advertising reach was difficult to measure. There is a ton of information out there about physical activity and nutrition and, also, there is a ton of Power Panther and *Eat Smart. Play*

Hard.™ material out there. But, our approach to collecting some feedback on the reach of the media effort is to work with the contractor to get some information on ticket sales, and that report should be available to us by the end of September. We will also work with participating States to collect feedback from program participants.

How can nutrition professionals use the ads in their nutrition education activities? Some ideas are to show the ads on televisions or monitors in schools, community centers, and in the workplace. Also, the materials can be used in training videos, community networking presentations, and stakeholder meetings. You can also use the movie ads to reinforce the messages in adult education settings or workplaces.

You can download the materials from the *Eat Smart. Play Hard*.™ website. In addition, we have a list of all of the theaters that participated in the pilot. If you are interested in seeing the cities in which these ads played, you can find that information on the FNS website.

Finally, I have asked Linda Wells, from New Mexico, to share what we have done in New Mexico, and also, to give you some information on the feedback that they collected there.

MS. WELLS: Thank you, Donna. Good afternoon. It is a pleasure to be here and share information about New Mexico's participation in the pilot program featuring the Power Panther going to Hollywood via New Mexico, as well as to hear what the other pilot States have accomplished toward this effort.

We are in the industry of tourism and the movies in New Mexico, so the pilot program fit really well. We participated in this pilot program as encouragement to the USDA *Eat Smart. Play Hard*.™ program because we are firm believers in what the program can do for the people that we serve.

There were four theaters included in the pilot program, and our key city was Albuquerque, which is our largest city in New Mexico. Since the pilot program was to be Albuquerque area, I contacted our Bernalillo County Extension office to let them know about the wonderful opportunity they would have to be a part of the pilot program. They are our largest staff of EFNEP and Food Stamp nutrition educators in New Mexico. Albuquerque is a rural and urban area in our State and is centrally located. A lot of people travel to Albuquerque for shopping and entertainment, so, wider coverage for the pilot program was accomplished.

The four theaters were centrally located. One of them was a \$2.00 theater, so we were able to have some coverage for a lower-cost movie. The others had anywhere from 2 screens to 24 screens. There was a great deal of difference in the areas that were served. The radio station that participated in the pilot program was KDRF-FM, an adult contemporary station. There were five spots per day and then it was also aired 100 times per month during the months of July and August.

I want to give the Albuquerque/Bernalillo County Extension FSNE/EFNEP staff a great deal of credit because they worked hard all summer to get this pilot program in place and also to carry through all of the activities. Since they are unable to be at this conference, I am representing all of them and all of the work that they did.

For material distribution, various *Eat Smart. Play Hard.*[™] events were held and I will be explaining some of those this afternoon. There were 1,450 stickers and sticker sets of the Power Panther distributed during the pilot program. Seven hundred and seventy-three window clings and poster sets were distributed as well. In addition to the stickers, window clings and posters, there were 602 face tattoos, 172 worksheets, and 314 tabletops. All of the materials were reported to have been used in various ways throughout the pilot program.

Some of the planned events for the pilot program had to be modified after contacting the movie theaters, because of corporate regulations and guidance. The pilot program team players weren't able to do any activities right at the movie theaters, but that didn't stop them. They decided that they would divide up into teams of two, go out into the community, and promote *Eat Smart. Play Hard.*[™], and say: "Have you seen it at the movies? Have you been to the movies this summer? If you haven't been there, here is what you could see if you went to the movies."

One of their main focus areas was the schools. School starts early in New Mexico, with some starting on August 8th. So the team still had some time during the August month for program activities. They went into community centers before school started, of course, and then they did after-school programs. It was great to have the Power Panther visit New Mexico.

At an event on August 22nd, there were 200 youth and 12 adults, as the Power Panther visited the largest elementary school in Albuquerque. On August 24th, the Power Panther visited another school, with 200 youth with 16 adults enjoying the program and, on August 24th, the Power Panther was a hit at a community center with 70 children and 8 adults. Also on August 24th, the team conducted a program at the Loma Linda community after-school program with 30 youth and 8 adults. In 4 days, they reached out with the Power Panther and his message to 500 youth and 44 adults. It is very important to schedule as many appearances as possible while the Power Panther is in your area. We were very pleased that we had the support of the schools, the classroom teachers, and physical education teachers.

Another important type of activity we had during the pilot program in New Mexico was the media coverage. Albuquerque, being our largest city, has several TV stations. They were all contacted, but one came through for us and they went to one of the Power Panther visits and interviewed one of our nutrition educators. She did a wonderful job during the interview as she explained the background of our FSNE and *Eat Smart. Play Hard.*[™] programs and all of the outreach that we provide to the schools, communities, counties, and State. She also had the opportunity to be on the news that evening with a very special news reporter, that was broadcasted statewide.

In the Albuquerque Journal, which is our largest newspaper in New Mexico, and it also goes AP, we had an article about the Power Panther, students, and the activities at their school. It was very good to get media coverage, as well as having the pilot program at the movies.

Feedback from the adults and the youth at the nutrition sites and classes was another important piece of our pilot program. The educators asked their participants, “How many of you have seen the Power Panther movie ad at the local theaters?” Two hundred and eighty-six participants that were polled said they had seen the Power Panther, and 60 said they had not. Hopefully, they have seen him by now. But if not, we still have a chance, and we can show them his new look very, very soon.

The participants recognized the Power Panther from his presence at their schools. At one of the schools that I had the opportunity to visit while the Power Panther was in New Mexico, I was very excited when one of the little girls ran up to me and said, “I saw him at the movies.” That was music to my ears. That is exactly what we were hoping we would hear. The messages that we conveyed through the movie ads, through the classes, and through the intervention were to exercise, eat right, be healthy, and be a role model. We had a great time doing this pilot, and we would like to say thanks to Donna and her group for asking New Mexico to be a part of the *Eat Smart. Play Hard.*[™] “Power Panther Going to Hollywood” activity. Thank you so much for this opportunity.

MS. JOHNSON-BAILEY: I also wanted to thank the FNS regions because this was an effort where they had to provide a lot of input and identify the contacts for each of the States. For Kansas, Stella Nash was the Regional Office contact. Karen Hudson was the State contact. For New Mexico, Cecilia Henson was the Regional Office contact, and as you just met, Linda Wells was the State contact. For Massachusetts, the Regional Office contact was John Magnarelli, and Katie Millette was the State contact from the Department of Education. From Ohio, Kim Blum was the Regional Office contact and Susan Patton was the State contact. In the Washington metro area, we mainly had input from our Regional Office contacts, Pat Cumiskey and Gaydra Chapulis. So again, thank you.

Eat Smart. Play Hard.™ Making Moves in Illinois

Joan Love, MS, LD, SFNS, Illinois State Board of Education, Nutrition Programs, Springfield, IL

Thanks for inviting me. I appreciate giving the audience a State perspective of using the *Eat Smart. Play Hard.*™ campaign. When I think of this campaign, in my mind, I just think Power Panther. I am totally in love with this spokesperson. He is my buddy. We go way back. I think Illinois was one of the first States to request the Power Panther costume.



Before you leave I would like all of you to sign a petition to get more costumes. I will start the list. During the week of National School Lunch Week, he is not available. Have you all had that experience? This is a good thing, though. We want to drum up business for the Power Panther. I am so excited that Power Panther is now going to have a sidekick. I understand why there has been a delay in getting the costume. Number one, they have to change the emblem to *MyPyramid*, and number two, he has a sidekick. So, I'm real excited about this. How many of you are representing a State agency? Of those raising your hand, how many of you have used the costume? For those of you who haven't kept your hands up, shame on you.

We are going to ask some questions to see how Power Panther-savvy you are. I would like you to stand up if you can answer these questions honestly. The first question is: Are you certified in scuba diving? There is one. Okay, and I can stand up because I am. Stay standing, please. Second question: Is Halloween your favorite holiday? You can stand up and stay standing. Third question: Do you like closed-in spaces? Is anybody not claustrophobic? Fourth question: Can you withstand 50 pounds of weight with half of it on your head? If you scuba dive, you sort of do that. It feels like it sometimes.

The last question: Do you love children and want them to learn to "eat smart and play hard?" That is why we are here today. I love what you do because you make our job at the State level so much easier. When you said something about making these tools State-

specific, I thought to myself, why do we need to do that? I think they are fine as they are. So, we use them as they are. How many of you have ordered these materials? I know some of you haven't even been to the website. So, shame on you. When you go back to your offices, what are you going to do? You are going to find the website: <http://www.fns.usda.gov/eatsmartplayhard/>. Everybody wrote it down, right? And, you are going to order the costume, but first you are going to sign the petition to get more costumes.

Everybody is eligible to wear the costume here. Of those of you who have borrowed the costume, how many of you have had the privilege of wearing the costume? I have had that enjoyable experience and I empathize with anyone who raised their hand. When I heard that I was going to do this panel presentation, I asked some folks in our office and in the Interagency Nutrition Council who had used the Power Panther costume, "Could you please give a quick three to four line sentence of what your experience is wearing the costume?"

This is what they said—one staff person I asked who is relatively new to our office said, "It was both exhausting and exhilarating; more the latter though." She said, "You need to exaggerate your movements." How many of you have ever done some Disneyland training? At one of these conferences, they had a Disneyland representative talk and it was wonderful. People learned how to use body motions and movements. When you are directing people to the parking lot, what kind of movements would you use? If you are in a big parking lot and you have to take them to Section C, what kind of movement would you use? Big movements.

When you are wearing the Power Panther costume, you have to use big, exaggerated movements. Conversely, if you are directing a little old lady to the restroom, what kind of movements are you going to use? Very gentle, soft. So remember, when you are wearing the costume, use big, exaggerated movements. Another thing that you need to do is: do not speak—that is so hard to do. Somebody said something about a script. Would you like the Power Panther to talk or will this be the guidance person, the partner?

FROM THE AUDIENCE: The guidance person.

MS. LOVE: Right and that is important. My colleagues also say "Shake the kids' hands, give them high 5's, pat their heads, no bottoms, and nodding works; and big movements." It is also very critical to have a partner, for lots of reasons like so that you don't bump into columns, so you don't trip over your feet, etc. We asked another co-worker who was happy to respond to the same question. She said the experience is great. Your vision is only 4 to 5 feet away from you. These kids came to me, the little ones, and they just want to hug your leg and grab you; it is sort of jarring. Just be prepared for that wonderful experience when that happens. Also, she suggested that you schedule breaks at least every 30 minutes and, at a minimum, maybe 15 minutes. Believe it or not, there is a fan in the head of this thing, and they provide an ice pack if you want to use that as well. If you have long hair, tie it back.



Power Panther™ discusses an Eat Smart. Play Hard. Activity sheet with a student.



We are going to do an expo in October. That is one of the events that we had hoped to have the Power Panther costume for, but he was not available. Nutrition month is a big thing that we do in Illinois with the Interagency Nutrition Council, and we have Power Panther there with recognized guests. We give lots of awards out at our Interagency Nutrition Council meeting. Even though we can't get the Power Panther for all events, we try to incorporate the *Eat Smart. Play Hard.*™ materials at local school events whenever we are doing something. One thing that wasn't mentioned earlier today is the drop-in articles.

SportsFest



Are any of you responsible for writing newsletters? If you are looking for materials, this year is a perfect year to throw in some of these articles. They are available on the web. In our State, we use some of these items--clip in articles in the newsletters, emoticons in emails, laminate the posters. We do many conferences as a State agency such as the Illinois Principals Association, the Illinois School Nutrition Association. We are always passing out the materials at those events.

The Collection and the Power Panther Zone

Use of brochures, activity sheets, posters, etc

- Distribute at conferences, workshops, seminars, state fair,
- Laminated posters, hung in agency hallways
- Use emoticons in e-mails
- Clip-art in newsletters



Some logistics related to the Power Panther costume and the *Eat Smart. Play Hard.*TM materials: This is a free thing and a good thing. Order early. Respect the timelines. Read all the guidelines. Drink plenty of water. If you borrow the costume, complete the feedback event form.

So, that is where Power Panther has been in Illinois. Thank you.

