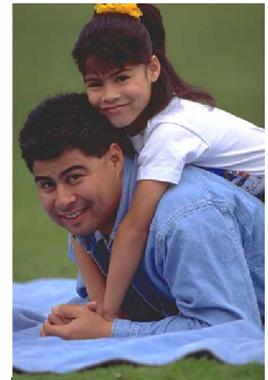


# CHOW

**Community Homemade Options for Wellness**



***Activities and resources  
that build healthy eating and active lifestyles.***



**Created and designed by Department of Early Learning staff, parents,  
caregivers, and early learning providers in Washington State.**

## Acknowledgements

*A project of this scope takes the dedication of many, many people that willingly give of their time and energy. Thank you for all you do!*

**The BFNEP Parent Focus Group**  
Families throughout Washington State.

**The BFNEP Professional Advisory Group**  
Staff from ECEAP sites around Washington State.

**State of Washington**  
Department of Early Learning, State ECEAP Office Staff  
Department of Health Staff

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These materials were developed in part through federal funds from the USDA Basic Food Program and the state of Washington's Department of Early Learning. The Basic Food Nutrition and Education Plan (BFNEP) for Washington State can help qualifying families secure nutrition assistance and education.

For more information, call: 1-877-980-9220 or on-line at: <http://www1.dshs.wa.gov/>

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Estos materiales fueron preparados con fondos federales de USDA Basic Food Program y del Department of Early Learning del estado de Washington. El plan "Basic Food Nutrition and Education Plan" (BFNEP) del estado de Washington puede ayudar a las familias que califican a recibir educación y asistencia para la nutrición.

Para más información, llame al: 1-877-980-9220 o en línea a: <http://www1.dshs.wa.gov/>

## Table of Contents

Key Messages .....	4
CHOW Philosophy .....	5
CHOW: The Background .....	6
CHOW: Project Structure .....	8
CHOW: Project Planning .....	9
CHOW: A Suggested Timeline.....	9
Stage 1: Outreach.....	10
CHOW: Team Recruitment Tips .....	11
Stage 2: Teaming and Planning.....	13
CHOW: Team Builders .....	14
CHOW: Teamwork.....	16
CHOW: Messages That Matter .....	18
CHOW: Motivational Ideas.....	24
CHOW: Project Planning Tool.....	25
Stage 3: Project Building.....	26
Stage 4: Community Sharing .....	27
CHOW: Some Final Thoughts.....	28

# Key Messages



**5-A-Day**



**Daily Physical  
Activity**

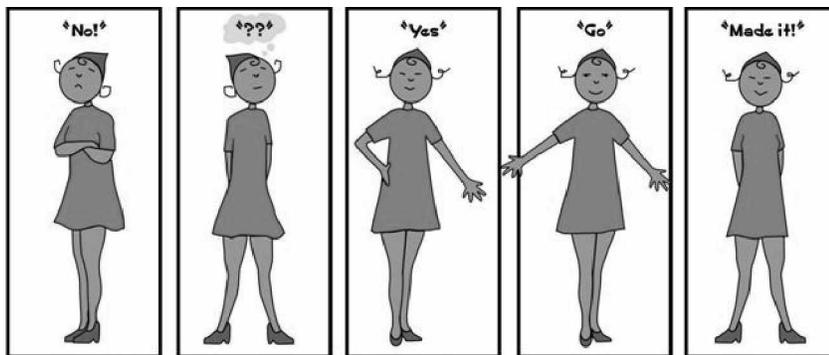
# CHOW Philosophy

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CHOW encourages adults to explore healthy eating and physical activity in the context of community building and empowerment. Parents and caregivers have fun as they learn about project management, teamwork, colorful fruits and vegetables, making healthy food choices, and setting personal and family goals for healthy habits.

CHOW provides a concrete project for community parent and caregiver teams to design. Your job as the “staff guide-by-the-side” starts with respectful relationships with families. Focus on their strengths, and feel free to adapt the CHOW project and activities to your particular group.

With topics as personal as how and what we eat or how we get physical activity, it is especially important to accept families where they are right now. CHOW can help parents and caregivers identify their healthy habits and explore ways to build on them. Behavioral change takes time and energy, so be patient.



As parents and caregivers develop their project, help and encourage them to share what they have learned with other community members. Peer education is a powerful tool, and is integral to the CHOW project.

Remember that “telling isn’t teaching.” How you work with the CHOW team sets the stage for how they work with others. Instead of long lectures:

- 1) Offer snippets of information for consideration.
- 2) Support conversation during team meetings so parents and caregivers can share information.
- 3) Model healthy eating and physical activity.
- 4) Provide an unhurried environment with enough time for all voices to be heard.

# CHOW

## Community Homemade Options for Wellness

*An empowerment project that to develops skills in nutrition, health, leadership, peer education, and community building.*

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### **The CHOW Project**

- Focuses on parent leadership, involving a team of 6-8 parents or caregivers working within their community.
- Builds knowledge and skills in nutrition and health, family literacy, and community outreach.
- Offers staff a guide to support family nutrition and health skills using a strengths-based model.

### **Programs Need**

- Staff interested in mentoring parents through the development and distribution of the project.
- Parents interested in connecting with other parents to strengthen healthy eating in their community.
- A meeting place for parents with access to computer and other office equipment.
- Program support for reaching out to Basic Food eligible families with nutrition education opportunities through BFNEP.

### **The Result?**

- Increased knowledge of healthy meal planning and nutrition for families.
- Families communicate important messages about nutrition and health to peers.
- Locally designed CHOW projects distributed to families in your program.

# CHOW: The Background

Within comprehensive early childhood programs such as the Washington State Early Childhood Education and Assistance Program (ECEAP) or the federal Head Start program, parents and caregivers of enrolled children can take part in program governance, program design, and training and education opportunities. The CHOW Project is a parent empowerment project that builds on these program characteristics.

Teams of parents and caregivers plan and design the project, such as a cookbook, and share the project in the broader community. Team members explore health messages, learn side by side with other parents, and mentor other families about nutrition and health.

The CHOW project encourages all families to:

- ❖ Make healthy food choices.
- ❖ Choose active lifestyles.
- ❖ Build positive health practices.

## CHOW: Many Different Ideas That Work Together

### Families as Community Resources

The CHOW project builds on research that suggests families make changes based on their experiences and personal investment. Using **family support principles**, CHOW recognizes families as resources to their communities. Parents and caregivers work as a team to plan, develop, and share a community project.

Staff serve as guides-by-the-side, facilitating the CHOW team in:

- Developing nutrition and physical activity messages.
- Designing the CHOW project.
- Offering peer education to other families in their community.



### Healthy Communities Supporting Healthy Families

CHOW also uses **social support** as a method for building healthy behaviors among families. Research shows that families who receive support from others are more likely to make behavior changes or maintain new healthy behaviors. CHOW teams work together and support each other, as well as encourage a broader group of their peers in building healthy lifestyles.

## Healthy Families Guiding Other Families

The CHOW project includes a **peer health education approach**. Team members engage other parents and caregivers in their community in developing the project. CHOW teams develop messages about nutrition and health using their experience and first hand knowledge of their families. CHOW teams share these messages through local activities they decide most benefit their peers in their local community. Peer education activities might include:

- newsletters or stories about healthy families
- bulletin board displays
- one-on-one contact with parents
- food demonstration sessions
- community events (health fairs, program presentations)

The emphasis is on **parents sharing with other parents** by offering fun, creative ideas that encourage families to eat healthy and be physically active.

## CHOW: Project Structure

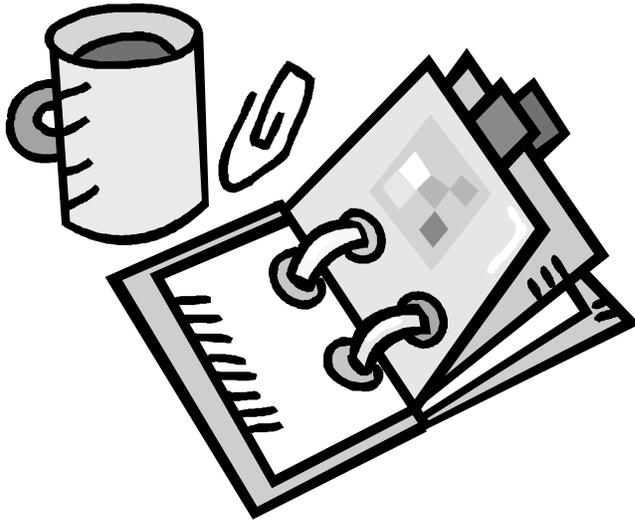
Parents and caregivers, with trained staff, work together to design the CHOW project. Materials provided in this training manual include suggestions for steps in outreach, planning, development, and distribution of the CHOW project. Peer education is also looked at in detail. Each stage describes some specific activities or resources to use in guiding and supporting CHOW teams.

### **Stage 1: Outreach**

### **Stage 2: Teaming and Planning**

### **Stage 3: Cookbook Building**

### **Stage 4: Community Sharing**



## CHOW: Project Planning

The CHOW team decides what kind of project they want to make. Projects might include:

- Community Cookbooks
- Calendars
- Scrapbooks
- Video or CD cookbooks
- 3X5 cards with recipes, health messages, and physical activity tips
- Posters

Projects range from very simple and homemade to professional publications. All projects have a couple of things in common:

1. Focusing on the Key Messages of eating five or more fruits and vegetables each day, and getting daily physical activity.
2. Keeping the messages family-friendly.

Projects of this sort have many steps to them. A simplified action plan can help break down the tasks into manageable pieces, and keep team members on task. A sample project planning tool can be found on page 28. Also, CHOW parent logs help team members in the reflecting and planning process. They can be downloaded here: <http://www.del.wa.gov/Nutrition/nutrition.shtml>

## CHOW: A Suggested Timeline

Project Stage	Key Activities	Time Frame
Stage 1: Outreach	Recruit CHOW team members, and make program arrangements.	4-6 weeks
Stage 2: Teaming and Planning	Develop team agreements, review health and nutrition materials, choose key messages, and plan the project.	2 months
Stage 3: Cookbook Building	Gather recipes and ideas from parents/caregivers, arrange layout and design, plan for printing/production and distribution.	3 months
Stage 4: Share in the Community	Distribute project and offer peer education activities. Evaluate and report efforts.	2-4 weeks

## Stage 1: Outreach

Let folks in your program know about the CHOW project, identify parents and caregivers who want to participate on a CHOW team, and make the arrangements necessary to support the work of the CHOW team.

### Suggested Timeline: 4-6 Weeks

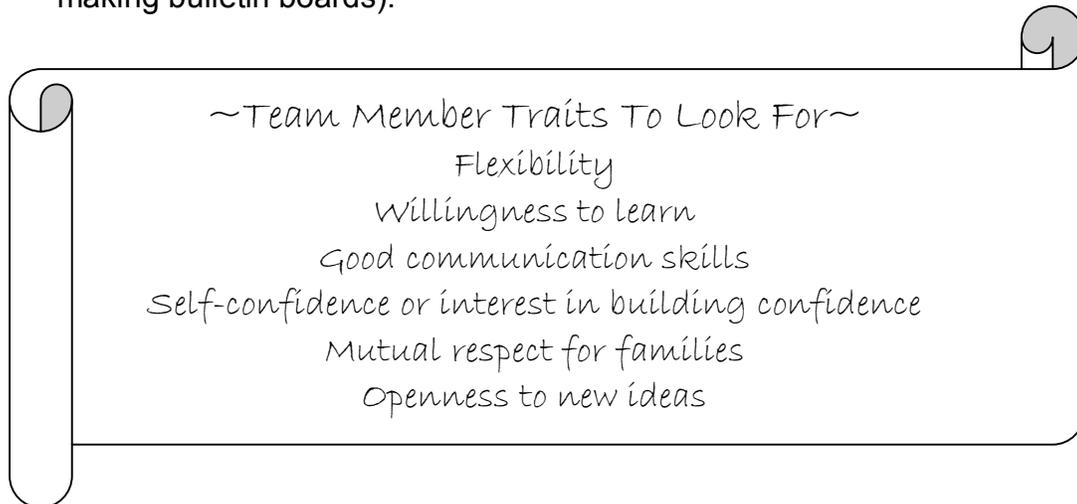
#### Staff Activities

- ❖ Share information on CHOW with families in your program:
  - newsletters,
  - bulletin boards,
  - program activities,
  - one-on-one conversations.
  
- ❖ Present CHOW to Policy Council and Health Advisory Committee.
  
- ❖ Identify community partners for project.
  
- ❖ Recruit 6-8 parents or caregivers for CHOW team.  
See Team Recruitment Tips, p13.
  
- ❖ Make arrangements for CHOW Team, including:
  - Meeting logistics (dates, room)
  - Travel
  - Childcare arrangement
  
- ❖ Plan and prepare materials for initial team meetings.
  
- ❖ Introduce team members to the CHOW Parent Log as a tool to use in planning and thinking about the project.

# STAGE ONE

# CHOW: Team Recruitment Tips

- Invite parents, caregivers, and staff interested in health and nutrition.
- Advertise the team as an opportunity for leadership and fun.
- Consider how the project might assist parents in meeting personal goals. For example: workplace readiness, skill development, leadership, building community connections.
- Develop a team with parents that are representative of families in your program. Consider all caregivers (moms, dads, grandparents, step-parents, foster parents, kinship care providers and others).
- Remember that everyone is at a different place on the behavior change stage, and that's okay! (See behavior change stages, page 4.)
- Ask parents and program staff to suggest families that might be interested in participating.
- If you have more than 6-8 parents interested in participating make sure they know that families will have other ways to contribute to the cookbook (giving recipes or physical activity ideas, submitting children's artwork, making bulletin boards).



The following pages offer a sample recruitment flyer in English and Spanish for you to use as you work on building your CHOW team.

The message in the sample flyer is specifically geared towards CHOW teams working on community cookbooks – but your CHOW project does not have to be based on a cookbook.



## What is CHOW?

ECEAP families and staff that CHOW work side-by-side to make community cookbooks.



Teams decide how to share eating more colorful fruits and vegetables, and ways to find more fun physical activity. Teams invite other families to share recipes and ideas, too. Teams create cookbooks that work best for their community and complete their project by sharing the cookbooks with other ECEAP families and community members.



## ¿Qué es CHOW?

Las familias de ECEAP y el personal que “CHOW” trabajan juntos para hacer recetarios comunitarios.



Los equipos deciden como compartir el comer frutas y verduras más coloridas, cada día y formas de descubrir actividades físicas más divertidas. Los equipos invitan a otras familias para compartir recetas e ideas. Los equipos desarrollan recetarios que trabajan mejor para su comunidad y completan su proyecto compartiendo los recetarios con otras familias de ECEAP y miembros de la comunidad.



## Stage 2: Teaming and Planning

During Stage 2, the CHOW team establishes guidelines for working together. They review health and nutrition materials to decide on additional key messages, and develop a plan for the project. The next several pages include sample teaming ideas, project strategies and resource material review ideas for you to look over. Use what works for your team.

### Suggested Timeline: Two Months

#### Staff Activities

- ❖ Organize logistics for CHOW Team meetings.
- ❖ Create agenda and plan activities for initial CHOW team meeting.
- ❖ Work with team members to gather nutrition and physical activity materials for CHOW team to review.
- ❖ Encourage parents to access web-based materials, providing access if possible.
- ❖ Encourage parent leadership and decision-making during team meetings.

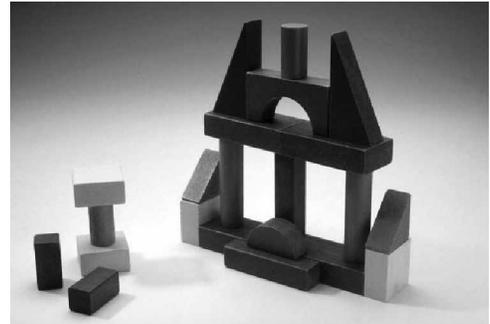
**ROLE:** Facilitator or “Guide by the Side”

#### Parent Activities

- ❖ Meet other parents/caregivers on CHOW team.
- ❖ Decide how to work together as team (team agreements, timelines, decision-making, roles).
- ❖ Review and research nutrition materials.
- ❖ Decide how to share the key messages with families.
- ❖ Decide what kind of CHOW project to design and make.
- ❖ Plan and assign tasks to build the project

# CHOW: Team Builders

To start each meeting you may want to include a fun icebreaker. The goal is to help team members feel comfortable, start creative thinking, and explore the area of nutrition and health.



## A. Fruit-i-ness

Ask parents to select a fruit from a basket. Each person shares two characteristics they have in common with the fruit or vegetable selected. The CHOW staff can model this by taking the first turn. For example, “I am like an orange. You see one thing on the outside- - but there is something very different inside.”

## B. That’s Me

Ask participants to stand up and yell “that’s me” when they hear a statement that is true for them. For example, how many of you:

- Love to eat
- Do not like to wash dishes
- Feel energetic in the morning
- Have never seen a rutabaga before
- Do something nice for yourself at least once a week
- Get tired of eating the same meals

## C. Group Juggling

Team members toss soft bean bags to each other as a way to learn names or other fun info about folks. The activity can be expanded to include a variety of items being tossed to make it more challenging.

See instructions:

<http://www.wilderdom.com/games/descriptions/GroupJuggle.html>

## D. Warp Speed

Similar to Group Juggling, this activity gets a team to work together with a speedy twist to the juggling activity.

See instructions:

<http://www.wilderdom.com/games/descriptions/WarpSpeed.html>

**E. Balloons Galore**

Prep: Ask each team member to blow up a medium-sized balloon. Using a permanent marker ask participants to write or draw something on the balloon that they do to keep their family healthy. Ask members to share what is written on their balloon. Suggest that parents are all doing many things to keep their families healthy. As a group they will be building on those strengths they have in their families and strengths of families in the program.



Play: Ask parents to remember all the strengths in families by keeping all the balloons up in the air. At the count of three all team members throw their balloons into the air. The goal is to work as a team to keep them all up in the air. After repeating the Balloon Toss several times ask:

- How were team members able to keep the balloons up in the air?
- How did you work together to be successful?

**F. Other Ideas**


# CHOW: Teamwork

Teamwork is critical to the CHOW project. As the staff mentor, you will want to spend some time assessing how to best support and nurture the team process.



## A. Brainstorm: What makes a strong team?

Ask the group to identify a team sport they enjoy playing or watching. Have them brainstorm 10 things that make that sport a favorite. Record the ideas on easel paper. When completed ask them if the list works when you ask the question, “What characteristics fit for a successful CHOW team?” Highlight the key traits they choose.

## B. Setting Ground Rules or Team Agreements

Ask the group how they want to work together. Suggest they develop ground rules or guidelines. Remind them that the goal is for a safe, positive environment for learning and working. Recognize that ground rules are influenced by individual and cultural factors. Use questions or prompts if necessary.

For example:

- How will we make sure everyone can participate?
  - *Listening*
  - *Respect each other*
  - *All opinions okay*
  - *No put-downs*
  - *Support and encourage team members*
- How do we make decisions?
  - *Majority rules or everyone has to be okay with it*
- How will we meet our goals?
  - *Everyone helps*
  - *Attend meetings*
  - *Complete tasks*
  - *Ask for help*
  - *Have fun*

After brainstorming, combine items to keep the list short and understandable.

**Four or five simple ground rules work best.** Ask participants if they agree with the list. Post the list for team members to refer to as they work together.

**C. Team Spirit**

Offer an opportunity for the team to work together on a silly task. For example, ask participants to form the letters CHOW using their bodies. Reinforce the positive communication and teamwork demonstrated.

**D. Teamwork Quotes**

Sometimes a visual reminder of what it takes to work together offers new insight and perspective. Consider posting quotes or pictures on the wall where the CHOW team meets and works, or offer time for reflection in the CHOW Parent Log, or share quotes. Include quotes or wisdom shared by families from different languages and cultural traditions.

**Sample Quotes**

- ◆ There is no "I" in "TEAMWORK".
- ◆ A successful team is a group of many hands but of one mind.
- ◆ A job worth doing is worth doing together.
- ◆ Teamwork: Simply stated, it is less me and more we.
- ◆ None of us is as smart as all of us.
- ◆ TEAM = Together Everyone Achieves More
- ◆ It is amazing how much you can accomplish when it doesn't matter who gets the credit.
- ◆ Teamwork is working together — even when apart.

# CHOW: Messages That Matter

CHOW team members decide how to share the Key Messages, as well as other health messages they want to share. Encourage the CHOW team to choose messages they think will have a positive impact on families. Team members are the decision makers and creators of the project. Staff mentor the CHOW team as they choose messages and how to share them.

There are a variety of ways teams can share these messages. The list below provides some activity choices. Your team may have other ideas. As a team, determine what kind of materials and message review process works best.



## A. Gallery of Materials

The CHOW team reviews a variety of nutrition and physical activity messages in fliers, parent handouts, and other health and nutrition resources. The materials reviewed should be family-friendly materials. The CHOW staff assists in gathering materials. Parents can bring in things they have collected from sources such as WIC, parent education groups, magazines, etc.

**Too much information can be overwhelming.  
Keep it simple, and allow team members to be the  
consumers.**

Invite team members to look over nutrition handouts as a group. Ask them to:

- Identify the key message.
- Talk about how families might receive that message.
- Encourage families to critically analyze the messages for clarity, usefulness and tone.
- Ask team members to select a few materials they are interested in taking home to review before the next CHOW team meeting. (See Materials Review cards on p. 25).

**B. Pictures are Worth a Thousand Words**

Images share messages. Ask team members to look at images to determine what best supports families in building positive health practices. For example, does the common logo of a fruit and vegetable basket have meaning for families? Does it communicate the 5-A-Day message well? Team members who are non-readers can also participate in determining appropriate messages by exploring images and symbols.

**C. Behavior Change**

An important part of the CHOW project is to encourage families to maintain or build on positive health practices. It also nudges families to think about new options, try new things, and judge the merits of the change for themselves.

Consider sharing the Behavior Change Model (see page 4) with your team by sharing a personal story that is comfortable. The behavior change model and process can encourage team creativity in developing strategies to support families in the different stages of behavior change.

**D. Surveying**

Team members can send their favorite messages out to other families for input. Advertisers do this when they work on selling a new product. First, determine the potential audience. Then, try out the ideas on that audience. Finally, ask for feedback from the audience.

Option: In a short time frame, team members might talk to three other parents to get their feedback on messages.

**E. Sticker Voting**

After the team has proposed nutrition and health messages to relay to families in their community, help them prioritize by dot voting.

Give each team member 3-5 stickers. Encourage them to select 2-3 key messages for this project, keeping in mind that they can communicate other messages in the future. Team members use their stickers to choose their top choices of messages.



**F. Encouragement is Worth a Thousand Words**

Lead team members in discussing what helps them when they try something new. This activity can help keep the CHOW project strength-based. Ask for a volunteer. Sit down next to the volunteer and show her a plate of unfamiliar food. Encourage the volunteer to try the food, using a variety of approaches:

“You should eat this. The research says it’s good for you.”

“Taste this, or you can’t go to the movies this week.”

“Here, taste this!” (Hold spoon near her face.)

“It’s not as bad as you think.”

“Let me know what you think.”

“I was feeling adventurous today and was wondering if you were, too?”

“Let me know if you think this would taste better with bread or some carrots and celery.”

“It doesn’t look like you are feeling adventurous today. I bet you have found some other healthy snack that is yummy.”

Afterwards, ask team members to talk about the different approaches to encouraging the volunteer to try the food. What worked? What didn’t work? What felt respectful? What felt intimidating, or frightening?

**G. What’s Our Jingle?**

Write the definition of jingle on an easel.



***Jin-gle: a catchy tune or verse, usually one that is played repeatedly to advertise something.***

As a group, think of (or sing) popular jingles on the radio or television.

Invite team members to create their own “jingle” for their project. One program decided that they wanted to catch the attention of families.

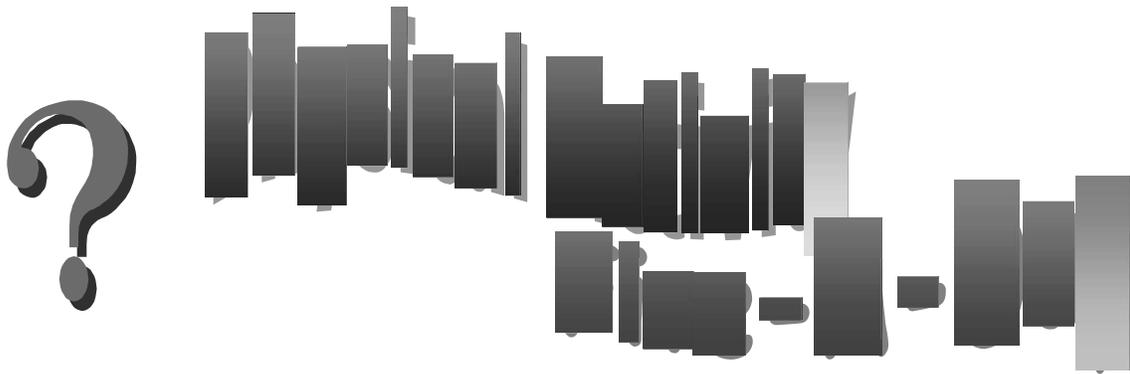
They used the caption “Broccoli for Breakfast!” along with funny drawings of broccoli trees next to healthy muffins on a beach. Parents had great fun putting together their cookbook project with humor!

## H. Searching the Electronic World

Offer computer time, assisting team members as they search for interesting materials available on line. Some websites to explore:

- Food Stamp Nutrition Connection  
<http://www.nal.usda.gov/fnic/foodstamp/index.html>
- Eat Smart. Play Hard.  
<http://www.fns.usda.gov/eatsmartplayhard/>
- WIC Works Resource System  
<http://www.nal.usda.gov/wicworks/Topics/index.html>
- Team Nutrition  
<http://www.fns.usda.gov/tn/team.html>
- Nutrition Education for New Americans  
<http://monarch.gsu.edu/multiculturalhealth>
- American Heart Association  
<http://americanheart.org/presenter.jhtml?identifier=1200000>
- Dole 5 A Day  
[http://dole5aday.com/Media/M\\_Home.jsp](http://dole5aday.com/Media/M_Home.jsp)
- Action for Healthy Kids  
<http://www.actionforhealthykids.org/>
- Fit and Active Kids  
<http://fitness.gov>
- California Five a Day  
<http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday/default.htm>

<p style="text-align: center;"><b><u>Materials Review</u></b></p> <p>Name of handout or article: Name of Reviewer:</p> <p>Nutrition or health message:</p> <p>What I like about the message:</p> <p>The message could be improved by. . . . .</p> <p>Overall rating: 1      2      3      4      5  <span style="margin-left: 40px;">Poor</span> <span style="margin-right: 40px;">Excellent</span></p>	<p style="text-align: center;"><b><u>Materials Review</u></b></p> <p>Name of handout or article: Name of Reviewer:</p> <p>Nutrition or health message:</p> <p>What I like about the message:</p> <p>The message could be improved by. . . . .</p> <p>Overall rating: 1      2      3      4      5  <span style="margin-left: 40px;">Poor</span> <span style="margin-right: 40px;">Excellent</span></p>
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## Additional Messages

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

## Who? What?

# CHOW: Motivational Ideas

Keeping energy and interest high in the project is an important task of both staff and the CHOW team. Previous CHOW teams have shared a variety of suggestions about ways to do just that. Their ideas are listed below.

Motivational Idea	Description
<p><b>Instant Incentives</b> (Directly tie the incentive to the key messages for a fun way to help make the lesson stick!)</p> 	<p>Teams can use incentive items to encourage each other and families in building healthy and active lifestyles. For example:</p> <ul style="list-style-type: none"> <li>• Families sharing ideas, recipes, artwork, pictures, healthy cooking tips, etc., receive an incentive item.</li> <li>• Team members earn incentive items for tasks they complete working on the project.</li> </ul> <p>Check out this link for incentive item ideas at: <a href="http://www.pbhcatalog.com/acatalog/Promotional_Items.html">http://www.pbhcatalog.com/acatalog/Promotional_Items.html</a></p>
<p><b>Family Favorites</b></p>	<p>Families can alter favorite recipes in some way to make them healthier, or suggest fun and safe places for physical activity in their community. Each suggestion earns an incentive. A simple example might include:</p> <p><i>Mac-n-Cheese Delite</i> Include browned, seasoned ground turkey for low-fat meat. Add steamed broccoli. Offer lemon-water instead of soda. Take a 15-minute walk together after dinner.</p>
<p><b>Keep It Simple</b></p>	<p>Teams report that their ideas are sometimes bigger than the project budget, time, and person-power. Keep projects realistic and simple – this goes a long way towards maintaining energy and enthusiasm.</p>
<p><b>Linking With Other Projects</b></p>	<p>Try linking team members with other family events to:</p> <ul style="list-style-type: none"> <li>• Recruit team members.</li> <li>• Gather input on the project.</li> <li>• Present the final product in your community.</li> </ul>
<p><b>Peer Education Throughout</b></p>	<p>Peer education doesn't have to happen at the end of the project. Some teams report offering peer education to other families and at community events throughout the project year. Sharing what they have learned and what they are doing to new audiences throughout helps keep inspiration alive.</p>
<p><b>Past and Present Teams</b></p>	<p>Invite past CHOW team members to return and help mentor the new CHOW team – don't let all their valuable experience go to waste!</p>

# CHOW Project Planning Tool



## Questions to Consider

1. What will be in our project?  
(Recipes, nutrition ideas, physical activity options, artwork, photopgraphs?)
2. What additional key messages will we share beyond 5-a-day and physical activity?
3. How will we involve families and community members in the project?
4. In what ways do we want to share nutrition and physical activity information?  
(Peer education efforts)
5. How do we envision sharing the final project with other families? (Community gatherings, classroom distribution?)

Tasks/Jobs	Who?	When?	Resources Needed	Done

## Stage 3: Project Building

During Stage 3, the team builds the project. This involves gathering all the parts of the project (recipes, artwork, pictures, key messages), integrating nutrition messages, developing a plan for design and layout, and getting organized for the production. Staff supports the parent directed effort through encouragement, troubleshooting, and program support.

### Suggested Timeline: Three Months

#### Staff Activities

- ❖ Encourage parents as they work, help keep them focused on Action Plan.
- ❖ Facilitate meetings and frequent check-ins.
- ❖ Provide program support as needed (computer usage, copy machines, food for demonstrations).
- ❖ Monitor and guide budget for project. Assist with purchases (food demonstration items, motivational items).
- ❖ Finalize printing arrangements.

**ROLE:** Facilitator or “Guide by the Side”

#### Parent Activities

- ❖ Gather and organize recipes, artwork, pictures, quotes, physical activity ideas, and nutrition messages from families in the program.
- ❖ Provide fun nutrition information for families.
- ❖ Design and organize project, including layout and art.
- ❖ Develop plan for printing and distribution of cookbook.

**Note:** *Plan time for any translations you will need!*

## Stage 4: Community Sharing

The final activity is sharing the CHOW project in the broader community. CHOW teams use their leadership skills, knowledge about health and nutrition, and communication skills to promote positive health practices with the families they work with. The CHOW team decides whether to do group or individual “teach-backs”, taste-testing booths, “meet and greet” group events, classroom visits, or a combination of the above.

### Suggested Timeline: 2-4 Weeks

#### Staff Activities

- ❖ Assist in arranging for project distribution.
- ❖ Work with team on “teachback” activities, presentations, or other peer education options.
- ❖ Gather feedback from tema members, staff, community members and parents on the project. How did it go?
- ❖ Provide input on future parent empowerment activities.

**ROLE:** Facilitator or “Guide by the Side”

#### Parent Activities

- ❖ Plan strategies for sharing nutrition and health messages.
- ❖ Participate in sharing CHOW project with other families.
- ❖ Reflect on personal growth -- participate in feedback and evaluation process.

# Some Final Thoughts

CHOW works best when offered to families as a partnership. Family health happens in many ways – no one way is the only right way. By offering families time to connect with each other and other families, nutrition and health messages offer are more likely to be heard.

## ***Principles of Family Support***

Adapted from Family Support America 1998

We all work together in relationships based on equality and respect.

Our work enhances families' capacity to support the growth and development of all family members.

We recognize each individual as a resource to their family members, to other families, to programs, and to communities.

Our work affirms and strengthens cultural, racial, and linguistic identities, and enhances our ability to function in a multicultural society.

Our work is embedded in the community and contributes to the community building process.

We advocate with families for services and systems that are fair, responsive, and accountable to those we serve.

We work with families to mobilize formal and informal resources to support family development.

Our work is flexible and continually responsive to emerging family and community issues.

We model principles of family support in all our work including planning, governance, and administration.



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