

# Innovative Health Education Methods

## APHA Session: Technology-Based Approaches in Health Promotion

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Purpose: Use Innovative Health Education Methods to Effectively Encourage Youth to Adopt Healthy Behaviors Related to Nutrition and Physical Activity

- Interdisciplinary health education curriculum
- Interactive video or computer games
- Youth-developed messaging, and/or
- Popular media programming

# Innovate Today for a Healthier Future

Lofty Goal: Reduce the epidemic of childhood obesity

Focus: Collaboration, innovation and bridging gaps in current approaches to improve diet and increase exercise

## Project Approach:

- Review of programs and interventions
- Convene a workshop to connect sectors and disciplines to:
  - Gain multidisciplinary insight
  - Learn about today's youth
  - Explore youths' relationship with media and technology
  - Identify innovative themes, methods and approaches
  - Overcome environmental and structural barriers for disseminating programs
- Solicit student feedback

**“There is no silver bullet and we have to attack from all facets.”**

**“Media professionals need to help the public understand the urgency of this issue.”**

# About Today's Youth

**Children: 14.5% of our nation (20 million tweens); 100% of our future**

- Less than a third of youth met physical activity recommendation levels
  - Time spent by youth in physical activity decreased by 42% (1991) to 28% (2003)
- Most youth are not meeting *Dietary Guidelines* recommendations:
  - 72% exceeding fat intake
  - Only 22% eating 5 servings fruits & veggies

#### **From the past –**

In 1976–1980, only 6% of children ages 6–17 were overweight. Now, that number has increased to 17% (AOA, 2005).

#### **To the present –**

22.8% of African American girls are overweight compared to 13.1% of Caucasian girls (Action for Healthy Kids, 2005).

#### **Into the future –**

It is estimated that more than 75% of overweight adolescents will remain overweight into adulthood (HHS, 2000).

**“Today’s youth are considered the most inactive generation in history...”**

(AOA, 2005)

# Why 8-13 Year Olds—So Called Tweens?

- Curious and anxious to learn
- Concrete to abstract thinking
- Adapters and adopters
- New skills
- Testing the waters

|                                  |                        |
|----------------------------------|------------------------|
| <b>Y<br/>O<br/>U<br/>T<br/>H</b> | <b>NEVER</b>           |
|                                  | Used a rotary phone    |
|                                  | Typed on a typewriter  |
|                                  | Needed a TV antenna    |
|                                  | Rolled up a car window |
|                                  | Played a "record"      |
| <b>T<br/>O<br/>D<br/>A<br/>Y</b> | <b>ACTIVELY</b>        |
|                                  | Surf the Web           |
|                                  | Send emails            |
|                                  | Use cell phones        |
|                                  | Watch DVDs             |
|                                  | IM friends             |

| Kids (5–8)   | Tweens (9–12)   | Teens (13–18)  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Family centered</li> <li>● Limited life experiences</li> <li>● Excessive physical activity</li> <li>● Fantasy play</li> <li>● Limited verbal abilities</li> </ul> | <ul style="list-style-type: none"> <li>● Social interaction increasingly important</li> <li>● More activities outside home</li> <li>● Greater peer influence</li> <li>● Improved verbal expression</li> <li>● Bridging gap between childhood comfort and teen independence</li> </ul> | <ul style="list-style-type: none"> <li>● Passionate special interests</li> <li>● Desire to excel</li> <li>● Self-identity issues</li> <li>● Image among peers is critical</li> </ul> |

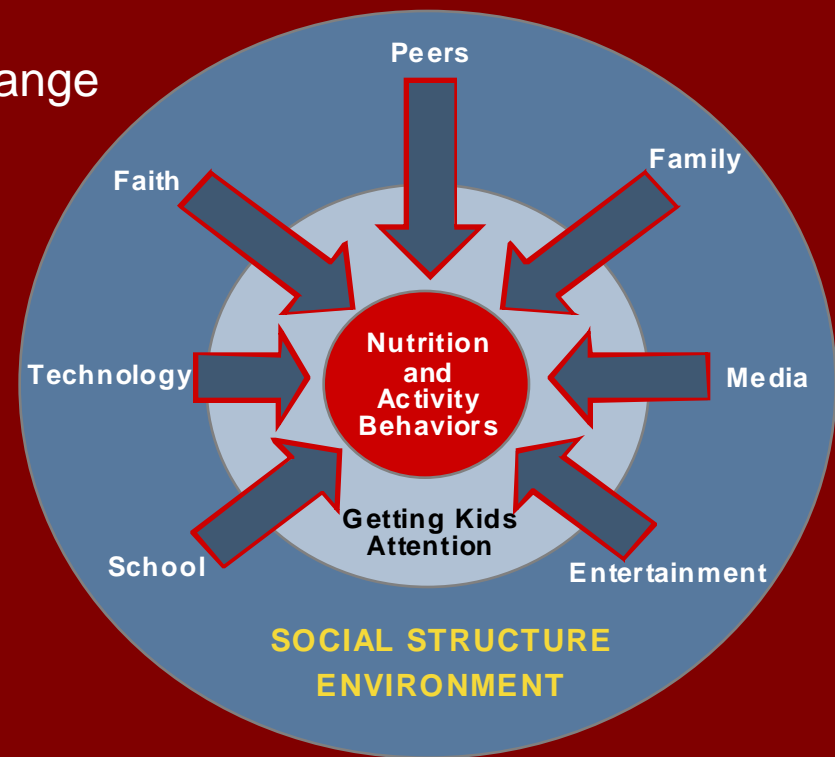
Source: C&R Research

# Health Education: @home @school @play @com

## Easy and Fun Innovations

### The Workshop

- One goal: many perspectives and realities
- Create a healthy, interactive exchange
- Use a conceptual model to frame discussion
- Explore a variety of strategies for targeting and influencing youth:
  - Getting their Attention
  - Keeping it Cool
  - Making it Happen
- What's next?



# Technology. It's personal ; )

- Defines us
- Self-expression
- Convenience
- Communication



# Kids and Technology

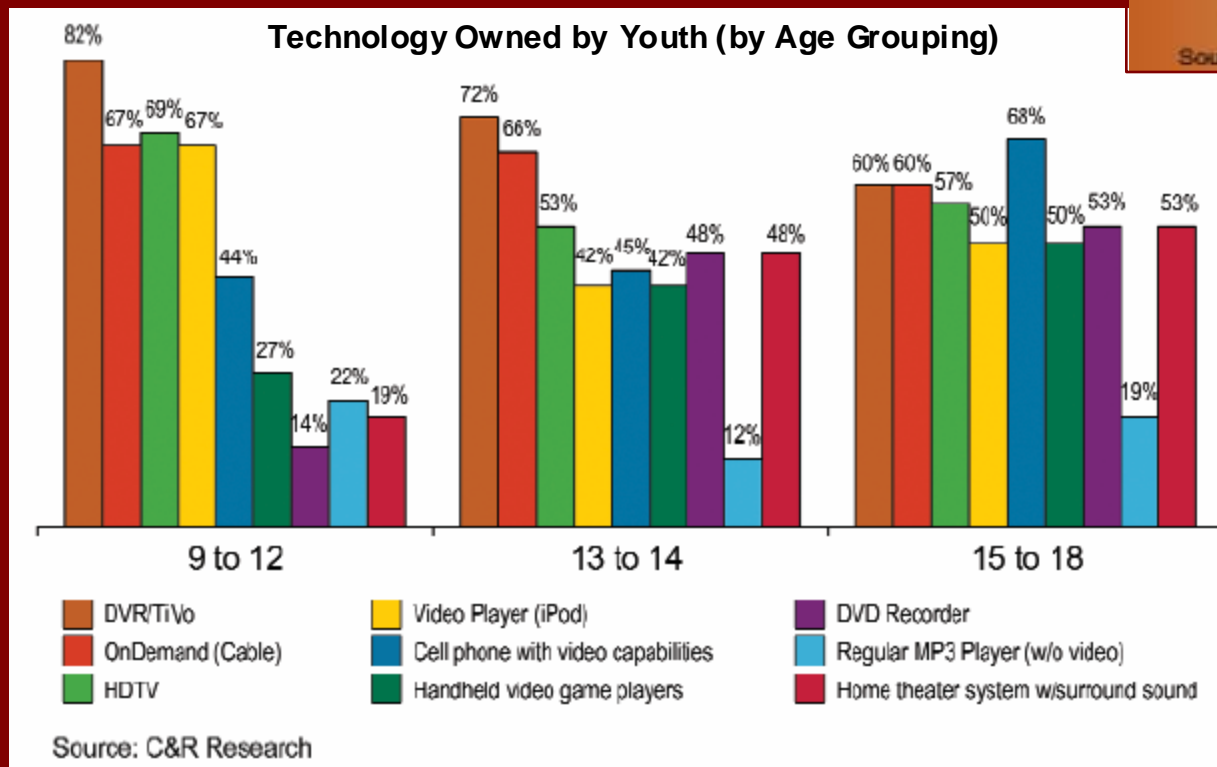
## Key Considerations:

- Kids are “consumers in charge”
- TV watchers and Internet surfers
- Multi-taskers—interact in personally-created networks; across media
- They want what’s current, authentic, relevant...and fun!
- Radio remains very important; TV widely consumed

## The Right Message Requires The Right Medium

- Youth are technologically savvy—they have grown up with technology.
- In the past 5–10 years, digital media, computers, cell phones, and MP3 players have infringed on the dominance of TV.
- Young people are adept at multi-tasking, so messages should penetrate from multiple sources.

Source: MindShare

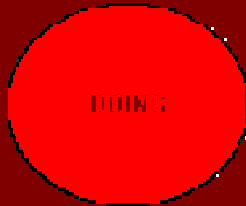




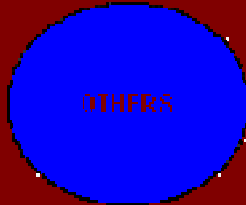
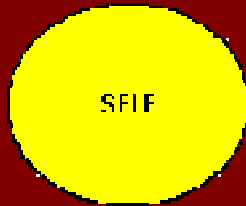
# Themes of Behavior Theories

- How do They Learn?
- Themes of Behavioral Theories
- Essentials of Health Education Approaches

EXPERIENCE OF:



DIALOGUE WITH:



- Social learning theory
  - Peer norms
  - Learning by observation
  - Self efficacy
- Elaboration likelihood model
  - Cognitive and affective routes

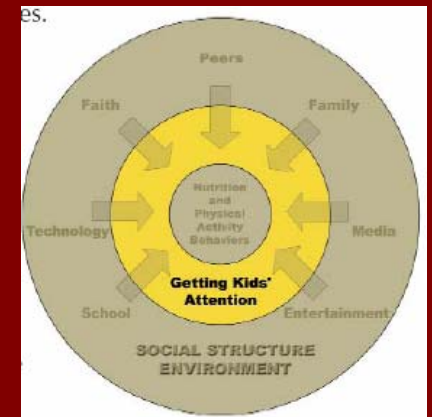
# Getting Kids' Attention

## Highlights:

- See their own ethnicity in media
- Characters that “speak” to them, must be fun
- Humor is a key driver of appeal
- Kids need to feel respected
- It’s harder to “wow” today’s kids

**“Kids are not afraid of information with evidence of integrity.”**

**“Young people want to learn, and that too much packaging can seem disingenuous.”**

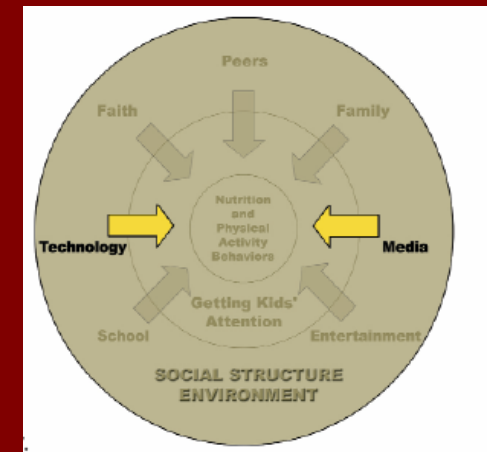
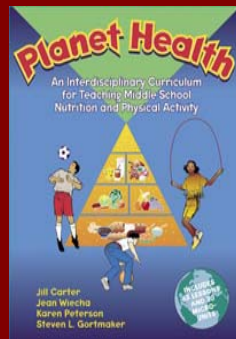


## Considerations:

- Hip and Fun: Adults = Kids (Test!)
- Honest and authentic
- “Must be” - fun, cool and memorable
- Keep pace with tools available
- Package information so kids will be more receptive
- Don’t lose sight of facts and message
- Involve parents

# Keeping It Cool

## Featured Programs:



## Considerations:

- Capitalize on existing “cool” technology
- Communities should design and incorporate activities that are culturally appropriate
- Bring kids into the development process
- Multifaceted approach is essential
- Be open to nontraditional games and environments
- TV is effective for broad reach
- Sustaining high-tech programs can be challenging/costly
- Evaluation is problematic

**“We are immigrants to tech society and have to use other technology to our advantage, like DDR.”**

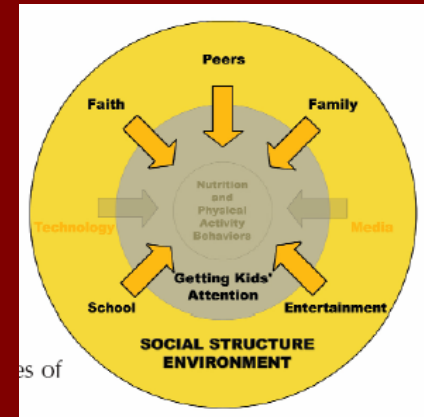
# Making It Real

## Highlights:

- Make it real
- Use a “hands on” approach
- Include “instant gratification”
- Use cross-curricular instruction

**“We must create a holistic approach that takes into account all the spheres of influence in a child’s life.”**

**“Funders only want scientific evaluations—we can’t have controlled factors that scientists are used to...”**



## Considerations:

- Funding is always a potential barrier
- Evaluation requirements cause trade-offs
- Tension between real-life replication and fidelity to the original program
- School budget constraints pose barrier to replicating effective programs
- Programs with popular technology may pose security issues in communities

# Thinking Together



**“I thought the workshop was valuable, particularly having different professional perspectives coming together.”**

## @ The End of the Day

- **Up-to-Date** - keep technology and media channels current and refresh with demand
- **Expertise** – developing new innovations requires multi-disciplinary collaboration
- **Fun** – make health programs fun and informative
- **Cool** – define hip and cool by kids' reality
- **Access** – achieve greater availability and use of effective programs
- **Reality** – balance the integrity of proven programs with real-life community implementation
- **Success** – implementation takes precedence over evaluation of programs
- **Turnkey** – package programs for broader populations

# Now...Let's Hear from Kids

## DDR:

A “video game first,” “dancing” versus “exercise”

Anyone can learn – transcends age/gender

Engaging and non-intimidating – not much to “getting it”

Helps you improve in other sports

Like the discovery of new elements (songs, dance patterns)

New releases – continued to challenge them

## Game On:

More “social” than video games

Playing games with your friends

Lots of varied games (obstacle courses, flag football, jump rope)

You can learn about (healthy) “stuff” –e.g., Food Pyramid

Add more activities and include kids from other schools

Create more awareness—Involve parents and churches...

**“After you play, you feel pumped.”**

**“People don’t do it in place of exercise, but it is really like exercise.”**

**“It can really get your heart and breathing rate up.”**

**“Exercise can be fun, not boring.”**

**“You don’t have to choose healthy food all the time, but once in a while won’t hurt.”**

# Moving Forward

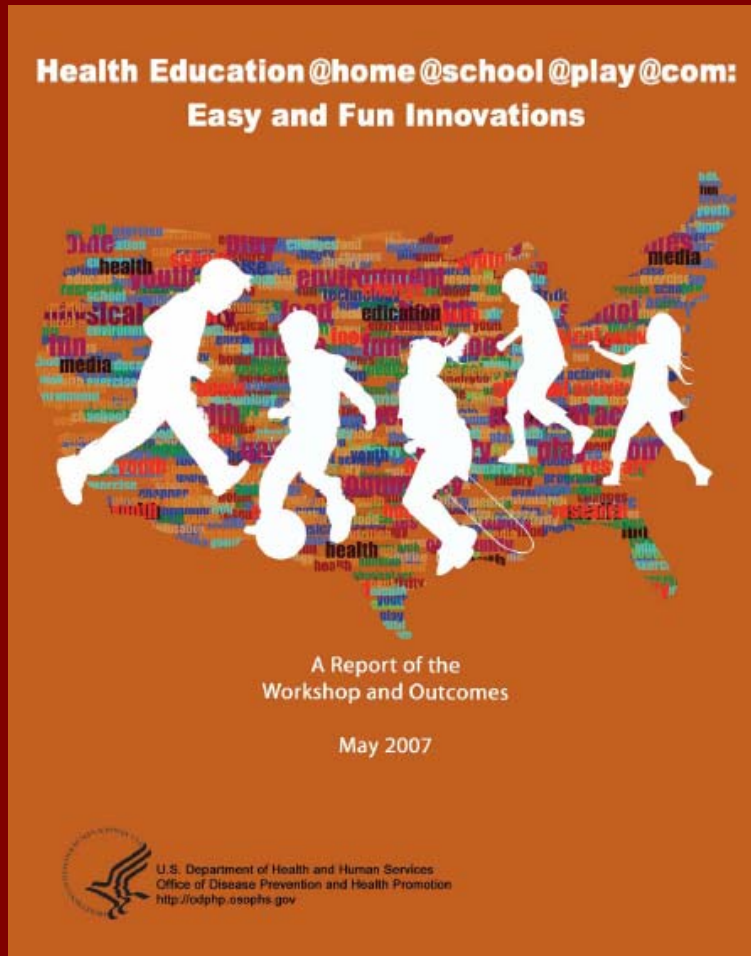
**Take a unified and technological leap in the way we reach and educate our children, in hope of securing a brighter future for all of them.**



- Expand our circles to learn from others unlike ourselves
- Never underestimate the importance of fun
- Understand and talk to youth, our consumers
- Integrate the tools that have appeal and keep them fresh
- Remember youth culture is dynamic and our programs must be as well.



# Health Education @home @school @play @com: Easy and Fun Innovations



- **Lifestyles and Learning Preferences**
  - Jacqueline Lane, C&R Research
  - Andrea Gielen, Johns-Hopkins Bloomberg School of Public Health
- **Use of Media and Technology**
  - Debbie Solomon, Mindshare Worldwide
  - Marsha Williams, Nickelodeon
  - Craig Yoe, Yoe Studios
- **Featured Program Representatives for:**
  - Planet Health
  - CATCH
  - Dance Dance Revolution
  - Healthy Children Healthy Futures
  - Game On
- **Guest Teachers from Rachel Middle School**
- **LA's Best: Carla Sanger**
- **Students from Rachel Middle School (VA) and Tree of Life Community Public Charter School (DC)**

# Thanks!



Workshop Participants and Presenters, and Students

## Project Team

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