

EDUCATING CHILDREN IN MISSISSIPPI BY
PROMOTING A BETTER DIET

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EDUCATING CHILDREN IN MISSISSIPPI BY
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“A teacher affects eternity; he can never tell where his influence stops.” –

Henry Brooks Adams

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CHAPTER I

INTRODUCTION

Eating Habits of Children

Children are our future. With the direction their eating habits are headed, their future is not looking bright. According to James Marks, a senior vice president for the Robert Wood Johnson Foundation and Margo Wootan, Director of Nutrition Policy for the Center of Science in the Public Interest, “the eating habits of school-aged children have significantly declined over the past three decades” (Hellmich, 2012). Nutritionists might ask why or what has caused the change. There has been an increase in the consumption of fast foods, soft drinks, and foods high in saturated fat. If their eating habits change, their study habits could change as well. They would be more alert and ready to learn with a proper diet. This may also increase engagement in after-school activities such as football, band, track, basketball, etc. and in turn, improve their performance in the classroom.

Effects of Poor Eating on Children

“Government statistics show that one-third of children and teens are overweight and obese” (Hellmich, 2012). Several reasons for this increase is linked to changes in the eating habits of children at schools, homes, and social environments. Compared to national averages, Mississippians consume low amounts of fruits, vegetables, and very

high amounts of sodas. One of the reasons for the low consumption of fruits and vegetables may be limited knowledge about the amounts needed to promote good health (Center for Mississippi Health Policy, 2012, p. 33). Nearly 70% of school age children consume less than two servings of fruit each day. School age children are most likely to have inadequate intakes of calcium, vitamin A, vitamin E, zinc, and magnesium (ORA, 2011, para. 15). Recent studies indicate that well-nourished students are better students, while poorly nourished students perform less well academically and score lower on standardized tests. A study in the *Journal of the American Medical Association* found that severely overweight children and adolescents were four times more likely than their healthy counterparts to report “impaired school functioning” (The Center for Ecoliteracy, p. 12). Children are making poor eating choices due to their surroundings. Because of the increased consumption in high calorie food and the lack of nutritious fruits and vegetables, the future of Mississippi is getting larger, not just in terms of pounds, but in health care spending due to childhood obesity.

Mississippi Childhood Obesity

For the sixth consecutive year, Mississippi was ranked as the most obese state in the nation (CalorieLab, Inc., 2011, para. 3). Forty percent of Mississippi children are overweight or obese (MS Office of Healthy Schools, 2009, p. 4). As obesity becomes an ever-growing problem in children, understanding a child's eating habits, and proper nutrition has become more important now than ever. The Mississippi Healthy Students Act report in 2011 showed that parents fail to recognize obesity in their own children, with only 14% saying they would describe their child as overweight and a mere 1% saying they would describe their child as obese (Center for Mississippi Health Policy,

2011, p. 11). Regardless of their body mass index (BMI), the standard American diet is taking its toll on lung function and creating earlier metabolic abnormalities that may set the stage for asthma, obesity, diabetes, and other chronic diseases (Ferrerri, 2010).

Because of the significant consequences of obesity, including, but not limited to, higher risk of heart disease, high blood pressure, type 2 diabetes, stroke, and depression, this situation is of great concern. What is one action we can take toward solving the obesity problem? Start addressing the obesity problem early in public elementary schools and expand to middle schools. Start in the setting where children are learning. “Schools are the natural place to start because children spend a lot of time there” (Hellmich, 2012).

Childhood obesity, as it relates to more than just health care, needs to have a continued focus from policy makers and schools in general, making this a crucial moment for Mississippi school children. Young children with poor nutrition are also at greater risk for developmental delays. Children's Health Watch notes that children may experience delays in cognitive development, speech, and motor skills. In addition, The Dairy Council of California notes that children with poor diet often have difficulty concentrating in school, and often experience anxiety and lethargy that disrupts their learning. In the long run, poor nutrition contributes to poor academic performance, behavioral problems and failure in school (Bowles, 2011, para. 4).

Promoting Healthy Eating at Schools in Mississippi

In 2010, a significantly higher percentage of schools (69.6% compared to 58% in 2009) had no plans to promote healthy eating in their lunch or breakfast programs (Center for Mississippi Health Policy, 2011, p. 17). Basically, two out of every three Mississippi schools do not have a plan to improve the diet of school age children.

This thesis and visual research project establishes a plan to promote a brand identity for healthy eating choices for Mississippi school age children. A habit of eating healthy would help improve children's health, their ability to learn, and change their world. The Mississippi State Board of Education policy strongly encourages schools to promote nutritious eating and healthy lifestyles to students, parents, teachers, administrators, and the community. Principals report that there has been a steep decline in the percentage of schools where students receive nutrition education as a component of health education (Center for Mississippi Health Policy, 2012, p. 18).

Our children are the future. Because of the direction their eating habits are going, their future is not looking bright. If Mississippi wants to be known for something other than being the most "obese" state, changes must be made. Statistics have shown that children are not getting essential vitamins and nutrients. In order to grow and sustain healthy lifestyles, this must change.

CHAPTER II

PRELIMINARY RESEARCH

Statistics of School Meals

Popular foods that children are served in Mississippi public schools include french fries and chicken strips. Most people would agree these are not very healthy options. The Starkville School District reported french fries are served 180 days per school year (Center for Mississippi Health Policy, 2011, p. 21). In the 2010–11 school year, the Mississippi State Board of Education made several regulatory changes. The changes clarified requirements for serving dark green and orange vegetables, increased whole grain foods to at least one serving three days a week, and reduced milk fat content to 1% (Center for Mississippi Health Policy, 2011, p. 8). In addition, these new nutritional standards call for schools to offer at least one fresh fruit or vegetable to students each day (Center for Mississippi Health Policy, 2011, p. 16). Prior to the Mississippi State Board of Education’s regulatory changes, there were no real guideline requirements for what was served in schools. Since these changes, the percentages of schools that served whole grain foods on a daily basis have increased from 22% to 36%. Additionally, the percentage of schools serving three different fruits and five different vegetables weekly has remained high.

In 2010, 77% of parents surveyed said their child ate a school-prepared lunch every day in Mississippi's public schools (Center for Mississippi Health Policy, 2011, p. 14). A typical day of eating in a Mississippi public school would involve breakfast, break time snack, and lunch. A study conducted by the Center for Mississippi Health Policy in the 2008–09 school year, shows that Mississippi's School Lunch Program served 404,694 students a total of 68,147,157 lunches. With this many meals being served each school year, there is a significant opportunity to affect children's health directly in the schools.

Under the schools vending regulations that were phased in over a two-year period, beginning with the 2008-2009 school year, soft drinks are no longer to be sold to students in Mississippi during the school day. The only beverages that can be sold include bottled water, low-fat or non-fat milk, and 100% fruit juices. Standards for snack items vary by the type of snack product available. The regulations cover all foods offered through vending machines, student stores, snack bars, fundraisers, and other sales available to students (Center for Mississippi Health Policy, 2011, p. 17-18). Greater decline in obesity is likely when the government implements rules for foods such as candy, chips, and sodas sold in schools. Wooten says those should be released later this year and go into effect in two years or so. That is when we will see a bigger impact (Hellmich, 2012).

Statistics of School Nutrition

The USDA's Healthy Eating Index reflects the intake of 12 dietary components. These components are part of a well balanced diet. The USDA regards a score of at least 80 out of 100 points as indicative of a healthy diet. As stated by the USDA, the average U.S. child scores 55.9, far below what is needed to be considered healthy. Mississippi

schools are lagging in categories related to greater awareness of nutrition among school and community audiences. Currently, a representative from the Mississippi State Food & Nutrition Program visits schools once a semester to discuss nutrition and the benefits of eating healthy foods with students. Can a child be properly educated about healthy eating in just two visits a year? Elementary school teachers, in a U.S. Department of Education study, spent an average of just 13 hours a year on nutrition education; that's far less than the 50 hours recommended as the minimum necessary to facilitate behavioral change (The Center for Ecoliteracy, p. 22).

Statistics of Advertising to Children/Branding

Children ages 8–12 see an average of more than 7,600 food ads in a year (Kaiser Family Foundation, 2010, p. 6). The food and beverage industry spends approximately \$2 billion per year marketing to children (Story, 2011, p. 61). In 2009, 86% of food and beverage ads viewed by children featured products high in saturated fat, sugar, or sodium (Powell, Schermbeck, Szczypka, Chaloupka, & Braunschweig, 2010, pp. 2 – 3).

Advertisers know that the earlier a child learns about a brand, the more likely they will be to buy it later. John Alm, President and Chief Operating Officer of Coca-Cola Enterprises once said, “The school system is where you build brand loyalty.” Children under seven years old cannot tell the difference between advertising and entertainment (Knorr, 2010, para. 7). “We’re relying on the kid to pester the mom to buy the product, rather than going straight to the mom,” said Barbara A. Martino, G Whiz Inc., Chief Executive Officer. Marion Nestle, New York University’s Professor of Nutrition, Food Studies, and Public Health, says that for the food industry, “What you really want to do is

convince kids that they have their own special foods, in special packages with special colors and design... and not eat adult food regardless of the quality of the food”.

A 2010 Yale University study found that “children significantly preferred the taste of foods that had popular cartoon characters on the packaging, compared with the same foods without characters” (Kalafa, 2011, p. 3). Creating a brand that is designed to improve healthy eating decisions in schools could have a positive impact on the choices children make in the cafeteria, children’s overall health, academic performance, the environment, and community at large. The objective of this research project is to identify with school age children by implementing an updated brand identity that communicates the message and has an impact with lasting effects. Brand marketing for healthy foods must begin with children.

Target Audience

The target audience will be elementary public schools in Mississippi for grades K–5. The target audience was chosen because it is particularly important during the early years of life when key physical and cognitive development takes place. Students at this age (5–12) enjoy working together toward a goal, which ends with an appealing reward. Additionally, teachers and administrators are included in the target audience, as these mentors have a vested interest in a ‘healthier child’.

Dr. Joycelyn Elders, the former U.S. Surgeon General, is quoted as saying: “You can not educate a child who is not healthy and you can not keep a child healthy who is not educated” (Nemours, 2009, para. 1). It is clear that good nutrition during childhood leads to physical growth and increased alertness, enthusiasm, and learning. According to the United States Department of Agriculture (USDA), the average American child has a

significantly damaging diet, and therefore has poor nutrition, and lacks a well-balanced diet that is essential for children to lead thriving, productive lives. Typically, school age children consume a diet packed with sugar and processed foods that have too few vitamins and nutrients. This means their brains are slow to develop to optimal levels. A well-balanced diet for a school age child would include dark green and orange vegetables, whole grain foods, reduced fat milk, and fruit to give them nutrients and vitamins.

Food Pyramid

A commonly used icon on food packaging was the Food Pyramid (FP). The development of the FP has a unique history.

1894 – First dietary recommendations were published by the USDA.

1916 – First food guide, called *Food for Young Children*, Caroline Hunt.

1941 – Franklin D. Roosevelt – *Recommended Dietary Allowances*, specified caloric intake as well as essential nutrients.

1943 – USDA announced the “Basic Seven” to help deal with food shortages during World War II (see Illustration A, p. 34).

1956 – Due to the complexity of the “Basic Seven”, the “Basic Four” was used for the next 20 years. Serving size recommendations were also added (see Illustration B, p. 34).

1979 – There was a “Select Committee on Nutrition and Human Needs” with a goal of wiping out hunger and malnutrition in the U.S. The Daily Food Guide was introduced (see Illustration C, p. 35).

1984 – USDA partnered with Health and Human Services to issue the “Dietary Guidelines for Americans and the Food Wheel”. These guidelines describe a healthy diet and are updated every five years (see Illustration D, p. 35).

1992 – The “Dietary Guidelines for Americans” eventually became the USDA Food Pyramid. It includes the five food groups stacked in the shape of a pyramid, with the number of recommended servings for each group a person should eat in a day (see Illustration E, p. 36).

2005 – The USDA revised the appearance of the pyramid. The new icon expanded the number of food groups to six. A person walking up steps was incorporated on the side of the pyramid to emphasize the need for exercise (see Illustration F, p. 36).

“The food pyramid has been described by many as difficult to understand and as the obesity rates would suggest, has gone largely unheeded by many,” said Martin Binks, Clinical Director of Binks Behavioral Health in Durham, N.C. After 20 years, the FP was retired and replaced with My Plate food guide icon.

My Plate

The document “Dietary Guidelines for Americans” is still in effect. In 2011, the My Plate (MP) icon was introduced as a visual brand (see Illustration A p. 37). The US Surgeon General, Regina Benjamin, stated that the goal of the new food icon is to provide clear and simple information to guide American people to make healthier food choices (USDA, 2011, para. 5). The MP icon represents a plate that is divided into five sections: ample amounts of fruits and veggies along with whole grains and lean protein, and a small serving of low-fat dairy. Based on the portion size and color, the icon acts as

a guide for portion control and shows what types of food should be consumed.

According to the MP Style Guide and Conditions of Use, the MP icon is available in five placemat frame color variations to provide flexibility of placement against backgrounds for the best contrast. A white or black key line, depending on the color format, also surrounds the placemat frame for additional contrast. The placemat frame must always appear as part of the icon using one of the following bright colors: green, yellow, blue, magenta, and white (see Illustration B p. 37).

Kids Eat Right

In 2010, The Academy of Nutrition and Dietetic (formerly the American Dietetic Association) founded the brand Kids Eat Right (KER), (see Illustration p. 38). The website, kidseatright.org, provides resources for parents on health and nutrition information for children. Parents can find ideas on smarter ways to shop for food, recipes for healthy meals, and healthy eating options while at home or dining out. KER was introduced to concentrate on the following purposes: to educate by providing valuable information on food choices, support growth and development through nutrition, and display food and nutrition specified by medical experts.

Graphic Design

Graphic design is the art and profession of selecting and arranging visual elements—such as typography, images, symbols, and colors—to convey a message to an audience. Sometimes graphic design is referred to as “visual communication.” It is a collaborative discipline: writers produce words and photographers and illustrators create images that the designer incorporates into a complete visual message (Merriam-Webster, 2012). Graphic design is all around us. Everywhere you look graphic design has had

some form of influence. It is a part of our culture. A designer is anyone who tries to change an existing situation to an improved one (Neumeier, 2009, p.159). “Design drives innovation; innovation powers brand; brand builds loyalty, and loyalty sustains profits. If you want long-term profits, start with design” (Neumeier, 2009, p.158). Graphic design is a subconscious effort; we do not realize we are using it. Imagine a box of cereal with no words or images. It would be void of color and emotion. Now imagine the same box. Instead this time, it is your favorite cereal. Now it has come to life. Graphic design is a tool that can communicate a brand message universally (i.e. iconic logo, tag lines, etc.).

Branding

Branding is the entire development process of creating a brand, brand name, and visual identity, among other applications (Landa, 2011, p. 401). At every point of contact, a person experiences a brand or group – whether it's through contact with packaging, customer relations, a branded line of merchandise, an interactive kiosk, an exhibit, a website, or an event. Every experience, whether from one point of contact or from many points of contact of an integrated campaign, should be a positive and consistent one (Landa, 2011, p. 234). There are really only two main components for business success: brands and delivery (Neumeier, 2009, p.158). Brands are messengers of trust. A brand identity system is unified visually and structurally. It builds cohesive brand architecture and utilizes specially designed colors, typeface families, and formats. The identity system advances immediate recognition of the company and supports brand attributes across various media (Wheeler, 2009, p. 42).

Advertising Campaign

The purpose of advertising is to motivate people to act for a cause. It is a message

that persuades, promotes, or informs people on behalf of a brand. One may take the message or intent of a message, to create an advertising campaign. A campaign gets people's attention over a period of time. Generally, there is a theme or strategy that provides material and is flexible across many different media platforms (Landa, 2011, p. 401).

Logos

A logo is a unique identifying symbol that represents and embodies everything that a brand or group signifies. It provides immediate recognition (Landa, 2011, p. 247). The context of a logo's use on a package, bag, t-shirt, ad, or website provides information (Landa, 2004, p. 148).

The logo is the gateway to the brand. The logo is the most visible and frequent reminder of what the brand stands for (Glaser and Wheeler, 2009, p.35). Some logos are a status symbol. They can represent a high-end clothing line, your favorite sports team or the latest gadget.

Image Driven vs. Text Driven Logos

A logo can be seen as text or image driven. A text driven logo consists predominantly of words. An image driven logo consists of pictures. The sense we rely on mainly is sight. Our visual system is hardwired to discern the differences between the things we see. Then the brain takes over and begins to make meaning (Neumeier, 2006, p. 34-35).

Icons

An icon is a generally accepted pictorial or symbolic visual that represents an object, an action, and/or a concept. It can be a photograph, a pictorial representation, and

an element that is visual, arbitrary, or symbolic (Landa, 2011, p. 404). Icons are a part of the visual language of graphic design. They bring life to the brand and support the message of the product. An icon is similar to a signature. It is original, distinctive, and represents the brand. Icons are often used to authenticate logos by giving a brand a unique identity.

Color

Color is used to evoke emotion and express personality. It stimulates brand association and accelerated differentiation. Sixty percent of the decision to buy a product is based on color (Wheeler, 2009, p. 128). Color can make a specific graphic design piece stand out amongst other pieces (e.g. posters, bags, wearable's, etc.). Color helps in supporting letters, symbols, and words. Different color combinations can be used to help communicate a message to various target audiences. For example, certain colors speak differently to adults than they do to children.

Typography

The design and arrangement of letterforms in two-dimensional space is known as typography. It can be used for print, screen-based media, and for interactive media. Type is used as display or as text (Landa, 2011, p. 44). A logotype is a word (or words) in a determined font, which may be regular typeset, modified, or entirely redrawn.

Typography is a core building block of an effective identity program (Wheeler, 2009, p. 132). Type is magical. It not only communicates a word's information, but it conveys a subliminal message (Spiekermann and Wheeler, 2009, p. 132). Typography is an important element of a visual identity, and using the particular typefaces on materials as often as possible reinforces the visual identity (Landa, 2011, p. 44). The overall goal of

what you are trying to communicate will influence the type you use. For example, a resume may use one certain typestyle; in contrast a child's birthday party invitation uses a different typestyle.

CHAPTER III

CREATIVE PROCESS

The objective of this thesis project is to build a brand, then introduce it by establishing a nine-week campaign. This campaign message functions by being seen at school on a daily basis. The strategy for this campaign is to encourage children to make healthy food choices by eating vegetables and/or fruit during their meal times. The campaign incorporates visual icons representing the five-food group categories from the MyPlate (MP) graphic. These work as a tool to help students become more familiar with the MP graphic; its categories, and each food group through the use of color. A well-balanced brand that conveys a clear consistent message about eating healthily could be beneficial to schools. In Mississippi, a vast majority of children eat at least one meal a day at school. The state has made some efforts to improve the quality of meals and educate children on the benefits of a balanced diet. However, the food and beverage industry is also reaching these individuals. Millions of dollars are being spent on ads promoting junk food for children. This is drowning out the efforts of schools. In the past, efforts made to improve the way children eat have fallen short. The elements of this proposed branding campaign would combine a visual message as well as marketing techniques to accomplish these objectives. This brand works to give a positive message that defends against the negative food influences that are currently out there.

Eat Right Mississippi Brand

The name of the brand that is being established for this campaign is Eat Right.Mississippi (ERM). The ERM brand is a combination of three components: 1) My Plate (MP), 2) Kids Eat Right (KER) and 3) personalizing it for the state of Mississippi (see Illustration, p. 42). ERM is a call to action. Not only is it a brand name, but it is also something that needs to be done.

ERM Logo and Colors

The FP and MP logos are image driven and the KER logo is text driven. Elements from the MP and KER logos were merged to form one text-driven logo. The ERM logo colors originated from the colors of the KER logo, which is based on these food colors—green, plum, and apple red (ADA press release, 2008), (see Illustration, p. 43).

ERM Icons

In order for children to have a connection with a visual plate, five character icons are created (see Illustration, p. 46). An apple character icon represents the fruit category. A slice of bread character icon represents the grain category. The vegetable icon is a stem of broccoli. The protein category is shown in the form of an egg, and the dairy category as a carton of milk.

The icons are child friendly, energetic characters portraying a smile to visually show the child the character is happy to see the students eating healthier and making smart food choices. These character icons go with what is actually served in the cafeteria. The chosen icon imagery is simple, clean, appealing, and most importantly, suitable for the target audience: children.

ERM Icon Colors

The colors of the character icons are: red representing the fruit group, purple representing the protein group, green representing the vegetable group, blue representing the dairy group, and orange representing the grain group (see Illustration, p. 46). Each icon reflects the same color presented on the MP graphic, which helps both visual aids work together to promote the same message. When the icons are used individually, they encompass the color of the food group.

ERM Typography

A campaign identity remains consistent in all applications in an effort to significantly strengthen nutrition education and product development. Type has to be thoughtfully integrated with visuals. It should be readable (Landa, 2011, p. 44). To stay consistent with the typefaces used in KER, the type family Myriad Pro Bold and Myriad Pro Regular is used throughout the campaign (see Illustration, p. 47).

ERM Brand Deliverables

One survey by Kelton Research found that when 7 in 10 Americans recalled the last time they saw a product they just had to have, it was because of design (Neumeier, 2009, p. 12). Image and perception help drive value; without an image there is no perception (Davis, with Wheeler, 2009, p. 1). To launch the campaign, promotional kits are sent to schools: one to administrators and the other set of kits to teachers. Administrator kits contain t-shirts and stickers to help lead this campaign.

Teachers get a separate kit with items for themselves as well as for use in the classroom. Since the teachers are the key to promoting the campaign, their kit contains a

t-shirt, a clipboard, and a foldable water bottle to encourage their support and participation. The classroom kit has gel wristbands, stickers, and t-shirts for students.

Campaign Kit Bag

The Campaign Kit bags are for the teachers and administrators (see Illustrations, p. 49). The bag's multipurpose usage design allows it to be used in many ways while showcasing the ERM deliverables. The teacher can find many uses for the bag that will further promote the campaign. The bag is designed to show the five character icons for students to see support and participation by the teachers and administrators.

T-shirts

The t-shirts for teachers and administrators are to kick-off the campaign (see Illustrations p. 50). The t-shirts include the ERM logo and character icons so that students see support and participation by the teachers and administrators. The t-shirts worn by teachers and administrators reiterate the campaign's visuals. Students will have the opportunity to "earn" a t-shirt for eating healthily (see Illustrations, p. 52). Teachers award t-shirts based on a student's successful participation in the eating healthy campaign. The award t-shirts come in five unique colors that relate to the five food groups on the MP graphic.

Clipboard

The clipboard, with the ERM logo on the reverse, is a visual reinforcement for the campaign in several ways (see Illustrations, p. 54). Teachers use the clipboard to maintain data sheets to record the food choices the students are making in the cafeteria for breakfast, during break time, and most importantly during lunch.

Stickers

The kit contains a set of stickers representing each character icon (see Illustrations, p. 56 & 58). They are used as a reward for students who eat healthily at break or snack time. The stickers are used for many things such as: decorating their notebooks, take home folders, or reading assignment homework. Stickers are used on wall charts in the classroom or for monitoring attitudes in class. Stickers are a powerful tool for both motivation and behavior management. It is a standard practice to reward children with stickers for good behavior at the doctor's office, completing chores, and/or assignments in the classroom.

Stamps

As an optional tool for the teachers, the kits have a set of all five character icon stamps (see Illustrations, p. 60 & 62). The stamps are used as a reward to students for good work, good behavior, good grades, and/or art activities. This helps establish the connection between healthy foods and good results. These stamps are used at the teachers' discretion, either in the classroom or in the cafeteria during breakfast, break time or lunch.

Gel Wristbands

The students receive a gel wristband to kick-off the campaign (see Illustrations, p. 64). The wristbands are white with individual color-coded character icons and the website address. Students wear them to visually show support of the campaign. It visually spreads the word about the campaign. The wristbands also act as a reminder of the goal the student is working toward.

Water Bottle

A foldable water bottle is in the teacher's kit (see Illustrations, p. 66). Because of its portability, it adds an extra incentive in promoting the campaign. The color is blue to match the dairy group from the MP logo. Teachers can use this at school or during the weekend at a sporting event, or on a class field trip.

Additional Brand Deliverables

A brand campaign is designed to reach an audience and drive results over a period of time. Branding is about seizing every opportunity to express why people should choose one brand over another (Wheeler, 2009, p. 6). The more ways available to position the brand, the broader the message is communicated. Having additional deliverables over time, allows the possibility of greater campaign success.

Website

The implementation of a website with the ERM character icons provides an additional learning tool for teachers to use in the classroom. Therefore, the website, www.eatrightms.com was created (see Illustration A, p. 69). Also, this provides an opportunity for parents to learn more about the campaign and encourage them to become more involved. The home page of the website includes the ERM logo along with the character icons. The website will have links to other resourceful information such as: recipes for healthy eating, nutritional guidelines for the five food groups, updates in the ERM campaign, "Student of the Month" program and other useful information.

The "Student of the Month" program could become the highlight of the website (see Illustration B, p. 69). The student of the month is selected through criteria developed

by the teachers. The selection is a reward for healthy eating initiatives achieved during the prior month.

Posters

A campaign poster, as a visual, encourages students to make better dietary choices. Posters representing the ERM characters are displayed in the lunchroom, classrooms, hallways, and restrooms as well as throughout the school campus (see Illustrations, p. 70). The posters include the website address so students and/or parents can access nutritional and other food choice information.

Flyers

Additionally, flyers are sent home with the students at the beginning of the school year as well as midterm, to help introduce and reinforce the campaign to parents, friends, and other family members (see Illustrations, p.73). The flyers also help influence the student's eating choices while away from school. They are encouraged to stay focused on healthy nutrition and the resulting benefits of eating healthily.

Milk Carton

Milk is part of the dairy food group from the MP graphic and is served daily in the cafeteria. A creative way to involve the students is by adding the picture of the "Student of the Month" to a milk carton (see Illustrations, p. 75). Through partnering with a milk company, students that are selected by the teachers as "Student of the Month" may have their picture on a milk carton doing a favorite hobby or involvement with an after-school activity. This encourages students to drink milk during mealtimes and also participate in the campaign.

E-book

An implementation of animated icons in an e-book for classroom lessons strengthen and support the message to students of eating healthy while participating in regular classwork (see Illustrations, p. 77). This visually reinforces the campaign message in multiple facets. Using an e-book generates more student involvement. Where there is no wall space, an e-book can reiterate the message when a poster is not an option.

Tray Liner/Placemat

The tray liner is used as a placemat on the cafeteria tables or trays (see Illustrations, p. 78). This benefits students who bring a packed lunch from home or those served by the school. To appeal to school age children, the design depicts students participating in after-school activities and the ERM logo. The school cafeteria uses the liner as a tool to reinforce the ERM campaign.

ERM Campaign Schedule

The campaign is launched at the beginning of each school year. It assists in a positive transition of the hustle and bustle of the daily school routine after a summer of freedom. This gives students something encouraging and constructively educational to kick start the new school year.

Every class establishes the same goals for each child, and begins recording their daily lunch intake. These goals are measured during each nine-week grading period, and then again at the end of each semester. Each child has the opportunity to earn a reward t-shirt at the end of each nine-week grading period. While the student is working toward eating healthier, he/she can also be working toward collecting all food group icon t-shirts. Meanwhile, the whole class is also encouraged to eat nutritious foods while working

toward a total class reward. This reward, approved by the administration, is a celebratory party that includes designing their own fruit pizza, making their own fruit smoothies or another healthy food creation activity.

ERM Survey and Outcome

Once the kits are dispersed and the nine weeks have come to an end, a survey will be sent to the teachers asking for their feedback and comments. Another survey will be sent to the students for their feedback and comments. A chart with results will be on display in the cafeteria for everyone to see. As promised, a reward party is in place for the healthiest eating class.

Conclusion

The objective of this thesis and visual research project is to establish a plan to promote a brand identity for healthy eating choices for Mississippi school age children. A habit of eating healthily improves children's health, their ability to learn, and can change their world. This campaign provides a framework solution for a successful plan to promote healthy eating choice awareness to school age children. It also empowers school age children to make better food choices that not only have lasting effects in the classroom, but also in all areas of their life. It is a valuable lesson that shows children how to set positive goals and see them through to positive results. The overall goal was to create and implement visual enhancing materials to promote a well-balanced diet for children. As stated in this research project, our children are our future.

CHAPTER IV

FUTURE INVESTIGATIONS

Possible Future Studies

Based on the success of the ERM campaign, the following may be future research items implemented for a stronger outcome.

- 1) Names for character icons – Giving each character icon a name makes them more personable and can help students relate to them. The names could be: Applie for apple, Bradly for bread, Brocky for broccoli, Eginga for egg, and Micarta for milk.
- 2) A Traveling Exhibit – Creating a new trend that challenges other states to be involved in this learning opportunity. This trend would create a demand that requires each state to have a campaign kit.
- 3) Competitions – Once more states are involved, there could be an opportunity to explore healthy eating competitions between states.
- 4) Implementation of ERM kits at the middle school level.
- 5) Implementation of ERM kits at the high school level.
- 6) Recycling –In the school cafeteria, students have their meal served on styrofoam trays and use plastic utensils. The overall food service delivery could be better managed with sustainable design. One way would be to serve food on

biodegradable trays with compostable utensils (see Illustrations, p. 80). Not only would it teach children about recycling but also about eliminating unnecessary waste.

- 7) Outings – An incorporation of kits could be used on school related outings or on campus field days. These kits would be constructed from a biodegradable box lined with recycled parchment paper. This kit would have a healthy lunch for each student. The kit would be designed using the same graphics as seen on the t-shirts and posters.
- 8) Point-of-purchase – Point-of-purchase displays will be designed and implemented in the school’s cafeteria. This route has the potential to take the marketing and design to a whole new level of promoting the campaign.
- 9) Reward vouchers – Review the feasibility of establishing a voucher program by rewarding students who are eating right. This could include rewards with items that children like to eat that are also good for them. Another opportunity would be to issue vouchers to parents through the website for “free food” at home. Children are then reinforcing good eating habits and behavior with the parents.
- 10) Parental involvement – Community involved with food donations; local farmers; local grocers; and finding ways to reward with food as well as items or incentives.

Summary

These future studies could be used to further the development of a wide-ranging campaign by raising awareness and educating students of all ages about healthy eating throughout the entire USA. This nation wide campaign would provide other avenues for

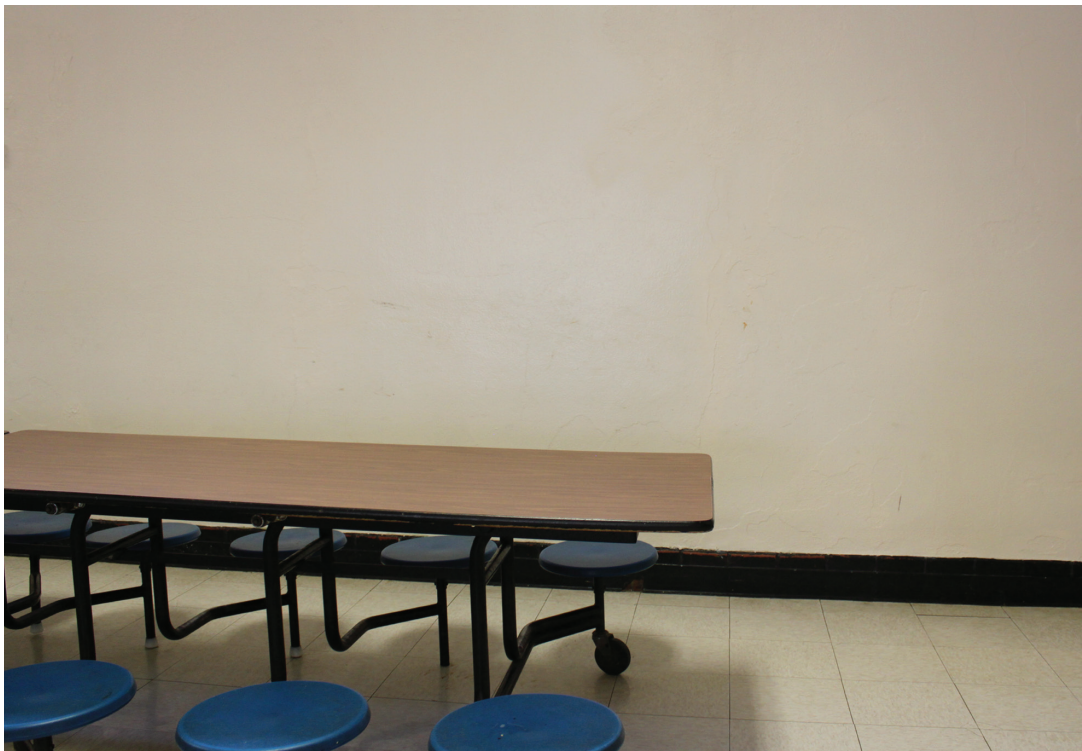
improving healthy eating habits as well as knowledge of sustainable product design for a greener future.

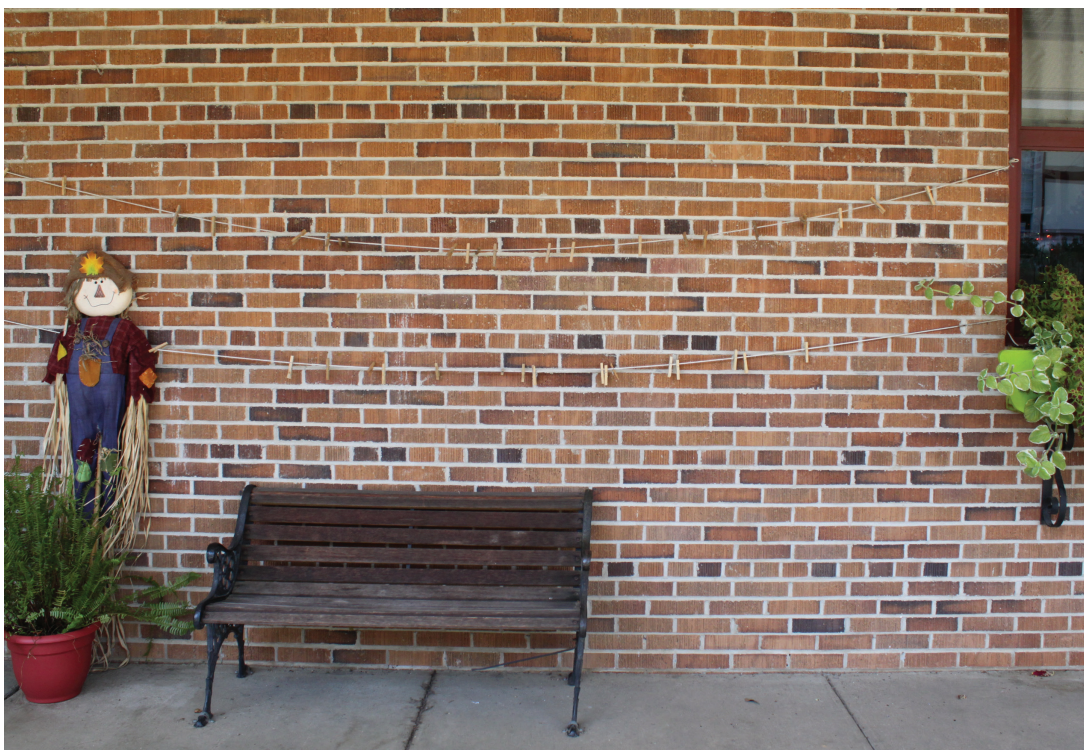
CHAPTER V

ILLUSTRATIONS

Preliminary Research.

This section includes illustrations of previous government campaigns to educate children about healthy eating. They consist of the Food Pyramid, the My Plate, and the Kids Eat Right signatures/logos.

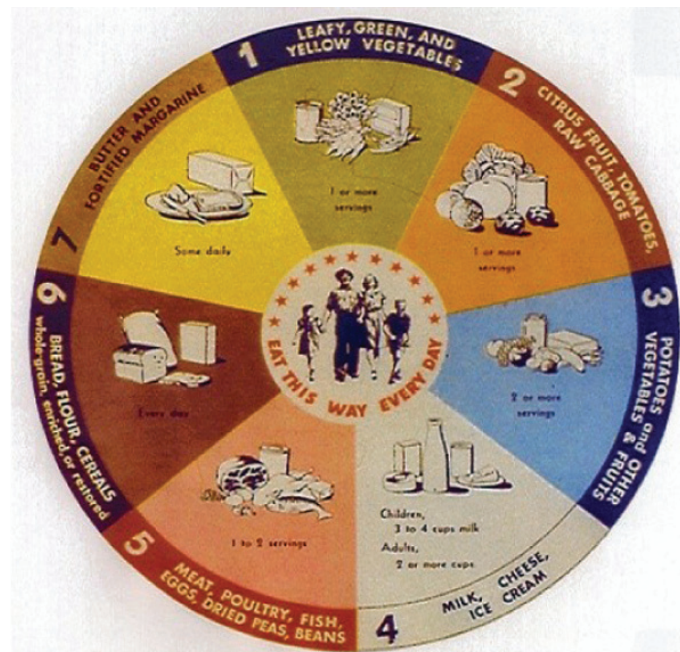
Preliminary Research.**School Cafeteria**

Preliminary Research.**School Hallways**

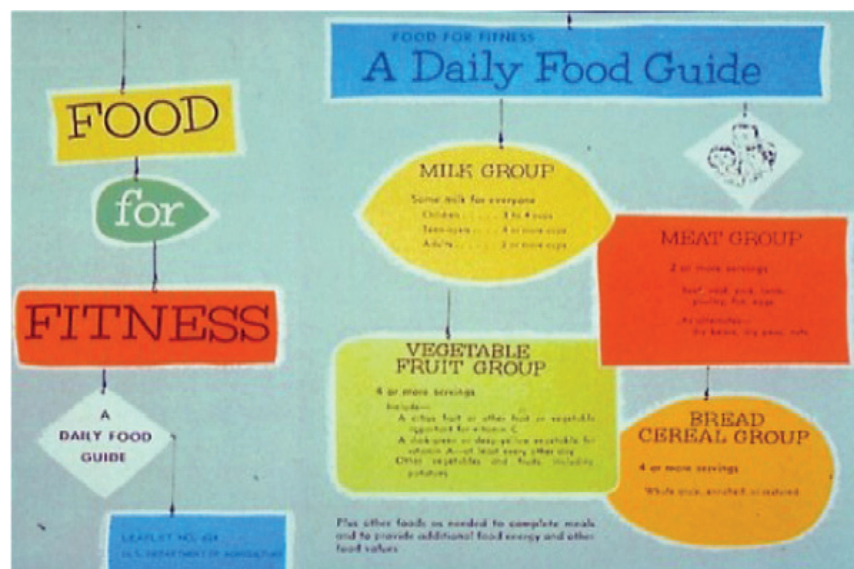
Preliminary Research. Food Pyramid

Food Pyramid icon

- A. 1943 icon
B. 1956 icon



A.



B.

Preliminary Research. Food Pyramid

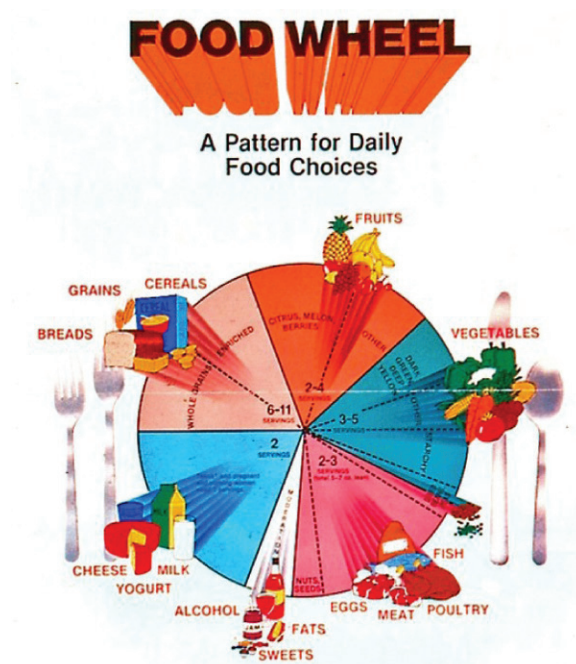
Food Pyramid icon

C. 1979 icon

D. 1984 icon



C.



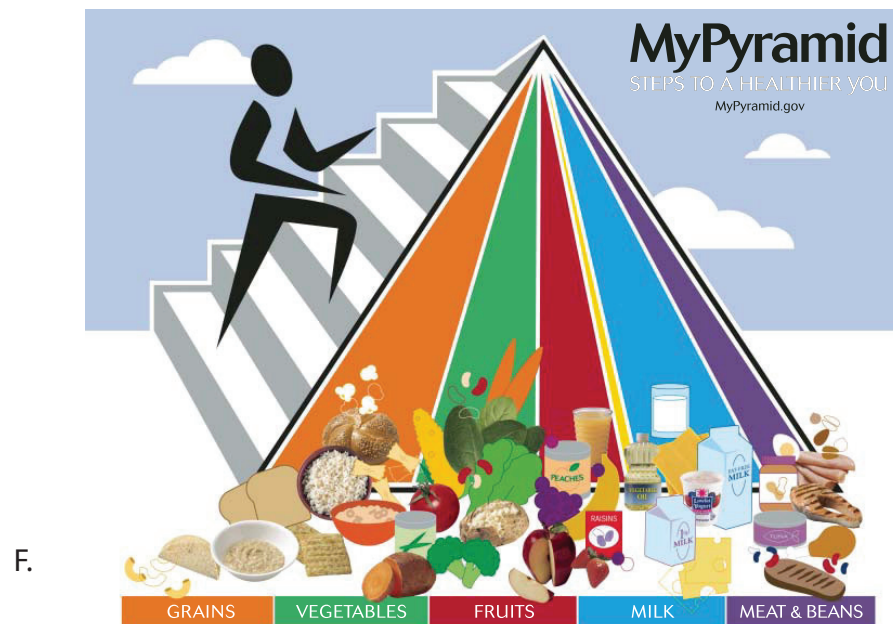
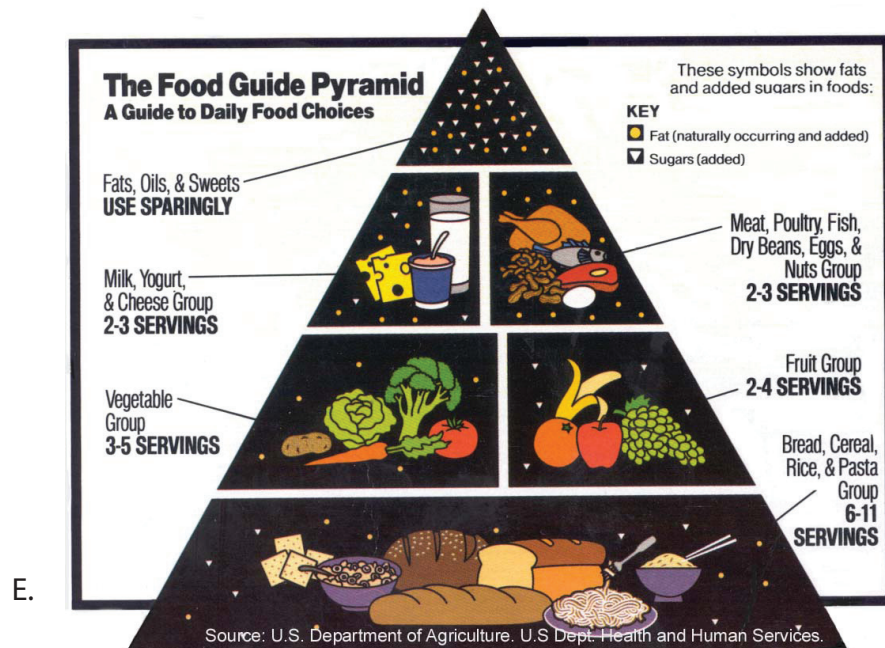
D.

Preliminary Research. Food Pyramid

Food Pyramid icon

E. 1992 icon

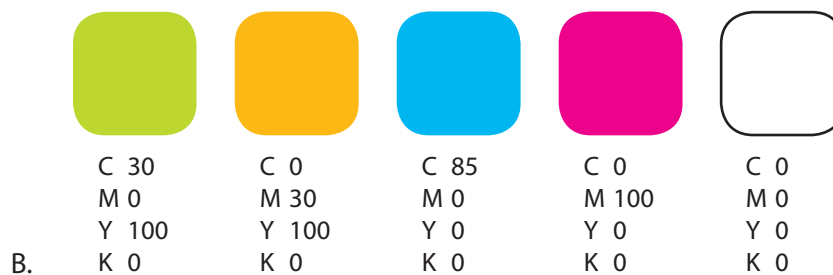
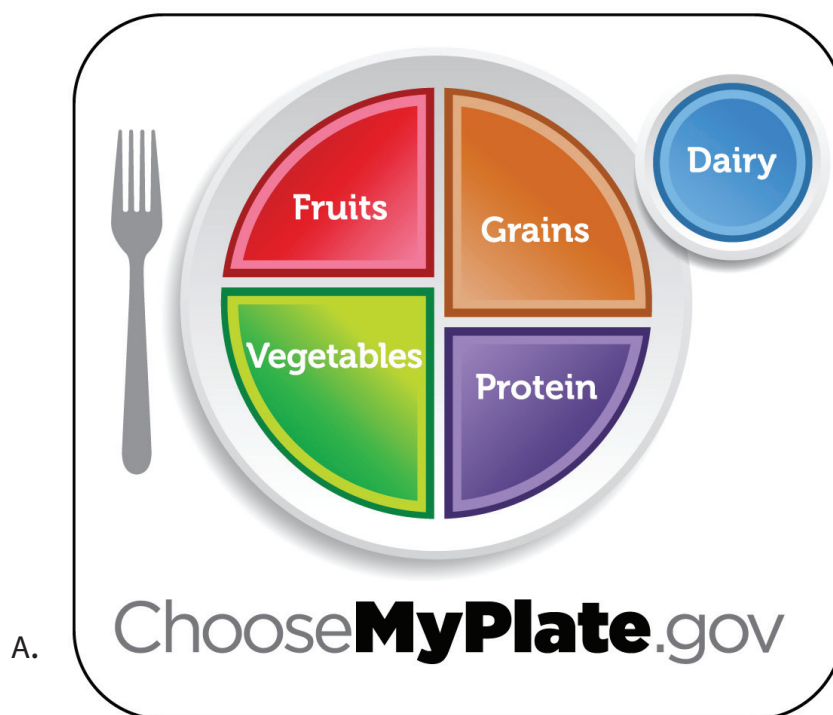
F. 2005 icon



Preliminary Research.My Plate**My Plate icon + Placemat colors**

A. My Plate icon

B. My Plate icon placemat colors



Kids Eat Right icon

Creative Process.Eat Right Mississippi Brand

The objective of the campaign is to encourage children to make healthy food choices during meal times. The campaign's visual identity establishes key graphic elements that communicates the message to the target audience. It includes the Eat Right Mississippi brand with the logo, five character icons, specific typography and colors.

Creative Process. Eat Right Mississippi Brand**Logo Roughs**

Logo Thumbnails



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



eat
right.
mississippi



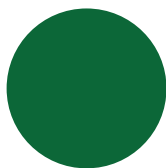
eat
right.
mississippi

Logo FinalThe logo features the words "eat", "right", and "mississippi" in a dark green, lowercase, sans-serif font. The word "eat" is positioned above "right". A red dot is placed above the "i" in "right", and a magenta dot is placed above the "i" in "mississippi".

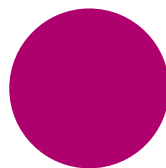
eat
right.mississippi

Logo and Colors

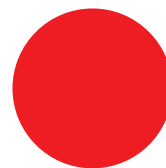
eat
right.mississippi



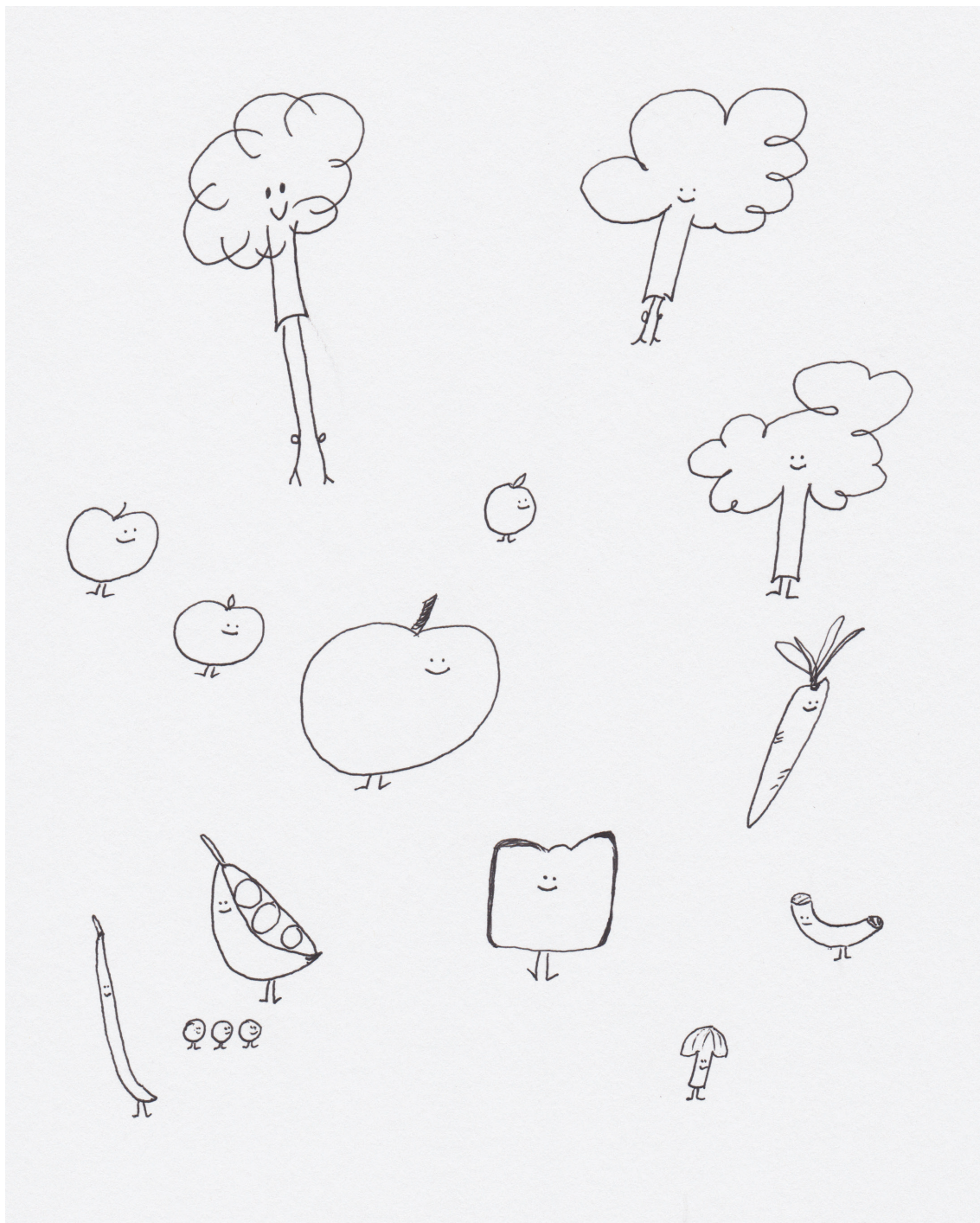
Dark Green
Pantone 357
C 90
M 30
Y 95
K 30



Plum
Pantone 234
C 6
M 100
Y 0
K 26



Apple
Pantone 185
C 0
M 100
Y 100
K 0

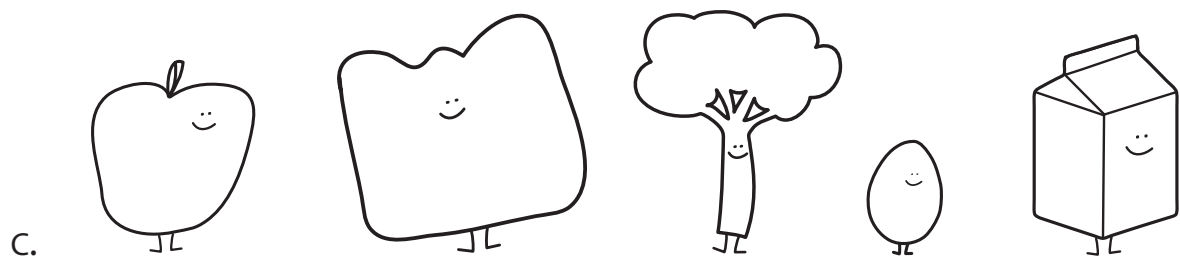
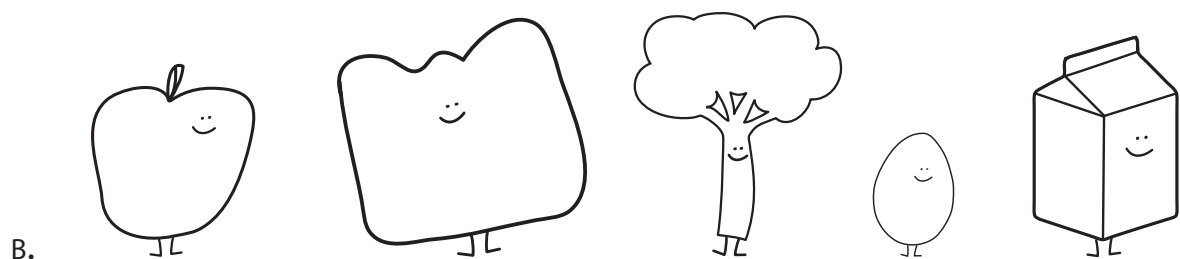
Icons Roughs

Creative Process. Eat Right Mississippi Brand**Icon Thumbnails**

A. Round 1

B. Round 2

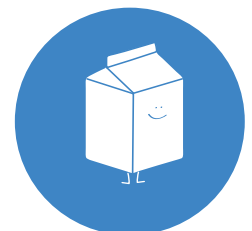
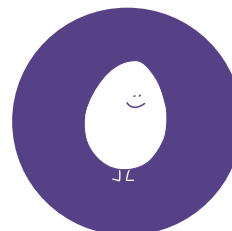
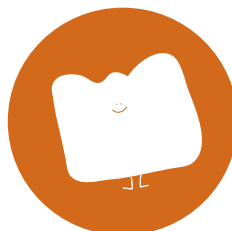
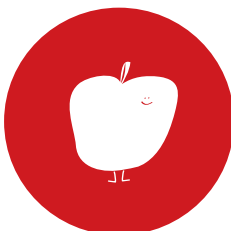
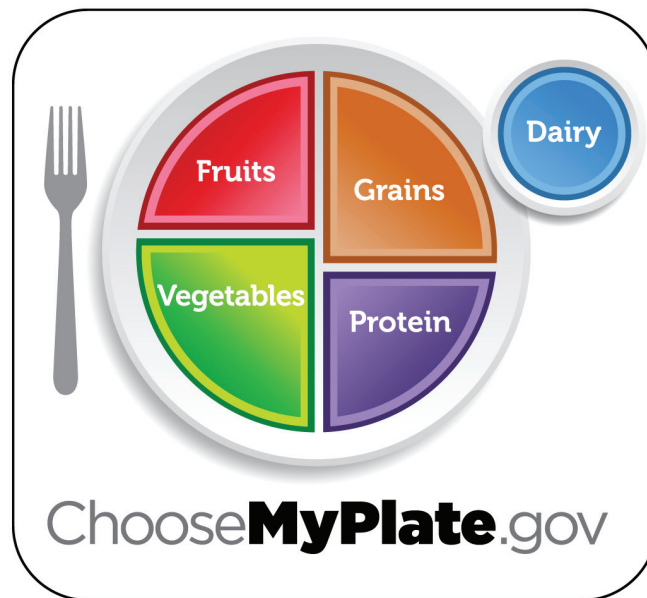
C. Final



Creative Process. Eat Right Mississippi Brand**Icon Final + Colors**

The color palette was inspired by the colors presented on the My Plate graphic:

- A. Apple + Fruit = Red
- B. Bread + Grain = Orange
- C. Broccoli + Vegetable = Green
- D. Egg + Protein = Purple
- E. Milk + Dairy = Blue



A.

B.

C.

D.

E.

Typography

The type family used is Myriad Pro.

The two cuts are Bold and Regular.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
**1234567890&?!
Myriad Pro Bold**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890&?!
Myriad Pro Regular

Creative Process.ERM Brand Deliverables

The ERM deliverables solidify the campaign. Teachers and administrators get a campaign kit bag containing a kick-off t-shirt, a clipboard, stamps, and water bottle. Students receive stickers and gel wristbands with opportunities to earn t-shirts.

Campaign Kit Bag

Teachers and Administrators
receive a bag.



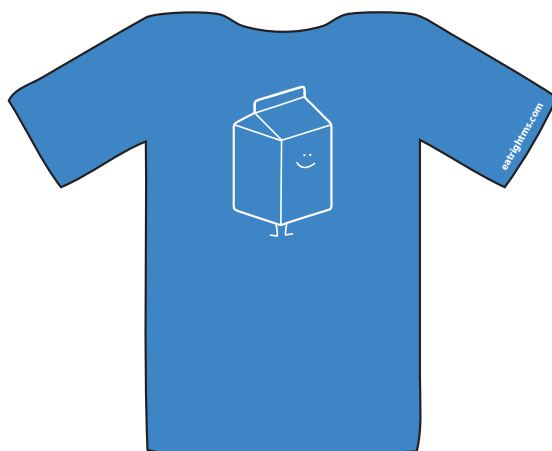
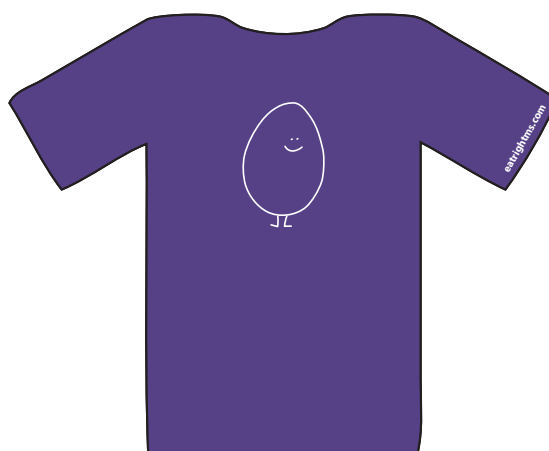
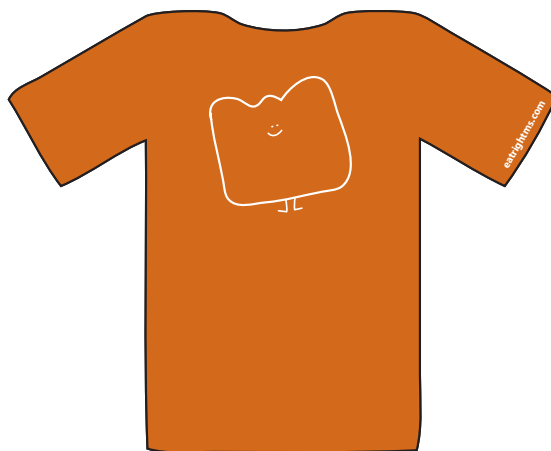
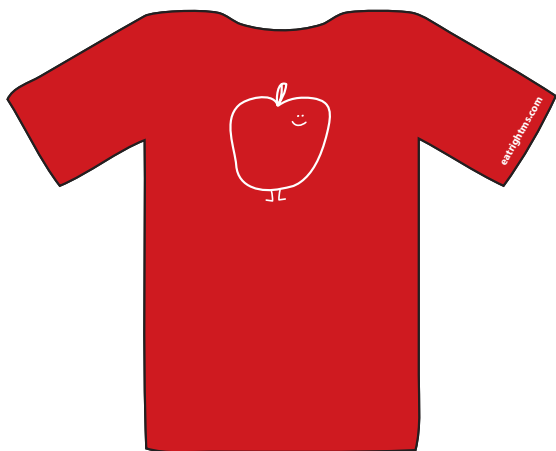
Creative Process.ERM Brand Deliverables**Campaign Kick-off T-shirts**

A. Teachers and Administrators

B. Students



Campaign Kit Bag + Kick-off T-shirts

Reward T-shirts

Reward T-shirts

Creative Process.ERM Brand Deliverables**Clipboard**

w 9" x h 12" inches



Creative Process.ERM Brand Deliverables

Clipboard
w 9" x h 12" inches



Stickers – Round
1.5" diameter



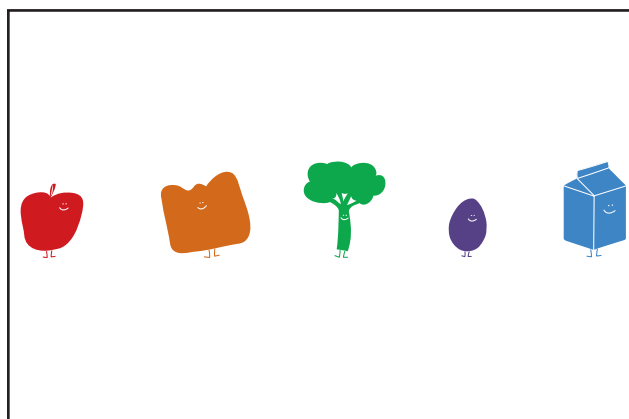
Creative Process.ERM Brand Deliverables**Stickers – Round**

1.5" diameter



Stickers – Labels

w 3.30" x h 2.17" inches



Stickers – Labels

w 3.30" x h 2.17" inches



Stamps with ERM Logo

A. 3.25" x 1.25" inches

B. 3" x 1" inches – Reversed

A. **eat**
right.mississippi

B. **eat**
right.mississippi

Creative Process.ERM Brand Deliverables**Stamps with ERM Logo**

A. 3.25" x 1.25" inches

B. 3" x 1" inches – Reversed



Creative Process.ERM Brand Deliverables**Stamps with ERM Icons**

A. 1" inch

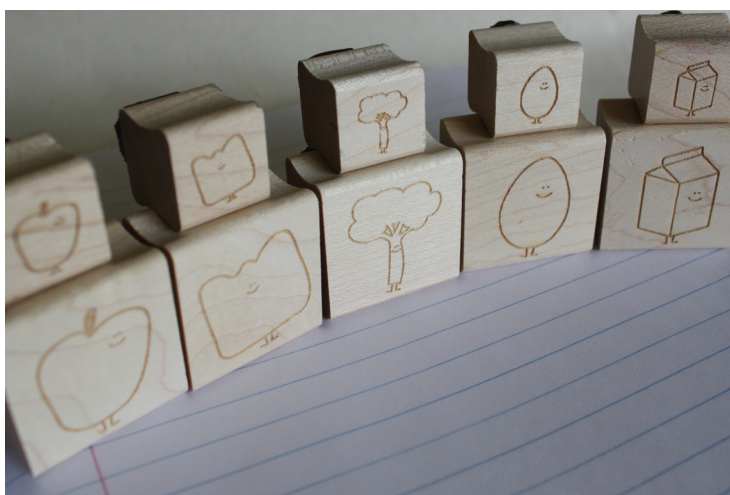
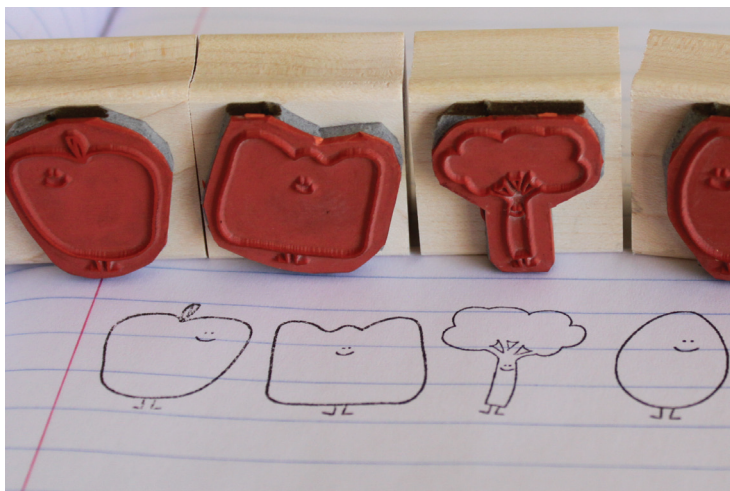
B. .5" inch



Stamps with ERM Icons

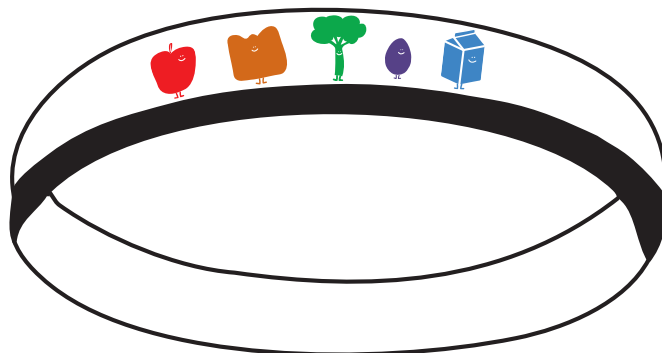
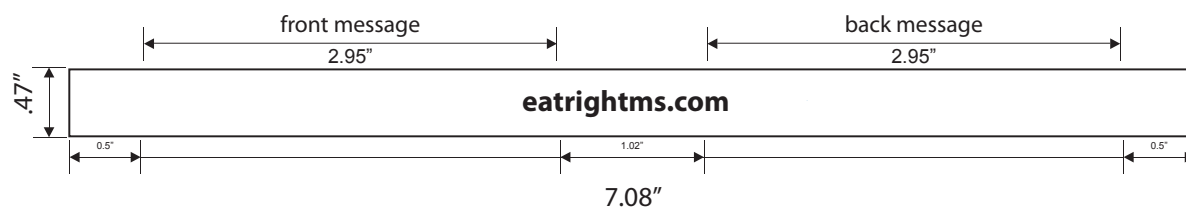
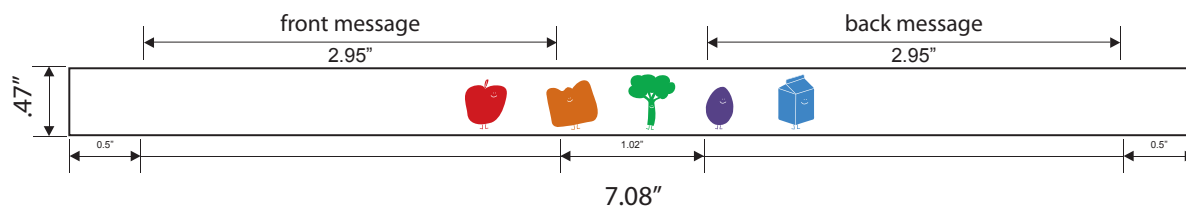
A. 3.25" x 1.25" inches

B. 3" x 1" inches – Reversed



Gel Wristbands

Size Youth



Gel Wristbands

Creative Process.ERM Brand Deliverables**Water Bottle**

Size 700ml

Measurements (rolled up): 4.9" x 5.1" x 1.5" inches

Measurements (open): 5.1" x 10.6" x 2.3" inches



Creative Process.ERM Brand Deliverables**Water Bottle**

Creative Process.Additional Brand Deliverables

To reinforce the campaign's message, additional branding tools such as: a website, posters, flyers, milk carton, e-book, recyclable tray, and a tray liner are used.

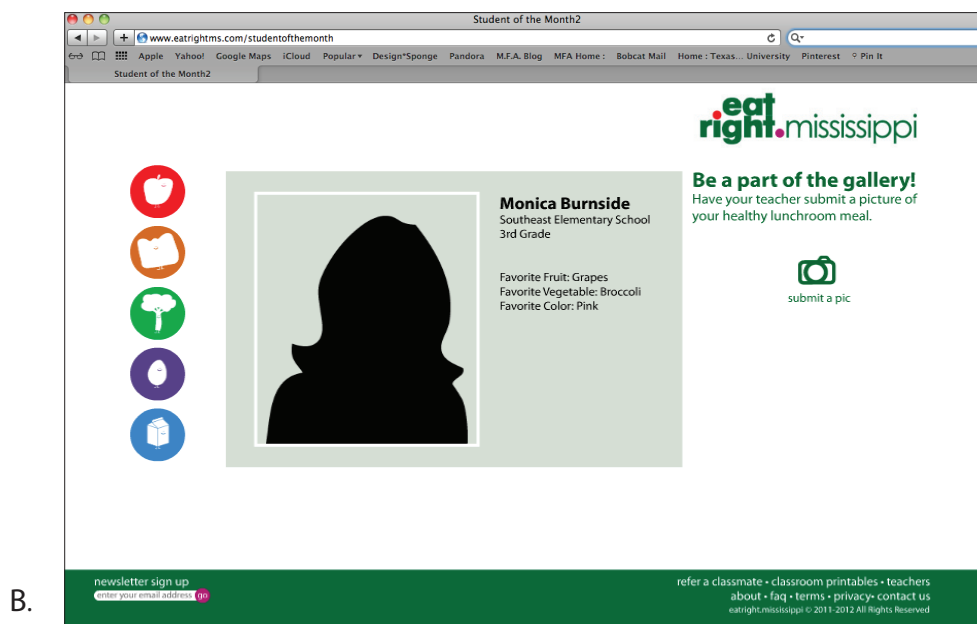
Creative Process.ERM Additional Brand Deliverables

Website

www.eatrightms.com

A. Home page

B. Student of the Month



Posters



Creative Process.ERM Brand Deliverables**Posters**

Posters



Flyer

2012 – 2013

Hello Parents!

What an exciting year we have ahead! This year we are introducing a new campaign, Eat Right Mississippi. We want to encourage your child to make healthy food choices by eating vegetables and/or fruit during their lunchtime and other meals.

The campaign will kick off with a t-shirt and a gel wristband. If your child eats his/her vegetables and/or fruit at lunch during the course of each 9 week, they will have an opportunity to win a t-shirt. The goal is to collect all 5.

Look for us on stickers and stamps! Or visit the website at www.eatrightms.com to learn more about us, find new recipes, play games, and see if your child made Student-of-the-Month.

Let's help our children make smart eating choices while away from school!

We will be seeing you around!

Happy healthy eating!

xxxx, ooooo, xxxxxx, ooooo

eatrightms.com

Flyer

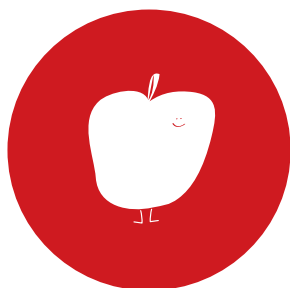


Spring 2012

Benefits of Fresh Fruits and Vegetables

They learn from watching you. Eat fruits and veggies and your kids will too. What are the health benefits of fresh fruit and veggies? The vitamins and minerals in fruit and vegetables can help reduce the risk of cancer, heart disease and high blood pressure, and type 2 diabetes.

Farmers' market is usually held outside, in public spaces, where farmers can sell produce to the public. Farmers' market produce is renowned for being locally-grown, tasty, and very fresh.

**Garden Confetti Pizza**

.....
Angie Crawford, Quitman County

1 pkg. (13.8oz.) refrigerated pizza dough
1 T canola oil
1 tsp garlic powder
1 c. shredded low fat cheddar cheese
1 c. shredded low fat mozzarella cheese
1 tsp Italian seasoning
1 small onion, thinly sliced
2 tomatoes, sliced
½ red bell pepper, cut into strips
½ green bell pepper, cut into strips
1 c. sliced mushrooms
1 medium zucchini

Preheat oven to 400 Degrees. Unroll dough onto bottom of a lightly greased pizza pan (may use a cookie sheet). Mix oil and garlic in small bowl, brush lightly on pizza dough. (If using premade crust skip next step). Bake for 7 minutes remove and let cool. Mix cheeses and Italian seasonings, set aside. Prepare vegetables and set aside. Sprinkle ½ cheese mixture evenly over crust, next top with onions, zucchini, peppers, tomatoes and mushrooms. Sprinkle with the rest of the cheese mixture. Bake 15-18 minutes, remove and cool before cutting.

Corn Salad

.....
Jessica Ware Rasco, Scott County

2 cans mexicorn (drained)
2 cans shoepeg corn (drained)
1 tomato (chopped)
1 bell pepper (chopped)
2 cucumbers (peeled and diced)
3 T low fat mayonnaise
1 onion (small) or 1 small bunch or green onions (chopped)

Mix corn, cucumbers, onion, peppers and mayo in bowl. Mix well, cover and chill. Add tomatoes before serving.

eatrightms.com

Milk Carton

Creative Process.ERM Additional Brand Deliverables**Milk Carton**

E-book



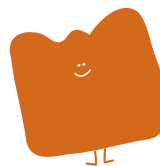
Applie



Fruits: Make half your plate fruits.

Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

Bradley



Grains: Make at least half of your grains whole grains.

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

Brocky



Vegetables: Make half your plate vegetables.

Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed.

Eginga



Proteins: Have one serving of protein on your plate.

All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein Foods Group.

Micarta



Dairy: Switch to fat-free or low-fat (1%) milk.

All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy Group choices should be fat-free or low-fat.

Creative Process.ERM Additional Brand Deliverables**Tray Liner/Placemat**

A. Color

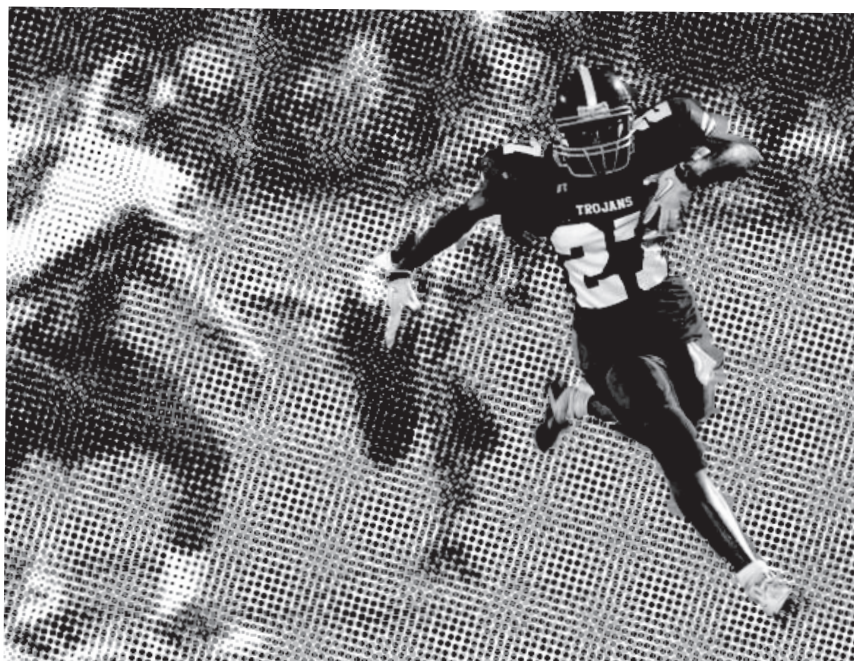
B. Black and White



A.

eat
right.mississippi

Phil Everett • Northeast High School



B.

eat
right.mississippi

Phil Everett • Northeast High School

Biodegradable Food Tray

Creative Process.ERM Additional Brand Deliverables**Biodegradable Food Tray**

Made from recycled material, biodegradable

Spork™ made from plant starch and compostable



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