

MODULE 7

GROWING HEALTHY FAMILIES:

Temperament, Nutrition and Activity



FACILITATOR GUIDE FOR MODULE 7

Growing Healthy Families: Temperament, Nutrition and Activity

Timeframe	Purpose	
Activity 1:..... 15 minutes Activity 2:..... 20 minutes Activity 3:..... 20 minutes Summary:..... 5 minutes Total:..... 60 minutes	Children and adults have different temperaments that affect how and what they eat and their exercise habits. When parents recognize these differences, they can plan meals and activities around their child's needs.	
Learning Objectives		
<ol style="list-style-type: none"> 1. Recognize temperament types in parents and children 2. Develop strategies for providing activities and healthy foods in ways the children and adults in the family will enjoy 		
Activities		
Activity 1: Welcome, discuss last week's meal assignment and define temperament		
Activity 2: Explore temperament traits and goodness of fit, and determine their temperaments and those of their children		
Activity 3: Review scenarios regarding food, activity and temperament, and strategize		
Room Setup	Handouts/PowerPoints/ Materials to Prepare	Materials/Equipment
The room should be arranged with several tables so that there are 4-6 people at a table.	<ol style="list-style-type: none"> 1. Scenarios handout 2. PowerPoints 3. Posters with a temperament trait on each one hung around the room 	Computer Projector Markers Pens/Pencils Sign-in sheet <i>Parent Guide and Journal</i>

MODULE 7: TEMPERAMENT, NUTRITION AND ACTIVITY

Activity 1: Welcome

Purpose of Activity:

- To identify the concept of temperament

Instructions:

Since temperament is a concept with which some are not familiar, we have included information for you later in this guide to help you better understand it. We also encourage you to watch the videos on temperament found at <http://readyforlife.kera.org/ready-for-life/parents/temperament/>

1. Welcome the group, review their past week and any family meals they shared, and ask them to report and share success and problems—then brainstorm issues and problems. Show PPT #2, the session’s objectives.
2. Show PPT #3, and ask them what they were like as children. Were they challenging or easy? Did they like new things? Were they shy? Were they active? Ask participants to share these traits with a neighbor.
3. Share PPT #4 and explain temperament. If possible use a short video clip found at <http://readyforlife.kera.org/ready-for-life/parents/temperament/videos/who-is-my-child/>, which explains temperament.
4. Show PPT #5 and discuss why temperament might be important to healthy eating and activity level.
5. Point out that temperament is something you are born with. It is not bad or good; it is just your basic self.

Facilitator Script:

- *Welcome back! How did your family meals go this week? Would someone share an experience?*
- (PPT #2) *Here are our objectives for today.*
- (PPT #3) *What were you like as a child? Did you like routines, or were you a persistent child? Did you like new things? What was your usual mood? Were you active?*
- (PPT #4 and video if possible) *We are going to talk about temperament. It has nothing to do with temper; it is your basic traits that you are born with. It is not bad or good.*
- (PPT#5) *Temperament can affect our eating and exercise habits as well! Let’s look at some ways on this slide.*

Time: 15 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPTs #1-5
- Temperament Information for Facilitators before Handouts in Guide

Notes:

Tips for Trainers!

Icebreakers help everyone to relax, get to know each other, and share information. They can be silly and fun. They should allow smaller groups, individual contact or pairing so that people are more comfortable

Activity 2: Temperament and Goodness of Fit

Purpose of Activity:

- Discovering their temperament, meaning of goodness of fit and child's temperament

Instructions:

1. Have the participants turn to page 40 in their *Parent Guide and Journals* and look at the different types of temperament. Show the film clip found at <http://readyforlife.kera.org/ready-for-life/parents/temperament/videos/who-is-my-child/>. "Temperament Traits." If you cannot use it, watch it yourself first and then explain each of the types of temperaments; ask the group for examples of each as you go.
2. Have participants circle the number that best describes their temperament in relation to foods and activities.
3. Have them share with a neighbor their temperament traits and how that might affect their physical activity and eating habits.
4. Give the participants a different color pen or a crayon and ask them to circle the words that describe one of their children, a significant other or a parent.
5. Ask them to discuss with the person next to them how the child (or other person described) might be affected in their eating and activity by their temperament. Also ask if they think that affects their relationship, eating or activity issues.
6. Use PPT #6, "Goodness of Fit," to talk about recognizing temperament traits and working with them.

Facilitator Script:

- *We are going to look at our own temperaments and traits by going to our Parent Guide and Journals. (Use the video clip if possible first.)*

Time: 20 minutes

Materials:

- PPT #6
- Video clip from KERA
- *Parent Guide and Journal*
- Pencils and pens

Notes:

(From the Parent Guide and Journal)**Temperament and Food**

If you are very active you may find it easy to exercise but hard to sit down and eat a meal. If you need routines, then trying new foods or going to a new park may be a difficult experience. When we understand our family's temperaments, it is easier to encourage healthy practices.

Goodness of Fit

*Often you prefer dinner at the same time every night, but your husband wants to eat at different times. You like to go to the same pool each week to swim, but your child always wants to go to a different one in another part of town. When your temperament traits differ from that of other family members it can cause arguments and frustration, and interfere with developing healthy habits. However, being aware of those different traits can help you to work together. This is called **goodness of fit**.*

An example: *John doesn't like to try new foods, but you love to use new recipes and try new things. You can both discuss this and decide that once a week you will try a new recipe to be served with other foods that John likes, and he will try it. This is an example of making your world fit with everyone's temperament!*

- *Please fill out your temperament traits and then share with your neighbor how that might affect your physical activity and eating habits. (These are on pages 41-44 of Parent Guide and Journal.)*
- *Now use the goodness of fit chart on pages 45-46 of the Parent Guide and Journal to identify temperament traits for you and one other person in your family. Do you think his or her temperament affects his or her eating and physical activity? Do you find that your temperaments are different or the same? How can you achieve a better **goodness of fit**?*
- *Share with someone how alike or different you two are and how that might affect eating and activity. Record in your Parent Guide and Journal on pages 45 and 45.*

Notes:

Activity 3: Scenarios

Purpose of Activity:

- To examine some case studies of children and then develop ideas for working with your own temperament and your child's.

Instructions:

1. Show PPT # 7, and identify problems that children and parents may experience when working with temperaments and their children's eating and activities.
2. Send people to the temperament trait charts with temperament traits posted around the room. Encourage them to take their *Parent Guide and Journals* with them and review pages 40-44.
3. Have each group go to one chart and make a list of food and activity concerns as well as solutions that a person with that temperament trait might have for those food or physical activity concerns.
4. After a short time, have them go to the next chart (if there is not time, only do one). Encourage them to write large enough to be seen from the tables. (You may want to assign certain traits to groups to make the exercise go faster). Quickly review.
5. Give each group the scenario handout and have them identify strategies for parents to use for each one. They can use the ones posted, or others.
6. Have the groups share their strategies and discuss them. If a strategy seems inappropriate, you can ignore it or mention that there may be a better way. (You may want to assign some of the groups to start with the last scenarios on the page in case you run out of time.)

Facilitator Script:

- *Let's look at some of the challenges for children and parents with food, physical activity, and temperament. (Use PPT #7.)*
- *Each group will go to a temperament trait that is posted around the room. Identify some possible solutions to the descriptions of the traits found on pages 40-44 of your Parent Guide and Journal. (You may want to assign certain traits to groups to make the exercise go faster). Put down under the trait some solutions for the challenges that may arise. For example, a very active person that finds it hard to sit down for a meal could run outside for a few minutes before dinner to burn off some energy.*
- *Here are some case studies of children and parents. At your table, review them and develop 3 strategies parents could use to assist the family. You can use those that have been posted around the room or others.*

Time: 20 minutes

Materials:

- Scenario handouts for each table (2-3)
- PPT #7
- Posters with a different temperament trait at the top of each posted around the room

Notes:

Activity 4: Summary

Purpose of Activity:

- Review content

Instructions:

1. Review the objectives for the session using PPT # 8
2. Discuss the importance of considering temperament when we are encouraging healthy behaviors in our families. Ask them to write a goal in their journals related to temperament, food and activity.
3. Have participants bring their favorite recipes next week. Ask those that can to bring several in case someone forgets one. We are going to remake the recipes to make them healthier!

Facilitator Script:

- *Remember our objectives? This is what we have covered. (PPT #8)*
- *We are discussing temperament with healthy families because different traits in our personalities could make it harder for us to eat right and stay active. My being less active and perhaps of a more serious mood may make it more difficult for me to get out and exercise than someone who enjoys being active. Understanding this and developing strategies to help our children and ourselves help us all lead healthier lives.*
- *Next week we are going to learn more about shopping on a budget, meal planning and substituting healthier ingredients in our recipes. Would you please bring some of your favorite recipes next week? We are going to see if we can remake some of them so that they will still taste great, but be healthier!*

Time: 5 minutes

Materials:

- *Parent Guide and Journal*
- PPT #8

Notes:

Ideas for Expectant Parents:

Encourage expectant parents to think about their significant other and how their temperaments are alike or different to understand how that affects their eating patterns.

Ideas for Parents of Infants:

Infants with more challenging temperaments can be very fussy. Brainstorm ways to soothe the baby and encourage parents not to give them sweet foods or drinks to soothe.

Notes:

HANDOUTS AND ACTIVITIES



Temperament Background Information for Facilitators

Module 7 introduces participants to the concept of temperament. A complete facilitation guide for a series of workshops on temperament can be found at <http://readyforlife.kera.org/ready-for-life/>. You can click on “teachers” or “parents” to access videos, activities, and a facilitator guide. Those of you unfamiliar with temperament will find a general summary below to assist you in teaching Module 7. The following is adapted from the film *Who Is My Child?* produced by KERA.

Research about Temperament

A newborn baby was just laid at her mother’s side. Who is this child? What is she like, and when did she begin to become an individual? Researchers have been asking these and other questions related to temperament for many years. What does their research reveal? What should you know about temperament to prepare you to teach this workshop? The following review explores research done in the area of child temperament. This literature review does not include a review of adult personality research that explores temperament. In order to maintain a focus on child temperament and look at adult temperament only as it relates to child temperament, the worksheets we use in this workshop use scales and dimensions developed through research done with children, even when we are asking adults to identify their own temperaments.

How Temperament Is Defined and Identified

Temperament is defined in many ways. McCall (Goldsmith et. al. 1997, p. 524) synthesized the definitions presented by many researchers into one: “temperament consists of relatively consistent, basic dispositions inherent in the personality that underlie and modulate the expression of activity, reactivity, emotionality and sociability.” For this workshop, **we have defined temperament as “your child’s basic self.”**

Theorists agree in three major areas (Goldsmith, et.al., 1987):

- There is a difference between temperamental inclinations and acts. The research shows that even though a child may have a basic temperament trait, it does not necessarily mean that all of his actions will be in line with it. For instance, a child may be routine-oriented, but due to a family change, such as moving, he may become very erratic in his routines.
- Temperament traits do not change over the lifespan. However, the way individuals express temperament traits can change. Thus, a child that tended to shy away from new experiences may, through will and skills he has developed, insist upon trying new things as an adult. However, the basic feelings of desire to shy away will still underlie his actions. Thomas and Chess (1977) found that the expression of certain temperament traits in later life will occur only at times when new experiences make the coping skills the individual has developed ineffective.
- There is a biological basis for temperament. This biological basis forms the underlying reason for conducting temperament research during infancy when environmental influences have the least impact. Several studies with twins support the assertion that temperament has a genetic component. While there may be experiences in utero that also contribute to temperament development, research in this area is still needed.

Scenarios

Take each of the following scenarios and identify the temperaments of children and adults if mentioned. Then develop at least 3 strategies for helping the parent and child work better with food issues.

1. John is 2½. He is very intense and tends to be clingy. He has always been this way. He has trouble persisting at tasks and rarely finishes his meals. He comes back an hour later very hungry and wanting more for food.
2. Ellen is 12. She is very independent, highly motivated and sensitive. She gets along well with other children but tends to push herself very hard and feels that nothing she does is good enough. She has begun to think that she is too fat even though the doctor says she is almost below her correct weight. She often tries to skip meals and eats very little at dinner. She is also on the track team and seems to be practicing too much.
3. Blanca is 8 months old. She has always found it difficult to settle down, especially at night. Her mother gave her some Kool-Aid one night and found that she became quieter. But then it was hard to get her to go to sleep.
4. Lena is 6 and is overweight, according to her doctor. She loves to eat and cries when her mother limits her food. When she is sad, her mother finds that something sweet to eat is what soothes her best. She doesn't like to play outside but prefers to sit in the house playing with her dolls or watching TV.

Additional Activities

<p>Physical activity correlated with theme for parents</p>	<p>Temperament Puppets</p> <p>Ask participants to pretend they are puppets and strings hold up their arms, legs and head. Then call out a temperament trait and have them show how the puppet would move with that temperament. See <i>Parent Guide and Journal</i> for ideas on traits.</p>
<p>Physical activity correlated with theme for children</p>	<p>Pretend Feelings</p> <p>Have the children pretend they are different living things such as a worm, caterpillar, dog, and cat and then state different feelings (or show pictures) and have them act as if the animals they are imitating feel that way. Remind them that they may not touch anyone else. Use happy, surprised, sad, afraid, unhappy, or angry behaviors (only if you feel this won't cause aggressive behavior). Do this with several different animals.</p>
<p>Parent-child activity based on theme</p>	<p>Feeling Masks</p> <p>Give everyone paper plates and ask the parents to draw with their children a happy, sad, afraid, surprised and angry face on each plate. Then have the child hold up the correct plate as they say, "Happy", "Sad", etc. Encourage them to use these at home to help the child learn to label their emotions.</p>
<p>Book and activity for children on theme</p>	<p>Book: <i>Gregory, the Terrible Eater</i>, by Mitchell Sharmat</p> <p>Activity: Have the children draw a picture or provide them with templates, and let them trace pictures of the things that Gregory eats.</p>

Abbreviated Research Summary and Implications for Trainers

(A complete summary can be found at the end of this manual.)

Citation	Findings	Implications for Instructors
Hughes, S.O., & Shewchuk, R.M. (2012)	Parents who were more negative in their temperament and who perceived their infants as having a more negative temperament reported difficulties in getting them to eat fruits and vegetables. Parents who were more positive reported fewer feeding problems regardless of infant temperament.	Let parents know that if they can stay positive about their child's eating habits, they are more likely to find ways to encourage healthy eating regardless of child temperament.
Worobey, J., Lopez, M., Hoffman, D. (2009)	Reported several studies including their own that indicated that babies who were more challenging or harder to soothe were more likely to be overweight and that infants who were reported as having easy temperaments were leaner then and several years later.	Temperament does make a difference in weight. It may be that children are fed more or that they feel hungrier as a result of a difficult temperament.
Zeller, M.H., Boles, R.E. & Reiter-Purtill, J. (2008)	Mothers of obese youth reported their children had a more challenging temperament and that it was harder to control their behavior.	Children with difficult temperaments are more likely to be obese and need parents to begin early to help them develop good eating habits.
Christoffel, K. K., Wang, X. & Binns, H.J. (2010)	Parents who rate their child high in challenging temperament are more likely to use food to soothe the child.	Warn parents that using food to soothe babies teaches them to turn to food for comfort and reward and will increase the likelihood of obesity.
Slining, M. M. & Bentley, M. (2009)	High levels of activity in temperament were associated with leaner girls while those reporting more difficult temperaments were less active and more prone to weight problems.	Encourage children who are upset, sad, angry to use physical activity to help them overcome the negative feelings.
Vollrath, M. E., Tonstad, S., Rothbart, M.K., & Hampson, S.E. (2011)	Infants with internalizing and distress-prone temperaments were often given sweet foods to comfort and sweet drinks, particularly at night.	Encourage parents who are trying to soothe children to find things other than food, and to use water instead of sweet drinks.