

GROWING HEALTHY FAMILIES

A Guide to Nutrition and Fitness





GROWING HEALTHY FAMILIES

A Guide for Workshop Facilitators
KERA

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WELCOME TO GROWING HEALTHY FAMILIES

There is growing concern about the obesity epidemic in children today. Over one-third of American children are overweight or obese, and that number is only growing. In 2007 KERA developed a curriculum for parent and caregiver workshops, Little bBtes, Big Steps, in an effort to address this concern with young children.

The evidence demonstrates that not just children, but also adults, are less active and eating less healthfully. The parents' choices of food and activity and their examples play a critical role in children's health. The National Recreation Foundation has provided funding to KERA to create Growing Healthy Families, a series of workshops for parents that are focused on the family. Our goal is to help families make informed choices regarding food, nutrition and activity.

We wish to thank AVANCE-Dallas for their assistance in the development and implementation of this program.

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1 **Tips for Leading Successful Workshops**

GETTING STARTED

Using this curriculum module

This curriculum module was developed after the success of the **KERA Little Bites, Big Steps** curriculum. This curriculum focused on helping parents and caregivers provide appropriate nutrition and physical activity for young children. This curriculum addresses the needs of the family, not just the child.

This package contains a **Facilitator's Guide**, which includes:

- An overview of the workshops
- A complete guide to leading the workshops, including suggested scripts
- PowerPoint® (PPT) slides
- A resource section with the latest research and additional ideas for activities and ways to adapt the workshop for your group
- Ideas on effective session facilitation
- An interactive *Parent Guide and Journal* to be used during the workshops and between sessions

We encourage you to visit KERA's "Ready for Life" website where you will find training manuals, information and video clips on activities and nutrition for children that you can use to enrich and better understand the concepts you are teaching in this program. You can find these at <http://readyforlife.kera.org/ready-for-life/>

PLANNING SHEET FOR FACILITATORS

Use this sheet as a guide to plan your workshop

Date of Workshop: _____ Time: _____

Phone: _____ Number Expected: _____

Location: _____

Goal of Growing Healthy Families:

To develop a better understanding and application of basic nutrition and activity principles for families

Overall Objectives:

Participants will:

- Identify methods of increasing family and individual physical activity.
- Develop strategies to help the family members maintain a healthy weight.
- Gain ideas on improving the quality of snacks for the family.
- Identify why nutrients are important and what foods provide nutrients.
- Develop specific methods of choosing healthier fast foods at restaurants.
- Create methods and ideas for having family meals regularly.
- Identify strategies to work with different temperaments in encouraging family members to be active and eat well.
- Gain ideas and strategies to better plan meals, shop wisely for foods and substitute healthy for less-healthy ingredients in recipes.

Room Setup:

Draw a diagram of the way you would like to set up your room.



Marketing/Advertising Plan:

- Where will I advertise?
- Identify specific places such as schools, local businesses, radio/TV, social service agencies, religious organizations, apartment buildings and housing communities.
- Use email blasts and social media sites like Facebook and Twitter to promote. Create your own online social media presence, and work with community partners (as identified above) to assist in publicity efforts. Ask your partners to send promotional e-blasts and share your social media posts with their communities.
- Use newspapers, meetings of interested organizations, local magazines.
- Use direct mailings and flyers to get the word out.

One to Two Days Before the Workshop:

- Make enough copies of handouts for each participant.
- Make sure audiovisual equipment is available and working.
- Make sign-in sheet.
- Prepare a brief survey to gauge parents' satisfaction with each module and their ideas for improvement.

One Hour Before the Workshop:

- Set up the room.
- Set up and turn on all audiovisual equipment.
- Check to be sure everyone can see.
- Set up sign-in table with a sign-in sheet, copy of handouts, etc.
- Place at each chair a name tag, Handout #1 and *Parent Guide and Journal* (for the first workshop).
- Set out refreshments.
- Find the location of restrooms, telephones and water fountains so that you can direct participants to them.

Personal Workshop Evaluation: (Fill this out after the workshop for next time!)

| | | | | |
|---|------|----------|------|-----------|
| How would I rate this workshop? | Poor | Adequate | Good | Excellent |
| How did participants rate the workshop? | Poor | Adequate | Good | Excellent |
| How would I rate my preparation? | Poor | Adequate | Good | Excellent |

What can I do next time to improve the workshop and participation?

What do I want to remember next time?

CURRICULUM OVERVIEW

Eight One-Hour Sessions

Materials needed for all sessions:

- Computer and projector (or overhead projector)
- PowerPoint® (PPT) slides
- Handouts
- *Parent Guide and Journal*
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Refreshments

| Page | Time | Topic/Activity | Method | Materials |
|--|----------------|---|-------------------------------------|--|
| Module 1 | | | | |
| Growing Healthy Families: Being Active | | | | |
| Page 3 | 15 Min. | 1. Welcome/"Active Family Checklist" | Information/Activity | PPT/ <i>Parent Guide and Journal</i> |
| Page 4 | 30 Min. | 2. Basic Activity Skills | Group | PPT Activity Jars and Bags |
| Page 5 | 10 Min. | 3. Community and Outdoor Activity | Group/Individual | PPT Game |
| Page 6 | 5 Min. | 4. Summary/Family Activity Chart/Journaling | Information | PPT/Handout/ <i>Parent Guide and Journal</i> |
| Module 2 | | | | |
| Growing Healthy Families: Managing Our Weight | | | | |
| Page 20 | 10 Min. | 1. Welcome/Penny Activity | Individual Activity | PPT |
| Page 21 | 10 Min. | 2. BMI | Individual Activity/ Information | <i>Parent Guide and Journal</i> PPT |
| Page 23 | 15 Min. | 3. Balloon Game: Traditions | Group Activity | Balloons with Paper Strips |
| Page 25 | 20 Min. | 4. Board Game: Changing Habits | Group Activity | Board Game for Each Table |
| Page 26 | 5 Min. | 5. Summary | Information/Individual | PPT <i>Parent Guide and Journal</i> |

| Page | Time | Topic/Activity | Method | Materials |
|--|----------------|---|------------------------|--|
| Module 3 | | | | |
| Growing Healthy Families: Finding Nutritious Foods | | | | |
| Page 36 | 5 Min. | 1. Share changes in food, activity habits | Group/Individual | <i>Parent Guide and Journal</i> |
| Page 37 | 20 Min. | 2. Mini-Lecture & Fill-in-the-Blank | Information/Individual | <i>Parent Guide and Journal</i> |
| Page 38 | 20 Min. | 3. Vitamin & Mineral Match | Group Activity | Handout/ <i>Parent Guide and Journal</i> |
| Page 39 | 10 Min. | 4. MyPlate | Group/Individual | MyPlate Handout |
| Page 40 | 5 Min. | 5. Summary | Individual | <i>Parent Guide and Journal</i> |
| Module 4 | | | | |
| Growing Healthy Families: Snacking | | | | |
| Page 53 | 10 Min. | 1. Snack Bingo | Group | Bingo Handout |
| Page 54 | 15 Min. | 2. Mini-Lecture | Information | Post-It® Notes/ <i>Parent Guide and Journal</i> |
| Page 55 | 15 Min. | 3. Compare Food Labels | Group Activity | Food Labels Handout |
| Page 56 | 15 Min. | 4. Snack and Roll Activity | Brainstorming | Snack and Roll <i>Parent Guide and Journal</i> |
| Page 57 | 5 Min. | 5. Summary | Information | <i>Parent Guide and Journal</i> |
| Module 5 | | | | |
| Growing Healthy Families: Eating Healthier Fast Foods | | | | |
| Page 69 | 5 Min. | 1. Fast Food Share | Group | <i>Parent Guide and Journal</i> |
| Page 70 | 30 Min. | 2. Create a Meal | Group | Menus Handout <i>Parent Guide and Journal</i> |
| Page 71 | 20 Min. | 3. Healthy Alternatives | Group | Healthy Alternatives Matching Game |
| Page 72 | 5 Min. | 4. Summary | Individual | <i>Parent Guide and Journal</i> |

| Page | Time | Topic/Activity | Method | Materials |
|---|----------------|-----------------------------------|-----------------------------|--|
| Module 6 | | | | |
| Growing Healthy Families: Dining Family Style | | | | |
| Page 84 | 5 Min. | 1. Family Meals Benefits | Individual/Group | Post-It® Notes |
| Page 85 | 20 Min. | 2. Creating Family Mealtimes | Brainstorming/ Role-Play | Role Play Handout |
| Page 87 | 10 Min. | 3. Infants/Toddlers | Ball Group Game | Beach Ball |
| Page 88 | 20 Min. | 4. Festive Family Meal | Individual/Group | Materials for Flowers <i>Parent Guide and Journal</i> |
| Page 90 | 5 Min. | 5. Summary | Individual | <i>Parent Guide and Journal</i> |
| Module 7 | | | | |
| Growing Healthy Families: Temperament, Eating and Activity | | | | |
| Page 99 | 15 Min. | 1. Temperament | Mini-Lecture/Video | Video (optional) <i>Parent Guide and Journal</i> |
| Page 100 | 20 Min. | 2. Temperament Types | Individual/Group | Temperament Types Handout <i>Parent Guide and Journal</i> |
| Page 102 | 20 Min. | 3. Scenarios | Group | Scenario Handout |
| Page 103 | 5 Min. | 4. Summary | Individual | <i>Parent Guide and Journal</i> |
| Module 8 | | | | |
| Growing Healthy Families: Eating Healthier Fast Foods | | | | |
| Page 112 | 10 Min. | 1. Budget and Planning Discussion | Group | <i>Parent Guide and Journal</i> |
| Page 113 | 20 Min. | 2. Shopping Game | Group | Shopping Game Handout Grocery Flyers <i>Parent Guide and Journal</i> |
| Page 114 | 25 Min. | 3. Recipe Re-Do | Group/Individual | Recipe Cards Handouts <i>Parent Guide and Journal</i> |
| Page 115 | 5 Min. | 4. Summary | Individual | <i>Parent Guide and Journal</i> |

MODULE 1

GROWING HEALTHY FAMILIES:

Being Active



FACILITATOR GUIDE FOR MODULE 1

Growing Healthy Families: Being Active

| Timeframe | | Purpose |
|---|---|---|
| Activity 1:..... 15 minutes | Activity 2:.....30 minutes | Incorporating movement into our daily lives is sometimes difficult in today’s world. We seldom walk but usually take a car or bus. At home, we tend to sit to do many of our chores such as folding clothes. When we have time to spare, we often sit in front of a TV or computer screen. Physical activity is critical to a healthy weight and lifestyle. |
| Activity 3:.....10 minutes | Summary:.....5 minutes | |
| Summary:.....5 minutes | Total:.....60 minutes | |
| Total:.....60 minutes | | |
| | | |
| Learning Objectives | | |
| <ol style="list-style-type: none"> 1. Explore how much physical activity we incorporate into our lives. 2. Develop ideas for physical activity in our everyday lives. 3. Identify places where we can go outside our homes for physical activity. 4. Examine and explore the “Family Activity Chart.” | | |
| Activities | | |
| Activity 1: | | |
| <ol style="list-style-type: none"> 1. Welcome 2. Complete “Active Family Checklist” 3. Learn facts about family activity 4. Introduce the “Family Activity Chart” | | |
| Activity 2: | | |
| Learn the basic activity skills children need, and develop activities | | |
| Activity 3: | | |
| Identify sources of community and outdoor physical activity, and problem solve | | |
| Activity 4: | | |
| Introduce the “Family Activity Chart,” review and close the workshop | | |
| Room Setup | Handouts/PowerPoint/ 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. PPT slides 2. Activity jars and bags for Activity 2 3. Contact community resources before class for Activity 3 as indicated in Materials in Activity 3, and collect information. 4. “Family Activity Chart” | Computer Projector Markers Pens Pencils Sign-in sheet Jar or small basket for each table Small paper bags for each participant Large chart and markers |

MODULE 1: BEING ACTIVE

Activity 1: Welcome

Purpose of Activity:

- To recognize how little we move in our day-to-day experiences, and introduce the “Active Family Checklist.”

Instructions:

- Welcome the group and introduce the program.
- Share the workshop objectives on PPT #2.
- Take a moment and introduce the *Parent Guide and Journal*.
- Have participants turn to page 13, “Active Family Checklist,” and estimate the time they spend daily for each activity listed. Ask them to wait to do the final column.
- Show PPTs #3 and #4 “Did You Know?” then discuss what they learned about themselves and their families from the checklist they completed.
- Show PPT #5 and the “Family Activity Chart.” Have participants break into groups and together fill out the final column of the “Active Family Checklist” with ideas.
- Review PPT #6 facts.

Facilitator Script:

- *Welcome to our first class! We are going to hear and develop some great ideas for providing our families with healthy food and physical activity. It is often hard to get our families to have either. But this workshop will give you ideas you can use to make both fun and rewarding for your family.*
- *Please get water and go to the restroom when needed.*
- *We are providing you with a Parent Guide and Journal that will have lots of ideas and activities to help you as we explore food and activity. There is a notes section where you can record notes as you hear ideas you want to try! You will find in the beginning a place to record goals and accomplishments throughout the series of workshops.*
- *Your Parent Guide and Journal has an “Active Family Checklist” on page 13 that I would like you to complete, except for the last column. (Show PPT #5)*
- *Let’s talk about what you found out.*
- *Here are some facts about activity (PPT #6).*
- *Now work with others at your table to complete the final column in your checklist.*

Time: 15 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPT Slides #1-5
- Pencils or pens
- Copy of “Family Activity Chart” for everyone

Notes:

Tips for Trainers!

Honor the experience in the room. Recognize those that are mothers and let them know you look forward to their comments and help!

Activity 2: Activity Skills Brainstorming

Purpose of Activity:

- Develop ideas for physical activity in our everyday lives.

Instructions:

- Review PPTs #7 and #8, “Activity Skills,” and discuss that it is important that children develop these skills and that adults develop and maintain their balance and motor skills to prevent falls and back and muscle problems.
- Provide a jar at each table filled with slips cut from the “Activity Bag Ideas to Do at Home” handout. Each group should take turns drawing a slip from the jar and identifying an activity that could be done at home to use the skill. Ask groups to record their ideas on the back of each slip.
- When the groups have identified several activities, have everyone stand and pretend to try one or more of each group’s activities.
- Give each person an activity bag with ideas and blank slips of paper to write some of their own ideas to put in the bag.
- Allow them time to write their favorite ideas in their journal as well as on the slips.

Facilitator Script:

- *Everyone needs to develop certain physical skills in movement, stability and object control. What are some skills you think belong in these? These PPTs (#7, #8) list many of the skills you and your child should develop.*
- *We can do activities at home with things we have there to help develop these skills. The next activity will give you more ideas.*
- *Take turns drawing a slip and identifying an activity that could be done at home to use the skill. For example, if you draw the “sliding” slip, you and your child can mop the floor by putting down wet towels and sliding around. If you draw the “throwing” slip, you and your child can sort clothes by throwing them into baskets, or you could throw a wadded up ball of paper to each other. Think of everyday things around your home that your child, you or the whole family could do. Record your ideas as a group.*
- *We are going to try out some of the activities! Who has one they will share? (Then have everyone do the activity.)*
- *Here is an activity bag that you can keep on your counter and use daily with your child (or yourself) to provide activities— especially when they are bored or have been sitting too long! There are blanks for you to add your own ideas we just discussed. Record your favorites in your journal.*

Time: 30 minutes

Materials:

- Jar for each table filled with slips cut from the “Activity Bag Ideas to Do at Home” handout
- Small paper bag for each person with slips from “Activity Bag Ideas to Do at Home” cut out and some blank slips to hand out to the tables
- PPT #7, #8

Notes:

Activity 3: Community and Outdoor Areas for Activity

Purpose of Activity:

- To identify places in the community to go to be active

Instructions:

- Discuss any difficulties in finding outdoor areas that are safe for children and adults to play and be active. Ask the participants for some ideas of where people can go and then share with them the responses.
- Use the chart and ask participants to give you barriers and solutions to being physically active in the community.
- Challenge them to get out this week and be physically active outside of their homes.

Facilitator Script:

- *We don't always want to stay inside to be active. Where are some places you go when you want to get outside or go somewhere to be active?* (Share some of the information you found out about places nearby.)
- *It is not always easy to get outside. Let's list some of the things that keep us from getting outside or going somewhere to be physically active.*
- *Now let's see if we can find some solutions to these problems.*
- *Will you try one of the ideas we had this week to get away from home and be physically active?*
- *What can you do if your child has a special need that keeps them from being as active? What if they have a physical limitation? How can you help them be active?*

Time: 10 minutes**Materials:**

- Tape
- Large chart labeled "Being Physically Active in our Community" and 2 columns labeled "Barriers" and "Solutions"
- Check ahead of time to identify local recreation centers, parks, YMCAs, schools that allow children and adults to use playgrounds and gyms, as well as shopping malls with play areas and other places that parents and children can go to be active.
- Find out if those that charge fees have a sliding fee scale for those with limited income. If they have brochures get them for each person.

Notes:

Activity 4: Summary

Purpose of Activity:

- To discuss using the “Family Activity Chart” and review

Instructions:

- Introduce the “Family Activity Chart,” and ask everyone to put it on their refrigerator, use it, and bring it back with them.
- Go over the learning objectives.
- Ask each participant to go home and use the activity bag.
- Encourage them to get out at least once in the coming week to be active.
- Remind them to think about their children with physical limitations as well.

Facilitator Script:

- *This is the “Family Activity Chart,” and there is another copy in the Parent Guide and Journal. We will use this for the next few weeks. You can put it on your refrigerator and everyone in the family can participate. When anyone does 15 minutes of physical activity they can either put their name or a picture that represents them (such as a flower or the sun) on the chart.*
- *The top is reserved for family activities. When you complete 5 family activity spaces, you receive a family prize! Plan a special family activity such as an outing to the pool, an activity park or another prize that is not food!*
- *You might have the children help you identify the prizes they will get when they complete a certain number of activities. Again, it is better if they are non-food items like special time with Mom and Dad! If your children are still too young for this, use it as an incentive for you and your partner to exercise!*
- *Remember that children with physical limitations can do simple things at home to gain strength such as lifting a bag of sugar to strengthen muscles or stretching from their wheelchair.*
- *(Use PPT #9 for summary.) We learned different ways that we need to be active and developed some simple ideas for activities. We also identified places in our community we can go to be active and some ways we might accomplish this*
- *This week get out at least once to be active. Walking around the block or in the mall, or taking a ball to the playground and tossing it or rolling it to your child would all count! You can take your child to a playground, but make sure you are active too—walk around, push them on the swing, etc. Remember to record activities on the Family Activity Chart.*

Time: 5 minutes

Materials:

- PPT #5, #9, Summary
- Evaluation
- *Parent Guide and Journal*
- Copies of “Family Activity Chart” handout

Notes:

Ideas for Expectant Parents:

Let expectant moms know that their labor and delivery will go better and they will have fewer complications if they are in good physical condition. They should get daily exercise. Your group could brainstorm ideas for them to get the exercises they need!

Ideas for Parents of Infants:

Encourage moms and dads to do exercises with the baby such as lying down and bending knees, putting the baby on their knees and doing knee lifts. Just remind them to hold tight to the baby! The group could brainstorm different exercises using the baby.

Notes:

HANDOUTS AND ACTIVITIES



ACTIVITY SKILLS BRAINSTORMING

Cut each word into strips and place in jars or small baskets on each table. You should have 5-7 strips per table. You may need to repeat some if you have a lot of tables. Ask them to write their ideas for activities on the back. Encourage them to also think of ways that children with special needs and physical limitations can incorporate their ideas.



BENDING



TWISTING
AND TURNING



DODGING



SHAKING



PUSHING
AND PULLING



CATCHING



SLIDING



JUMPING UP AND
DOWN AND FORWARD
AND BACKWARD



SKIPPING



CHASING



THROWING



BENDING AND
STRETCHING



SWINGING



BALANCING



RUNNING AND
STOPPING



HOPPING



WALKING



CLIMBING

Optional Activity: Using a Pedometer

Purpose of Activity:

- To learn how to use a pedometer

Instructions:

1. Pedometers can be bought cheaply in bulk. You can find pedometer sales by going online and searching for “buying pedometers in bulk” or “inexpensive pedometers.” Health care agencies, insurance companies and medical doctors can also be contacted as they may provide these for free.
2. Use PPT #11, “Pedometer,” to explain what a pedometer is.
3. Hand out a pedometer to each person.
4. Use PPT #12, “How to Use a Pedometer,” to explain how they are used.
5. Provide participants with a chart and ask them to chart how many steps they take each day and bring it back.
6. Promise (and bring to the next class) a gift certificate or donated prize for the person with the most steps.

Time: 10 minutes











Materials:

- PPT slides #11 and #12 on Pedometers, which can be found at the end of the slides for this module
- Pedometers

Notes:

Activity Bag Ideas to Do at Home

Cut out each of the blocks on this page and the blank ones on the next. Place the blocks with activities in a bag. Give the participants the additional blank squares and have them write an idea on each and put in the bag.

| | | |
|---|-------------------------|--|
|  | House Skate | Place paper on the floor—one sheet under each foot. Turn on music (slow music is best). Then skate around the room! |
|  | Snow Balls | Take several sheets of paper and crumple each into a ball! Then throw them at each other as you would a snowball! |
|  | Obstacle Course | Turn over a chair, hang a blanket over a couch, put string on the floor to walk on, a basket to climb in, etc., then all go through the course! |
|  | Bowling | Save toilet paper rolls or fold paper into tents and stand up together like bowling pins. Use a beach ball or light play ball to knock over the pins! |
|  | Bridge Ahead | Place 2 pieces of string about 4-6 feet long next to each other about 12 inches apart. This is the bridge. Have child walk on it. Then put the strings closer each time! |
|  | Frog Jump | Put down toys in 4 corners to form a square. Take turns squatting in the middle and then jumping to each corner to catch a “fly” with your tongue! |
|  | Treasure Island | Sit on the floor and put toys next to you. Pretend you are a pirate on an island sleeping. Close your eyes and your child must slide quietly to get a toy. When you open your eyes he must freeze or go back. When he grabs a toy it is someone else’s turn to find the pirate treasure! |
|  | Don’t Wake Baby | Pretend a baby is asleep in the house, and have everyone tiptoe around the house. Then tell them she is awake and they must crawl like the baby! |
|  | Basketball Throw | Crumple sheets of paper into balls. Use a wastebasket or box and have children throw underhand and overhand to sink it! |
|  | Bend and Stretch | Sing or chant and do movements too: <i>Bend and stretch reach for the sky</i> <i>Stand on tippy toes oh so high</i> <i>Bend and stretch reach for the stars</i> <i>There goes Jupiter, here comes mars</i> <i>Repeat the chant several times and stretch as far as you can!</i> |

Additional Activities

| | |
|--|---|
| <p>Physical activity correlated with theme for parents</p> | <p>Balloon Activity: Put individual ideas for physical activities for families inside several balloons then blow them up and tie them. Then give several group members balloons. They must pass them among the other group members by swatting them in the air. If a balloon falls, everyone stops, and the person who missed the balloon pops it and reads the idea to the group. Then everyone begins again until all the balloons are used. Remember to have the group members throw the balloons high!</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Animal Walk: Find pictures of animals. Show one to the children and ask them to walk like the animal, pretend to eat like the animal, and finally, to sleep like the animal!</p> |
| <p>Parent-child activity based on theme</p> | <p>Activity Bag: Use the activity bag the parents developed to choose an activity they can do together.</p> |
| <p>Book and activity for children on theme</p> | <p>Book: <i>We're Going on a Lion Hunt</i>, by David Axtell</p> <p>Activity: The children can act out the book as you read each page!</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 |
|--|--|--|
| Godbey, G. & Mowen, A. (2010) | The majority of physical activity that occurs in parks is of a moderate to high level, and the average park visitor is there 2 hours. Public parks are a critical resource for minority communities. | Find out about the park facilities available in your community. Provide enough information for your participants that they know all the resources there are and how to access them. Plan to teach one of your sessions in the public park if they have covered picnic areas. |
| Tudor-Locke, C., Johnson, W.D., & Katzmarzyk, P.T. (2010) | A survey of U.S. adults indicated that most of adult activity is sedentary. Only 5% report any vigorous activity. | Have the participants monitor the amount of activity by intensity that they are actually doing for a couple of days to see how little they actually are exercising their bodies. Encourage them to be aware and look for ways to be more active. |
| Bravata D.M., Smith-Spangler C., & Sundaram V, et al. (2007) | An examination of 26 studies dealing with pedometer use found that use of a pedometer is associated with significantly increased physical activity and significantly decreased blood pressure and body mass index. | Many health agencies and medical companies will provide pedometers for free. Try to find pedometers for your participants and use the optional lesson information to teach them how to use the pedometer correctly. |

MODULE 2

GROWING HEALTHY FAMILIES:

Managing Our Weight



FACILITATOR GUIDE FOR MODULE 2

Growing Healthy Families: Managing Our Weight

| Timeframe | | Purpose |
|---|---|---|
| Activity 1:.....10 minutes | Activity 2:.....10 minutes | Weight management can be difficult. Being overweight or obese can lead to serious health consequences in children and adults. During the past 30 years the number of overweight children has doubled and the number of obese children tripled. Parents of overweight children are often overweight and have feeding practices that can contribute to children being overweight. Children in minority groups are at particular risk (with the exception of Asian children). This module explores how to recognize, prevent and manage weight issues. |
| Activity 3:..... 15 minutes | Activity 4:20 minutes | |
| Summary:.....5 minutes | Total:.....60 minutes | |
| | | |
| | | |
| Learning Objectives | | |
| <ol style="list-style-type: none"> 1. Identify appropriate weights for children and adults 2. Recognize attitudes, family traditions, habits and routines that may contribute to obesity and long-term consequences 3. Develop ideas for new routines, habits and traditions that will lessen the chances of obesity | | |
| Activities | | |
| Activity 1: Welcome: Draw a penny from memory | | |
| Activity 2: Explain & determine body mass index (BMI) | | |
| Activity 3: Balloon Game: What family traditions and routines contribute to obesity? What can we change in our family to promote a healthier lifestyle? | | |
| Activity 4: Game Board on Ideas for Changing Traditions and Habits | | |
| Activity 5: Summary | | |
| Room Setup | Handouts/PowerPoint/ 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. PPT slides 2. Sorting pictures and sorting board 3. Balloons with questions inside 4. Game boards, cards, markers and dice for each table | Computer Projector Markers Pens Pencils Sign-in Sheet Large balloons Scale <i>Parent Guide and Journal</i> Optional: rewards for summary |

MODULE 2: MANAGING OUR WEIGHT

Activity 1: Welcome

Purpose of Activity:

- Welcome
- Recognize that people may look lighter or heavier than they actually are.

Instructions:

1. Have paper and pencils on each table. Have PPT #2 on the screen as everyone enters, and ask them to draw a penny from memory.
2. Welcome the group.
3. Remind them that they have seen thousands of pennies all of their lives.
4. Show participants PPT #3, and discuss how even when we see something all the time and work with it, we don't always observe it correctly.
5. The same is often true with our attitudes and perceptions about our weight and our children.
6. Ask: How difficult do you find it to manage your weight? Your child's weight?

Facilitator Script:

- *Welcome to our session on weight management. Please look at the slide (PPT #2) and draw a penny if you have not already. Remember, don't look at one, do this from memory!*
- (Have them finish the activity as you introduce the session, explain about locations of water, sign-in, etc.)
- *Maybe you or someone in your family or a friend has had a weight problem? It can be very hard to control. We are going to talk about how to identify if you have a problem and what to do about it!*
- *Look at an actual penny (show PPT #3). Did you get everything right on your drawing? Most of us have trouble really noticing details of the things and people we see every day, even things we have seen all of our lives.*
- *We are often not aware of weight. We know when our clothes are too tight but don't realize that we might be overweight or obese. We especially don't notice this in children. We often think it is baby fat that they will outgrow, but research shows us that few children outgrow baby fat after the age of two.*

Time: 10 minutes

Materials:

- PPT #2 Welcome!
- PPT#3 Penny
- Sign-In sheet
- *Parent Guide and Journal*
- Blank paper
- Pencils

Notes:

Activity 2: Explain and Determine BMI

Purpose of Activity:

- To teach parents how to identify the Body Mass Index (BMI) for themselves and their children and understand its relationship to weight management

Instructions:

1. Show PPT #6, “Recognizing Appropriate Weights,” and use the *Parent Guide and Journal* to discuss what the caloric needs of adults and children are and the fact that adults need fewer calories as they get older.
2. Explain what a BMI is and have participants identify their BMI using the PPTs #7 and #8.
3. Ask participants to use a computer or smartphone to identify their child’s BMI, using the Internet and the address on PPT #9, “Determining Child BMI,” and the chart in their *Parent Guide and Journal*. If they have more than one child, ask them to look up only one child.
4. You may need to go to participants to provide this information if you are the only one who has Internet access or ask people to assist each other if some parents in the audience have smartphones. If you are looking up the information for them, begin the next activity, and when they are sorting cards together, complete this activity.
5. If no one has access, encourage them to take their *Parent Guide and Journals* with them to the library or a friend’s house and check their child’s BMI. The website URL is in the *Parent Guide and Journal*.
6. Use PPT #10 and #11, “Causes of Weight Management Issues,” to provide facts of weight management. Research shows that Hispanic, African American, and lower income children have a much higher incidence of being overweight and obese than Anglo, middle-class children. Discuss the implications of this information on your PPT.

Facilitator Script:

- *Let’s look at page 11 of your Parent Guide and Journal “Calories Needed by Age and Sex for Moderately Active Child or Adult.” As adults get older they actually need fewer calories. Children also have very specific caloric needs. When we eat too much and get too many calories then don’t exercise enough and use up the calories, they turn into fat and make us overweight.*
- *One way to keep up with your weight is to determine your BMI. The next few PPTs explain them.*

Time: 10 minutes

Materials:

- *Parent Guide and Journal*
- Computer or Smartphones to look up child’s BMI (if available)
- PPT #6 Recognizing Appropriate Weights PPT #7 BMI
- PPT #8 Adult BMI
- PPT #9 Determining Child BMI PPT #10, #11 Causes of Weight Management Issues

Notes:

- *What is your BMI? Use the chart you see on PPT# 8 or in your Parent Guide and Journal on page 17 to identify your own BMI.*
- *A child's BMI (PPT # 9) is measured in a different way, using height and weight charts. They can be harder to understand. The Center for Disease Control has provided a way to put in your child's height and weight and age online to find out their BMI. We have provided this information in your Parent Guide and Journal on page 18.*
- *There are many causes of weight management issues (show the PPTs #10 and #11). Some groups of people are more likely to have weight management issues than others, and these can lead to poor health for children and adults. Taking steps now to maintain a healthy weight can keep those health issues from becoming a problem. If your child is having weight issues as a result of medication, discuss it with your doctor. They can often substitute medications that have less impact on weight.*

Notes:**Tips for Trainers!**

Use tickets to encourage participation and people's return on time from breaks. Hand them out and at the end of class have them put their names on the back and have a drawing for small prizes!

Activity 3: Traditions, Attitudes and Routines That Can Lead to Obesity

Purpose of Activity:

- To understand attitudes, traditions, etc. that may lead to unhealthy eating habits and problems with weight management

Instructions:

1. Discuss habits, tradition and routines that can lead to being overweight or obese.
2. Take balloons you have created, throw one, have them pop it and read the questions then everyone can respond.
3. Questions in the balloons (also found in handouts):
 - a. *What are some of the favorite foods in your family that might be less healthy?*
 - b. *What are some of the traditions in your family that might lead to weight management problems? (For example, we always eat a large meal at Thanksgiving then everyone sits all afternoon watching TV; or our grandmother used bacon fat to cook all of her vegetables; my grandmother always said a “chubby child is a healthy child.”)*
 - c. *What are some habits you have that may lead to weight management problems? (For example, I always like to eat a big bowl of ice cream at night while I watch TV, or my children always come home from school, get a candy bar and sit down in front of the TV.)*
 - d. *What are some ways you could make your family holidays healthier?*
 - e. *What are some ways you could be more active as a family (or by yourself)?*
4. *Have participants turn to page 19 of the Parent Guide and Journal and record ideas for correcting their families’ unhealthy habits.*

Facilitator Script:

- *All of us have little habits and routines we follow or family traditions that could contribute to weight problems.*
- *One habit, tradition or food is not going to cause weight problems, but each one adds up, and if there are too many that are less healthy, weight problems occur. For instance, if I have a large piece of pie and ice cream at my Thanksgiving dinner, that probably won’t affect my weight. But if on Thanksgiving Day I eat all day and have several large pieces of pie, cake, ice cream, dressing, and other fattening foods, I may gain weight.*

Time: 15 minutes

Materials:

- Balloons numbered with a strip of paper in each (also found in handout)

Notes:

- *We are going to toss balloons. I will throw one to someone, and when they catch it, they have to pop it and read the question on the paper then everyone can answer.*
- *Remember, one habit, tradition or food we eat that we love and may be a less healthy is not going to cause weight problems.*
- *But if there are too many of these, we will gain weight and so will our children.*
- *Take a minute to write some of the habits in your family that you could change and ideas on how to do it in your journal on page 19.*

Notes:**Tips for Trainers!**

Use tickets to encourage participation and people's return on time from breaks. Hand them out and at the end of class have them put their names on the back and have a drawing for small prizes!

Activity 4: Ideas for Healthier Traditions and Routines Game Board

Purpose of Activity:

- To gain ideas on how to create healthier traditions and routines in the family.

Instructions:

1. Show PPT # 12, #13 “Traditions and Attitudes that May Lead to Weight Problems”, PPT #14, #15 “Avoiding Weight Problems” and PPT #16 “Remember.”
2. Give each table a game board, cards, markers and one die.
3. Instruct every table to choose their markers, and place them at the beginning and throw the die to move.

Facilitator Script:

- *Many of our family traditions can lead to weight problems as you can see on PPTs #12, #13. It is often hard to change some of these traditions. But we live in a different world than our families did before. They tended to walk more and did not have all of the high fat, sugary foods we now have available to eat.*
- *PPTs #15, #16 give you some ideas on how to avoid weight problems.*
- *We are going to play a game that will give you more ideas*

Time: 20 minutes

Materials:

- Game Boards, Cards, Markers and Dice for each table
- PPT #12, #13 Traditions and Attitudes That May Lead to Weight Problems
- PPT #14, #15 Avoiding Weight Problems
- PPT #16 Remember

Notes:

Activity 5: Summary

Purpose of Activity:

- To record ideas for maintaining healthy weights and review

Instructions:

1. Go over the objectives of this session on PPT #2, and remind participants that making one or two changes a week in their habits can result in a healthier family!
2. Ask participants to review page 19, “Ideas for Maintaining Healthy Weights,” in their *Parent Guide and Journal* and write some of the ideas they have heard today so they don’t forget! Ask about goals written in the *Parent Guide and Journal*, clap and reward those that have completed goals and have them write new ones.

Facilitator Script:

- *Today we talked about weight management. It can be really hard, especially when our families and friends have traditions and routines we do regularly that are not healthy.*
- *Remember our objectives today? (PPT #2)*
- *Let’s go over a quick summary. (PPT #16)*
- *Please turn to your Parent Guide and Journal page 19, “Ideas for Maintaining Healthy Weights,” and write down some ways you could make your family environment healthier.*
- *How did you do on your goals you wrote in your journal last week? Who achieved those goals? Let’s give them a round of applause!*
(You can show participants how to clap moving your hands in a circle for a “round of applause.” You may also want physical rewards such as a healthy snack or some small thing to encourage everyone to continue.)
- *Please write your next goals in your manual. Remember, if you can change just one thing a week that results in healthier behavior, you will be helping your family!*

Time: 5 minutes

Materials:

- Evaluation forms
- PPT #2, #16
- *Parent Guide and Journal*
- Small gifts or healthy snacks (optional)

Notes:

Ideas for Expectant Parents:

It is important that expectant parents understand that gaining too much weight is harmful for the baby and can lead to obesity for Mom. Eating a healthy diet can keep that from happening.

Ideas for Parents of Infants:

It is a myth that babies will outgrow their baby fat. Most do not. It is important not to overfeed, and when baby pushes away from the bottle not to try to force her to eat a little bit more. Breastfed babies typically do not eat more than necessary and also have more protection from becoming obese than babies who are bottle fed.

Notes:

HANDOUTS AND ACTIVITIES





Balloon Game

Directions:

1. Place in each of the balloons one of the following questions cut into a strip.
2. Blow up the balloon and tie it.
3. You can turn music on and have it play for a few seconds while the balloon is tossed around the room. The last person with the balloon when the music stops must pop it and read the question (or hand the question to someone else to read).
4. If you do not have a lot of time, simply call out a name and throw the balloon to that person. They should then pop the balloon and read the question or hand it to someone else to read. If you have a group with lower literacy, ask them to tell you the number and you can read to them.
5. Have participants respond to the questions.

Balloon Questions to Be Placed in Balloons

1. **What are some of the favorite foods in your family that might be less healthy?**
2. **What are some of the traditions in your family that might lead to weight management problems?** (For example, we always eat a large meal at Thanksgiving and then everyone sits all afternoon watching TV, or my grandmother always used bacon fat to cook all of her vegetables, or my grandmother always said a “chubby child is a healthy child.”
What are some habits you may have that may lead to weight management problems? (For example, I always like to eat a big bowl of ice cream at night while I watch TV, or my children always come home from school, get a candy bar and sit down in front of the TV.)
3. **What are some ways you could make your family holidays healthier?**
4. **What are some ways you could be more active as a family (or by yourself)?**

Materials Needed:










- 5 large balloons and the questions below cut into small strips
- 1 straight pin in case participants have trouble popping their balloon

Healthier Traditions and Activities Board Game

Directions:

Cut out the game cards. Provide each table with game cards, a copy of the game board and a token for each person (different colored buttons, paper clips, or tokens from a board game such as Monopoly).

Game Cards

| | | |
|--|---|---|
|  <p>Share a way your family could make holidays healthier. Move to the next space.</p> |  <p>What is one habit your family could begin to form that will improve your health? Move to the next space.</p> |  <p>Name a vegetable that your family doesn't normally eat, and have the group help you think of a way to make it more interesting to your family. Then move ahead 2 spaces.</p> |
|  <p>Name one physical activity your family could do together that everyone could enjoy. Then move ahead 1 space.</p> |  <p>What is one food you normally fry that you could serve baked or raw instead? Move ahead 1 space.</p> |  <p>Your family changed its routine of having cake for dessert to having fresh fruit with yogurt. Move ahead 2 spaces.</p> |
|  <p>What are some nighttime sleeping, eating and activity routines your family has that could be changed to be healthier? Move ahead 1 space.</p> |  <p>When your Mother tells you that your child is too thin, but the doctor says he is average weight, what could you tell her to help her understand? Move ahead 1 Space</p> |  <p>Your family has begun a new habit of having a dish of ice cream every night just before bed. Move back 1 space.</p> |

| | | | |
|---|---|--|--|
| START | | END | |
| <p>You fried all of the food for your dinner. Lose a turn.</p> | | <p>Draw a Card!</p> | |
| <p>Draw a Card!</p> | | <p>You took your family on a walk around the block after dinner. Move ahead 1 space!</p> | |
| <p>You watched TV for 3 hours without moving around except to get food. Go back 2 spaces!</p> | | <p>Draw a Card!</p> | |
| <p>You planned meals for a week with your family and included lots of fruits and vegetables. Move ahead 1 space!</p> | | <p>You parked as close to the front of the store as you could instead of parking farther back and walking. Lose a turn!</p> | |
| <p>Draw a Card!</p> | <p>You rewarded your child for his good behavior by giving him candy. Move back 1 space.</p> | <p>Draw a Card!</p> | <p>You walked back and forth in front of the TV during commercials. Move ahead 1 space!</p> |

Additional Activities

| | |
|--|--|
| <p>Physical activity correlated with theme for parents</p> | <p>Gotta Do: Group members form a circle and toss a foam ball to someone. The chosen person calls out something they could do at home when their child can't go out, such as dancing, jumping jacks, pretending to climb a tree, hopping, etc. Circle members say "Gotta Do!" and do the activity or pretend to do whatever has been called out. Then the ball is tossed to another person.</p> |
| <p>Physical activity correlated with theme for children</p> | <p>TV Antics: Have the children sit on the floor as they would in front of the TV. Have them think of things they could do to be active while they watch TV and have them do them. (For children too young to think of this you can name things, and then show them how to do them.) Some ideas can be putting their feet in the air like a bicycle and biking, swinging their arms like a monkey, inching around the floor like a worm, etc.</p> |
| <p>Parent-child activity based on theme</p> | <p>This is Me! Have parents bring a small picture of their child. Give each parent a paper plate, and task the parent with writing the child's name, age, height and weight on the paper plate under or around the child's picture. Then have parent and child decorate the plate.</p> <p>Materials needed: scale, measuring tape, paper plates, picture of child, permanent marker for each parent to write information, crayons, sequins, ribbon, glue, scissors, construction paper, etc.</p> |
| <p>Book and activity for children on theme</p> | <p>Book: <i>I Like Me</i>, by Nancy Carlson</p> <p>Activity: Read the book and then have children say something they like about themselves! Then have them identify things they like to do that can help them stay healthy.</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 |
|--|--|---|
| Centrella-Nigro, A. (2009) | 4 out of 10 children born to parents of Mexican heritage are overweight or obese. Commercials on Spanish language TV channels feature more non-nutritious foods and drinks than on English only channels. Hispanic parents see their children as weighing less | Encourage parents to watch TV with their children and comment on the food and drinks shown. |
| USDA (2004) | 2/3 of all fresh fruits and more than ½ of all fresh vegetables cost less than processed versions of the same produce. | Encourage parents to watch sales and to buy more fresh fruits and vegetables. |
| Tschann, J. M., et.al. (2013) | Monitoring children’s food intake and eating of higher calorie foods was correlated positively with lower BMI. Restricting the amount of food a child eats is related to higher BMI—one conclusion is that it lowers child self-regulation skills. | Parents can monitor the foods children are eating and provide unrestricted healthy and lower calorie foods. Parents should also allow children to make food choices and ask them if they are full to help them understand what “full” feels like. |
| Hodges, E. A., et.al. (2013) | 50% of caregivers were not worried about their child’s weight and thought they were healthy even though they exceeded the 95th percentile for height and weight, 62% of parents in the study were not concerned about their children’s physical activity. Children are more likely to play when they get to choose the activities themselves | Encourage parents to realize that children today are not as active and that preschoolers don’t get enough exercise by just “being kids.” Encourage parents provide a variety of materials that children can choose to use to be active such as balls, chalk for hopscotch, scarves to wave in the wind, bikes, etc. |
| Souto-Gallardo, M.C., Jiménez-Cruz, A., & Bacardí-Gascón M. (2011) | Hispanic parents underestimated the weight of 79-91% of preschool children. | Encourage parents to check weight and BMI regularly. |

MODULE 3

GROWING HEALTHY FAMILIES:

Finding Nutritious Foods



FACILITATOR GUIDE FOR MODULE 3

Growing Healthy Families: Finding Nutritious Foods

| Timeframe | | Purpose |
|--|---|---|
| Activity 1:.....5 minutes | Activity 2:.....20 minutes | Basic nutrients in foods are often misunderstood. People need carbohydrates, fats and protein in their diets. What do these nutrients provide? What is the role of vitamins and minerals in a healthy life? |
| Activity 3:.....20 minutes | Activity 4:10 minutes | |
| Summary:.....5 minutes | Total:.....60 minutes | |
| Learning Objectives | | |
| <ol style="list-style-type: none"> 1. Identify the basic nutrients the body needs, why they are important, and which food groups provide them 2. Explore MyPlate as a way to include all nutrients in the diet | | |
| Activities | | |
| Activity 1: Welcome and share changes in attitudes, habits since last week. | | |
| Activity 2: Mini-Lecture and fill-in-the-blank activity on nutrients | | |
| Activity 3: Vitamin and Mineral Matching Game | | |
| Activity 4: Learning about MyPlate | | |
| Activity 5: Summary | | |
| Room Setup | Handouts/PowerPoint/ 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. PowerPoints 2. Fill-in-the blank nutrient activity answers 3. Vitamin and Mineral Matching Game for each table 4. MyPlate handouts for each table | Computer Projector Markers Pens Pencils Sign-in Sheet Journals |

MODULE 3: FINDING NUTRITIOUS FOODS

Activity 1: Welcome

Purpose of Activity:

- Gain an overview of the session.
- Share changes to eating and exercise habits since the last session.

Instructions:

1. Welcome the group.
2. Review the goals of the session on PPT #2.
3. Share an exercise or eating habit that they changed. Provide healthy treats for those that did.

Facilitator Script:

- *Welcome to our session! We are going to talk today about nutritious food and what “nutritious” means.*
- *We will be talking about nutrients today as you can see on our PPT #2 (Review PPT)*
- *If you tried a new healthy food or activity since the last class, please share with us what it was and how it went. (Give each one that shares a small healthy treat such as an apple, bag of almonds, etc.)*

Time: 5 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPT #2
- Small treat for those who tried a new food such as an apple, almonds, other fruit, etc. Be sure the treat is healthy! You can also make a treat if you choose.

Notes:

Activity 2: Learning about Nutrients

Purpose of Activity:

- To acquaint participants with nutrients, particularly energy nutrients.

Instructions:

1. Tell participants that they are going to learn about nutrients and fill out a fill-in-the-blank game as you go through some slides. Let them know that this is not a test and that you are providing an answer sheet on the table if they get lost and need to look back.
2. Have them turn to Page 21 in their *Parent Guide and Journals* and fill in the blanks as you go over PPTs #3-9 then show them PPT #10 with the answers for the *Parent Guide and Journal*.
3. Review before the workshop PPTs #3-10 and the *Nutrient Talking Points for Facilitators* in the Handouts section.

Facilitator Script:

- *We want to learn some basic things about nutrients today, what they are, why we need them and where we find them.*
- *I am going to review some slides with you and help you to remember the information. There is a fill-in-the-blank page in your Parent Guide and Journal that you will fill out as we go.*
- *Don't worry if you get behind. We will review the answers in a little while.*
- *(Review the PPTs #3-9) I am going to show you the answers to the fill in the blanks on Page 21 of your Parent Guide and Journal. Check your answers and correct any mistakes. (Show PPT #10)*

Time: 20 minutes

Materials:

- PPTs #3-10
- *Parent Guide and Journal*
- Nutrient Talking Points for trainer to use in Handouts

Notes:

Activity 3: Vitamin and Mineral Matching Game

Purpose of Activity:

- To recognize the main characteristics of vitamins and minerals and why they are needed.

Instructions:

1. Show PPT #11, #12.
2. Provide each group with a bag of cards for the Vitamin and Mineral Matching Game.
3. Have the group sort and put together the matching term and definition.
4. Go over answers (PPT #13) and reward group that finishes first with the most correct answers.
5. Ask the participants if they were surprised by something they saw or if they learned something new.

Facilitator Script:

- *We are going to play a matching game to learn about vitamins and minerals that our body needs.*
- *Please take the cards out of the bag. Your task is to match the word to its correct definition. When we are all done, I will give you the correct answers. The first group that finishes with all or the most correct answers wins.*
- (After) *Here are the answers (Show PPT #13)*

Time: 20 minutes**Materials:**

- Vitamin and Mineral Matching Game cards in small bag
- PPTs #11, #12, #13

Notes:**Tips for Trainers!**

When a participant asks a question, see if others have the same problem and ask how they deal with it. You don't always have to be the expert and can say, "I don't know, but I will find out!"

Activity 4: MyPlate

Purpose of Activity:

- To acquaint participants with MyPlate

Instructions:

1. Ask participants if they remember the Food Guide Pyramid (PPT #14)
2. Tell them that they developed a plate that is divided by portion size into foods you should eat, so that we could visually “see” what we were eating.
3. Review PPT #15 and ask about how large the portions are and why they are this way.
4. Give each table or group a copy of the “MyPlate” outline and ask them to draw in the portions.
5. Show them PPT #16.
6. Introduce PPTs #17, 18 about infant nutrition, and review the information and mention concerns about food allergies and the need for doctor supervision for severe allergies.

Facilitator Script:

- *Do you remember the Food Guide Pyramid? (Show PPT #14.) It was used when many of you were in school. But it was hard to read and follow, so a new guide was developed called MyPlate.*
- *(Hand out “MyPlate” outline.) This guide has a plate divided into certain portions, kind of like a pie but not equal slices. Some portions are larger than others. (Review PPT #15 and page 25 of Parent Guide and Journal.)*
- *See if you can figure out which food groups might have larger portions and where they might go, then draw them on the sheet.*
- *This is how the new one looks (when done show PPT #16). How did you do? Which foods have the largest portions? (Fruits and vegetables do.) Why do they have such large portions? (They provide more nutrients and are lower in calories.)*
- *Infant nutrition requires some special rules as infants must be fed in different ways and foods in different ways than adults (Review PPTs #17, 18). Remember that babies and older children may have food allergies and if so, you should consult your doctor. If a baby seems fussy, hurting, develops a rash after a new food, wait a month and re-introduce it.*

Time: 10 minutes

Materials:

- PPT slides #14-18
- My Plate outline for each table (If you can only print small ones, you may want to print one for each group of 2 or 3)
- Pencils

Notes:

Tips for Trainers!

Watch your time. It is OK to shorten an activity. Instead of having everyone share something, just ask for one or two, and let the participants know you need to go to the next idea.

Activity 5: Summary

Purpose of Activity:

- To Summarize

Instructions:

1. Review the objectives and acknowledge how hard everyone worked (PPT #19)
2. Have them turn to Page 25 in their *Parent Guide and Journals*, and ask them to design a meal using MyPlate in the coming week then bring it to class next time.
3. Ask about journal goals.

Facilitator Script:

- *Wow! We worked hard today and covered a lot! It is important that we understand what our food is made of and why it is important to eat some foods more than others and to eat a variety of foods.*
- *How many of you learned something new today? If you did not, I hope it was a good review and that you will take home some ideas to put into practice.*
- *I would like you to turn to Page 25 in your Parent Guide and Journal.*
- *Please design this week a meal using MyPlate and bring it back next week!*
- *How many of you completed your journal goals this week? Let's celebrate. Have everyone give them a shout! (Reward if you have prizes)*

Time: 5 minutes

Materials:

- *Parent Guide and Journal*
- PPT #19
- Optional reward for journal

Notes:

Ideas for Expectant Parents:

Provide them with information from the Health Department, WIC, or an obstetrician on what vitamins and minerals they need and how to eat to help their baby grow.

Ideas for Parents of Infants:
















Use the PowerPoint on infants to focus on their special nutrient needs. You may want to get brochures from a local pediatrician on feeding babies.

Notes:

HANDOUTS AND ACTIVITIES



Energy Nutrients Provide Calories: Answer Sheet

| | | | | |
|---|--|--|--|--|
|  <p>Protein 1 gram = 4 calories</p> |  <p>Builds cells</p> |  <p>Repairs damaged tissue</p> |  <p>Provides hormones and antibodies to fight Infection</p> |  <p>Forms enzymes for digestion</p> |
|  <p>Fat 1 gram = 9 calories</p> |  <p>Provides essential fatty acids for growth</p> |  <p>Cushions organs and keeps skin and hair healthy</p> |  <p>Maintains body temperature</p> |  <p>Regulates and balances metabolism</p> |
| <p>Carbohydrates (sugar, starches, fiber) 1 gram = 4 calories</p> | <p>Major source of energy for the body</p> | <p>Complex carbs can give feeling of fullness</p> | <p>Simple carbs become simple sugar and can cause weight gain</p> | <p>Simple carbs can slow digestive system</p> |
|  |  |  |  |  |

Nutrients: Talking Points for Facilitator






Review this information and keep it handy to better explain nutrients





1. **Nutrients** are chemical substances found in foods that help maintain and restore the body's functions. They provide energy, maintain or repair cells and keep the body working normally.
2. There are two types of nutrients.
 - a. **Energy** Nutrients: They provide calories. They are protein, fats and carbohydrates (which consist of sugar, starches, and fiber).
 - b. **Helper** Nutrients: Vitamins, minerals, and water, they help the body function.
3. **Protein** provides the major building blocks in every cell in the body. It builds new cells, repairs damaged tissue, forms enzymes for digestion, and provides hormones and antibodies that help resist and fight infection.
 - a. Protein has 9 amino acids that the body must have. All 9 are found in animal products such as meat, fish, dairy products and eggs.
 - b. Beans, rice, bread, corn, nuts and some other foods contain some of the amino acids but not all and are incomplete proteins.
 - c. You can combine 2 of these foods to make a complete protein. Instead of meat, you can have a bean burrito, peanut butter sandwich and get all the protein you need!
4. **Carbohydrates** are the major source of energy for the body and are found mainly in grains, fruits and vegetables.
 - a. Whole grains, fruits and vegetables have complex carbohydrates that provide fiber, better energy and more feelings of fullness.
 - b. Simple carbohydrates such as white bread, white rice, and items made with white flour quickly turn into simple sugar in the body and contribute to taking in excess calories and can slow the digestive system.
5. **Fats** supply essential fatty acids needed for growth. They cushion organs, maintain body temperature, promote healthy skin, carry fat-soluble vitamins and regulate metabolism.
 - a. You **MUST** have fat in your diet—just not too much! Look at the amount of calories each nutrient provides:




| | |
|---------------|---------------------|
| Protein | 1 Gram = 4 calories |
| Carbohydrates | 1 Gram = 4 calories |
| Fat | 1 Gram = 9 calories |
 - b. The same amount of a food high in fat will give you more than twice as many calories as a food high in protein or carbohydrates.

Vitamin and Mineral Matching Game

Remind participants that these are the major vitamins and minerals but that there are others. Copy on card stock or regular paper one for each group. Then cut the strips apart and place in bag. Participants are to match the 2 sides. When they are done, go through and give the answers. The first correct group or most correct can be given a reward.

| | | |
|-------------------------------|--|---|
| Fat Soluble Vitamins | Stay in heated and open foods. Do not need to be replaced every day. |  |
| Water Soluble Vitamins | Cook away when heated or left open in the air. Require foods with them on a daily basis. |  |
| Vitamin A | Fat soluble promotes growth, good vision, healthy bones and skin. Helps heal. | Sources: Yellow, orange and green fruits, and vegetables  |
| Vitamin D | Fat soluble. Needed to make strong bones and teeth. Produced naturally in sunlight. | Sources: Sunshine, eggs, milk, butter, fatty fish and liver  |
| Vitamin E | Fat Soluble. Helps preserve cell tissues. Protects red blood cells and lungs. | Sources: Whole grains and vegetable oils  |

| | | |
|--|--|--|
| <p>Vitamin B complex: Thiamine (vitamin B1), riboflavin (vitamin B2), vitamin B6, vitamin B12, foliate, biotin, niacin and pantothenic acid</p> | <p>Water soluble. Healthy skin. Good vision. Healthy nervous system. Formation of red blood cells.</p> | <p>Sources: Dairy. Legumes Meat. Fish. Pomegranates</p>  |
| <p>Vitamin C</p> | <p>Water soluble. Fights disease. Helps to heal wounds and maintain healthy blood.</p> | <p>Sources: Oranges, Citrus Cantaloupe, Bell Peppers Strawberries, Cabbage, Broccoli</p>  |
| <p>Mineral: Calcium</p> | <p>In all bones and teeth. Regulates body systems, promotes nerve transmission and functions in muscle contraction</p> | <p>Sources: Milk and Milk products, Broccoli and Greens Leafy Greens, Seafood, Beans</p>  |
| <p>Mineral: Iron</p> | <p>Helps form red blood cells and carry oxygen. Helps immune system.</p> | <p>Sources: milk, meat, leafy green vegetables, and whole grains</p>  |

| | | |
|--------------------------------------|--|--|
| <p>Mineral: Sodium</p> | <p>Important for fluid balance in body. Contributes to nerve stimulation.</p> | <p>Sources: Salt and baking soda, celery, milk, eggs, poultry and fish</p>  |
| <p>Mineral: Potassium</p> | <p>Helps in water balance and transmits nerve impulses</p> | <p>Sources: Vegetables, fruit juices and fruits, especially bananas and tomatoes</p>  |
| <p>Water</p> | <p>One of the nutrients necessary to human life. Needed for cells, transportation of Vitamins and minerals</p> | <p>Sources: Most foods found in nature and water</p>  |

MyPlate

Divide the plate by drawing lines to section it and label each of the following:
Fruits, Vegetables, Grain, Protein and Dairy



Additional Activities

| | |
|--|--|
| <p>Physical activity correlated with theme for parents</p> | <p>Vitamin MatchUp</p> <p>Take and cut out enough of the Vitamin MatchUp name and definition cards as instructed on the sheet, so that each person can match someone in the group. If possible have more than one pair of the same vitamin and mineral. On the back of each matching card, put an activity such as jumping, hopping, jumping jacks, sliding, tiptoeing, tightrope walking. Each participant must do the activity and find the others doing the same activity in the room and join them. They then do the activity together 10 times (or 20 or 30) and sit down!</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Healthy Foods Make Me Strong</p> <p>Give each child a picture of a healthy food. Talk about nutrients in the food such as calcium, protein, vitamin C and how they help the body. Then have the children get in a circle and say, “The name of the food such as milk makes me able to (run, jump, hop, etc.)” Everyone in the group turns to his or her left and does whatever was mentioned around the circle until he or she is back in their place. Then the next person goes.</p> |
| <p>Parent-child activity based on theme</p> | <p>MyPlate: Use the MyPlate handout to create handouts for each parent/child. Provide magazines and crayons and have the parent and child either cut out or draw in foods they would want for a meal.</p> <p>Infant Activity: Show the baby various foods and say the name and food group, “This is an apple. It is a fruit.”</p> |
| <p>Book and activity for children on theme</p> | <p>Book: <i>The Vegetables We Eat</i>, by Gail Gibbons</p> <p>Activity: Go to the store and buy one of as many of the vegetables in the book as you can. Give one to each child if possible, then ask each to stand up when he or she sees his or her vegetable in the book. Take the time to talk about the vitamins and minerals, and fiber and carbohydrates that we get from the vegetable and why they are good for us. You can then take the hard vegetables, cut them and dip them into paint, so the children can make vegetable stamps on paper.</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 |
|--|---|---|
| Walker, J.N., Del Rosso, J.M., & Held, A.K. (2005) | A large-scale study found that schools that promoted fewer video games and TV at home were able to increase physical activity in children. They also found that just providing information about nutrition did not change behavior but when the focus was on actually changing behavior related to food, nutritional choices improved. | |
| Foster, L.K. & Gerould, P. (2004) | A California study found that children formed food preferences by age 2 and that between 2 and 8 the number of foods the children liked did not increase significantly—only the ones they disliked. They concluded that since it usually takes 8-12 exposures to a new food for children to like it, parents tend to give up trying before the child has adequate exposure. | Encourage families to continue to offer to children a food they say they don't like at least 8-12 times. Ask them not to force or put too much pressure but to have the food at meals and ask the child to just try the food. |

MODULE 4

GROWING HEALTHY FAMILIES:

Snacking



FACILITATOR GUIDE FOR MODULE 4

Growing Healthy Families: Snacking

| Timeframe | Purpose | |
|---|--|--|
| Activity 1:.....10 minutes Activity 2:..... 15 minutes Activity 3:..... 15 minutes Activity 4: 15 minutes Summary:.....5 minutes Total:.....60 minutes | Snacking is part of our culture. It is also important to young children who may not be able to wait as long as an adult for food. However, it is also contributing to obesity. How can we snack in healthy ways that provide needed nutrients but not too many calories and fat? | |
| Learning Objectives | | |
| 1. Recognize why we snack and what types of snacks are healthiest. 2. Develop a list of healthy snacks that the participants' families would enjoy. | | |
| Activities | | |
| Activity 1: Welcome and Bingo to introduce snack ideas | | |
| Activity 2: Mini-lecture on snacking with Post-It® Notes questions | | |
| Activity 3: Compare food labels for different kinds of snacks. | | |
| Activity 4: Snack idea die game | | |
| Activity 5: Summary | | |
| Room Setup | Activities/Handouts/ PowerPoint | Materials/Equipment |
| The room should be arranged with several tables so that there are 4-6 people at a table. | 1. PPT Slides 2. Bingo sheet for each person 3. Snack bag ideas for each person 4. Food label activity 5. Snack die for each table | <i>Parent Guide and Journal</i> Computer Projector Markers Pens/Pencils Sign-in sheet Post-It® Notes Paper bowls and small plates, plastic spoons |

MODULE 4: SNACKING

Activity 1: Welcome and Snack Bingo

Purpose of Activity:

- Gain an overview of the session
- Have participants mingle and share information about snacks

Instructions:

1. Welcome the group and review the objectives.
2. Give the participants a copy of the Bingo handout and a pen or pencil.
3. Ask them to go around the room and find someone who has done one of the things on the Bingo card. Then have that person say his/her name and put his/her initials in the space. Tell the group that one person can sign no more than 2 things.
4. The person that fills up his/her card first is the winner. If time is short, the first person to get a row or column filled could be the winner. Have a healthy snack item as a prize such as an apple, a bag of nuts, etc.
5. Take a few moments and have participants share some of the answers they were given. You may want to discuss the answers.
6. Review PPT #2 Objectives.

Facilitator Script:

- *Welcome to our session on snacking!*
- (Share housekeeping rules such as location of bathrooms and sign-in procedures.)
- *Everyone should take a Bingo handout and go around the room finding people that can sign their initials in a block. Each person can sign only 2 blocks!*
- *Snacking is an important way for children to get enough calories and nutrients. Children's stomachs are too small to easily be able to wait for long periods without food. Often children will also eat less during meals, and snacks can be a way to make sure they are eating well.*
- *What are some of the answers people gave you on your Bingo sheet?*
- *Here are our objectives for today (show PPT #2)*

Time: 10 minutes

Materials:

- Sign-in sheet
- Bingo handout for each
- Pencils or pens
- *Parent Guide and Journal*
- PPT Slide #2

Notes:

Tips for Trainers!

When you have audiences that may have limited reading levels, be sure to read all of the instructions on games and handouts to them and to provide opportunities for them to ask questions.

Activity 2: Snacking Information

Purpose of Activity:

- To inform participants about appropriate snacking

Instructions:

1. Go over PPT #3, #4, and ask them to write down on 2 Post-It Notes a question or comment they have about the information. Encourage participants to make notes in their journals.
2. Collect the Post-It Notes and answer the questions.
3. Ask participants to discuss at their table why snacking can be good for adults too.
4. How can snacking cause weight gain?
5. Discuss water and drinks (PPT #5, #6)
6. Discuss infant and toddler issues (PPT #7, #8, #9)
7. Snacking guidelines (PPT #10)

Facilitator Script:

- *Snacking is very important to children (refer to PPTs #3, #4). Write on two Post-It® Notes a question or comment you have about the information and then we can discuss it.*
- *Discuss at your table why snacking can be a good thing for you too!*
After discussion be sure to mention these points:
 - *Healthy snacks help adults eat fewer calories during the day.*
 - *Healthy snacks keep adults from overeating.*
 - *Several small meals a day or small meals and snacks are metabolized by the body quicker, resulting in fewer calories turning to fat.*
- *But weight gain occurs when we snack too often and choose higher fat and higher calorie snacks. Research shows that children feel fuller eating healthier snacks such as cheese and vegetables and eat fewer calories than when they eat potato chips or other less healthy snack foods.*
- *Did you know that one large cup (32 oz.) of cola has 621 calories? It is easy to add extra calories from things we drink! We are going to discuss these PPTs on healthy drinks (PPTs #5, #6).*
- *Infants and toddlers need different types of snacks (PPTs #7, #8, #9).*
- *Snacks can be an important part of healthy eating if we follow a few guidelines (PPT #10).*

Time: 15 minutes

Materials:

- PPT slides #2 - #10
- *Parent Guide and Journal*
- Post-It Notes

Notes:

Tips for Trainers!

Be aware of changing moods of participants. If they seem to be bored or tired, have them stand up, bend and stretch or begin a new activity!

Activity 3: How Nutritious Are Common Snacks?

Purpose of Activity:

- Match the nutrition information to the item and then compare.

Instructions:

1. Provide matching cards of food and food labels.
2. Put a couple of measurable food items such as cereal or chips or juice on each table (with food labels removed from the packages).
3. Have participants measure into the empty bowl what they think is one serving. If they think what you have given them is one portion, leave it there. Do this before looking at the food labels.
4. Give each group the food label match and show PPT #11.
5. Have them match the labels to the food items.
6. Show PPT #12 to see the correct answers..
7. You can also choose to use different items than the ones listed in this manual—you can cut ours or take a picture of the food label for the item you chose and print copies—just leave off these ingredients.
8. Discuss which foods are healthier and why.

Facilitator Script:

- *We all have favorite snack items. Sometimes snacks that may seem healthy aren't and vice versa. We also often forget to check labels and don't realize how the amount of calories, fat, sodium or vitamins that are in our snack foods.*
- *We are going to test ourselves and match food to the food labels.*
- *Here are our rules (PPT #11) & (After): answers (PPT #12).*
- *Let's talk about what was different from what you thought.*
- *Which foods do you think are healthier? Why? Did you notice that some are higher in calories, some in fat or sugar?*
- *Did you see unrecognizable ingredients or a lot of high fructose corn syrup or other types of additives? They are not as healthy and have been associated with obesity and weight gain. Sometimes you will find that foods are very similar in calories or high in fat. You may find them similar in fat and other ingredients but high in calories.*
- *Remember, that calories are important because too many result in weight gain. But fat can help keep you full and so you may eat less.. If you will be eating a higher calorie meal later, fewer calories and fat are important. If you are eating much later, something with more fat will be more filling. If you are going to be exercising a higher calorie snack may be needed.*

Time: 15 minutes

Materials:

- Food items in small bowls as described in the “Common Snack Foods Labels Activity”
- Common Snack Food Labels game for each table
- PPT #11, #12 with answers

Notes:

Tips for Trainers!

Be aware of changing moods of participants. If they seem to be bored or tired, have them stand up, bend and stretch or begin a new activity!

Activity 4: Snack Ideas

Purpose of Activity:

- To develop a list of healthy snacks

Instructions:

1. Give groups snack die and have them take turns throwing the die and identifying simple and inexpensive snack items in each category.
2. Ask them to write the ideas in the *Parent Guide and Journal* on Page 27.
3. When groups have had a few minutes, ask them to share their best ideas with everyone.

Facilitator Script:

- *It can be hard to identify healthy snacks that are easy and inexpensive to provide.*
- *Infants and toddlers need different types of snacks (PPTs #7, #8, #9)*
- *We are going to see if we can come up with some healthy options.*
- *I am giving you a die that has different categories of snack items. Each person can throw the die and see if they can identify a snack item in the category that is simple to make or provide and is inexpensive.*
- *If you can't think of something, the group can help you. Then you can write these ideas in your Parent Guide and Journal on Page 27.*
- *(When the groups have had several minutes and seem to be winding down): Now let's share the best ideas in each category with each other!*
- Review PPT #13, #14

Time: 15 minutes

Materials:

- PPTs #13, #14
- One snack die for each table made from instructions in handouts

Notes:

Tips for Trainers!

Always check all of your equipment before the session begins. Be sure you have an extension cord in case it is needed and that your projector works with the computer. Have a copy of your slides handy in case your technology glitches!

Activity 5: Summary

Purpose of Activity:

- To summarize the importance of healthy snacks for children and adults

Instructions:

1. Review PPT #15
2. Challenge them to try one new snack idea this week that they heard today and then report back next week!
3. Tell them you will have a treat for those who can report trying a new snack (something small such as an apple, orange or other healthy treat).

Facilitator Script:

- *We have talked a lot about snacks today!*
- (Review PPT #15)
- *I would like each of you to try a snack that you heard about today or one that you find that is new and make it for your child or yourself.*
- *How did you do on your goals that you wrote in your journal last week?*

Who achieved those goals? Let's give them a round of applause!

(You can show participants how to clap moving your hands in a circle for a "round of applause.") Please write your next goals in your Journal. Remember, if you can change just one thing a week that results in healthier behavior, you will be helping your family! Report back next week, and I will have something for those who tried something new!

Time: 5 minutes

Materials:

- *Parent Guide and Journal*
- PPT #15

Notes:

Ideas for Expectant Parents:

It is particularly important for expectant moms to eat healthy food. Too much weight gain or not enough can harm the baby and make delivery much harder. Encourage moms to eat the same healthy snacks we are talking about for children. Also, encourage them to include foods with calcium such as low-fat milk, yogurt and green leafy vegetables as part of their snacks!

Ideas for Parents of Infants:

Use the activities but emphasize that with infants, nutrition labels are even more important and that foods should not contain sugar, salt or large amounts of fat. Babies under six months don't need snacks, as feeding them by breast or bottle when they are hungry is enough. When a baby is full and pulls away, don't continue to try to get him to eat. Babies older than six months and toddlers may want finger foods such as chopped fruits and cooked vegetables, small pieces of unsweetened cereal such as Cheerios® or teething biscuits. Babies and young toddlers should not be given large pieces of food, such as a hot dog or a whole apple to bite or chew on as they may get bites that are large enough to choke.

Notes:

HANDOUTS AND ACTIVITIES



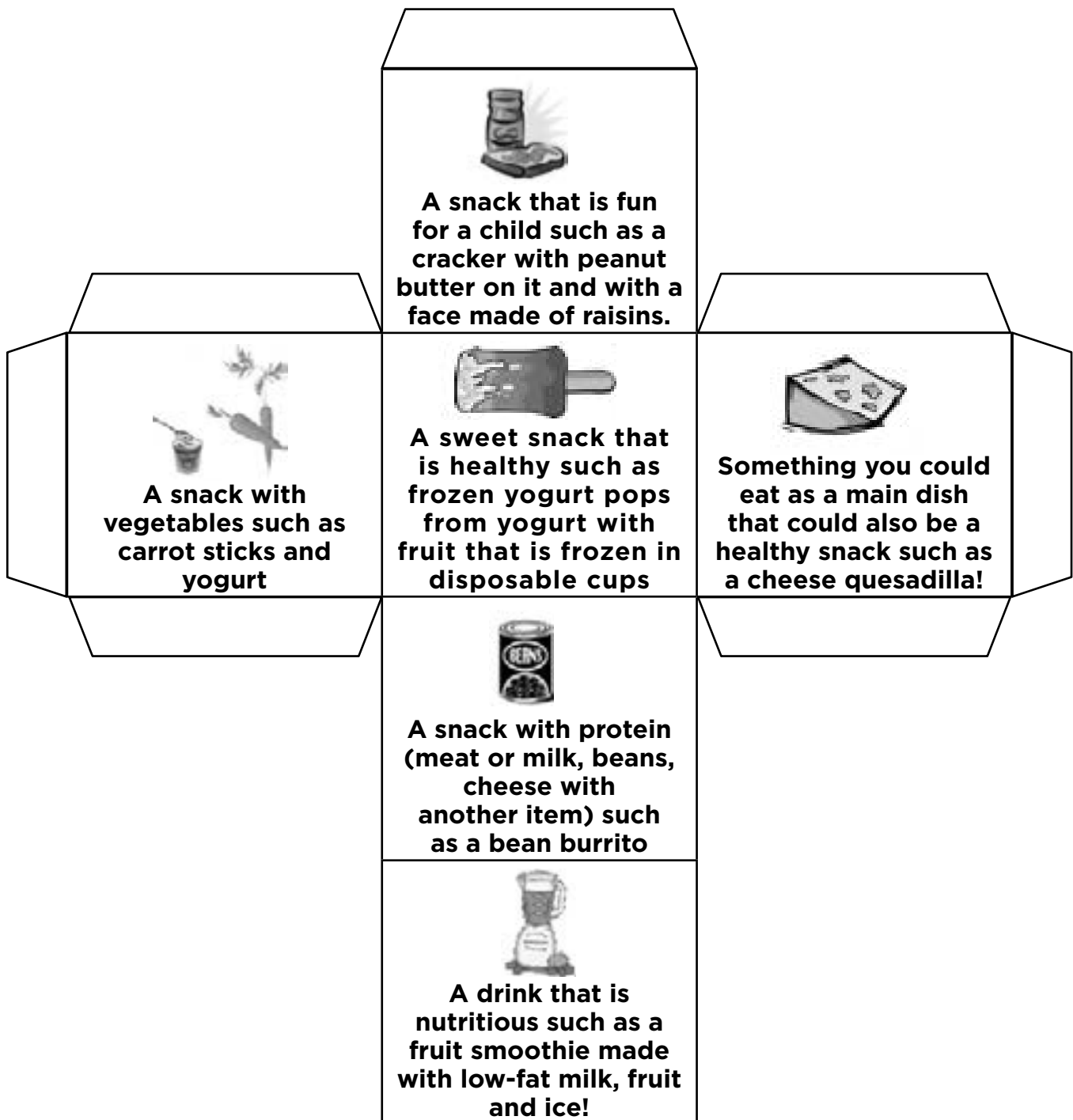
Snack Bingo

Walk around the room and find someone who can sign their initials in each box. Try to find different people for each box. Ask their name if you do not know it!

| | | |
|--|--|--|
| <p>Someone who has eaten a snack food from another country (and what it is)</p> | <p>Drinks several glasses of water each day</p> | <p>Sometimes eats vegetables for a snack</p> |
| <p>Eats or gives their children nuts as a snack</p> | <p>Eats or gives their child yogurt as a snack</p> | <p>Ate an apple or orange last week</p> |
| <p>Drinks or gives children skim or 1% milk</p> | <p>Can name a healthy snack you could serve on Valentine's Day (and what it is)</p> | <p>Can name a fun and healthy snack for children (and what it is)</p> |

Snack and Roll

Copy this die on cardstock, one for each small group. Fold the flaps, put it together and secure with tape. Let everyone take turns throwing the die and identifying a snack. If they have trouble, others can help. The ideas can be recorded in their *Parent Guide and Journal*. The snacks should have more than one item in them, for example celery and peanut butter.



Snack Food Label Game

Match the food label with the name of the food! These should be cut into strips and laid at the top of the appropriate food label

| | |
|------------|--------------------|
| 1. | LARGE FRENCH FRIES |
| 2. | VANILLA ICE CREAM |
| 3. | PEANUTS |
| 4. | FISH STICKS |
| 5. | BROCCOLI |
| 6. | APPLE JUICE |
| 7. | GRANOLA CEREAL |
| 8. | CARROTS |
| 9. | BEAN BURRITO |
| 10. | WHOLE WHEAT BREAD |
| 11. | BAGEL |

| <p>1.</p> <p>Nutrition Facts Serving Size 1 serving (176g) Servings Per Container 1</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>540</td> <td>Calories from Fat 230</td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>26g</td> <td>40 %</td> </tr> <tr> <td> Saturated Fat</td> <td>4.5g</td> <td>23 %</td> </tr> <tr> <td> Trans Fat</td> <td>0g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>0mg</td> <td>0 %</td> </tr> <tr> <td>Sodium</td> <td>350mg</td> <td>15 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>68g</td> <td>23 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>6g</td> <td>24 %</td> </tr> <tr> <td> Sugars</td> <td>0g</td> <td></td> </tr> <tr> <td>Protein</td> <td>8g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>0%</td> <td>• Vitamin C 35%</td> </tr> <tr> <td>Calcium</td> <td>2%</td> <td>• Iron 8%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 540 | Calories from Fat 230 | %Daily Value* | | | Total Fat | 26g | 40 % | Saturated Fat | 4.5g | 23 % | Trans Fat | 0g | | Cholesterol | 0mg | 0 % | Sodium | 350mg | 15 % | Total Carbohydrate | 68g | 23 % | Dietary Fiber | 6g | 24 % | Sugars | 0g | | Protein | 8g | | Vitamin A | 0% | • Vitamin C 35% | Calcium | 2% | • Iron 8% | <p>2.</p> <p>Nutrition Facts Serving Size 1/2 cup (65g) Servings Per Container 18</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>150</td> <td>Calories from Fat 90</td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>10g</td> <td>15 %</td> </tr> <tr> <td> Saturated Fat</td> <td>6g</td> <td>30 %</td> </tr> <tr> <td> Trans Fat</td> <td>0g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>35mg</td> <td>12 %</td> </tr> <tr> <td>Sodium</td> <td>30mg</td> <td>1 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>14g</td> <td>5 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Sugars</td> <td>11g</td> <td></td> </tr> <tr> <td>Protein</td> <td>2g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>8%</td> <td>• Vitamin C 0%</td> </tr> <tr> <td>Calcium</td> <td>6%</td> <td>• Iron 0%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 150 | Calories from Fat 90 | %Daily Value* | | | Total Fat | 10g | 15 % | Saturated Fat | 6g | 30 % | Trans Fat | 0g | | Cholesterol | 35mg | 12 % | Sodium | 30mg | 1 % | Total Carbohydrate | 14g | 5 % | Dietary Fiber | 0g | 0 % | Sugars | 11g | | Protein | 2g | | Vitamin A | 8% | • Vitamin C 0% | Calcium | 6% | • Iron 0% | <p>3.</p> <p>Nutrition Facts Serving Size 1/4 cup (37g) Servings Per Container 10</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>220</td> <td>Calories from Fat 170</td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>18g</td> <td>28 %</td> </tr> <tr> <td> Saturated Fat</td> <td>2.5g</td> <td>13 %</td> </tr> <tr> <td> Trans Fat</td> <td>0g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>0mg</td> <td>0 %</td> </tr> <tr> <td>Sodium</td> <td>300mg</td> <td>13 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>8g</td> <td>3 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>3g</td> <td>12 %</td> </tr> <tr> <td> Sugars</td> <td>2g</td> <td></td> </tr> <tr> <td>Protein</td> <td>9g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>0%</td> <td>• Vitamin C 0%</td> </tr> <tr> <td>Calcium</td> <td>0%</td> <td>• Iron 4%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 220 | Calories from Fat 170 | %Daily Value* | | | Total Fat | 18g | 28 % | Saturated Fat | 2.5g | 13 % | Trans Fat | 0g | | Cholesterol | 0mg | 0 % | Sodium | 300mg | 13 % | Total Carbohydrate | 8g | 3 % | Dietary Fiber | 3g | 12 % | Sugars | 2g | | Protein | 9g | | Vitamin A | 0% | • Vitamin C 0% | Calcium | 0% | • Iron 4% |
|---|--------------------|-----------------------|--|-----------------|-----|-----------------------|---------------|--|--|------------------|-----|------|---------------|------|------|-----------|----|--|--------------------|------|-----|---------------|-------|------|---------------------------|-----|------|---------------|----|------|--------|----|--|----------------|-----|--|-----------|----|-----------------|---------|----|-----------|--|--------------------|--|--|-----------------|-----|----------------------|---------------|--|--|------------------|-----|------|---------------|----|------|-----------|----|--|--------------------|------|------|---------------|------|-----|---------------------------|-----|-----|---------------|----|-----|--------|-----|--|----------------|----|--|-----------|-----|-----------------|---------|----|-----------|--|--------------------|--|--|-----------------|-----|-----------------------|---------------|--|--|------------------|-----|------|---------------|------|------|-----------|----|--|--------------------|-----|-----|---------------|-------|------|---------------------------|-----|------|---------------|----|------|--------|-----|--|----------------|----|--|-----------|----|----------------|---------|----|-----------|
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 540 | Calories from Fat 230 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 26g | 40 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 4.5g | 23 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 0mg | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 350mg | 15 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 68g | 23 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 6g | 24 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 8g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 0% | • Vitamin C 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 2% | • Iron 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 150 | Calories from Fat 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 10g | 15 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 6g | 30 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 35mg | 12 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 30mg | 1 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 14g | 5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 11g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 2g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 8% | • Vitamin C 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 6% | • Iron 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 220 | Calories from Fat 170 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 18g | 28 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 2.5g | 13 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 0mg | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 300mg | 13 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 8g | 3 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 3g | 12 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 2g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 9g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 0% | • Vitamin C 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 0% | • Iron 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.</p> <p>Nutrition Facts Serving Size 6 (95g) Servings Per Container 4</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>250</td> <td>Calories from Fat 130</td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>14g</td> <td>22 %</td> </tr> <tr> <td> Saturated Fat</td> <td>2.5g</td> <td>13 %</td> </tr> <tr> <td> Trans Fat</td> <td>3g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>20mg</td> <td>7 %</td> </tr> <tr> <td>Sodium</td> <td>430mg</td> <td>18 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>21g</td> <td>7 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>1g</td> <td>4 %</td> </tr> <tr> <td> Sugars</td> <td>2g</td> <td></td> </tr> <tr> <td>Protein</td> <td>10g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>0%</td> <td>• Vitamin C 0%</td> </tr> <tr> <td>Calcium</td> <td>2%</td> <td>• Iron 2%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 250 | Calories from Fat 130 | %Daily Value* | | | Total Fat | 14g | 22 % | Saturated Fat | 2.5g | 13 % | Trans Fat | 3g | | Cholesterol | 20mg | 7 % | Sodium | 430mg | 18 % | Total Carbohydrate | 21g | 7 % | Dietary Fiber | 1g | 4 % | Sugars | 2g | | Protein | 10g | | Vitamin A | 0% | • Vitamin C 0% | Calcium | 2% | • Iron 2% | <p>5.</p> <p>Nutrition Facts Serving Size 1/2 cup (82g) Servings Per Container 1</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>25</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Saturated Fat</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Trans Fat</td> <td>0g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>0mg</td> <td>0 %</td> </tr> <tr> <td>Sodium</td> <td>20mg</td> <td>1 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>4g</td> <td>1 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>2g</td> <td>8 %</td> </tr> <tr> <td> Sugars</td> <td>1g</td> <td></td> </tr> <tr> <td>Protein</td> <td>2g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>20%</td> <td>• Vitamin C 50%</td> </tr> <tr> <td>Calcium</td> <td>2%</td> <td>• Iron 2%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 25 | | %Daily Value* | | | Total Fat | 0g | 0 % | Saturated Fat | 0g | 0 % | Trans Fat | 0g | | Cholesterol | 0mg | 0 % | Sodium | 20mg | 1 % | Total Carbohydrate | 4g | 1 % | Dietary Fiber | 2g | 8 % | Sugars | 1g | | Protein | 2g | | Vitamin A | 20% | • Vitamin C 50% | Calcium | 2% | • Iron 2% | <p>6.</p> <p>Nutrition Facts Serving Size 8 FL OZ (248g) Servings Per Container 8</p> <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calories</td> <td>120</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right;">%Daily Value*</td> </tr> <tr> <td>Total Fat</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Saturated Fat</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Trans Fat</td> <td>0g</td> <td></td> </tr> <tr> <td>Cholesterol</td> <td>0mg</td> <td>0 %</td> </tr> <tr> <td>Sodium</td> <td>5mg</td> <td>0 %</td> </tr> <tr> <td>Total Carbohydrate</td> <td>29g</td> <td>10 %</td> </tr> <tr> <td> Dietary Fiber</td> <td>0g</td> <td>0 %</td> </tr> <tr> <td> Sugars</td> <td>27g</td> <td></td> </tr> <tr> <td>Protein</td> <td>0g</td> <td></td> </tr> <tr> <td>Vitamin A</td> <td>0%</td> <td>• Vitamin C 4%</td> </tr> <tr> <td>Calcium</td> <td>0%</td> <td>• Iron 6%</td> </tr> </tbody> </table> <p>* Percent Daily Values are based on a 2,000 calorie diet.</p> <p style="text-align: right;">LOW=5% or less HIGH=20% or more</p> | Amount Per Serving | | | Calories | 120 | | %Daily Value* | | | Total Fat | 0g | 0 % | Saturated Fat | 0g | 0 % | Trans Fat | 0g | | Cholesterol | 0mg | 0 % | Sodium | 5mg | 0 % | Total Carbohydrate | 29g | 10 % | Dietary Fiber | 0g | 0 % | Sugars | 27g | | Protein | 0g | | Vitamin A | 0% | • Vitamin C 4% | Calcium | 0% | • Iron 6% |
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 250 | Calories from Fat 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 14g | 22 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 2.5g | 13 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 3g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 20mg | 7 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 430mg | 18 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 21g | 7 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 1g | 4 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 2g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 10g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 0% | • Vitamin C 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 2% | • Iron 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 0mg | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 20mg | 1 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 4g | 1 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 2g | 8 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 1g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 2g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 20% | • Vitamin C 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 2% | • Iron 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount Per Serving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calories | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| %Daily Value* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Fat | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saturated Fat | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trans Fat | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cholesterol | 0mg | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sodium | 5mg | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Carbohydrate | 29g | 10 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dietary Fiber | 0g | 0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sugars | 27g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Protein | 0g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vitamin A | 0% | • Vitamin C 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calcium | 0% | • Iron 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

7.

| Nutrition Facts | | |
|----------------------------|------|-----------------------|
| Serving Size 1/2 cup (61g) | | |
| Servings Per Container 10 | | |
| Amount Per Serving | | |
| Calories | 280 | Calories from Fat 140 |
| %Daily Value* | | |
| Total Fat | 15g | 23 % |
| Saturated Fat | 3g | 14 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 15mg | 1 % |
| Total Carbohydrate | 32g | 11 % |
| Dietary Fiber | 6g | 26 % |
| Sugars | 17g | |
| Protein | 9g | |
| Vitamin A | 0% | Vitamin C 0% |
| Calcium | 4% | Iron 15% |

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

8.

| Nutrition Facts | | |
|----------------------------|------|--------------|
| Serving Size 2/3 cup (89g) | | |
| Servings Per Container 6 | | |
| Amount Per Serving | | |
| Calories | 40 | |
| %Daily Value* | | |
| Total Fat | 0g | 0 % |
| Saturated Fat | 0g | 0 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 45mg | 2 % |
| Total Carbohydrate | 9g | 3 % |
| Dietary Fiber | 3g | 11 % |
| Sugars | 5g | |
| Protein | 1g | |
| Vitamin A | 460% | Vitamin C 8% |
| Calcium | 2% | Iron 2% |

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

9.

| Nutrition Facts | | |
|--------------------------|--------|-----------------------|
| Serving Size 1 (198g) | | |
| Servings Per Container 1 | | |
| Amount Per Serving | | |
| Calories | 380 | Calories from Fat 110 |
| %Daily Value* | | |
| Total Fat | 12g | 18 % |
| Saturated Fat | 4g | 20 % |
| Trans Fat | 0g | |
| Cholesterol | 10mg | 3 % |
| Sodium | 1100mg | 46 % |
| Total Carbohydrate | 55g | 18 % |
| Dietary Fiber | 13g | 52 % |
| Sugars | 3g | |
| Protein | 13g | |
| Vitamin A | 45% | Vitamin C 0% |
| Calcium | 15% | Iron 15% |

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

10.

| Nutrition Facts | | |
|---------------------------|-------|----------------------|
| Serving Size 1 (50g) | | |
| Servings Per Container 15 | | |
| Amount Per Serving | | |
| Calories | 140 | Calories from Fat 30 |
| %Daily Value* | | |
| Total Fat | 3g | 5 % |
| Saturated Fat | 0.5g | 3 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 340mg | 14 % |
| Total Carbohydrate | 24g | 8 % |
| Dietary Fiber | 3g | 14 % |
| Sugars | 0g | |
| Protein | 4g | |
| Vitamin A | 0% | Vitamin C 0% |
| Calcium | 2% | Iron 8% |

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

11.


| Nutrition Facts | | |
|--------------------------|-------|----------------------|
| Serving Size 1 (71g) | | |
| Servings Per Container 5 | | |
| Amount Per Serving | | |
| Calories | 200 | Calories from Fat 10 |
| %Daily Value* | | |
| Total Fat | 1g | 2 % |
| Saturated Fat | 0g | 0 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 380mg | 16 % |
| Total Carbohydrate | 38g | 13 % |
| Dietary Fiber | 2g | 7 % |
| Sugars | 2g | |
| Protein | 7g | |
| Vitamin A | 0% | Vitamin C 0% |
| Calcium | 6% | Iron 15% |

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more



Additional Activities

| | |
|---|---|
| <p>Physical activity correlated with theme for parents</p> | <p>Skating:</p> <p>If your workshop is in a non-carpeted room give everyone 2 sheets of paper (recycled is best). Then put on skating music. Turn it on and have them skate around the room. Turn it off every few seconds and have them turn to the closest person and tell them their favorite snack idea of the workshop! If your area is carpeted you can have people slow gallop to music for a bit, turn off the music and have them share and then ask them to hop, and continue with different types of movements.</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Skating:</p> <p>Children in their own class can also skate or do movements and freeze when the music stops.</p> |
| <p>Parent-child activity based on theme</p> | <p>Fruit Salad:</p> <p>Cut several fruits into quarters leaving the skins on and provide them to the parents with a bowl and cutting area, a large plastic knife, two forks and two small plates. Ask the parents to talk with their children about the fruit—what it is, where it comes from, what kinds of things you could make with it. Then ask them to have the children touch, smell and taste (small taste) each fruit. Then have them peel the fruit if needed and with their child helping cut the pieces up into a fruit salad for two!</p> |
| <p>Book and activity for children on theme</p>  | <p>Book: <i>The Very Hungry Caterpillar</i>, by Eric Carle (Available in Spanish)</p> <p>Activity: Show the children pictures of the foods that are described and have them tell you which ones will best help their bodies to grow and run fast! Then ask them which ones might have given the caterpillar a stomach ache. Have them pretend to be a caterpillar and eat through different foods. When you name a snack that is not as healthy ask them to pretend to have a stomach ache.</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 |
|--|--|---|
| Wansink, B., Shimizu, M. & Brumberg, A. (2012) | Children who ate snacks with high levels of nutrients such as cheese and vegetables consumed 72% fewer calories than children who ate non-nutrient dense foods such as potato chips. | Encourage participants to provide children with more than one type of nutrient dense food for snacks such as a fruit and cheese or peanut butter and whole wheat crackers instead of chips, candy, sweets. |
| Tak, N., te Velde, S., Singh, S., & Brug, J (2010) | Providing more fruits and vegetables at school correlated with more children bringing fruits and vegetables from home for snacks. | Encourage parents to ask their teachers and local schools to emphasize the importance of fruits and vegetables as snacks. |
| Piernas, C. & Popkin, B. (2010) | Children are having 3 snacks a day. Most calories come from desserts and sweetened drinks, and there has been a substantial increase in salty and candy snacks among young children. | Share this information with parents and brainstorm what children can eat instead and how to help children want to make better food choices. |
| Ouwens, M.A., Cebolla, A., & van Strien, T. (2012) | The study found that TV viewing and emotional eating are positively correlated. | TV viewing should be mentioned in the workshop as a corollary to emotional snacking habits. |
| Cross, A., Babicz, D., & Cushman, L. (1994) | Most children snack in the afternoon with taste being the most important factor influencing snacking. | Parents can talk to their children about what types of healthy foods they like that are sweet, savory and salty and then provide these foods. |
| Wansink, B., Shimizu, M. and Camps, G. (2012) | When children were shown pictures of superheroes and asked, “What would Batman eat?” -- apple fries versus French fries— they chose healthier foods the superheroes ate most often. This resulted in significantly fewer calories and more nutrient density. | Encourage parents to use their child’s favorite superhero or cartoon character when they discuss healthy foods and mention that the character probably eats those foods because they are so strong, happy, healthy, beautiful, etc. |

MODULE 5

GROWING HEALTHY FAMILIES:

Eating Healthier Fast Foods



FACILITATOR GUIDE FOR MODULE 5

Eating Healthier Fast Foods

| Timeframe | Purpose |
|--|--|
| Activity 1:.....5 minutes Activity 2:.....30 minutes Activity 3:.....20 minutes Summary:.....5 minutes Total:.....60 minutes | <p>Fast food items are often seen as the cause of obesity. But there are some choices you can make that are much healthier than others when choosing fast food. Today’s parents work, take children to activities after school and are very busy. It is often hard to cook a meal at night and very easy to run by and get fast food.</p> <p>This module is intended to help families cut back on fast food by increasing awareness of the nutritional content of fast foods and making healthy choices when eating fast food. The module provides information to parents on how to recognize and choose healthier fast food options and how to encourage their children to do the same.</p> |

Learning Objectives

1. Compare fast foods on a menu to make healthier food choices
2. Develop strategies to encourage family members to make better food choices when they eat out
3. Construct a healthy meal from a menu

Activities

Activity 1:
Welcome and talk with participants about their own and/or their children’s fast food choices

Activity 2:
Choose healthy foods by using fast food menu and calorie count to create a meal

Activity 3:
Helping family members make healthy food choices through brainstorming and playing a game that will provide ideas for healthy eating

| Room Setup | Handouts/PowerPoint/ 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. Healthy Alternatives matching cards (Make ahead of time) 2. Restaurant nutrition guides/menus 3. Module 5: Healthy Fast Food PPTs 4. <i>Parent Guide and Journal</i> 5. Evaluation Forms | Computer Projector Markers Pens/Pencils Sign-in Sheet Menus with nutrition information gathered from fast food outlets locally or the Internet sites for these restaurants |

MODULE 5: EATING HEALTHIER FAST FOODS

Activity 1: Welcome

Purpose of Activity:

- To gain an overview of the session
- To learn about one parent and his or her child in the group

Instructions:

1. Welcome the group and review PPT #2.
2. Ask if anyone tried a new healthy snack since last week.
3. Have each person turn to someone else in the group and share the information on PPT #3.
4. Ask some of the group members to share their answers to the questions.

Facilitator Script:

- *Welcome to our session on fast food! Do you find yourself eating out often and ordering the same things—hamburgers, French fries and chicken nuggets? We are going to look at how we can eat out and make healthy food choices.*
- Share housekeeping rules such as locations of bathrooms, sign-in, etc.
- *These are the objectives for today (PPT #2).*
- *Today we are discussing fast food choices that are healthier for us and for our children.*
- *Let's begin by sharing some information with each other.*
- *If you will turn to your neighbor and share (PPT #3).*
 - *Your child's favorite fast food*
 - *Your child's favorite fast food restaurant*
 - *Your favorite fast food and fast food restaurant*
 - *One thing you think you could do to help your family make healthier choices at a fast food restaurant*

Time: 5 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPTs #1, #2, #3

Notes:

Tips for Trainers!

Before you begin, decide on 3 major things you want participants to remember, and if you run short on time, concentrate on reviewing those points.

Activity 2: Choosing Healthy Fast Foods

Purpose of Activity:

- To identify which fast foods might be considered healthier choices

Instructions:

1. Review very quickly PPTs #4 and #5 for information about calories.
2. Provide several fast food nutrition guides from different restaurants.
3. Some are provided here in the trainer guide, but they can also be found online at any fast food restaurant's site. Choose those restaurants that are nearest to your location.
4. Show PPT #6 and ask participants to form groups of 2-3 and give each a menu. Refer them to *Parent Guide and Journal* Page 11. (calorie needs by age and gender)
5. Ask them to write in their *Parent Guide and Journal* on Page 33, "Healthy Fast Food Options" to identify some healthier options for their families for breakfast, snacks and lunch or dinner.
6. Discuss the menus they developed as a group and share ideas.

Facilitator Script:

- *Let's review some basics about calories (PPTs #4, #5). Remember the last time we talked about the importance of balanced meals?*
- *Children need fruits and vegetables with every meal and need to eat a variety—just like MyPlate demonstrates.*
- *What are the most healthful options for a main dish when we eat out? Vegetable and fruit options? Healthful dessert options?*
- *How can we choose food for our children and ourselves when we are eating out? (Remind them that they can choose food before they go out by keeping fast food menus at home or looking them up on the Internet.)*
- *We are going to plan a meal for a child. We will have 350 calories and a fast food menu, and we will work as a group (use PPT #6).*
- *Remember that 350 calories for a meal may be too much for smaller children and not enough for older children. Use the guidelines in your Parent Guide and Journal on Page 11 to find out how many calories each child needs each day.*
- (After Activity) *Share your menu ideas!*

Time: 30 minutes

Materials:

- Menus/nutrition PPTs #4, #5 #6, #7
- Pens/Pencils
- *Parent Guide and Journal* or Healthy Options worksheet

Notes:

Activity 3: Family Members' Choices and Healthy Eating

Purpose of Activity:

- Brainstorm ideas on how to get family members to accept and make healthy eating choices when eating out.

Instructions:

1. Show PPT #7 and ask participants to identify problems they have had in getting their family to choose and eat healthy foods at fast food restaurants and write them on a chart.
2. Have participants share ideas on how to overcome these problems.
3. Give small groups the “Healthy Alternatives Matching Game” and have them follow the directions.

Facilitator Script:

- *Now we have some healthy food choices but will our family choose them? (Show PPT #7).*
- *What problems do you have when you go out to restaurants related to eating healthfully?*
- *What are some ways we can get our children and family members to accept and choose healthier options?*
- *Let's play a matching game and see if we can find some more ideas! (Show PPT #8)*
- *(After activity) What other ideas do you have?*

Time: 20 minutes

Materials:

- Healthy Alternatives Matching Game (enough for one set for every 3-4 participants; must be made ahead of time)
- PPTs # 7, #8
- Chart paper or chalkboard

Notes:

Tips for Trainers!

Put small toys such as pipe cleaners, crayons, paper, Play-Doh on tables. Some people can listen better when playing!

Activity 4: Summary

Purpose of Activity:

- To review ideas for improving fast food choices for the family

Instructions:

1. Review Page 34 in the *Parent Guide and Journal*.
2. Show PPT #9 and go over the objectives of this session and remind participants that making one or two changes in their habits a week can result in a healthier family!

Facilitator Script:

- *Let's look at Page 34 in the Parent Guide and Journal.*
- *Planning what you will purchase when you eat out before you arrive at the restaurant will save time, tears and frustration and calories. Remember a child of 3 only needs 1,000-1,400 calories a day, depending on his or her activity level. You can make sure that those calories come from healthy foods by making one or two changes a week in what you order.*
- *For example, a small hot fudge sundae has 330 calories and 9 grams of fat, while a fruit and yogurt parfait will provide only 150 calories and 2 grams of fat and provide more nutrients. Both are sweet and creamy but choosing the parfait as a dessert can be a great savings in fat and calories!*
- *Giving up one soda a day would provide a savings of 140 calories each day or 980 calories in a week! Drinking water instead will provide a better way to end your thirst!*
- *Making simple changes such as these can contribute to a healthier, happier family! You may want to choose as a family one thing about your eating at a fast food restaurant you want to change.*
- *How did you do with your goals this week? (Celebrate.) Let's see if you can set a goal in your journal about fast food!*

Time: 5 minutes

Materials:

- PPT #9
- *Parent Guide and Journal*
- Optional reward for reaching goal

Notes:

Ideas for Expectant Parents:

Encourage expectant parents to focus on their personal health for this workshop. Remind them that children will learn by example and that if they develop healthy habits eating out now, their children will learn those same habits.

Ideas for Parents of Infants:










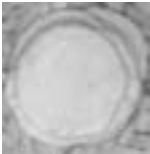


Again, focus on the parents so they can set examples. You may also want to take a little time and discuss what they can do to have a comfortable eating out experience as their baby gets older and wants to grab things off the table, etc.

Notes:

HANDOUTS AND ACTIVITIES



Healthy Alternatives Matching Game

| | | |
|--|---|--|
|  <p>Use a small amount of salad dressing on salads!</p> |  <p>Give children and yourself 2-3 healthy choices!</p> |  <p>Talk about what foods you and your children can order ahead of time and plan what you will order!</p> |
|  <p>Find the nutrition information menu online and have your children look at it, and choose healthy foods.</p> |  <p>Buy the kid's meal toys separately.</p> |  <p>Require that kid's meal choices be healthy ones such as milk instead of soda.</p> |
|  <p>Choose the small hamburger with no mayo.</p> |  <p>Order grilled chicken not fried.</p> |  <p>Order beans without cheese.</p> |
|  <p>Choose a baked flour or soft corn tortilla instead of fried.</p> |  <p>Have a glass of water before you go for fast food.</p> |  <p>Choose a baked potato instead of French fries.</p> |



Order a thin crust pizza with vegetables and lean meats such as ham or Canadian bacon.



Order apple slices or bananas instead of French fries.



Choose yogurt with fruit instead of ice cream.

Directions:

The instructor makes 2 copies for each group of 4 people and one copy of directions then cuts them out and puts them into bags. The groups will turn them face down separately on the table and will take turns turning over 2 cards until they have matched all of them.

Participant Instructions:

Turn each card face down separately on the table. Take turns turning over 2 cards until you find a match. When you find a match you keep those. Then someone else tries until all of the cards have been picked up.

Healthy Options Worksheet (Optional)

(This is also available in the *Parent Guide and Journal* on page 33.)

Restaurant: _____

Part 1:

Breakfast healthy options:

Lunch/Dinner healthy options:

Ideas for helping your child choose healthy options:

Part 2:

Please wait to begin this section until the facilitator asks you to begin.

Using the menus, each group will construct a 400 calorie meal that provides fruits or vegetables, a meat or meat alternative (remind them that beans count), milk and a grain.

Nutrition Guides for Fast Food Restaurants

Fast food restaurants offer nutrition guides with food and calories. Check their website or stop by the restaurant to request copies. Partial nutrition guide from: <http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>



McDonald's USA Nutrition Facts for Popular Menu Items

We provide a nutrition analysis of our menu items to help you balance your McDonald's meal with other foods you eat. Our goal is to provide you with the information you need to make sensible decisions about balance, variety and moderation in your diet.

| Nutrition Facts | Serving Size | Calories | Calories from Fat | Total Fat (g) | % Daily Value** | Saturated Fat (g) | % Daily Value** | Trans Fat (g) | Cholesterol (mg) | % Daily Value** | Sodium (mg) | % Daily Value** | Carbohydrates (g) | % Daily Value** | Dietary Fiber (g) | % Daily Value** | Sugars (g) | Protein (g) | % DAILY VALUE | | | |
|--|----------------|----------|-------------------|---------------|-----------------|-------------------|-----------------|---------------|------------------|-----------------|-------------|-----------------|-------------------|-----------------|-------------------|-----------------|------------|-------------|---------------|-----------|---------|------|
| | | | | | | | | | | | | | | | | | | | Vitamin A | Vitamin C | Calcium | Iron |
| Burgers & Sandwiches | | | | | | | | | | | | | | | | | | | | | | |
| Big Mac | 7.6 oz (215 g) | 550 | 260 | 29 | 45 | 10 | 51 | 1 | 75 | 25 | 370 | 40 | 46 | 15 | 3 | 13 | 9 | 25 | 4 | 2 | 35 | 25 |
| Quarter Pounder® with Cheese | 7.1 oz (202 g) | 500 | 240 | 26 | 41 | 12 | 61 | 1.5 | 95 | 31 | 1100 | 46 | 41 | 14 | 3 | 11 | 10 | 30 | 10 | 2 | 30 | 25 |
| Quarter Pounder Bacon® HADERS® Ranch | 8.3 oz (235 g) | 610 | 280 | 31 | 48 | 13 | 64 | 1.5 | 105 | 35 | 1180 | 49 | 46 | 15 | 3 | 14 | 10 | 37 | 8 | 20 | 25 | 30 |
| Quarter Pounder Bacon & Cheese | 8 oz (227 g) | 600 | 260 | 29 | 45 | 13 | 63 | 1.5 | 105 | 34 | 1440 | 60 | 48 | 16 | 3 | 12 | 12 | 37 | 6 | 15 | 25 | 30 |
| Quarter Pounder Deluxe | 8.6 oz (244 g) | 540 | 250 | 27 | 42 | 11 | 54 | 1.5 | 85 | 29 | 960 | 40 | 45 | 15 | 3 | 13 | 9 | 29 | 10 | 8 | 25 | 30 |
| Double Quarter Pounder with Cheese | 10 oz (283 g) | 750 | 380 | 43 | 66 | 19 | 96 | 2.5 | 160 | 53 | 1280 | 53 | 42 | 14 | 3 | 11 | 10 | 48 | 10 | 2 | 30 | 35 |
| Hamburger | 3.5 oz (100 g) | 250 | 80 | 9 | 13 | 3.5 | 16 | 0.5 | 25 | 9 | 480 | 20 | 31 | 10 | 2 | 6 | 6 | 12 | 2 | 2 | 10 | 15 |
| Cheeseburger | 4 oz (114 g) | 300 | 110 | 12 | 19 | 6 | 26 | 0.5 | 40 | 14 | 680 | 29 | 33 | 11 | 2 | 7 | 7 | 15 | 6 | 2 | 30 | 15 |
| Grilled Chicken Chicken | 4.1 oz (115 g) | 310 | 120 | 13 | 21 | 6 | 30 | 0.5 | 40 | 14 | 660 | 27 | 33 | 11 | 2 | 8 | 7 | 15 | 2 | 0 | 30 | 15 |
| Double Cheeseburger | 5.8 oz (165 g) | 440 | 210 | 23 | 35 | 11 | 54 | 1.5 | 80 | 27 | 1050 | 44 | 34 | 11 | 2 | 8 | 7 | 25 | 8 | 2 | 30 | 20 |
| McDouble | 5.3 oz (151 g) | 390 | 170 | 19 | 29 | 8 | 42 | 1 | 65 | 22 | 850 | 35 | 33 | 11 | 2 | 7 | 7 | 23 | 6 | 2 | 30 | 20 |
| Daily Doublet | 6.8 oz (194 g) | 440 | 220 | 24 | 37 | 9 | 47 | 1.5 | 70 | 24 | 775 | 32 | 33 | 11 | 2 | 9 | 7 | 23 | 6 | 6 | 30 | 20 |
| Premium Crispy Chicken Classic Sandwich | 7.5 oz (213 g) | 510 | 200 | 22 | 33 | 3.5 | 18 | 0 | 45 | 16 | 990 | 41 | 35 | 18 | 3 | 13 | 10 | 24 | 4 | 6 | 15 | 20 |
| Premium Grilled Chicken Classic Sandwich | 7 oz (200 g) | 350 | 80 | 9 | 13 | 2 | 9 | 0 | 65 | 22 | 800 | 34 | 42 | 14 | 3 | 13 | 8 | 28 | 4 | 8 | 15 | 20 |
| Premium Crispy Chicken Club Sandwich | 8.8 oz (249 g) | 670 | 300 | 33 | 51 | 9 | 44 | 0 | 85 | 29 | 1410 | 59 | 58 | 19 | 3 | 14 | 11 | 36 | 8 | 30 | 30 | 25 |
| Premium Grilled Chicken Club Sandwich | 8.3 oz (235 g) | 510 | 180 | 30 | 31 | 7 | 36 | 0 | 105 | 35 | 1250 | 52 | 44 | 15 | 3 | 13 | 9 | 40 | 8 | 20 | 30 | 20 |
| Premium Crispy Chicken Ranch BLT Sandwich | 8 oz (227 g) | 590 | 240 | 27 | 41 | 6 | 30 | 0 | 70 | 24 | 1380 | 57 | 57 | 19 | 3 | 13 | 11 | 32 | 4 | 30 | 15 | 20 |
| Premium Grilled Chicken Ranch BLT Sandwich | 7.5 oz (214 g) | 440 | 120 | 14 | 21 | 4 | 21 | 0 | 90 | 30 | 1210 | 50 | 43 | 14 | 3 | 13 | 9 | 36 | 4 | 30 | 15 | 20 |

C

Notes:

Additional Activities

| | |
|--|---|
| <p>Physical activity correlated with theme for parents</p> | <p>Ball Toss: Parents can stand in a circle. One parent tosses a ball to another, calling out his or her name. The parent shares one idea for healthy choices while eating out then tosses it to another person. This can also be done with all parents and children together in a circle.</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Ball Toss: After a discussion of what kinds of healthy foods they might see in a fast food restaurant, the children throw a ball in a circle to other children. When a child catches the ball he or she can share one thing they like to eat at a restaurant that is a healthy choice. After a while, have the children name choices that aren't as healthy so they can have an idea of the differences.</p> |
| <p>Parent-child activity based on theme</p> | <p>Making Healthy Menus: Provide large white construction paper, scissors, markers, crayons and magazines (women's magazines and food magazines are best). Have the parents and children create fast food menus by cutting out or drawing foods on the menu. Remind them to provide a variety of foods that include lean proteins, fruits, vegetables, grains and milk products.</p> <p>Infant Activity: Parent can show infants pictures of healthy foods and say their names and/or look at a picture book of food.</p> |
| <p>Book and activity for children based on theme</p> | <p>Book: <i>Fast Food Gulp! Gulp!</i>, by Bernard Waber</p> <p>Activity: Use blocks or large Legos to build a fast food restaurant. Ask the children what to call it then make a sign. Then let them take turns ordering or buying food!</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 |
|--|--|--|
| Hobin, E. P., Hammond, D. G., Daniel, S., Hanning, R. M., & Manske, S. R. (2012) | Children chose healthier meals if toys were only offered with the healthier food choices. | Encourage parents to tell their child they will only buy the kid meals with toys if he or she chooses the healthier options. Otherwise they can buy the child the individual items they will eat. Brainstorm with parents how to help them understand the impact that advertising and rewards such as toys have on the food they choose. |
| Tandon P.S., Wright J, Zhou C., Rogers C.B., Christakis D.A. (2010) | The study involved providing fast food menus with nutrition information to some parents. The study found that parents who had menus with nutrition information chose meals for their children that were lower in calories. | Teach parents how to read nutrition information on menus, how to ask for the information when in fast food restaurants and how to find it online. Encourage parents to plan before they leave their home for meals. |
| Smith, K. H., Stutts, M. A., Williams, S. A., & Zank, G. M. (2011) | A study involving 236 children found that children who were given menus with logos next to healthier food choices were more likely to choose healthier foods. | Ask parents to print out menus for their children or to make one of their own with the choices they are willing for the children to have and put pictures next to the healthiest choices. Then let the children choose. |
| Chang, H.-H., & Nayga, R. M., Jr. (2009) | The study found that TV viewing and fast-food consumption were correlated. It also found that they both contributed to obesity in children. | Parents can also point out to their children whenever a fast food commercial comes on that it encourages children to go and buy their food regardless of whether it is good for them. |
| Robinson T.N., Borzekowski, D.L.G., Matheson, D.M., et al. (2007) | Preschoolers were given identical common fast food items such as French fries and hamburgers in plain wrappers & McDonald's wrappers and asked about the food. The children preferred those with branding and identified them as tasting better. | Parents can also do this with children as an experiment to show them that things other than how the food really tastes often influence them. |

MODULE 6

GROWING HEALTHY FAMILIES:

Dining Family Style



FACILITATOR GUIDE FOR MODULE 6

Dining Family Style

| Timeframe | | Purpose |
|---|---|--|
| Activity 1:.....5 minutes | Activity 2:.....20 minutes | Eating as a family happens infrequently in our busy world. Yet family dining has many benefits, including healthier foods, better vocabularies, better school achievement and even less involvement with drugs and alcohol on the part of the child. It allows a time to talk to your child, pass on traditions, and better understand him or her. |
| Activity 3:.....10 minutes | Activity 4:20 minutes | |
| Summary:.....5 minutes | | |
| Total:.....60 minutes | | |
| | | |
| Learning Objectives | | |
| <ol style="list-style-type: none"> 1. Recognize the benefits of family style dining. 2. Problem-solve common barriers to family style dining. 3. Develop ideas for simple and fun mealtimes. | | |
| Activities | | |
| Activity 1: | | |
| Discuss family meals and benefits, and use Post-it® notes. | | |
| Activity 2: | | |
| Creating family mealtimes with brainstorming, mini-lecture and role playing | | |
| Activity 3: | | |
| Infant and toddler beach ball | | |
| Activity 4: | | |
| Develop a special family meal around a chosen theme and make paper flowers for the tables. | | |
| Activity 5: | | |
| Summary and Journal | | |
| Room Setup | Handouts/PowerPoint/ Materials to Be Prepared | 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. Family meal role play 2. Special family meal and flower table decorations | <i>Parent Guide and Journal</i> Computer Projector Markers Pens/Pencils Sign-in sheet Post-It® Notes See handout for materials to purchase for flowers. Make a flower before the workshop for a sample beach ball |

MODULE 6: DINING FAMILY STYLE

Activity 1: Welcome

Purpose of Activity:

- Welcome and Family Meal Memories and Benefits

Instructions:

1. Welcome the group
2. Have small groups go around the table and share a memory of a favorite family mealtime. What did people do? What did they talk about? What made it your favorite besides the food? Discuss PPT #2
3. (PPT #3, #4): Benefits of Family Meals

Facilitator Script:

- *Welcome! Some of my happiest memories are from times when my family shared a special meal around the table. Think about a favorite meal that you shared with family or friends. What did people do and how did they act? What did you all talk about? Why is this a favorite besides the food?*
- (PPT #2) *I would like you to write on Post-It® Notes descriptive words that come to mind when you think of the words, "family meal," words such as fun, stressful, laughing, talking, etc.*
- *PPT #3, #4, There are many benefits to family meals. Children:*
 - *Develop self-help skills, independence and confidence*
 - *Do better in school*
 - *Learn social skills such as talking to others and sharing*
 - *Are less affected by negative peer influence*
 - *Learn manners by watching and listening to family members*
 - *Are less likely to become involved in drugs and alcohol*
 - *Are closer to their families*
 - *Eat healthier and are less likely to be obese*
- *Why do you think this is so? (More talking together, builds relationships, just spending time not watching TV or using electronics.)*

Time: 5 minutes

Materials:

- Sign-in sheet
- *Parent Guide and Journal*
- PPT #2-#4
- Post-It® Notes

Notes:

Tips for Trainers!

Brain research indicates that people learn best and retain information more when it is built upon something they already know. So begin sometimes asking what they remember about the topic or how their parents handled it with them.

Activity 2: Creating Family Mealtimes!

Purpose of Activity:

- Recognize best practices in having a family meal

Instructions:

1. Ask what what issues prevent them from having regular family meals or snack times? Show PPT #5. (Write responses on a board or chart)
2. Let them know that as you go on, you will try to address those issues.
3. Share some basic ideas on how to create fun and happy family meals. PPT # 6
4. Give each person at a small table a role and have them role-play a family meal.
5. Encourage them afterward to discuss and offer ideas. Go back to your chart and see if there are still concerns about having family meals and then ask each table to help develop solutions and share them.
6. Have participants look at their *Parent Guide and Journal* and the ideas for family mealtimes and ask them to mark the 3 most important for them and share with their group.

Facilitator Script:

- *Family mealtimes can be wonderful...or can be not so great. What are some of the problems you have had, or might have, with having a regular family meal or snack time? I am going to write them on this chart and as we go, hopefully, we can solve the problems.* (Discuss PPT #5: What would keep my family from having enjoyable family meals or snack times?)
- *There are some basic guidelines that will make family meals the most effective. PPT #6:*
 - *Have family meals at least 3 times a week, 4-7 if possible*
 - *Can be any meal or a regular snack time if the family is together*
 - *No TV or phone!*
 - *Recognize that sometimes one or more family member will be missing but two family members can have a family meal together.*

Time: 20 minutes

Materials:

- PPT slides # 5, #6
- Chart or Backboard
- Family Meal Role Play Handout for each person
- *Parent Guide and Journal*

Notes:

- *Here are some ideas for making family mealtimes work that we can discuss. Please mark at least 3 you want to discuss.*
- *Behaviors to avoid:*
 - *Negative conversation*
 - *Talking about grades, chores, criticisms*
 - *Topics that create arguments*
- *Discipline should be done away from the table*
- *Make it special*
 - *Set the table, provide candles or flowers*
 - *Use themes at times, such as Mexican night or Hawaiian night and provide leis or other small items*
- *Play games such as Guess Who, 20 Questions*
- *Start a fun conversation*
 - *What would you take with you if we were going to Disney World?*
 - *What is your favorite vegetable? What do you like about it?*
 - *If you were a bunny where would you want to live?*
- *How do you think family meals would be if you did these things?*
- *We are going to do a little practicing. At each table you have instructions for taking different family roles. Follow the instructions, and pretend you are having a family dinner.*

Notes:**Tips for Trainers!**

People come to a workshop thinking WIIFM (What's In It for me?) Always begin by telling them what you will cover and how they might be able to use it. You can also ask what they hope to learn during the session and try to cover those things.

Activity 3: What about Infants and Toddlers?

Purpose of Activity:

- To identify methods of creating family dining when you have infants or toddlers

Instructions:

1. Show PPT #7 and discuss information on infants and toddlers.
2. Have people talk to each other about other ways to keep toddlers and infants happy during family dining time
3. Toss a beach ball around the room. Have whoever catches the ball share one of the ideas from their table.

Facilitator Script:

- *How many of us have infants and/or toddlers?*
- *How many have had problems getting them to sit down and eat or letting you eat during a meal? Most everyone has that problem.*
- *Here are some ideas that might help (PPT #7)*
 - *When old enough to grab, infants do best in highchairs with finger food or small toys to play with.*
 - *A toddler may only be able to sit for 10 minutes; it's okay to let them leave when they are ready.*
 - *They often won't eat much with everyone there.*
 - *Family meals can be stressful for toddlers! Why?*
 - *You may want to give them an early healthy snack in case they don't eat well at dinner.*
 - *Make it a game to come to the table.*
 - *Keep it happy and light with questions such as "How many peas can you get on your spoon?"*
 - *40% of toddlers tend to be picky eaters.*
 - *Don't worry if they don't want to try foods; just keep offering them. It usually takes offering a new food 8-10 times before a child will accept it.*
 - *Make food fun, for example orange slices as a smile and grape halves as eyes.*
 - *Consider bringing them a quiet toy to the table.*
 - *Remember what your goal is for family dinners:*
 - * *Build relationships*
 - * *Have a happy time as a family*
 - *For infants and toddlers, food will not be the most important part.*

Time: 10 minutes

Materials:

- PPT #7
- Inflatable beach ball

Notes:

Activity 4: Creating a Fun Family Meal!

Purpose of Activity:

- Develop a plan for a family meal around a theme

Instructions:

1. Discuss PPT #8, #9. Have participants review page 37 of *Parent Guide and Journal* with you.
2. Have them turn to page 38 in the *Parent Guide and Journal* and as a group, design a menu and easy decorations for a family meal with a special theme! Let them know they are going to make paper flowers for their table in just a minute, and that they should keep it simple.
3. Place the items and instructions for paper flowers on the tables and put up PPT #10 for them to follow. Let them know they can take materials home if they don't finish (4-6 will make a nice bouquet).

Facilitator Script:

- *There are many ways we can make our family meals fun and easy. PPT #8, #9:*
 - *Plan ahead.*
 - * *Plan at least 3 easy meals and post the menu on your refrigerator along with the days so everyone knows to be there*
 - *Make it simple*
 - * *Use takeout foods mixed with things you make such as a salad*
 - * *Make larger quantities of food on the weekends to use during the week*
 - * *Buy already cooked chicken or beef or cook it in large quantities and freeze, so you can pull out and use in quick meals such as quesadillas or spaghetti.*
 - * *Have breakfast for dinner!*
 - * *Have your meal as a picnic.*
 - *Have a snack instead of a meal together.*
 - *Be sure you all sit down together and talk.*

Time: 20 minutes

Materials:

- PPT slides #8, #9, #10
- *Parent Guide and Journal*
- Instructions for flowers for each table

Notes:

Tips for Trainers!

You should make a flower before the workshop for a sample

- **Remember keep it fun and your conversation light and friendly.**
- *Let's look at page 37 of our Parent Guide and Journal and talk about some of these ideas; which ones would help you?*
- *We are going to create a plan for a special family meal around a theme you choose and make flowers for the table. Remember that family meals don't need a theme and are usually simple, but once in a while, it is fun to plan a theme such as Hawaiian or Western night and have food and a few simple decorations.*
 - *Turn in your Parent Guide and Journal to page 38 and with your group develop a simple meal plan (it can have canned or frozen items in it as well) and simple decorations. Then we are going to make paper flowers for our decorations.*
 - *(After a few minutes, place the items for flowers at each table and post PPT #10, so people can begin making their flowers.) I will be putting out the items you will need to create the flowers. After you are done with your plan, please begin, and don't worry if you do not finish as I will send home enough for all of you to have some extras.*

Notes:

Activity 5: Summary

Purpose of Activity:

- Summarize and encourage everyone to have more family meals.

Instructions:

1. Discuss M.E.A.L. (PPT #11)
2. Challenge each person to use what they have learned and have at least 3 family meals or snack times together with their family this week.
3. Ask them to use the plan they made today in the *Parent Guide and Journal*.

Facilitator Script:

- *When you are planning family meals remember M.E.A.L. (PPT #11-Review).*
- *We have had fun creating a plan and flowers for a family meal today! Please go home and use what we designed for one of your meals this week.*
- *Set a goal of having at least 3 family meals or snack times together in the coming week and report back next week on how it went.*

Time: 5 minutes

Materials:

- PPT #11
- *Parent Guide and Journal*

Notes:

Ideas for Expectant Parents:

Encourage expectant parents to have family meals together regularly even if they don't have children. Ask them to practice having positive conversations and even playing some word games and to make these a habit. When their children are old enough, it will be a family tradition. It will also improve the parent's relationship!

Ideas for Parents of Infants:

Infants can present a challenge during family meals. While still small, they can sit in a carrier near you during meals. When they begin to sit up and grab for things, a high chair with toys or infant finger foods will keep baby busy and a part of the family dining experience.

Notes:

HANDOUTS AND ACTIVITIES



Special Family Meal Activity Instructions

1. Develop a very simple meal plan and a simple game or fun questions you can ask everyone.
2. Think about how you will set the table:
 - a. Small colorful candles?
 - b. Tablecloth?
3. Provide flowers—we are going to make some flowers for your table.

Making Flowers

- 6 cocktail napkins in bright colors (if you want a contrasting center, make the middle one a different color)
- 1 bamboo skewer (they can be bought inexpensively in the grocery store)
- Twist ties (or pipe cleaners, cut)
- Scissors

Directions:

1. Open all of the napkins up, and lay them on top of each other.
2. Begin folding like a fan or accordion, and continue folding.
3. Tie the center with the twist tie or pipe cleaner.
4. Cut ends into a semi-circle, points, or scallop.
5. Lay it flat and begin to fold each layer up carefully into petals.
6. Shape them and then attach bamboo stick with tape.
7. That is all there is to it!

Notes:

Family Meal Role Play

1. Each person at a table takes a role. If there are too many people at one table and not enough at another, move around for this activity. If there are 4 at the table please leave out either “Joe” or “Amy”. If there are 3, include parents and “Joe” or “Susy” only.
2. Take the role of the person you are given and act it out at a family meal. Try it twice. First, the role each person might typically behave in the playing scenario. Then, do it the way the parents might behave after going through this training on family meals.

Roles:

1. Father: The father is usually quite stern with the children and worries that they won't have good manners.
2. Mother: Mother wants family meals to be fun and enjoyable for the family. She has made her husband's favorite food, which includes a lot of vegetables.
3. Susy: Susy is 3 and doesn't really like vegetables. She also doesn't like to sit at the table but wants to go and play with her toys instead.
4. Joe: Joe is 11, and doesn't see the point in sitting down together. He doesn't usually talk to his parents about school or his day but likes to spend time on the phone texting friends or down the street with his buddies.
5. Amy: Amy is 13, and she is very excited today about the “A” she got in math at school. Dad is very proud of her but worried about Joe's grades.

Notes:

Additional Activities

| | |
|--|---|
| <p>Physical activity correlated with theme for parents</p> | <p>Family Meal: Everyone puts chairs in a circle and all but one sit down. Make the circle big leaving room between chairs. The person standing walks around the circle and stands in front of each person, saying, “I’m hungry and someone is sitting in my chair.” They say this to several people, and then say to one, “I’m hungry and someone is sitting in my chair,” then, pointing to the person, say, “YOU!” Then they must both race around the circle, and the first person back sits down. Then the person standing repeats.</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Family Meal for Children: The same as above except the children sit on the floor, not in chairs.</p> |
| <p>Parent-child activity based on theme</p> | <p>Placemats: Provide large construction paper or 8.5 x 14 (legal) paper, vegetables and fruits cut in half, and paint. Have them use the food as stamps to create placemats for each person in their family. These can also be laminated.</p> |
| <p>Book and activity for children on theme</p> | <p>Book: <i>Feast for 10</i>, by Cathryn Falwell (Available in Spanish) Activity: Read the book and then pretend to do all the things they do to prepare a meal—don’t forget to have them drive the car to the store!</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 |
|---|--|--|
| Hammons, A. J., & Fiese, B.H. (2011) | Meta-analysis of 17 studies and over 180,000 children indicated that children who share at least 3 meals a week with parents are less likely to be overweight, eat healthier foods and have healthier eating patterns. | Ask parents about their biggest concerns; for example, how many worry about their child's achievement in school, future drug use, obesity, social skills or good relationships with the family as teens? Then tell them that research indicates that family meals help with all of those issues. |
| CASA (2010) | Surveys indicate adolescents who have more than 3 meals a week on average with family also show less involvement with drugs, tobacco, alcohol and other high risk behaviors, and those that had 7 meals a week with family were 40% more likely to make A's and B's than those who had 2 or fewer. | Suggest that if they see their children's grades lower than they would like, begin family meals most days a week and see if there is some improvement. |
| Feldman S, Eisenberg M.E., Neumark-Sztainer D., Story M. (2007) | Over 4,000 adolescents in a study with about 1/3 watching TV during meals found that those who watched TV during meals ate less healthy foods and more soft drinks than those who did not watch TV. | Let parents know that watching TV during meals takes away most of the good effects of family meals. There is no relationship-building and less eating of healthy foods. |
| Elgar, F. J., Craig, W., Trites, S. (2013) | Study of 26,000 children and adolescents indicated a positive correlation between the correlates of emotional well-being, pro-social behavior, life satisfaction and family meals. | The research indicates that children who eat family meals are happier and more well-adjusted. |

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 |
|--|
| <p>Activity 1: Welcome, discuss last week's meal assignment and define temperament</p> |
| <p>Activity 2: Explore temperament traits and goodness of fit, and determine their temperaments and those of their children</p> |
| <p>Activity 3: Review scenarios regarding food, activity and temperament, and strategize</p> |

| 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. |

MODULE 8

GROWING HEALTHY FAMILIES:

Budgeting, Shopping and Substituting



FACILITATOR GUIDE FOR MODULE 8

Budgeting, Shopping and Substituting

| Timeframe | Purpose |
|--|--|
| Activity 1:.....10 minutes Activity 2:.....20 minutes Activity 3:..... 25 minutes Summary:.....5 minutes Total:.....60 minutes | Buying food can be much less expensive if you follow a few basic rules. Families have their favorite foods and don't want to give them up. They can make some simple substitutions of ingredients that won't change flavor but can cut down on calories and fat. |

Learning Objectives

1. Develop a plan on how to spend less on healthy meals and snacks.
2. Identify low-cost yet healthy foods.
3. Develop a plan to substitute healthier ingredients in meals.

Activities

Activity 1:
Welcome and discussion of why to budget and plan meals

Activity 2:
Shopping game to plan menus and then buy

Activity 3:
Recipe Re-Do to use substitutions in recipes

Activity 4:
Summary

| Room Setup | Handouts/PowerPoint/ Materials to Be Prepared | 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. Recipe card handout 2. Shopping handout 3. PowerPoints | Computer Projector Markers Pens Pencils Sign-in Sheet Sale flyers from several local grocery stores—one for every 2 people from at least 2 stores if possible <i>Parent Guide and Journal</i> Optional: Snacks using some of the substitutions listed in the <i>Parent Guide and Journal</i> |

MODULE 8: BUDGETING, SHOPPING, AND SUBSTITUTING

Activity 1: Welcome

Purpose of Activity:

- To welcome the group and explain why we need to shop wisely

Instructions:

1. Welcome the group and review objectives (PPT #2).
2. Ask them to share at their table or with a partner something they have learned or implemented these past few weeks that has helped or can help their family.
3. Use PPT #3 to help participants understand why they need to budget.

Facilitator Script:

- *Welcome back! This is our last workshop in this series. Would you share with someone something you have learned or implemented during these past weeks that is new or that has helped your family?*
- *We're going to talk about budget shopping and healthy meal substitutions today. (PPT #2)*
- *(Review PPT #3) Why do we want to shop wisely?*
 - *According to a Gallup poll, Americans making fewer than \$30,000 a year spend \$127 a week on groceries, or \$18 a day. The average family in many neighborhoods earns less than \$19,000 a year or less than \$365 a week to pay for utilities, rent, clothes, transportation, and food.*
 - *The average MONTHLY benefit per person for SNAP is about \$126 a month or \$1.40 a meal.*
 - ** From feeding america.org, 2017*
 - *If we spent less on food, how could that help our families?*
 - *All of these figures indicate a need for budgeting in our food buying.*

Time: 10 minutes

Materials:

- PPTs #2, #3
- Sign-in sheet
- *Parent Guide and Journal*
- Blank paper
- Pencils

Notes:

Activity 2: Planning and Buying Economical and Healthy Meals

Purpose of Activity:

- To gain basic ideas and practice in planning and buying simple meals

Instructions:

1. Use *Parent Guide and Journal* page 48.
2. Review PPT #4 and ask participants to mark in their journal three things most important to remember.
3. Show the instructions for Shopping Game (PPT #5.) Hand out the Shopping Game and all flyers.
4. Afterward, have each group share by briefly stating the menu and the total cost for all 3 plans. Then vote on which one had the lowest cost and healthiest ideas that a family would enjoy.

Facilitator Script:

- *Please turn in your Parent Guide and Journal to page 48, where it talks about budgeting and meal planning.*
- (Use PPT #4) *Mark in your journal three things to remember.*
- *The most important way to cut down on too much spending at the store:*
 - *Write a menu plan before going, and develop a grocery list.*
 - *Use the grocery sale flyers to develop your menu.*
 - *Never shop hungry, and stick to your list!*
 - *Try to leave the children at home.*
 - *When planning menus, plan to have leftovers to eat later or that can be frozen or used for more than one meal.*
 - *Buy dry ingredients such as flour, sugar, rice and beans in bulk.*
 - *Replace meats with beans in stews and chili.*
 - *Most casseroles, soups, and chilies that use meat in the recipe will taste just as good with $\frac{1}{2}$ or $\frac{3}{4}$ of the meat called for.*
 - *Buy produce on sale.*
 - *Have breakfast for lunch and supper—it costs less.*
- *We are going to play a game. (Show PPT #5. Then hand out the **Shopping Game** and review the instructions.)*
- *Please share by briefly stating your menu and the total cost. We are going to vote on which one had the lowest cost and healthiest ideas that a family would enjoy.*

Time: 20 minutes

Materials:

- PPT slides #4, #5
- Shopping Game handout for each person (only one has to fill it out in the group but each person may want to keep it to remember.)
- Sale flyers for each group (2, 3, or 4 in a group) from 2 nearby stores if possible, but at least one. You can get them by printing from the stores' Internet sites, or going by and requesting copies as they are free.
- *Parent Guide and Journal*
- Pencils

Notes:

Tips for Trainers!

People will only remember 2 or 3 things that you cover. Be sure that you emphasize your most important points several times during the workshop.

Activity 3: Recipe Redo: Substituting Healthier Ingredients in Foods

Purpose of Activity:

- To practice substituting healthier ingredients

Instructions:

1. Use PPT #6 to explain why you would want to make substitutions in foods.
2. Turn to page 50 in your *Parent Guide and Journal* and discuss the substitution ideas. Give your participants recipe cards to write their new recipe. Then have them find partners or form small groups to think about how they can make the recipe healthier.
3. After the activity have them leave their recipes on the table and walk around with blank recipe cards to find at least one recipe to copy. (PPT #7)

Facilitator Script:

- *This is why you want to substitute. (PPT #6)*
- *You can substitute items that will taste just as good and be lower in fat, calories and sugar.*
- *One makeover of macaroni and cheese reduced it from 750 to 400 calories, and it still tasted good!*
- *A substitute for mashed potatoes brought it from 200 to 35 calories and it had more nutrients.*
- *Turn to page 50 in your Parent Guide and Journal, and look at the substitution ideas. Then find a partner or small group and see if you can make your recipe healthier. I have given you recipe cards to write your new recipe. If you do not have a recipe, I have some you can use.*
- *Leave your recipes on the table and find one on another table to copy on your extra card. You can also record them in your Parent Guide and Journal. (PPT #7)*

Time: 25 minutes

Materials:

- PPTs #6, #7
- Recipe Cards (3 or 4 for each person printed on cardstock if possible)
- Extra recipes that they could make over
- *Parent Guide and Journal*
- Optional: Provide some snacks that use some of the substitutes mentioned, such as nonfat cream cheese mixed with a small amount of honey on whole wheat crackers.

Notes:

Activity 4: Summary

Purpose of Activity:

- To summarize (PPT #8)

Instructions:

1. Review PPT #8.
2. Share with partner about what was learned.
3. Summarize.

Facilitator Script:

- *We have done a lot today (PPT #8), and I encourage you to take home your journals and use the ideas for budgeting and substitutions to help your family be healthier.*
- *All of our sessions have been targeted toward a healthier family that is active and maintains a healthy weight.*
- *Please share with someone something you would like to do in the coming weeks related to these workshops to make your family healthier.*
- *Your Parent Guide and Journal contains additional journaling pages. Set goals each week for activities and healthy eating for your family in your journal and record when you accomplish them. This will help you stay on track to growing a healthy family!*

Time: 5 minutes

Materials:

- *Parent Guide and Journal*
- PPT #8.

Notes:

Ideas for Expectant Parents:

Encourage them to consider substitutions that will provide greater nutrients for their babies.

Ideas for Parents of Infants:

Remind parents of infants that the baby should have formula or breast milk until age 1. Between 1-2 years, whole milk is important as it helps with some crucial brain development at that time, and then low-fat milk at 2.

Notes:

HANDOUTS AND ACTIVITIES



Shopping Game

- Plan dinners for 3 days for 4 people (2 adults and 2 children), using the shopping circulars from stores.
- Make sure they are healthy, low-fat and low-sugar items that your family would actually eat.
- You and your partner should develop the least expensive, yet tasty and healthy, meals you can.
- Use at least one ingredient more than once. Additionally, each meal must have at least 2 fruits and/or vegetables, a protein and a grain.
- The pair that develops the least expensive and best sounding menu (voted on by the group) is the winner!
- The foods can be casseroles, stews, soups or individual items. If you are counting more than one category in an item, just put down the food, such as “ Irish stew,” in the category. I would put “Irish Stew” under menu, then potatoes and tomatoes as vegetables and beef stew meat as protein.

| Menu (record here stew, soup, or any casserole) | Fruit/ Vegetable | Fruit/ Vegetable | Protein | Grain | Ingredients to be bought (list all needed for your meal) | Cost |
|--|---------------------|---------------------|---------|-------|--|------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| Total Number of Ingredients Bought: _____ | | | | | Total Cost: \$_____ | |

Healthier Recipe Redo Cards

These can be printed on heavier paper, such as card stock, and used to redo participant recipes as well as to write down some that others have. Provide at least 4 per person.

| | | |
|---------------------------|--------------------------|------------------------|
| Recipe: _____ | | Servings: _____ |
| Ingredients: _____ | Directions: _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |

| | | |
|---------------------------|--------------------------|------------------------|
| Recipe: _____ | | Servings: _____ |
| Ingredients: _____ | Directions: _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |

Additional Activities

| | |
|--|--|
| <p>Physical activity correlated with theme for parents</p> | <p>Shopping Relay:</p> <p>The group forms 2 lines. Have items such as apples, oranges, boxes of food (such as cereal) and one or two canned foods. The items should be the same and in the same order for both lines. The first person races up to a table and gets the first item then races back and passes it to next person. The second person races and gets a second item and then passes both to next person and so on until someone wins. If they drop something, they have to go back and do it again. If there are small groups you can begin with several items and add on more.</p> |
| <p>Physical activity correlated with theme for children</p> | <p>Make a Healthy Pizza!</p> <p>Take the children through making a pizza with all the actions. First they must go to the store and buy the ingredients. Have them pretend to drive the car, get out, push the shopping cart, etc. Ask them which ingredients they need. Then tell them it is almost time for dinner and they need to hurry home - then pretend to rush. When home, they get out the groceries and make the pizza. Be sure you have them throw the pizza dough in the air!</p> |
| <p>Parent-child activity based on theme</p> | <p>Healthy Fruit Pizza</p> <p>Have them make healthy fruit pizzas together. Provide a cooked tortilla, pita or thin bagel or sandwich rounds. Have fruit yogurt and low-fat cream cheese spread (you can mix it with honey or fruit spread). Put the spreads in small cups such as 3oz. or 5oz. paper cups, along with a variety of berries, canned mandarin oranges, canned peaches and canned pineapple chunks (or other fruits). Provide small bowls and have the parent and child pick out the fruits and spread they wish to use. Provide a plastic spoon and fork and have them create their fruit pizza.</p> |
| <p>Book and activity for children on theme</p> | <p>Book: <i>To Market, To Market</i>, by Anne Miranda</p> <p>Activity: After reading the book you can either make a soup as they do in the book or act out the book with each child being a different animal and the teacher being the woman.</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 |
|---|--|---|
| Leibtag, E. S. and Kaufman, P. (2003) | Those in lower income neighborhoods tend to go out of their neighborhood for non-WIC shopping. | Ask participants where they shop and why? If they are leaving the area, talk about ways to get lower priced products in their local markets. |
| Hirsch, J.A., & Hillier, A. (2013) | Those in poorer neighborhoods have less availability of store brand products which may be lower in cost. | Discuss whether the cost of transportation would offset the money saved on buying store-brand products from larger supermarkets that are farther away. |
| Carlson, A. & Frazao, E. (2012) | Report by the USDA finds that on the whole, healthy foods really cost less than less healthy foods that are high in fat, sugar and/or sodium. | Discuss with participants that, although there is a common misconception that healthy foods cost more, they don't really cost more than non-healthy foods. |
| Zick, C. D., Smith, K. R., Fan, J. X., Brown, B. B., Yamada, I., & Kowaleski-Jones, L. (2009) | The risk of obesity is higher in areas where there are limited opportunities for shopping as the prices are higher and availability of healthier foods is lower. | Encourage participants to check the prices and availability of healthy foods in their local markets and to talk to the grocer and request other food items. |

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TIPS FOR LEADING SUCCESSFUL WORKSHOPS



FACILITATING WORKSHOPS

Adapted from *Who is My Child? Understanding Children's Temperaments*, KERA, 2006.

This guide is a tool to help you be more effective as a facilitator of this program. The ideas will be helpful whether you are new to training parents or have been doing it for many years. As a workshop facilitator, you will be responsible for conveying information to your participants and for providing opportunities for them to ask questions and develop ways to use this information in their families.

You may already be an experienced facilitator. If that is the case, you may already have developed your own methods for setting up and conducting workshops. If you are a new facilitator, or if you just want to review some helpful information, this section can help you. You will find information on everything from engaging your audience to marketing your workshop. If you are working with a co-facilitator, you will want to review the curriculum, outline together and decide how to divide the presentations, discussions and activities between you.

When facilitating your workshop think **"PARENTS!"**

Preparation

Adult learning basics

Role as facilitator

Engage your participants

Needs of the participants

Translate knowledge into practice

Setting (Room Arrangement)

Preparation

Use the facilitator's planning sheet provided at the beginning of the manual. Check your equipment: microphones, charts, DVD, television, projection machine, chart stands, screen, etc. Are they in working order? What if something goes out? Do you have a backup? You may want to have an extra bulb or prepare a few copies of your overheads in case your overhead projector develops problems. Can you be heard from the back of the room? If not, plan on having a microphone and test them before the workshop.

Know your building and room. Visit the building and room before your presentation if possible. This will allow you to plan room setup. Find out where the bathrooms, water and telephones are. Be sure to provide this information (you may want to make a chart) for participants. Have all materials and copies needed before your workshops.

Role as Facilitator

Your role as facilitator is to help your participants understand the information you have, and to present and to provide opportunities for them to develop skills.

Your workshop participants will expect you to:

- Recognize their experiences and knowledge and build on them.
- Stay within timeframes.
- Cover what you say you will cover.
- Focus on developing a relationship, not just the content.
- Provide information that they can relate to what they already know.
- Give concrete examples and an understanding of how to apply the information they are given.
- Provide activities that allow them to direct what and how they learn.
- Understand that learning will be affected significantly by feelings, thoughts and physical state.
- Answer for participants: **WIIFM**: What's In It for Me?

Some tips for you to keep in mind:

- Your participants are responsible for their own learning.
- See yourself as a partner in the learning process, and treat participants as equals.
- Recognize your participants' expertise as well as your own, and encourage them to share it in appropriate ways.
- Create a learning environment that is safe and comfortable and encourages sharing and learning.
- Remember that research has shown that people must be involved in new ways about every 8-10 minutes to maintain interest in their training.
- Provide materials at each table for participants to "play with," such as markers, Post-it® notes, Play-Doh and pipe cleaners.
- Be friendly and show concern for attendees.
- Ask for opinions and allow participants time to respond.
- Leave plenty of time for questions. If you do not know the answers, it's okay!
- Let participants know that you will find out and bring or send them the answer.

Adult Learning Basics

Adults have different learning styles. Some learn better by doing. Others need to hear things in order to learn them, and others learn best by seeing and others by talking about concepts. Provide learning activities that emphasize all of these learning styles. Also, adults bring previous experience and knowledge to the learning setting.

Needs of the Audience

Your participants will learn best when they are comfortable. Provide refreshments water and comfortable seating. Be aware of the changing moods of the participants. If people seem to be getting bored or tired, have them move around, stand up, or do a different type of activity. The audience needs to feel successful as parents and as participants. Thank them for comments and reinforce when they share an example of good parenting.

Taking Care of the Needs of Your Group

Give them permission to move around during the workshop if they need to. Give them permission to pass or “Go Fishing.” There are times when someone may not wish to share in small or large group discussions. Let participants know up front they can pass if they choose. Also, let them know that everyone occasionally daydreams and does not hear what is said. If that happens, and they have been asked something, they can say, “Sorry, I went fishing!” It is a fun and non-threatening way to admit to inattention.

Translate Knowledge into Practice

Throughout the workshop, ask how the ideas presented can be applied in participants’ lives. One goal of the facilitator is to make sure the information from the workshop gets carried back to daily interaction. By continually reinforcing the practical application of the information, you are reinforcing the need to begin to incorporate this information into the family. Some ways to do this include:

- When a participant asks a question, see if others have the same problem and ask how they deal with it.
- Review, review, review! Content must be revisited in some form (through discussion, activities, video, writing) for it to be remembered and applied.
- Make it fun and use activities to review.
- Revisit the information at another time after this workshop. If you have the opportunity to contact your workshop participants or have them in another workshop, ask if they have used the ideas and how they have worked.
- Encourage participants to pull out their materials once a week for the next month and review them. They will be more likely to apply it in their lives.

Setting: Arranging the Room

The way the room is set up and arranged is critical to the learning process. A room with stadium seating where the seats are small and legroom is cramped will encourage participants to think about how uncomfortable they are instead of about the content of the workshop. Avoid last-minute frustrations by knowing your room and its arrangement ahead of time.

Good Room Set-Up:

Be sure the room has adequate lighting, comfortable seating and lots of leg room. Ask for a room that has tables and chairs to give participants more room and to allow them to write, prop their arms, lean and to have a place for their hands. Set up the room so that your participants can see each other and can easily see the video monitor and the overhead. Set tables up for 4 to 6 participants at each table. Be sure there is a table in the front just for your things. Arrange a table at the back of the room for refreshments and another for any display that you wish to use. If you do not have tables, arrange chairs in semi-circles. Materials that will be needed by participants can be placed on the floor in front of each semi-circle. If you do not have tables, you can provide hard-backed notepads or even books for writing surfaces. If you have fixed seating such as stadium seating, encourage groups of three to turn toward each other and form a group. Check the room's lighting and windows. Will the sunlight reflect and cause problems? Ask if charts can be posted on walls. If not, purchase self-adhesive flip charts or copy your charts on 11x17 paper and place on each table as you need them. Check to see where audiovisual equipment can be located.

What about Barriers to Attendance?

It is often difficult for participants to attend workshops. Work hours, childcare, transportation problems or feeling uncomfortable with the surroundings can all prevent parents from attending. Ask yourself, "What would keep parents away?" Families may not have childcare or transportation. Court-ordered parents may feel uncomfortable attending a workshop provided in a social services office. Shift workers may not be able to attend at night. Identify the barriers that the parents you are targeting will have, and then develop strategies to remove those barriers.

Barrier: Families Often Need Childcare

Solutions:

- Parents can be charged for on-site childcare.
- The cost of childcare can be included in the cost of the workshop if you are charging a fee.
- If parents cannot afford childcare, ask teen youth groups, such as service organizations at high schools or church youth groups, to provide care.
- Often youth leaders are willing to oversee this process.
- Offer the workshop on two different nights, and ask parents to trade childcare.
- If the workshop is at a childcare center, ask the director if it would be possible for the center to provide childcare.
- Offering the workshop and providing childcare can become a business deduction from business taxes.

Barrier: Transportation**Solutions:**

- For many families, transportation is a barrier.
- Provide transportation by bus or van to the program.
- Provide bus passes for attendees.
- Plan your program within walking distance of your target population.
- Arrange for groups to walk together or, for those in unsafe areas, to be accompanied to the workshop.
- Offer workshops in apartment clubhouses or in housing authority offices.

Barrier: Language**Solutions:**

- Participants will not attend programs if they cannot understand the language spoken.
- If most of your target population speaks another language, secure a facilitator or co-facilitator who speaks their language.
- Ask someone to translate for you as you facilitate.
- Provide written materials in the languages of your participants.
- When you send out information on your program, prominently display the fact that there will be translation.
- Plan two workshops: one in English and the other in the language of the majority of the participants.

Barrier: Incentives**Solutions:**

- Provide incentives such as snacks and door prizes to encourage attendance.
- Provide meals or snacks.
- Ask participants or co-sponsors to assist with meals and snacks. They can provide potluck dishes or take turns providing snacks.
- Volunteers or service organizations can be asked to provide meals or refreshments.
- Donations can be requested from local grocery stores for snacks.
- Some fast food restaurants may donate or provide a discount to nonprofit groups for meals that could be picked up and taken to the workshop for distribution.
- Give certificates that verify attendance and the number of hours of the workshop.
- Door prizes are great incentives for reluctant and teen participants, as well as a nice bonus for all who attend the workshop.
- Local businesses will usually provide discounts or freebies such as passes to movies, skating, bowling, books for and about children, or games or toys that encourage interaction with children.

- You can obtain pamphlets, booklets and free information about children from local health departments, Cooperative Extension Offices, Red Cross, and groups such as the American Heart Association or American Lung Association.
- Samples of products from companies are also great incentives for parents. If you have a local company that produces items that parents might use, call and see if they will provide samples.
- Involve local businesses by asking them to donate snacks or door prizes.
- Give certificates of completion to participants.

Tickets

Distribute tickets (available at discount and variety stores) for participants to place in a drawing for prizes. Participants can write their names on the back of the tickets and deposit in a basket. Give tickets for returning from breaks on time, to honor those who share great ideas, and as fun rewards for races and activities during the workshop. You should be sure that everyone gets at least one ticket. Prizes can be fast food certificates, books, small toys, healthy snacks, balls or other active equipment.

