

# GROWING HEALTHY FAMILIES

## Parent Guide and Journal



***Growing Healthy Families*** was developed by and is the property of KERA.

The KERA team would like to generously thank AVANCE Dallas for their partnership in helping create the curriculum. You can access this parent

guide and other materials at <http://healthyfamilies.kera.org/>



## Table of Contents

Introduction	3
Journal	4
Module 1: Being Active	12
Module 2: Managing Our Weight	16
Module 3: Finding Nutritious Foods	20
Module 4: Snacking	26
Module 5: Eating Healthier Fast Food	31
Module 6: Dining Family Style	35
Module 7: Temperament, Eating and Activity	39
Module 8: Budgeting, Shopping and Substituting	47
Appendices	52
Books for Parents and Children	
Activity Plan	
Journal Template	

# Growing Healthy Families: Introduction

You want the best for your family, but you are often tired and family members are busy or demanding. It is hard to exercise and eat right. Our families would often prefer to watch TV or play video games than be active. They seem to prefer snacks and meals that are high in fat and sugar. What can we do? We can learn how to help our families be more active and eat healthier. The best guide for them is you!

## You can guide your families by:

- Leading by example
- Shopping wisely and providing healthy foods
- Ordering healthier fast food meals
- Setting limits on when, where and what foods you offer to your child
- Having family meals regularly
- Insisting that TV, video games and computer time is balanced by activetime
- Planning active family outings and activities

## Remember:

- Obesity in children is considered an epidemic; over 1/3 of U.S. children are overweight or obese.
- Activity and eating habits directly affect children's emotions, achievement in school, social skills, health and growth. Adapted from *Little Bites, Big Steps: A Guide to Nutrition and Fitness for Young Children*, KERA, 2007

# My Activity and Food Journal

This journal is for you. It can help you and your family to be more active and eat healthier. Write a weekly goal for your eating and physical activity. Use it to set individual or family goals. When you complete the goals, write the date or check it off to remember your accomplishments and how you felt about them. If you did not achieve your goal, write what you may want to change next time.



## My Activity and Food Journal

Set goals for food and activities each week related to you and/or your family. Put a checkmark in the left column if you accomplish the goal.  
Bring to class each week if taking a workshop.

Week	Goal	Journal Notes and Ideas
1	Food Goal:	
	Activity Goal:	
2	Food Goal:	
	Activity Goal:	

3	Food Goal:	
	Activity Goal:	
4	Food Goal:	
	Activity Goal:	

5	Food Goal:	
	Activity Goal:	
6	Food Goal:	
	Activity Goal:	

7	Food Goal:	
	Activity Goal:	
8	Food Goal:	
	Activity Goal:	



## Calorie Basics

### What Is a Calorie?

- Calories come from the food we eat.
- Our body uses calories as energy.
- The more active you are, the more calories you burn.
- Games such as tag played for 30 minutes will burn around 100 calories.
- When we don't use up all the calories we take in, they are stored in the body as fat.

### Using Calories

- When you take in more calories than you use up, you gain weight.
- When you take in fewer calories than you use up, you lose weight.
- The goal is balance, using up all the calories you take in, but not more.
- In general, fewer than 30 percent of daily calories should come from fat for children 2 years of age.
- Calorie intake varies based on a child's age, sex and activity level.

*From Little Bites, Big Steps: A Guide to Nutrition and Fitness for Young Children, KERA, 2007*

### Did You Know?

- *After age 8, girls need fewer calories than boys.*
- *After age 30, you need fewer calories than you did before 30.*
- *After age 30, you need more exercise if you continue to eat the same amount of food.*

## Notes:

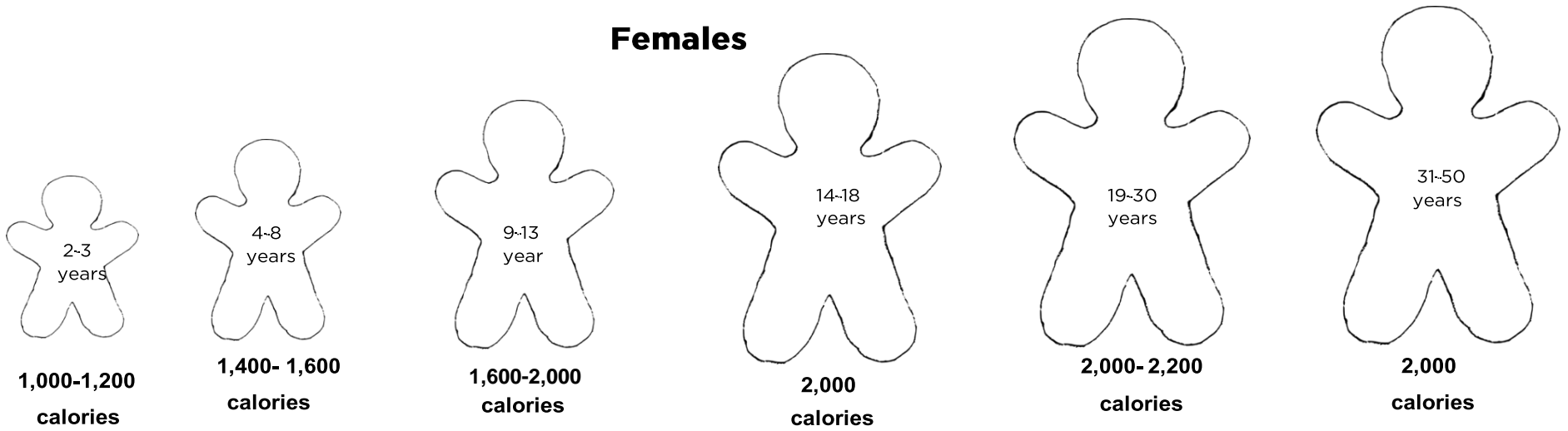
## How Much of Each Type of Food Should Our Children Eat?

Age	Fruits (Cups)	Vegetables (Cups)	Grains (ounces)	Meats & Beans (ounces)	Milk (Cups)	Oils (tsp.)
2-3	1	2	3	2	2	3
4-8	1-1½	1½	4-5	3-4	2	4
9-13(females)	1½	2	5	5	3	5
9-13 (males)	1½	2½	6	5	3	5

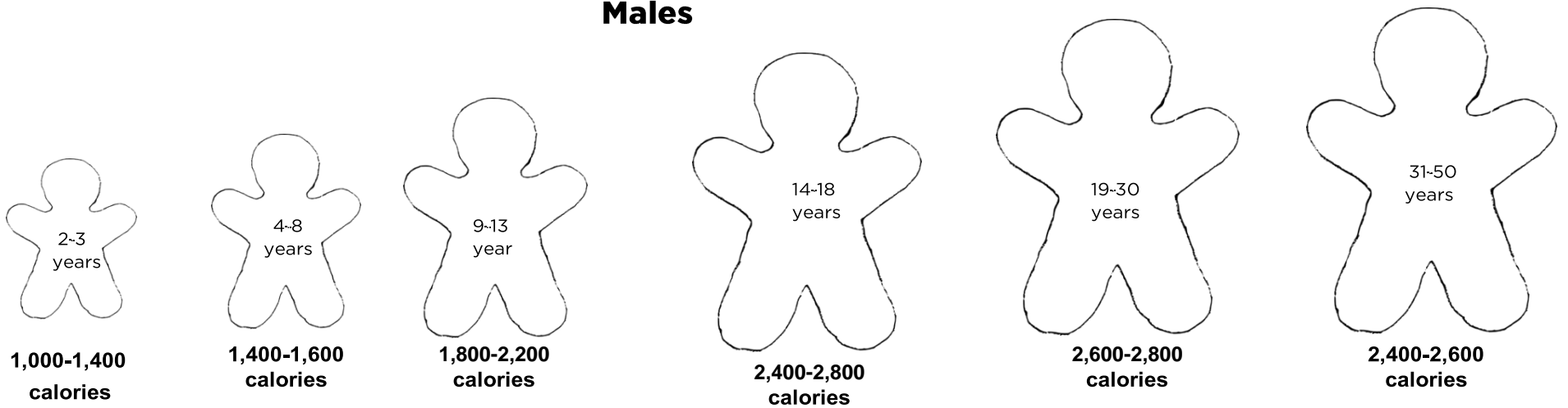
### Notes

# Calories Needed by Age and Sex for Moderately Active Child or Adult

## Females



## Males



Source 1: Adapted from the 2015–2020 Dietary Guidelines for Americans from health.gov

# GROWING HEALTHY FAMILIES

## **Module 1: Being Active**

## Active Family Checklist

My Activity	Time I Spend (minutes or hours)	Time my child or other family members spend	One thing I can do to add movement into this activity:
Sitting while listening to music			
Watching TV			
Reading, doing puzzles or playing video games			
Using the Internet, tablet, phone apps and computer			
Driving or riding in a car			
Sitting down while talking on the phone			
Sitting and talking to friends			
Sitting down while working, doing chores such as folding clothes, feeding the baby, etc.			
Eating			
Playing with toys and games on the floor or seated (children)			
Doing hobbies where you are sitting down such as sewing, knitting, painting,			
<b>TOTAL TIME EACH DAY</b>			

## Developing Activity Skills

Children need to develop skills in all of the areas listed below. Adults also need to develop and maintain their stability and movement in order to protect against falls, back and muscle problems.

	Stability	Movement	Ball Skills
Bending	Sliding	Walking	Throwing overhand and underhand
Stretching	Hopping	Jumping up and down and forward and backward	Kicking
Twisting	Galloping		
Turning	Swaying	Skipping	Hitting
Swinging	Stopping	Leaping	Punting
Dodging		Chasing	Volleying
Balancing		Climbing	Receiving
Shaking		Biking	Catching
Running		Swimming	Rolling
Pushing/ Pulling			Pushing

**What are activities you could do with your child at home or at the park?**




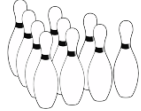






1. Stability Activities?

2. Movement?

3. Ball Skills?

## Activity Bag Ideas

Copy, cut and keep in a bag to have family members choose from when they are bored or watching too much TV. There are some blanks at the bottom that you can use to make up some on your own!

 <p><b>House Skate</b> Place paper on the floor, one sheet under each foot. Turn on music (slow music is best). Then skate around the room!</p>	 <p><b>Snow Balls</b> Take several sheets of paper and crumple each into a ball! Then throw them at each other as you would snowballs!</p>	 <p><b>Obstacle Course</b> 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!</p>	 <p><b>Bowling</b> 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!</p>	 <p><b>Bridge Ahead</b> 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!</p>	 <p><b>Frog Jump</b> Put down toys in 4 corners to form a square. Take turns squatting in middle then jumping to each corner to catch a "fly" with your tongue!</p>
 <p><b>Treasure Island</b> 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!</p>	 <p><b>Don't Wake Baby</b> 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!</p>	 <p><b>Basketball Throw</b> Crumple sheets of paper into balls. Use a wastebasket or box and have children throw underhand and overhand to sink</p>	 <p><b>Bend and Stretch</b> 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> Repeat the chant several times and stretch as far as you can!</p>		

# GROWING HEALTHY FAMILIES

## **Module 2: Managing Our Weight**



## Body Mass Index (BMI)

What about your weight? Use this table to determine how you are doing. You can mark your BMI and any other adult's BMI in your home with different colors. Remember that heavily muscled people will often fall into the obesity category (even though they are actually a healthy weight for their size) due to the fact that muscle weighs more than fat. If you have any questions, ask your doctor. What can you do to improve your BMI or maintain it?

**Body Mass Index Table**

	Normal					Overweight					Obese					Extreme Obesity																				
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Height (inches)	Body Weight (pounds)																																			
58	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	203	208	214	220	225	231	237	242	248	254	259	265	270	276	282	287	293	299	304
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443

**Notes:**

Source: Adapted from *Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report*. National Institutes of Health, 1998.

## My Child's Growth

**Height** \_\_\_\_\_

**Weight** \_\_\_\_\_

**BMI**

You can calculate your child's BMI (Body Mass Index) on your smartphone or the Internet by putting your child's weight and height in a free BMI calculator at: <https://www.cdc.gov/healthyweight/bmi/calculator.html>

Learn more about BMI: [http://www.cdc.gov/healthyweight/assessing/bmi/childrens\\_bmi/about\\_childrens\\_bmi.html](http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html)

### Growth Rates and BMI (Body Mass Index) in Children

Weight Status Category	Percentile Range
Underweight	Less than the 5th percentile
Healthy weight	5th percentile to less than the 85th percentile
Overweight	85th to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile

Centers for Disease Control and Prevention **BMI Calculator for adults:**

[https://www.cdc.gov/healthyweight/assessing/bmi/adult\\_bmi/english\\_bmi\\_calculator/bmi\\_calculator.html](https://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html)

Which category best fits your child?

What can you do to increase, reduce, or maintain your child's weight?

#### Did You Know?

Children that are Hispanic, African American or Native American have a much greater probability of being overweight than children who are Asian or Caucasian.

## Ideas for Maintaining Healthy Weight

- Limit food choices, but no pressure.
- Give choices of healthy foods.
- Post on the refrigerator ideas for healthy snacks (use pictures with young children).
- Provide lower calorie foods that are filling, such as soups or raw vegetables.
- Provide foods with fat such as olives, cheese, or nuts (fats are more filling) along with lower calorie vegetables for snacks.
- Give water instead of sugary drinks and soda.
- Don't encourage children to eat after they say they are full or want to leave the table.
- Plan family walks and movement activities.
- When watching TV, have your child march around the living room during every commercial—you can even give them a chart and a treat (nonfood) when they have marched a certain number of times!

Traditions, habits or routines in my family that could contribute to unhealthy weights:

Changes I can make:




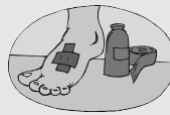

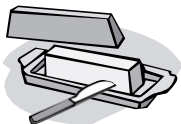









Other ideas to maintain healthy weights that I learned from our workshop:




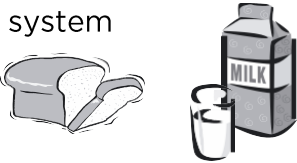






# GROWING HEALTHY FAMILIES

## **Module 3: Finding Nutritious Foods**




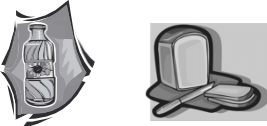



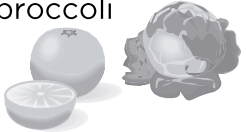


## Energy Nutrients Provide Calories: Fill in the blanks

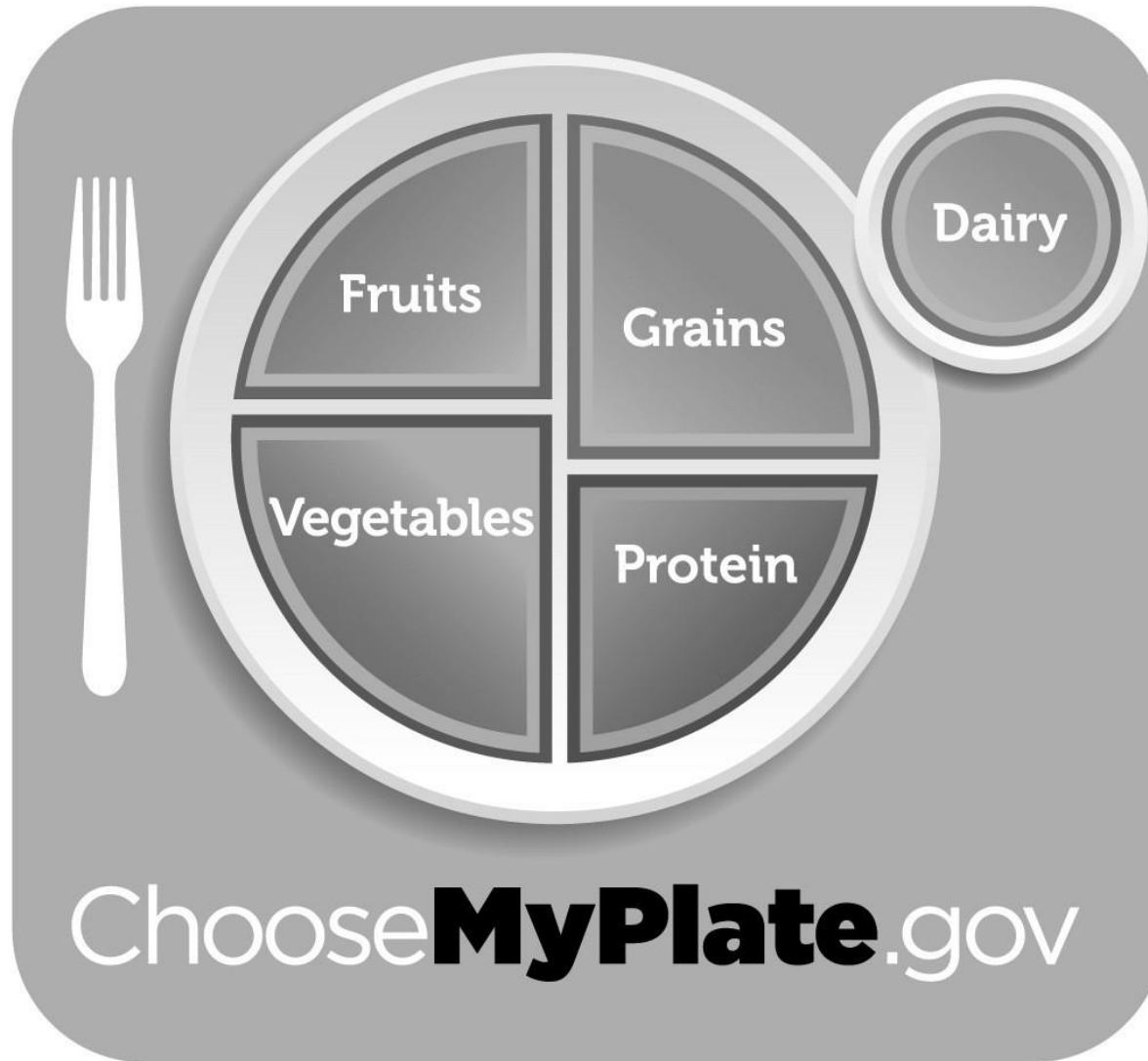
<p>Protein 1 Gram = ___ calories</p> 	<p>Build _____</p> 	<p>Repairs damaged tissue</p> 	<p>Provides hormones and antibodies to fight infection</p> 	<p>Forms enzymes for digestion</p> 
<p>Fat 1 Gram = ___ calories</p> 	<p>Provides essential fatty acids for growth</p> 	<p>Cushions organs &amp; keeps skin and hair healthy</p> 	<p>Maintains _____ temperature</p> 	<p>Regulates &amp; balances metabolism</p> 
<p>Carbohydrates: Sugar, Starches, Fiber 1 Gram = ___ calories</p> 	<p>Major source of _____ for body</p> 	<p>Complex carbs can give feelings of fullness</p> 	<p>Simple carbs become simple sugar and can cause weight _____</p> 	<p>Simple carbs can slow digestive system</p> 

## Vitamin and Minerals

<p><b>Fat Soluble Vitamins</b></p>	<p>Stay in heated and open foods Do not need to be replaced every day</p> 	<p><b>Mineral: Iron</b></p>	<p>Helps form red blood cells and carry oxygen Helps immune system</p> 	<p>Sources: Milk, leafy green vegetables, and whole grains</p> 
<p><b>Water Soluble Vitamins</b></p>	<p>Cook away when heated or left open in the air Require foods with them on a daily basis</p> 	<p><b>Mineral: Sodium</b></p>	<p>Important for fluid balance in body; Contributes to nerve stimulation and muscle contraction</p> 	<p>Sources: Salt, baking soda, celery, milk, eggs, poultry, and fish</p>
<p><b>Vitamin A</b></p>	<p>Fat Soluble; promotes growth, good vision, healthy bones and skin; Helps heal wounds</p> 	<p><b>Mineral: Potassium</b></p>	<p>Helps in water balance and transmits nerve impulses</p> 	<p>Sources: Vegetables, fruit and fruits, especially bananas and tomatoes</p> 



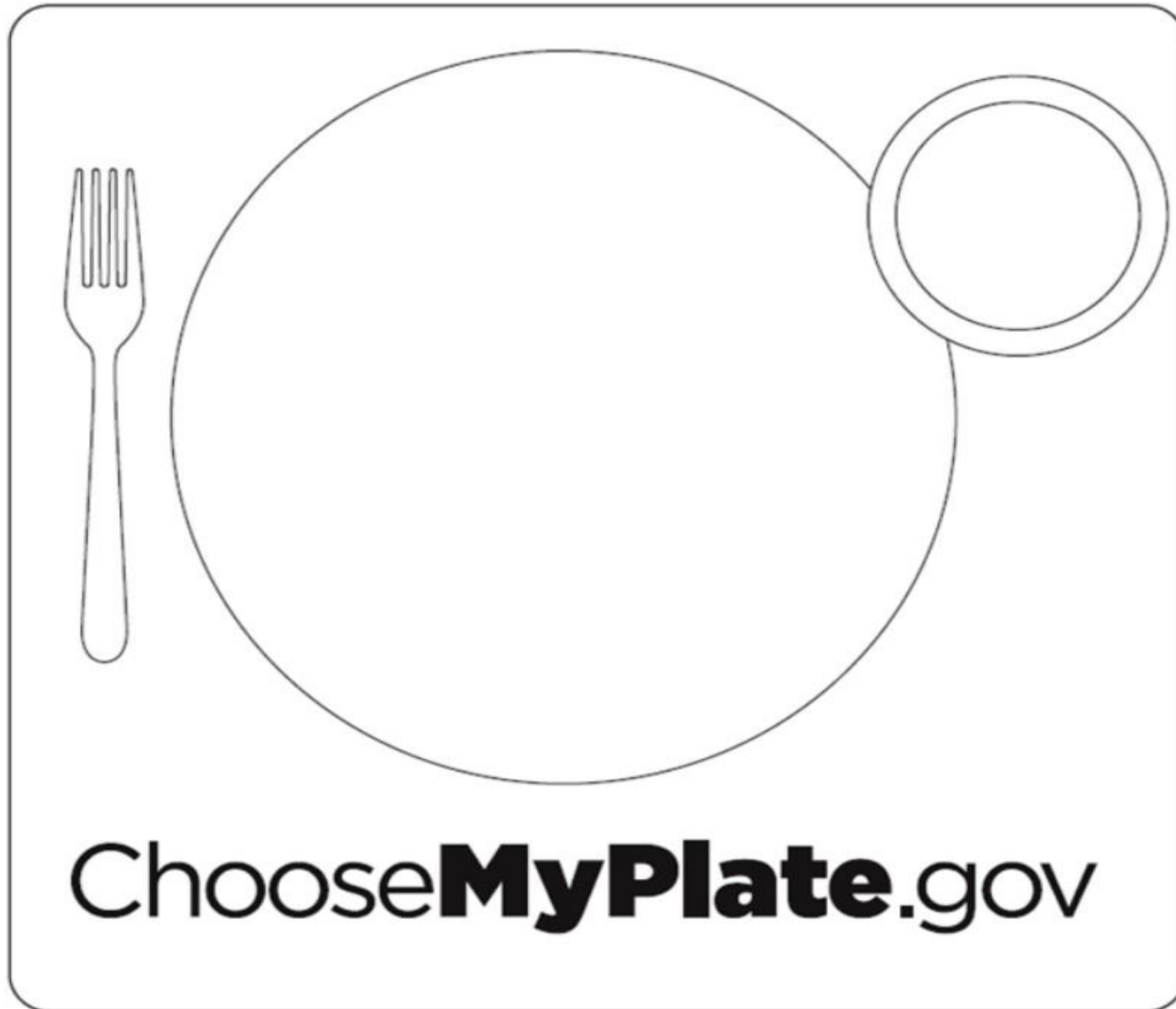
<p><b>Vitamin D</b></p>	<p>Fat soluble; needed to make strong bones and teeth; produced naturally in the skin</p> 	<p>Sources: Sunshine, eggs, milk, butter, fatty fish and liver</p> 	<p><b>Water</b></p>	<p>One of the nutrients necessary to human life; needed for cells, transportation of nutrients and waste products</p>	<p>Sources: Most foods found in nature and water</p> 
<p><b>Vitamin E</b></p>	<p>Fat soluble; helps preserve cell tissues; protects red blood cells and lungs; is an antioxidant</p>	<p>Sources: Whole grains and vegetable oils</p> 	<p><b>Vitamin B complex: Thiamin (vitamin B1), riboflavin (vitamin B2), vitamin B6, vitamin B12, foliate, biotin, niacin and pantothenic acid.</b></p>	<p>Water soluble; healthy skin; good vision; nervous system health; formation of red blood cells</p> 	<p>Sources: Dairy, legumes, meat, fish, pomegranates</p> 
<p><b>Vitamin C</b></p>	<p>Water soluble; fights disease; helps to heal wounds and maintain healthy blood vessels; stimulates immune system</p> 	<p>Sources: Oranges and citrus, cantaloupe, bell peppers, strawberries, cabbage and broccoli</p> 	<p><b>Mineral: Calcium</b></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, leafy greens, seafood, beans</p> 



The USDA recommends that our meals contain each of the food groups in the proportions you see here. For more information on food groups and portion sizes visit <https://www.choosemyplate.gov/>



## Design a Healthy Meal Using MyPlate



# GROWING HEALTHY FAMILIES

## **Module 4: Snacking**

## Making Healthy Snacks

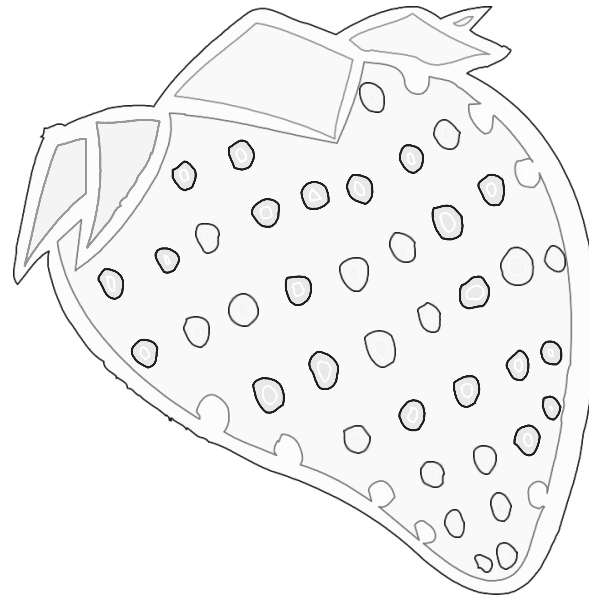
Think about what you've learned so far about nutrition and write down some ideas for healthy snacks.

- Fun snacks such as a cracker with peanut butter on it with a face made of raisins:
- Snacks with vegetables such as carrot sticks and yogurt:
- Sweet snacks that are healthy such as frozen yogurt pops made from yogurt with fruit frozen in disposable cups:
- Foods you could eat as a main dish that could also be a healthy snack, such as a cheese quesadilla:
- Snacks with protein (meat or milk, beans, or cheese) with another item such as a bean burrito:
- Drinks that are nutritious such as a fruit smoothie made with low-fat milk, fruit and ice:

## Healthy Snack Ideas from *Little Bites, Big Steps* (KERA, 2007)!

- Fruit smoothie made in a blender with fresh fruit, yogurt and juice
- Banana slices with peanut butter
- Mud and Dirt: A cup of low-fat pudding with crushed graham crackers mixed in
- Sandwiches made with meats or peanut butter
- Crunchy vegetable sticks (carrots, celery) with low-fat ranch dip
- Ants on a Log: Peanut butter on celery with raisins
- Hummus and pita wedges
- "Light" microwave popcorn with grated Parmesan cheese (three years or older)
- Mini pizzas: Half an English muffin covered by a tablespoon of tomato sauce and topped with mozzarella cheese
- Whole-wheat tortilla with salsa
- Yogurt parfait with low-fat yogurt and fruit

### Other snack ideas I want to try:



### Notes:

### Choosing and Buying Snacks

- Buy only healthy snacks, such as fruits and vegetables.
- Before you go shopping, tell your children what behavior you expect and what snack they can expect, if any.
- Take snacks with you when you go to appointments or shopping.
- Use snacks to provide the food groups your children are missing during meals.
- Make snacks small, and then give seconds if your child asks for more.
- Decide what snacks you will allow and when. Tell your child the rules and stick to them.

**Baby Snacks**  
Cheerios  
Melba toast  
Rice biscuits for baby  
Veggie puffs and crackers  
for baby  
Freeze dried fruit  
pieces

### Tips for Snack Time

- Give children a choice of two or three items for a snack.
- Give snacks at a routine and scheduled time.
- Snacks are great until one to two hours before dinner.
- Snacks are for hunger, not for rewards or emotional soothing.
- Ask yourself, is your child really hungry like he says he is, or is he thirsty or in need of attention?
- Head off crying or tantrums by giving the child phrases to use such as “I am hungry” or “I don’t like this.”
- If they do not want what you offer, tell them it is okay because they will have a meal soon, and don’t give in to whining.
- Take time to teach when, where and why snacks are appropriate.
- Allow your child to help you prepare the snack. Children are more likely to eat a snack they helped prepare.
- Be consistent with your children. If you have said that they are not allowed to have a certain food, stick to it.

### Notes:

## Facts about Drinks - *Little Bites, Big Steps* (KERA, 2007)

### Water

- Water is the most important nutrient for the body.
- You can live much longer without food than without water.
- The body is mostly water, and it uses water up quickly.
- All liquids are not equal--some drinks take liquid away.
- Water is the drink of choice for healthy toddlers and preschoolers.

### Juice

- Too much juice can lead to diarrhea and tooth decay.
- Juice is mainly a natural sugar. It tells a child's brain she is full and can spoil her appetite.
- Juice does not have the same nutrients as whole fruit.
- Children should have no more than six ounces of juice per day.
- Many juices are really sugar-sweetened drinks with only a small portion of juice or none at all.
- The label must say "100% juice" for it to have no added sugar.

### Sports Drinks

- Have lots of sugar (carbohydrates) and calories.
- Have acids that may erode the teeth.
- Are really just another type of soft drink.
- Should only be used when a child has been doing continual hard exercise for 90 minutes or more.

### Soda and Sugar-Sweetened Drinks

- There is a direct link between sugar-sweetened drinks and childhood obesity.
- Sodas have nothing but calories from sugar.
- Drinks with caffeine tend to dehydrate and are linked to inattention, hyperactivity and sleeplessness in young children.
- Caffeine is also addictive.
- Electrolyte replacement drinks such as Pedialyte® (for infants and toddlers) are for children with certain health problems and should not be used unless recommended by the child's doctor.

### Notes:



# GROWING HEALTHY FAMILIES

## **Module 5: Eating Healthier Fast Food**

## What is your favorite fast food restaurant?

List 4 items from this restaurant that you think are healthy choices and why.

## Notes



### Did You Know?

- A 3-year-old child only needs 1000-1400 calories a day, depending on their 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.
- 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.
- Giving up one soda a day would provide a savings of 140 calories each day or 980 calories in a week!



## Healthy Fast Food Options

Restaurant \_\_\_\_\_

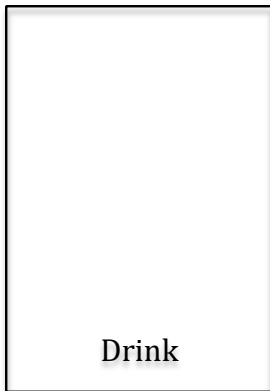
Part 1:

Breakfast healthy options:

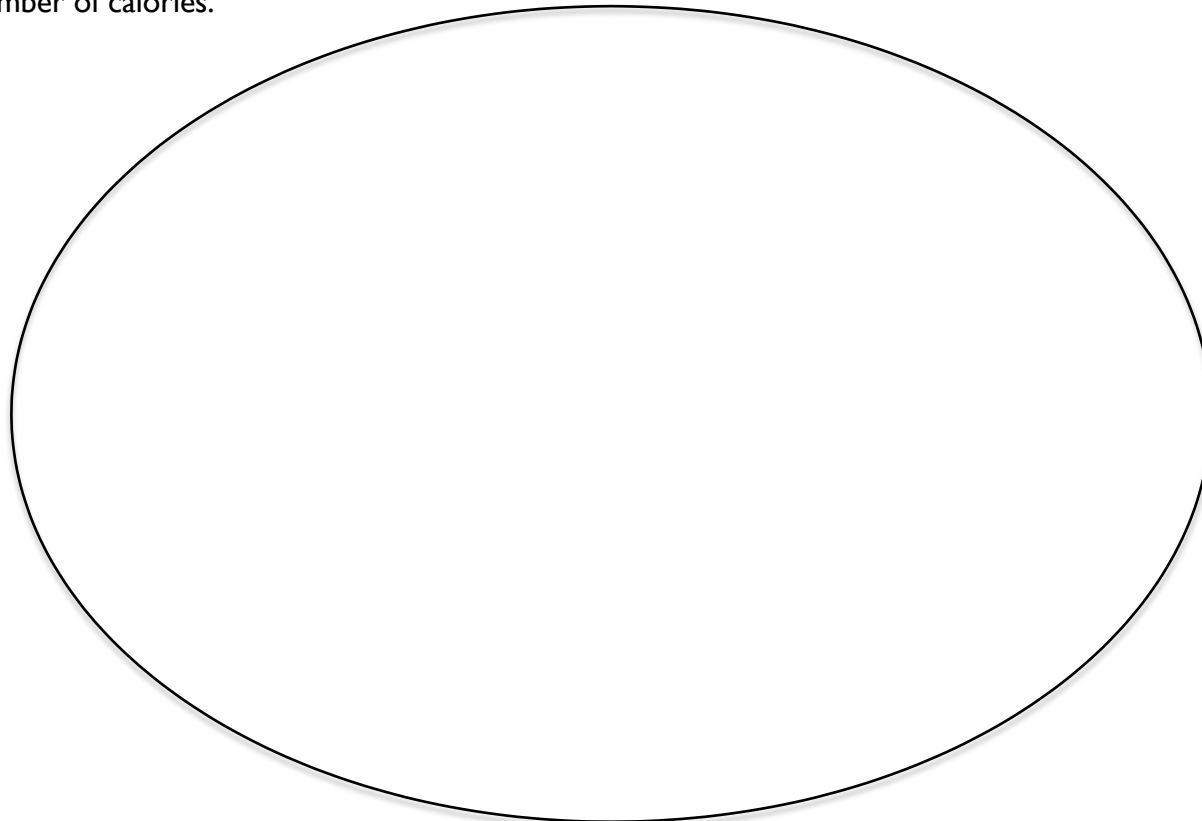
Lunch/Dinner healthy options:

Snack Healthy Options:

Part 2: Find a nutrition guide at a restaurant or online. Using the guide, create a 400 calorie meal that provides fruit or vegetables, meat or alternative (beans count), milk product and a grain, such as corn or wheat, that you or your child would eat. Draw on the plate your items and list each item, portion size and number of calories.



Drink



### **Tips for Eating Out:**

- Give children 2-3 healthy choices.
- Ask for dressing on the side.
- Decide what foods to order ahead of time.
- Find the nutrition information menu online, and have your children look at it and choose healthy foods.
- Buy the meal toys separately.
- Ask for mustard, salsa, or honey mustard instead of mayonnaise on sandwiches.
- Keep the children's meal packages and put home-cooked food and snacks in them to serve your child.
- Require that kid meal choices be healthy ones.
- Choose the small hamburger with no mayo.
- Choose grilled chicken not fried.
- Order beans without cheese and save calories and fat.
- Choose baked or steamed flour or soft corn tortilla instead of fried.
- Have a glass of water before you go for fast food.
- Choose a baked potato with salsa (no butter) instead of french fries.
- Order a thin crust pizza with vegetables and lean meats such as ham or Canadian bacon.
- Choose apple slices or bananas instead of french fries or cookies.
- Order yogurt with fruit instead of ice cream.

**Write down other ideas you gained from this workshop:**

**This week I will change my family's fast food eating habits by:**

**Notes:**

# GROWING HEALTHY FAMILIES

## **Module 6: Dining Family Style**

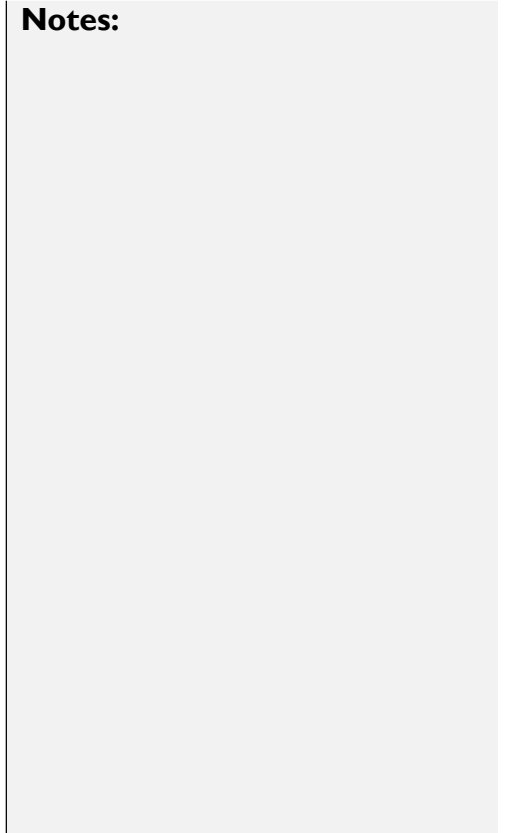
## Tips for Family Meals

### Make a plan:

**What problems will you have in implementing family meals?**

**What do you think you will enjoy about having more family meals?**

**Notes:**



## Conversation Starters for Family Meals

**Begin your family meals by having everyone share something good, funny or interesting that happened today or that they learned:**

- What is your favorite thing we do as a family?
- If you could be any animal, which one would you be and why?
- What is your favorite color?
- What is your favorite vegetable?
- Where do you like to go when we take a walk?
- Tell the children a story from your childhood about something you did wrong, and ask them what they would have done.. Ask the children why it was wrong and what else you could have done.
- Which of these stories is true?

## Games for Family Meals

1. Guess the person: Describe a person in the family and have someone guess who they are.  
Have a family member close his or her eyes and ask him or her color of your shirt? The color of the carpet?
2. “I Spy Something\_\_\_\_\_” (color, shape)
3. A game you think would be fun at mealtime:

### Did You Know?

- *Children who have regular family meals:*
  - *Do better in school*
  - *Have more friends*
  - *Get along better with parents and siblings*
  - *Have fewer problems with weight gain and obesity*

## Festive Family Meal!

(Remember to let the children help you make the decorations and set the table)

### Remember: M.E.A.L.

**M**ake sure you all sit down together

**E**very electronic device (TV, radio, phone) is off and put away

**A**llow everyone a chance to talk and don't criticize

**L**et this be a fun time to share and laugh!

### For making paper flowers to decorate the table, you will need:

- Scissors
- 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)

### Instructions for Paper Flowers:

1. Open all of the napkins up and lay on top of each other.
2. Begin folding like a fan or accordion, and continue flipping and folding until all done.
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!

Draw your decorations and table setting for the special meal here:

Menu

# GROWING HEALTHY FAMILIES

## **Module 7: Temperament, Nutrition and Activity**

# Temperament

## Temperament:

- Is how a person usually acts
- Is made up of several different traits
- Is neither good nor bad
- Has nothing to do with temper  
(*Who Is My Child?*, KERA, 2006)



## The Traits of Temperament Are:

- Activity Level
- Sensitivity to Senses
- Awareness of Feelings
- Strength of Expression
- Persistence
- Distractibility
- Ability to Change
- Need for Physical Routine
- Usual Mood

## 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, trying new foods or going to a new park may be a difficult experience. When we understand our family's temperaments it makes it 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!

**You try it: Identify a problem caused by your family's different temperaments, regarding food or physical activity:**

**Use goodness of fit to solve it!**



# Temperament Traits

The temperament traits and more on temperament can be found in *Who Is My Child?* (KERA, 2006) and at <http://readyforlife.kera.org/ready-for-life/parents/temperament/>.

Below you will see the basic temperament traits and some words that would describe that trait in a person’s eating and food choices as well as physical activity. Read the descriptions and circle the number closest to where you think the person’s temperament would fall.

<b>ACTIVITY LEVEL</b>			
How active are you and your child?			
<b>Very Active</b>		<b>Less Active</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Problems sitting at table for long</li> <li>• Won’t come in to eat</li> <li>• Sometimes forgets to eat because busy playing</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Always moving</li> <li>• Restless</li> <li>• Hyper</li> <li>• Loves to play outside</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Dawdles at table</li> <li>• Eats very slowly</li> <li>• May tend to be overweight</li> <li>• Wants to snack and watch TV much of the time</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• TV or video games preferred to activity</li> <li>• May not like going outside</li> <li>• Prefers quieter activities such as reading and games</li> <li>• May not like group physical activities</li> </ul>
<b>Very Active</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less Active</b>
<b>SENSITIVITY TO SENSES</b>			
How sensitive are you or your child to light, smells, tastes, textures, sounds, touching?			
<b>Sensitive to Senses</b>		<b>Less Sensitive to Senses</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Often complains of the smell of food</li> <li>• May not like foods with different textures</li> <li>• Finger foods not liked</li> <li>• May not like new foods</li> <li>• Foods with salt or strong flavors are rejected</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• May not enjoy group sports where there is a lot of noise and people</li> <li>• May prefer individual physical activity inside</li> <li>• May not like group games with touching</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Doesn’t mind trying new foods and tastes</li> <li>• Likes finger foods</li> <li>• Enjoys helping cook</li> <li>• Is not always aware of different tastes, colors and textures of foods</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Doesn’t mind group sports or games that involve touching</li> <li>• Likes outdoor games</li> <li>• May not be aware of hurting others in physical games or being hurt</li> </ul>
<b>Sensitive</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less Sensitive</b>

<b>AWARENESS OF FEELINGS</b>			
How aware are you or your child of feelings and emotions?			
<b>Aware of Feelings</b>		<b>Less Aware of Feelings</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Enjoys meals with the family</li> <li>• Tries to please by eating everything offered</li> <li>• Has difficulty eating or overeats when upset</li> <li>• May say she feels bad when not wanting to eat</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers games involving role play</li> <li>• May say she feels bad when not wanting to do activity</li> <li>• May become very involved with a sport or game and be upset when losing</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• May refuse foods offered by others, often in inappropriate ways</li> <li>• When not wanting a food may throw a tantrum or act angry</li> <li>• May be interested in food labels and nutrition information</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• May be motivated by facts about activity</li> <li>• May not be aware of feelings of others that lose and be inappropriate</li> <li>• May hurt others in play and not understand why they are upset</li> </ul>
<b>Aware of Feelings</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Unaware</b>
<b>STRENGTH OF EXPRESSION</b>			
How strongly do you or your child express feelings, wants and opinions?			
<b>Very Expressive</b>		<b>Less Expressive</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Very vocal when doesn't like or want a food</li> <li>• Often can persuade others to give food they want</li> <li>• Tantrums about food and eating are common</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Can get into arguments over games and activities</li> <li>• May want to always be leader</li> <li>• Refuses to exercise or do physical activity</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Often doesn't tell you his food preferences</li> <li>• May not join the conversation at the table</li> <li>• May choose not to eat to express self</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers individual activities</li> <li>• May not tell you when they do not want to participate in a team sport</li> <li>• Will go along with others' activity choices</li> </ul>
<b>Very Expressive</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less</b>

<b>PERSISTENCE</b>					
How does my child or I stick with and complete a task?					
<b>Very Persistent</b>			<b>Less Persistent</b>		
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>Continues to push for food when told “no”</li> <li>May take a long time to eat</li> <li>May have difficulty leaving food on plate even when full</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>Inflexible when others want to choose or change activities</li> <li>May be difficult to get to exercise if they decide not to</li> <li>Tend to overdo at times that may lead to injury</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>Often does not finish meal</li> <li>Difficult to stay at the table until everyone is finished</li> <li>Will want to eat quickly and go to an activity</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>Does not enjoy commitments to a team</li> <li>Prefers physical activity that can be done and stopped easily such as bike riding</li> <li>Won’t stick with any one sport or physical classes</li> </ul>		
<b>Very Persistent  </b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 Less</b>
<b>DISTRACTIBILITY</b>					
How well does my child or I pay attention?					
<b>More Focused</b>			<b>Easily Distracted</b>		
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>Often difficult to get them to leave activity and come eat</li> <li>May be hyperaware of tastes and smells</li> <li>May be very observant of spices and ingredients in foods</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>May not leave TV or games to do physical activity</li> <li>Sometimes can over-exercise</li> <li>Likes activities that require skill building such as ball or swimming</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>May have difficulty finishing meal</li> <li>May not notice different tastes and textures of foods</li> <li>Difficulty with family meals</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>Prefers a lot of different and shorter physical activities</li> <li>Can be hurt while playing group sports due to inattentiveness</li> <li>Needs reminders to be active</li> </ul>		
<b>More Focused  </b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 Distractible</b>

<b>ABILITY TO ACCEPT CHANGE</b>			
How easily doed my child or I accept changes?			
<b>Enjoys Change</b>		<b>Prefers the Familiar</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Likes to try new foods</li> <li>• Doesn't want to eat the same thing regularly</li> <li>• Wants to eat in different places in home or restaurant</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Likes to try new activities</li> <li>• Want to do different things when active</li> <li>• Very adaptable to new coaches, teachers and others in group sports and activities</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Will often want same food for several days in a row</li> <li>• Does not like to try new foods</li> <li>• Prefers food that is easily identified, not casseroles</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers to be on same team each year in sports</li> <li>• Wants to stay with the same physical activities</li> <li>• May not want to go to parks or other places to play</li> </ul>
<b>Enjoys Change 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Prefers Familiar</b>
<b>NEED FOR PHYSICAL ROUTINE</b>			
How much routine does my child or I need?			
<b>Prefers Routines to Stay the Same</b>		<b>Likes variety in physical routines</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Wants to eat at the same time every day</li> <li>• Has a favorite cup or plate for drinks or food</li> <li>• Gets upset if not at home for meals or snacks on time</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers team activities that have routines to follow</li> <li>• Needs to be warned before a physical activity is initiated</li> <li>• Prefers physical activity to follow a pattern and set times</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Likes to try new foods and restaurants</li> <li>• May be hungry at different times each day</li> <li>• May eat small amounts one day and large another</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Likes to try a variety of activities</li> <li>• May have trouble sticking with one sport or activity</li> <li>• May want to change a planned activity at the last minute</li> </ul>
<b>Likes Routines 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Likes Variety</b>
<b>USUAL MOOD</b>			
What is my child's or my mood most of the time?			
<b>Happy and Positive most of the time</b>		<b>Less Positive most of the time</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Is often silly with food</li> <li>• Tries new things and eats what is cooked</li> <li>• Agreeable to what the rest of the family wants for food</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Enjoys activities that are non-competitive</li> <li>• Prefers to exercise with others</li> <li>• Tries dangerous or difficult activities</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Not willing to try new foods</li> <li>• May be argumentative when going out to eat</li> <li>• May use food to feel happy</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Often dislikes physical activities in groups</li> <li>• Prefers individual activities of his choice</li> <li>• Often does not like regular exercise programs</li> </ul>
<b>Positive Mood 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Less Positive</b>

## Family Temperament Fit

How does my family's temperament fit? Put down the names of all members of the family. Check each of the traits that best match the person.

Name	Very Active	Less Active	More Sensitive to Senses	Less Sensitive to Senses	More Aware of Feelings	Less Aware of Feelings	More Expressive	Less Expressive	More Persistent	Less Persistent
<b>Total Family Members with these Traits</b>										

## Family Temperament Fit (Continued)

How does my family's temperament fit? Put down the names of all members of the family. Check each of the traits that best match the person.

Name	More Focused	Easily Distracted	Enjoys Change	Prefers the Familiar	Need for Physical Routines	Needs Variety in Physical Routines	Usual Mood: Happy	Usual Mood: Serious	Usual Mood: Less Positive
<b>Total Family Members with these Traits</b>									

**How do different family members' traits match? What can you do for meals and activities to meet the needs of all of your family members?**

# GROWING HEALTHY FAMILIES

## **Module 8: Budgeting, Meal Planning and Healthy Substitutions**

## Proven Ways to Spend Less and Cook Healthier Meals

### Put a check by those you feel would help you!

- Write a menu plan, and develop a grocery list before you shop.
- Use the grocery sale flyers to develop your menu.
- Never shop hungry.
- Buy only what is on your list.
- Leave the children at home.
- Shop only once a week.
- When planning menus, cook items that will have leftovers to eat later, 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, or use smaller portions.
- Most casseroles, soups, and chili 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.
- Use coupons and reward cards—they can make a big difference!
- Have breakfast for lunch and supper—it can be less expensive.

### Other Tips and Ideas You Have Heard:

### Notes:



## Planning Your Menu

1. Plan for each day of the week and post the chart on your refrigerator. You can plan one or two days as “leftover” or “surprise” days if you prefer some flexibility
2. You can plan for breakfast, lunch and dinner, lunch and dinner, or just dinner, and you can plan for every day or 5 days, whichever fits best into your family’s life. Planning at least 5-7 meals will provide you with the most economical food plans
3. Lunch Choice: You can list several foods or ideas for the children for lunch and post them so they can make their own choices. Be sure you include fruits, vegetables, proteins and grains in each meal choice. You can make a column for each of these and put several choices for them to mix and match or you can put together several whole meals, and they can choose
4. Be sure to plan your menus after the shopping ads come out, so you can use them. They are available for free from your store, in the mail and newspapers, and on the internet at the store’s website

**Fill in the chart below with menu ideas for 5 days**

Day 1	Day 2	Day 3	Day 4	Day 5



## Healthier (and Tasty) Substitutions for Commonly Used Ingredients

**If the recipe asks for this:**

**Try this substitution instead:**

<b>Dry bread crumbs</b>	Crushed bran cereal or dry oats
<b>White bread</b>	Sourdough, whole wheat, English muffins, pita, corn tortillas
<b>Bacon</b>	Turkey bacon, lean ham, Canadian bacon
<b>Eggs</b>	2 or 3 egg whites and 1 yolk, or egg substitute
<b>Butter or Shortening</b>	Cooking spray and nonstick pans
<b>Mayonnaise</b>	Reduced calorie or fat-free mayo or fat-free sour cream
<b>Iceberg lettuce</b>	Most other lettuces, spinach, arugula, watercress, collard or mustard greens have more nutrients
<b>Salt</b>	Herbs, spices, vinegar
<b>Syrup</b>	Pureed fruit, fruit spread (not jelly), applesauce, low calorie syrup
<b>Sugar</b>	You can usually reduce sugar in recipes by 2/3 to 1/2 and not affect the taste; adding vanilla or cinnamon makes it taste sweeter.
<b>Flour</b>	You can substitute 1/2 of the flour with whole wheat flour to add nutrients and not affect cooking; also adding wheat germ to flour will boost the nutrients.
<b>Cream</b>	Evaporated skim milk will give the rich flavor of cream in most soups and cream-based dishes; fat-free half and half also works.
<b>Cream Cheese</b>	Use low-fat, Neufchatel, or pureed cottage cheese (low or nonfat).
<b>White rice</b>	Brown rice, wild rice and converted rice have more nutrients
<b>Salad Dressings</b>	Usually high-calorie—look for light and fat-free versions, vinaigrettes and flavored vinegars; try using just the vinegar instead of oil and vinegar along with olives and other pickled items.
<b>Sour Cream</b>	Low-fat yogurt, fat-free or low-fat sour cream

<b>Meats</b>	Cut your meat in dishes to ½ of what it calls for, and add more vegetables, particularly in soups, stews, casseroles and pizzas.
<b>Bottled Spaghetti Sauce and Chili</b>	Puree into the sauce cooked carrots and other vegetables or use jars of baby food vegetables—it won't affect the taste but will provide servings of vegetables that are hard to get children to eat.
<b>Butter or margarine, shortening in baked items</b>	Try marshmallow cream in sweet recipes (cut down on your sugar too); substitute applesauce for ½ of your butter, shortening or oil (it makes cakes very moist); avoid trans-fat products.
<b>Canned Fruit in Heavy Syrup</b>	Fruits in juice or fresh fruit
<b>Mashed potatoes</b>	Well-cooked and pureed cauliflower (it really does taste like mashed potatoes but healthier), mashed sweet potatoes
<b>Pies</b>	Cook with fresh fruits and cut your sugar in ½; pumpkin pie with less sugar is especially nutritious and it tastes good.
<b>Ice Cream</b>	Replace ice cream with sorbets and light ice creams with fruit for toppings; blend canned fruit (in juice) and freeze in small paper cups for popsicles; freeze a banana and blend; blend fruit and ice with nonfat milk and vanilla for a smoothie.
<b>Meats</b>	Buy lean cuts in bulk (white meat instead of dark) then freeze in smaller packages.

**Ideas from others for substitutions:**





# APPENDICES

## Books on Nutrition and Fitness for Children

- *Babar's Yoga for Elephants* (Babar Series), by Laurent de Brunhoff, 2002.
- *The Busy Body Book: A Kid's Guide to Fitness*, by Lizzy Rockwell
- *Feast for 10*, by Catherine Falwell
- *From Head to Toe*, by Eric Carle
- *Gregory, the Terrible Eater*, by Mitchell Sharmat
- *Growing Vegetable Soup*, by Lois Ehlert
- *Head, Shoulders, Knees, and Toes and Other Action Rhymes*, by Zita Newcome
- *Milk from Cow to Carton*, by Alike
- *Physical Fitness*, by Dr. Alvin Silverstein, Laura Silverstein Nunn, Virginia B. Silverstein 2002.
- *A Visit to the Farmers' Market*, by Peggy Sissel-Phelan
- *The Very Hungry Caterpillar*, by Eric Carle
- *Why Do People Eat?*, By Kate Needham
- *Wiggle*, by Doreen Cronin

## Books on Nutrition and Fitness for Parents

- *American Academy of Pediatrics Guide to Your Child's Nutrition: Making Peace at the Table and Building Healthy Eating Habits for Life*, by Pediatrics American Academy, 1999, Villard.
- *The Family Nutrition Book: Everything You Need to Know About Feeding Your Children From Birth through Adolescence*, by William Sears, 1999, Little Brown.
- *Eating Habits, Have a More Active Lifestyle*, by Naomi Neufeld., 2004, Thomas Nelson.
- *Feeding the Kids: The Flexible, No-Battles, Healthy Eating System for the Whole Family*, by Pamela Gould, Eleanor P. Taylor & Katherine Cason, 2007, Mancala Publishing, LLC.
- *First Meals: The Complete Cookbook and Nutrition Guide*, by Annabel Karmel, 2004, DK Publishing.
- *Helping Your Child Lose Weight the Healthy Way: A Family Approach to Weight Control*, by Judith Levine. Publisher: Citadel, 2001.
- *The Parent's Guide to Eating Disorders: Supporting Self-Esteem, Healthy Eating, and Positive Body Image at Home*, by Marcia Herrin and Nancy Matsumoto, Gurze Books, 2007.
- *A Parent's Guide to Childhood Obesity: A Roadmap to Health by American Academy of Pediatrics*, by Sandra G. Hassink, Editor, 2006, American Academy of Pediatrics.
- *Secrets of Feeding a Healthy Family*, by Ellyn Satter, 2006, Keley Press.
- *365 Activities for Fitness, Food, and Fun for the Whole Family*, by Julia Sweet, 2001, McGraw-Hill.
- *Your Child's Fitness: Practical Advice for Parents*, by Susan Kalish, 1995



## My Activity and Food Journal

Set goals for food and for activity each week related to you and/or your family. Put a check mark under the week if you have accomplished this goal. Fill out and bring to class each week.

Date	Goals	Journal Notes and Ideas
	Food Goal:	
	Activity Goal:	
	Food Goal:	
	Activity Goal:	





## Table of Contents

Introduction	3
Journal	4
Module 1: Being Active	12
Module 2: Managing Our Weight	16
Module 3: Finding Nutritious Foods	20
Module 4: Snacking	26
Module 5: Eating Healthier Fast Food	31
Module 6: Dining Family Style	35
Module 7: Temperament, Eating and Activity	39
Module 8: Budgeting, Shopping and Substituting	47
Appendices	52
Books for Parents and Children	
Activity Plan	
Journal Template	

# Growing Healthy Families: Introduction

You want the best for your family, but you are often tired and family members are busy or demanding. It is hard to exercise and eat right. Our families would often prefer to watch TV or play video games than be active. They seem to prefer snacks and meals that are high in fat and sugar. What can we do? We can learn how to help our families be more active and eat healthier. The best guide for them is you!

## **You can guide your families by:**

- Leading by example
- Shopping wisely and providing healthy foods
- Ordering healthier fast food meals
- Setting limits on when, where and what foods you offer to your child
- Having family meals regularly
- Insisting that TV, video games and computer time is balanced by activetime
- Planning active family outings and activities

## **Remember:**

- Obesity in children is considered an epidemic; over 1/3 of U.S. children are overweight or obese.
- Activity and eating habits directly affect children's emotions, achievement in school, social skills, health and growth. Adapted from *Little Bites, Big Steps: A Guide to Nutrition and Fitness for Young Children*, KERA, 2007

# My Activity and Food Journal

This journal is for you. It can help you and your family to be more active and eat healthier. Write a weekly goal for your eating and physical activity. Use it to set individual or family goals. When you complete the goals, write the date or check it off to remember your accomplishments and how you felt about them. If you did not achieve your goal, write what you may want to change next time.



## My Activity and Food Journal

Set goals for food and activities each week related to you and/or your family. Put a checkmark in the left column if you accomplish the goal.  
Bring to class each week if taking a workshop.

Week	Goal	Journal Notes and Ideas
1	Food Goal:	
	Activity Goal:	
2	Food Goal:	
	Activity Goal:	

3	Food Goal:	
	Activity Goal:	
4	Food Goal:	
	Activity Goal:	

5	Food Goal:	
	Activity Goal:	
6	Food Goal:	
	Activity Goal:	

7	Food Goal:	
	Activity Goal:	
8	Food Goal:	
	Activity Goal:	



## Calorie Basics

### What Is a Calorie?

- Calories come from the food we eat.
- Our body uses calories as energy.
- The more active you are, the more calories you burn.
- Games such as tag played for 30 minutes will burn around 100 calories.
- When we don't use up all the calories we take in, they are stored in the body as fat.

### Using Calories

- When you take in more calories than you use up, you gain weight.
- When you take in fewer calories than you use up, you lose weight.
- The goal is balance, using up all the calories you take in, but not more.
- In general, fewer than 30 percent of daily calories should come from fat for children 2 years of age.
- Calorie intake varies based on a child's age, sex and activity level.

*From Little Bites, Big Steps: A Guide to Nutrition and Fitness for Young Children, KERA, 2007*

### Did You Know?

- *After age 8, girls need fewer calories than boys.*
- *After age 30, you need fewer calories than you did before 30.*
- *After age 30, you need more exercise if you continue to eat the same amount of food.*

## Notes:

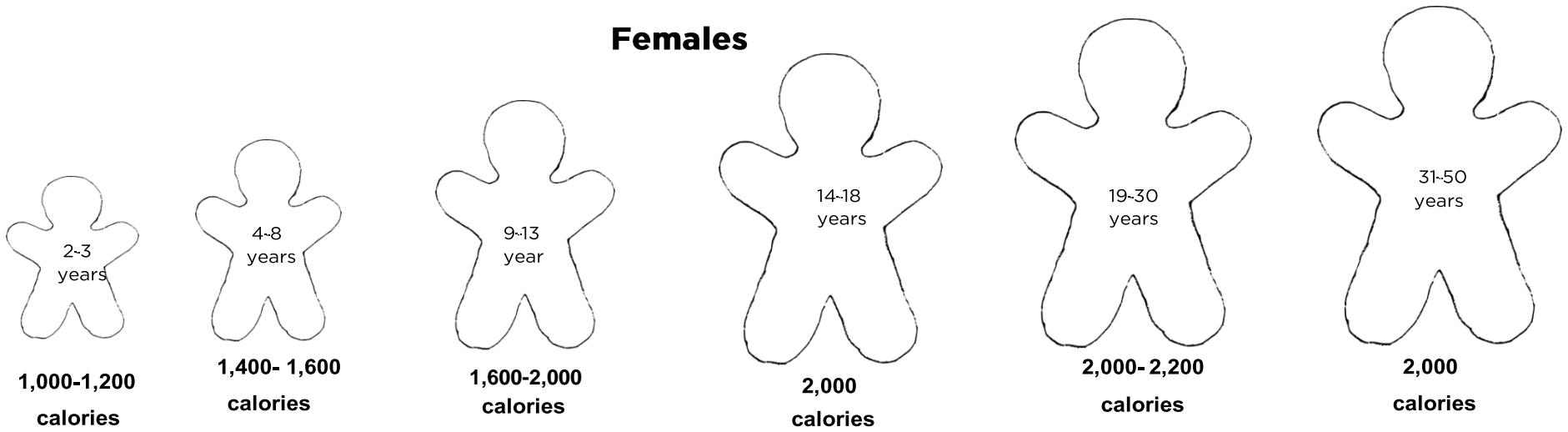
## How Much of Each Type of Food Should Our Children Eat?

Age	Fruits (Cups)	Vegetables (Cups)	Grains (ounces)	Meats & Beans (ounces)	Milk (Cups)	Oils (tsp.)
2-3	1	2	3	2	2	3
4-8	1-1½	1½	4-5	3-4	2	4
9-13(females)	1½	2	5	5	3	5
9-13 (males)	1½	2½	6	5	3	5

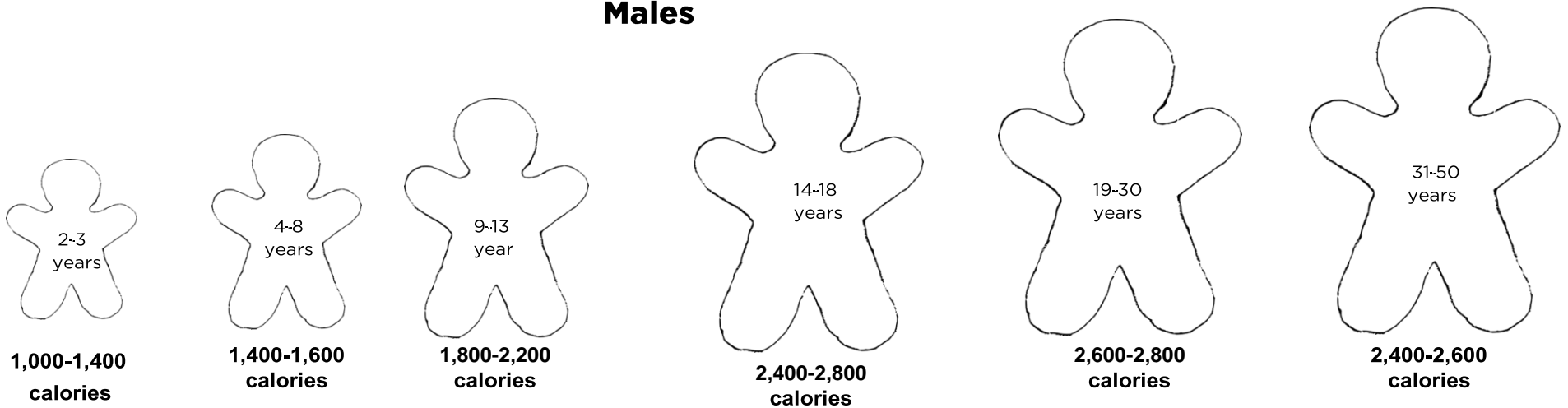
### Notes

# Calories Needed by Age and Sex for Moderately Active Child or Adult

## Females



## Males



Source 1: Adapted from the 2015–2020 Dietary Guidelines for Americans from health.gov

# GROWING HEALTHY FAMILIES

## **Module 1: Being Active**

## Active Family Checklist

My Activity	Time I Spend (minutes or hours)	Time my child or other family members spend	One thing I can do to add movement into this activity:
Sitting while listening to music			
Watching TV			
Reading, doing puzzles or playing video games			
Using the Internet, tablet, phone apps and computer			
Driving or riding in a car			
Sitting down while talking on the phone			
Sitting and talking to friends			
Sitting down while working, doing chores such as folding clothes, feeding the baby, etc.			
Eating			
Playing with toys and games on the floor or seated (children)			
Doing hobbies where you are sitting down such as sewing, knitting, painting,			
<b>TOTAL TIME EACH DAY</b>			

## Developing Activity Skills

Children need to develop skills in all of the areas listed below. Adults also need to develop and maintain their stability and movement in order to protect against falls, back and muscle problems.

	Stability	Movement	Ball Skills
Bending	Sliding	Walking	Throwing overhand and underhand
Stretching	Hopping	Jumping up and down and forward and backward	Kicking
Twisting	Galloping		
Turning	Swaying	Skipping	Hitting
Swinging	Stopping	Leaping	Punting
Dodging		Chasing	Volleying
Balancing		Climbing	Receiving
Shaking		Biking	Catching
Running		Swimming	Rolling
Pushing/ Pulling			Pushing

What are activities you could do with your child at home or at the park?




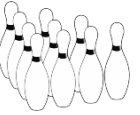






1. Stability Activities?

2. Movement?

3. Ball Skills?

## Activity Bag Ideas

Copy, cut and keep in a bag to have family members choose from when they are bored or watching too much TV. There are some blanks at the bottom that you can use to make up some on your own!

 <p><b>House Skate</b> Place paper on the floor, one sheet under each foot. Turn on music (slow music is best). Then skate around the room!</p>	 <p><b>Snow Balls</b> Take several sheets of paper and crumple each into a ball! Then throw them at each other as you would snowballs!</p>	 <p><b>Obstacle Course</b> 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!</p>	 <p><b>Bowling</b> 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!</p>	 <p><b>Bridge Ahead</b> 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!</p>	 <p><b>Frog Jump</b> Put down toys in 4 corners to form a square. Take turns squatting in middle then jumping to each corner to catch a "fly" with your tongue!</p>
 <p><b>Treasure Island</b> 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!</p>	 <p><b>Don't Wake Baby</b> 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!</p>	 <p><b>Basketball Throw</b> Crumple sheets of paper into balls. Use a wastebasket or box and have children throw underhand and overhand to sink</p>	 <p><b>Bend and Stretch</b> 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> Repeat the chant several times and stretch as far as you can!</p>		

# GROWING HEALTHY FAMILIES

## **Module 2: Managing Our Weight**



## Body Mass Index (BMI)

What about your weight? Use this table to determine how you are doing. You can mark your BMI and any other adult's BMI in your home with different colors. Remember that heavily muscled people will often fall into the obesity category (even though they are actually a healthy weight for their size) due to the fact that muscle weighs more than fat. If you have any questions, ask your doctor. What can you do to improve your BMI or maintain it?

**Body Mass Index Table**

	Normal					Overweight					Obese									Extreme Obesity																
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Height (inches)	Body Weight (pounds)																																			
58	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	203	208	214	220	225	231	237	242	248	254	259	265	270	276	282	287	293	299	304
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443

**Notes:**

Source: Adapted from *Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report*. National Institutes of Health, 1998.

## My Child's Growth

**Height** \_\_\_\_\_

**Weight** \_\_\_\_\_

**BMI**

You can calculate your child's BMI (Body Mass Index) on your smartphone or the Internet by putting your child's weight and height in a free BMI calculator at: <https://www.cdc.gov/healthyweight/bmi/calculator.html>

Learn more about BMI: [http://www.cdc.gov/healthyweight/assessing/bmi/childrens\\_bmi/about\\_childrens\\_bmi.html](http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html)

### Growth Rates and BMI (Body Mass Index) in Children

Weight Status Category	Percentile Range
Underweight	Less than the 5th percentile
Healthy weight	5th percentile to less than the 85th percentile
Overweight	85th to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile

Centers for Disease Control and Prevention **BMI Calculator for adults:**

[https://www.cdc.gov/healthyweight/assessing/bmi/adult\\_bmi/english\\_bmi\\_calculator/bmi\\_calculator.html](https://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html)

Which category best fits your child?

What can you do to increase, reduce, or maintain your child's weight?

#### Did You Know?

Children that are Hispanic, African American or Native American have a much greater probability of being overweight than children who are Asian or Caucasian.

## Ideas for Maintaining Healthy Weight

- Limit food choices, but no pressure.
- Give choices of healthy foods.
- Post on the refrigerator ideas for healthy snacks (use pictures with young children).
- Provide lower calorie foods that are filling, such as soups or raw vegetables.
- Provide foods with fat such as olives, cheese, or nuts (fats are more filling) along with lower calorie vegetables for snacks.
- Give water instead of sugary drinks and soda.
- Don't encourage children to eat after they say they are full or want to leave the table.
- Plan family walks and movement activities.
- When watching TV, have your child march around the living room during every commercial—you can even give them a chart and a treat (nonfood) when they have marched a certain number of times!

Traditions, habits or routines in my family that could contribute to unhealthy weights:

Changes I can make:






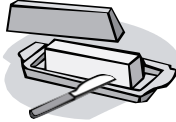









Other ideas to maintain healthy weights that I learned from our workshop:




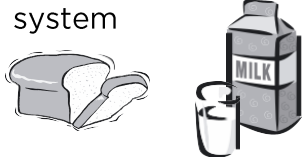


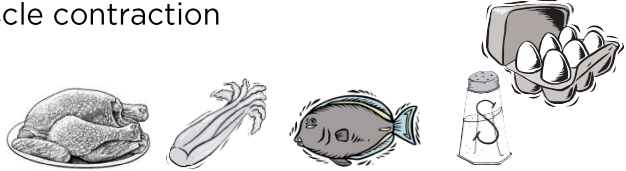



# GROWING HEALTHY FAMILIES

## **Module 3: Finding Nutritious Foods**




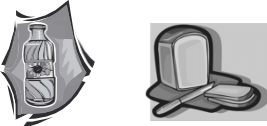



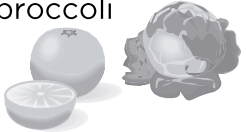


## Energy Nutrients Provide Calories: Fill in the blanks

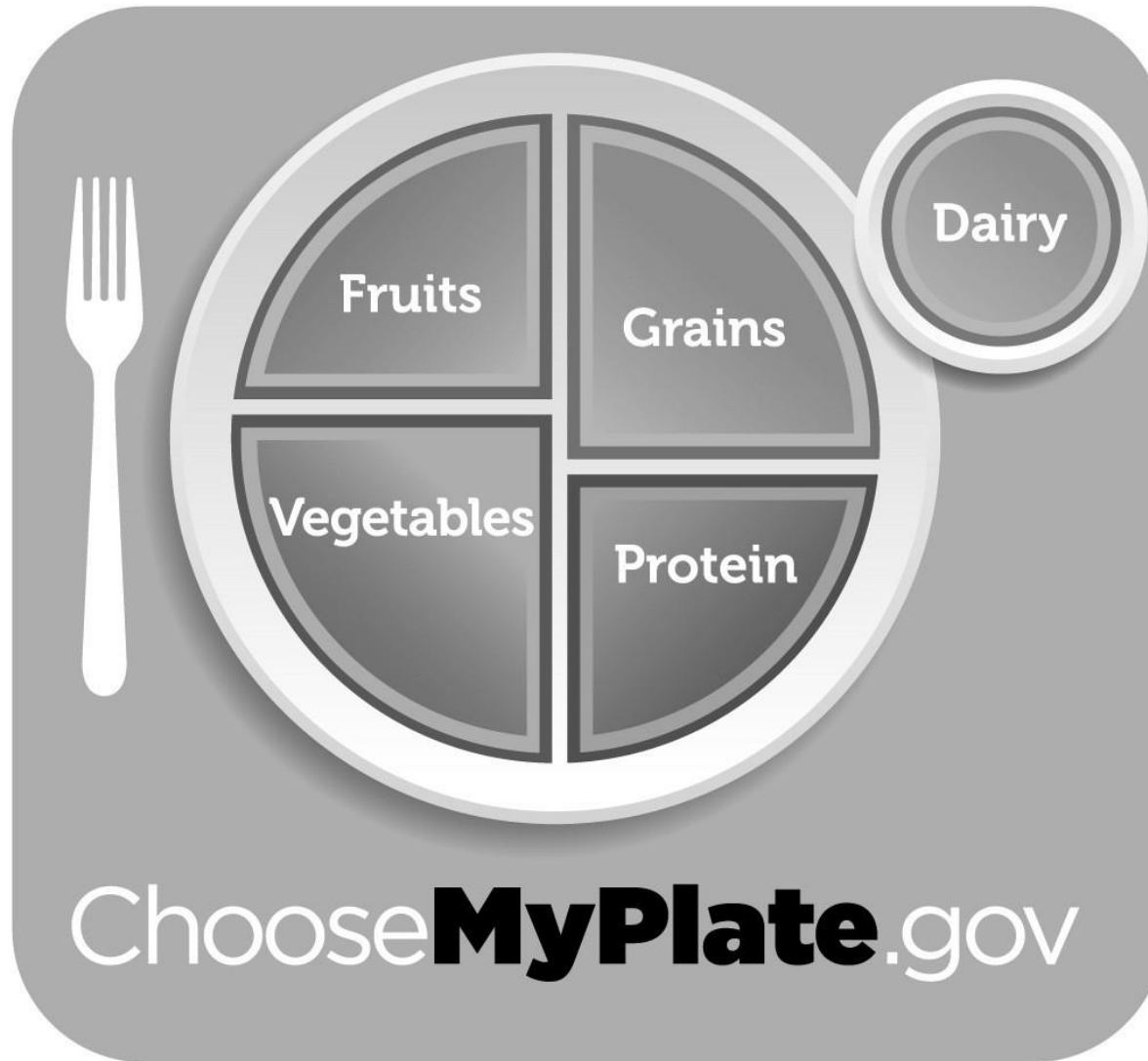
<p>Protein 1 Gram = ___calories</p> 	<p>Build _____</p> 	<p>Repairs damaged tissue</p> 	<p>Provides hormones and antibodies to fight infection</p> 	<p>Forms enzymes for digestion</p> 
<p>Fat 1 Gram = ___calories</p> 	<p>Provides essential fatty acids for growth</p> 	<p>Cushions organs &amp; keeps skin and hair healthy</p> 	<p>Maintains _____temperature</p> 	<p>Regulates &amp; balances metabolism</p> 
<p>Carbohydrates: Sugar, Starches, Fiber 1 Gram = ___calories</p> 	<p>Major source of _____ for body</p> 	<p>Complex carbs can give feelings of fullness</p> 	<p>Simple carbs become simple sugar and can cause weight _____</p> 	<p>Simple carbs can slow digestive system</p> 

## Vitamin and Minerals

<p><b>Fat Soluble Vitamins</b></p>	<p>Stay in heated and open foods Do not need to be replaced every day</p> 	<p><b>Mineral: Iron</b></p>	<p>Helps form red blood cells and carry oxygen Helps immune system</p> 	<p>Sources: Milk, leafy green vegetables, and whole grains</p> 
<p><b>Water Soluble Vitamins</b></p>	<p>Cook away when heated or left open in the air Require foods with them on a daily basis</p> 	<p><b>Mineral: Sodium</b></p>	<p>Important for fluid balance in body; Contributes to nerve stimulation and muscle contraction</p> 	<p>Sources: Salt, baking soda, celery, milk, eggs, poultry, and fish</p>
<p><b>Vitamin A</b></p>	<p>Fat Soluble; promotes growth, good vision, healthy bones and skin; Helps heal wounds</p> <p>Sources: Yellow, orange &amp; green fruits, and vegetables</p> 	<p><b>Mineral: Potassium</b></p>	<p>Helps in water balance and transmits nerve impulses</p> 	<p>Sources: Vegetables, fruit and fruits, especially bananas and tomatoes</p> 



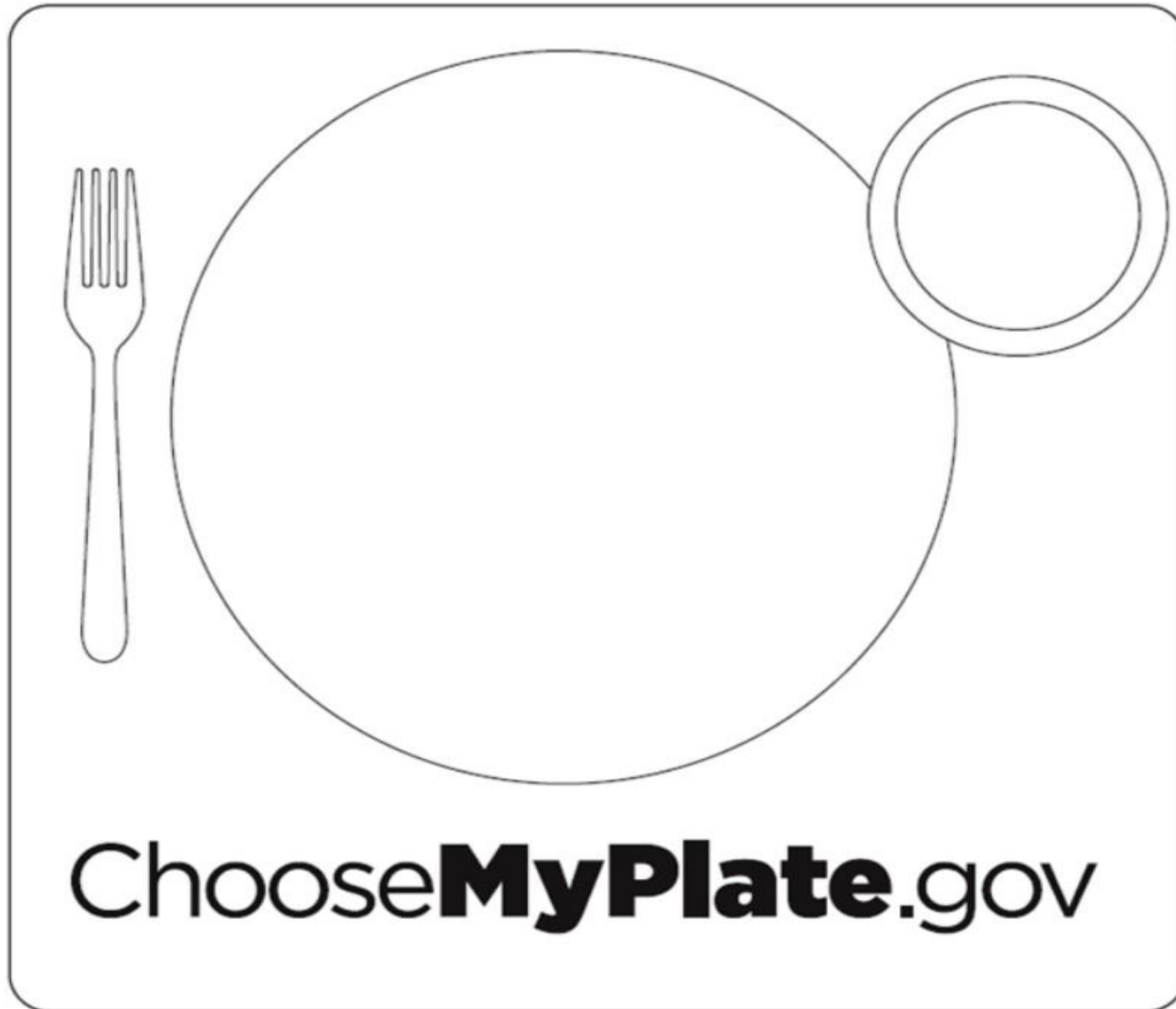
<p><b>Vitamin D</b></p>	<p>Fat soluble; needed to make strong bones and teeth; produced naturally in the skin</p> 	<p>Sources: Sunshine, eggs, milk, butter, fatty fish and liver</p> 	<p><b>Water</b></p>	<p>One of the nutrients necessary to human life; needed for cells, transportation of nutrients and waste products</p>	<p>Sources: Most foods found in nature and water</p> 
<p><b>Vitamin E</b></p>	<p>Fat soluble; helps preserve cell tissues; protects red blood cells and lungs; is an antioxidant</p>	<p>Sources: Whole grains and vegetable oils</p> 	<p><b>Vitamin B complex: Thiamin (vitamin B1), riboflavin (vitamin B2), vitamin B6, vitamin B12, foliate, biotin, niacin and pantothenic acid.</b></p>	<p>Water soluble; healthy skin; good vision; nervous system health; formation of red blood cells</p> 	<p>Sources: Dairy, legumes, meat, fish, pomegranates</p> 
<p><b>Vitamin C</b></p>	<p>Water soluble; fights disease; helps to heal wounds and maintain healthy blood vessels; stimulates immune system</p> 	<p>Sources: Oranges and citrus, cantaloupe, bell peppers, strawberries, cabbage and broccoli</p> 	<p><b>Mineral: Calcium</b></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, leafy greens, seafood, beans</p> 



The USDA recommends that our meals contain each of the food groups in the proportions you see here. For more information on food groups and portion sizes visit <https://www.choosemyplate.gov/>



## Design a Healthy Meal Using MyPlate



# GROWING HEALTHY FAMILIES

## **Module 4: Snacking**

## Making Healthy Snacks

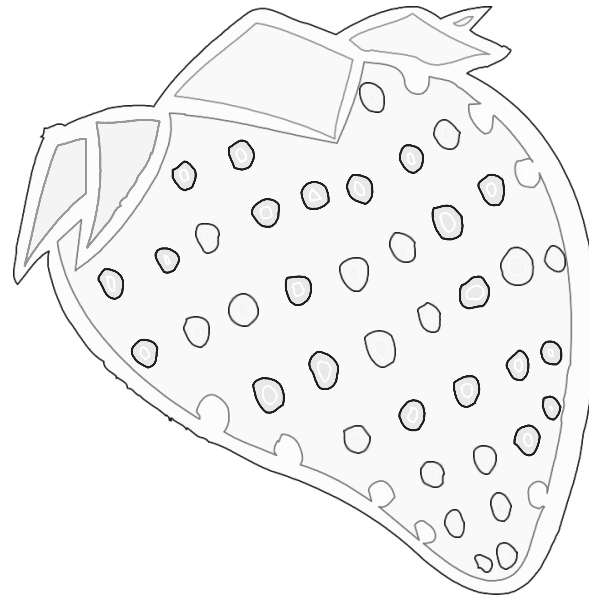
Think about what you've learned so far about nutrition and write down some ideas for healthy snacks.

- Fun snacks such as a cracker with peanut butter on it with a face made of raisins:
- Snacks with vegetables such as carrot sticks and yogurt:
- Sweet snacks that are healthy such as frozen yogurt pops made from yogurt with fruit frozen in disposable cups:
- Foods you could eat as a main dish that could also be a healthy snack, such as a cheese quesadilla:
- Snacks with protein (meat or milk, beans, or cheese) with another item such as a bean burrito:
- Drinks that are nutritious such as a fruit smoothie made with low-fat milk, fruit and ice:

## Healthy Snack Ideas from *Little Bites, Big Steps* (KERA, 2007)!

- Fruit smoothie made in a blender with fresh fruit, yogurt and juice
- Banana slices with peanut butter
- Mud and Dirt: A cup of low-fat pudding with crushed graham crackers mixed in
- Sandwiches made with meats or peanut butter
- Crunchy vegetable sticks (carrots, celery) with low-fat ranch dip
- Ants on a Log: Peanut butter on celery with raisins
- Hummus and pita wedges
- "Light" microwave popcorn with grated Parmesan cheese (three years or older)
- Mini pizzas: Half an English muffin covered by a tablespoon of tomato sauce and topped with mozzarella cheese
- Whole-wheat tortilla with salsa
- Yogurt parfait with low-fat yogurt and fruit

### Other snack ideas I want to try:



### Notes:

### Choosing and Buying Snacks

- Buy only healthy snacks, such as fruits and vegetables.
- Before you go shopping, tell your children what behavior you expect and what snack they can expect, if any.
- Take snacks with you when you go to appointments or shopping.
- Use snacks to provide the food groups your children are missing during meals.
- Make snacks small, and then give seconds if your child asks for more.
- Decide what snacks you will allow and when. Tell your child the rules and stick to them.

**Baby Snacks**  
Cheerios  
Melba toast  
Rice biscuits for baby  
Veggie puffs and crackers  
for baby  
Freeze dried fruit  
pieces

### Tips for Snack Time

- Give children a choice of two or three items for a snack.
- Give snacks at a routine and scheduled time.
- Snacks are great until one to two hours before dinner.
- Snacks are for hunger, not for rewards or emotional soothing.
- Ask yourself, is your child really hungry like he says he is, or is he thirsty or in need of attention?
- Head off crying or tantrums by giving the child phrases to use such as “I am hungry” or “I don’t like this.”
- If they do not want what you offer, tell them it is okay because they will have a meal soon, and don’t give in to whining.
- Take time to teach when, where and why snacks are appropriate.
- Allow your child to help you prepare the snack. Children are more likely to eat a snack they helped prepare.
- Be consistent with your children. If you have said that they are not allowed to have a certain food, stick to it.

### Notes:

## Facts about Drinks - *Little Bites, Big Steps* (KERA, 2007)

### Water

- Water is the most important nutrient for the body.
- You can live much longer without food than without water.
- The body is mostly water, and it uses water up quickly.
- All liquids are not equal--some drinks take liquid away.
- Water is the drink of choice for healthy toddlers and preschoolers.

### Juice

- Too much juice can lead to diarrhea and tooth decay.
- Juice is mainly a natural sugar. It tells a child's brain she is full and can spoil her appetite.
- Juice does not have the same nutrients as whole fruit.
- Children should have no more than six ounces of juice per day.
- Many juices are really sugar-sweetened drinks with only a small portion of juice or none at all.
- The label must say "100% juice" for it to have no added sugar.

### Sports Drinks

- Have lots of sugar (carbohydrates) and calories.
- Have acids that may erode the teeth.
- Are really just another type of soft drink.
- Should only be used when a child has been doing continual hard exercise for 90 minutes or more.

### Soda and Sugar-Sweetened Drinks

- There is a direct link between sugar-sweetened drinks and childhood obesity.
- Sodas have nothing but calories from sugar.
- Drinks with caffeine tend to dehydrate and are linked to inattention, hyperactivity and sleeplessness in young children.
- Caffeine is also addictive.
- Electrolyte replacement drinks such as Pedialyte® (for infants and toddlers) are for children with certain health problems and should not be used unless recommended by the child's doctor.

### Notes:



# GROWING HEALTHY FAMILIES

## **Module 5: Eating Healthier Fast Food**

## What is your favorite fast food restaurant?

List 4 items from this restaurant that you think are healthy choices and why.

## Notes



### Did You Know?

- A 3-year-old child only needs 1000-1400 calories a day, depending on their 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.
- 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.
- Giving up one soda a day would provide a savings of 140 calories each day or 980 calories in a week!



## Healthy Fast Food Options

Restaurant \_\_\_\_\_

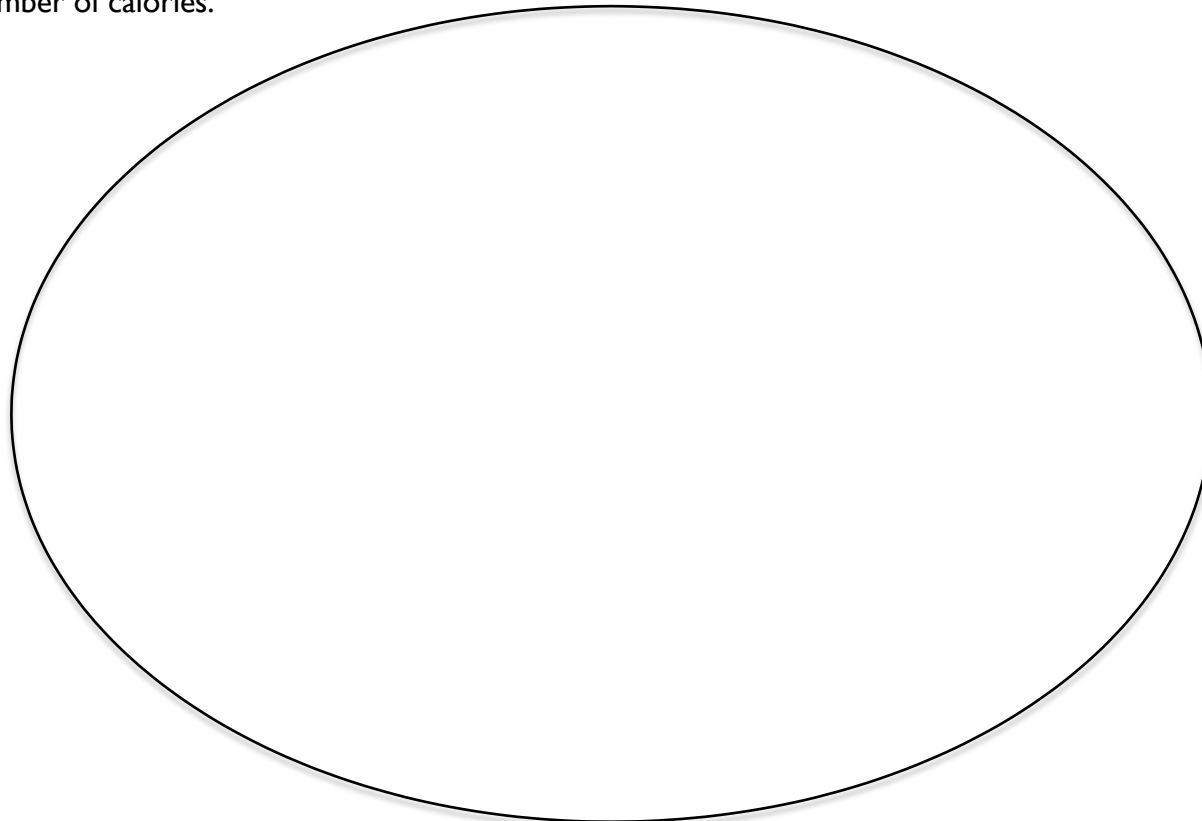
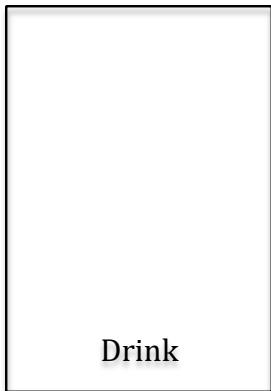
Part 1:

Breakfast healthy options:

Lunch/Dinner healthy options:

Snack Healthy Options:

Part 2: Find a nutrition guide at a restaurant or online. Using the guide, create a 400 calorie meal that provides fruit or vegetables, meat or alternative (beans count), milk product and a grain, such as corn or wheat, that you or your child would eat. Draw on the plate your items and list each item, portion size and number of calories.



### Tips for Eating Out:

- Give children 2-3 healthy choices.
- Ask for dressing on the side.
- Decide what foods to order ahead of time.
- Find the nutrition information menu online, and have your children look at it and choose healthy foods.
- Buy the meal toys separately.
- Ask for mustard, salsa, or honey mustard instead of mayonnaise on sandwiches.
- Keep the children's meal packages and put home-cooked food and snacks in them to serve your child.
- Require that kid meal choices be healthy ones.
- Choose the small hamburger with no mayo.
- Choose grilled chicken not fried.
- Order beans without cheese and save calories and fat.
- Choose baked or steamed flour or soft corn tortilla instead of fried.
- Have a glass of water before you go for fast food.
- Choose a baked potato with salsa (no butter) instead of french fries.
- Order a thin crust pizza with vegetables and lean meats such as ham or Canadian bacon.
- Choose apple slices or bananas instead of french fries or cookies.
- Order yogurt with fruit instead of ice cream.

**Write down other ideas you gained from this workshop:**

**This week I will change my family's fast food eating habits by:**

**Notes:**

# GROWING HEALTHY FAMILIES

## **Module 6: Dining Family Style**

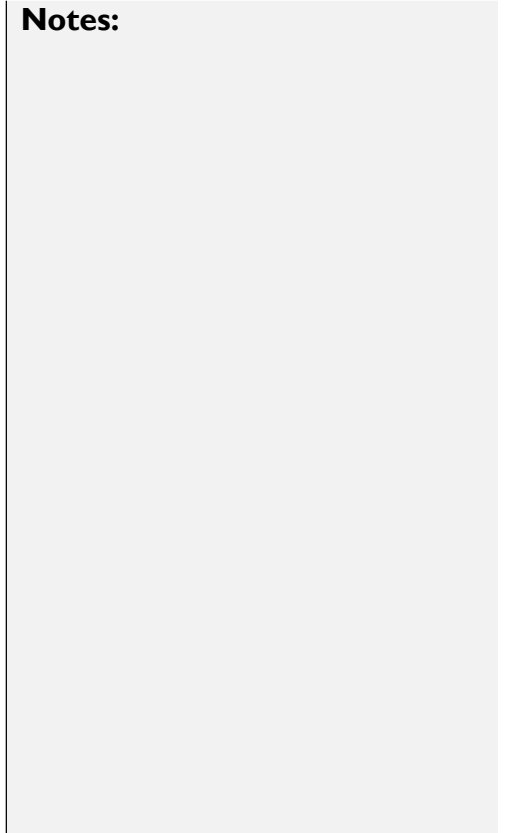
## Tips for Family Meals

### Make a plan:

**What problems will you have in implementing family meals?**

**What do you think you will enjoy about having more family meals?**

**Notes:**



## Conversation Starters for Family Meals

**Begin your family meals by having everyone share something good, funny or interesting that happened today or that they learned:**

- What is your favorite thing we do as a family?
- If you could be any animal, which one would you be and why?
- What is your favorite color?
- What is your favorite vegetable?
- Where do you like to go when we take a walk?
- Tell the children a story from your childhood about something you did wrong, and ask them what they would have done.. Ask the children why it was wrong and what else you could have done.
- Which of these stories is true?

## Games for Family Meals

1. Guess the person: Describe a person in the family and have someone guess who they are.  
Have a family member close his or her eyes and ask him or her color of your shirt? The color of the carpet?
2. “I Spy Something\_\_\_\_\_” (color, shape)
3. A game you think would be fun at mealtime:

### Did You Know?

- *Children who have regular family meals:*
  - *Do better in school*
  - *Have more friends*
  - *Get along better with parents and siblings*
  - *Have fewer problems with weight gain and obesity*

## Festive Family Meal!

(Remember to let the children help you make the decorations and set the table)

### Remember: M.E.A.L.

**M**ake sure you all sit down together

**E**very electronic device (TV, radio, phone) is off and put away

**A**llow everyone a chance to talk and don't criticize

**L**et this be a fun time to share and laugh!

### For making paper flowers to decorate the table, you will need:

- Scissors
- 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)

### Instructions for Paper Flowers:

1. Open all of the napkins up and lay on top of each other.
2. Begin folding like a fan or accordion, and continue flipping and folding until all done.
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!

Draw your decorations and table setting for the special meal here:

Menu

# GROWING HEALTHY FAMILIES

## **Module 7: Temperament, Nutrition and Activity**

# Temperament

## Temperament:

- Is how a person usually acts
- Is made up of several different traits
- Is neither good nor bad
- Has nothing to do with temper  
(*Who Is My Child?*, KERA, 2006)



## The Traits of Temperament Are:

- Activity Level
- Sensitivity to Senses
- Awareness of Feelings
- Strength of Expression
- Persistence
- Distractibility
- Ability to Change
- Need for Physical Routine
- Usual Mood

## 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, trying new foods or going to a new park may be a difficult experience. When we understand our family's temperaments it makes it 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!

**You try it:** Identify a problem caused by your family's different temperaments, regarding food or physical activity:

**Use goodness of fit to solve it!**



# Temperament Traits

The temperament traits and more on temperament can be found in *Who Is My Child?* (KERA, 2006) and at <http://readyforlife.kera.org/ready-for-life/parents/temperament/>.

Below you will see the basic temperament traits and some words that would describe that trait in a person’s eating and food choices as well as physical activity. Read the descriptions and circle the number closest to where you think the person’s temperament would fall.

<b>ACTIVITY LEVEL</b>			
How active are you and your child?			
<b>Very Active</b>		<b>Less Active</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Problems sitting at table for long</li> <li>• Won’t come in to eat</li> <li>• Sometimes forgets to eat because busy playing</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Always moving</li> <li>• Restless</li> <li>• Hyper</li> <li>• Loves to play outside</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Dawdles at table</li> <li>• Eats very slowly</li> <li>• May tend to be overweight</li> <li>• Wants to snack and watch TV much of the time</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• TV or video games preferred to activity</li> <li>• May not like going outside</li> <li>• Prefers quieter activities such as reading and games</li> <li>• May not like group physical activities</li> </ul>
<b>Very Active</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less Active</b>
<b>SENSITIVITY TO SENSES</b>			
How sensitive are you or your child to light, smells, tastes, textures, sounds, touching?			
<b>Sensitive to Senses</b>		<b>Less Sensitive to Senses</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Often complains of the smell of food</li> <li>• May not like foods with different textures</li> <li>• Finger foods not liked</li> <li>• May not like new foods</li> <li>• Foods with salt or strong flavors are rejected</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• May not enjoy group sports where there is a lot of noise and people</li> <li>• May prefer individual physical activity inside</li> <li>• May not like group games with touching</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Doesn’t mind trying new foods and tastes</li> <li>• Likes finger foods</li> <li>• Enjoys helping cook</li> <li>• Is not always aware of different tastes, colors and textures of foods</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Doesn’t mind group sports or games that involve touching</li> <li>• Likes outdoor games</li> <li>• May not be aware of hurting others in physical games or being hurt</li> </ul>
<b>Sensitive</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less Sensitive</b>

<b>AWARENESS OF FEELINGS</b>			
How aware are you or your child of feelings and emotions?			
<b>Aware of Feelings</b>		<b>Less Aware of Feelings</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Enjoys meals with the family</li> <li>• Tries to please by eating everything offered</li> <li>• Has difficulty eating or overeats when upset</li> <li>• May say she feels bad when not wanting to eat</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers games involving role play</li> <li>• May say she feels bad when not wanting to do activity</li> <li>• May become very involved with a sport or game and be upset when losing</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• May refuse foods offered by others, often in inappropriate ways</li> <li>• When not wanting a food may throw a tantrum or act angry</li> <li>• May be interested in food labels and nutrition information</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• May be motivated by facts about activity</li> <li>• May not be aware of feelings of others that lose and be inappropriate</li> <li>• May hurt others in play and not understand why they are upset</li> </ul>
<b>Aware of Feelings</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Unaware</b>
<b>STRENGTH OF EXPRESSION</b>			
How strongly do you or your child express feelings, wants and opinions?			
<b>Very Expressive</b>		<b>Less Expressive</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Very vocal when doesn't like or want a food</li> <li>• Often can persuade others to give food they want</li> <li>• Tantrums about food and eating are common</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Can get into arguments over games and activities</li> <li>• May want to always be leader</li> <li>• Refuses to exercise or do physical activity</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Often doesn't tell you his food preferences</li> <li>• May not join the conversation at the table</li> <li>• May choose not to eat to express self</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers individual activities</li> <li>• May not tell you when they do not want to participate in a team sport</li> <li>• Will go along with others' activity choices</li> </ul>
<b>Very Expressive</b>	<b>1</b>	<b>2</b>	<b>3</b>
			<b>4</b>
			<b>5</b>
			<b>6</b>
			<b>Less</b>

<b>PERSISTENCE</b>					
How does my child or I stick with and complete a task?					
<b>Very Persistent</b>			<b>Less Persistent</b>		
<b>Eating and Food</b>	<b>Physical Activity</b>		<b>Eating and Food</b>	<b>Physical Activity</b>	
<ul style="list-style-type: none"> <li>Continues to push for food when told “no”</li> <li>May take a long time to eat</li> <li>May have difficulty leaving food on plate even when full</li> </ul>	<ul style="list-style-type: none"> <li>Inflexible when others want to choose or change activities</li> <li>May be difficult to get to exercise if they decide not to</li> <li>Tend to overdo at times that may lead to injury</li> </ul>		<ul style="list-style-type: none"> <li>Often does not finish meal</li> <li>Difficult to stay at the table until everyone is finished</li> <li>Will want to eat quickly and go to an activity</li> </ul>	<ul style="list-style-type: none"> <li>Does not enjoy commitments to a team</li> <li>Prefers physical activity that can be done and stopped easily such as bike riding</li> <li>Won’t stick with any one sport or physical classes</li> </ul>	
<b>Very Persistent I</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 Less</b>
<b>DISTRACTIBILITY</b>					
How well does my child or I pay attention?					
<b>More Focused</b>			<b>Easily Distracted</b>		
<b>Eating and Food</b>	<b>Physical Activity</b>		<b>Eating and Food</b>	<b>Physical Activity</b>	
<ul style="list-style-type: none"> <li>Often difficult to get them to leave activity and come eat</li> <li>May be hyperaware of tastes and smells</li> <li>May be very observant of spices and ingredients in foods</li> </ul>	<ul style="list-style-type: none"> <li>May not leave TV or games to do physical activity</li> <li>Sometimes can over-exercise</li> <li>Likes activities that require skill building such as ball or swimming</li> </ul>		<ul style="list-style-type: none"> <li>May have difficulty finishing meal</li> <li>May not notice different tastes and textures of foods</li> <li>Difficulty with family meals</li> </ul>	<ul style="list-style-type: none"> <li>Prefers a lot of different and shorter physical activities</li> <li>Can be hurt while playing group sports due to inattentiveness</li> <li>Needs reminders to be active</li> </ul>	
<b>More Focused I</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 Distractible</b>

<b>ABILITY TO ACCEPT CHANGE</b>			
How easily doed my child or I accept changes?			
<b>Enjoys Change</b>		<b>Prefers the Familiar</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Likes to try new foods</li> <li>• Doesn't want to eat the same thing regularly</li> <li>• Wants to eat in different places in home or restaurant</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Likes to try new activities</li> <li>• Want to do different things when active</li> <li>• Very adaptable to new coaches, teachers and others in group sports and activities</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Will often want same food for several days in a row</li> <li>• Does not like to try new foods</li> <li>• Prefers food that is easily identified, not casseroles</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers to be on same team each year in sports</li> <li>• Wants to stay with the same physical activities</li> <li>• May not want to go to parks or other places to play</li> </ul>
<b>Enjoys Change 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Prefers Familiar</b>
<b>NEED FOR PHYSICAL ROUTINE</b>			
How much routine does my child or I need?			
<b>Prefers Routines to Stay the Same</b>		<b>Likes variety in physical routines</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Wants to eat at the same time every day</li> <li>• Has a favorite cup or plate for drinks or food</li> <li>• Gets upset if not at home for meals or snacks on time</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Prefers team activities that have routines to follow</li> <li>• Needs to be warned before a physical activity is initiated</li> <li>• Prefers physical activity to follow a pattern and set times</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Likes to try new foods and restaurants</li> <li>• May be hungry at different times each day</li> <li>• May eat small amounts one day and large another</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Likes to try a variety of activities</li> <li>• May have trouble sticking with one sport or activity</li> <li>• May want to change a planned activity at the last minute</li> </ul>
<b>Likes Routines 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Likes Variety</b>
<b>USUAL MOOD</b>			
What is my child's or my mood most of the time?			
<b>Happy and Positive most of the time</b>		<b>Less Positive most of the time</b>	
<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Is often silly with food</li> <li>• Tries new things and eats what is cooked</li> <li>• Agreeable to what the rest of the family wants for food</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Enjoys activities that are non-competitive</li> <li>• Prefers to exercise with others</li> <li>• Tries dangerous or difficult activities</li> </ul>	<p><b>Eating and Food</b></p> <ul style="list-style-type: none"> <li>• Not willing to try new foods</li> <li>• May be argumentative when going out to eat</li> <li>• May use food to feel happy</li> </ul>	<p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Often dislikes physical activities in groups</li> <li>• Prefers individual activities of his choice</li> <li>• Often does not like regular exercise programs</li> </ul>
<b>Positive Mood 1</b>	<b>2</b>	<b>3</b>	<b>4 5 6 Less Positive</b>

## Family Temperament Fit

How does my family's temperament fit? Put down the names of all members of the family. Check each of the traits that best match the person.

Name	Very Active	Less Active	More Sensitive to Senses	Less Sensitive to Senses	More Aware of Feelings	Less Aware of Feelings	More Expressive	Less Expressive	More Persistent	Less Persistent
<b>Total Family Members with these Traits</b>										

## Family Temperament Fit (Continued)

How does my family's temperament fit? Put down the names of all members of the family. Check each of the traits that best match the person.

Name	More Focused	Easily Distracted	Enjoys Change	Prefers the Familiar	Need for Physical Routines	Needs Variety in Physical Routines	Usual Mood: Happy	Usual Mood: Serious	Usual Mood: Less Positive
<b>Total Family Members with these Traits</b>									

**How do different family members' traits match? What can you do for meals and activities to meet the needs of all of your family members?**

# GROWING HEALTHY FAMILIES

## **Module 8: Budgeting, Meal Planning and Healthy Substitutions**

## Proven Ways to Spend Less and Cook Healthier Meals

### Put a check by those you feel would help you!

- Write a menu plan, and develop a grocery list before you shop.
- Use the grocery sale flyers to develop your menu.
- Never shop hungry.
- Buy only what is on your list.
- Leave the children at home.
- Shop only once a week.
- When planning menus, cook items that will have leftovers to eat later, 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, or use smaller portions.
- Most casseroles, soups, and chili 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.
- Use coupons and reward cards—they can make a big difference!
- Have breakfast for lunch and supper—it can be less expensive.

### Other Tips and Ideas You Have Heard:

### Notes:



## Planning Your Menu

1. Plan for each day of the week and post the chart on your refrigerator. You can plan one or two days as “leftover” or “surprise” days if you prefer some flexibility
2. You can plan for breakfast, lunch and dinner, lunch and dinner, or just dinner, and you can plan for every day or 5 days, whichever fits best into your family’s life. Planning at least 5-7 meals will provide you with the most economical food plans
3. Lunch Choice: You can list several foods or ideas for the children for lunch and post them so they can make their own choices. Be sure you include fruits, vegetables, proteins and grains in each meal choice. You can make a column for each of these and put several choices for them to mix and match or you can put together several whole meals, and they can choose
4. Be sure to plan your menus after the shopping ads come out, so you can use them. They are available for free from your store, in the mail and newspapers, and on the internet at the store’s website

**Fill in the chart below with menu ideas for 5 days**

Day 1	Day 2	Day 3	Day 4	Day 5



## Healthier (and Tasty) Substitutions for Commonly Used Ingredients

**If the recipe asks for this:**

**Try this substitution instead:**

<b>Dry bread crumbs</b>	Crushed bran cereal or dry oats
<b>White bread</b>	Sourdough, whole wheat, English muffins, pita, corn tortillas
<b>Bacon</b>	Turkey bacon, lean ham, Canadian bacon
<b>Eggs</b>	2 or 3 egg whites and 1 yolk, or egg substitute
<b>Butter or Shortening</b>	Cooking spray and nonstick pans
<b>Mayonnaise</b>	Reduced calorie or fat-free mayo or fat-free sour cream
<b>Iceberg lettuce</b>	Most other lettuces, spinach, arugula, watercress, collard or mustard greens have more nutrients
<b>Salt</b>	Herbs, spices, vinegar
<b>Syrup</b>	Pureed fruit, fruit spread (not jelly), applesauce, low calorie syrup
<b>Sugar</b>	You can usually reduce sugar in recipes by 2/3 to 1/2 and not affect the taste; adding vanilla or cinnamon makes it taste sweeter.
<b>Flour</b>	You can substitute 1/2 of the flour with whole wheat flour to add nutrients and not affect cooking; also adding wheat germ to flour will boost the nutrients.
<b>Cream</b>	Evaporated skim milk will give the rich flavor of cream in most soups and cream-based dishes; fat-free half and half also works.
<b>Cream Cheese</b>	Use low-fat, Neufchatel, or pureed cottage cheese (low or nonfat).
<b>White rice</b>	Brown rice, wild rice and converted rice have more nutrients
<b>Salad Dressings</b>	Usually high-calorie—look for light and fat-free versions, vinaigrettes and flavored vinegars; try using just the vinegar instead of oil and vinegar along with olives and other pickled items.
<b>Sour Cream</b>	Low-fat yogurt, fat-free or low-fat sour cream

<b>Meats</b>	Cut your meat in dishes to ½ of what it calls for, and add more vegetables, particularly in soups, stews, casseroles and pizzas.
<b>Bottled Spaghetti Sauce and Chili</b>	Puree into the sauce cooked carrots and other vegetables or use jars of baby food vegetables—it won't affect the taste but will provide servings of vegetables that are hard to get children to eat.
<b>Butter or margarine, shortening in baked items</b>	Try marshmallow cream in sweet recipes (cut down on your sugar too); substitute applesauce for ½ of your butter, shortening or oil (it makes cakes very moist); avoid trans-fat products.
<b>Canned Fruit in Heavy Syrup</b>	Fruits in juice or fresh fruit
<b>Mashed potatoes</b>	Well-cooked and pureed cauliflower (it really does taste like mashed potatoes but healthier), mashed sweet potatoes
<b>Pies</b>	Cook with fresh fruits and cut your sugar in ½; pumpkin pie with less sugar is especially nutritious and it tastes good.
<b>Ice Cream</b>	Replace ice cream with sorbets and light ice creams with fruit for toppings; blend canned fruit (in juice) and freeze in small paper cups for popsicles; freeze a banana and blend; blend fruit and ice with nonfat milk and vanilla for a smoothie.
<b>Meats</b>	Buy lean cuts in bulk (white meat instead of dark) then freeze in smaller packages.

**Ideas from others for substitutions:**





# APPENDICES

## Books on Nutrition and Fitness for Children

- *Babar's Yoga for Elephants* (Babar Series), by Laurent de Brunhoff, 2002.
- *The Busy Body Book: A Kid's Guide to Fitness*, by Lizzy Rockwell
- *Feast for 10*, by Catherine Falwell
- *From Head to Toe*, by Eric Carle
- *Gregory, the Terrible Eater*, by Mitchell Sharmat
- *Growing Vegetable Soup*, by Lois Ehlert
- *Head, Shoulders, Knees, and Toes and Other Action Rhymes*, by Zita Newcome
- *Milk from Cow to Carton*, by Alike
- *Physical Fitness*, by Dr. Alvin Silverstein, Laura Silverstein Nunn, Virginia B. Silverstein 2002.
- *A Visit to the Farmers' Market*, by Peggy Sissel-Phelan
- *The Very Hungry Caterpillar*, by Eric Carle
- *Why Do People Eat?*, By Kate Needham
- *Wiggle*, by Doreen Cronin

## Books on Nutrition and Fitness for Parents

- *American Academy of Pediatrics Guide to Your Child's Nutrition: Making Peace at the Table and Building Healthy Eating Habits for Life*, by Pediatrics American Academy, 1999, Villard.
- *The Family Nutrition Book: Everything You Need to Know About Feeding Your Children From Birth through Adolescence*, by William Sears, 1999, Little Brown.
- *Eating Habits, Have a More Active Lifestyle*, by Naomi Neufeld., 2004, Thomas Nelson.
- *Feeding the Kids: The Flexible, No-Battles, Healthy Eating System for the Whole Family*, by Pamela Gould, Eleanor P. Taylor & Katherine Cason, 2007, Mancala Publishing, LLC.
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- *A Parent's Guide to Childhood Obesity: A Roadmap to Health by American Academy of Pediatrics*, by Sandra G. Hassink, Editor, 2006, American Academy of Pediatrics.
- *Secrets of Feeding a Healthy Family*, by Ellyn Satter, 2006, Keley Press.
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# My Activity and Food Journal

Set goals for food and for activity each week related to you and/or your family. Put a check mark under the week if you have accomplished this goal. Fill out and bring to class each week.

Date	Goals	Journal Notes and Ideas
	Food Goal:	
	Activity Goal:	
	Food Goal:	
	Activity Goal:	



