Feeding for Healthy Eating
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Thank you for your interest in Feeding for Healthy Eating (FHE). FHE is different from other nutrition education curricula in that the focus is on how to feed young children, not what to feed them. FHE participants learn about the importance of feeding practices and the skills necessary to help their preschool-aged children develop healthy eating habits. FHE is designed to be used with the parents of two to five year old children.

Participants in this program will learn:

• how to feed their preschool-aged children so that their children learn to enjoy healthy foods and

• the impact of their own eating habits and how they feed their children on their children’s consumption of healthy foods.

Feeding for Healthy Eating is designed around the USDA’s core nutrition messages concerning child feeding and provides a dynamic way for nutrition educators to share these messages with parents. For more information on the core nutrition messages, see page 3.

Feeding for Healthy Eating uses a dialogue learning approach to teach participants. This approach to teaching allows the educator to engage participants from a wide variety of educational backgrounds. It is especially effective with participants who have struggled in traditional classroom settings. Dialogue learning also helps individuals make personal meaning of the course material, creating a greater chance to elicit behavior change. With Feeding for Healthy Eating, participants have many opportunities to discuss the course material and consider how to make changes in their lives. For more information on dialogue learning, please see page 4.
The importance of parental feeding practices – the attitudes, beliefs, behaviors, and decisions parents make with regard to what, when, and how to feed their children – has been widely recognized. Parental feeding practices have been found to impact young children’s food preferences and consumption as well as the eating habits they develop and carry into later childhood, adolescence, and adulthood. For instance, parents who role model healthy eating habits are more likely to have children who consume healthy foods and are more willing to try new foods.1, 2, 3

Families that eat dinner together tend to have healthier diets.4, 5, 6 Additionally, research has shown that the use of pressure and rewards to encourage young children to consume healthy foods, does not increase consumption of healthy foods. In fact, using an unhealthy food as a reward for eating a healthy food may increase preference for the unhealthy food.3, 7, 8

There is additional information about parental feeding practices at the beginning of each individual FHE session.

You can also find additional information about feeding practices on the following websites:

www.healthychildren.org
This website is sponsored by the American Academy of Pediatrics and provides information about feeding children of all ages, including preschool-aged children.

www.eatright.org/Public/content.aspx?id=5529
This website is sponsored by the American Dietetic Association and provides information about feeding children of all ages. Among other things, it includes information about portion sizes for young children.

Sources


Feeding for Healthy Eating is designed to disseminate the USDA’s core nutrition messages about parental feeding practices. The core nutrition messages were designed for use by nutrition educators working with the 15 USDA Food and Nutrition Service (FNS) programs. The idea behind these messages is that FNS nutrition education will have the greatest impact if all educators deliver the same messages about healthy eating and feeding young children. These consumer-tested, simple, and easily implemented core nutrition messages can help parents improve their feeding practices and their children’s diets.

There are eleven child feeding messages for parents of preschool-aged children that focus on three main areas: role modeling, cooking and eating together, and the division of feeding responsibilities. Each FHE session is designed to promote one or more of the core messages.

**USDA Core Nutrition Messages**

**Role Modeling Messages**

1. They learn from watching you. Eat fruits and veggies and your kids will too.

2. They take their lead from you. Eat fruits and veggies and your kids will too.

**Cooking and Eating Together Messages**


4. Make meals and memories together. It’s a lesson they’ll use for life.

**Division of Feeding Responsibility Messages**

5. Let them learn by serving themselves. Let your kids serve themselves at dinner. Teach them to take small amounts at first. Assure them they can get more if they’re still hungry.

6. Sometimes new foods take time. Kids don’t always take to new foods right away. Offer new fruits and vegetables many times, served a variety of ways. Give your kids just a taste at first and be patient with them.

7. Patience works better than pressure. Offer your children new foods. Then, let them choose how much to eat. Kids are more likely to enjoy new foods when eating them is their own choice. It also teaches them how to be independent.

8. Let go a little to gain a lot. It’s natural for moms to worry about their preschoolers’ eating habits. Offer healthy foods and let your kids choose from them. They’ll be more likely to enjoy meal time and eat enough, so everyone is happier.

9. Think beyond a single meal. Keep in mind what your child eats over time. Meals and healthy snacks give children several chances every day to eat a variety of foods. If your child eats only a little or nothing at one meal, don’t worry. He’ll make up for it with other meals and snacks to get what he needs for good health over time.

10. Enjoy each other while enjoying family meals. Keep meal time relaxed to nourish the body and help your family make stronger connections. Let your little ones select which foods to put on their plates and how much to eat from the healthy choices you provide.

11. Feed their independent spirit at meal times. Each meal with your preschoolers is a chance to help them grow and learn to make some decisions on their own. Encourage them to make their own food choices from the healthy foods you offer. Start early and you’ll help them build healthy eating habits for life.

For Additional Information on the USDA core nutrition messages, visit: [www.fns.usda.gov/fns/corenutritionmessages/default.html](http://www.fns.usda.gov/fns/corenutritionmessages/default.html)
A dialogue learning approach to teaching provides an alternative to instructional methods where participants sit quietly and listen to their instructors. Dialogue learning, as the name suggests, encourages participants to learn, understand, and internalize information by talking to one another in a non-threatening environment.

The overall goal of dialogue learning is to elicit behavior change by creating an environment where participants feel comfortable discussing course material with one another in a way that helps them understand and be able to apply the material.

Discussed below are the components of dialogue learning that are used in this curriculum.

1. **Open questions** are a great way to encourage dialogue. Open questions cannot be answered with one-word answers and generally do not have right or wrong answers. Rather, they require participants to thoughtfully consider the question and form a detailed answer. Below are some examples of open questions and their opposite, closed questions.

   Open questions that promote discussion:
   - What are some of the benefits of eating fruits and vegetables?
   - Why do you enjoy family dinners?
   - What are some of the benefits of cooking with your children?

   Closed questions that stifle discussion:
   - Do you like fruits and vegetables?
   - What are fruits and vegetables?
   - Do you eat dinner with your family?
   - Do you let your children help you cook?

2. **Anchor, Add, Apply, and Away** activities make sessions interactive and informative. You will use anchor, add, apply, and away activities during each session.

   - **Anchor** activities connect the topic to the participants’ lives and help them understand its relevance.
   - **Add** activities provide new information.
   - **Apply** activities give participants an opportunity to practice using the information presented in the session. By allowing participants to practice using the new information, these activities help participants understand and apply the material.
   - **Away** activities encourage participants to take the new information with them when they leave the session and apply it to their everyday lives.

3. The **VOICE guidelines**, created by Joye Norris, define five things you can do to create an environment where participants are encouraged to talk to one another and feel comfortable sharing their ideas.

   **V=Voice by Choice.** This is a promise that you make to your participants that you will not force them to speak. Tell your participants that you will not call on them and you will not go around the room asking for answers. Stick to this rule, even if it means you ask a question and no one offers an answer.

   **O=One, two, three, four, five seconds.** Wait a full five seconds after asking a question (even if people raise their hands before five seconds have passed). Waiting allows participants time to prepare an answer. Remember, it takes longer to prepare an answer to open questions than to closed questions. While waiting, make eye contact with your participants. Tell them at the beginning of the program that you are going to wait after asking questions. Invite them to answer your questions with language such as “Who would like to share?” or “I invite someone to give us an example.” If no one answers after five seconds, either rephrase the question or move on to the next question or activity.

   **I=Inclusion.** Make everyone feel included. If someone has trouble with some of the material, make sure he or she has plenty of time to practice it. Do not penalize participants for asking questions or expressing confusion. If someone arrives late, ask the other participants to catch him or her up, rather than making him or her feel uncomfortable for being late. Similarly, if someone has to step out for a minute, have someone catch him or her up when they return.
C=Considerate. Tell participants that you will be considerate of them and expect them to be considerate of each other. This includes letting everyone talk, starting and ending on time, and returning from breaks on time.

E=Encouragement. Tell participants that everyone is encouraged to ask questions and add to the conversation.

4. Affirm participants’ responses to your questions. After someone speaks, thank them by name for their comment, then say why you are thanking them. For example, “Thank you for that comment Martha; I’m glad you shared that. That’s an example of a healthy diet.”

Try to avoid praising participants with words such as “good” or “excellent.” If you use praises too often, the words will lose their meaning and participants will ignore them. Hearing that the first response was “excellent” may make another person doubt and not share their answer. Be sure to affirm all responses to show that you listen to and value the participants’ contributions.

Remember, the overall goal of the dialogue learning approach is to give participants a space where they feel comfortable speaking with each other about the course material. Avoid quizzing them or putting them on the spot.

5. Time management is important. You are given a certain amount of time for each section. You will want to manage your time carefully. When you let participants talk with one another, be careful to stop them when the time for that activity has passed. If you let participants talk for too long, they get bored and you will lose the energy in the room. You also risk not being able to finish all of the planned activities.

A dialogue learning approach to teaching may be different from how you have taught in the past, so you may have to practice it for a while before you feel completely comfortable.

Additional Dialogue Learning Resources


Dr. Norris’s books provide an easy-to-read summary of dialogue learning’s main concepts. She also provides useful examples and tips from her many years using dialogue learning.


Dr. Vella’s books provide a more in-depth explanation of the theory behind dialogue learning and its components. Her books also offer several examples and tips for putting dialogue learning into practice.
FHE is designed for use with low-income parents of preschool-aged children (2-5 years old). The curriculum is six sessions long, and each session requires 45 minutes. Additional activities (see pages 50-55) can be added to lengthen each session. These sessions work best with between 6 and 15 participants.

**Organization of the Sessions**
Each session contains the following information and materials:

**Core Messages.** The USDA core nutrition message(s) that the session directly addresses.

**Background Information and Sources for Additional Information.** A summary of the literature supporting the session’s core nutrition message(s) and sources for this information. This information provides a rationale for each core nutrition message and will help the educator answer participants’ questions. The Sources for Additional Information are for the educator’s use and are not to be shared with participants.

**Session Overview.** A brief summary of the information participants will learn during the session.

**Dialogue Learning Tips.** General tips for using a dialogue learning approach.

**Time Required.** An estimate of the time required to complete the session. Please note that times may vary based on class participation.

**Bring with you.** A checklist of items needed for each session. Expect to spend a few minutes the day before you teach gathering these items. Generally, these items can be found around your office or home or can be purchased inexpensively.

**Before the participants arrive.** A checklist for classroom set-up. Arrive at least fifteen minutes early for each class to allow adequate time to set up. In addition, arriving early will allow you to greet each participant and make them feel welcome.

**Welcome and Overview.** Suggestions for welcoming participants and orienting them to the discussion for the session.

**Lesson.** Instructions for an Anchor, Add, Apply and Away activity. These activities introduce new material to the participants, connect the material to their lives, and give them an opportunity to apply what they have learned. This is the most important part of the session.

**Closer.** Suggestions for how to end the session and say goodbye to participants.

**Follow-up.** Details about text or email messages that can be sent to reinforce the material that was covered during the session and remind them about the next session.

**Sign-In Sheet.** A sign-in sheet that is used to collect contact information so that text or email messages can be sent to participants.

**Participant Handout.** A handout that is meant to be given to the participants to take home. These handouts should be printed back-to-front on one piece of paper and in color.

**Educator Handout.** A handout that you can use while teaching the session. Educator handouts include all of the information on the participant handout as well as additional information about the session for the educator.

**Session Poster.** A poster that displays the core message(s) for the session. During the session you will display and refer to the poster. The poster should be printed in color and should be at least 8.5” X 11” big. Laminating the posters will allow for easy reuse.
Feeding for Healthy Eating Sessions
Session One - Role Modeling

Core Messages
1. They learn from watching you. Eat fruits and veggies and your kids will too.
2. They take their lead from you. Eat fruits and veggies and your kids will too.

Background Information
The two role modeling messages used in Session One encourage parents to set a good example by eating fruits and vegetables themselves. Several studies have shown that children’s consumption of fruits and vegetables is correlated with parents’ intake.1-4 Children are also more likely to eat new foods when they see a parent consuming them.5

Sources for Additional Information*

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html

Session Overview
During this session, participants will be introduced to dialogue learning and how this course may be different from other courses they have taken. Participants will also learn the importance of role modeling and how to role model healthy eating habits for their children.

Dialogue Learning Tips
• Use open questions.
• Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.

• After asking a question:
  • Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  • Allow participants to volunteer answers. Do not call on participants.
  • Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  • Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
  • Ask follow-up questions to show you are listening to participants’ responses.

Time Required for Lesson: 45 minutes

PREPARATION

Bring with you:
• Name tags (one for each participant)
• Colorful markers or pens (to write on the name tags)
• The session poster
• Copies of the participant handout
• The educator handout
• Sign-in sheets
• A watch or clock so that you can effectively manage time

Before the participants arrive:
• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, use that table.
• Put name tags, markers, and the sign-in sheets at the front of the room.
• Put one copy of the participant handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

*These are not to be distributed to participants.
WELCOME and OVERVIEW (10 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile, and say hello. Ask them to make a name tag and take a seat.

Once everyone has arrived, tell them:

- Your name and affiliation,
- You are excited to be teaching this program,
- The purpose of this program is to discuss simple ways that they can help their children eat more fruits and vegetables,
- The program is six sessions long and you hope they will be able to join you for each of the six sessions.
- Any logistical details that they may need, such as the times, dates, and locations for the rest of the sessions.

Tell the participants that this class will be a little different from other classes they may have taken. Inform them that:

- There will be plenty of opportunities for them to discuss the course material with each other. However, they will not have to speak unless they want to. You will not call on them or in any other way require them to speak in front of the whole group.
- You will wait for five seconds after you ask a question or ask for feedback before listening to responses. This will allow them a chance to gather their thoughts.
- You want everyone to feel included. You expect that all participants will help you make everyone else feel included. If someone is late, someone else in the class should catch them up on what has happened when they arrive.

Practice following these rules:

- Tell participants that today they are going to explore how children learn from watching and copying the actions of important adults in their lives. This is especially true when it comes to eating fruits and vegetables.
- Point out the poster for this session and read it aloud.
- Tell the participants that you will work together to think about how they can be role models for the children in their lives.

LESSON (30 minutes)

Anchor (5 minutes)
Ask the participants to introduce themselves to the person sitting next to them and discuss feeding their young child. Ask them to talk about any challenges or successes they have encountered feeding their young child healthy foods.

While they are discussing, stand and wait. Don’t interrupt their discussions.

Allow participants to discuss for three minutes. Just before three minutes, remind participants to finish up. Avoid going over three minutes. You don’t want to lose their attention!

Bring the group back together by saying, “Sounds like you had a lot to say! Who will share the challenges and/or successes you have had in feeding your young child healthy foods?”

Don’t ask them to share what their partner said unless their partner has said this is okay.

After someone shares, affirm their response by thanking them by name and telling them why you are thanking them.

Listen to comments from three or four participants; you do not need to hear from everyone.

If no one responds after five seconds, you can say something like, “I hope this exercise has gotten you to start thinking about feeding young children.” Then move on to the next activity.

Add (5 minutes)
Read through the front of the handout with the participants. Ask the discussion questions on the educator handout as you go.

Point out the information about mangos on the back of the handout and the recipe for Mango Smoothies.

Apply and Away (10 minutes)
Ask participants to describe a time during the last week when they were a role model for their children. This does not have to be related to food or eating.

Listen to and affirm a few participants’ responses.

Ask participants to use the “Goal Setting” section on the back of the handout to write down a time during the next week when they will have a chance to role model healthy eating. Ask a few participants to share what they have written.

CLOSER (5 minutes)

Refer back to the poster and remind participants that it is important to role model healthy eating for their children.

Point out the “Practice Being a Good Role Model” section on the back of the handout and remind participants that they can be a good role model by:

- Eating healthy foods in front of their children
- Sharing a variety of healthy foods with their children
- Talking to their children about why they eat healthy foods.

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
FOLLOW-UP (after the session)

Text or Email Messages

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

<table>
<thead>
<tr>
<th>If you have this much time between sessions</th>
<th>Reinforcement message 1 will be sent:</th>
<th>Reinforcement message 2 will be sent:</th>
<th>Reinforcement message 3 will be sent:</th>
<th>Reinforcement message 4 will be sent:</th>
<th>Reminder message will be sent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week</td>
<td>Two days after the session</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Five days after the session (two days before the next session)</td>
</tr>
<tr>
<td>Two Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>N/A</td>
<td>N/A</td>
<td>Twelve days after the session (two days before the next session)</td>
</tr>
<tr>
<td>Three Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>Seventeen days after the session</td>
<td>N/A</td>
<td>Nineteen days after the session (two days before the next session)</td>
</tr>
<tr>
<td>Four Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>Seventeen days after the session</td>
<td>Twenty four days after the session</td>
<td>Twenty six days after the session (two days before the next session)</td>
</tr>
</tbody>
</table>

Enrollment message
Participants will receive this message after signing up for the text messages.

* Hi [first name]! Thanks for signing up for messages! We’ll send 1-2 a week. Reply “STOP” to quit receiving text messages. Feeding 4 Healthy Eating

Sample Reinforcement Messages For Lesson 1

* Hi [first name]! Eat fruits & veggies & your kids will too. Try adding fruit to breakfast! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi! At dinner tonight tell your kids how yummy & delicious you think fruits & veggies are. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi! Have you tried mangos? Look for them fresh or frozen in the grocery store. Share a mango smoothie with your child today! Feeding 4 Healthy Eating

* Hi [first name]! Eating fruits & veggies for snacks shows your kids that you enjoy them. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi! In the grocery store talk about why you are buying fruits and veggies and how good they taste. Feeding 4 Healthy Eating (Reply “STOP” to quit texts)

Reminder Message

* Hi! Looking forward to seeing you at the next session: [DATE, TIME, and LOCATION]. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)
As part of the Feeding for Healthy Eating program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, write your cell phone number below. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: __________________________________________
Cell phone number: ____________________________

To sign up for the email messages, write your email address below.

Email address: _________________________________
One way to encourage your children to eat healthy foods is to be a role model. Show your children that you enjoy eating fruits and vegetables.

Your child is very interested in what you do. If you eat fruits and vegetables, your child will be interested in trying them.

**Role Modeling**

**Choose healthy foods when you are with your children.**

- Share healthy foods with your children at meals.
- Avoid asking your child to eat a food you are not eating.
- Choose healthy snacks when your children are around.

**Eat a variety of healthy foods.**

- Show your children that there are many delicious, healthy foods.
- Share your excitement about trying new fruits and vegetables or try old favorites prepared in a new way.

**Talk to your children about the healthy choices you make.**

- In the grocery store, “We’re buying fruits and vegetables today! They are good for our bodies and they taste good.”
- When making dinner, “We’re making fruits and vegetables tonight! I like them and they make me feel good.”
- At a restaurant, “I’m looking for a meal that has some fruits and vegetables. I just don’t think a meal is complete without them!”

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
What is one way you can role model healthy eating for your children during the next week?

Mango

Mangos can be found in the produce department of most grocery stores.

Selecting Mangos: Ripe mangos feel a little soft when squeezed. Unripe mangos feel hard when squeezed.

Storing Mangos: keep ripe mangos in the refrigerator and unripe mangos at room temperature.

You can also purchase frozen mango in the freezer section of most grocery stores.

Try a New Food!

Mango Smoothie

Ingredients
1 fresh mango or 1 cup frozen mango
½ cup low-fat milk
½ cup ice
¼ cup vanilla low-fat yogurt

Directions
1. Place the mango, milk, ice, and yogurt in a blender.
2. Blend until smooth.

Serves: 2

Nutritional Information per Serving
Calories: 110
Total Fat: 1g
Saturated Fat: 0.5g

Practice Being a Good Role Model

Eat healthy foods in front of your children.

Share a variety of healthy foods with your children.

Talk to your children about why you eat healthy foods.

Bring healthy snacks to share with your children when you are running errands.

Try this recipe with your child!

Mango Makes a Great Addition to Many Meals
• Put diced mango on top of waffles or pancakes.
• Put chopped mango over grilled or sautéed pork, fish, or chicken.
• Add mango chunks to your next fruit salad.
• Make a tasty salad by tossing together chunks of mango, chopped romaine lettuce, black beans, chopped tomato, and diced red onion. Squeeze a lime over the top.

Ask your child which fruit they would like to add.

What is one way you can role model healthy eating for your children during the next week?
Role Modeling

ANCHOR Activity
Ask participants to discuss with the person next to them:
• What challenges have you encountered in feeding your young child healthy foods?
• What successes have you had in feeding your young child healthy foods?
Allow 3 minutes for discussion. Have a few people share their answers.

ADD Activity
Read through the front of the handout with the participants.

Discussion Question: Can you share with the group a time when your child wanted to eat what you were eating? How often does this happen?

Discussion Question: When you are in the grocery store, what are some other ways you can talk with your children about the importance of eating healthy foods?

Discussion Question: Have you tried introducing a new food to your children recently? How did your children react? How do you get them excited about eating new foods?

How can I model healthy eating for my children?

Choose healthy foods when you are with your children.
• Share healthy foods with your children at meals.
• Avoid asking your child to eat a food you are not eating.
• Choose healthy snacks when your children are around.

Eat a variety of healthy foods.
• Show your children that there are many delicious, healthy foods.
• Share your excitement about trying new fruits and vegetables or try old favorites prepared in a new way.

Talk to your children about the healthy choices you make.
• In the grocery store, “We’re buying fruits and vegetables today! They are good for our bodies and they taste good.”
• When making dinner, “We’re making fruits and vegetables tonight! I like them and they make me feel good.”
• At a restaurant, “I’m looking for a meal that has some fruits and vegetables. I just don’t think a meal is complete without them!”

APPLY and AWAY Activities
1.) Ask participants to describe a time during the last week when they were a role model for their children. This does not have to be related to food or eating.

2.) Ask participants to use the “Goal Setting” section on the back of the handout to write down a time during the next week when they will have a chance to role model healthy eating.

Remind them that they can be a good role model by:
• Eating healthy foods in front of their children
• Sharing a variety of healthy foods with their children
• Talking to their children about why they eat healthy foods.

TAKE AWAY Message: It is important to role model healthy eating for your children.

Talking Points:
Parents who refuse to eat healthy foods themselves can:
• Encourage them to increase their consumption of fruits or vegetables by trying new things with their children.
• They can also role model healthy eating in other ways. Encourage them to:
  • Talk about the importance of fruits and vegetables when they are in the grocery store buying them for their children.
  • Ask other adults in the household to eat fruits and vegetables with their children.
  • Limit their consumption and purchase of unhealthy foods to times when their children are not with them.
  • Remind their children that unhealthy foods are “sometimes” foods.

Parents who say they are already good role models for their children can:
• Praise them for being a good role model. Ask them how specifically they act as a good role model. You can also ask them how their children react to the example they are setting, e.g. “Do your children like to eat the foods they see you eating?”
Try a New Food!

Mango

Mangos can be found in the produce department of most grocery stores.

Selecting Mangos: Ripe mangos feel a little soft when squeezed. Unripe mangos feel hard when squeezed.

Storing Mangos: keep ripe mangos in the refrigerator and unripe mangos at room temperature.

You can also purchase frozen mango in the freezer section of most grocery stores.

Practice Being a Good Role Model

Eat healthy foods in front of your children.

Share a variety of healthy foods with your children.

Talk to your children about why you eat healthy foods.

Bring healthy snacks to share with your children when you are running errands.

Make a New Food!

Mango

Mango Smoothie

Try this recipe with your child!

**Ingredients**

1 fresh mango or 1 cup frozen mango

½ cup low-fat milk

½ cup ice

¼ cup vanilla low-fat yogurt

**Directions**

1. Place the mango, milk, ice, and yogurt in a blender.
2. Blend until smooth.

Serves: 2

**Nutritional Information per Serving**

Calories: 110

Total Fat: 1g

Saturated Fat: 0.5g

Mango Makes a Great Addition to Many Meals

• Put diced mango on top of waffles or pancakes.

• Put chopped mango over grilled or sautéed pork, fish, or chicken.

• Add mango chunks to your next fruit salad.

• Make a tasty salad by tossing together chunks of mango, chopped romaine lettuce, black beans, chopped tomato, and diced red onion. Squeeze a lime over the top.

Ask your child which fruit they would like to add.

What is one way you can role model healthy eating for your children during the next week?
Children learn from watching you.

Eat fruits and veggies and your kids will too.
Session Two - Cooking Together

Core Message
Cook together. Make meals and memories together. It is a lesson they will use for life.

Background Information
Families that eat dinner together tend to have healthier diets that are higher in fruits, vegetables, and calcium, and lower in saturated fat. Eating meals together also provides opportunities for role modeling. However, how you eat together makes a difference. Some research indicates that watching television while eating together may reduce the positive effects of family meals. Family meals may have a greater positive effect on children’s diets when the meal is prepared at home. In addition, involving preschoolers in food preparation may also help make new foods more familiar and can help motivate children to try new foods.

Sources for Additional Information*

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html

Session Overview
During this session, participants will explore the importance of cooking with their children. They will review what is reasonable to expect young children to do in the kitchen and consider some kitchen safety tips. Participants will practice preparing sandwich wraps that they can make at home with their children.

Dialogue Learning Tips
- Use open questions.
- Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.
- After asking a question:
  - Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  - Allow participants to volunteer answers. Do not call on participants.
  - Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  - Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
  - Ask follow-up questions to show you are listening to participants’ responses.

Time Required for Lesson: 45 minutes

Preparation
Bring with you:
- Name tags (one for each participant)
- Colorful markers or pens (to write on the name tags)
- The session poster
- Copies of the participant handout
- The educator handout
- Sign-in sheets
- A watch or clock so that you can effectively manage time
- Ingredients for Crunchy Vegetable Wrap
  - Small bowl
  - Spoon
  - Knives
  - Cutting boards
  - Small bowls or plates
  - Hand wipes or hand sanitizer
  - Glasses
  - Water
  - Paper towels
  - Dish soap
  - Sponge
  - Napkins

*These are not to be distributed to participants.
Before the participants arrive:
• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
• Put name tags, markers, the sign-in sheets, and the materials for the cooking demonstration in the middle of the table or at the front of the room.
• Put one copy of the participant handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile, and say hello; use their names if you remember them from the last session. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time you met, you discussed how parents can be role models for their children. It is important that children see their parents eating healthy foods and that parents talk to their children about how they decide to eat healthy foods.

Tell them that today you are going to talk about the importance of cooking with preschool-aged children. Point to the poster that you have displayed in the room and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)
Ask participants to discuss with the person sitting next to them: “What kinds of things do your children like to do to help in the kitchen?”

Allow them to discuss for three minutes. Avoid going over three minutes.

Have a few participants share their answers; you do not need to hear from everyone.

If no one wants to share, move on to the Add activity. Do not call on participants who have not volunteered to speak.

Add (10 minutes)
Use the handout to review the reasons why it’s important for children to help in the kitchen and how they can help.

Use the Discussion Questions to encourage participants to talk about cooking with their children.

Apply (15 minutes)
Tell participants that they are going to practice making a meal that young children can help prepare.
• Read the recipe for Crunchy Vegetable Wraps.
• Have participants work as a group to prepare the wraps. Be sure to have them wash their hands or use hand sanitizer before they begin.
• Ask for volunteers to do the different parts of the recipe. For example, one person can chop the vegetables while another person spreads the cream cheese.

When participants have finished making the wraps, have them clean the utensils they used (if there is a sink in the room where you are teaching). Give each participant a taste of the wraps.

Away (5 minutes)
While participants are eating the wraps ask them, “How could your children help prepare this recipe?” Listen to and affirm three or four participants’ answers.

Ask participants to use the “Goal Setting” section on the back of the handout to write down one meal that their young child can help prepare in the next week and what their young child can do to help prepare the meal.

CLOSER (5 minutes)

Refer back to the poster and the core messages and remind participants that it is important and fun to involve their young children in cooking. Encourage them to try making the Crunchy Vegetable Wraps with their children.

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
FOLLOW-UP (after the session)

Text or Email Messages

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

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Sample Reinforcement Messages For Session Two

* Hi! Cooking with kids is fun & lets you teach about healthy food. Kids can select & wash fruit. Feeding 4 Healthy Eating (Reply “STOP” to quit texts)

* Hi [first name]! Cooking with kids is fun & your kids will want to try the food they helped make. Feeding 4 Healthy Eating

* Hi [first name]! Making salad tonight? Your kids can help by tearing the lettuce. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi [first name]! Making sandwiches for lunch? Your kids can help put them together. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi [first name]! Have you tried the Crunchy Vegetable Wraps? Your kids can help you make it tonight! Feeding 4 Healthy Eating

Reminder Message

* Hi! Looking forward to seeing you at the next session: [DATE, TIME, and LOCATION]. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)
As part of the Feeding for Healthy Eating program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________________________

Cell phone number: _______________________________

To sign up for the email messages, **write your email address below**.

Email address: ____________________________________

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.
Cook together. Make meals and memories together. It is a lesson they will use for life.

Why is it important to cook with young children?
- It’s a great way to encourage your child to eat fruits and vegetables. Kids like to eat foods they help prepare. All of that mixing, mashing, and measuring makes them want to taste what they are making.
- Kids feel good about doing something “grown-up.” Give them small jobs to do. Praise their efforts.
- They will be learning skills they can use for life. Help teach them to follow instructions, count, and more!
- Cooking together means you can spend more time with your children. This is great on busy days.

How can young children help with the cooking?
- Tearing lettuce for a salad.
- Scrubbing or washing vegetables such as, potatoes and carrots.
- Setting the table.
- Helping to make sandwiches.
- Picking which vegetables go into a salad or soup.

Safety
- Make sure your children wash their hands before you start cooking.
- Teach your children that they should not touch the oven or stove. Do not ask them to put anything in the oven or remove anything from the oven.
- Use the back burner on the stove when possible.
- Turn pan handles toward the back of the stove or counter so that children cannot grab them.
- Never leave children alone in the kitchen when the stove or oven is on.

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
Let young children help prepare healthy meals and they will be more likely to eat healthy foods.

Your young child can:
- Tear lettuce
- Spread peanut butter and jelly
- Decide which vegetable to put in a salad
- Set the table

Crunchy Vegetable Wrap

Try this recipe for a family meal!

Ingredients
4 Tablespoons low-fat cream cheese
½ teaspoon ranch seasoning mix
2 flour tortillas
½ head of broccoli, washed and chopped
1 carrot, peeled and grated
1 zucchini, washed and cut into small strips
1 summer squash, washed and cut into small strips
½ tomato, diced
¼ green bell pepper, seeded and diced

Directions
1. In a small bowl, stir ranch seasoning into cream cheese, chill.
2. Wash and chop vegetables.
3. Spread cream cheese onto flour tortilla, staying one inch from edge. Sprinkle vegetables over cream cheese. Roll tortilla tightly. With a sharp knife slice into circles and serve.

Serves: 4

Nutritional Information per Serving
Calories: 130
Total Fat: 4g
Saturated Fat: 2g

Goal Setting
What is one meal that your young child can help prepare next week?
What can your child do to help prepare this meal?
• It's a great way to encourage your child to eat fruits and vegetables. Kids like to eat foods they help prepare. All of that mixing, mashing, and measuring makes them want to taste what they are making.
• Kids feel good about doing something “grown-up.” Give them small jobs to do. Praise their efforts.
• They will be learning skills they can use for life. Help teach them to follow instructions, count, and more!
• Cooking together means you can spend more time with your children. This is great on busy days.

Tearing lettuce for a salad.
• Scrubbing or washing vegetables such as, potatoes and carrots.
• Setting the table.
• Helping to make sandwiches.
• Picking which vegetables go into a salad or soup.

Make sure your children wash their hands before you start cooking.
• Teach your children that they should not touch the oven or stove. Do not ask them to put anything in the oven or remove anything from the oven.
• Use the back burner on the stove when possible.
• Turn pan handles toward the back of the stove or counter so that children cannot grab them.
• Never leave children alone in the kitchen when the stove or oven is on.

Tell them that they can have their children help by selecting the foods the family will eat from several healthy options (e.g. children can select which vegetables to put in a salad, and their parents can wash and prepare the vegetables). Parents can have their children help make these decisions before the dinner preparations have begun (e.g. while driving or walking home at night), if things are too hectic during dinner preparation.

Additional ways young children can help in the kitchen
• Picking grapes off the stems and putting them in a bowl.
• Spreading soft butter or cream cheese on bread with a dull knife.
• Cutting a peeled banana with a dull knife.
• Parents can put the dull knives that children can use in a special place. They can then tell their children that these knives are the only knives that they can use to discourage them from reaching for or playing with the sharp knives.

Due to the nature of cooking, parents should always supervise young children when they are involved in the cooking process.

Why is it important to cook with young children?

How can young children help with the cooking?

Safety
Let young children help prepare healthy meals and they will be more likely to eat healthy foods.

Your young child can:
- Tear lettuce
- Spread peanut butter and jelly
- Decide which vegetable to put in a salad
- Set the table

Try this recipe for a family meal!

**Crunchy Vegetable Wrap**

**Ingredients**
- 4 Tablespoons low-fat cream cheese
- ½ teaspoon ranch seasoning mix
- 2 flour tortillas
- ½ head of broccoli, washed and chopped
- 1 carrot, peeled and grated
- 1 zucchini, washed and cut into small strips
- 1 summer squash, washed and cut into small strips
- ½ tomato, diced
- ¼ green bell pepper, seeded and diced

**Directions**
1. In a small bowl, stir ranch seasoning into cream cheese, chill.
2. Wash and chop vegetables.
3. Spread cream cheese onto flour tortilla, staying one inch from edge. Sprinkle vegetables over cream cheese. Roll tortilla tightly. With a sharp knife slice into circles and serve.

Serves: 4

**Nutritional Information per Serving**
- Calories: 130
- Total Fat: 4g
- Saturated Fat: 2g

What is one meal that your young child can help prepare next week?
What can your child do to help prepare this meal?
Cook TOGETHER

Make meals and memories TOGETHER

It is a lesson they will use for life.

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Session Three - Eating Together

Core Message
Eat together. Talk together. Make mealtime a family time.

Background Information
Families that eat dinner together tend to have healthier diets that are higher in fruits, vegetables, and calcium and lower in saturated fat.1-4 Eating meals together also provides opportunities for role modeling. However, how you eat together makes a difference. Some research indicates that watching television while eating together may reduce the positive effects of family meals.5-6 Family meals may have a greater positive effect on children’s diets when the meal is prepared at home.5 In addition, involving preschoolers in food preparation may also help make new foods more familiar and can help motivate children to try new foods.

Sources for Additional Information*

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html

Session Overview
During this session participants will explore the importance of eating meals as a family. They will put a plan in place for eating more family meals in the coming week.

Dialogue Learning Tips
• Use open questions.
• Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.
• After asking a question:
  • Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  • Allow participants to volunteer answers. Do not call on participants.
  • Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  • Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
  • Ask follow-up questions to show you are listening to participants’ responses.

Time Required for Lesson: 45 minutes

PREPARATION

Bring with you:
• Name tags (one for each participant)
• Colorful markers or pens (to write on the name tags)
• The session poster
• Copies of the participant handout
• The educator handout
• Sign-in sheets
• A watch or clock so that you can effectively manage time

Before the participants arrive:
• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
• Put name tags, markers, and the sign-in sheets in the middle of the table or at the front of the room.
• Put one copy of the participant handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

*These are not to be distributed to participants.
WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile, and say hello; use their names if you remember them. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time you talked about how important it is for them to involve their children in cooking and how to do this safely.

Tell them that today you are going to talk about the importance of eating with young children. Point to the poster and read it aloud.

LESSON (30 minutes)

Anchor (5 minutes)
Ask participants to talk with the person sitting next to them about a recent family meal that was especially enjoyable. Ask them to answer these questions:

• What was served?
• Who was there?
• What did they talk about?
• How did it feel to eat as a family?

Give participants three minutes to talk about their family meals.

Bring the group back together and listen to and affirm three or four participants’ answers. You do not need to hear from everyone.

Add (15 minutes)
Read through the front of the handout with participants. Use the Discussion Questions on the educator handout to encourage participants to talk about family meals and the importance of eating with their children.

Apply and Away (10 minutes)
Ask participants to use the “Goal Setting” section on the back of the handout to write down three meals that they will share with their family during the next week. Have them include when they will eat the meal and who will be present.

Allow participants to write for two minutes.

Bring the group back together and ask, “Who would like to share what they have written down?”

Listen to and affirm a few, but not necessarily all, of the participants’ plans.

CLOSER (5 minutes)

Refer back to the poster and remind participants that it is important to eat family meals with their children.

Remind participants that when they are eating family meals they should:

• Turn off the TV,
• Talk with their children about their day,
• Make sure everyone washes their hands before they start eating,
• Avoid rushing to the next activity, and
• Enjoy the meal and being together!

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
**FOLLOW-UP (after the session)**

**Text or Email Messages**

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

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**Sample Reinforcement Messages For Session 3**

*Hi [first name]! When is your next family meal? Why not plan one for tonight? Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)*

*Hi! No time for family dinners? Try a family breakfast or lunch, or even a snack! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)*

*Hi [first name]! When eating with your kids tonight, turn off the TV so you can focus on each other! Feeding 4 Healthy Eating*

*Hi! Have you tried the Quick Minestrone Soup? Your children can help make it for a family meal! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)*

*Hi! Family meals are a good time to catch up with your kids. You can ask them about their day! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)*

**Reminder Message**

*Hi! Looking forward to seeing you at the next session: [DATE, TIME, and LOCATION]. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)*
As part of the Feeding for Healthy Eating program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, write your cell phone number below. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________
Cell phone number: ___________________

To sign up for the email messages, write your email address below.

Email address: ____________________________

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, write your cell phone number below. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________
Cell phone number: ___________________

To sign up for the email messages, write your email address below.

Email address: ____________________________
Eat together. Talk together. Make mealtime a family time.

Eating with your children can be fun and gives you a chance to role model healthy eating behaviors.

- Start eating meals together as a family when your kids are young. This way, it becomes a habit.
- Decide when you will eat together as a family. Write it on your calendar. Plan other events around family meals.
- Try to have family meals at least four times a week.
- It does not have to be dinner. If it is easier for your family, have breakfast or lunch together.
- Gently encourage your child to try new foods.
- Turn off the television. Take phone calls later.
- Talk about fun and happy things. Try to make meals a stress-free time.
- Cook dinner fast on busy nights. Try stir-fried meat and vegetables, quick soups, or sandwiches.
- Do some tasks the day before. Wash and cut vegetables or make a fruit salad. Cook lean ground beef or turkey for burritos or chili. Store everything in the fridge until ready to use.
- Create family routines at meals that everyone enjoys.

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html
Family Meal Tips
• Turn off the TV.
• Talk with your children about their day.
• Make sure everyone washes their hands before you start eating.
• When possible, avoid rushing to the next activity.
• Enjoy the meal and being together!
• Have everyone answer the same questions each night at dinner. Some fun questions:
  • What was the highlight of your day?
  • What did you learn today?
  • What are you looking forward to doing tomorrow?

Quick Minestrone Soup

Ingredients
½ cup whole-wheat pasta, uncooked
1 16-oz. package frozen mixed vegetables
2 cups low-sodium vegetable broth
1 15 ½ oz. can kidney beans, rinsed and drained
1 16-oz. can low-sodium tomatoes
2 Tablespoons parsley, chopped
1 teaspoon Italian seasoning
¼ teaspoon pepper

Directions
1. Cook pasta in boiling water for 10 minutes.
2. Drain.
3. At the same time, cook vegetables in broth for 15 minutes or until tender.
4. Add beans, tomatoes, seasonings, and pasta.
5. Cook until hot.

Try this soup for your next family meal!

Serves: 8

Nutritional Information per Serving:
Calories: 120
Total Fat: 0g
Saturated Fat: 0g

Be creative! Try different beans and vegetables. Ask your children which beans and vegetables they want to add to the soup.

Goal Setting
What are three meals that you will share with your family during the next week? When will you eat the meals? Who will be present?
**ANCHOR Activity**
Ask participants to talk with the person sitting next to them about a recent family meal that was especially enjoyable.

Ask them to answer these questions:
- What was served?
- Who was there?
- What did you talk about?
- How did it feel to eat as a family?

**Discussion Questions:** Which is the best meal for your family to eat together? (on a weekday? on a weekend? breakfast, lunch or dinner?)

Why? Remind participants that they do not have to eat dinner together.

**APPLY and AWAY Activities**
Ask participants to use the “Goal Setting” section on the back of the handout to write down three meals that they will share with their family during the next week. Have them include when they will eat the meal and who will be present.

Remind participants that when they are eating family meals they should:
- Turn off the TV
- Talk with their children about their day
- Make sure everyone washes their hands before they start eating.
- Avoid rushing to the next activity. Enjoy the meal and being together!

**TAKE AWAY Message:** It is important to eat family meals.

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**Eat together. Talk together. Make mealtime a family time.**

**Eating with your children can be fun and gives you a chance to role model healthy eating behaviors.**

- Start eating meals together as a family when your kids are young. This way, it becomes a habit.
- Decide when you will eat together as a family. Write it on your calendar. Plan other events around family meals.
- Try to have family meals at least four times a week.
- It does not have to be dinner. If it is easier for your family, have breakfast or lunch together.
- Gently encourage your child to try new foods.
- Turn off the television. Take phone calls later.
- Talk about fun and happy things. Try to make meals a stress-free time.
- Cook dinner fast on busy nights. Try stir-fried meat and vegetables, quick soups, or sandwiches.
- Do some tasks the day before. Wash and cut vegetables or make a fruit salad. Cook lean ground beef or turkey for burritos or chili. Store everything in the fridge until ready to use.
- Create family routines at meals that everyone enjoys

**Talking Points:**

For parents who say they are not able to eat with their children:
- Encourage them to have at least one meal together as a family each week, suggest a weekend day if weekdays are too busy. Suggest that they put it on the calendar as a standing date and then plan everything else around that meal.
- If it is not possible to have all members of the family eat at once, suggest that as many as possible eat together and that at least one adult eats with the children.
- If they cannot eat at the same time as their children, suggest that they sit down with their children while their children are eating, so they can talk with their children.

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html
Quick Minestrone Soup

Ingredients
½ cup whole-wheat pasta, uncooked
1 16-oz. package frozen mixed vegetables
2 cups low-sodium vegetable broth
1 15 ½ oz. can kidney beans, rinsed and drained
1 16-oz. can low-sodium tomatoes
2 Tablespoons parsley, chopped
1 teaspoon Italian seasoning
¼ teaspoon pepper

Directions
1. Cook pasta in boiling water for 10 minutes.
2. Drain.
3. At the same time, cook vegetables in broth for 15 minutes or until tender.
4. Add beans, tomatoes, seasonings, and pasta.
5. Cook until hot.

Serves: 8

Nutritional Information per Serving:
Calories: 120
Total Fat: 0g
Saturated Fat: 0g

Be creative! Try different beans and vegetables. Ask your children which beans and vegetables they want to add to the soup.

Family Meal Tips
• Turn off the TV.
• Talk with your children about their day.
• Make sure everyone washes their hands before you start eating.
• When possible, avoid rushing to the next activity.
• Enjoy the meal and being together!
• Have everyone answer the same questions each night at dinner. Some fun questions:
  • What was the highlight of your day?
  • What did you learn today?
  • What are you looking forward to doing tomorrow?

Goal Setting
What are three meals that you will share with your family during the next week? When will you eat the meals? Who will be present?
Make mealtime a family time.

Eat together.

Talk together.

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
Session Four - Let Children Serve Themselves

Core Message
Let them learn by serving themselves. Let your kids serve themselves at dinner. Teach them to take a small amount at first. They can get more if they are still hungry.

Background Information
During meals, parents should decide what, when, and where foods are offered, while children should decide whether and how much to eat.1 Letting children serve themselves does not necessarily mean that children should take food from a serving dish themselves. Young children may not have the motor skills to do this. Rather, parents can place food on a child’s plate, but allow the child to tell them how much to serve. Parents should also allow children to stop eating when they are full, rather than pressuring them to continue eating after reaching satiation.

Research suggests that infants and very young children have the ability to self-regulate the amount of food they consume when given the opportunity.2-3 While intake at specific meals may be erratic, caloric intake over the course of the day is relatively well regulated. However, child feeding practices (i.e., when parents are not responsive to child feeding cues) may disrupt children’s abilities to eat when they are hungry and stop eating when they are full.2,12-14 Differences in children’s abilities to self-regulate energy intake appear in preschoolers, and these differences are even more pronounced in older children.15-18 The amount and way that food is provided can also make a difference. Parents may serve larger portions than their children can consume and then use pressure or coercion to get their children to eat “enough.” Some research has shown that simply by serving large portions, parents may be influencing their children to eat more.19-21

Sources for Additional Information*

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html

Session Overview
During this session, participants will discover the importance of allowing their children to decide how much to eat. Participants will learn that because children are born with the ability to regulate the amount of food they eat, parents do not need to tell them how much to eat.

*These are not to be distributed to participants.
Dialogue Learning Tips

• Use open questions.
• Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.
• After asking a question:
  • Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  • Allow participants to volunteer answers. Do not call on participants.
  • Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  • Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
  • Ask follow-up questions to show you are listening to participants’ responses.

Time Required for Session: 45 minutes

PREPARATION

Bring with you:

• Name tags (one for each participant)
• Colorful markers or pens (to write on the name tags)
• The session poster
• Copies of the participant handout
• The educator handout
• Sign-in sheets
• A watch or clock so that you can effectively manage time
• Ingredients for Fruit Kabobs with Yogurt Dip
• Bowls or plates for the fruit and yogurt
• Plates for participants to eat from
• Napkins
• Glasses
• Water
• Paper towels
• Hand wipes or hand sanitizer
• Cutting boards
• Knives
• A spoon
• Dish soap
• Sponge

Before the participants arrive:

• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
• Put name tags, markers, and the sign-in sheet in the middle of the table or at the front of the room.
• Put one copy of the handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile and say hello; use their names if you remember them from last session. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time you talked about how important (and how much fun) it is for them to eat with their children.

Tell them that today you are going to discuss why children should serve themselves. Point to the poster and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)

Have participants talk with the person sitting next to them about how decisions are made about their child’s eating. Have them discuss who decides what their child eats, when their child eats, and how much their child eats.

Give participants three minutes to discuss.

Bring the group back together and ask for participants to share how decisions about their child’s eating are made. Listen to and affirm a few participants’ responses.

Add (10 minutes)

Tell participants that there are many ideas about how to feed children, and that some of the information that you share today may be new to them.

Review the material on the front of the handout. Emphasize the rule of thumb that parents should decide what, when, and where foods are offered, and let their children decide whether and how much to eat.

Use the Discussion Questions on the educator handout to encourage the participants to talk about letting their children serve themselves.

Apply (15 minutes)

Tell participants that you are going to make Fruit Kabobs with Yogurt Dip. Tell them that this is a fun snack that children can help make.

Read over the recipe for Fruit Kabobs with Yogurt Dip as a group.

Have participants wash their hands. Encourage participants to help make the fruit kabobs. For example, one person can cut up the fruit while another puts the yogurt in a bowl. Allow the participants to prepare and taste fruit kabobs.
While participants are eating the fruit kabobs ask them, "How can your children help you make the kabobs?" Listen to and affirm three or four participants’ answers.

Encourage participants to try this recipe with their children in the next week. Tell them to allow their children to decide how much and which fruits to put on their kabobs. Suggest that participants be creative with the kinds of fruit they use.

Away (5 minutes)
Ask participants to use the “Goal Setting” section on the back of the handout to write down two meals that they can serve family style in the next week. Remind them that serving meals family style allows their children to decide how much they want to eat.

CLOSER (5 minutes)
Refer back to the poster and remind participants that it is important to provide healthy foods at each meal, and then allow children to decide how much to eat.

Suggest to participants that:
• They avoid comments about how much or which foods a child is eating.
• If a child doesn’t want to eat when the rest of the family is eating, she should sit with the family while everyone else eats. Then the parent can make the food she would have eaten during the meal available later, if she is hungry. She should not be given a snack if she is hungry later.

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
Text or Email Messages

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

<table>
<thead>
<tr>
<th>If you have this much time between sessions</th>
<th>Reinforcement message 1 will be sent:</th>
<th>Reinforcement message 2 will be sent:</th>
<th>Reinforcement message 3 will be sent:</th>
<th>Reinforcement message 4 will be sent:</th>
<th>Reminder messages will be sent:</th>
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<td>Twenty six days after the session</td>
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**Sample Reinforcement Messages For Session 4**

* Hi! You decide what, when, & where your kids eat & they decide how much. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi [first name]! Tried the fruit kabobs at home? Let your children decide how much fruit to put on their kabob. Feeding 4 Healthy Eating

* Hi! Let your kids decide how much to eat tonight; they will stop when they are full. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi! Kids are born knowing how much to eat. They will eat when they are hungry & stop when they are full on their own. Feeding 4 Healthy Eating

* Hi! At dinner start with a small portion & let your child decide how much to eat. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

**Reminder Message**

* Hi! Looking forward to seeing you at the next session: [DATE, TIME, and LOCATION]. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)
As part of the **Feeding for Healthy Eating** program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________
Cell phone number: ____________________

To sign up for the email messages, **write your email address below**.

Email address: _______________________

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.
When children are given large amounts of food and encouraged to finish it, they cannot stop eating when their bodies tell them they are full. Over time, they may learn to ignore when their bodies tell them that they are full and eat more than they need to.

Keep in mind what your child eats over time. Meals and healthy snacks give children several chances to eat a variety of foods. If your child eats only a little or nothing at one meal, don’t worry. He’ll make up for it with other meals and snacks.

Letting children serve themselves means allowing them to decide what to eat from the healthy options you provide and allowing them to decide how much to eat. Young children may not be able to put food on their own plates. Even if you are serving them, allow them to decide how much is put on their plate.

Children are born knowing how much to eat.

- You don’t need to tell them how much to eat.
- They will eat when they are hungry and stop eating when they are full, all on their own.
- Listen to your child. If she says she’s full, don’t force her to eat more or clean her plate.

What’s a preschooler sized serving?

- 1/4 cup vegetable
- 1/4 cup cooked pasta or rice
- 1/4 cup fruit
- 1/3 cup dry cereal

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
Ingredients

- ½ watermelon cut into chunks
- ½ pineapple cut into chunks or 1 20oz can pineapple chunks in 100% juice
- 1 cup red seedless grapes
- 1 cup strawberries, stemmed
- 16 wooden skewers, 6 inches long
- 1 cup low-fat yogurt vanilla or strawberry

Directions

1. Allow your children to select several fruit chunks and put them on a skewer.
2. Place low-fat light strawberry yogurt in bowl. Dip the fruit skewer in the yogurt.

Serves: 8

Nutritional Information per Serving
- Calories: 210
- Total Fat: 1g
- Saturated Fat: 0g

What are two meals that you can serve family style in the next week?
Serving meals family style allows your children to decide how much they want to eat.
Letting Your Children Serve Themselves

**ANCHOR Activity**
Have participants talk with the person sitting next to them about how decisions are made about their child’s eating. Have them discuss who decides what their child eats, when their child eats, and how much their child eats.

**ADD Activity** Read through the handout with the participants.

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**You can clarify that young children may not be able to put their own food on their plate, but they should be allowed to eat as much or as little as they want and should not be encouraged to eat more than they want.**

**Discussion Questions:** Have you tried allowing your children to select which foods from several healthy options they eat? How has that worked?

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**Discussion Questions:** What are some things you can do to allow your child to decide how much to eat without wasting food? What has worked for you in the past? (For example, giving two children half an apple each, rather than giving each child a whole apple).

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**APPLY**
Have participants make and taste the fruit kabobs.

**Discussion Question:** How can your children help make the kabobs?

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**AWAY**
Ask participants to use the “Goal Setting” section on the back of the handout to write down two meals that they can serve family style in the next week. Remind them that serving meals family style allows their children to decide how much they want to eat.

Suggest to participants that:
- They avoid comments about how much or which foods a child is eating.
- If your child doesn’t want to eat when the rest of the family is eating, have her sit with the family while everyone else eats. Make the food she would have eaten during the meal available later if she is hungry.

**TAKE AWAY Message:** It’s important to let children decide when and how much to eat from the healthy options you provide.

---

**Talking points:**
For parents who are worried their children will not eat enough if their children decide how much they eat.
- Tell them it’s natural for parents to worry about their preschoolers’ eating habits. Suggest that they offer healthy foods and let their child choose from them. They’ll be more likely to enjoy meal time and eat enough, so everyone is happier. (adapted from the 2012 Core Nutrition Messages)
- If their children refuse to eat the food they have prepared parents can talk about the sensory qualities of the food (e.g. “This is kiwi fruit, it’s sweet like a strawberry.”) or ask the child questions about his/her preferences (e.g. “Do you like this? Which one is your favorite? Everybody likes different foods, don’t they?”) These approaches will encourage the child to try the food without pressuring them to eat and will allow the child to feel like she/he is able to choose what she/he eats. (adapted from Phrases that Help and Hinder)

For parents who are worried that their children will waste food if they are allowed to decide how much to eat.
- Tell them to give their child a small portion to start and let their child have more if they ask for more. They do not have to let their child place food on their own plate.

---

**A Good Rule:**
You decide what, when, and where foods are offered and let your children decide whether and how much to eat.

**Children are born knowing how much to eat.**
- You don’t need to tell them how much to eat.
- They will eat when they are hungry and stop eating when they are full, all on their own.
- Listen to your child. If she says she’s full, don’t ask her to eat more or clean her plate.

---

When children are given large amounts of food and encouraged to finish it, they cannot stop eating when their bodies tell them they are full. Over time, they may learn to ignore when their bodies tell them that they are full and eat more than they need to.

Keep in mind what your child eats over time. Meals and healthy snacks give children several chances to eat a variety of foods. If your child eats only a little or nothing at one meal, don’t worry. He’ll make up for it with other meals and snacks.

Letting children serve themselves means allowing them to decide what to eat from the healthy options you provide and allowing them to decide how much to eat. Young children may not be able to put food on their own plates. Even if you are serving them, allow them to decide how much is put on their plate.

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**What’s a preschooler sized serving?**

- 1/4 cup vegetable
- 1/3 cup dry cereal
- 1/4 cup cooked pasta or rice
- 1/4 cup fruit

---

**Discussion Questions:**
Have you tried allowing your children to select which foods from several healthy options they eat? How has that worked?

**Discussion Questions:** What are some things you can do to allow your child to decide how much to eat without wasting food? What has worked for you in the past? (For example, giving two children half an apple each, rather than giving each child a whole apple).
What are two meals that you can serve family style in the next week? Serving meals family style allows your children to decide how much they want to eat.

**Tips for letting children serve themselves**

- Avoid comments about how much food or which foods a child is eating.
- If your child doesn’t want to eat when the rest of the family is eating, have her sit with the family while everyone else eats. Make the food she would have eaten during the meal available later if she is hungry. Avoid giving her treats or snacks later.

**Fruit Kabobs with Yogurt Dip**

Makes a great afternoon snack to share with your child.

**Ingredients**

- ½ watermelon cut into chunks
- ½ pineapple cut into chunks or 1 20oz can pineapple chunks in 100% juice
- 1 cup red seedless grapes
- 1 cup strawberries, stemmed
- 16 wooden skewers, 6 inches long
- 1 cup low-fat yogurt vanilla or strawberry

**Directions**

1. Allow your children to select several fruit chunks and put them on a skewer.

2. Place low-fat light strawberry yogurt in bowl. Dip the fruit skewer in the yogurt.

Serves: 8

**Nutritional Information per Serving**

- Calories: 210
- Total Fat: 1g
- Saturated Fat: 0g
Let them learn by serving themselves.

Let your kids serve themselves at meals.

Teach them to take a small amount at first. They can get more if they are still hungry.
Session Five - Liking New Food Takes Time

Core Message
Sometimes new foods take time. Kids do not always like new foods right away. Offer new fruits and veggies many times. Give them a taste at first. Be patient.

Background Information
It takes time and repeated exposure for preschool-aged children to enjoy eating new foods, especially vegetables. Children may need to be offered a food several times before they taste it, and they may need to taste it several times before they like it.

It is normal for children, especially preschoolers, to reject foods before they have tried them. Children develop ideas about what foods should look like and smell like based on past experience. When they are presented with new foods, they may initially reject them because they look different than foods they have eaten in the past. Children may reject new foods even before tasting them. From an evolutionary perspective, this response was protective, because it kept children from eating poisonous foods. As children get older they will reject foods they haven’t tried less and less.

Parents should offer their children new foods many times even if they reject them, or seem to reject them, at first. The more times that a child is offered a new food, the more likely it is that they will taste the food, and the more often a child tastes a food, the more likely it is they will come to like the food.

The first one to three times children encounter a new food, they may just smell, touch or play with it. The fourth to sixth times they encounter it, they may nibble on it or spit it out. It may take as many as seven to nine encounters for them to actually eat and swallow the new food. Additionally, it may take 15 times of eating and enjoying a food for a young child to like it and willingly eat it on a regular basis.

Sources for Additional Information*

Session Overview
During this session, participants will develop realistic expectations for how quickly children will like and voluntarily eat new foods. Participants will learn that children may at first reject new fruits and vegetables, but parents should continue to give their children opportunities to eat new foods. Participants will also develop a plan for introducing their child to a new fruit or vegetable during the next week.

Dialogue Learning Tips
• Use open questions.
• Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.
• After asking a question:
  • Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  • Allow participants to volunteer answers. Do not call on participants.
  • Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  • Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
• Ask follow-up questions to show you are listening to participants’ responses.

Time Required for Session: 45 minutes

PREPARATION
Bring with you:
• Name tags (one for each participant)
• Colorful markers or pens (to write on the name tags)
• The session poster
• Copies of the participant handout
• The educator handout

*These are not to be distributed to participants.
• Sign-in sheets
• A watch or clock so that you can effectively manage time
• Cooked shelled edamame
• Ingredients for Apple Bark
• Knives for cutting the apples
• A knife for spreading the peanut butter
• Plates
• Napkins
• Water
• Glasses
• Hand wipes or hand sanitizer

Before the participants arrive:
• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
• Put name tags, markers, and the sign-in sheets in the middle of the table or at the front of the room.
• Put one copy of the participant handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile, and say hello; use their names if you remember them. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time you talked about the importance of allowing their children to serve themselves.

Tell them that today you are going to talk about introducing young children to new foods. Point to the poster, and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)
Ask the participants to discuss the following questions with the person sitting next to them:
• What is your child’s favorite fruit or vegetable?
• What other fruits and vegetables have you introduced to your child? What was his/her reaction to them?

Give participants three minutes to discuss.

Bring the group back together and listen to and affirm three or four participants’ responses.

Add (10 minutes)
Read through the information on the front of the handout. Emphasize that parents should continue to try feeding their children fruits and vegetables that they reject at first, and that playing with and spitting out new foods is normal.

Use the discussion questions on the educator handout to encourage the participants to talk about offering foods many times.

Apply (15 minutes)
Have participants wash their hands. Ask participants to help reheat the edamame and make the Apple Bark. For example, one person can cut the apples while another measures the peanut butter. Allow participants to taste the edamame and Apple Bark. If you are not able to reheat the edamame, you can serve it cold or have participants just taste the Apple Bark.

After they have tasted the food, encourage them to offer these foods to their children. Ask the participants how it felt to try a new food.

Away (5 minutes)
Ask participants to use the “Goal Setting” section on the back of the handout to write down one new food they are going to start introducing to their child in the next week. Also ask them to write down how they will prepare this food.

CLOSER (5 minutes)

Refer back to the poster and remind participants that it is important to offer young children a new food many times without pressuring them to eat it.

Remind them that when they are introducing a new food, they can:
• Pair a new food with a favorite food.
• Be patient and keep trying!
• Eat the new food with their child to show them they enjoy it.
• Have their child help them prepare the new food.

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
**FOLLOW-UP (after the session)**

**Text or Email Messages**

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

<table>
<thead>
<tr>
<th>If you have this much time between sessions</th>
<th>Reinforcement message 1 will be sent:</th>
<th>Reinforcement message 2 will be sent:</th>
<th>Reinforcement message 3 will be sent:</th>
<th>Reinforcement message 4 will be sent:</th>
<th>Reminder messages will be sent:</th>
</tr>
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<tbody>
<tr>
<td>One Week</td>
<td>Two days after the session</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Five days after the session (two days before the next session)</td>
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<tr>
<td>Two Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>N/A</td>
<td>N/A</td>
<td>Twelve days after the session (two days before the next session)</td>
</tr>
<tr>
<td>Three Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>Seventeen days after the session</td>
<td>N/A</td>
<td>Nineteen days after the session (two days before the next session)</td>
</tr>
<tr>
<td>Four Weeks</td>
<td>Two days after the session</td>
<td>Nine days after the session</td>
<td>Seventeen days after the session</td>
<td>Twenty four days after the session</td>
<td>Twenty six days after the session (two days before the next session)</td>
</tr>
</tbody>
</table>

**Sample Reinforcement Messages For Lesson 5**

* Hi! It may take a few times for your kid to eat a new veggie. Try it raw, cooked, or in a recipe! Feeding 4 Healthy Eating (Reply “STOP” to quit texts)

* Hi [first name]! Your child won’t eat a new fruit? Try eating it with them! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

* Hi [first name]! Has your child tried edamame? Be patient, start with a small portion and offer it a few times. Feeding 4 Healthy Eating

* Hi! Your child won’t eat a new veggie? Try when they’re hungry. Offer it first before other food. Feeding 4 Healthy Eating (Reply “STOP” to quit texts)

* Hi [first name]! Kids just play with new foods? Serve the new food with one they like! Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)

**Reminder Message**

* Hi! Looking forward to seeing you at the next session: [DATE, TIME, and LOCATION]. Feeding 4 Healthy Eating (Reply “STOP” to quit receiving texts)
As part of the **Feeding for Healthy Eating** program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________
Cell phone number: ____________________________

To sign up for the email messages, **write your email address below**.

Email address: __________________________________________

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ____________________________
Cell phone number: ____________________________

To sign up for the email messages, **write your email address below**.

Email address: __________________________________________
Kids don’t always like new foods right away.
Offer new fruits and vegetables many times, served a variety of ways.
Give your kids just a taste at first and be patient with them.

- Young children may want to eat fruits and vegetables the first time they try them.

- Keep trying! Keep giving your children small amounts of fruits and vegetables even if they do not eat them at first. Offer your children small amounts of new foods so that you do not waste food.

- Give children small amounts to taste or play with at first. This can be as small as a spoonful of peas or cooked carrots, a piece of an apple, or one section of an orange.

- When children are first learning about new foods, but not yet eating them, there is no need to make a separate portion for them. Just give them a small taste of what you are eating.

**TIP:** Eat the same foods that you are introducing to your children. Your children learn from watching you. If you show them that you eat and enjoy these foods, they will be more likely to try them.

**The first 1-3 times** children are given a new food, they may just smell, touch or play with it.

**The next 4-6 times** they are given a food, they may spit it out or nibble on it.

**The next 7-9 times** they are given a food, they may actually eat and swallow it.

Young children may have to eat a food 15 times before they like it and eat it every time you give it to them.

**Make introducing new foods fun!**
- Make up silly names for the new food.
- Make up a song about the food.
- Make up a dance to do after eating the new food.

**How many of these fruits and vegetables have you shared with your child?**
- Zucchini
- Cauliflower
- Yellow Peppers
- Snow Peas
- Clementines
- Asian Pears

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
Try a New Food!

**Edamame**

Edamame are young soy beans that have been harvested before they start to harden. They make a great snack or side dish!

You can purchase frozen edamame in most grocery stores or health food stores. You can buy shelled or unshelled frozen edamame. Look for them in the freezer section near the frozen vegetables.

**To prepare unshelled:** boil the unshelled edamame for 5–10 minutes, cool under running water, salt lightly, and serve. Your children will enjoy popping them out of the pod to eat. Do not eat the shells.

**To prepare shelled:** boil for 2-4 minutes, cool under running water, toss with melted butter or olive oil, and serve.

Try an Old Favorite a New Way!

**Ingredients**

1 Granny Smith Apple
1 Tablespoon peanut butter
2 ½ Tablespoons golden or black raisins
1 ½ Tablespoons dried sweetened cranberries

**Directions**

Cut apple into four quarters. Remove the core by cutting away to leave a flat surface on the apple quarter. Spread the peanut butter on the apple quarters. Sprinkle the raisins and cranberries on the peanut butter.

**Nutritional Information per Serving:**

- Calories: 150
- Total Fat: 4.1g
- Saturated Fat: 1g

Tips for introducing new foods

- Pair a new food with a favorite food.
- Be patient and keep trying!
- Eat the new food with your child to show them you enjoy it.
- Have your child help you prepare the new food.

Goal Setting

What is one new food you are going to start introducing to your child next week? How will you prepare this food? Remember to be patient and try offering it many times, even if your child does not eat it the first time.
ANCHOR Activity:
Ask participants to discuss with the person sitting next to them:
• Their child’s favorite fruit or vegetable.
• Other fruits and vegetables they have introduced to their child and their child’s reaction to these foods.

ADD Activity
Read through the handout with the participants.

Discussion Questions: What happens when you introduce a new fruit or vegetable to your child? How do they react?

Discussion Questions: What is a food that you have prepared in multiple different ways? How have you prepared it?

Discussion Questions: How have you been able to encourage your children to eat new fruits and vegetables? How can you offer new foods without wasting food?

APPLY Activity
Have the participants taste the edamame and prepare and taste the Apple Bark. Have participants discuss whether or not they would offer these foods to their children.

Ask participants to use the “Goal Setting” section on the back of the handout to write down one new food they are going to start introducing to their child in the next week. Also ask them to write down how they will prepare this food.

Remind them that when they are introducing a new food they can:
• Pair a new food with a favorite food.
• Be patient and keep trying!
• Eat the new food with their child to show them they enjoy it.
• Have their child help them prepare the new food.

TIP: Eat the same foods that you are introducing to your children. Your children learn from watching you. If you show them that you eat and enjoy these foods, they will be more likely to try them.

The first 1-3 times children are given a new food, they may just smell, touch or play with it.
The next 4-6 times they are given a food, they may spit it out or nibble on it.
The next 7-9 times they are given a food, they may actually eat and swallow it.

Young children may have to eat a food 15 times before they like it and eat it every time you give it to them.

Make introducing new foods fun!
• Make up silly names for the new food.
• Make up a song about the food.
• Make up a dance to do after eating the new food.

How many of these fruits and vegetables have you shared with your child?
• Zucchini
• Cauliflower
• Yellow Peppers
• Snow Peas
• Clementines
• Asian Pears

TAKING AWAY Message: It is important to offer young children a new food many times without pressuring them to eat it.

Talking Points
For parents who insist that their children will not eat fruits and vegetables.
• Other than being patient and offering fruits and vegetables multiple times, parents can try:
• Pair one of the child’s favorite healthy foods with a new food that the child is resistant to trying.
• Try preparing fruits and vegetables in different ways (raw, cooked, with different spices or dipping sauces). Ask the child how they would like the fruit or vegetable prepared and allow them to help prepare it.
• Talk with the child about what the fruit or vegetable tastes like and why they like it.
• Having fruits and vegetables available for the child for snacks. Parents can leave cut up fruits or vegetables in the refrigerator where older children can reach them and take them when they are hungry.

Liking New Foods Takes Time
Try a New Food!

Edamame

Edamame are young soy beans that have been harvested before they start to harden. They make a great snack or side dish!

You can purchase frozen edamame in most grocery stores or health food stores. You can buy shelled or unshelled frozen edamame. Look for them in the freezer section near the frozen vegetables.

To prepare unshelled: boil the unshelled edamame for 5–10 minutes, cool under running water, salt lightly, and serve. Your children will enjoy popping them out of the pod to eat. Do not eat the shells.

To prepare shelled: boil for 2–4 minutes, cool under running water, toss with melted butter or olive oil, and serve.

Tips for introducing new foods

Pair a new food with a favorite food.

Be patient and keep trying!

Eat the new food with your child to show them you enjoy it.

Have your child help you prepare the new food.

Apple Bark

Try an Old Favorite a New Way!

Ingredients

1 Granny Smith Apple
1 Tablespoon peanut butter
2 ½ Tablespoons golden or black raisins
1 ½ Tablespoons dried sweetened cranberries

Directions

Cut apple into four quarters. Remove the core by cutting away to leave a flat surface on the apple quarter. Spread the peanut butter on the apple quarters. Sprinkle the raisins and cranberries on the peanut butter. Serves: 2

Nutritional Information per Serving:
Calories: 150
Total Fat: 4.1g
Saturated Fat: 1g

Goal Setting

What is one new food you are going to start introducing to your child next week? How will you prepare this food? Remember to be patient and try offering it many times, even if your child does not eat it the first time.
Kids do not always like new foods right away.

Offer new fruits and veggies many times.

Be patient.

Sometimes new foods take time.
Session Six - Patience Works Better Than Pressure

Core Message
Patience works better than pressure. Offer your children new foods. Let them choose how much to eat. Kids enjoy a food more when eating it is their own choice.

Background Information
Parents should decide what, when, and where foods are offered and let their child decide whether and how much to eat.¹

Child feeding practices may influence the development of food preferences in children. Research suggests that the use of pressure or rewards may decrease children’s preferences for foods.² Children may then eat less of these foods when the reward or pressure is no longer present. The number of times parents expose children to new foods also appears to influence food preferences.³ The more times a child tries a new food, the more likely she or he is to eat that food and eventually enjoy that food.

Sources for Additional Information*

This information is adapted from the USDA website, http://www.fns.usda.gov/fns/corenutritionmessages/default.html

Session Overview
During this session, participants will explore the importance of being patient when introducing new foods to their children. They will also learn why using pressure or rewards are not the best strategies for encouraging young children to eat healthy foods.

Dialogue Learning Tips
• Use open questions.
• Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.

*These are not to be distributed to participants.

• After asking a question:
  • Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
  • Allow participants to volunteer answers. Do not call on participants.
  • Affirm participants’ answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, “Thank you for sharing Martha. I imagine most of us can relate to what you said.”
  • Avoid praising participants’ responses, (e.g., avoid saying “good” or “excellent”).
  • Ask follow-up questions to show you are listening to participants’ responses.

Time Required: 45 minutes

PREPARATION

Bring with you:
• Name tags (one for each participant)
• Colorful markers or pens (to write on the name tags)
• The session poster
• Copies of the participant handout
• The educator handout
• Sign-in sheets
• A watch or clock so that you can effectively manage time

Before the participants arrive:
• Display the poster for this session in the room.
• Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
• Put name tags, markers, and the sign-in sheets in the middle of the table or at the front of the room.
• Put one copy of the participant handout at each participant’s seat.
• Make a name tag for yourself, and put it on your shirt where participants will be able to see it.
WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile and say hello; use their names if you remember them. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time they talked about children’s responses to new foods and how it may take some time for young children to be willing to try new foods and even more time before they enjoy eating them.

Tell them that today you are going to talk about how it is important to be patient when introducing new foods to children and to avoid offering children rewards for eating new foods. Point to the poster and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)
Have participants work with the person next to them to discuss the following questions:

• As a child, how did your parents encourage you to eat new foods?
• How did you react to these different methods?
• Are these things that you try to do with your children or things that you try to avoid?

Give participants three minutes to talk about their experiences.

Bring the group back together and listen to and affirm three or four participants’ responses.

Add (10 minutes)
Review the information on the front of the session six handout with the participants.

Emphasize how to encourage children to eat new fruits and vegetables without using pressure or rewards.

Apply (10 minutes)
Ask participants to form groups of three people and discuss how they have been able to encourage their children to eat fruits and vegetables. Encourage them to discuss strategies that do not involve pressure or rewards.

Give participants three minutes to discuss with one another.

Bring the group back together. Remind participants that patience works better than pressure when introducing new foods to their children and that using unhealthy foods as a reward for eating healthy foods is not the best way to encourage children to eat healthy foods.

Point out the information about eggplant and encourage participants to try the recipe for Galloping Good Eggplant with their children.

Away (10 minutes)
Tell participants that because this is the last session of the curriculum, they are going to reflect on what they have learned and changes they want to make in their families.

Ask participants to use the “Goal Setting” section on the back of the handout to write down two things that they learned during the FHE course and two changes that they would like to make or have made in how they feed their children.

Ask participants, “Who would like to share what you learned and the changes that you have made or that you plan to make?” Listen to and affirm three to four participants’ responses.

CLOSER (5 minutes)

Thank the participants for coming and emphasize how much you enjoyed working with them. Remind them that:

• They have an important role to play in encouraging their children to eat healthy foods.
• The information shared during this course can help them teach their children to eat healthy foods.
• It is important for them to introduce their children to healthy foods when their children are young.

Encourage participants to follow through on the goals they have set for themselves.

Ask if anyone has any additional questions before you end the course. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.
**FOLLOW-UP (after the session)**

Text or Email Messages

Text or email messages can be sent to your participants to reinforce the main points of this session and remind them about the next session. The table below outlines approximately when your participants will receive the messages based on the frequency of your classes.

<table>
<thead>
<tr>
<th>If you have this much time between sessions</th>
<th>Reinforcement message 1 will be sent:</th>
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<tr>
<td>One Week</td>
<td>Two days after the session</td>
<td>N/A</td>
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</tr>
<tr>
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**Sample Reinforcement Messages For Session Six**

* Hi! Hearing "good job!" from you is all the reward your child needs for eating fruits & veggies! Feeding 4 Healthy Eating (Reply "STOP" to quit texts)

* Hi! Giving kids a new food? Be patient! Tell them how proud you are when they try a little. Feeding 4 Healthy Eating (Reply "STOP" to quit receiving texts)

* Hi! Has your family tried eggplant? Give your children a small taste at first & try again if they don’t like it right away. Feeding 4 Healthy Eating

* Hi! Children may play with & spit out a new food at first. Don’t be discouraged, in time they may happily eat the food. Feeding 4 Healthy Eating

* Hi [first name]! Teach your children to listen to their stomachs. If they tell you they are full, don’t force them to eat more. Feeding 4 Healthy Eating

**Final Message**

* Hi! Thank you for participating in the Feeding 4 Healthy Eating program. This is the last message you will receive. Feeding 4 Healthy Eating
As part of the **Feeding for Healthy Eating** program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ________________________________
Cell phone number: ____________________

To sign up for the email messages, **write your email address below**.

Email address: ________________________

As part of the **Feeding for Healthy Eating** program you can receive messages about feeding your young child.

We will send you 1–2 messages a week. These messages will give you reminders about what we talked about in class and suggestions for how to do the things that we talked about in class. We will also remind you when the next class will be held.

You can sign up for text messages or email messages.

To sign up for the text messages, **write your cell phone number below**. Only sign up for the text messages if you have an unlimited text message plan. You will be charged your standard rate for these messages.

Name: ________________________________
Cell phone number: ____________________

To sign up for the email messages, **write your email address below**.

Email address: ________________________
Offer your children new foods. Let them choose how much to eat.
Kids enjoy a food more when eating it is their own choice.

**Patience Works Better Than Pressure**

**Rewarding children is not the best way to get them to eat healthy foods.**

*Sometimes parents say:*  
"If you eat your broccoli, you can have ice cream."

*Instead try saying:*  
"This is broccoli! It is crunchy!"

*Or say:*  
"We can try the broccoli another time. Next time, would you like it cooked instead of raw?"

When parents reward children for eating healthy foods like broccoli by giving them unhealthy foods like ice cream, they may come to like the unhealthy foods more and dislike the healthy foods.

Pointing out the different qualities of a food encourages your child to try the food.

**Pushing children to eat healthy foods is also not the best way to get them to eat healthy foods.**

*Sometimes parents say:*  
"You have to finish what’s on your plate before you can leave the table."

*Instead try saying:*  
"Is your stomach telling you that it’s full?"

*Or say:*  
"If your tummy is full, you can be done."

If parents push their children to eat fruits and vegetables, children may start to dislike these healthy foods. Children may also learn to eat when they are not hungry.

Phrases like these help your child learn to listen to their bodies and stop eating when they are full. This can prevent overeating.

**Good ways to help your children to eat healthy foods:**

1. Don’t give up if your child won’t eat a healthy food the first time you give it to them. Keep trying with small portions.
2. Limit the unhealthy foods such as ice cream, cookies, soda, potato chips that you keep in your house.
3. Show your children that you like and eat healthy foods.
4. Take healthy snacks – such as carrot sticks, apples and grapes – with you when you go out so that you don’t have to buy unhealthy snacks for your kids.
5. Make sure your meals are mostly made up of healthy foods. Try two vegetables and a lean protein.
6. Avoid unhealthy snacks right before meal time.

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. This institution is an equal opportunity provider. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more about Maryland’s Food Supplement Program (SNAP), contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at https://mydhrbenefits.dhr.state.md.us/.
**Eggplant**

Eggplant can be found in the produce department of most grocery stores.

Selecting Eggplant: Look for an eggplant that is a deep purple color and has a firm, shiny skin.

Storing Eggplant: Store unwrapped in the vegetable compartment of your refrigerator. Use within one week of purchase.

**Ingredients**

- ½ eggplant, diced
- 6 fresh mushrooms, diced
- 1 fresh tomato, chopped
- cooking oil spray
- ¾ oz. fat-free mozzarella cheese (use a string cheese stick)

**Directions**

1. Spray skillet with cooking oil.
2. Sauté eggplant, mushrooms, and tomatoes in skillet until tender but cooked.
3. Drain off extra juice and top with shredded or ‘peeled’ cheese. Let it melt. Serves: 2

**Galloping Good Eggplant**

Try this recipe with your child!

**Be Patient!**

Children may play with, spit out, and taste a food several times before they eat it. If you continue to give your children fruits and vegetables and show them that you enjoy them, after a while they will start to eat them too.

**Nutritional Information**

per Serving:
- Calories: 70
- Total Fat: .5g
- Saturated Fat: 0g

**Goal Setting**

What are two things that you learned during this course? What are two changes that you would like to make or have made in how you feed your children?
**Patience Works Better Than Pressure**

**ANCHOR Activity:**
How did your parents encourage you to eat new foods? How did you react to these different methods? Are these things that you try to do with your children or things that you try to avoid?

**ADD Activity:**
Read through the handout with the participants.

**Discussion Questions:** What are some ways to reward your children other than using food? (e.g. getting to do a favorite activity (especially something active), getting to spend more time with mom or dad)

**APPLY Activity**
Ask participants to form small groups and discuss how they have been able to encourage their children to eat fruits and vegetables. Encourage them to discuss strategies that do not involve pressure or rewards.

Point out the information about eggplant and encourage participants to try the recipe for Galloping Good Eggplant with their children.

**AWAY Activity**
Ask participants to use the “Goal Setting” section on the back of the handout to write down two things that they learned during the FHE course and two changes that they would like to make or have made in how they feed their children.

**Take Away Message:** It is important to be patient when feeding your children and not pressure them to eat.

**Talking Points**
For Parents who say rewards are the only way to get their children to eat.

- If parents are insistent on rewarding their children for eating healthy foods, have them use non-food items as a reward such as extra play time or getting to read a book or play a game with their parent.

---

- **Patience works better than pressure.**
- **Offer your children new foods.** Let them choose how much to eat.
- **Kids enjoy a food more when eating it is their own choice.**

**Rewarding children is not the best way to get them to eat healthy foods.**

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When parents reward children for eating healthy foods like broccoli by giving them unhealthy foods like ice cream, they may come to like the unhealthy foods more and dislike the healthy foods.

Pointing out the different qualities of a food encourages your child to try the food.

Rewarding your child with attention and kind words and allowing them some control over how their food is prepared may encourage them to try the food.

**Pushing children to eat healthy foods is also not the best way to get them to eat healthy foods.**

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If parents push their children to eat fruits and vegetables, children may start to dislike these healthy foods. Children may also learn to eat when they are not hungry.

Phrases like these help your child learn to listen to their bodies and stop eating when they are full. This can prevent overeating.

**Good ways to help your children to eat healthy foods:**

1. Don’t give up if your child won’t eat a healthy food the first time you give it to them. Keep trying with small portions.
2. Limit the unhealthy foods such as ice cream, cookies, soda, potato chips that you keep in your house.
3. Show your children that you eat and like healthy foods.
4. Take healthy snacks – such as carrot sticks, apples and grapes – with you when you go out so that you don’t have to buy unhealthy snacks for your kids.
5. Make sure your meals are mostly made up of healthy foods.
6. Try two vegetables and a lean protein.
7. Avoid unhealthy snacks right before meal time.
Eggplant can be found in the produce department of most grocery stores.

Selecting Eggplant: Look for an eggplant that is a deep purple color and has a firm, shiny skin.

Storing Eggplant: Store unwrapped in the vegetable compartment of your refrigerator. Use within one week of purchase.

Ingredients
½ eggplant, diced
6 fresh mushrooms, diced
1 fresh tomato, chopped
cooking oil spray
¾ oz. fat-free mozzarella cheese (use a string cheese stick)

Directions
1. Spray skillet with cooking oil.
2. Sauté eggplant, mushrooms, and tomatoes in skillet until tender but cooked.
3. Drain off extra juice and top with shredded or ‘peeled’ cheese. Let it melt. Serves: 2

Nutritional Information
per Serving:
Calories: 70
Total Fat: .5g
Saturated Fat: 0g

Children may play with, spit out, and taste a food several times before they eat it. If you continue to give your children fruits and vegetables and show them that you enjoy them, after a while they will start to eat them too.

Goal Setting
What are two things that you learned during this course? What are two changes that you would like to make or have made in how you feed your children?

Serves: 2

Try a New Food!

Galloping Good Eggplant

Try this recipe with your child!

Try a New Food!

Eggplant

Try this recipe with your child!

Galloping Good Eggplant

Try this recipe with your child!

Galloping Good Eggplant

Try this recipe with your child!

Galloping Good Eggplant

Try this recipe with your child!

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Galloping Good Eggplant

Try this recipe with your child!

Galloping Good Eggplant

Try this recipe with your child!
Patience works better than pressure.

Offer your children new foods.

Let them choose how much to eat.

Kids enjoy a food more when eating it is their own choice.
Anchor Activities

Changes You Want to Make

Sesions this activity can supplement: 1
Materials: None
Time Required: 5 minutes

Description:
Ask participants to work with the person sitting next to them to answer the following questions:
• What healthy eating habits do your children currently have?
• What changes do you want to make to your children's eating habits?

Give participants three minutes to discuss these questions with their partners.

Bring the group back together and listen to a few participants’ responses.

Follow-up From Last Time

Sesions this activity can supplement: 2, 3, 4, 5, 6
Materials: None
Time Required: 10 minutes

Description:
Ask participants to work with the person sitting next to them. Tell them they are going to discuss the changes they have made since starting this course.

You can tailor this activity to a particular session by asking participants about the goal setting that they did at the end of the previous session, as described below, or you can ask participants to talk more generally about any changes they have made since attending the Feeding for Healthy Eating sessions.

Session Two – Ask participants to discuss how they were a role model for their children since the last session. In particular, ask them to describe:
• how they served as a role model and
• how their children reacted to their role modeling.

Session Three – Ask participants to discuss the meal that they cooked with their children since the last session. In particular, ask them to describe:
• what they cooked,
• when they made the meal, and
• how their children helped.

Session Four – Ask participants to discuss the three family meals they shared with their children since the last session. In particular, ask them to discuss:
• when the meals took place,
• who was present,
• what they had to eat,
• how they felt about eating together with their family,
• any problems they ran into in eating three meals together with their family, and
• how they overcame these problems.

Session Five – Ask participants to discuss the two meals that they served family style since the last session. In particular, ask them to discuss:
• what they served and
• how their children reacted to being able to serve themselves.

Session Six – Ask participants to discuss the new fruit or vegetable they introduced to their child since the last session. In particular, ask them to discuss:
• how they prepared the food,
• how many times they offered the food to their child and
• their child’s reaction.

Give participants 3 minutes to discuss with their partner.

Bring the group back together and ask who would like to share with the group. Listen to a few participants’ experiences.
Special Family Meals

Sessions this activity can supplement: 1, 2, 3
Materials: None
Time Required: 10 minutes

Description:
Tell participants that you are going to talk about special meals that they usually share with their families, including their children (e.g. Thanksgiving, religious holidays, birthday celebrations, Mother’s or Father’s Day, the 4th of July).

Ask participants to stand in two lines of equal numbers of people, so that everyone is facing someone else. Tell them that everyone in one of the lines should talk about a special family meal that they share with their children, including:
• what (if anything) the meal celebrates (e.g. Thanksgiving, birthdays),
• what they usually eat during that meal,
• how they can make that meal healthier, and
• how their children do/could help in preparing that meal.

Tell the person who is not describing a family meal to offer suggestions for how to make the meal healthier and how to involve children in the meal’s preparation.

Allow participants three minutes to talk about their family meals.

After three minutes have passed, ask the participants in one of the lines to shift down one person so that everyone is standing across from a different person. Repeat the activity described above, but switch the line of people who describe a family meal so that everyone has a chance to share.

Allow participants three minutes to talk about their family meals.

Tell them that you hope this activity has helped them to think about how to make some of their family meals healthier and how to involve their children in meal preparation.

Modifications:
If your class falls before a major holiday, such as Thanksgiving or the 4th of July, you can ask participants to talk about what they usually eat during that celebration or what they have planned for that celebration.

New Fruits and Vegetables

Sessions this activity can supplement: 4, 5, or 6
Materials: • The worksheet for this activity • Pens or pencils for each participant
Time Required: 10 minutes

Description:
Tell participants that you are going to brainstorm fruits and vegetables that they can introduce to their young children.

Ask participants to pick up the worksheet and find another person to work with.

Tell them to work on filling in the blanks on the worksheet next to the first ten letters, A-J, by writing down the name of a fruit or vegetable that they can introduce to their young child that starts with each letter.

Allow participants two minutes to work on this.

Tell participants to find another partner from the other side of the room. Tell them to work on the next ten letters, K-T.

Allow participants two minutes to work on this.

Tell participants to find a third person to work with, again from the other side of the room. Tell them to work on the last 6 letters, U-Z.

Allow participants two minutes to work on this.

Bring the group back together and work through the letters by asking participants to share a fruit or vegetable for each letter. For example, ask, “Who came up with a food for A?” Listen to and respond to one or two responses and move on to the next letter. Move through the alphabet relatively quickly.
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<th>A.</th>
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### Nutrition Facts

**Mango Smoothie**
- **Serving Size:** 1 cup (185g)
- **Calories:** 110
- **Total Fat:** 1g (2% DV)
- **Saturated Fat:** 0.5g (3% DV)
- **Trans Fat:** 0g
- **Cholesterol:** 5mg (2% DV)
- **Sodium:** 45mg (2% DV)
- **Total Carbohydrate:** 23g (8% DV)
- **Dietary Fiber:** 2g
- **Sugars:** 21g
- **Protein:** 4g

**Vitamin A:** 15%  
**Calcium:** 15%  
**Iron:** 0%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat 10</th>
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**Crunchy Vegetable Wrap**
- **Serving Size:** 1/2 Tortilla (242g)
- **Calories:** 130
- **Total Fat:** 4g (6% DV)
- **Saturated Fat:** 2g (10% DV)
- **Trans Fat:** 0g
- **Cholesterol:** 10mg (3% DV)
- **Sodium:** 230mg (10% DV)
- **Total Carbohydrate:** 20g (7% DV)
- **Dietary Fiber:** 4g
- **Sugars:** 6g
- **Protein:** 5g

**Vitamin A:** 70%  
**Calcium:** 10%  
**Iron:** 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

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<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat 35</th>
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**Quick Minestrone Soup**
- **Serving Size:** 1 cup (236g)
- **Calories:** 120
- **Total Fat:** 0g (0% DV)
- **Saturated Fat:** 0g (0% DV)
- **Trans Fat:** 0g
- **Cholesterol:** 0mg (0% DV)
- **Sodium:** 250mg (10% DV)
- **Total Carbohydrate:** 24g (8% DV)
- **Dietary Fiber:** 5g
- **Sugars:** 5g
- **Protein:** 6g

**Vitamin A:** 25%  
**Calcium:** 4%  
**Iron:** 15%

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<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat 5</th>
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**Fruit Kabobs with Yogurt Dip**
- **Serving Size:** 1 kabob (424g)
- **Calories:** 180
- **Total Fat:** Less than 1g (0% DV)
- **Saturated Fat:** Less than 1g (0% DV)
- **Trans Fat:** 0g
- **Cholesterol:** Less than 1mg (0% DV)
- **Sodium:** 20mg (1% DV)
- **Total Carbohydrate:** 43g (14% DV)
- **Dietary Fiber:** 3g
- **Sugars:** 36g
- **Protein:** 3g

**Vitamin A:** 35%  
**Calcium:** 6%  
**Iron:** 6%

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**Apple Bark**
- **Serving Size:** 1 apple (118g)
- **Calories:** 150
- **Total Fat:** 4.5g (7% DV)
- **Saturated Fat:** Less than 1g (0% DV)
- **Trans Fat:** 0g
- **Cholesterol:** 0mg (0% DV)
- **Sodium:** 40mg (2% DV)
- **Total Carbohydrate:** 23g (10% DV)
- **Dietary Fiber:** 3g
- **Sugars:** 22g
- **Protein:** 3g

**Vitamin A:** 0%  
**Calcium:** 2%  
**Iron:** 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
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**Galloping Good Eggplant**
- **Serving Size:** (260g)
- **Calories:** 70
- **Total Fat:** Less than 0.5g (1% DV)
- **Saturated Fat:** Less than 1g (0% DV)
- **Trans Fat:** 0g
- **Cholesterol:** 0mg (0% DV)
- **Sodium:** 100mg (4% DV)
- **Total Carbohydrate:** 12g (4% DV)
- **Dietary Fiber:** 6g
- **Sugars:** 5g
- **Protein:** 6g

**Vitamin A:** 15%  
**Calcium:** 8%  
**Iron:** 4%

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