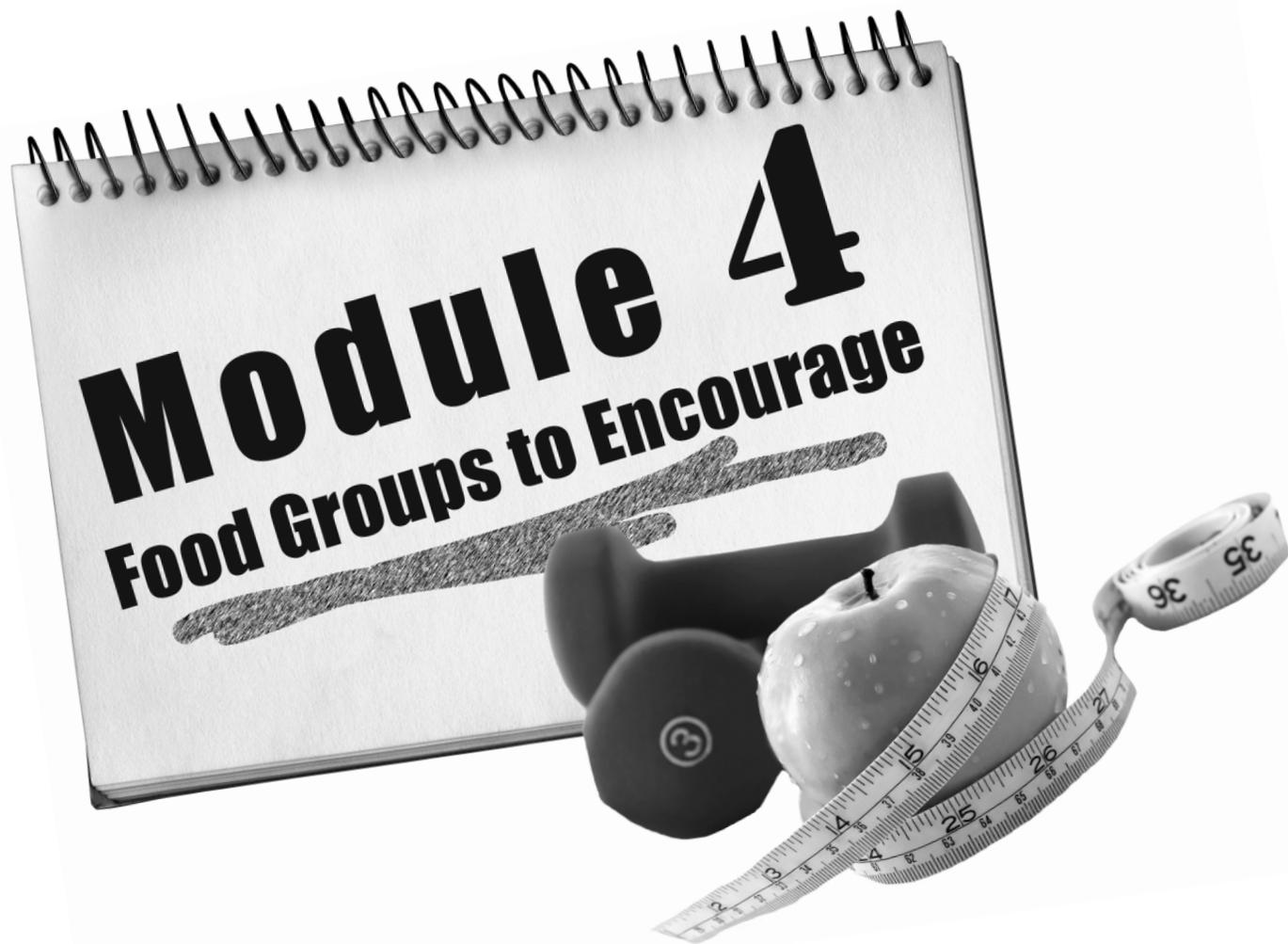


# Healthy Lifestyles Training

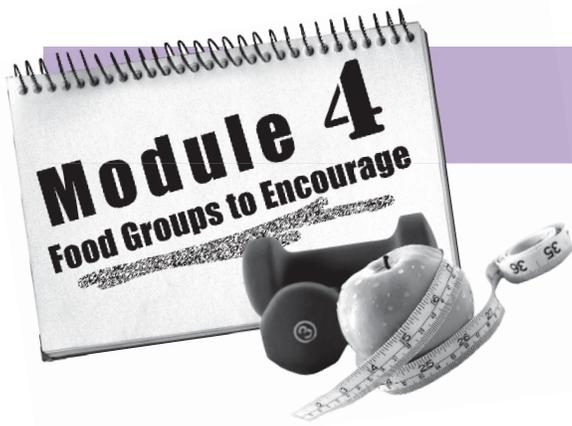
MODULE 4

Instructor's Guide



**Bountiful Eating**





# Food Groups to Encourage Bountiful Eating

Providing consistent messages about healthy living to support those who make a difference in children's lives

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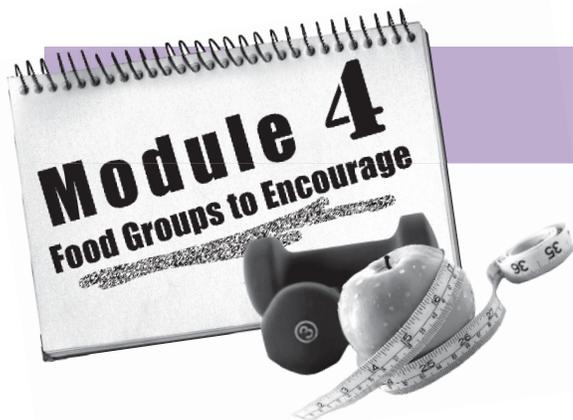
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# Acknowledgements

Providing consistent messages about healthy living to support those who make a difference in children's lives

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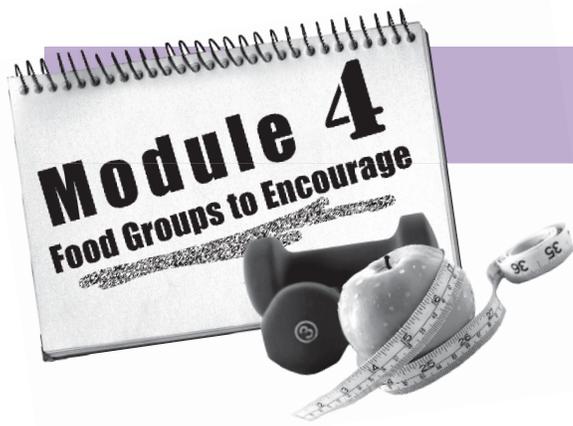
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Providing consistent messages about healthy living to support those who make a difference in children's lives

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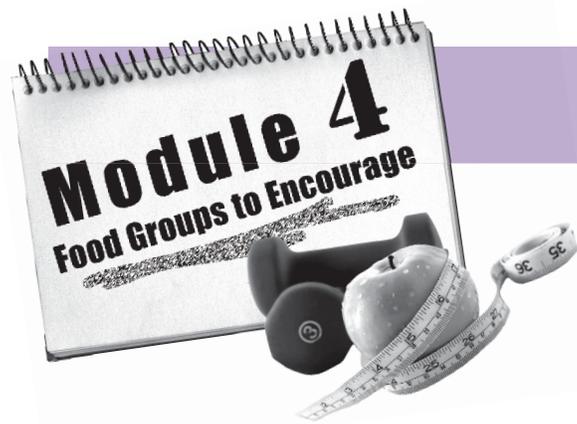
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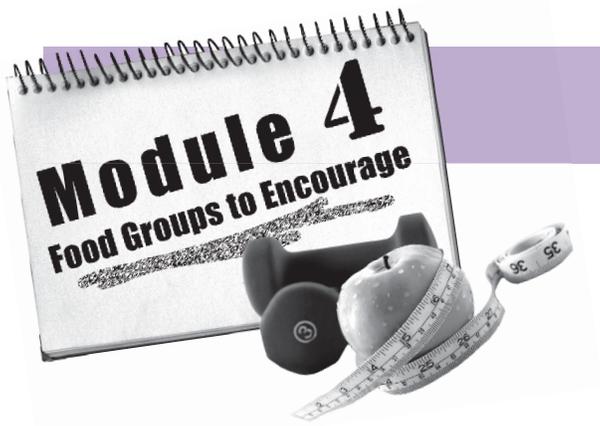
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Providing consistent messages about healthy living to support those who make a difference in children's lives

## Healthy Lifestyles Training Skill-Based Outcomes

### Module 1

**Participants in this training will be able to:**

- Examine personal history related to eating.
- Identify how to make healthful choices that are tailored to personal environments.
- Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- Set smart, reasonable personal eating and activity goals.

**In this training, participants will use these skills to:**

- Develop a vision and goals for eating and activity by examining personal values and patterns.
- Practice using tools to make wise personal food choices and to balance physical activity and eating.
- Explore tools that teach children to embrace healthy choices.

### Module 2

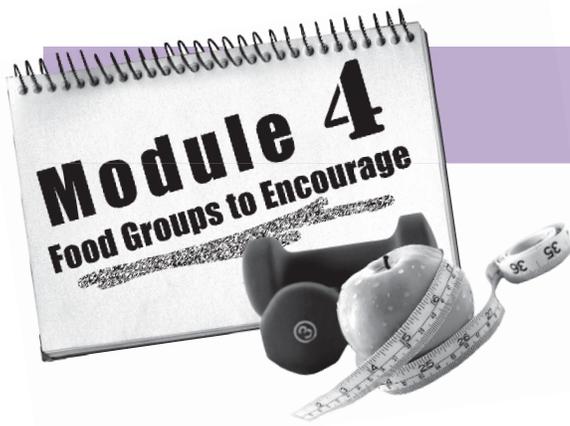
**Participants in this training will be able to:**

- Evaluate adult weight status and understand the Body Mass Index (BMI).
- Explore values related to healthful eating and activity.
- Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

**In this training, participants will use these skills to:**

- Determine BMI and evaluate personal weight status.
- Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

Providing consistent messages about healthy living to support those who make a difference in children's lives



## Module 3

**Participants in this training will be able to:**

- Discover the benefits of active living.
- Learn about and compare the benefits of different types of activity.
- Determine the energy expended in different activities.

## Module 4

**Participants in this training will be able to:**

- Understand the benefits of eating a variety of foods.
- Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- Examine different ways to encourage children to eat more healthfully.

**In this training, participants will use these skills to:**

- Select the amounts of different foods that are best for your health.
- Experience trying new foods.
- Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

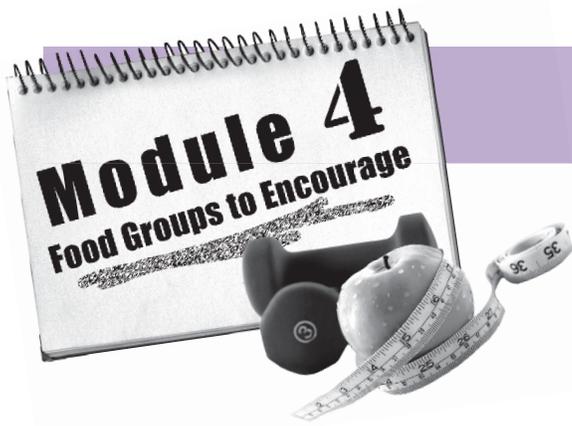
## Module 5

**Participants in this training will be able to:**

- Determine different types of carbohydrate and how they are used by the body.
- Identify where fiber comes from and why it is important for health.
- Identify foods that are made from whole grains.
- Recognize beverages and foods high in sugars.

**In this training, participants will use these skills to:**

- Determine strategies to reduce intake of foods high in added sugars.
- Determine ways to increase fiber consumption through foods that taste good.
- Determine ways to increase daily consumption of vegetables, fruits and whole grains.



## Food Groups to Encourage Overview

Providing consistent messages about healthy living to support those who make a difference in children's lives

As a trainer for the Colorado Team Nutrition program, you will be delivering information and messages to help individuals understand and incorporate the 2005 Dietary Guidelines for Americans into their daily lives. This overview will help you take the steps to prepare you for each of the training modules. All the information you need to deliver these trainings are contained in the overview and the participant materials.

### The Colorado Healthy Lifestyles Training is targeted for:

- \* Teachers
- \* Child care staff
- \* Foodservice Professionals
- \* Parents
- \* Health Educators
- \* Physical Education Professionals

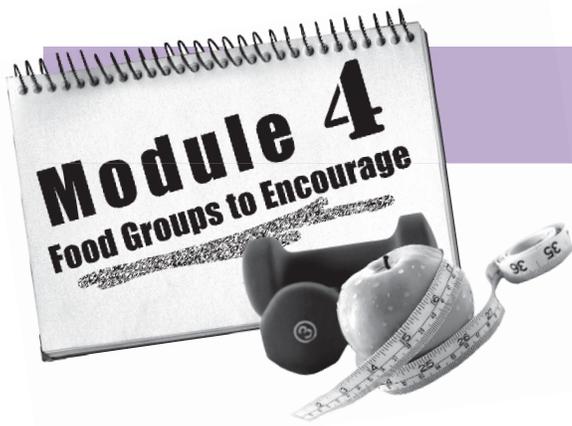
The Colorado Healthy Lifestyles Training Consists of 5 training modules based on the 2005 Dietary Guidelines for Americans. The modules incorporate a variety of learning activities to engage participants on a personal level. The skill-based outcomes and empowerment messages for each module are achieved through completion of all module components.

### Each module consists of the following components:

**Skill-based Outcomes** provide the module objectives and the skills that participants can expect to acquire as a result of attending and participating in the trainings.

**Empowerment Messages** are communications that can be given to the participants to encourage them to adopt the information and suggestions incorporated into the modules. These messages can be delivered in a variety of ways including during the training, as handouts, as cards or leaflets that are given out before the training or as follow-up. Be creative—empower your participants in a variety of ways!

**Planning** is a checklist that tells the trainer what to do to get ready for the training. It includes a list of the training background of materials that should be reviewed by the trainer, the equipment that should be gathered for the training and the supplies for the activities that take place during the training.



## Food Groups to Encourage Overview

Providing consistent messages about healthy living to support those who make a difference in children's lives

**Putting Knowledge into Practice** provides a list of resources for use in school and childcare settings. You may wish to have samples of some of these resources available for the participants to review. Module resources include examples from The Nutrition Literacy Toolkit, designed by the Colorado Department of Education. This tool helps educators design a curriculum using a menu of effective nutrition education resources. The Toolkit is aligned with learner outcomes in the Colorado core standards for reading, writing, math, and physical education and supports teaching skills for healthy eating while practicing skills that will increase students' competencies in reading, writing, math, and physical education. <http://www.cde.state.co.us/nltk/default.asp>.

**Training Tips** are provided for each module that help the trainer be aware of some of the difficulties that trainers encounter when providing education on the topics.

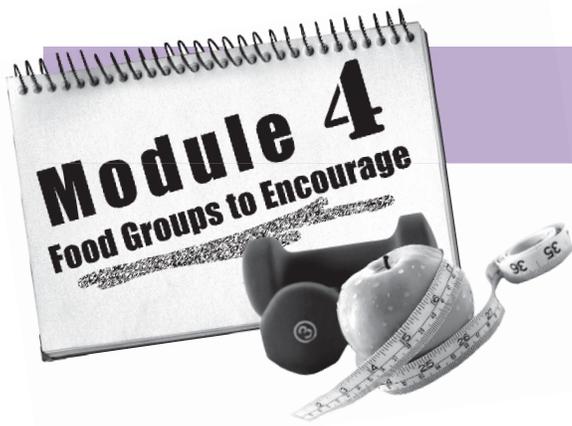
**Icebreakers** are presented for each training session. The purpose of the icebreaker is to introduce the participants to each other and to the topic of the training. Icebreakers provide an opportunity for interaction among participants from the first moments of training and for engagement in the training session.

**Slide Presentations** are given to support the module content. Module slides can be used in entirety, or parts can be selected to perform trainings on specific points. Some duplications appear across slide presentations as the principles of the training modules cut across each of the modules.

**Scripts** provide the content for the training for each module. Each script includes references for materials presented with the slides and is designed to give trainers of all experience levels the background to present the training successfully.

**Activities** are included with each training module to build skills and to reinforce principles related to the module. Depending on the amount of time allotted for the trainings and the participant skill level, activities may be used together or separately.

**Handouts** have been created to support each of the training modules. The handouts are designed to be copied for each participant. A list of each handout is included in the What You Will Need To Do section.



## Food Groups to Encourage Overview

Providing consistent messages about healthy living to support those who make a difference in children's lives

**Lifestyle Tips: Small Changes Add Up** are included on a one-page handout at the end of the activities. These handouts can be used with the activities, or can be given to participants to assist them with making personal goals or for strategies to incorporate healthy habits into their daily lives.

**Wrap Ups** are found at the end of each training module. These short activities summarize the key points of training and help participants to focus on the information they learned during the training. Wrap Ups are one of the best ways to encourage participants to take the lessons and incorporate them into their daily lives and the lives of the children with whom they work.

**Evaluation Forms** are included in each module. The evaluation is to determine the extent participants' knowledge and skills have increased as a result of the training.

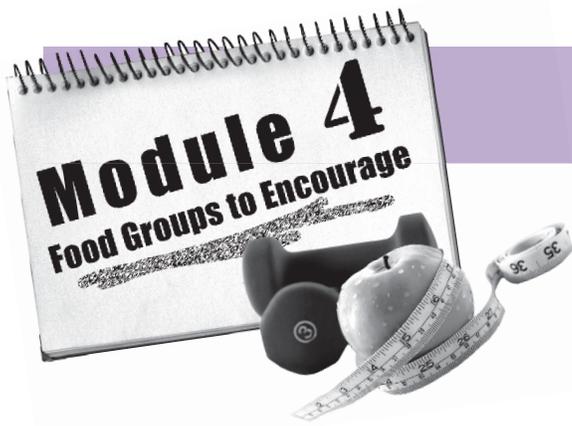
### How can trainers use the modules?

Trainers may use the modules exactly as they are presented, or they may select individual pieces to use with other training activities. In general, the modules are designed to last from one to two hours and may be used independently or together, for half or full day trainings. In the event that more than one module is presented on the same day, presenters will want to take care to eliminate duplicate slides from the slide presentations.

The optimal size of groups that can participate in the trainings is between 10–25 individuals. Larger numbers can be accommodated, but the extent of individual participation will be limited by group size number.

### Welcoming the Participants

The trainer will set the overall tone for the sessions and will guide the educational experience for the participants. Setting the tone during the welcome and during the icebreaker will help the participants feel at ease and establish the environment for the best learning for all. Make sure to give the participants a "preview" of the training and include important business items such as restroom location.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Facilitating Questions

Active participation is an essential component of adult-centered learning. As a trainer, you can make a tremendous difference in the comfort level of participants and in their ability to fully participate in the training. All questions are good questions—though some may be more expected than others! Welcome interest shown by participants (even though some questions may not be 'topical'). Be willing to state when you don't know the answer to a question, and be prepared with resources to point the participants towards the answers.

## Certificates of Completion

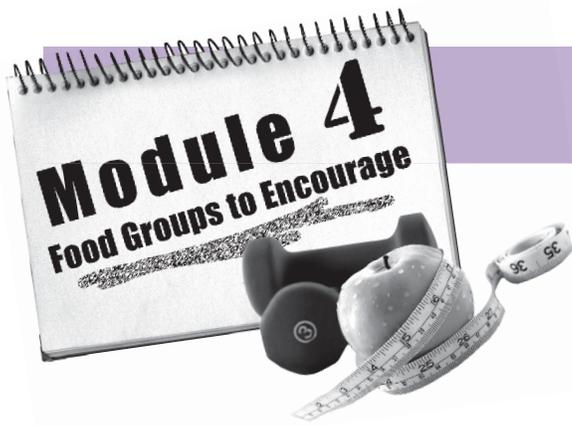
Included in each module is a certificate (in PowerPoint®) that can be customized to the group that is participating in the training. Fill in the participant's name and sign your name for the institution or agency that you represent at the bottom of each certificate.

## Evaluation

For your own information or job requirements, you may want to give participants an opportunity to evaluate your performance and the training materials. An evaluation form asking participants' opinions on the information presented, their confidence in adopting the 2005 Dietary Guidelines, the degree to which they feel the training improved their knowledge and skills related to the module objectives, and which activities or parts of the training were most helpful to them is included for each module.

## Trainer's Checklist

Each module contains a planning section that will guide your training session for that module. The following checklist contains other major responsibilities and items that you will need to take care of as the trainer for the program. Review this list and also refer to the individual modules for instructions and advice on how to conduct a successful training.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## First things to do

- Make arrangements for the facilities and take a look at the room to make sure it has all of the furniture and equipment that you may need.
- Make plans for refreshments, if desired.
- Arrange for staff support, if you will need it.
- Review the modules and select the activities that you plan to do for your training.
- Review the planning section(s) in the module(s) you plan to use as well as the materials needed for each activity.
- Gather necessary materials/prepare handouts.

## One week before the training

- Meet with other staff and review their responsibilities.
- Prepare registration materials (nametags, registration list).
- Gather or prepare any remaining materials/handouts.
- Confirm all plans for facilities, equipment, registration, food and any staff support you may be receiving.
- Make signs giving directions to the training site, if needed.
- Practice the scripts for the icebreaker, slide presentation and the activities.
- Familiarize yourself with the equipment you will be using.

## On the day of the training

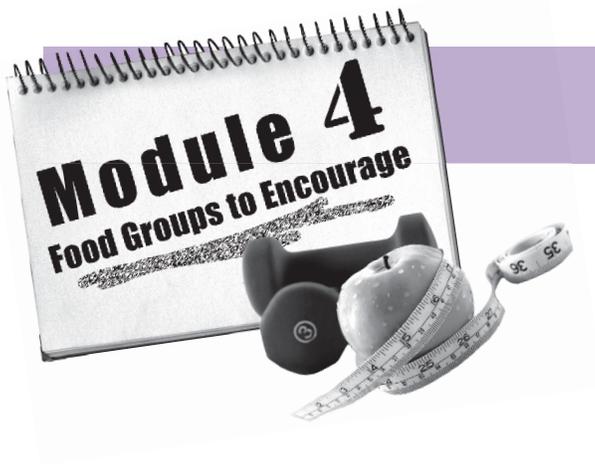
- Put up signs giving directions to the training.
- Arrive at least 1 hour before the training begins.
- Organize the room.
- Set up the registration table.
- Test equipment.

## During the training

- Register the participants using the registration list.
- Welcome the participants.
- Facilitate the program.
- Make sure that evaluations get completed.
- Distribute certificates of participation.

## After each training

- Thank the local individuals and sponsors.
- Clean up any leftover refreshments and clean the room.
- Put equipment away and take down signs.
- Thank your support staff.
- Send thank you notes to the local individuals and sponsors.
- Send thank you notes to your support staff (it is good for their annual evaluations too).



## Food Groups to Encourage Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

### Skill-Based Outcomes

Participants in this training will be able to:

- \* Understand the benefits associated with eating a variety of foods.
- \* Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- \* Examine different ways to encourage children to eat more healthfully.

In this training, participants will use these skills to:

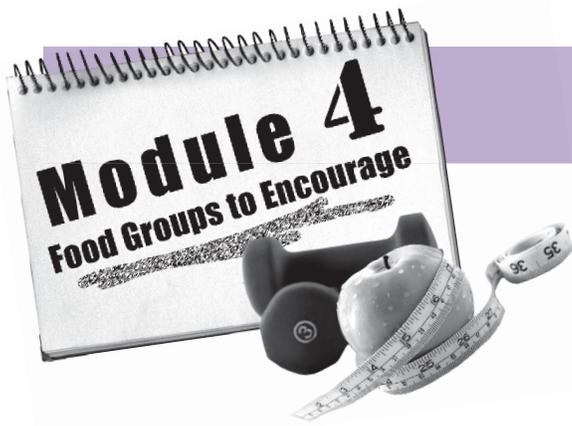
- \* Select the amounts of different foods that are best for your health.
- \* Experience trying new foods.
- \* Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

### Empowerment Messages

- \* Choose to eat a variety of foods to achieve better health.
- \* Be adventurous! Find new foods you like.
- \* You can eat more food for fewer calories: choose more fruits, vegetables and low fat milk products.
- \* What you say to children really matters!

### Icebreaker—The Magic Wand—(10 minutes)

This icebreaker helps participants learn that recalling things that we may know quite well can be difficult on the spur of the moment. Without planning ahead, or taking some time to think about it, we can get stuck in ruts of eating the same things over and over. We may forget about the array of delicious and healthy foods that are available. Sometimes, it just takes a little forward planning to increase the variety in our diets. Planning, preparation and practice are important parts of improving dietary variety.



## Food Groups to Encourage Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

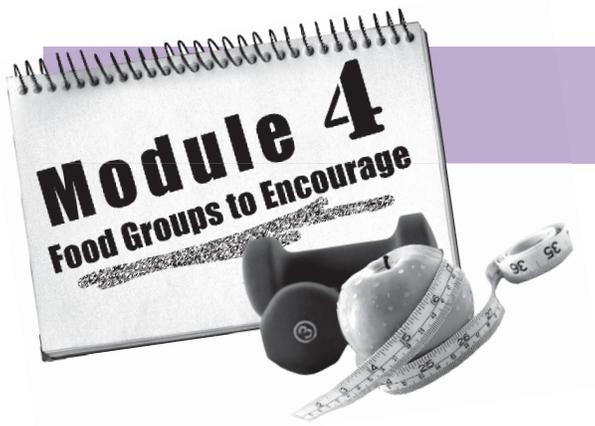
### Bountiful Eating PowerPoint® Presentation—(15 minutes)

Use this PowerPoint® lesson to help participants discover the secrets of Bountiful Eating. It will help you introduce key points related to increasing variety from the fruit, vegetable, whole grain and low fat milk product groups. It will also help you discuss the health benefits associated with increasing the variety in your diet. The DASH Eating Plan and MyPyramid will be reviewed along with ways to use these tools to improve your diet. Lastly, the presentation introduces the idea of encouraging children to try new foods.

### Activities

The following activities have been designed to encourage participants to try new foods and to help them learn how to encourage children to try new foods.

1. **Adventures in Eating:** Participants will have the opportunity to try new foods and to discover ways to increase fruits, vegetables, whole grains and low fat dairy products in their diets. **(15 minutes)**
2. **Encouraging Tasks:** Participants will perform a task analysis of encouraging children to try new foods and will learn about the complexity of successful encouragement. **(15 minutes)**
3. **What You Say Matters:** Participants will learn how the words they choose can influence children's interest in trying new foods. **(15 minutes)**
4. **Role Play:** Participants will gain a better understanding of how children may feel when adults "encourage" them to eat better. **(15 minutes)**



Providing consistent messages about healthy living to support those who make a difference in children's lives

## What You Will Need To Do:

### ➤ Review:

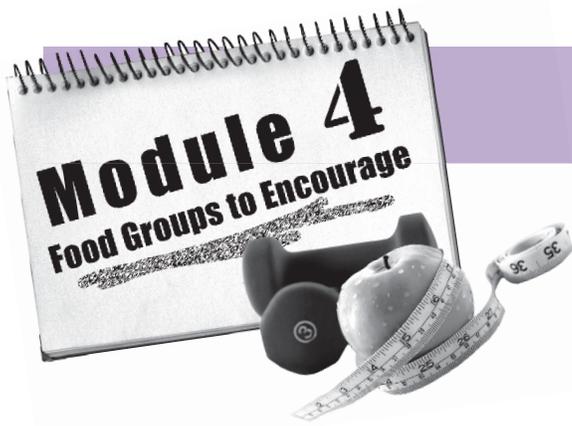
- \* And understand the objectives and skills for the module and how they relate to the activities.
- \* The section entitled "Training Tips"
- \* The section entitled "Putting Knowledge Into Practice"
- \* The background material contained in the PowerPoint® slide set.
- \* And test the Activities.

### ➤ Get Equipment for Lesson Content:

- \* Computer with Windows® 2000 operating system and Microsoft Office System® with PowerPoint® presentation software.
- \* Data Projector or DVD Player
- \* Screen or flat light surface to project upon
- \* Healthy Lifestyles CD
- \* Easel, large white pad and markers (or a board with chalk or markers)
- \* Small plates, utensils, cups of water, napkins, cooler to transport food, sharp knife and cutting board (see Activity 1)
- \* A selection of foods from each food group found on Handout 2: "Adventure Foods" (see Activity 1)
- \* Tasks performed in preparing an apple outlined on the board or a large sheet of paper (see Activity 2)
- \* Index cards with 5 key phrases as directed in Activity 4

### ➤ Make Copies of the Following for Each Participant:

1. Icebreaker, Handout 1: "Veggie Variety"
2. Activity 1, Handout 2: "Adventure Foods"
3. Activity 1, Handout 3: "Are You an Adventurous Eater?"
4. Activity 3, Handouts 4a and 4b: "What You Say Really Matters"
5. Handout 5: "Lifestyle Tips: Get Out of That Rut!"
6. PowerPoint® handouts
7. Putting Knowledge Into Practice Resource List
8. Evaluation
9. Certificate of Completion



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

Listed below are resources that can be used to apply skills and concepts from the training modules in PreK-12 classrooms, school foodservice programs and childcare facilities. Many of the PreK-12 resources are from the Colorado Nutrition Literacy Toolkit, a nutrition education curriculum planning tool. The entire tool can be accessed at <http://www.cde.state.co.us/nltk/default.asp>.

### Pre-K-12 Classroom Resources

#### **Food Friends—Making New Foods Fun for Kids**

#### **For 2- to 5-year-old children**

This program is designed to help adults create a positive feeding environment in an effort to increase children's willingness to try new foods. The program consists of "hands-on" nutrition activities, storybooks, and many opportunities to try new foods.

*Department of Food Science & Human Nutrition  
Colorado State University*

*Phone: 970-491-1305*

<http://www.fshn.cahs.colostate.edu/nep/ff/index.html>

#### **Color Me Healthy**

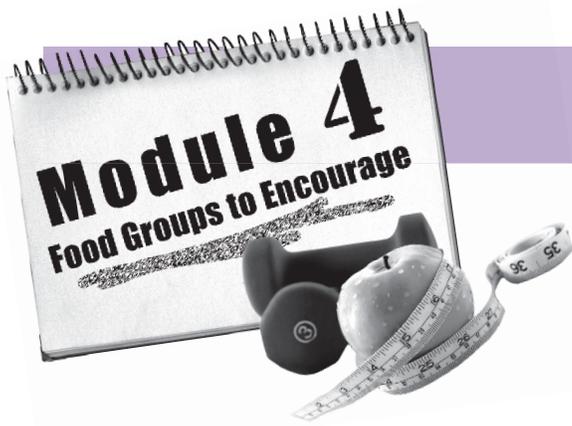
#### **For 3- to 4-year-old children**

This program introduces children at an early age to new types of nutritious foods. It also helps them interactively explore opportunities for physical activity. The program supports the adoption of a healthy lifestyle in childhood so that it can become a habit for life. Color, music and exploration of the senses teach children that healthy food and physical activity are fun. Some of the materials are available in Spanish.

*North Carolina Cooperative Extension  
and North Carolina Division of Public Health  
carolyn\_dunn@ncsu.edu*

*Phone: 919-515-9142*

<http://www.colormehealthy.com/>



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### Integrated Nutrition Education Program

### For Grades 1–5

This resource provides 26 1-hour lessons for each grade, 1–5. The lessons are designed to meet grade-level-specific academic standards for literacy and science, involve food preparation and/or tasting, and are bilingual (activity sheets and take-home recipes are English/Spanish).

The program objectives include: 1) Increased intake of fruits and vegetables, specifically targeting fruit/vegetable consumption in the school lunchroom; 2) Increased self-efficacy regarding food preparation; 3) Increased knowledge about MyPyramid and an overall healthy diet.

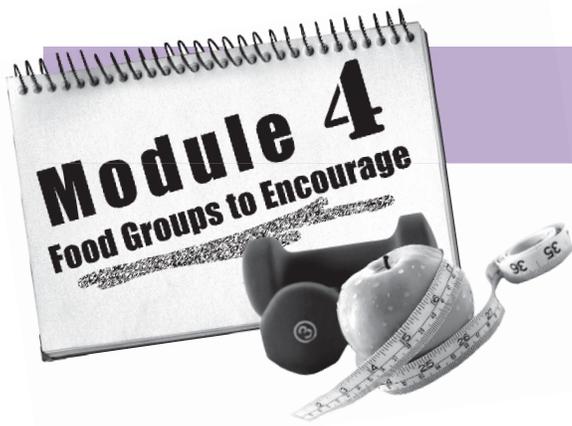
*Cathy Romaniello, MPH, RD  
University of Colorado Health Sciences Center  
Section of Nutrition, Department of Pediatrics  
email—cathy.romaniello@uchsc.edu  
Phone: 303-315-5401*

### MyPyramid

### For Grades 1–6

Classroom materials include lesson plans, an interactive game, and a MyPyramid for Kids Poster. The materials are tailored to children ages 6 to 11 and provide fun, colorful graphics that attract the attention of children and encourage them to learn more about MyPyramid for Kids. The nutrition and physical activity messages in the materials teach children how to make healthy eating and physical activity choices.

*USDA Team Nutrition  
Phone: 703-305-1624  
<http://www.fns.usda.gov/tn/kids-pyramid.html>*



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### Little D's and Arianna's Nutrition

#### Expedition Lessons

#### For Grades 2–4

Hold on and get ready for some fun adventures—to Antarctica, The Big City, the Orient Express, “The-Great-Mysteries-of-Nutrition” Pavillion, and the Playground Cave! This eight-activity program, which supports MyPyramid, supplements both your language arts and health curricula.

*Western Dairy Council*

*Phone: 303-451-7711*

*Phone: 800-274-6455*

*info@wdairycouncil.com*

<http://www.wdairycouncil.com>

### Planet Health

#### For Grades 6–8

This interdisciplinary curriculum encourages students to choose healthy foods, increase physical activity, and decrease inactivity. It includes 63 lessons, a “Power Down” campaign to decrease television viewing, a FitCheck tool to check fitness level, and worksheets. The program gives students skills to make healthy changes, strengthen competence, and foster support. **Note: Some lessons require modification to MyPyramid.**

*Sponsor: Harvard University*

*Source: Human Kinetics*

*human@hkusa.com*

*Phone: 1-800-747-4457*

<http://www.humankinetics.com/products/showproduct.cfm?isbn=9780736069182>

### Power of Choice

#### For Grades 6–8

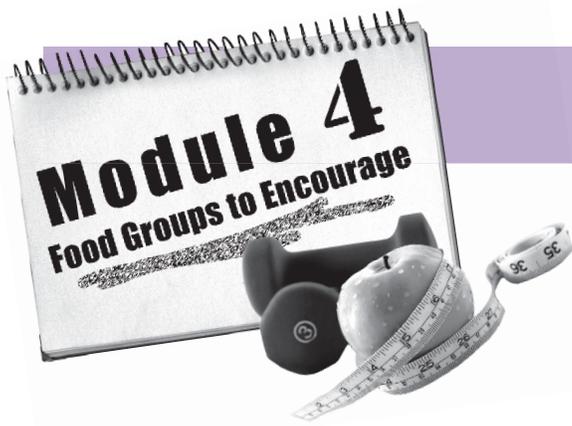
After-school program leaders working with young adolescents will have everything they need in the Leaders' Guide, including most activity materials. Many activities take little or no pre-planning and are found in 10 interactive sessions based on four posters. Also included are a recipe booklet, parent letter, and Nutrition Facts cards. The CD contains additional activities, tips for improved communication with adolescents, a training video for the adult leaders, and a song for pre-teens.

*U.S. Department of Agriculture Food and Nutrition Service and the*

*U.S. Department of Health and Human Services Food and Drug Administration.*

*Phone: 703-305-1624*

[http://www.fns.usda.gov/tn/Resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/Resources/power_of_choice.html)



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### MyPyramid: Pass It On!

### For Grades 6–Adult

In addition to basic nutritional information on food groups and portion sizes, the video points students to the website [mypyramid.gov](http://mypyramid.gov) where they find personal eating plans for their age, gender, size and activity level. 'MyPyramid: Pass It On!' is a fast-moving overview of the newest food pyramid that will give students the information they need to balance healthy eating with physical activity for a lifetime of good health habits. Teaching materials included.

*Learning Zone Express*

Phone: 888-455-7003

<http://www.learningzonexpress.com/product.php?id=221>

### Nutrition Essentials

### For Grades 6–12

This series of lessons is designed to teach students how to make healthful eating and physical activity choices. The materials include 5 posters, and an interactive CD providing games and nutrition education information, teacher tips, reproducible handouts, and more.

*USDA Team Nutrition*

Phone: 703-305-1624

<http://www.fns.usda.gov/tn/Resources/nutritionessentials.html>

### Empowering Youth with

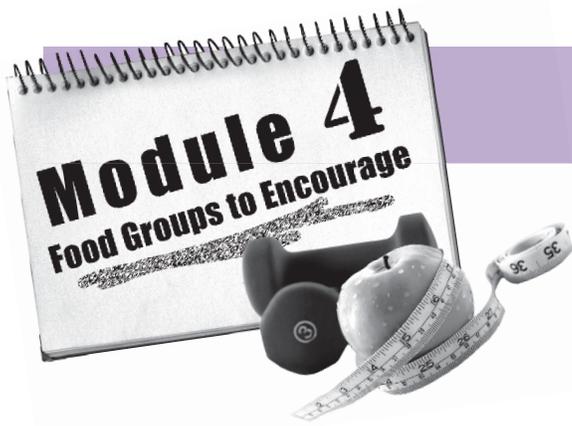
### Nutrition and Physical Activity For 11–18 year olds

This manual is intended for use in after school programs and classrooms. As described on the Team Nutrition website, "it contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompters and more!"

*USDA Team Nutrition*

Phone: 703-305-1624

<http://teamnutation.usda.gov/Resources/empoweringyouth.html>



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Putting Knowledge Into Practice

### Foodservice and Childcare Resources

#### **WELCOA**

#### **For Child Care and Foodservice Professionals**

WELCOA is a national, non-profit, membership organization dedicated to promoting healthier lifestyles for all Americans, especially through health promotion initiatives at the worksite. Organizationally, WELCOA serves as an umbrella, linking communities and coalitions together into a supportive network that includes locally-affiliated wellness councils, well-city initiatives, well-workplaces and individual and corporate members throughout the United States.

*The Wellness Councils of America*

*Phone: 402-827-3590*

*<http://www.welcoa.org/>*

#### **Feeding Young Children in Group Settings**

#### **For Childcare and Foodservice Professionals**

As described on the project's website, "Feeding Young Children in Group Settings is an educational project developed by the University of Idaho. The project is designed to help you provide a nurturing feeding environment for children. The project integrates concepts from nutrition, child development, and food safety and presents information about best practices in feeding young children." The website offers educational materials, learning activities, and resources including frequently asked questions about child feeding, handouts, videos and more.

*School of Family and Consumer Sciences*

*University of Idaho*

*Janice Fletcher, EdD*

*Phone: 208-885-7321*

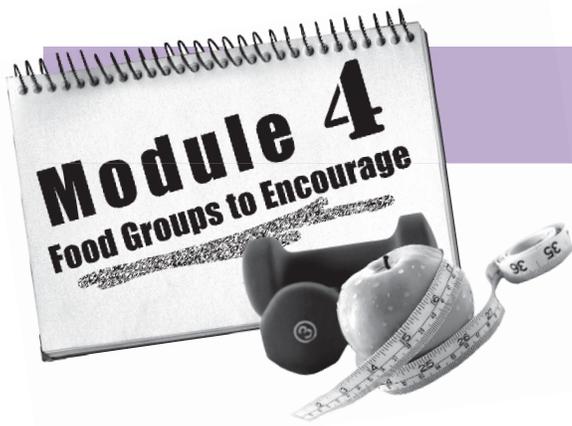
*E-mail: [feeding@uidaho.edu](mailto:feeding@uidaho.edu)*

*Laurel Branen, PhD, RD, LD*

*Phone: 208-292-2544*

*E-mail: [feeding@uidaho.edu](mailto:feeding@uidaho.edu)*

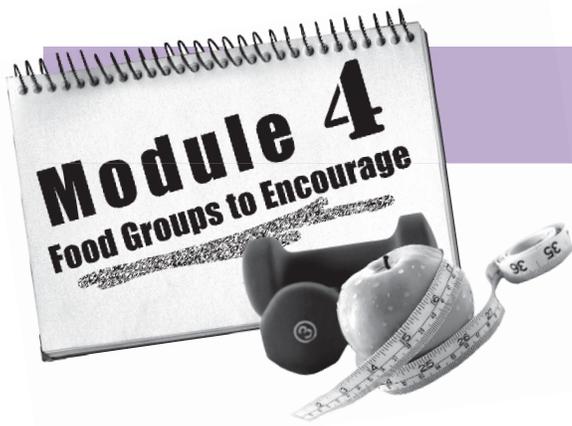
*<http://www.ag.uidaho.edu/feeding/>*



## Food Groups to Encourage Training Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives

- \* **Be sensitive:** Not everyone can afford, or have access to, fresh fruits and vegetables or whole grain products all of the time. Fresh foods can be more expensive than frozen or canned foods. Find examples of recipes that can incorporate fresh, frozen, and canned fruits and vegetables. Give tips on finding whole grain products that can fit into most people's food budgets. Provide tips on purchasing fruits and vegetables in season when they are less expensive. Set a goal of convincing the audience that everyone can participate in the program.
- \* **The reality of organic foods:** Healthy eating habits are more about variety, moderation and consistency than about "special foods." The jury is still out on whether organic foods provide more nutritional benefits than non-organic produce and products. Listen to and read the news with critical eyes and ears and look for the kernel of truth rather than taking every item at face value. After all, a good first step in improving our diets is to increase our fruits, vegetables, whole grains, and low fat dairy from any source. Purchasing organic foods should be a personal decision.
- \* **Focus on foods:** The most efficient and best sources of nutrients are from foods—there may be some nutrients in foods that remain to be discovered! Focus on wise food choices over supplements to meet nutrient needs. Also point out that supplements are an expensive source of nutrients and do not provide the satisfaction and pleasure associated with eating foods.
- \* **Get willing:** It's usually a wise strategy to take a look at our own eating patterns before trying to convince other people to change theirs! Before the training, take a few moments to think about your diet and how you incorporate variety and moderation into your eating habits. You might just identify a habit you would like to work on and think about sharing that with the group. Participants may be more likely to accept new ideas if they feel we can relate to their challenges.
- \* **Get clear:** Chances are that you have had some experiences with trying to convince children to try a new food or to eat what you have prepared for them. What strategies did you use to encourage them to try or eat something? Have you ever crossed the line from encouragement to pressure? Take a few moments to examine words you might use to encourage children to eat...then think about how you would feel if someone used them on you. **It can be a very revealing experience!**



Providing consistent messages about healthy living to support those who make a difference in children's lives

### It is helpful to the participant to be reminded to:

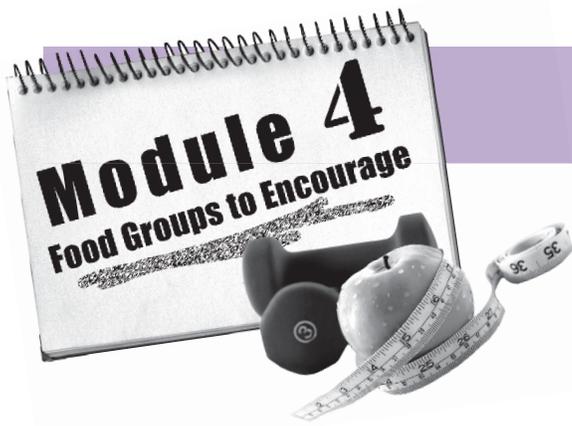
➤ **Keep goals gradual and small:** Small goals are achievable goals. All sorts of influences (family, media, society) can cause us to set unrealistic goals. When goals are too large, we can be set up for failure. Small goals can mean more frequent rewards and greater change over time.

➤ **Leave room for fun and choice.** Remember that people do not like even the slightest hint of being forced or pressured into trying new foods. Therefore, be sure to have a couple of choices available and to offer rather than pressure pressuring individuals to eat them. Believe it or not, it's a victory when people just try things—they don't have to like it the first few times. More fun and choice during trying usually results in greater willingness to give the new foods another try on different occasion.

➤ **Be flexible.** Lifestyle changes are about changing your habits for the long haul. It's not a crisis if you don't meet your goals every single day. If you don't accomplish your goal on one day, make it a point to get there the next day. The big picture of sustaining healthier habits on most days is your long term goal.

➤ **Look for healthy convenience.** Food companies are making snack packs of fruits and vegetables that most children and adults enjoy—along with low fat dips for those who are making the transition to including more vegetables into their diet. You can find them in convenience stores and in your grocery. Fast-food outlets have also joined the trend and are now providing choices that include more fruits and vegetables. So, the food industry is slowly responding by providing healthier choices. Now it's up to us to choose health.

➤ **Be adventurous!** There are so many foods out there from which to choose. Eating for adventure doesn't mean eating weird foods or trying things that we don't normally think of as food (like insects, for example). It really means just getting out of our food "ruts" and choosing something different. Did you know that every culture celebrates with food and feasts? Visit and learn about other cultures by trying foods from far-away lands. The internet provides countless opportunities for learning about taste experiences from other cultures.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Let's Get Started: Veggie Variety—(10 minutes)

This icebreaker helps participants learn that recalling things that we may know quite well can be difficult on the spur of the moment. Without planning ahead, or taking some time to think about it, we can get stuck in ruts of eating the same things over and over. We may forget about the array of delicious and healthy foods that are available. Sometimes, it just takes a little forward planning to increase the variety in our diets. Planning, preparation and practice are important parts of improving dietary variety.

**Materials required: A copy of Handout 1:** "Veggie Variety" for each participant.  
A pen or pencil for each participant.

*Ask the participants to list all the vegetables they can think of that they like on the handout. Ask them to do this by themselves with no sharing among individuals.*

**Allow 2–3 minutes.** *Stop the individual activity when it appears that most have finished their lists.*

**Allow 3–5 minutes** *for individuals to share their list and make another group list on the board or a large sheet of paper.*

- **SAY:** Are there any vegetables on the group list that you like that you forgot to put on your list?
- **SAY:** What can we learn from this activity?
- **SAY:** Consider adding vegetables that you see on the board and that you like to your handout, and use this list as a reminder of other vegetables you can include in your routine.

# Icebreaker Handout 1: Veggie Variety

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Working on your own, try to think of all of the vegetables that you like. Jot them down in the spaces provided below. We've included some categories of vegetables to help you.

1. Dark Green \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Dark Orange \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Starchy \_\_\_\_\_

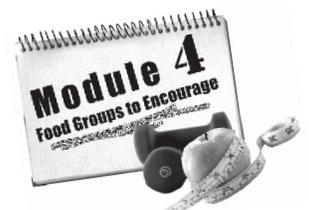
\_\_\_\_\_  
\_\_\_\_\_

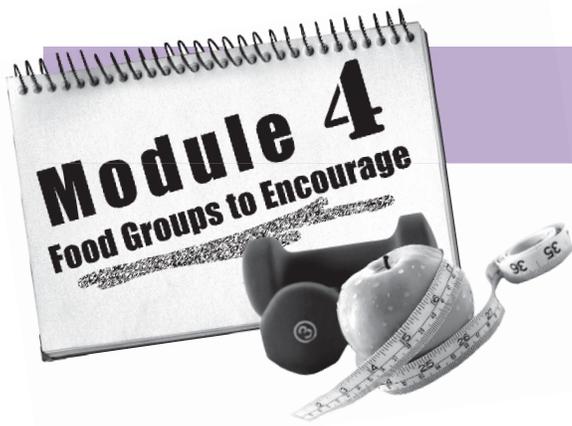
4. Legumes \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 1: Adventures in Eating—(15 minutes)

This activity will enable participants to try new foods and to discover ways to increase the fruits, vegetables, whole grains and low fat dairy products in their diets.

**Materials required:** Small plates, utensils, cups of water, napkins, cooler to transport food, sharp knife and cutting board. A selection of foods from each food group on

**Handout 2:** "Adventure Foods". The foods should be prepared for sampling by using proper food handling techniques. **Copies of Handout 2:** "Adventure Foods",

**Handout 3:** "Are You an Adventurous Eater", and a pen or pencil for each participant.

**Start by asking participants to respond to the following questions.**

### ➤ SAY:

1. What would influence YOU to try a different food?
2. What does the overall profile of your diet look like with respect to fruits, vegetables, whole grains and low fat dairy? Do you meet the recommendations for 2 cups of fruits, 2 ½ cups of vegetables, 3 oz.-equivalents of whole grains and 3 cups of low fat milk products?

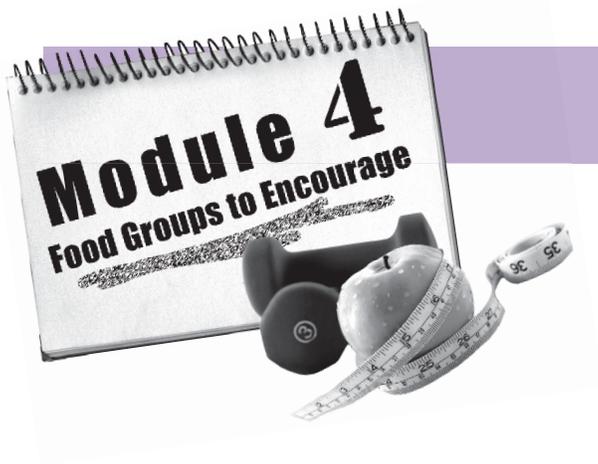
*Next, give participants a small plate and ask them to take a sample of each of the foods that you have prepared. You can label each food or you can save it as a surprise for the end of the activity.*

### ➤ SAY:

- \* The purpose of this activity is to test yourself on your willingness to try healthy foods that you have never had before. Ultimately, I would like to help you think about ways to include a wider variety of foods into your diet.
- \* As you taste each food, use Handout 3: "Are You An Adventurous Eater?" to describe its Taste, Texture and Pleasantness. Also, choose words that you think would encourage a child to taste this food.

**NOTE:** No one should be forced or pressured to try a food if they don't want to try it.

*Ask participants to share some of their comments about the various foods they have tried.*



## Food Groups to Encourage Activities

Providing consistent messages about healthy living to support those who make a difference in children's lives

### ➤ SAY:

- \* Were you surprised by the taste of any of them?
- \* Did you like anything that you thought you might not like? Or dislike it?
- \* What if I had said that you couldn't leave the training until you took a bite of each food?
- \* Does this give you any new insights into what it is like to be a child and be asked to try new foods?

*Additional suggestions for trying new foods can be found on Handout 5, Lifestyle Tips "Get Out of That Rut!".*

# Activity 1

## Handout 2: Adventure Foods

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Looking for a little adventure in your food choices? Give these foods a try to help change your diet from ordinary to extraordinary.

### Vegetables

- Arugula
- Baby bella mushrooms
- Bok choy
- Daikon radish
- Okra (pickled or steamed)
- Parsnips
- Snap peas
- Summer squash (yellow)
- Turnip

### Fruits

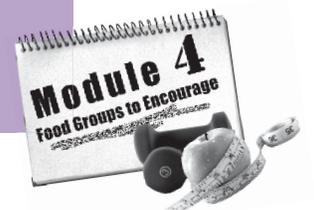
- Boysenberries
- Clementines
- Ducinea watermelon (small)
- Kiwi
- Mango
- Papaya
- Passion fruit
- Rhubarb
- Ugli fruit

### Whole Grains

- Whole grain crackers
- Whole grain chips
- Raisin bran cereal
- Corn tortilla
- Couscous
- Millet
- Whole grain pasta
- Brown or wild rice

### Low Fat Milk Products

- Reduced fat cheeses
- Goat cheese products
- Kefir
- Low fat milk
- Yogurt
- Frozen yogurt



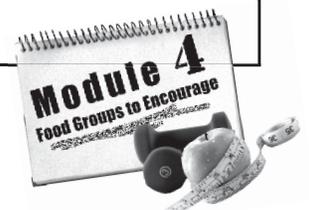
# Activity 1

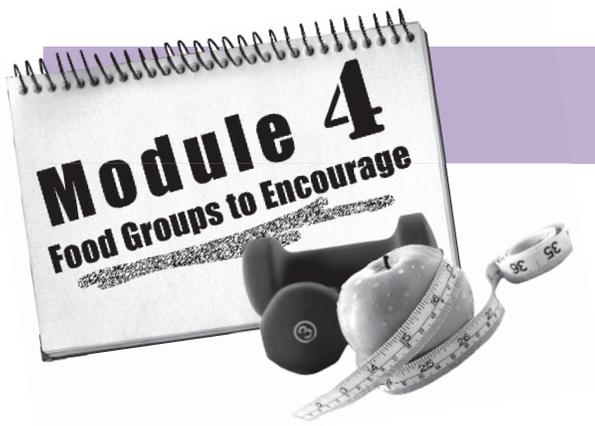
## Handout 3: Are You An Adventurous Eater?

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On the sheet below, write down the foods that decide to try. Then write a few words in each of the columns to describe the food characteristics.

Food Name	Taste	Texture: How it feels in your mouth	Pleasantness	Words you would use to encourage children to try it
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				





Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 2: Encouraging Tasks—(15 minutes)

This activity will help participants realize that feeding children and encouraging them to try a new food can be complex tasks.

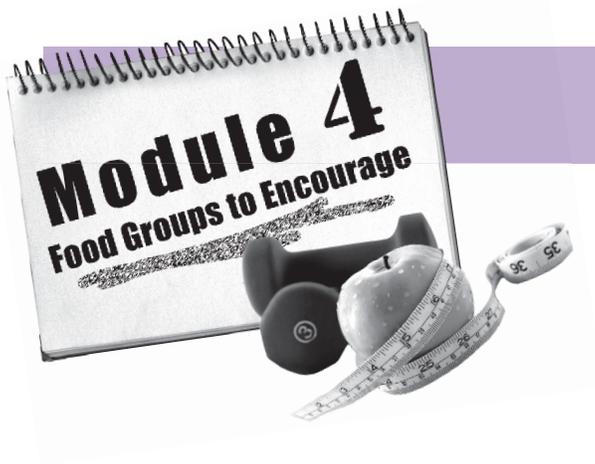
**Materials required:** Tasks performed in preparing an apple outlined on the board or a large sheet of paper.

*To introduce the topic:*

- **SAY:** What does it mean to “encourage” a child to try a new food? What kinds of things do people do to encourage children to try new foods?

*After they have answered, acknowledge that feeding children is really quite a challenge because, despite how we may normally think about it, feeding really isn't all that simple.*

- **SAY:** When you consider child feeding, you realize that it is really made up of lots and lots of small, detailed tasks that we carry out to try to make mealtimes healthy.
- **SAY:** If we tried to do a task analysis of “encouraging children to try a new food” what would that look like and how would we do it?
- **SAY:** As an example of how you do a task analysis, think about preparing an apple for children to eat. When you think about it (which we rarely do), preparing an apple is really a set of many distinct, simple behaviors performed one after another. Lets take a look at a task analysis of preparing an apple.



Providing consistent messages about healthy living to support those who make a difference in children's lives

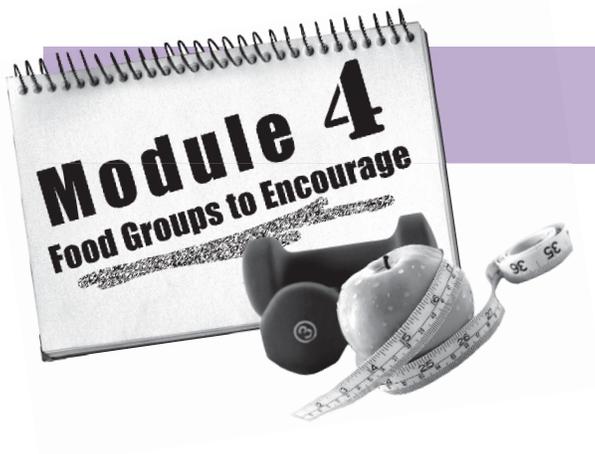
*On a large sheet of paper or a board that everyone can see, have the following written:*

## Tasks Performed in Preparing an Apple

- \* Go to the refrigerator
- \* Open the refrigerator
- \* Open a drawer
- \* Choose an apple
- \* Go to the sink
- \* Turn on the water
- \* Wash & scrub the apple
- \* Turn off the water
- \* Find a knife & cutting board
- \* Cut the apple into quarters
- \* Core the apple quarters
- \* Slice apple quarters into smaller pieces
- \* Go to the cupboard for a plate
- \* Open the door
- \* Choose a plate
- \* Close the door
- \* Put the apple on plate

➤ **SAY:** There are probably more small steps in between but we have identified the major ones here.

➤ **SAY:** Now, let's go back to thinking about effectively "encouraging children to try a new food."



## Food Groups to Encourage Activities

Providing consistent messages about healthy living to support those who make a difference in children's lives

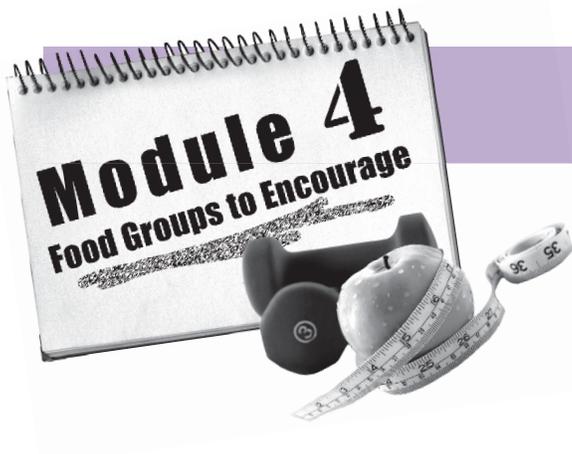
Ask the participants to discuss what they think the adult role is in "encouraging" a child to eat.

- **SAY:** What is encouragement? What is pressure? Are there physical things we do to encourage children to try new foods? Verbal ways to encourage children to try new foods? Allow participants to answer each question.
- **SAY:** Now, if you were to try to write a task analysis of encouraging a child to try a new food, what are the different categories of behaviors that you would perform to encourage children to eat?

Ask the participants to do this but be ready with the following categories in case they find it difficult to get started.

*Categories of tasks to encourage a child to try a new food.*

- \* *Identifying the food you want them to try*
  - \* *Learning about the food in the classroom before trying it*
  - \* *Purchasing the food*
  - \* *Preparing the food*
  - \* *Preparing the classroom/meal setting*
  - \* *Offering the food at mealtime*
  - \* *Modeling trying the food*
  - \* *Verbally encouraging children to try the new food*
- 
- **SAY:** Now that we have the categories, let's try developing a task analysis of "encouraging children to try a new food" based upon these categories. Think about each of the behaviors and strategies that you would use to get the different tasks accomplished.



## Food Groups to Encourage Activities

Providing consistent messages about healthy living to support those who make a difference in children's lives

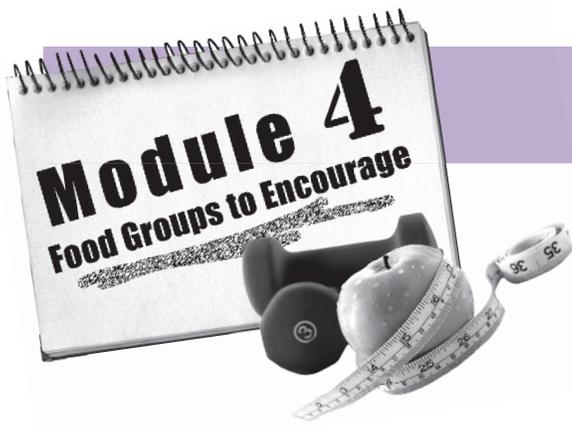
*After participants are finished with creating the task analysis, discuss their lists of behaviors and tasks including the following questions to get the ball rolling.*

### ➤ **SAY:**

- \* What do you think the child should do when faced with a new food?
- \* What do you think about a “one bite rule” that requires children to eat one bite of a new food?
- \* Have you heard of the “division responsibility in child feeding?”  
What are the child and adult roles in the division of responsibility?
- \* What would the division of responsibility say about encouraging a child to try a new food?
- \* Are there circumstances in which you think that giving children their role in the division of responsibility doesn't work well? How about the very thin child? The overweight child? The child who is a very picky eater?

*Allow participants to discuss their views on encouraging children to try a new food.*

- **SAY:** To summarize, as you have experienced through this activity, encouraging children to try new foods is a little more complicated than we might normally think it is. It involves many kinds of strategies and it requires being clear about how encouragement can turn into pressuring children to eat.



Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 3: What You Say Matters—(15 minutes)

*This activity will help participants understand how the words they choose can positively and negatively influence children's interest in trying new foods and eating healthfully.*

**Materials Needed: Copies of Handouts 4a and 4b:** "What You Say Really Matters", and a pen or pencil for each participant.

**Start by asking participants to:**

### ➤ **SAY:**

- \* Would anyone care to share what adults said or did to them when they were a child to encourage them to eat? It can be physical or verbal strategies that they used.
- \* What do you think helps a child decide to try a food?
- \* What do you think is not helpful to the child?

*Next, ask participants to look at Handout 4a: "What You Say Really Matters" and to consider the phrases.*

### ➤ **SAY:**

- \* Do you recognize any phrases that were said to you when you were a child? Or that you perhaps have said to children to "encourage" them to eat better?
- \* Look at the list and put them into 2 groups: Phrases that Help & Phrases that Hinder.
- \* What is it about these phrases that help or hinder children's willingness to eat?

*Ask the group to share, by a show of hands, which group they feel like the phrases fall into. When there are disagreements, let people share their differing points of view. Pass out and review Handout 4b: "What You Say Really Matters."*

- ### ➤ **SAY:** Now that you have participated in this activity, has it changed your perception on what you think the difference is between encouragement and pressure? If yes, then how?

## Activity 3

### Handout 4a: What You Say Really Matters

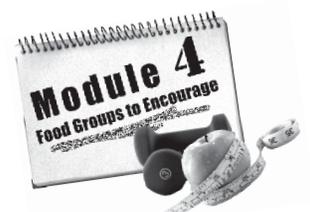
Providing consistent messages about healthy living to support those who make a difference in children's lives

Conversation at the table gives children a variety of messages. What adults say at the table is **powerful**. Comments have short-term consequences for helping children have a successful or disappointing meal. In time, comments accumulate and can influence children's attitudes towards eating and trying new foods. Think about how you may influence children's mealtime experiences. Listen to what is being said at the table and decide if it is a phrase that Helps or a phrase that Hinders children's acceptance of foods at the table.

#### Helps? or Hinders?

- \* Eat that for me.
- \* This is a kiwi fruit. It's sweet like a strawberry.
- \* Is your stomach telling you that you are full?
- \* See, that didn't taste so bad, did it?
- \* Linda, look at Julia. She tried her mango.
- \* Do you like that?
- \* Use your napkin.
- \* You're such a big girl; you finished all of your peas.
- \* Move the serving bowl closer to your plate.
- \* You have to take a bite before you leave the table.
- \* Would you like more?
- \* You can have more fruit after you eat some broccoli.
- \* These carrots look like pennies.

Source: Branen L, Fletcher J. University of Idaho. *Feeding Young Children in Group Settings. What You Say Really Matters* page. Available at: [http://agweb.ag.uidaho.edu/feeding/pdfs/3\\_2%20What%20You%20Say%20Really%20Matters.pdf](http://agweb.ag.uidaho.edu/feeding/pdfs/3_2%20What%20You%20Say%20Really%20Matters.pdf).



## Activity 3

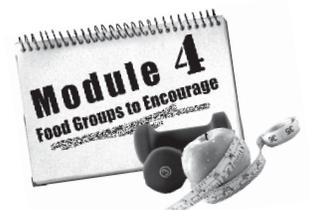
### Handout 4b: What You Say Really Matters

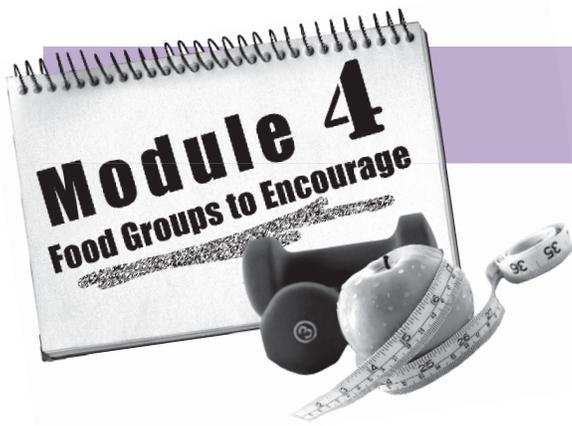
Providing consistent messages about healthy living to support those who make a difference in children's lives

Conversation at the table gives children a variety of messages. What adults say at the table is powerful. Comments have short-term consequences for helping children have a successful or disappointing meal. In time, comments accumulate and can influence children's attitudes towards eating and trying new foods. Think about how you may influence children's mealtime experiences. Listen to what is being said at the table and decide if it is a phrase that Helps or a phrase that Hinders children's acceptance of foods at the table. Phrases that are in **BOLD are Helping Phrases**; those not in bold may be Hindering Phrases.

- \* Eat that for me.
- \* **This is a kiwi fruit. It's sweet like a strawberry.**
- \* **Is your stomach telling you that you are full?**
- \* See, that didn't taste so bad, did it?
- \* Linda, look at Julia. She tried her mango.
- \* **Do you like that?**
- \* Use your napkin.
- \* You're such a big girl; you finished all of your peas.
- \* **Move the serving bowl closer to your plate.**
- \* You have to take a bite before you leave the table.
- \* **Would you like more?**
- \* You can have more fruit after you eat some broccoli.
- \* **These carrots look like pennies.**

Source: Branen L, Fletcher J. University of Idaho. *Feeding Young Children in Group Settings. What You Say Really Matters* page. Available at: [http://agweb.ag.uidaho.edu/feeding/pdfs/3\\_2%20What%20You%20Say%20Really%20Matters.pdf](http://agweb.ag.uidaho.edu/feeding/pdfs/3_2%20What%20You%20Say%20Really%20Matters.pdf).





Providing consistent messages about healthy living to support those who make a difference in children's lives

## Activity 4: Role Play—(15 minutes)

This activity will enable participants to empathize with children regarding the methods adults use to encourage children to eat a variety of foods.

**Materials Needed:** 5 index cards with key phrases as outlined below.

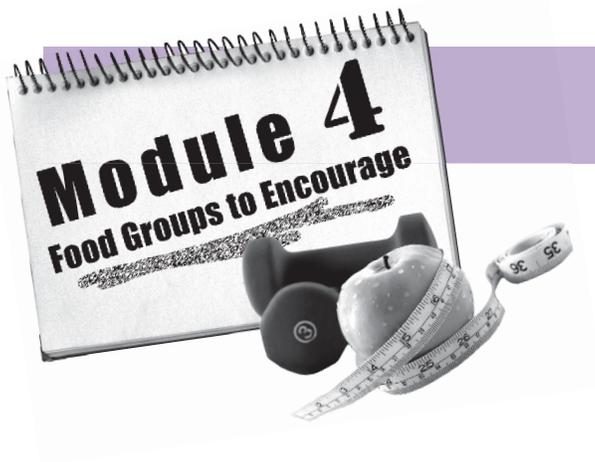
- **SAY:** Next, we will try a role play about helping children try new foods. Why go to the trouble of a role play? Role play can help you take knowledge and put it into action. The activity requires you to increase your understanding of what it means to successfully encourage children and helps you apply that knowledge.

Ask for 2 volunteers to perform as actors for the group. The "actors" will perform a role play for the group. One of the actors will play the "adult" and the other will play a 4-year-old "child".

**Have 5 index cards with 1 phrase written on each card.**

1. I like cooked carrots. I can't understand why you don't.
2. Big boys/girls eat their vegetables.
3. How about a "no thank you" bite—just one bite.
4. You can't have your dessert until you eat your meat.
5. You will have to sit there until you finish something.

Give the "adult" the cards to read and become familiar with the phrases. The "adult" should read 1 phrase aloud—feeling free to exaggerate the phrase to get the most reaction from the group. The "child" is free to respond in any way they like.



## Food Groups to Encourage Activities

Providing consistent messages about healthy living to support those who make a difference in children's lives

*Next, ask the actors to give their gut reactions to the phrase.*

### ➤ SAY:

1. How do you (the adult) feel saying it?
2. How do you (the child) feel hearing it? Does it make you want to eat?
3. How did the participants in the audience feel when they heard the child respond? What would you like say back? How do you think this would affect mealtime and your desire to eat this food if someone said this to you?
4. What might be more helpful? Or encouraging?
5. How do you know when encouragement turns into pressure to eat?

*If there is time, switch to 2 new actors and have the "child" be a 14-year-old. Replay the scenarios.*

*Suggest that participants take a moment to write down a few things they have learned about asking children to try new foods.*

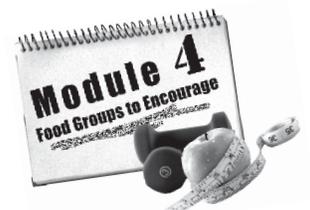
**Handout 5:** Lifestyle Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives

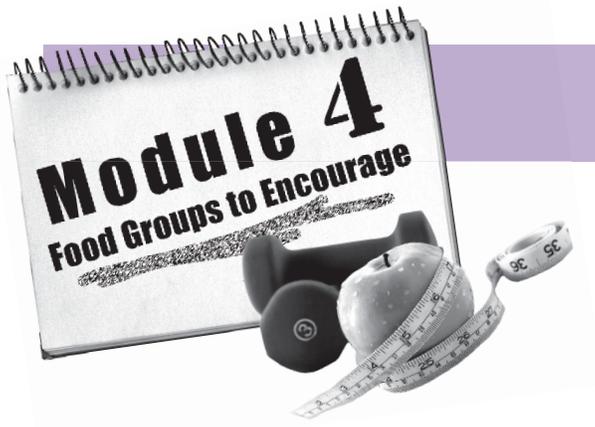
## Get Out of That Rut!

**Be adventurous! Try some of the following tips to increase the variety in your diet.**

- \* **Eat a food you can't pronounce.** How about tabouleh, or quinoa? Rutabaga or Daikon radish?
- \* **Add more fiber-rich beans and peas to your meals and snacks.** Enjoy canned lentil soup on a cold day or add garbanzo beans to a salad. Try pureed baby lima beans with a touch of lemon juice, garlic and olive oil for a great dip.
- \* **Did you know there are over 350 varieties of pasta?** Branch out and try a new noodle.
- \* **Change how you think about snacks.** Many new products make it easy and convenient to munch on fruit and vegetables for snacks. Grab a healthy snack pack.
- \* **Get healthy AND satisfied:** choose variety. Trying new foods and getting out of eating ruts leads to learning, discovery, better nutrition and fun!
- \* **Learn smart ways to eat healthfully in all kinds of restaurants.** Request healthier substitutions (steamed veggies instead of fried) or additions (ask for vegetables with your pasta dishes). Get more for you money by taking home something for tomorrow's lunch.
- \* **Gotta have chocolate?** Try a little sugar free chocolate syrup in a glass of fat free milk for a great afternoon snack.
- \* **Add whole grain cereal and fruit** to yogurt, frozen yogurt and low fat ice cream.
- \* **Do you go to a lot of meetings where lunch is provided?** Bring your own fruits or vegetables and leave the chips and cookies for someone else.
- \* **Enjoy all foods**—just not all the time. Make your choices with balance in mind so that good nutrition, fun and satisfaction are all a part of your eating habits.



Providing consistent messages about healthy living to support those who make a difference in children's lives



*Wrap it up by giving participants the option to make action plans for making healthy lifestyle changes.*

**Review what they learned about this topic by asking:**

- \* What was the most surprising fact that you learned today about yourself and trying new foods?
- \* Think of fruits, vegetables, grains or dairy foods that you don't normally choose to eat. What are your reasons for not choosing those foods?
- \* Do you think your diet would be healthier if you decided to try some of these foods?
- \* What do you think your "job" is in modeling healthy eating for children where you work or for your children at home?
- \* Think about the children with whom you work. If you had to choose one of the points that we talked about, what are you most excited about communicating to them? How would you do this or apply this to your professional setting?

*Ask participants to complete the evaluation forms. Distribute the certificates of completion. Close by bringing participants to the Resource Table/Toolkit and providing sufficient time and opportunity to examine materials for their target audiences.*

Colorado Team Nutrition Healthy Lifestyles Training  
Certificate of Completion

is hereby granted to

\_\_\_\_\_ to certify that he/she has completed to satisfaction

**Module 4 Bountiful Eating**  
Food Groups to Encourage

Granted:

\_\_\_\_\_  
Instructor

# Food Groups to Encourage Evaluation Form

Providing consistent messages about healthy living to support  
those who make a difference in children's lives

Date \_\_\_\_\_ Location/Institution \_\_\_\_\_

Please place an X next to the phrase that describes the occupation you represent at this training:

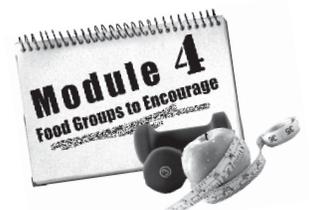
- Childcare provider                       Elementary school teacher  
 Secondary school teacher                       School foodservice professional  
 Health educator/physical education professional  
 Parent     Other (please provide) \_\_\_\_\_

Please circle the number that best represents the extent to which you agree with the following statements:

The training has improved my knowledge and skills related to:		Disagree		Neutral		Agree
a.	Understanding the benefits associated with eating a variety of foods	1	2	3	4	5
b.	Understanding how the DASH eating plan and MyPyramid can help me increase my intake of fruits, vegetables, whole grains and milk products	1	2	3	4	5
c.	Examining different ways to encourage children to eat more healthfully	1	2	3	4	5
d.	Selecting the amounts of different foods that are best for my health	1	2	3	4	5
e.	Trying new foods	1	2	3	4	5
f.	Choosing words to more effectively encourage children to try different foods and to develop healthy eating habits	1	2	3	4	5

With regard to the training components:		Disagree		Neutral		Agree
a.	The goals of the training were clearly stated	1	2	3	4	5
b.	The content of the training was well organized to meet the training goals	1	2	3	4	5
c.	The training provided opportunities to apply the skills being taught	1	2	3	4	5
d.	The trainer was knowledgeable in the topic areas covered	1	2	3	4	5
e.	I know where to seek additional help if I need it	1	2	3	4	5

Comments \_\_\_\_\_



# Food Groups to Encourage Evaluation Form

Providing consistent messages about healthy living to support  
those who make a difference in children's lives

What do you see as your greatest challenge in applying the skills you learned related to choosing a variety of foods and leading a healthier life?

What was the most helpful information you received during this training?

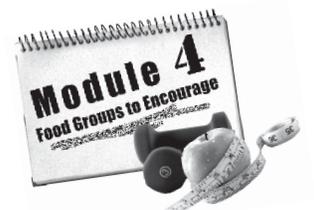
What, if anything, do you suggest we do differently in the future?

What types of trainings would you like to see provided in the future?

Do you have any specific feedback for the trainers?

Any other thoughts?

*Thank you for your participation! Drive home safely.*



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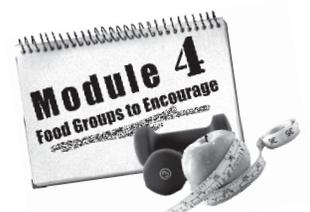
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