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Setting It Up

Family Nutrition Nights (FNN) can be set up many different ways. You may set it up in the gym or cafeteria, or you may have one or more activities by grade level in classrooms. Allow a minimum of 15 to 20 minutes to complete each station. The average number of stations to conduct is six per night.

Set up tables like science fair projects. To create attractive stations, use tri-fold science boards. Laminate the directions and key learnings. The directions may need to be shortened and sequenced to make them clear and easy to follow. Have the key learnings covered until after the families have completed the activity. Print copies of the key learnings to allow the families to take them home. Schools may develop packets of all key learnings for families to take home. If there are not enough teachers to help with each station, use parents or high school students to help, or pre-record the directions and have a tape player set at a booth.

Behavioral strategies

- Discuss rules of behavior at the beginning of sessions.
- Use system, such as stamping a passport at each station, to create a good flow of traffic. A template for a passport is included this Appendix.
- Use numbers or colors on packets or name tags to establish starting points for participants to view learning stations.
- Offer child care services on-site.
- Use volunteers, high school students, parents, as monitors.
- Keep the activities moving to avoid down time. Use a bell to announce when it is time to rotate to the next station.
- Have tasting stations and food exhibits for families to view if they finish a station early.

How to handle a low number of participants

- Reduce the number of stations.
- Double-up on door prizes.
- Freeze extra food for the next family night or share items that do not freeze well. (See ideas for refreshments in this publication.)

How to handle a high number of participants

- Open a classroom and have a community resource person to address such topics as eating breakfast, cooking heart-healthy meals, shopping healthfully on a budget, getting plenty of rest and exercise, etc.
- Plan the next family night by limiting the numbers of families per night by grade levels. You may want to do that up front if you expect a large number of participants.
- Consider how to “stretch” meals or snacks. (See ideas for refreshments in this publication.)
- Have larger groups at each table.
- Reduce the activity time and offer more activities.

Door prizes

USDA Team Nutrition Grant funds cannot be used for door prizes; however, offering door prizes at the end of Family Nights can encourage some families to stay until the end of the session. If community partners are willing to provide door prizes or money for door prizes, then offer ones that are educational, yet fun, and promote good eating and physical activity habits. Fruit baskets, jars of popcorn, CDs, hula hoops, and jump ropes are good examples of door prizes.

Tips for Success

Create a team to assist with Family Nutrition Night (FNN). The team can consist of teachers, school food service personnel, parents, students, and community resources. Be sure to advertise the event and create incentives to promote the event. FNN does not have to be held at night. If you think that participation will be better during the day or on a Saturday, then plan the event during that time rather than at night. Incorporate FNN into classroom science, mathematics, and health lessons during the week.

Getting Faculty Buy-in

- Identify academic benefits such as higher test scores, positive attitudes toward school, improved classroom performance and participation, and improved self-esteem.
- Note improvement of parent-teacher relationships and parents' attitudes about teachers and the school.
- Identify possible stipends or perks such as no duty for a day.

Activities that be implemented by:

Teachers

- Make telephone calls or establish a telephone tree.
- Send emails, notes, letters, postcards and/or reminders.
- Provide incentives for students such as blue jean day if a parent/guardian attends.
- Post information in front of a school on a sign.
- Write thank you notes to families who attended.

Students

- Involve the students in planning events.
- Have students make or customize invitations or flyers.

Administrators and support staff

- Solicit donations for learning incentives or nutritious snacks.
- Take duty for a day participating teachers.
- Teach the class for a day (trade jobs) for the class with the highest participation.
- Post signs in the front of the school.
- Include announcements on the public address system and in the school newsletter.
- Write thank you notes to teachers and special groups that assisted with FNN.

Parents

- Participate in phone trees.
- Volunteer to carpool with those who have no transportation. Carpooling also frees up parking spaces near the school.

District

- Provide transportation from a central point to the school.
- Assist with advertising.

- Recognize schools with the highest parental involvement.
- Provide funding.

Incentives that can be given to:

Students

- Offer free passes for local events.
- Provide an extra recess if time permits in the school day.
- Host lunch with the principal.
- Provide free dress or jean day.
- Offer “no homework day.”
- Include names of participants in a drawing to shadow the principal.
- Recognize participants with certificates.
- Provide door prizes (donations from the community).
- Sponsor a field trip for the class with the highest participation.
- Sponsor a kitchen tour by the School Food Service Manager.

Parents

- Offer nutritious snacks or meals.
- Offer door prizes or free passes to events donated by the community.
- Allow parents to help plan the session.
- Provide recognition at the end of the year.

Teachers

- Give out gift certificates donated by the community.
- Provide extra library, physical education, or planning time.
- Offer a duty-free lunch period.
- Offer priority to attend out-of-town conferences.
- Offer stipends for nighttime activities.
- Give leftover supplies and educational materials for the classroom.
- Provide on-site training for teachers with free materials.
- Recognize the teacher who had the class with the highest participation.
- Give certificates for teachers who participate.

Making FNN fun

- Have a theme such as a *Passport to Good Health*, where families journey to each station.
- Incorporate FNN as part of a school health initiative carried out through out the school year.

USDA Funding Issues

FNN stations can be incorporated into existing Family Nutrition Nights; however, expenses must be prorated. USDA Team Nutrition Funds cannot be used for door prizes. Small learning incentives and food tasting can be purchased to enhance learning activities. Door prizes cannot be purchased with USDA funds.

Family Nutrition Nights: Building Your School Community

- Introduce the concept of FNN, with a focus on core content.
- Enlist the support of teachers, parents, retired persons, or a community-based agency. Examples of community resources include:
 - LSU or Southern University AgCenter
 - Universities
 - Hospitals
 - Chef who cooks heart-healthy dishes
- Hold the event at a school, church, or community-based center.
- Focus on grade level skills.
- Conduct 60 to 90 minute sessions.
- Provide a variety of skill objectives within the academic focus.
- Provide the participants with a broad overview of the academic focus.
- Provide the opportunity of family participants to increase their knowledge and problem-solving skills.
- Provide opportunities for families to work together in completing center objectives.

Gaining donations/funds from the community and businesses

- Identify potential donors that have goals that are in line with the school.
- Send a committee member to solicit in person, taking a letter on school letterhead that outlines the activities and benefits.
- Ask for a challenge or matching funds.
- Have students get support in cash or in-kind services from parents.
- Offer free advertisement on posters, newspapers, school newsletters, banners, yearbooks, etc.
- Provide recognition at the end of the year.
- Seek funding from grants.
- Work with the School Improvement Team and/or the Parent/Teacher Organization.
- Ask high school clubs to help with younger grades.
- Seek educational partnerships.
- Seek help from churches and civic groups.

Overcoming Barriers

Identify and resolve parking or transportation issues. Possible solutions include:

- Hire school bus drivers. If there is lack of funds to hire a driver, apply for grant funds that could pay for them.
- Ask churches and community-based organizations to provide vans and buses. Ask a neighboring business or organization to allow families to park in an adjacent parking lot.
- Set up a carpool system within neighborhoods.
- Provide bus tokens.

Child care

- Arrange for high school clubs offering community service to provide on-site child care.
- Plan age-appropriate activities for children in child care, such as reading short stories, singing, coloring, etc.
- Establish guidelines for dropping off and picking up children.
- Advertise the availability of child care and the guidelines for dropping off and picking up children.

Methods to send home ideas for those parents not attending Family Nutrition Night

- Send home sample activities to those families who could not attend with a note to the parents, telling them that they were missed and including information regarding the next Family Nutrition Night.
- Include pictures and captions on the school and district website.
- Include articles in the school or community newspaper.

Planning Checklist and Timeline

Family Nutrition Nights (FNN)

By September 30

_____ Introduce the concept of Family Nutrition Nights (FNN) to faculty, school improvement team, and Parent Teacher Organization (PTO). Schedule the dates, times, and locations of Family Nutrition Nights (FNN). To gain faculty buy-in:

- Identify academic benefits such as higher test scores, positive attitudes toward school, improved classroom performance and participation, and improved self-esteem.
- Note improvement of parent-teacher relationships and parents' attitudes about teachers and the school.
- Identify possible stipends or perks such as no duty for a day.

_____ Identify which teachers, food service staff, parents, and community leaders will be able to assist with the events. The number of persons and their expertise will impact how many and which activities will be conducted.

_____ Select the activities, displays, and food tasting stations in *Looking at Nutrition through Core Content* to conduct.

_____ Identify and order materials needed based on activities selected.

_____ Identify and resolve parking or transportation issues. Possible solutions include:

- Hire school bus drivers.
- Ask churches and community based organizations to provide vans and buses. Ask a neighboring business or organization to allow families to park in an adjacent parking lot.
- Set up a carpool system within neighborhoods. Carpools free up some parking spaces.
- Provide bus tokens.

_____ Develop a phone tree, group email, and carpools when needed.

_____ Assess need and feasibility of offering child care onsite. Possible solutions to offering child care include:

- Arrange for high school clubs offering community service to provide on site child care.
- Plan age-appropriate activities for children in child care, such as reading short stories, singing, coloring, etc.
- Establish guidelines for dropping off and picking up of children.
- Advertise the availability of child care and the guidelines for dropping off and picking up of children.

_____ Identify if there a need for an off duty policeperson. Secure one if necessary.

FNN Planning Sheet Template

Date to conduct FNN: _____

Stations	Person responsible for set up and take down.	Materials needed. Items and quantity.	Cost

Tasting exhibits and displays (The tasting exhibits and displays must be referenced in <i>Looking at Nutrition through Core Content.</i>)	Person responsible for set up and take down.	Materials needed. Items and quantity.	Cost

Other duties such as publicity, child care, security, registration table.

	Person responsible for set up and take down.	Materials needed. Items and quantity.	Cost

Plan a timeline. A sample timeline follows. Enter actual dates to the right based upon the date that FNN is scheduled.

Three to four weeks prior to FNN

DATE: _____

- _____ Circulate the Planning Sheet to teachers, volunteers, parents, students, and the media.
- _____ Determine the type and number of signs needed and prepare. Consider laminating some of the signs if you anticipate rain.
- _____ Announce FNN in the school newsletter and begin other methods to promote FNN.
- _____ Establish a telephone tree made up of teachers, family members, PTO, etc.

Two weeks prior to FNN

DATE: _____

- _____ Circulate the Planning Sheet to teachers, volunteers, parents, students, and the media.
- _____ Prepare additional signs and publicity as needed. Post the event on the school's message board in the front of the school.

Five to seven days prior to FNN

DATE: _____

- _____ Circulate the Planning Sheet to teachers, volunteers, parents, students, and the media.
- _____ Determine if any more signs and publicity are needed. Consider laminating some of the signs if you anticipate rain.
- _____ Make copies of handouts needed. Include the evaluation for families.
- _____ Post the date and time for FNN in the front of the school.
- _____ Copy the FNN Parent Evaluation (one per family).

One to two days before FNN

DATE: _____

- _____ Clean up. Arrange tables, including a table for registration. Post signs. Place trash cans by each learning station and tasting exhibit.
- _____ Make telephone calls via a telephone tree.
- _____ Send a flyer home with each child as a reminder of FNN.
- _____ Make copies of the sign-in sheets.

The day of FNN

DATE: _____

_____ Place sign-in sheets at the registration table. The sheets may be arranged by grade level to speed up the sign-in process.

_____ Make time to have each family member complete a FNN Parent Evaluation. Collect the forms.

After FNN

DATE: _____

_____ Clean Up.

_____ Send home ideas for those parents not attending FNN.

- Send home sample activities with children whose families could not attend with a note to the parents telling them that they were missed and information regarding the next FNN.
- Include pictures and captions on the school and district website.
- Include articles in the school or community newspaper.

_____ Create a bulletin board of FNN pictures and highlights.

By April 30

_____ Review evaluations

Before the end of the school year

_____ Write thank you notes to the teachers, sponsors and volunteers.

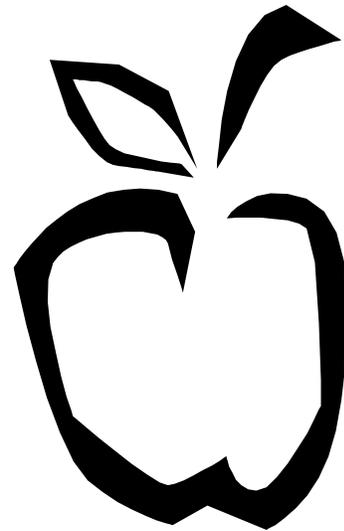
_____ Follow through with incentives offered to students and teachers.

*Looking for a fun and exciting way to
spend time with your family?*

Come to ...

Family Nutrition Night!

- Fun hands-on activities!
- Work at stations as a family to improve your Math, Science & English/Language Arts skills!
- Free Admission. Healthy Snack ideas! Free samples!
- All ages welcome.



DATE:

TIME:

PLACE:

Family Nutrition Night is sponsored by a
USDA Team Nutrition Training Grant.

Public Address Announcements

Use these announcements to encourage students to participate and to bring their families!

Students, don't forget about (SCHOOL'S) Family Nutrition Night on (Date) starting at (Time). Be sure your family comes to this family night event! Together, you will enjoy fun activities designed for looking at nutrition through core content.

All ages are welcome ... so don't be left out. Come enjoy the fun, the food, and the chance to learn more about being healthy! We'll see you and your family (DATE).

Students, ever wonder why there's iron in your cereal or how tall you and your brothers and sisters will be? Come discover these answers and more at Family Nutrition Night here at (SCHOOL) on (DATE) at (TIME). Don't let your family miss out on all the fun, healthy snacks, and great activities. It's free and it's all planned just for you and your family! Don't forget (DATE). See you and your family then!

Here's a reminder, students, of (SCHOOL'S) Family Nutrition Night on (DATE) at (TIME). Besides all the fun you and your entire family will have at this great event, all students who attend will enjoy a special (BLUE JEAN DAY OR NO HOMEWORK NIGHT) on DATE. So don't forget ... come learn about ways you and your family can be healthier. You'll have lots of fun together. See you (DATE).

Students ... have you invited your family to come with you to Family Nutrition Night? Don't be left out ... it's here at (SCHOOL) on (DATE) and starts at (TIME). Your entire family will have lots of fun as you all discover ways to be healthier. You'll learn how to put a rainbow on your plate! Which fruits and vegetables are your family's favorites? What are some you all might like to try? What are some delicious snacks your family might enjoy? Come – you're sure to have lots of fun as you learn more about looking at nutrition through core content. See you then!!

Students ... bring your family and come to (SCHOOL) Family Nutrition Night on (DATE) and get ready to have lots of fun! You and your family will do some fun activities, and you all will learn something important about eating healthy meals and snacks and not skipping breakfast. Your family will discover great new recipes and ideas for snacks and meals that are so healthful and so delicious. Don't miss this AWESOME Family Nutrition Night! See you then!!

Food for Family Nutrition Night

Funding

USDA funds can be used specifically for nutrition education activities, but not for refreshments. Nutrition education should be adequately reflected and documented in the budget. The materials needed to conduct nutrition education can be a part of the program's budget, based on a cost per child per year basis. Foods should be ordered by the food service manager and "costed" out on the SFS-6 form, the Withdrawal Sheet, or the monthly inventory. Commodity food items can be used for tasting activities. If questions arise regarding purchasing foods used in tasting parties or educational activities, the manager should consult the Food Service Supervisor.

Seek donations from community partners.

Allowable trays of food to serve to enhance learning activities include:

- **Compare the Fat in These Snacks: Can You Taste the Difference?** This tasting activity enhances the activity, *What are Fats and How are They Used in the Body?*
- **Put a Rainbow on Your Plate:** This activity can be used as an enhancement to the activity, *The Colors of Health*.
- **Cereal Check:** This tasting activity enhances the activity, *What are Carbohydrates and How are They Used in the Body*, *What's in Your Cereal?*, and *Investigate Your Skin*.
- **How do Saturated and Unsaturated Fats Measure Up in Your Diet?** This activity is a display only.
- **Smoothie for Breakfast or Snack:** This tasting activity enhances *Energy Makes a Body Go*.
- **Fight BAC:** This activity is not for tasting, but promotes food safety.
- **Taste for Salt:** This tasting activity enhances *Mystery Taste* and *Mapping Your Tastes*.
- **Sources of Fiber:** This tasting activity enhances *Whole Grains*.
- **Guess Which Foods Are the Highest in Calcium:** This tasting activity enhances *Bones*.
- **Legume Smart:** This activity enhances BEAN-GO.

Providing Consistent Messages

In Louisiana, most people expect food and beverages to be served at almost every meeting, including Family Nights. What are you serving the students and parents? Are the refreshments consistent with what is being taught in the classroom as good nutrition? Do the portion sizes follow the US Dietary Guideline recommendations? If the school hosts other family nights that are not nutrition-related, make sure that the foods served are nutritious. Bread and cereals served should be whole-grains and low in fat. Dairy items could include low-fat yogurt, cheese, or smoothies. Beverages should be 100% fruit juice, water, fat-free or low-fat milk.

Meals: The traditional hot dog and jambalaya dinners can be healthy if the hot dogs and sausages served are low-fat and supplemented with fruits and low-fat vegetables. A grocery store might donate or reduce the cost of a fruit and vegetable tray to promote the 5-a-Day program.

Snacks: Think of serving fruits and vegetables for snacks. The 5-a-Day Program has a *There's a Rainbow on My Plate* educational program found at: <http://www.5aday.com/index.php>. A local

supermarket or farmer’s market may be able to donate or provide, at a reduced cost, a tray of fruits and vegetables to help illustrate the idea of a rainbow of fruits and vegetables.

The USDA Child Nutrition *AfterSchool Snack* Program has some snack ideas that might be used for Family Nights. Your School Food Service Supervisor or Manager might have some ideas for healthful snacks. For limited kitchen facilities, consider these options:

Lowfat or nonfat milk Sliced peaches in light syrup or its own juice Mini corn or blueberry muffin	Lowfat flavored yogurt Banana Water
Lowfat or nonfat milk Granola bar Apple slice	Orange juice Soft bread sticks with pizza sauce
Broccoli flowerets or carrot sticks with fat free dressing Crackers, low-fat Water	Cheese or meat cubes Crackers Grapes Water
Lowfat or nonfat milk Oatmeal raisin cookie or graham crackers	Pineapple chunks Raisin bread Water
Apple juice Mini-bagel	Trail mix or cereal (Be aware of allergy to nuts) Nonfat or lowfat milk

It may be hard to plan food and beverages for the exact number of participants. Place only half of the snacks out at first. If you have a smaller number of participants than expected, the second tray can be frozen or used for the next Family Night. If you have a larger number of participants than expected, have some chilled cans of fruit packed in water or its own juice and crackers or graham crackers as a back-up.

Any of the activities on the following pages should be allowable expenses. Other nutrition education ideas can be found at the following websites:

- 5-a-Day website <http://www.dole5aday.com/>
- National Dairy Council <http://www.nationaldairyCouncil.org/NationalDairyCouncil>
- The Learning Café, Louisiana Department of Education, <http://www.louisianaschools.net/lde/uploads/1084.pdf>, includes some tasting party ideas.
- *Making It Happen! Nutrition Education Success Stories, USDA*, <http://www.fns.usda.gov/tn/Resources/makingithappen.html>, includes some healthier snack options in the resource section.

Compare the Fat in These Snacks: Can You Taste the Difference?

Students and families will identify and compare the fat content of various snacks. This activity can be used to enhance *What are Fats and How are They Used in the Body?*

Food Items and Supplies

Two large serving trays

Select a variety of fat-free, low-fat and high in fat food items from the lists below:

Fat-free or reduced-fat items

- One percent low-fat milk (2 ounces per person)
- Low-fat Mozzarella cheese (1 cube per person)
- Cracker, reduced-fat version of the regular cracker (2 per person)
- Pretzels (5-10 sticks per person)
- Raisins (1/4 cup per person)
- Low-fat peanut butter (1 T. per person)

Foods high in fat

- Cheddar cheese, cubed (1 cube per person)
- Crackers, regular (2 per person)
- Whole milk (2 ounces per person)
- Peanuts (1/4 cup)
- Peanut butter (1 T. per person)

Other items

- Napkin (1 each)
- Disposable cups, 3 to 5 oz cups (2 per person for the beverages)
- Disposable cups or muffin liners to pre-portion each food item served
- Toothpicks for the cheese, optional (2 each)
- Containers of food and beverages with the nutrition facts labels.
- Yellow highlighter

Preparation

1. Cut the cheeses into cubes, approximately 4 servings to the ounce.
2. Arrange the fat-free and reduced-fat food items on one tray and the high-fat food items on another.
3. Label the trays as “Low in Fat” and “High in Fat.”
4. Highlight the fat content of the containers on display.

Serving arrangement

Low in fat food items pre-portioned into muffin cups or disposable paper cups with the boxes on display.		High in fat food items pre-portioned into muffin cups or disposable paper cups with the boxes on display.
Napkins, toothpicks	Reduced-fat or fat-free milk	Whole milk

Put a Rainbow on Your Plate

Students and families will taste and identify a variety of fruits and vegetables that are colors of the rainbow. This activity can be used to enhance the learning activity, *The Colors of Health*, or used as part of a welcoming activity during registration.

Food Items and Supplies

For Family Nutrition Night

- Tray for the food items
- Bowl for dip for the vegetables (optional)
- Serving spoon for the dip, only if using dip
- Disposable gloves when handling the food
- *Put a Rainbow on Your Plate* poster (optional) downloaded from <http://www.dole5aday.com/Rainbow/PDFs/C5-Poster.pdf> located on the Dole 5-a-Day There's a Rainbow on My Plate Health Education Kit at: <http://www.dole5aday.com/Rainbow/Education.jsp>.

For the students and family members (per person)

- Red bell peppers, cut into strips 1 strip each
(or grape tomatoes, one each)
- Pineapple chunks, canned and drained 1-2 each
- Raw cauliflower flowerets 1-2 each
- Raw broccoli flowerets 1-2 each
- Purple grapes 2 each
- Dip, low-fat (optional) 1 Tablespoon each
- Serving spoon for the dip (optional)
- Paper plates, 6 inches 1 each
- Napkins 1 each
- Disposable beverage cups (optional) 1 each (3-5 ounce cup)
- Water or 100% Fruit Juice (optional) 4 ounces

Preparation

1. Rinse and cut raw broccoli, cauliflower, and red bell peppers into bite-sized pieces.
2. Drain pineapple.
3. Wash grapes.
4. Arrange the fruits and vegetable on a tray as seen on a rainbow: red, orange, yellow, white, green, blue/purple.
5. Prepare dip and place in a bowl by the large serving tray on the side by the broccoli and cauliflower.
6. Fill beverage cups with water or juice.
7. Post the *Put a Rainbow on Your Plate* poster above the tray of fruits and vegetables.

Serving Arrangement

Plates	Tray with vegetables and fruit	Bowl of Dip with a Serving Spoon (optional)	Beverage cups (optional)
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Cereal Check

Students and families will look at food labels of various ready-to-eat breakfast cereals and taste them as well. This activity can be used to enhance *What’s in Your Cereal?*, *Proportional Portions*, and *Investigate Your Skin*.

Food Items and Supplies

For Family Nutrition Night

- Ready to eat breakfast cereals, fortified with Vitamin D and Iron. Save the boxes to display the nutrition label for viewing.
- Ready-to-eat cereals that are high and low in added sugar, such as cornflakes and frosted cornflakes, varieties of crispy rice, toasted oat cereal, etc.
- Tray to place pre-portioned cups of cereal.
- Yellow highlighter
- Milk, low-fat or skim, fortified with Vitamin D (optional)
- 3 or 5 ounce disposable cups (only if serving milk)

For the students and family members (per person)

- Breakfast cereal, ready-to-eat, fortified with iron, vitamin D, and various levels of added sugar ¼ cup per food item
- Disposable nut or small muffin cups one per serving
- 3 or 5 ounce disposable cups one each
(only if serving milk)
- One-fourth cup milk (optional) one each

Preparation

1. Place ¼ cup of cereal in each cup.
2. Highlight the words “Vitamin D,” “Iron,” and “Added Sugar” on the nutrition facts labels. Display the boxes of cereal (and milk) for all families to see and taste.
3. If there are enough volunteers, have a person portioning out the cereal to replenish the tray. Have the families identify the cereals that are lowest in added sugar and fat and highest in fiber, vitamins and minerals.

Arrangement

Tray of pre-portioned cereals in front of the corresponding boxes	Tray of milk pre-portioned (optional)
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How do Saturated and Unsaturated Fats Measure Up in Your Diet?

This is a display of food items for viewing only. Students and families will look at food labels of various food items.

Food Items and Supplies

For Family Nutrition Night

- Can of tuna fish
- Various salad dressings
- Hydrogenated vegetable shortening
- Butter
- Tub margarine
- Canola oil
- Peanut butter
- Crackers
- Yellow highlighter

Preparation

1. Highlight the words “saturated fat” and “hydrogenated fat” on the nutrition labels. Highlight the percent of saturated fat. Highlight the word “trans” on the labels. Display the food containers with the nutrition label for all families to see.
2. If there are enough volunteers, have someone at the display point out the percent saturated fat and the words “hydrogenated” and “trans” on the nutrition labels.

Smoothie for Breakfast or Snack

Students and families will sip smoothies to become familiar with the item as a healthy snack or breakfast item. This activity can be used to enhance *Energy Makes the Body Go*.

Food Items and Supplies

For Family Night

- Serving tray for the smoothies (optional)
- Disposable paper beverage cups, either three or five-ounces
- Blender
- Copies of the smoothie recipe to give to parents
- Smoothie ingredients listed below

Ingredient	10 2ounce servings (or 4 one-cup servings)	50 2-ounce servings (need a blender from the school cafeteria)	100 2-ounce servings (need a blender from the school cafeteria)
Orange juice	1 cup (8 ounces)	1 quart + 1 cup (40 ounces)	80 ounces or 2 quarts + 2 cups
Strawberries, whole frozen, unsweetened	1 cup	16 ounce bag	2.5 16 ounce bags
Yogurt, plain	1 cup	1 quart + 1 cup (40 ounces)	80 ounces or five pounds
Honey or granulated sugar	2 teaspoons	$\frac{3}{4}$ cup	1 $\frac{3}{4}$ cups
Banana, sliced	1	5	10

Preparation

1. Combine all ingredients in a blender and blend until smooth.
2. Pour 2 ounces into each cup.
3. Arrange the smoothies on a serving tray. Serve immediately.

Yummy Banana and Strawberry Smoothie

Ingredient	
Orange juice	1 cup (8 ounces)
Strawberries, whole frozen, unsweetened	1 cup
Yogurt, plain	1 cup
Banana, sliced	1
Honey or granulated sugar	2 teaspoons

Combine all ingredients in a blender and blend until smooth. Yields 4 one-cup servings.

Fight BAC! Safely Separate Game

Students will participate in the Safely Separate game and identify important temperatures to remember in food safety. This activity promotes food safety. Students and families will learn more about food safety and the dangers of harmful bacteria. They will visit this display to read the *Fight BAC!* Chart and to learn the four steps to keeping food safe to eat.

Materials:

- Print out and post the *Fight BAC!* Logo and with the four steps to keep food safe. The logo can be found at the following site: <http://www.fightbac.org/foursteps.cfm>
- Print out and post the *Recommended Safe Cooking Temperatures* chart found at this site: <http://www.cfsan.fda.gov/~dms/a2z-d.html>
- Two cutting boards
- Food models or cut outs of fresh fruits vegetables and meats and eggs.
- Refrigerator thermometer
- Meat thermometer

Preparation and procedures:

1. Post the *Fight BAC! Keep Food Safe from Bacteria* logo with the four steps (Clean, Separate, Cook, Chill) to keep foods safe to eat.
2. Safely Separate Game
Demonstrate the need for separate cutting boards with the following example – one for raw meats, one for preparing salads. Set up a display with two cutting boards. Provide food models or pictures of foods (examples: chicken or other meat, lettuce or other vegetable). Ask families to safely separate the foods onto the correct cutting boards as though they were preparing the foods for a meal.
3. Danger Zone Game
Post the FDA's *Recommended Safe Cooking Temperatures Thermometer* chart. Review the key temperatures below.

0° F	Maximum Freezer Temperature
32 - 40 ° F	Refrigerator Temperature Range
160° F	Safe Temperature of Ground Beef
40 - 140° F	Danger Zone

Compare the ranges of the meat and refrigerator thermometers to the temperatures on the graphic on the thermometer. Ask these questions:

- Can you use the same thermometer for the refrigerator and for cooking?
- What would happen to your frozen foods if the freezer temperature rose to above 32 ° F?

Taste for Salt

Students and families will identify how much sodium is in various foods. Processed foods and baked quick-breads contain more sodium than do fresh fruits and vegetables and yeast breads. This activity can be used to enhance *Mystery Tastes* and *Mapping Your Tastes*.

Materials:

- Nest of measuring spoons
- Box of salt
- Can of soup, unopened
- Empty container of a frozen main entrée
- Instant macaroni and cheese container
- Box of cornbread mix
- Loaf of yeast bread with the label
- Bag of carrots with the label
- Assortment of spices such as dried thyme, rosemary, basil, and onion powder (not onion salt).

Procedure:

1. Arrange the foods with the labels toward the participants.
2. Have the participants arrange the containers of food from the most to the least amount of sodium per serving.
3. Use the one teaspoon measure and the one-third measure to identify the amounts of sodium needed in a day by most people and special groups of people.
4. Allow participants to smell the assortment of spices that can be used instead of salt in cooking.

Key Concepts to make during Family Nutrition Night:

1. Babies are born with a craving for sweets, but not salt. Try seasoning foods with herbs and spices other than salt. People in Louisiana tend to eat two to three times as much sodium as is needed, leading to a large number of cases of high blood pressure.
2. Choose and prepare foods with little salt. At the same time, eat potassium-rich foods, such as fruits and vegetables.
3. Salt is sodium chloride. Food labels list sodium rather than salt content. When reading a Nutrition Facts Panel on a food product, look for the sodium content. Foods that are low in sodium (less than 140 mg or 5 percent of the Daily Value [DV]) are low in salt.
4. Reducing salt intake is one of several ways that people may lower their blood pressure. The relationship between salt intake and blood pressure is clear. Usually, the higher a person's salt intake, the higher the blood pressure. Reducing blood pressure generally reduces the risk of stroke, heart disease, heart failure, and kidney disease.
5. Consume less than 2,300 mg (approximately 1 tsp of salt) of sodium per day. However, individuals with hypertension, blacks, and middle-aged and older adults, should aim to consume no more than 1,500 mg of sodium per day (2/3 teaspoon of salt).

Sources of Fiber

Students and families will identify the fiber content of breads with various levels of fiber. Wheat bread may not contain 100% whole wheat; therefore, it is lower in fiber. The Dietary Guidelines suggest making at least half of your grains whole. Wheat flour, enriched flour, and degerminated cornmeal are not whole grains. The Daily Value for fiber on the nutrition label is 25 grams. This activity can be used to enhance *Whole Grains*.

Materials:

- White bread, one loaf
- “Wheat” bread, one loaf
- 100% Whole wheat bread, one loaf
- Assortment of food packages for display such as a can of beans, an apple with the skin, green beans, popcorn, and bran flake type cereal.
- Four serving trays
- Napkins
- Serrated knife
- Index card, 4 X 6 inches
- Wide black marker
- Trash can

Preparation and Procedure:

1. Cut each slice of the three types of breads into fourths.
2. Place pieces of bread in the three serving trays according to the type of bread – white, wheat, and 100% whole wheat.
3. Display the nutrition labels of each type of bread by the corresponding tray.
4. Ask students and parents to taste the three types of bread and identify which one has the most fiber. Refer to the nutrition labels for fiber content.
5. Arrange the display of foods in the fourth tray with an index card with the words “Foods High in Fiber” written on it.
6. Family members should taste the three types of bread and note the difference in fiber content on the nutrition labels.
7. Identify the foods on the fourth tray that are good sources of fiber. Note that fruit with the peel is high in fiber.

Serving Arrangement

Napkins	Nutrition label and tray with quarters of white bread	Nutrition label and tray with quarters of wheat bread	Nutrition label and tray with quarters of 100% whole wheat bread	Tray with display of foods high in fiber
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Place a trash can near the display.

Guess Which Foods Are the Highest in Calcium

Students and families will identify and compare the calcium content of various foods. This activity can be used to enhance *Bones*.

Food Items and Supplies

- 3 serving trays
- Disposable muffin liners or nut cups to serve almonds, one per person
- Disposable cups, 3 to 5 oz cups (2 per person for the beverages)
- Plastic spoons for eating the pudding (1 per person)
- Two ¼ cup measuring cups to portion pudding and orange juice
- Containers of the food items with nutrition facts labels for display
- Orange juice with added calcium – ¼ cup (2 oz) per person
- Pudding prepared with milk—1/4 cup per person
- Dry roasted almonds—2 per person (Omit if the school is a nut-free environment.)
- 12 index cards (4 x 6 inches)
- Marker
- Trash can

Preparation

1. Pour 2 ounces of orange juice in small paper cups.
2. Portion the pudding using a ¼ cup measure and place in small paper cups.
3. Place two almonds in each paper muffin liners.
4. Using the information contained in the chart below, make 10 cards each with a food name and portion on the front of a card and the milligrams of calcium and % Daily Value on the flip side.

List of Foods with Calcium			
Food	Portion	Calcium	
		Milligrams	%DV
Plain, fat-free yogurt	1 cup	450	45
Grilled cheese sandwich (1.5 ounce cheese)	1 sandwich	371	40
American cheese	2 ounces	348	35
Fruit yogurt	1 cup	315	30
Milk (fat free or low fat)	1 cup	300	30
Orange juice <u>with added calcium</u>	1 cup	300	30
Pudding, made with milk	½ cup	147-160	15
Cheese pizza	1 slice	111-147	11-15
Frozen yogurt (fat free or low fat)	½ cup	105	10
Broccoli, cooked or fresh	1 cup	90	10
Ice cream	½ cup	84	8
Almonds, dry roasted	1 ounce	71	8
* %DV = % of Daily Value used on food labels. The Daily Value for calcium is 1,000 milligrams (mg). A DV of 5% or less of a nutrient is low; 20% or more is high.			

Guess Which Foods Are the Highest in Calcium
(Continued)

Activity

1. Ask students and families to select several index cards and rank them in order of the food highest in calcium. They can work independently or together.
2. Next, they can turn their cards over to see if the cards were ranked correctly. Ask participants to return their cards with food name up for the next group.
3. Offer family members the food items and note that, while dairy products are generally the best source of calcium, other foods can be good sources of calcium as well.

Serving arrangement

Napkins	Small cups of orange juice w/added calcium (2 oz per person)	Small cups of pudding (1/4 c. per person) with spoons placed nearby	Muffin liners with 1 oz or less of dry roasted almonds
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Place trash can near the display.

Legume Smart

Families will review the health benefits of legumes, how to add legumes to the diet, how to prepare legumes, and taste a healthy bean recipe that they can try at home. This activity can be used to enhance the *BEAN-GO* activity.

Materials:

- Legume Smart Fact Sheet and Black Bean and Corn Recipes, 1 copy per family
- Ingredients for black bean and corn salad (see recipe on the following page)
- Large bowl for serving
- 1 Serving Spoon
- 3 – 5 ounce paper cups, 1 per person
- Plastic spoons, one per person
- 1 large (16-ounce) plastic cup
- Serving tray
- Napkins, one per person
- Trash can or plastic bag

Preparation and procedure

- Prepare the Black Bean and Corn Salad the night before.
- Make one copy of the Legume Smart page for each family.
- Spoon the Black Bean and Corn Salad into disposable cups.
- Arrange the pre-portioned cups on a serving tray with the spoons for tasting placed, handle side up, in the 12-ounce cup on the side of the serving tray.
- Place trash can near the display.
- If enough staff is available have a person review the Legume Smart tips, distribute the handout, and replenish the samples of Black Bean and Corn Salad. A School Food Service Manager, a Family and Consumer Science class, or a 4-H Club might be willing to help with this display.

Legume Smart Fact Sheet

Beans and peas, or legumes, are healthy for you. Legumes are low in fat if prepared with lean meat or seasoned with herbs and spices, not fat. They are good sources of:

- Protein, especially if eaten with grains
- Vitamins and minerals
- Fiber

How can you add legumes to your diet?

- Add to chili, stir-fry dishes, soups, and spaghetti
- Toss chickpeas into salad
- Mash and spread on a tortilla or add to a pita

Store dried legumes in airtight containers in a cool, dry location. Keep legumes out of the direct sunlight to prevent discoloration and a change in flavor. Peas and beans can cause gas: however, these tips can help.

- Use the cooking directions below for preparing dried beans or peas.
- Purchase young, freshly picked beans.
- Use a commercial, natural enzyme product such as BEAN-NO
- Add beans gradually to the diet.
- Drain and rinse canned beans and peas.

PREPARING DRIED BEANS OR PEAS

In a large pot, add 3 cups of cold water to each cup of beans (6 cups for each pound).

Traditional Method: Soak 8 hours or overnight in the refrigerator. Drain and rinse the beans.

Quick Method: Bring to a boil and cook the beans at medium heat for 2 minutes. Cover the pot and let the beans stand for 1 hour. Drain and rinse the beans.

After either method of soaking, simmer beans about 1 to 2 hours or until tender. To prevent foam or froth while cooking, add 1 teaspoon of vegetable oil to simmering water.

Black Bean and Corn Salad

2 15-ounce cans	Black beans, rinsed and drained
2 11-ounce cans	Mexican corn, drained
2 teaspoons	Cumin, ground
2 teaspoons	Hot sauce
4 tablespoons	Lime Juice
2 tablespoon	Vegetable or olive oil
1	Red onion, chopped (Optional)
1	Red or green bell pepper (Optional)

Combine all ingredients and mix well. Refrigerate over night. Makes 5 cups for 25 - 30 servings.

Passport to Good Health

NOTES

Passport to Good Health

Explore Station 1

What did you learn?

Passport stamp



Explore Station 2

What did you learn?

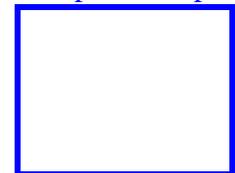
Passport stamp



Explore Station 3

What did you learn?

Passport stamp



Explore Station 4

What did you learn?

Passport stamp



Explore Station 7

What did you learn?

Passport stamp



Explore Station 5

What did you learn?

Passport stamp



Explore Station 8

What did you learn?

Passport stamp



Explore Station 6

What did you learn?

Passport stamp



Explore Station 9

What did you learn?

Passport stamp



Welcome and Registration Activities

Use the time when family members arrive for Family Nutrition Night (FNN) to conduct educational, yet fun, activities. Activities or displays can start everyone thinking about the theme of Nutrition Night. A few ideas are listed below.

Graph Favorite Fruits. Tape approximately two yards of rolled art/poster paper on a wall by the sign in sheet. Draw a graph with names of five fruits on the bottom axis. The family will write their names on one-inch Post-it™ Notes and place each "note" in the column above his/her favorite fruit. Each square will represent one unit. Use different colors for each fruit. At the end of the FNN, announce the winner of the favorite fruit or vegetable. Explain the concept of the bar graph and that each square represents a unit. As a follow up to FNN, keep the graph up for students to see the next day and feature the favorite fruit in the cafeteria the following week.

What Size is Your Serving? Display the USDA Team Nutrition poster, *What Size is Your Serving?*, available online at <http://www.fns.usda.gov/tn/Resources/whatsize.html>. Play a game with the families to match up a two to three ounce serving of meat with a deck of cards, one cup of yogurt with a baseball, two tablespoons of peanut butter with a roll of film or a ping pong ball, one-half cup of cooked peas with a computer mouse, and one slice of bread with a floppy computer disc. If time and money permit, display plastic food models of various serving sizes of foods. Food models can be purchased at NCES online at www.ncescatalog.com.

How Much Sodium, Fat, and Sugar Are in Foods? Display test tubes containing the amount of sodium, fat, and sugar in various food items. Test tubes displays can be purchased from NCES online at www.ncescatalog.com.

Estimating. Ask families to guess how many peanuts or olives are in a jar. Each family will write in the number and the family's name. The family with the answer closest to the correct number can receive the jar of olives or nuts.

Venn diagram: Set up a three-part Venn diagram. Label each of the three circles as follows:

1. I ate five fruits and vegetable yesterday.
2. I chose one low-fat entrée yesterday.
3. I exercised at least 15 minutes yesterday.

Have parents and students write their names on one-inch Post-it™ Notes and place them in the areas that represent their answers. Toward the end of Family Nutrition Night, compare which sections had the most and least names in them.

Demonstrate proper techniques for hand-washing. Demonstrate correct hand-washing procedures and allow each student and family member to practice.

1. Wet hands and wrists with water.
2. Lather hands with soap.
3. Scrub each hand with the other creating friction and rotating hands for 20 seconds.
4. Rinse hands thoroughly with water.
5. Dry hands and wrists with paper towels.
6. Turn off water faucet using a paper towel.

**FAMILY NUTRITION NIGHT
PARENT EVALUATION**

(Complete one page per family.)

Date: _____

School: _____

Please circle the number that best describes your response:

	Strongly Disagree			Strongly Agree		
My family enjoyed this event.	1	2	3	4	5	
The directions for the activities were easy to follow.	1	2	3	4	5	
There was enough time to do each activity.	1	2	3	4	5	
We learned activities to do at home as a family.	1	2	3	4	5	
The information reviewed was useful.	1	2	3	4	5	
The time of this event was good for our family.	1	2	3	4	5	
The location of this event was good for our family.	1	2	3	4	5	
I would attend another Family Nutrition event.	1	2	3	4	5	
I would recommend Family Nutrition to a friend.	1	2	3	4	5	

Please complete the following statements

My favorite activity was:

My least favorite activity was:

One suggestion for improving this event is:

Name three ways to improve your family's eating habits.

1. _____
2. _____
3. _____

Name three ways to increase your physical activity habits.

1. _____
2. _____
3. _____

Thank you!

Pre- and Post - Evaluation Data Family Nutrition Nights

Here are a few examples that can be used to evaluate the impact of Family Nutrition Nights.

- Compare school lunch food production records. Compare fruit, vegetable, and milk production records over a five day period for lunch in September and April of the same academic year. Was there an increase?
- Observe acceptance of various foods. Was there an increased acceptance on whole-grained foods in school lunch? Was there less plate waste of fruits and vegetables?
- Compare Parent and Family Involvement Plans. Were nutrition and physical activity issues included in the Parent and Family Involvement Plan last academic year compared to this academic year and the following academic year?
- Compare School Improvement Plans. Were nutrition and physical activity issues included in the School Improvement Plan last academic year compared to this academic year and the following academic year?
- Compare scores of the School Health Index. Complete the modules on policy, physical activity, nutrition, and parent and community involvement in the School Health Index created by the Centers for Disease Control <http://apps.nccd.cdc.gov/shi/> at the beginning and end of academic year. Were there increases in scores?

FNN Resources

Books

Don't Call Me Fatso, by Barbara Phillips (1980), Milwaukee: Raintree

Easy Food Tips for Heart-Healthy Eating pamphlet, and other brochures from the American Heart Association

Easy Peasy, by Linda Jennings (1997) New York: Farrar, Straus, & Giroux

Eating the Alphabet, by Lois Ehlert (1996) Singapore: Tien Wah Press

If You Give a Moose a Muffin, by Laura Numeroff (1991), Harper Collins

Jack and the Beanstalk, by Steven Kellogg

I Hate My Name, by Eva Grant (1980), Milwaukee: Raintree

Many Luscious Lollipops: A Book About Adjectives, by Ruth Heller (1989), New York: Putnam Berkley

Murphy Meets the Treadmill, by Harriet Ziefert (2001) Boston: Houghton Mifflin

My Kitchen, by Harlow Rockwell (1980) New York: Greenwillow Books

No Jumping on the Bed, by Ted Arnold (1987) New York: Dial Books for Young Readers

Oranges for Juice, by Rozanne Williams. Source: Neat Solutions www.neatsolutions.com Phone (888) 577-NEAT

The Fruit Group, Source: Neat Solutions www.neatsolutions.com

*The Healthy Snack Turn*TM wheel

The Milk Makers, by Gail Gibbons (1985), Macmillan

The Organ Wise Guys: Undercover Diabetes Health Agents! by Michelle Lombardo

The Vegetable Group (2006) Source: Neat Solutions

The Very Hungry Caterpillar, by Eric Carle

Suppliers

Food Models/Posters/Scales/Test tubes

Nasco Nutrition Teaching Aids

1-800-558-9595

<http://www.eNasco.com/nutrition>

NCES

<http://ncescatalog.com>

Magnetic Marbles and magnets

<http://www.stevespanglerscience.com>

Science Lab Suppliers

<http://sciencekit.com>

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Stenmark, J.K., Thompson, V., and Cossey, R. (1986) *Family Math*. Regents, University of California, Berkley, California.

United States Department of Agriculture. (1998). *Team Nutrition School Activity Planner*. Washington, D.C.: Author

United States Department of Agriculture, Food and Nutrition Services. (2005). "Dietary Guidelines for Americans 2005. (6th ed.). Washington, D.C.: Author [Retrieved June 2005 at <http://www.healthierus.gov/dietaryguidelines/>

United States Department of Agriculture, Food and Nutrition Services. (2005). "MyPyramid" Washington, D.C.: Author [Retrieved June 2005 at <http://www.mypyramid.gov/>