

# **Handouts for Section 1**

## The “Think You Know Me?” Game

1. What is \_\_\_\_\_’S [your family member’s]  
favorite food?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

2. How does \_\_\_\_\_ [your family member]  
communicate the  
need to eat? (How do  
you know when he or  
she is hungry?)

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

3. How does \_\_\_\_\_ [your family member]  
express an interest in a  
particular food?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

4. On average, how  
many times does  
\_\_\_\_\_ [your family member]  
chew  
his/her food before  
swallowing each bite?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

5. What is \_\_\_\_\_’s [your family member’s]  
favorite place to eat  
out and why?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

6. What is \_\_\_\_\_’s [your family member’s]

least liked food?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

7. How often do you think \_\_\_\_\_ would want to have family meals together (number of times per week) and why?

*Your Answer* (How you think they will answer):



## The “Think You Know Me?” Game

8. What is \_\_\_\_\_’s [your family member’s]  
favorite position to be  
in when eating?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

9. What type of vegetables

does \_\_\_\_\_ [your family member]

prefer? — Canned,  
frozen, or fresh?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

10. After a meal at your home, who does the most clean-up work?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

11. What is \_\_\_\_\_’S [your family member’s]  
favorite drink?

*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

12. What is \_\_\_\_\_’s [your family member’s]

least favorite drink?







*Your Answer* (How you think they will answer):

## The “Think You Know Me?” Game

13. What is \_\_\_\_\_’s [your family member’s]  
favorite snack food?

*Your Answer* (How you think they will answer):

# RECIPE for Good Communication

Basic Communication Skill	What is it about?	Examples
 <b>Reflective Listening</b>	<p>Reflective or active listening. In order to truly hear what another person is saying, repeat back what you think they said either exactly or in your own words. By repeating or rephrasing what the speaker said, the speaker knows they have been heard.</p>	<p><b>Example 1:</b> <i>Parent/caregiver:</i> I am making a big meal for dinner, please be home on time. It's important to me that we all eat together as a family. <i>Child:</i> So, what you are saying is that it is important for me to be home on time because you are making a big meal and really want the family to be together and eat together as a family.</p> <p><b>Example 2:</b> <i>Child:</i> I don't want to eat that! What else is there to eat? <i>Parent/caregiver:</i> So, you don't like what I am making and you want to know what else you can eat for dinner.</p>
 <b>Encouragement</b>	<p>Encourage and empathize with each other. Express appreciation for other family members' attempts to communicate properly. Consider what they are trying to express to you by putting yourself in their "shoes."</p>	<p><b>Parent/caregiver:</b> "I am really happy you told me that you like what I am planning to make for dinner tonight. Sometimes it's hard for me to know that there are some foods you really like."</p>
 <b>Compromise &amp; cooperation</b>	<p>Compromise and cooperate with each other. Find ways to work together rather than fight.</p>	<p><b>Parent:</b> "Here are some foods we have in the cupboard. If you give me a hand cooking, I'll let you choose what we have for dinner."</p>
 <b>"I" Messages</b>	<p>"I" messages. Rather than focusing on the behavior of the other person, express your own feelings.</p>	<p><b>Parent:</b> "I feel badly when I cook a big meal that won't be eaten."</p> <p><b>Grandparent:</b> "It makes me happy when what I cook is appreciated."</p> <p><b>Child:</b> "I really like it when you make my favorite meal."</p>
 <b>Practice</b>	<p>Practice; practice; practice. Good communication is difficult to learn. It takes practice! It will feel uncomfortable at first until you get the hang of it. Expect to take time to get it right and allow other family members time to get it right as well.</p>	
 <b>Engagement</b>	<p>Engagement. If someone is speaking to you give them your whole attention. It is difficult to really hear what someone is saying if you are not paying attention.</p>	<p>Examples of poor "engagement":</p> <p>A son is telling his mother why he doesn't like peas, but his mother is thinking about a television news story she heard about how peas are good for you (instead of listening to child).</p> <p>Assuming what a parent is going to say, a daughter doesn't bother paying attention to what a parent is actually saying.</p>

## Barriers to Effective Communication



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## FRIDGE “Communication Challenge” cards

Instructions: Photocopy this sheet and cut along dashed lines.

Funded by the Pennsylvania (PA) Department of Public Welfare (DPW) through PA Nutrition Education Tracks, a part of USDA's Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DPW's toll-free Helpline at 800-692-7462. This institution is an equal opportunity provider and employer.

**1a**

Write in your personal diary while the other person talks to you.

**1b**

Try to get the other person to be excited about having dinner together tonight.

**2a**

Discuss what meals you would like to plan for this upcoming week.

**2b**

Tell your Mom about all the soccer games, practices, and snacks they need to bring for the next 2 weeks.

**3a**

You are having an important telephone conversation.

**3b**

You want the other person to help you wash the dishes even though they seem to be busy.



## FRIDGE “Communication Challenge” cards (cont.)

Instructions: Photocopy this sheet and cut along dashed lines.

Funded by the Pennsylvania (PA) Department of Public Welfare (DPW) through PA Nutrition Education Tracks, a part of USDA's Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DPW's toll-free Helpline at 800-692-7462. This institution is an equal opportunity provider and employer.**4a**

You are trying to get input on what others want to eat for dinner.

**4b**

You are playing with a ball and not really listening.

**5a**

You want help getting dinner ready.

**5b**

You are watching TV and not paying attention to the person talking to you.

**6a**

You need help putting the groceries away.

**6b**

You are too busy playing video games.

# Getting Practice Communicating about Food

## Introduction:

This activity is to help members of your family share their views about issues about food that may be challenging to talk about. Choose a food-related topic that is a challenging one for your family to talk about. Either choose one of the following topics or make up your own.

## Topics for discussion:

- What to choose for snacks.
- Limiting junk food in the house.
- Cooking at home versus getting take out or eating out.
- Eating dinner together as a family or eating on their own.
- Family members who are picky eaters or when a child goes on food jags (A *food jag* is when a child will only eat one food item meal after meal.)
- A family member chooses to be a vegetarian.
- A family member goes on a “fad diet.”
- Choose your own topic.

## During your conversation:

Each person who speaks holds the ball of string while stating his or her problem or concern. After stating their concern, they hold on to part of the string and pass the ball to someone other than their neighbor. As each new speaker gets the ball of string passed to them, they first state briefly what the previous speaker said and then they share their own point of view or experience. As each person gets a turn a web will form from each person holding their part of the string.

## How did the conversation go?

The following questions will help your family members examine how you communicate and listen to each other's views and values about food.

- What happened as the conversation continued?
- How good a job did participants do in listening to what each other had to say?
- How did family members feel during the conversation?
- How are family members “interdependent” when it comes to food? In other words, how does what one family member says or does affect what other family members say or do?

# Coolish or Foolish? — Talking about Peer Pressure and Fruits and Vegetables

*Nutrition educators recommend as part of a healthy daily diet making half your plate fruits and vegetables.*

Please answer the 5 questions in the left column — about how you and your peers would respond to the following piece of advice. Write down your answers in the column that best fits *your role* in the family (i.e., whether you are the child, parent, grandparent, or other relative).

Questions about this advice	Answers from the perspective of...				Another Family Member	
	The Youth (under 18)	The Parent		The Grandparent		
Is this advice Coolish or Foolish? <i>Circle “Coolish” if you agree or “Foolish” if you disagree.</i>	Coolish	Foolish	Coolish	Foolish	Coolish	Foolish
If a group of your close friends were together when hearing this piece of advice, how do you think they would react?						
Give an example of when your friends might feel it is “cool” to take this advice.						
Give an example of when your friends might feel it is “not cool” to take this advice.						
Give an idea for how to make this type of advice more acceptable for your friends.						

Please answer the 5 questions in the left column — about how you and your peers would respond to this piece of advice. Write down your answers in the column that best fits your role in the family (i.e., whether you are the child, parent, grandparent, or other relative).

Questions about this advice	Answers from the perspective of...				The Grandparent		Another Family Member	
	The Youth (under 18)		The Parent					
Is this advice Coolish or Foolish? <i>Circle "Coolish" if you agree or "Foolish" is you disagree.</i>	Coolish	Foolish	Coolish	Foolish	Coolish	Foolish	Coolish	Foolish
If a group of your close friends were together when hearing this piece of advice, how do you think they would react?								
Give an example of when your friends might feel it is "cool" to take this advice.								
Give an example of when your friends might feel it is "not cool" to take this advice.								
Give an idea for how to make this type of advice more acceptable for your friends.								

# Coolish or Foolish? — Talking about Peer Pressure and Sugar

*Nutrition educators recommend limited amounts of sugar sweetened beverages.*

How do you think your peers would respond to this piece of advice. Write down your answers in the column that best fits your role in the family (i.e., whether you are the child, parent, grandparent, or other relative).

Questions about this advice	Answers from the perspective of...			The Grandparent			Another Family Member		
	The Youth (under 18)	The Parent		Coolish		Foolish		Coolish	
Is this advice Coolish or Foolish? <i>Circle "Coolish" if you agree or "Foolish" if you disagree.</i>	Coolish	Foolish		Coolish		Foolish		Coolish	Foolish
If a group of your close friends were together when hearing this piece of advice, how do you think they would react?									
Give an example of when your friends might feel it is "cool" to take this advice.									
Give an example of when your friends might feel it is "not cool" to take this advice.									
Give an idea for how to make this type of advice more acceptable for your friends.									



# Role Playing Scenarios for the FOOD FIGHT!

## A Role Reversal activity

Instructions: Photocopy this sheet and cut along dashed lines.

**SCENARIO 1:** A caregiver is disappointed when a planned family meal falls apart. It turns out that the child ate pizza following afterschool activities and has no appetite for the family dinner. The child loves pizza and complains that there are too many foods he hates to eat at home. Why can't we have more pizza at home?

**SCENARIO 2:** Son is mad because he always has to eat his vegetables. Dad thinks he is too picky.

**SCENARIO 3:** Mom is frustrated when everyone wants different foods at mealtime. Frequent food fights occur.

**SCENARIO 4:** Mom is concerned because her daughter always skips breakfast.

**SCENARIO 5:** Child is unhappy because his grandparent never asks him his opinion for meal planning.

**SCENARIO 6:** Child is frustrated that his grandparent rarely purchases vegetables and fruits.

# Sharing Visions — How We Communicate as a Family

1. We agree as a family to work harder in communicating with one another. As part of our family life, we will use RECIPE ingredients in the following ways: [RECIPE = Reflective listening; Encouragement; Compromise and cooperation; “I” Messages; Practice; and Engagement]:

2. Everyone needs to feel they have an equal chance to talk. We will help to make this possible by:

3. Everyone has their favorite foods. At the same time, it's important to eat healthfully. In our family, we will try to eat healthfully and respect individual differences by doing the following:



## "Take Out" activity: Using your new communication skills at home

Instructions for family members: Use the following table to write down how you are using or practicing the RECIPE communication skills at home. If you haven't started yet, write the ways you plan to use what you learned at home. Use the back of the page if necessary. Please be prepared to share your new communication experiences with other program participants.

Basic Communication Skill	What is it about?	Give 1 or 2 examples of how your family is using (or will use) this skill when communicating at home.
<b>R</b> Reflective Listening	Reflective or active listening. When a listener repeats or rephrases what the speaker said, the speaker knows they have been heard.	
<b>E</b> Encouragement	Encourage and empathize with each other. Let the speaker that you appreciate their attempts to communicate and you really want to hear what they have to say.	
<b>C</b> Compromise & cooperation	Compromise and cooperate with each other. Find ways to work together rather than fight.	
<b>I</b> "I" Messages	"I" messages. Rather than focusing on the behavior of the other person, express your own feelings.	
<b>P</b> Practice	Practice; practice; practice. Good communication is difficult to learn. It takes practice! Expect to take time to get it right and allow other family members time to get it right as well.	
<b>E</b> Engagement	Engagement. If someone is speaking to you, give them your whole attention. It is difficult to really hear what someone is saying if you are not paying attention.	