

**PA Nutrition TRACKS –
Final Evaluation Summary Report**

The FRIDGE Farm Retreat

(Intergenerational family nutrition education farm camp program)

Program period: Feb. 19 – Sept. 30, 2013

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I – Summary

This report describes the planning process, program activities, and evaluation results for the *FRIDGE-Farm Retreat* program that was conducted as a weekend residential nutrition education camp for Lawrence County families from July 26-28, 2013. The Retreat took place at the Villa Maria Education and Spirituality Center in Pulaski, PA. There were 28 participants from 12 families; each family was represented by at least one parent, grandparent, or other adult caregiver and a child between 8-16 years of age. Program activities were drawn from the FRIDGE curriculum, an approved SNAP-ED program. The Retreat represents an effort to test the feasibility of using the FRIDGE curriculum in a farm-based setting and determine the degree to which results are consistent with those from earlier evaluation studies of FRIDGE, i.e., which indicated effectiveness in enhancing family communication about food, increasing learning about food and nutrition, and improving family teamwork aimed at achieving healthy eating goals.

II – Program planning, staff training, and participant recruitment

The project team consisted of: Fran Alloway (Delaware County Extension Nutrition Educator), Janice Hassen (Penn State District Director – Beaver, Butler, Lawrence Counties) Darlene Sansone (Lawrence County Extension Better Kid Care Coordinator), Bryan Dickinson (Lawrence County Extension 4-H/Youth Educator), and Sister Jeanne Thurin (Villa Maria Farm-based Environmental Educator) and June Galbraith (Villa Maria Volunteer).

Over the course of the project, team members held several conference calls and participated in a site visit to Villa Maria to develop the Retreat program, plan the family recruitment strategy, discuss Retreat logistics, review the FRIDGE curriculum (several drafts), receive training in how to run and evaluate the FRIDGE program, and coordinate post-Retreat activities such as providing participants with information about local food programs for low income participants.. A 3-hour training session was conducted with project staff and the volunteer one month before the Retreat to review the selected FRIDGE activities, facilitation strategies to facilitate FRIDGE activities to enhance family communication, and the framework for conducting semi-structured observations during the Retreat.

As per Penn State policy, project staff received clearance for work with youth before the Retreat (Re: background check and mandated reporting training). The project coordinator also pulled together an extensive amount of curricular materials and supplemental resources for the participants before the Retreat.

FRIDGE marketing flyers and registration brochures were developed and distributed to various locations serving the low income audience.

III – Demographic data for the participants:

The following data is based on Retreat participants' responses to the PA TRACKS Demographics Survey forms which they filled out upon arrival at the Retreat.

- Number of participants: 35 individuals, from 14 families, signed up for the Retreat. Two families dropped out due to personal or health reasons. This left **28 participants from 12 families**.
- Age distribution of the participants: 14 children (aged 5-17), 7 adults (18-59), and 7 older adults (60+).
- Gender: 10 participants were males and 18 females.
- SNAP program eligibility: 15 (53.6%) of the individuals were deemed SNAP eligible as compared to 13 (46.4%) who were not.
- Racial background: The majority (18, 64%) were White/Non-Hispanic, 2 (7%) were White/Hispanic or Latino, 3 (11%) were Black or African American/Hispanic or Latino, 1 (4%) was Asian and 4 (14%) reported more than one race.

IV – Conducting the FRIDGE-Farms Retreat:

The FRIDGE Retreat was conducted at the Villa Maria Education and Spirituality Center (Pulaski, PA) over the weekend of July 26-28, 2013. The Retreat program was designed to deliver the core FRIDGE curriculum over a 2-day period.

The core FRIDGE curriculum was supplemented with: (1) snack preparation and food tasting sessions designed to take advantage of the availability of fresh fruits and vegetables tied to the farm setting, and (2) outdoor activities, including nature hikes at 7:00 a.m. on Sat. and Sun. morning and educational tours of the Villa Maria grounds; tours included educational visits to the herb garden, fruit and vegetable patches, a greenhouse, and sheep holding pens.

In total, 16 activities were conducted over a period of 15 hours of program time. This included 12 core FRIDGE activities and 4 hands-on snack preparation and food tasting activities. Families received additional time and encouragement to discuss course content related to family communication and nutrition and, using the FRIDGE handouts (e.g., on “sharing family visions” and “family food contracts”), work on translating what they learned about food and nutrition and family teamwork into specific family plans for adopting healthier diets.

The following facets of the program have implications for helping families work toward the goal of sustainable behavior change:

- Emphasis placed on the farm-table connection: The educational tours of the working farm (CSA) at Villa Maria provided participants with information about how to grow fruits and vegetables.
- Numerous food preparation and tasting sessions: These sessions provided participants with food preparation skills to prepare fruits and vegetables.

- Emphasis on family teamwork and individual responsibility: Throughout the Retreat, especially during activity debriefing sessions with Retreat participants, healthy eating was presented as a process that requires learning, participation and support on the part of all family members.
- The distribution of the “Food Assistance in Lawrence County” handout provided families with information on how to access local, healthy, and free or low cost foods (e.g., via food banks, low cost food coops, food pantry programs, free community meals, etc.).

V – Evaluation Methods

The primary evaluation objectives were tied to examining program impact on participating families in terms of their:

- *knowledge* about food and nutrition.
- *improved communication* (in terms of communication dynamics, content, quantity, quality, etc.) about ways to eat more healthfully
- *specific plans* for eating more healthfully
- ❖ Evaluation tools:
 - Post-Retreat questionnaires (one per family, 12 in total)
 - A semi-structured observation tool (utilized by project staff to record their observations during program activities)
 - FRIDGE program activity forms/handouts completed by program participants: This includes handouts from the *Dinnertime* poem activity, *food and family contracts* filled out at the end of the program, and families’ statements at the end of each “sharing visions” (for food and family) activity. Insofar as these documents were filled out by families working together, they provide a sense of each family’s communication dynamics, level of agreement/ disagreement, and plans and efforts to apply what they learned about food and nutrition.

VI – Evaluation Results:

A – Family communication – Conversations about food and nutrition:

[Data from the post-program questionnaire:]

- **Frequency of conversations about *eating healthy foods*:**
 - *Number of families having such conversations at least once a week*: In the month preceding the FRIDGE Retreat: **5 families (41.7%)**. In the month following the FRIDGE Retreat (expected): **12 families (91.7%)**.
 - *Number of families having such conversations more than three times a week*: In the month preceding the FRIDGE Retreat: **3 families (35%)**. In the month following the FRIDGE Retreat (expected): **7 families (58.3%)**.
- **How often (days per week) do family members prepare food together:** Average number of days in the week **preceding** the FRIDGE Retreat: **1.1 days/week**. Average number of days in the week **following** the FRIDGE Retreat (expected): **3.4 days/week**.

- **How often (days/week) do family members eat a meal together:** Average number of days in the week **preceding** the FRIDGE Retreat: **4.9 days/week**. Average number of days in the week **following** the FRIDGE Retreat (expected): **6.8 days/week**.
- “[Name of granddaughter] and I had a really great time. I feel we can leave here and understand each other a little better with eating and eating habits.”

B – Nutrition literacy:

[Data from the post-program questionnaire:]

- Understanding (self reported) of the **Nutrition Facts Labels** on foods for sugar, fat, calories: [Participants responded on a scale of 1-4, with “1” = “Not at all,” “2” = “Somewhat,” “3” = “Quite well,” and “4” = “Very well.”] **Average response = 3.3**
- Ability to explain (self reported) **changes in the U.S. Food Guidance System:** [Participants responded on a scale of 1-4, with “1” = “Not at all,” “2” = “Somewhat,” “3” = “Quite well,” and “4” = “Very well.”] **Average response = 3.0**.

[Data from observation notes:]

Observers noted many conversations, both within and between families, with regard to what participants were learning about food and nutrition. Some of the most common topics being discussed were related to: portion size (and how to limit portion size without family members complaining of hunger), eating more fruit and vegetables (how this is an important and relatively easy to accomplish goal), and the need to cut down on sugar. One family had extensive discussions about the need to drink more water.

Observers also noted the timing and content of some of the questions that Retreat participants asked the nutrition educator member of the project team. Examples of questions that generated effective “teachable moments” (from a nutrition education perspective):

- What is the difference between 1% and 2% milk?
- How is sugar different from artificial sweeteners? (This question was asked by a grandmother who has diabetes.)

C – Family plans to work together to achieve their healthy eating goals:

[Data from the post-program questionnaire:]

Here are some specific changes that families say they will make over the next month:

- Plans to involve more family members in food selection and preparation:
 - “Get the kids to help with menus and shopping.”
 - “Plan meals together.”
 - “Compromise and respect each others’ decisions”

- “Have weekly family meetings to plan meals and grocery shop together.”
 - Try to eat as a family.
 - More cooking and eating together.
 - Sit at table together.
 - “Ask (the children), ‘What would you want to eat.’”
 - “Planning, shopping, and preparing together”
- Plan ahead:
 - “To have meal plans and try to eat earlier.”
 - “Meal planning (before) going shopping
- Eat healthily:
 - “Take advantage of fresh in-season produce. Our garden peppers and tomatoes should produce.”
 - “Trying different ‘healthy’ food helps.
 - “Read labels”
 - Portion control:
 - “Eat smaller portions and healthier snacks.”
 - “Keep cutting down on portions.”
 - “Eat more fruits and veggies.” [This was the most common response; N=5]
 - “It was nice to be introduced to different kinds of vegetables. My husband found that what he thought he would not like wasn’t so bad after all.”
 - “Grill more and/or bake more.”

[Observation notes:]

Not all families found it easy to discuss and plan for more family cooperation around the goal of healthy/healthier eating. For some families, food planning-related conversations were quite challenging. For example, one mother noted that in coming up with her family’s plan, “It was very difficult for [her son] to give up anything.”

When having general conversations about healthy versus unhealthy foods, there tends to be no disagreement. For example, in discussing the health benefits of fruits and vegetables, all Retreat participants readily agreed that eating vegetables is very important and most stated that they feel they should be eating more vegetables. However, when it came to making *specific family plans* for eating more vegetables, i.e., in terms of figuring out when, where, and how to eat vegetables, some families ran into difficulty. In such instances, project team members were able to intervene effectively by drawing attention to the communication skills emphasized in the “RECIPE for Good Communication” activity, particularly the skills of “compromising” and “practicing” (i.e., the “C” and the “P” in R.E.C.I.P.E.)

Project team members observed several instances in which family members appeared to be internalizing the values of teamwork and participatory decision-making.

- During the “Sharing Visions – How We Work together to eat healthfully” activity, one family was overheard debating what the words “cooperation” and “teamwork” mean for

their family's food selection and preparation habits. Family members settled on the following: "kids help with cooking meals, cutting vegetables, and prepping food."

- One parent refused to turn in the food and family contract at the end of the Retreat and offered the following as an explanation: "After all this talk about family communication and teamwork, we thought we really should bring this form home so we can fill it out with my husband." [As she promised, following their family meeting, she sent the project coordinator a copy of her family's contract.]

[Data from FRIDGE activity forms/handouts:]

"Dinnertime poems," "family contracts," and other FRIDGE activities yielded some useful information with regard to how some families were envisioning and developing plans for working together to eat more healthfully.

[*"Food and Family Contracts"*]

As participants discussed issues related to food and family, some caregivers (parents, grandparents and other relatives raising children) were surprised to find out that their children not only supported the idea of eating more healthily, but they wanted more of a partnership role in family meals. The emphasis on family teamwork was particularly evident in the food and family "contracts" that members of each family developed and signed at the end of the retreat.

One family's contract read as follows:

- "When buying food, we will work together to plan menus, make grocery lists, and shop together. When preparing food, we will split up duties and cook together as a family. When eating food, we will eat together as a family."

In practically all of the Retreat participants' family contracts, emphasis was placed on "doing it together" – whether they were referring to shopping, cooking, or eating.

- "We will take time to eat and enjoy our food and company."
- "[The son] will help [the grandmother] in the kitchen."
- "We will make more time to buy food together and make more decisions together."
- "We will work together to plan menus and make grocery lists and shop together."
- "Share the responsibility to try healthier foods."
- "Children will have input with what mom buys."
- "We will try to plan meals for the week and then shop together after getting a list made."
- "(We will) compromise on purchase decisions."
- "(During mealtime) use this time to communicate and share the events of the day."
- "(When preparing food) the children will help at least a little bit."

[Poems from the "Dinnertime: What does it mean to eat together?" activity]

As illustrated in the following "Dinnertime" poems, Retreat participants placed high value on the notion of families eating meals together.

The first poem was developed by the grandfather, grandmother, and grandson of one family:

It's dinner time once again,

*so pap makes dinner for his kin
 'Cause mama doesn't like to cook ,
 unless she finds it in a book
 Olivia sets the table,
 only when she's willing and able
 And brings her doll Happy,
 after waking from her nappy
 Sitting down to eat together,
 and talk about the day and weather
 With the cats Olivia must play,
 to make sure they all have a good day*

The next poem with written by a grandmother and her grandson:

*Neil turned off his Xbox game,
 from every room we came
 Plates and napkins were set,
 then we served our omelets
 Neil especially liked the bacon,
 every piece was finally taken
 Coffee, juice and milk were served,
 peace and quiet we both observed
 We talked about what we'd do that day,
 both of us had a lot to say
 No iPods or telephone,
 makes for a happier home
 Then Neil helped to do the dishes,
 according to his mother's wishes*

The following poem was written by a mother and her son:

*Everyone is now at home,
 the table is set with shiny chrome
 The food is ready and is warm,
 we have a special guest whose name is Norm
 Everyone eat and talks,
 as we munch on celery stalks
 Look around, plates are clean,
 we clean the kitchen as a team
 Momma made her special cake,
 we all helped her bake and bake
 Let's take the dog for a walk,
 I really wish the dog could talk
 We'd see our family from his view,
 and then we'd know what changes to do*

D – Assessing the FRIDGE curriculum and other Retreat activities:

- The “Think you know me activity” is a very simple “Dating Game”-like activity in which families compete with one another to see which families know the most about each other’s food preferences and habits. The value of this activity is that it provides a fun way to get families talking about each other’s food habits and food preferences. In one family, a grandson provided a glimpse of what he learned from this activity: “My pap likes spaghetti better than donuts.”
- The “R.E.C.I.P.E. for Good Communication” activity series helped some families reflect upon and come up with simple, practical ideas for improving their family community patterns. Here are some examples of participants’ comments about what they learned from this activity:
 - The “R” is for *Reflective Listening*: “I need to listen to what my child says about foods I am cooking. He may not always feel like eating what I cooked that day.”
 - “E” is for *Engagement*: “Adults need to shorten sentences when speaking to the children; they need to say things in more understandable ways.”
 - “I will definitely put to practice all six of the R.E.C.I.P.E. skills of communication upon my return home. The program is a wonderful tool to start the day.”
- “Food Fight-Role Reversal” activity – Learning about the value of compromise.
 - A compromise worked out by grandfather and granddaughter: “Pap can have beef on Friday since he likes it so much. [The daughter] doesn’t really like much meat, so (we decided to) eat out Fridays so everyone gets at least one day with their meal choice.”
 - “I liked the role reversal (role play) of the program. I thought that helped a lot for the kids to understand my point of view in situations.”
- The “Making Decisions about Food - From Me to We” activity – Helped children and youth to express their food preferences. One young participant asked, “Could snack time include peanut butter crackers more often? This activity also provided children with the opportunity to express their desires to get more involved in food selection and preparation at home. Parents/ grandparents were willing to relinquish some of their decision-making power in exchange for getting help in purchasing and preparing food for their families.
- The “Dietary Knowledge Timeline” and the “Back to the Future/Food Time Capsule” activities – Generated lively discussion about differences between old and new. Discussion centered around issues related to convenience, portion sizes (especially for takeout orders), boxed items versus using ingredients made from scratch, electricity, no microwaves, internet recipes vs. cookbooks, family recipes vs. published recipes, time spent cooking, learning cooking skills from popular TV shows such as *Iron Chef*.
 - Promoting intergenerational understanding. As noted by one observer, “This activity (Dietary Knowledge Timeline) yielded better understanding of where each generational is coming from in terms of their knowledge and attitudes about food.”
- “My Plate Roll-Up” – This was a very popular activity.

- Generated lively large group discussion about the many ways to prepare meals and snacks with the five MyPlate components/food groups – fruits, vegetables, protein, grains, and dairy.
 - 100% of the children, including the two who were labeled by their grandparents as “picky eaters,” made and consumed MyPlate Roll Up snacks. Several adult participants drew the conclusion that children are more likely to try and eat foods if they have a hand in preparing the food.
- “Out with the Unhealthy and In with the Healthy” mobile-making activity – Excellent culminating activity. Resulted in very specific conversations and plans for families to improve their eating practices:
- “out with burgers and fried chicken, in with more salad veggies and fruit”
 - “less pop ice cream donuts and candy more watermelon, salad, fruits like berries”
 - “out with candy pop chips, sweet rolls, more fish, pita bread and grilled chicken”
 - “less sweets like donuts and cake, more fruit, chicken salad, broccoli but I have to have my ribs”
 - “less burgers, fried chicken, cupcakes, potatoes, in with salad, whole wheat pizza and veggies and brown rice or Quinoa”
 - “less ice cream, French fries and donuts more orange juice, grapes”
 - “less ice cream, pop, m&m’s, more peas, celery, grapes and watermelon, an occasional steak for me and pap”
 - “less lunch meat, cookies and sandwiches more grilled chicken berries”
 - “spinach pasta a better choice then burgers, Kool-Aid and pop”
 - “less sandwiches with hot dogs and sauces, ice cream more foods like stir fry and salads”
 - “unhealthy choices potato salad, hot dogs, Italian sausage, candy, pop , chips , wings, make healthier choices with watermelon, honey dew, grilled chicken , health pizza versions and veggies”
- Farm tours: Learning about the farm-to-table connection. Comments made during and about the farm tour:
- “I liked the tour of the farm with the kids and seeing where the food we snacked on came from.” [Grandparent]
 - “The plants with white wrapping all around were to keep the bugs out.”
 - Wonderful smell of herbs in the garden. It almost smelled like cooking.
 - No calories in the chocolate mint [herb].
 - If you brew your own tea you can put a mint leaf in the boiling water and let it steep.
 - Broccoli has flowers.
 - “We saw food growing.” What did you see?”
 - “(I saw) pumpkins, radishes, cabbage, fennel, and kohlrabi”
- Hands-on Snack Preparation with Farm Foods
- Homemade Salsa and Humus were prepared using tomatoes, summer squash, garlic, cilantro, parsley, peppers and onions grown on the farm. Dippers for humus included kohlrabi, squash and peppers grown on farm. With adult supervision, children chopped all vegetables for the salsa and assisted with blending the humus ingredients. Comments from the participants:

- “I have never seen my grandson preparing food. I know that he has taken classes at school but he does not help with fixing meals at home” [Grandmother]
- “I have never tasted kohlrabi before.” [Comment made by a staff person and followed by affirmative nods by most of the participants]
- “I didn’t realize that it takes some practice to use a peeler!” [Adult on watching children try to peel carrots]
- “This is fun!” [Three teen boys chopping tomatoes for the salsa]
- “Can I cut more vegetables? Let’s add the squash too.[Comments from children once all the salsa ingredients were prepared.]
- “Cilantro doesn’t taste good by itself but I like salsa.” [Child]
- “This smells so good!” [Child]
- “I never realized how easy it is to make humus” [Adult]

E – Recommendations for Improving the Program:]

Suggestions for improving the FRIDGE-Farms Retreat program/ Changes to consider:

- “Kids needed a little more physical activity and free time (adults too).”
- “Need more breaks for the kids...”
- “Not enough kid friendly food served on Sunday breakfast and lunch.”
- Minimize activities that have a heavy writing component; the weekend Retreat context does not lend itself well to classroom-type activities. [Project Coordinator’s reflection: Activities that involved show-and-tell, family role plays, inter-family friendly competitions, mobile-making, and puzzles and other games seemed to work better than the writing-intensive activities, e.g., ones that required families to fill in handout sheets.]

VII – Post Retreat activity: Outreach education beyond the FRIDGE Retreat

Preliminary evaluation results from the Retreat (presented above) helped inform the development of newsletter articles (we have 3 planned), presentations for professional audiences, and revisions for the 2nd edition version of the FRIDGE curriculum. For these venues, we plan to utilize select photographs taken during the Retreat. Of the 100+ photos that were taken, project team members selected 16 photos for possible use in newsletters, presentations, and other publications. [Note: all program participants filled out photo release forms upon arrival at the Retreat.]

A – Newsletters: Newsletter or media articles are being used in order to maximize/broaden the public education impact of the FRIDGE-Farms project.

- An article was written for the Penn State “Ideas for Intergenerational Living” newsletter and posted on the website for the Penn State Intergenerational Program: “The FRIDGE Retreat – A Unique Intergenerational Nutrition Education Program” [available online: <http://extension.psu.edu/youth/intergenerational/news/2013/the-fridge-retreat-2013-a-unique-intergenerational-nutrition-education-program>]
- An article was written for the Penn State Extension district newsletter for Beaver, Butler, and Lawrence counties.
- Sister Jeanne Thurin is writing an article for the Villa Maria community magazine.

B – Planned Presentations:

- Project team members submitted a presentation proposal for the PANEN conference that will take place in Lancaster, PA from April 28-29, 2014. [Proposed presentation title: The FRIDGE Program: Helping to make family communication about food easier, more fun, and more effective conference]
- The project coordinator will conduct a webinar on April 17, 2013 for 4-H educators and volunteers interested in learning about the FRIDGE model and ways in which the curriculum can be used to enhance 4-H nutrition education/healthy living programs conducted with 4-H youth and their families.

C – Updating the FRIDGE curriculum:

Only relatively minor changes were made to the FRIDGE curriculum. This includes the following:

- Changed age range of participants from 10-15 years of age to 8-15.
- Updates:
 - Updates made to all sections and handouts that note the most recent Food Guidance Systems – from MyPyramid to MyPlate.
 - Updated resources and some references
 - Inserted new PA Nutrition TRACKS and Penn State University publication statements.
 - Simplify some activities/handouts – especially the handouts in Section 2 (“Learning Together about Food and Nutrition”), e.g., for the Coolish or Foolish activity and Food Time capsule images, and for the)... [We checked with others who use FRIDGE (e.g., Ellen Shuster, nutrition education specialist in Missouri).
- Additional notes inserted (primarily in the Curriculum Overview section) to highlight educational opportunities associated with running FRIDGE in farm/residential camp contexts:
 - “If conducting the program as part of a residential educational program such as a weekend retreat, the ‘Take Out’ activities can become part of the main program time.”
 - “If conducting the program in a setting that is on or near a farm, emphasize the farm-to-food connection where possible, e.g., by using the fresh fruits and vegetables in snacks and in activities that involve food preparation (such as *Baking Now and Then*).”
- Format changes:
 - Minor changes to curriculum format and numbering system.
 - Changed a few graphics (e.g., for one of the family communication exercises and the *Dietary Knowledge Timeline* activity).

D – Possible (new) connections with other states:

- Texas: The Nutrition Education Manager from the Capital Area Food Bank of Texas has expressed interest in translating the revised FRIDGE curriculum into Spanish.
- Ohio: Villa Maria is close to the PA-Ohio border and works with many organizations in Ohio as well as PA. Villa Maria staff plan to connect with colleagues in the Ohio State University Extension office in Mahoning County to offer a presentation on the FRIDGE-Farms Retreat model.

VIII – Conclusion:

Results from the FRIDGE-Farms Retreat pilot project are consistent with results from the previous pilot study of FRIDGE programs implemented at Extension county offices, a local YMCA, and a community hospital (Kaplan, Alloway, & Middlemiss, 2009). The adult and youth participants of the FRIDGE Retreat project displayed increased knowledge about food and nutrition, and they reported enjoying the program, being more willing and able to discuss food-related issues with family members, and making progress in developing family plans to eat more healthily.

This provides further affirmation of the flexibility and adaptability of the FRIDGE model. We now know that the FRIDGE curriculum can be readily adopted for delivery in farm- and residential camp-type settings as well in a range of other community settings. The farm setting serves to provide participants with additional opportunities to learn about and taste new, healthy foods as well as the horticultural practices for growing them. We also learned that the residential camp format is ideal for helping families to explore and practice food communication skills learned in large group activities.

Wherever the FRIDGE program is implemented, the model's emphasis on family communication and cooperation distinguishes it from most other nutrition education programs. The FRIDGE model represents an alternative, *age-integrated* approach for providing children, parents, and grandparents from the same families with joint opportunities to learn about, discuss, and act upon the same nutrition and health information.

One of the families that participated in the FRIDGE Retreat provided two words that project team members feel adequately sums up the essence of the model: *nutrition partnership*.

The goal is not only to teach families about food and nutrition but to also change the way they “do business” – as families – when it comes time to figuring out what foods to buy and how to prepare them. The goals of achieving a healthy communication dynamic are parallel to the goals associated with striving to achieve a healthier diet. In fact, the goals intersect. When nutrition-informed children receive encouragement and opportunities to become involved in their family food selection and preparation practices, they become more confident and capable as contributors to family-wide efforts to eat more healthily.

References:

Kaplan, M., Alloway, F., and Middlemiss, W. (2009). A Feasibility Study of FRIDGE – An Intergenerational Nutrition Education Program. *Journal of the National Extension Association of Family and Consumer Sciences*, 4, 55-61.

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