

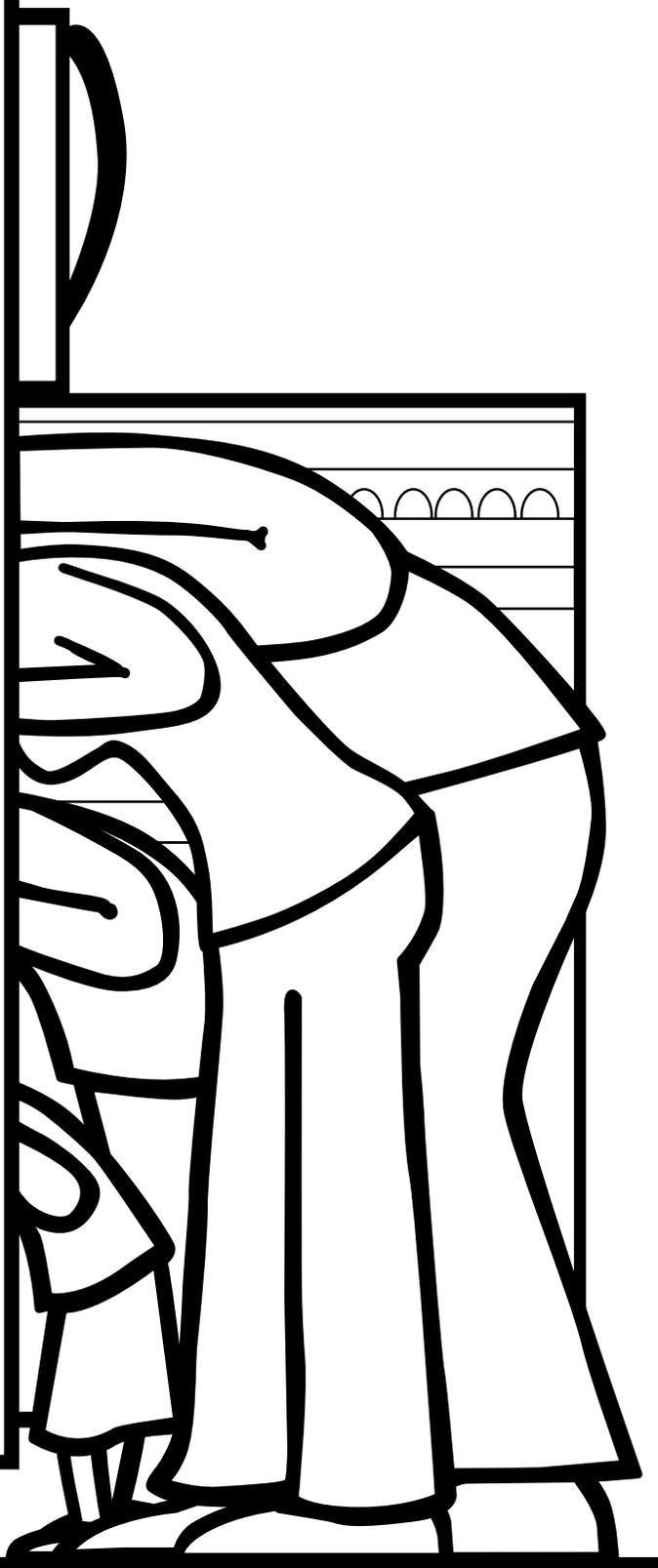
# FRIDGE

Food-Related  
Intergenerational  
Discussion Groups  
Experiences

*Making communication  
about food...*

- **easier**
- **more fun** and
- **more effective**

*for family members of all ages.*



PENNSSTATE



College of Agricultural Sciences  
Cooperative Extension



# FRIDGE

**Food Related Intergenerational Discussion Group Experiences**  
The Pennsylvania State University • 2013 (2nd Edition)

**Instructions:**

Cut along dotted lines and insert into spine of workbook.

# FRIDGE

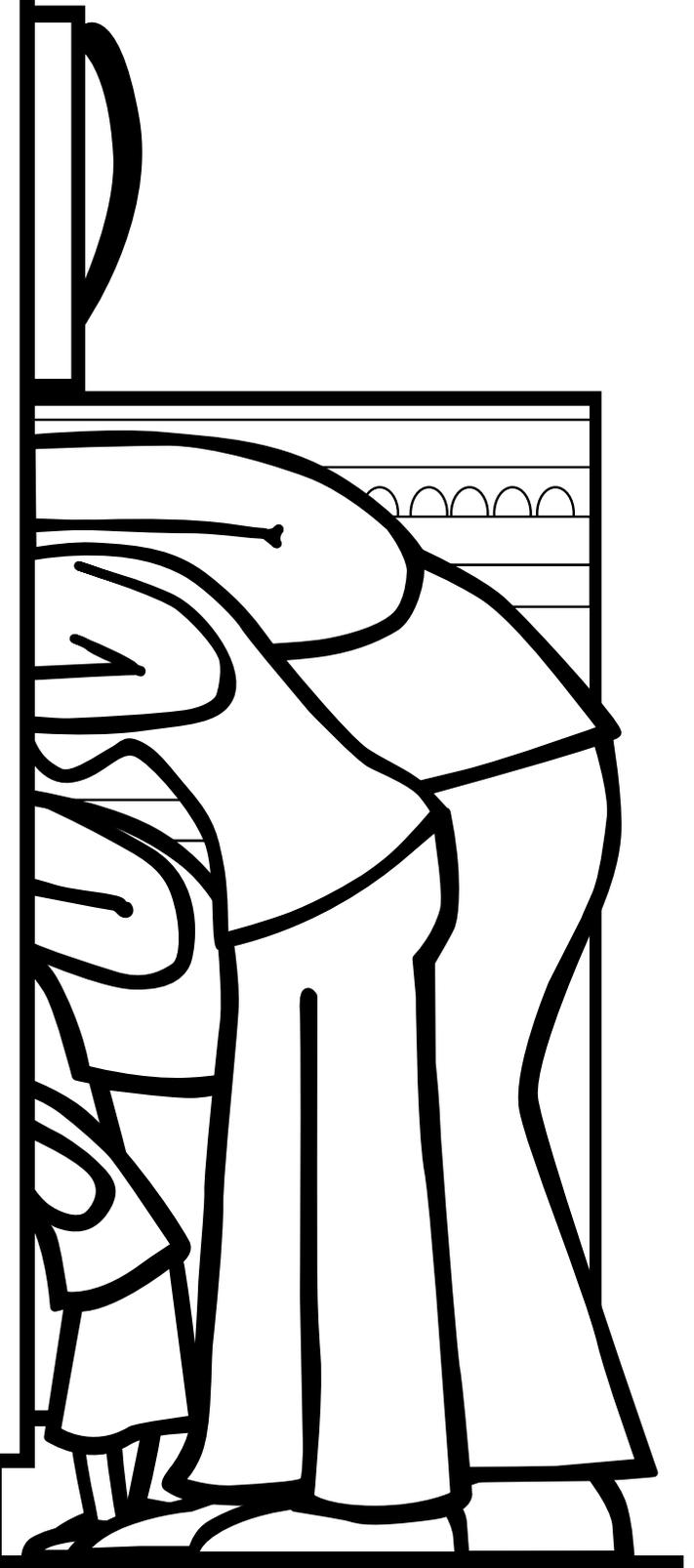
## Food-Related Intergenerational Discussion Group Experiences

### **A curriculum to help families:**

- communicate better,
- learn more about food and nutrition, and
- work as partners

to achieve their healthy eating goals.

2nd Edition (2013).



**Instructions:**

Insert Tab 1 here.

# **Curriculum Introduction and Overview**

# Contents

2	<b>Curriculum Overview</b>	
	What is FRIDGE?	
	Program Objectives	
	About the Activities	
	Teaching Notes	
	Why Intergenerational?	
7	<b>Section 1: Enhancing Family Communication about Food</b>	
	Section Overview	
	Materials Needed	
	Icebreaker: Food Becomes You	
	1. The “Think You Know Me?” Game	
	2. RECIPE for Good Communication (3 parts)	
	3. Coolish or Foolish — talking about peer pressure and food choices	
	4. Food Fight! — Role Reversal — role playing game (Optional)	
	5. Sharing Visions about Food and Family — (How We Communicate)	
	“Take Out” activity: Using your new communication skills at home	
24	<b>Section 2: Learning Together about Food and Nutrition</b>	
	Section Overview	
	Materials Needed	
	Icebreaker: Two Truths and a Could Be — About Food and Me	
	1. Dietary Knowledge Timeline: How What We “Know” about Food and Health has Changed Over Time (3 parts)	
	2. Back to the Future: Food Time Capsule	
	3. Balancing the Sugar	
	4. Portion Distortion (Optional)	
	5. Baking Now and Then (Optional)	
	6. Sharing Visions about Food and Family—Part II (How We Learn Together about Food and Nutrition)	
	“Take Out” Activity: The Family Meeting	
44	<b>Section 3: Working as a Team to Improve Family Eating Practices</b>	
	Section Overview	
	Materials Needed	
	Icebreaker: The Human Pretzel	
	1. Family Food Puzzle	
	2. Making Decisions About Food — From Me to We	
	3. “Dinnertime” — What Does it Mean to Eat Together? — A discussion starter	
	4. Sharing Visions about Food and Family—Part III (How We Work Together to Eat Healthfully)	
	5. Out with the Unhealthy and In with the Healthy	
	“Take Out” activity: Drawing up an “Official” Family Contract	
62	<b>References</b>	
63	<b>Appendices</b>	
	Additional Project Ideas and Resources:	
	1. Eating in the Mirror	
	2. What is Your “Family Food Motto”	
	3. What are Your Family Fitness Values?	
	4. Additional ideas for intergenerational nutrition-related activities	
	5. Web-based Resources to Get Healthy Recipes for Low Cost Meals	
	6. Considerations in Evaluating Information Found on the Internet	
	7. MyPlate Coloring Sheet	
71	<b>Ancillary Documents to Run FRIDGE Programs</b>	
	Marketing Flyer	
	Evaluation Tool	
75	<b>Contributors</b>	
76	<b>Acknowledgements</b>	

# Curriculum Overview

## What is FRIDGE?

FRIDGE, which stands for Food Related Inter-generational Discussion Group Experiences, is a Penn State University curriculum designed to enhance family communication about food, increase learning about food and nutrition, and improve family eating habits through teamwork.

The FRIDGE program has been found to be effective in helping families to have food-related conversations that are non-adversarial and that honor children as “partners” in making positive food-related behavior changes. The FRIDGE program was approved as a national SNAP-Ed curriculum and received the 2010 American Dietetic Association Program of Excellence Award.

The simple goal of FRIDGE is to make family communication about food easier, more fun, and more effective for family members of all ages.

The FRIDGE program is designed to be conducted with a group of 4–8 families, with each participating family represented by one or more children 8–15 years of age, their parents, and, if available, their grandparents or other relatives in caregiving roles.

There are three sections to the FRIDGE curriculum:

- Section 1: Enhancing family communication about food.
- Section 2: Learning together about food and nutrition.
- Section 3: Working as a team to improve family eating practices.

There are 4–6 activities in each section. Each of these sections requires 3–6 hours, depending on the needs and interests of the program

participants and the extent to which program facilitators modify the activities. The overall program is estimated to take 16–20 hours to conduct.

FRIDGE activities have been designed for adaptability to a variety of audiences, time configurations and settings. FRIDGE can be run as a distinct, stand-alone program, or portions of the program can be adapted for integration into other programs. Some FRIDGE activities can also be modified into “learn at home” activities for families to do on their own.

The program can be conducted in three separate days (e.g., on three consecutive Monday evenings); as a single, 2-day program; or as a series of 1 to 1-1/2 hour sessions.

Also, the ordering of the sections can be



modified according to program emphasis and participants' interests. For example, the food and nutrition activities in Section 2 might be a more comfortable way to start the program for participants who are anxious about the family communication thrust of Section 1 activities.

The FRIDGE curriculum can be conducted by organizations that emphasize nutrition education, health education, parent education, or family strengths. This includes, for example:

- Cooperative Extension offices
- community hospitals with outreach education programs
- family centers
- senior centers
- schools with afterschool programs
- community organizations
- camps with family programming

Whatever the site used to launch a FRIDGE program, we recommend the involvement of one or two facilitators who between them have skills in nutrition education and family relations.

## **Program Objectives:**

This section provides a breakdown of the FRIDGE objectives addressed in each of the three sections of the program. These are general objectives for each section. Specific objectives for each activity are listed later in this document.

### **Objectives for Section 1:**

#### *Enhancing Family Communication About Food*

Goal: Family members will gain communication skills to facilitate effective family communication about food-related issues.

General Objectives: Participants will:

- Identify one or more core communication skills necessary for healthy communication surrounding family food decisions.

- Demonstrate 2–3 communication methods for reaching agreement (and reducing disagreement) with family members regarding food selection, food preparation, and eating practices.
- Use various strategies to share their personal views about food.
- Use the components of active listening skills when communicating with family members.
- Describe one or more ways misunderstandings might occur.
- Develop a more tolerant attitude towards family members' personally held values and preferences for food selection, preparation and eating practices.
- Develop a more tolerant attitude towards other family members' food behaviors.
- Develop a problem-solving attitude for dealing with other family members' unhealthy food behaviors.

### **Objectives for Section 2:**

#### *Learning Together about Food and Nutrition*

Goal: Join family members together in a shared learning experience designed to help them: (1) examine similarities and differences in eating habits and nutrition knowledge of the different generations represented in the family, and (2) use current nutrition recommendations to establish new shared family dietary behaviors.

General objectives: Participants will:

- Gain an appreciation of changes in the US dietary guidance system over the past 70 years and the impact on the eating habits of family members of different generations.
- Apply current nutrition recommendations to individual and family food purchases and meal planning behaviors:
  - analyze foods for sugar, calories and other nutrients which need to be addressed by different generational members

- articulate the importance of eating appropriate sized portions for different generations
- list 2–3 sources of added sugar and how it affects health across the life span
- Articulate 2–3 generational views about what it means to eat healthfully and why it’s important.

### **Objectives for Section 3:**

#### *Working as a Team to Improve Family Eating Practices*

Goal: Establish family plans to adopt healthier food selection, preparation, and eating practices.

General objectives: Participants will:

- Distinguish cooperative problem solving from other forms of problem solving.
- Gain a greater sense of appreciation of the value of family cooperation and teamwork to improve family dietary intake.
- Apply one or more lessons learned from participating in team-building exercises to family situations.
- Develop an increased awareness of how one’s own behavior affects and is affected by family dynamics for discussing and making decisions about food.
- Create or plan time as a family to address goals for eating more healthfully.
- Develop an agreed upon (with family members) vision for how the family will eat more healthfully.
- Develop specific, actionable, collaborative plans (with family members) for healthy eating.

### **About the Activities:**

The following components run through the entire curriculum:

- Each section begins with an ice breaker.
- Each section focuses on a particular skill set that will enable families to develop healthy food related purchasing, preparing and eating habits.
- At the end of each section, families are given a “Take Out” (learn-at-home) activity. These activities are designed to enable participants to practice at home the lessons they learned in the large group sessions.
- All activities are “hands-on” — they are designed to stimulate active discussions and generate a high level of participant involvement in directing their learning journey.

The “shared visions” theme runs through FRIDGE. The intent is to help families create a shared vision of food and family. FRIDGE activities are designed to provide a process through which: (1) family members articulate their individually held viewpoints, (2) work together to define a shared vision — one that embodies healthy eating practices, and (3) take initial actions toward putting that vision in practice.

The “family meeting” activity (at the end of Section II) provides families with a set-aside time at home to develop, discuss, and work to adhere to such shared visions. Although the “family meeting” activity is suggested as a one-time only activity (i.e., as a “take out” activity), families should be encouraged to conduct weekly family meetings even after the program ends. Such meetings are important tools to help families continue to develop their communication and teamwork skills and achieve their healthy eating goals.

Some of the activities in the FRIDGE curriculum can be adapted for delivery in farm- (or large community-garden-) based nutrition

education settings to provide participants with opportunities to prepare new foods, taste new foods, engage in horticultural practices related to growing food, and learn about local low-cost food coops and gardening programs that provide low income families with opportunities to grow food for family consumption. The selection of FRIDGE activities, and the way they are modified for delivery in a farm setting, will depend on factors such as the capacity of the on-site educational facilities to house small and large group meetings, the type of farm (e.g., livestock, dairy, vegetable, fruit) and the nature of the produce that can be incorporated into taste-testing and other activities, and the time of season.

If the FRIDGE program is conducted in a residential, family camp format, “take out” activities can be expanded to include multi-family conversations aimed at providing individual families with feedback and encouragement with regard to their plans to adopt healthier family communication and eating practices.

### Teaching Notes:

The focus of the sessions is to stimulate and nurture open intergenerational communication about how families select food, prepare food, and consume food. Professional(s) delivering the program are encouraged to:

- elicit comments from all participants,
- remind participants that they should listen and respond to each other’s views without judgment or harsh criticism,
- affirm, where possible, comments that allude to family identity, pride, sense of unity, and cooperation/ teamwork, and
- encourage participants to explore the practical applications of what they learn about effective communication and healthy eating to their own family situations. Continually ask: “How will you use this information at home?”

You will likely encounter some participants with poor communication skills. One way to

highlight key communication principles is to conduct regular reviews of the “RECIPE for Good Communication” skills handout (from the first activity in Section 1).

R = Reflective Listening

E = Encouragement

C = Compromise and cooperation

“I” = “I” Messages

P = Practice

E = Encouragement

This will convey the point that working toward effective family communication is an ongoing process requiring constant attention and effort.

So that no one person dominates discussions during FRIDGE activities, it may be necessary to limit participation in some cases. One way to do this is to use a timer to give each member 1–2 minutes to make their point.

Encourage the sharing of information, ideas, perspectives, and experiences between as well as within families. Participants are likely to learn that other families face similar challenges in communicating effectively and making decisions that lead to eating more healthfully. The FRIDGE experience can provide families with a valuable source of social support in facing these challenges.

There will likely be times when participants will be resistant to talking, sharing, or participating in an activity, particularly when dealing with “tender” issues such as weight. In such cases, it may be useful to pause from moving ahead with the planned activity and ask a discussion-generating question such as: “What does it feel like to give up the things you like to eat?” Be aware, however, that some participants may feel more comfortable if asked to share their “thoughts and impressions” rather than their “feelings.”

Keep in mind that FRIDGE is not family therapy or counseling: The intent is not to try to engage families or individuals in a counseling process or to try to “fix” family problems.

The emphasis is on stimulating discussion about ways in which all family members can contribute to their family's efforts to eat more healthfully.

Prior to each session's delivery, educators will need to prepare by reviewing the session's teaching plan, reproducing overheads, copying handouts and in some sessions collecting additional activity supplies.

If conducting the program as part of a residential educational program such as a weekend retreat, the "Take Out" activities can be integrated into scheduled 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 food preparation activities (such as "Baking Now and Then").

### **Marketing FRIDGE:**

In the pilot study of the program, several strategies for recruiting participants proved to be effective.

- Emphasize that this it is both a nutrition education program and a family strengthening program. It is not only about learning to eat more healthfully, but doing so as a family.
- Offer food, (snack or a meal), perhaps even weave a cooking activity into the program.
- Partner with organizations that could recruit local families, such as family centers.

### **Why Intergenerational?**

Most nutrition education programs are designed for mono-generational audiences without the active participation of other family members. The emphasis tends to be on providing accurate, timely, and usable information. Certainly, there is no substitute for giving people accurate information about

food and nutrition. However, there is an inherent limitation in working with mono-generational audiences. Participants often face barriers at home when trying to apply what they learn; other family members who have not gone through the educational workshop experience are not likely to share the attitudinal changes and enthusiasm for changing behavior exhibited by those who did participate. Further, the communication channels necessary to share information and work collaboratively to change family eating practices might not exist.

An alternative, age-integrated program approach, such as the one used in FRIDGE, aims to provide children, parents, and grandparents from the same families with joint opportunities to learn about, discuss, and act upon the same nutrition and health information. Emphasis is placed on helping family members to process this information in the context of their family lives — in terms of the real world issues that apply to them, such as limited budgets for food, difficult work and play schedules, diverse food preferences, food allergies, etc. The ultimate goal is to help families to work together to make better food choices and adopt more healthful eating practices at home.

### **FRIDGE Online**

For the online version of the FRIDGE curriculum, go to:

<http://extension.psu.edu/youth/intergenerational/program-areas/nutrition-health>

**Instructions:**

Insert Tab 2 here.

# **Section 1 — Enhancing Family Communication About Food**

## SECTION 1

# Enhancing Family Communication about Food

Communication influences the way a family selects, purchases, prepares, and eats meals together or apart. Poor communication can lead to disagreements or misunderstandings that compromise diet quality. This section of the FRIDGE curriculum is designed to help families identify and practice key skills that contribute to healthy communication related to family food decisions. Communication learning activities help to make family communication about food easier, more fun, and more effective for family members of all ages.

## ■ ICEBREAKER

**Food Becomes You**  
(10 minutes)

## ■ ACTIVITY 1

The “Think You Know Me?” Game  
(similar to the “Newlywed Game”)  
(30–60 minutes)

## ■ ACTIVITY 2

**The RECIPE for Good Communication:**  
overview, activities, and handout

- PART 1 — Introduction  
(20–30 minutes)
- PART 2 — Barriers to Effective Communication: Understanding why miscommunication happens  
(20–30 minutes)
- PART 3 — String Together  
(15–20 minutes)

## ■ ACTIVITY 3

**Coolish or Foolish?**  
(45–60 minutes)

## ■ ACTIVITY 4 (Optional)

**FOOD FIGHT! A Role Reversal**  
(30–45 minutes)

## ■ ACTIVITY 5

**Sharing Visions —  
How We Communicate as a Family**  
(30–60 minutes)

## ■ TAKE OUT ACTIVITY

**Using your new communication skills at home**

# Materials Needed for Training

## ■ ACTIVITY 1

### The “Think You Know Me?” Game

- Paper
- Pens/pencils
- Felt tip markers
- Clipboards for writing on
- Copies of questions  
*(unless they are written on the board in front)*

## ■ ACTIVITY 2

### RECIPE for Good Communication

- 1 ball of string/yarn per family
- Chalkboard & chalk, overhead projector or poster paper & markers)
- Copy of handout for Part 1: “RECIPE for Good Communication”  
*(one per individual, and one per family)*
- “Communication Challenge” cards  
*(used in part 2)*
- Copy of handout for Part 3: “Getting Practice Communicating about Food”  
*(one per individual, and one per family)*

## ■ ACTIVITY 3

### Coolish or Foolish — Talking about peer pressure and food choices

- Laminated copies of “Coolish or Foolish” worksheets
- Pens and paper

## ■ ACTIVITY 4

### Food Fight

- Paper
- Pens/Pencils
- Copies of handout: “Role Playing Scenarios”  
*(one per family)*

## ■ ACTIVITY 5

### Sharing Visions

- Pens/Pencils
- Copies of the “Sharing Visions — How We Communicate as a Family” handout  
*(one per family)*

## ICEBREAKER

# Food Becomes You

10 minutes

**OVERVIEW**

This is a fun way for program participants to meet each other and begin talking about food.

**STEPS**

- Gather all participants in a circle.
- Have them take turns answering the following question: If you became the food you eat most often, what food would you be? Give an example: *My name is Joyce. I'm Yogurt.*
- An alternative opening activity would be to have each participant simply state their name and favorite food.
- Use the title of this icebreaker — “Food Becomes You” — to launch a brief discussion about the importance of food.

Does the food you eat influence:

- How you feel?
- How you look?
- What you can do?
- Who you ARE?

Would you agree that *food becomes you*?

## ACTIVITY 1

# The “Think You Know Me?” Game

30–60 minutes

## OVERVIEW

Sometimes family members know less about each other than they assume. This activity is designed to help family members learn more about each other’s food preferences and practices. The activity is patterned after the Newlywed Game, a long-running TV game show which took to the airwaves in 1966. The format is simple: A question is posed to one person in each pair. That person writes down their answer. Their partner also writes down the answer that they think their partner wrote down. A pair wins 1 point for each correct match. The “pair” that wins the most points wins the game.

## OBJECTIVES

*General Objective:* Participants will recall food preferences and food habits of other family members.

*Specific objective:* Participant will be able to list or match 2–4 food preferences and food habits of other family members.

## MATERIALS

- Two copies of the set of 12 questions, one question per card (or write the questions on a board or overhead)
- Paper
- Pens or pencils
- Felt tip markers
- Clipboards for writing on

## STEPS

1. Set room up as a studio for a game show, with 6–8 seats up front, and the remainder of seats in the audience.
2. Choose 3–4 families to play this game. Choose two members of each family to be a pair. Be sure that the pairs are all similar; for example, if pair one is a parent and child, then pairs 2, 3, and 4 should also consist of a parent and child. The other participants in the room can observe and laugh!
3. Locate the 12 pages in the back of this section listed as Handout 1-1 (1–12). These are the questions that will be used for this game. They are also listed below.



### Handout 1-1 (Questions 1–12): The “Think You Know Me?” Game

4. How to Play the Game:
  - If all of the pairs are comprised of a parent and a child, ask the child first, “What is your mother/father’s favorite food?” The child will write down his/her guess on the question page. Do the same thing for 4+ additional questions. Then reverse it and ask the parent of each pair to write out how they think their children will answer the following 4+ questions.
  - Check to see how well participants guessed each other’s responses. Correct answers receive a point. [Optional: Create special tie-breaker questions, worth bonus points, if desired].
  - List the teams and points scored on a flip chart.

- Throughout the game, invite family members to compare and discuss their answers. They are sure to have lots of laughs plus learn a lot about each others food preferences and habits.

### Questions for one partner to ask the other:

1. What is your family member's favorite food?
2. How does your family member communicate the need to eat? (How do you know when he or she is hungry?)
3. How does your family member express an interest in a particular food?
4. On average, how many times does your family member chew his/her food before swallowing each bite?
5. What is your family member's favorite place to eat out and why?
6. What is your family member's least liked food?
7. How often do you think your family member would want to have family meals together (number of times per week) and why?
8. What is your family member's favorite position to be in when eating?
9. What type of vegetables does your family member prefer? — Canned, frozen, or fresh?
10. After a meal at your home, who does the most clean-up work?
11. What is your family member's favorite drink?
12. What is your family member's least favorite drink?
13. What is your family member's favorite snack food?

### Additional Questions for youth:

1. When your adult relative goes food shopping, do they use a grocery list that they made beforehand?
2. When your adult relative cooks, do they prefer to use the microwave or the regular oven?

### Additional Questions for adults:

1. If your child was able to make the decisions for all family members about foods to eat, what are the three foods that he or she would choose the most?
2. Which of the following cooking methods would your child say is the least healthy way to prepare foods — baking, boiling, or frying?

### Questions for Further Discussion:

To encourage further discussion:

1. Ask families to share what they found most interesting, surprising or what they already knew but had forgotten.
2. Ask the families to identify one food behavior that they can try to improve at home over the next week. Report back at the next week/session.

### CONSIDERATIONS

This is a fun activity, but it can take a long time if all families choose to play. Try to find a balance between level of participation and the amount of time available.

For families with a child, parent and grandparent, this activity could be modified for 3-person teams.

## ACTIVITY 2

**RECIPE for Good Communication**

**R**eflective listening

**E**ncouragement

**C**ompromise and cooperation

**“I”** Messages

**P**ractice

**E**ngagement

**OVERVIEW**

Communication influences the way a family selects, purchases, prepares, and eats meals together or apart. Poor communication can lead to disagreements or misunderstandings about the foods they buy, who prepares and cleans up after meals, and when and where family meals take place. The acronym “RECIPE” covers some basic components necessary for healthy communication related to family food decisions.

There are three parts to the RECIPE communication skills building series:

PART 1: Introduction

PART 2: Barriers to Effective Communication:  
Understanding Why Miscommunication Happens

PART 3: String Together

## ACTIVITY 2: RECIPE for Good Communication

### Part 1: Introduction

20–30 minutes

#### OBJECTIVES

**General Objective:** Participants will identify basic communication skills necessary for healthy communication about family food decisions.

**Specific Objectives:** Participant will be able to:

- List 3 out of 6 RECIPE ingredients or components necessary for healthy communication about family food decisions.
- Label which RECIPE ingredients are personally the most pleasant and the most difficult for them.
- Select one RECIPE ingredient that their family is willing to improve upon by the next workshop session.

#### MATERIALS/RESOURCES

- 1 ball of string/yarn per family unit (*used in part 3*)
- Moveable chairs
- Chalkboard, overhead or poster paper
- “RECIPE for Good Communication” handout (*used in part 1*)
- “Communication challenge” cards (*used in part 2*)
- “Getting Practice Communicating about Food” handout (*used in part 2*)

#### STEPS

Write “RECIPE” acronym down the left side of a large piece of poster paper, chalkboard or overhead slide. Next, write the meaning next to each letter.

Option: Pass out the RECIPE handout to each

participant/family so they can follow along. [Copying this handout in a different color will signal to participants that it is an important reference/resource, one that they could put to good use throughout the program.]

#### ➡ Handout 1-2 (1): RECIPE for Good Communication

Illustrate the meaning of RECIPE terms as follows: Next to the written definition/ meaning of each letter in RECIPE, share an example. Then draw a stick figure or picture to describe the meaning of each letter. For example, for the letter “R” you could draw two stick figures facing each other with big eyes and big ears to reflect the need to look at and hear what the other person is saying.

Once the facilitator has demonstrated drawing a “stick figure or picture” for the letter “R,” he/she can ask the audience for ideas of what picture to draw for the rest of the letters. The purpose of drawing a picture (even stick figures) is that a picture is worth a thousand words and the participants will better remember the components of RECIPE if there are pictures associated with it.

After the facilitator has gone through all of the letters, ask participants to identify with a *smiley face* which ingredient is the most pleasant or easiest for them and to identify with a *sad face* which ingredient is the most difficult. Ask for a few volunteers to briefly share their comments about either the pleasant or most difficult ingredients in the RECIPE.

Then have a discussion of what other families have tried in regards to improving communication.

**ACTIVITY 2: RECIPE for Good Communication****PART 2: Barriers to Effective Communication: Understanding Why Miscommunication Happens***20–30 minutes***INTRODUCTION**

Engagement — think about it. How often do we communicate with each other about food issues or behaviors while many other things are going on, such as the TV, computer or physically being in separate rooms while holding a conversation? Experts call these things going on around us “noise.” “Noise” can also come from the minds of the communicators, such as when a person is in a conversation, but thinking about something else that has nothing to do with that conversation.

**OBJECTIVES****General Objective:**

- Participants will discuss why miscommunication happens.

**Specific Objective:** Participant will be able to:

- Explain 2–3 consequences of communicating in the midst of distractions.

**STEPS**

1. Show or pass around the picture in the “Barriers to Effective Communication” handout and share the definition of noise:

➔ **Handout 1-2 (2): Barriers to Effective Communication**

Anything that is not directly a part of the communication cycle and interferes with the successful sending and receiving of a message is called “noise.” Noise may be found in the environment (e.g., sounds from passing vehicles), or it may be internal to the communicating parties (e.g., thinking about something else). If not addressed, noise can render communication efforts ineffective.

2. Instructions for communication challenge:

This is a role-play activity that uses “communication challenge cards.” These are pairs of cards that reflect contradictory goals and behaviors. Make enough copies of the “communication challenge cards” sheet so that there is at least one card per participant.



**ACTIVITY 2: RECIPE for Good Communication** **Handout 1-2 (3): Communication Challenge Cards**

Cut out the cards.

3. Break the group of participants into pairs (can be mono-generational or intergenerational) and set aside one pair of cards for each pair of people.
4. Have each participant select one card, and then simultaneously communicate with their partner in ways that reflect the personal instructions listed on their cards. Give participants one minute discussion periods to achieve their goals. [This can be done with participants seeing or not seeing other's cards before the role play.]
5. Following the activity, the group should discuss the issues which made this situation difficult. Members should list issues that made the communication difficult, such as different agendas and lack of time to listen to each other.

If time permits, try other communication challenges, e.g., planning the menu for a family meal while one person whistles, or when both parties are facing opposite directions. Among the factors that make such situations difficult is that it is hard for communicators to clarify answers, get and give feedback, and pay attention to subtle changes in each other's tones of voice.

## ACTIVITY 2: RECIPE for Good Communication

### PART 3: String Together

15–20 minutes

#### OBJECTIVES

**General Objective:** Participants will develop an appreciation of other family members' personally held values and preferences for food selection, food preparation and eating practices.

**Specific Objective:** Participants will be able to:

- Describe their family members' opinions and beliefs regarding a controversial or problematic food issue in their family and the impact that belief or opinion has on the individual and on the family.

#### STEPS

1. Give out the handout “Getting Practice Communicating about Food” to help participants follow the directions for this activity.



#### Handout 1-2 (4): Getting Practice Communicating about Food

2. Instructions for families: Set up a controversial or problematic food-related topic for discussion. Choose only ONE topic that each member must discuss. The family could choose their own topic, or they could choose from the following list:
  - 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.”
3. Divide the group into individual families. Lay the ground rules — the person with the ball of string should state their problem and how it impacts them.
4. As the discussion proceeds, each person can talk only when he or she is in possession of the ball of string. The person should speak as long as necessary to make their point.
5. When the next person speaks, have them:
  - Start by briefly stating what the previous family member said (this is to practice their reflective/active listening skills).
  - Say how the point(s) that were made affect the individual who made the point as well as the other family members. [Note: Some 10–11 year olds may find this step difficult. Skip if necessary.]
  - Share their views or experiences about the topic at hand.
6. Have participants continue to pass the ball of string around until all parties feel that all of their ideas and concerns have been expressed.
7. Facilitator should float among family groups to assist when necessary and encourage family members to support each other in expressing their respective points of view.

Topics of discussion to follow this activity include:

- 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?

### CONSIDERATIONS

The RECIPE series provides a valuable set of lessons that need follow up. Once people have aired their opinions about a food topic and all members of the family have commented on that topic and given their opinions, it would be good to recap the similarities and differences and to see if the group could build a consensus of action. The activities in Section 3 (“Working as a Team to Improve Family Eating Practices”) will serve to further extend learning and practice regarding family communication and cooperation.

The facilitator(s) should expect some resistance to the new communication skills. Always encourage discussion but remind families that change can be uncomfortable and difficult. Ask the families to honestly try the skills for a week and report back at the next meeting.

If participating families request more information on certain food-related topics, check with your local nutrition educator for relevant referral handouts and other resources that may inform family members about specific issues related to food and nutrition.

## ACTIVITY 3

# Coolish or Foolish? — Talking about peer pressure and food choices

45–60 minutes

## INTRODUCTION

Human beings are social animals. What we know, how we feel, and even what we do is often influenced by our peers as well as our family members. This is also true when it comes to food. Many of us face social pressures that influence us to eat non-healthfully. These social pressures may come from friends, family members, food companies, restaurants or other sources, such as the Internet.

## OVERVIEW

This exercise will help participants better understand some of the social/peer pressures that influence how family members from other generations think about food and make food-related decisions.

## OBJECTIVES/SKILLS

**General Objectives:** Participants will demonstrate awareness of the challenges faced by family members of different generations who want to make healthful food choices despite social pressure from their peers to eat unhealthfully.

Participants will describe 1–2 strategies to increase their support for family members who want to eat healthfully.

**Specific Objectives:** Participant will be able to:

- Discuss 2–3 barriers and solutions to eating healthfully when friends or family members are a negative influence.
- Describe 1–2 strategies to assist other family members in eating healthfully when influenced by negative peer pressure.

## MATERIALS

- Copies of “Coolish or Foolish” worksheets (see *Handouts 1–3 [1–3]*)
- Pens and paper

## STEPS

1. Introduction: Many of us face social influences (from marketing and advertising campaigns and from friends and family members) that sway us to eat non-healthfully. This activity is designed to help identify social pressures from our friends and colleagues that may affect how we and other members of our families think about and behave when it comes to food.
2. Break into family groupings; one family per group or if the family group is smaller than 3 persons, have 2 families join one another.
3. There are three Coolish or Foolish handouts, each asking a series of questions about a major piece of advice given out by nutrition educators. For each handout, family members will answer some questions about how they (and their peers) view this piece of nutrition advice. If time is limited, have each family choose and work with only one or two handouts instead of all three.

Here is the process:

- a. Give out the first handout — Talking about Peer Pressure and Fruits and Vegetables.



**Handout 1-3 (1): Talking about Peer Pressure and Fruits and Vegetables**

Choose one person to take notes. Have each member state whether making 1/2 of you plate fruits and vegetables is “coolish” or “foolish” from the perspective of their own peer group.

For example, if a teenager was with his/her friends, would they say the advice is coolish or foolish? The person taking notes will circle “coolish” or “foolish” under the “youth” category. After family members state why they chose “foolish” or “coolish,” proceed to the remaining questions. When the chart is all filled out, have participants share why they responded the way they did. Encourage them to consider the similarities and/or differences between family members. Hopefully, this will likely generate much discussion — a goal of this workshop.

- b. Give out the second handout — Talking about Peer Pressure and Fried Foods.

 **Handout 1-3 (2): Talking about Peer Pressure and Fried Foods**

The focus here is on the advice given by nutrition educators to choose baked chicken (potatoes) more often than fried chicken (or French Fried Potatoes).

- c. Give out the third handout — Talking about Peer Pressure and Sugar.

 **Handout 1-3 (3): Talking about Peer Pressure and Sugar**

The focus here is on the advice given by nutrition educators to limit the amounts of sugar sweetened beverages that you drink. Follow the process noted above.

4. Have participants re-join the large group. Facilitate a discussion about the power of social and peer pressure for influencing what people eat and how they eat. Have participants take turns presenting some of the things they discussed with their families.

Encourage conversation about what participants can do to support their peers and family members in moderating their food intake and choosing healthier foods and beverages when there is peer and social pressure to eat otherwise. Try to focus the discussion on ways to limit “negative” social/peer pressure (which counters sound nutritional advice) and enhance “positive” social/peer pressure (which supports behaviors in accordance with nutritional advice).

The moderator/facilitator can jumpstart this discussion in the following ways:

Ask workshop participants to identify specific foods at popular restaurants that children or the adults can choose which are lower in sugars or fat but which are still “cool” to eat.

Mention that if it isn’t “cool” to buy a small order of fries at a fast food place, do the “dare to share” game. Dare your peers to “share” the medium size. After you have finished eating it, if you are still both hungry, order another serving. However, if you find you are fairly full, don’t order anything else. Give yourselves a “high five”— you have been successful in moderating your food intake of a high fat food.

The facilitator might also note factors other than peer pressure that influence food choice and preference. For example, in some neighborhoods healthy foods may not be available or easily accessible.

### CONSIDERATIONS

This activity could be modified by having family members first write out their answers to the various questions on mini-post-it notes and attach these notes to the handout. This would serve to allow participants to share their views without being influenced by other family members.

## ACTIVITY 4 [OPTIONAL]

# Food Fight! A Role Reversal

*30–45 minutes***INTRODUCTION**

Often people do not realize that their behavior affects the behavior of others. Role reversal exercises have been used effectively by human service professionals to help people to empathize and better understand the views of other members in their families.

**OVERVIEW**

In this role reversal activity, children and their parents/caretakers/grandparents will take turns acting out what they perceive to be each other's usual behavior patterns when it comes to issues related to food.

**OBJECTIVES****General Objectives:**

- Participants will show sensitivity to other members' food behaviors, whether good, bad, or both.
- Participants will demonstrate a collaborative problem-solving strategy to deal with other family members' food behaviors.

**Specific Objectives:** Participant will be able to:

- Identify 1–2 of their food-related behaviors or attitudes which are pleasant or difficult for other family members.
- Propose 1–2 techniques or tips to increase pleasure and reduce stress about food.

**MATERIALS/RESOURCES**

- Paper
- Pencils or pens
- Handout: "Role Playing Scenarios"

**STEPS**

1. Ask participants to think of a food situation that went badly between parent and child or to make up a realistic similar scenario. In case the facilitator(s)/ participants can't think of something, here are several scenarios to help families get started. These scenarios are listed on a handout and described below.

**Handout 1-4: Role Playing Scenarios**

- A parent 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?
  - Son is mad because he is always has to eat his vegetables. Dad thinks he is too picky.
  - Mom is frustrated when everyone wants different foods at mealtime. Frequent food fights occur.
  - Mom is concerned because her daughter always skips breakfast.
  - Or, create your own scenario — as long as it somehow relates to food.
2. Ask for a "volunteer" family — to act out a scenario of interest (one of the above scenarios or another one they prefer). There is

one twist to this role play; the parent pretends to be the child and the child pretends to be the parent. [This activity can be done with one family at a time “performing” the role play for others, or with all participating families working on the role plays simultaneously.]

Remind participants that although this can be a fun activity and an educational activity (e.g., in gaining a greater understanding about why family members act they way they do), they should be careful to avoid overly exaggerating the behavior or words of their partner (parent or child). Some exaggeration is fun but too much can be hurtful and does not solve anything.

3. After the role play(s), have role play participants and other workshop participants discuss their role play experiences. Here are some prompting questions to facilitate discussion:

- What do you think the parent was feeling?
- What was the child feeling?
- Why did things go wrong?
- What could have been done differently?

4. Next, ask the role play participants to act out the scenario again, this time behaving in ways that reflect how they would like other family members to behave. For example, if the child wants his/her parent to offer more vegetable choices, the child would act out buying and preparing more vegetables. If the role players get stuck in terms of not knowing a good thing to say, place the role play “on hold” and look to members of other families (who are in the audience) to share an idea or two.

5. Discuss the differences:

- What specific tips or strategies could each person try at home?
- How did you feel about yourself and others in the success role play and how

did you feel about yourself and others during the “food fight.”

### CONSIDERATIONS

Discussing the situation between the two participants and if possible in a group will allow for greater understanding of why each behaves the way s/he does.

Joint problem solving allows both sides to save face and not feel they are the only one to blame for the problem. Giving their problem to the other and taking on the other’s problem will give them a different perspective and allow them to have empathy for the other person’s feelings.

Allowing parents to view themselves from a child’s perspective can be difficult, especially if they feel they have little control of the child’s eating habits. Keep in mind too that children often have a difficult time respectfully telling their parents what they like or don’t like.

## ACTIVITY 5

# How We Communicate as a Family

*30–60 minutes***INTRODUCTION**

A basic problem many families have when it comes to issues related to food is that family members have conflicting ideas regarding what it means to have effective communication about food-related topics such as what foods to buy, how to prepare food, when to eat, and even how to eat. This activity allows family members to (1) express their respective views about how they would like family members to communicate with one another, and (2) develop a shared vision of a family communication dynamic that is conducive to helping the family achieve its healthful eating goals.

**OBJECTIVES****General Objectives:**

- Participants will use communication techniques to family food-related issues.
- Participants will create a vision plan for the family regarding communication and food.

**Specific Objectives:** Participant will be able to:

- use RECIPE ingredients (see section one, activity one) to demonstrate improved communication in the family.

**MATERIALS/RESOURCES**

- Copies of Sharing Visions — How We Communicate as a Family — *one per family*
- Pens or pencils.

**STEPS**

Briefly review the lessons learned from Section 1 activities, and go over each of the communication components of R.E.C.I.P.E.

Break into family groupings and give each family a copy of the Sharing Visions — How We Communicate as a Family handout (below).

**Handout 1-5: Sharing Visions — How We Communicate as a Family**

Ask family members to work together in finishing each of the sentences in the handout in a way that describes what they would like to see in regard to how the family functions when it comes to food. Encourage all family members to discuss each item — one at a time, share their views on each item, and to work towards agreement on each item. [The facilitator(s) should be available to assist families as needed.]

Encourage families to post their completed family vision statements on their refrigerators or in another accessible place at home.

**CONSIDERATIONS**

Families might have some difficulty filling in the blanks. Encourage them to use as many or as few as they need. Each family is unique and their Vision Statement will reflect this. There are no right or wrong answers per se but the statement should be focused on helping the family as a whole find a cooperative and agreeable way to eat more healthfully as a family.

**TAKE OUT ACTIVITY**

# Using your new communication skills at home

Before moving to other activities, give out the “Using your new communication skills at home” handout which provides a list and description of all RECIPE (communication) components as well as a home assignment for family members to do together. It involves writing out examples of how they are actually using (or intending to use) RECIPE skills at home.



**Handout: “Take Out” Activity:  
Using Your New Communication  
Skills at Home**

**OBJECTIVES**

*General Objective:* Participants will continue to discuss, explore, and apply the RECIPE components in their day-to-day lives.

*Specific Objective:* Participant will be able to:

- Describe 1–2 instances when they have used the RECIPE skills at home.

**STEPS**

Family members should use the handout to write down how they are using/practicing/intending to use the RECIPE communication skills at home.

When participants return for future activities of the FRIDGE program, ask them to be prepared to share their new communication experiences with other program participants.

**Instructions:**

Insert Tab 3 here.

## **Section 2 — Learning Together About Food and Nutrition**

## SECTION 2

# Learning Together about Food and Nutrition

The activities in this section bring family members together to learn about ways to eat more healthfully. In addition to gaining useful information about nutrition and health, family members will learn about each other and from each other. Part of this learning is about the similarities and differences between generations in their eating practices and preferences.

## ■ ICEBREAKER

Two Truths and a Could Be —  
About Food and Me  
(10–15 minutes)

## ■ ACTIVITY 1

Dietary Knowledge Timeline:  
How What We “Know” about Food and  
Health has Changed Over Time  
(45–60 minutes)

PART 1 — Introduction

PART 2 — Match the Food Guidance  
System to the Date

PART 3 — Recipe Comparison Across Time

## ■ ACTIVITY 2

Back to the Future: Food Time Capsule  
(45–60 minutes)

## ■ ACTIVITY 3

Balancing the Sugar  
(45 minutes)

## ■ ACTIVITY 4 (Optional)

Portion Distortion  
(45 minutes)

## ■ ACTIVITY 5 (Optional)

Baking Now and Then  
(2 hours)

## ■ ACTIVITY 6

Sharing Visions about Food and Family —  
How We Learn Together about Food and  
Nutrition  
(30 minutes)

## ■ TAKE OUT ACTIVITY

The Family Meeting

# Materials Needed for Training

## ■ ACTIVITY 1

### Dietary Knowledge Timeline

- Picture of six food guidance systems (FGS) — from 1940s, 1950s, 1970s, 1990s, 2005, and 2011
- Paper and Pencils
- Copies of handouts: “A Brief History of USDA Food Guides” and “Comparisons Between Traditional and Modern Recipes” (one per family)
- Optional: 2–3 cookbooks for each family from the past 40 years and 2–3 current cookbooks with similar recipes

## ■ ACTIVITY 2

### Back to the Future: Food Time Capsule

- Pens/pencils
- Extra sheets of paper
- 3 large envelopes
- Laminated pictures of historically diverse, food-related items to put in “time capsules”

## ■ ACTIVITY 3

### Balancing the Sugar

- Measuring teaspoons
- 1 or 2 5-lb bags of sugar (depending on number of participants, allow for 1/2 bag per family)
- Bowls or Ziploc baggies
- Food labels for each food item to be discussed
- Fast food and regular food composition tables
- Calculator (one per group)
- Copies of the handout: “How Much Sugar is in the Foods We Eat?” (one per family)

## ■ ACTIVITY 4 (optional)

### Portion Distortion

- One bell for each team
- Markers
- Flipcharts and flipchart paper
- 5 Portion Distortion handouts
- Handout: “Strategies to Control Portion Distortion while Eating Out”
- Prizes for winner

## ■ ACTIVITY 5 (optional)

### Baking — Now and Then

*All materials for this activity depend on recipes used.*

- Hand mixer (rotary beaters, non electric)
- Flour sifter
- Dough mixer
- Baking pans
- Kitchen facility with oven and sink, microwave and convection oven
- 1 recipe and 1 prepared mix for the same item

## ■ ACTIVITY 6

### Internet Recipe Scavenger Hunt (optional)

- Computers, ideally 1 per family
- Copies of handouts: “Considerations in Evaluating Information Found on the Internet” and “Web-based Resources to Get Healthy Recipes for Low Cost Meals” (one per family).

## ■ ACTIVITY 7

### Sharing Visions

- Pens/ Pencils
- Copies of the handout: “Sharing Visions — How We Learn Together about Food and Nutrition” (one per family).

## ICEBREAKER

# Two Truths and a Could Be — About Food and Me

10–15 minutes

## OVERVIEW

“Two Truths and a Could Be” provides an intergenerational group of participants with a fun, non-pressured way to introduce themselves and meet others. It also provides a chance to draw more attention to the role of food in our lives.

## OBJECTIVES

### General Objectives:

- Participants will initiate a discussion with others who are at first strangers to one another.
- Participants will share information about food — the way they shop, cook, eat, etc.

### Specific Objective: Participant will be able to:

- Demonstrate the ability to discuss 3 situations about food in an intergenerational setting.

## STEPS

1. Create intergenerational pairings or small groups of up to four participants. Try to arrange pairings/groups so that each consists of members who do not know each other.
2. Inform participants that they are to introduce themselves and then come up with three statements about food in their lives — how they shop or cook, their food preferences, their food nightmares, etc. Two of the statements are to be truths and one is to be something that did not take place, but just as well could have.
3. Each person gets a turn saying their three

statements, followed by a period in which their partner(s) have to guess which of the three statements is a falsehood.

4. Reconvene in a large group and ask participants how well they did distinguishing between facts and a “could be.” Invite participants to share particularly interesting or funny occurrences with the larger group.

## CONSIDERATIONS

Some of the younger participants may have reluctance to participate in this activity—perhaps due to shyness and perhaps due to not having ideas about what to say. As facilitator for the activity, one way to help is to demonstrate the process. To model the process, present very different types of information about yourself (e.g., “I am allergic to bananas.” “I hold the watermelon eating championship in my neighborhood,” and “My favorite food is spinach.”) Invite the group to guess which statement is the “could be.”

If feasible, launch an impromptu discussion about intergenerational similarities and differences in food preferences, experiences, and concerns.

## ACTIVITY 1

# Dietary Knowledge Timeline: How What We “Know” about Food and Health has Changed Over Time

45–60 minutes

## Part 1: Introduction

Some of the differences in people’s food preferences and sensibilities can be understood as a function of generational experiences. People growing up in different eras have been exposed to differences in: the kinds of food readily available, what their family members and cultural group members say to eat, the latest scientific information about what is considered healthy and what is not, media messages aimed at influencing consumer food selection behavior, and government recommendations on what we should eat.

This activity is designed to help family members of different generations develop a better appreciation of the impact of historical food recommendations/guidelines on the eating habits of family members throughout different generations. In other words, why does grandmom have such different views than other family members?

### OVERVIEW

Our food choices are not static. They are dynamic and change over time. As we grow older, our food choices expand. Some of the reasons that we change our food choices is that we are exposed to new information through TV, magazines, and friends. The government also issues new guidelines regarding what we should eat. The government guidelines that a grandmother grew up with may be very different than what is now being recommended to her children and grandchildren.

### OBJECTIVES/SKILLS

#### General Objectives:

- Using a picture of current and previous Food Guidance Systems, participants will compare the differences in the FGS over the past 50–60 years.
- Participants will learn the scientific reasons why food and nutrition recommendations (Food Guidance Systems) have changed over time.
- Participants will assess the impact these recommendations have on the food behaviors of the different generations in their family (grandparent, parent, child).

#### Specific Objectives: Participant will be able to:

- Use the Food Guidance System pictures, select the Food Guidance System (FGS) prominent during their childhood (K–12 grades)
- Discriminate how the FGS existing in their childhood is different from the FGS prominent during the childhood periods of other family members.
- Discuss 1–2 reasons why the dietary guidance systems have changed from one period to the next.
- Compare 1–3 recipes from their childhood to recipes of today looking at different ingredients and food preparation techniques.

**MATERIALS**

- Picture of historic food guidance systems (FGS)—See handout.
- Larger pictures of each of six FGS's [1940s, 1950s–60s, 1970s, 1990s, 2005, 2011] to put around the room at different stations.
- Paper and pencils
- Copies of handouts, including: two “Comparisons Between Traditional and Modern Recipes” handouts and the “Chart of Differences between the Food Guidance Systems” handout.
- Optional: 2–3 cookbooks or individual recipes per family from the past 40 years and 2–3 current recipes (ideally from the same cookbook — an old Betty Crocker vs. a new Betty Crocker). [Families can bring in their own family favorite recipes they are willing to share.]

**STEPS**

1. Before beginning the activity, the nutritionist/facilitator should become familiar with the following information about the history of USDA's Food Guidance System (or food guides, such as “The Basic Four” and the “Food Guide Pyramid”):

- USDA has had a long history in developing and promoting food guidance. Different food guides have been used over the past 90 years. Each one addresses the health and nutrition concerns of the time when they were introduced. For example, in 1916, the Food for Young Children guide recommended 5 food groups (milk; breads and cereals; vegetables and fruits; butter and other “wholesome” fats; and sweets).
  - In the 1940s the food guide was considered a wartime food guide. Nutrition had become an integral part of the nation's defense program because it was feared that nutritional inadequacies of U.S. men might compromise their ability to fight.
- The food guide included 7 groups (green & yellow vegetables; oranges, tomatoes, grapefruit; potatoes and other vegetables and fruits; milk and milk products; meat, poultry, fish or eggs; bread, flour & cereals; and butter and fortified margarine). It promoted eating foods that provided vitamins and minerals needed to prevent deficiencies because many of the eligible service men were malnourished (underweight and in poor health).
- The 1950s and 1960s introduced a simplified food guide called “The Basic Four.” It included 4 groups (vegetables and fruits; bread and cereal; milk; and meat). Fats, oil and sugars were not emphasized because these foods usually appeared in meals in combination with the specified foods (in the four groups), and nutrition-wise, were seen as contributing mainly calories.
  - By the late 1970s, concerns about dietary excess led USDA to issue “The Hassle Free Daily Food Guide,” which included a caution group of fats, sweets, and alcohol.
  - In 1992, the original Food Guide Pyramid was introduced with 5 groups plus a tip which contained foods to eat sparingly (sugars and fats).
  - In 2005, MyPyramid was created with more consumer messages and educational materials. Major changes included more categories of calories and recommendations made in household measurements (e.g., cups and ounces versus servings). Also physical activity was included, a first for any food guidance system. These changes were instituted to address the increasing rates of obesity and decreasing rates of physical activity in the lives of Americans.
  - In 2010, USDA decided that a simpler food guide was needed that illustrated food choice by food group and quantities on a divided plate. MyPlate was created to emphasize portion control and making  $\frac{1}{2}$  your plate fruits and vegetables.

These changes address the growing concern about obesity in the U.S. With the increasing use of technology in society, this food guidance system makes expanded use of the Internet. The USDA website — [www.choosemyplate.gov](http://www.choosemyplate.gov) — includes tools to assist people in keeping track of their food choices, physical activity, calories in and calories burned, and even nutrient deficiencies.

- Many participants will want to know how many calories they should consume each day.

A component of ChooseMyPlate is “SuperTracker”. This feature allows participants to enter their age, sex and activity level to receive an individualized caloric recommendation. If internet connection is available, you may want participants to log into the ChooseMyPlate.gov site to obtain this information. You can also access a daily food plan which will suggest quantities to eat from the MyPlate food groups. While many people may deviate from this average, 2000 calories is the generic recommendation for adults over 18 and many children. This would include 6 ounces of grain foods, 2½ cups of vegetables, 2 cups of fruit, 3 cups of dairy foods and 5½ ounces of protein each day. Have participants plan a daily menu using these foods and quantities to accompany this activity or “Portion Distortion”. A word of caution, some older children will be growing and food intake will be much higher.

## Part 2: Match the Food Guidance System to the Date

1. Show the pictures of the various historical food guidance systems along with a separate list of dates. Give one set of pictures to each family.



### Handouts 2-1 (2 a–e): Food Guidance System pictures

2. Ask participants to MATCH each FGS (also include description of food items being recommended in that FGS) with the correct date — 1940s, 1950s–60s, 1970s, 1990s, 2005, and 2011. This can be done by each individual family or the group as a whole. The facilitator should encourage families to allow the youngest child to be the first to match a FGS with a date. For example, an 8-year-old should be able to easily match the new MyPyramid to the year 2005. A parent or grandparent might find it easy to match the 1950s–60s to the old Daily Food Guide/Fun for Fitness Guide.

*Answer Key:*

- (a) 1940s
  - (b) 1950s–60s
  - (c) 1970s
  - (d) 1990s
  - (e) 2005
  - (f) 2011
3. Once all of the FGS have been matched with dates, the facilitator can show the correct answers.

## How the Heinz Tomato Soup recipe Changed

Old Heinz Tomato Soup	New Heinz Tomato Soup
<i>Ingredients:</i> Tomatoes (74%), water, vegetable oil, sugar, modified cornflour, salt, dried skimmed milk, whey protein, cream, spice extracts, herb extract, citric acid	<i>Ingredients:</i> Tomatoes (84%), water, vegetable oil, sugar, modified cornflour, salt, dried skimmed milk, whey protein, cream, citric acid, spice extracts, herb extract
<i>Contains per 100g</i>	<i>Contains per 100g</i>
Sugar 5.2g	Sugar 4.9g
Fat 3.6g	Fat 3.0g
Sodium 0.4g	Sodium 0.2g

4. Set up 5 stations around the room, each with an enlarged picture of a FGS (with time period written in) along with a copy of the “A Brief History of USDA Food Guides” handout and any era-specific recipes that have been collected. Ask participants to identify which FGS was prominent during their childhood (K–12 grades) by getting up and standing by the picture. Have each family note where their other family members are standing around the room and how many different FGS’s are represented in their family.



### Handout 2-1 (2 g): A Brief History of USDA Food Guides

## Part 3: Recipe Comparison Across Time

1. Introduction: As a sign of dietary changes taking place in recent years, the food giant Heinz has changed the contents of its canned soups, increasing the “quantity of ingredients” while reducing fat, salt and sugar (Lawrence, 2004). The new Heinz tomato soup for example now contains 84% tomato compared with 74% in the old version. The company has also reduced salt levels by 20% to 1g per serving. Sugar has been reduced slightly from 5.2g per 100g to 4.9. The quantity of vegetable oil added has also been reduced.

[See chart below]

2. Next, have the participants at each of the FGS stations choose 1–2 recipes from the cookbooks or printed recipes at their station that would represent the kinds of foods they would have eaten and the ways the foods were prepared when they were in their mid- to late childhood years. Have them note how the food is prepared or presented in recipes. For example, a recipe from the 1950s might say to fry the chicken in fat and serve biscuits with butter and honey.
3. Next, have each group compare the “old recipe” from their childhood to a “new recipe” of today. One way to do this is to have participants review the two “Comparisons Between Traditional and Modern (new, lighter) Recipes” handouts.

 **Handout 2-1 (3): Traditional and Modern Recipes (Chicken, Macaroni & Cheese)**

The traditional recipes are generic representations of recipes found in old cookbooks and which have been passed down through families as the traditional recipe. The “new” recipes are modified from the traditional in ways that reflect new cooking/health practices.

- For the fried chicken recipes, the modern one has less total fat, less saturated fat, fewer calories, and will take about the same time to prepare as the traditional recipe.
- For the macaroni & cheese recipes, the modern one has less total fat, fewer calories, fewer ingredients, and will take less time to prepare than the traditional recipe.

Another way to do this is to use recipes from the same cookbook, such as Betty Crocker from the 1950s and Betty Crocker from today — many times local libraries will have both eras in their collection. How have the recipes changed? Are foods

prepared differently? Are there different ingredients? Do they reflect differences in the foods that people consider healthy and acceptable? Are the portion sizes different? [Some old cookbooks not only have different ingredients, but smaller portions; e.g., brownies to serve 12 instead of 6.]

Taking a close look at cookbooks at home could also help families update old recipes and encourage them to cook together.

4. Ask a couple of different people from each of the FGS stations to talk about the differences in the recipes over time. They can also share their personal preferences.

Inform the participants that recipes reflect changes in eating habits and these eating habits are influenced by changes in our Food Guidance System. As the group can see from Handout 2-1 (2-f) “A Brief History of USDA Food Guides,” there have been several changes over the past 70 years in our FGS. (Nutritionists can talk about some of the background information provided above.)

5. At the end of this activity, using the latest FGS as a backdrop, give a brief overview of the topics addressed in other activities in this section, such as *portion sizes* (“Portion Distortion”) and *consumption of sugar* (“Balancing the Sugar”), that will support families’ efforts to eat more healthfully.

## ACTIVITY 2

# Back to the Future: Food Time Capsule

*45–60 minutes***INTRODUCTION**

This activity is designed to help family members gain a better sense of the food items eaten when each generation was growing up. Hopefully, this will serve as a prelude for deeper discussion aimed at enhancing inter-generational communication and cooperation.

**OBJECTIVES**

**General Objective:** Participants will identify food and nutrition practices of different generations.

**Specific Objectives:** Participant will be able to:

- Distinguish between the cooking equipment, household appliances, and food-related paraphernalia used in the various time periods with which other family members are familiar.
- On the basis of such equipment and appliances used in different eras, describe distinctions in the food and nutrition habits of people who were alive during these periods.

**MATERIALS/RESOURCES**

- 3 tables or stations at which groups could gather
- Pens or pencils
- Sheets of paper
- Three large envelopes
- Pictures of historically diverse, food-related items to put in time capsule (e.g., an old fashioned stove, George Forman grill, microwave, pizza, popcorn, soda, farmer, McDonalds brochure, etc.)
- (Optionl) Can bring in your own pictures of kitchen tool (or even the tools themselves).

**STEPS**

1. Set up three separate “stations,” each at a different table or area of the room. At each station place a set of the pictures of food-related items.

**Handout 2-2: Food Time Capsule Images**

2. Divide participants into two or three groups so that each group is as mono-generational as possible. If older adults are in the program, the groups can be youth, young and middle-aged adults, and older adults.
3. Ask each group to go to one station and select 8 items to put in a time capsule that represents their time period and generation. The time capsule should include items that reflect the practices, beliefs, and customs of each age group.
4. Once all groups are finished, have each group circulate to the other stations to review and compare the different time capsule contents. Group A would leave station A and move to station B. Group B would leave station B and move to station C. Group C would leave station C and go to station A. The visitors viewing the time capsule would pretend they came upon the time capsule 100 years after the fact and describe what kind of generation/people lived at that time and their food and eating lifestyles.
5. After reviewing the contents at this station, ask the monogenerational groups to describe in 20 words or less, what the generation of the other group was/is like. Have them write this down or draw a picture, a

cartoon, a song, or poem that describes this generation's views about food. Groups should feel free to express their humor when writing the description. Once finished, they should put the description in the envelope at that station.

6. Then, have the groups rotate to another station and follow the same procedure for describing the time capsule generation. (Note — Monogenerational groups should NOT look at the written descriptions of previous reviewers.)
7. They should then go back to the large group and sit down. Have the facilitator collect the descriptions, mix them up, and read them to the entire group. The groups can then guess what time period or generation is being described.

FYI — This activity can be “light, witty, and fun.” No group should take the descriptions so seriously that they get offended.

The facilitator, at the end of this activity, should encourage some open discussion from the whole group about:

- Any misperceptions that were found in the descriptions.
- How accurately people of different generations understand each other in terms of how they eat, cook and live.
- How each generation can express itself better in order to reduce misunderstandings or misperceptions.

Other questions that can be used to stimulate intergenerational discussion, are:

- Knowing what you know now about the effect of food and nutrition on health, what changes might you suggest to the time capsules of these 3 different generations to improve the health of those generations?

- What are some of the similarities and differences between the generations in terms of: favorite foods, efforts made to eat healthfully, and how decisions are made about what to eat?
- What is the most important thing you want people of age groups other than your own to know about you and those in your general age group?
- Anybody have ideas about what can be done today, right now, to reduce any misunderstandings or inaccurate assumptions about one another? How about to promote more open communication?

## ACTIVITY 3

# Balancing the Sugar

*45 minutes***INTRODUCTION**

How much sugar should we be consuming? What one generation deems appropriate may not be the same as other generations. Even our food guides have changed over the years in regard to sugar recommendations. Currently, our government is very concerned with the amount of sugars that we are consuming. As a result, in the latest Food Guidance System called MyPlate, it is recommended that we limit foods with added sugars. Foods with added sugar include: sweetened beverages, desserts, candy, sweetened cereals, and many processed foods. Most of us should get no more than 100–300 calories per day from these added sugars. Many of us are getting much more than that and some of us are getting over 1,000 calories a day from foods that contain sugars

For example, a very small bag (2 ounces) of Oreo cookies is 6 cookies and contains 270 calories. Those 270 calories may be all that we should eat of a sugary food. If we were also to drink soda or sweetened iced tea, or eat a breakfast cereal that contains sugar, we would be eating too much sugar.

In this activity, family members will discover how much sugar is in their food and beverages and how they can work together as a family to reduce the sugars in their diets.

The visual aspect of this activity will allow for all participants to be able to understand the reality of how much sugar they consume. Sugar can come in the form of regular granulated sugar or high fructose corn syrup (as found in soda). Much of the sugar Americans consume is “hidden” in foods, such as sugar found in spaghetti sauce, fruited yogurt, or other processed foods.

**OVERVIEW**

Individuals will learn what sugar is in its different forms and how each form can be healthy such as in apples or other fruits or unhealthy as in a can of pop/soda. Using the basic measurement of sugar according to the nutritional value on a bag of sugar (4g of sugar = 1 teaspoon) participants will compare common foods that list “sugars” as a part of the nutritional label.

**OBJECTIVES/SKILLS***General Objectives:*

- Participants will identify how many grams of sugar are in various food and beverage items.
- Participants will discuss the relationship between too much sugar as added calories and weight gain.
- Participants will develop a family plan to reduce intake of sugar by all members of the family.

*Specific Objective:*

- Using a food composition table or food labels, participant will be able to determine how many teaspoons of sugars are in 2–5 food products.

**MATERIALS**

- Measuring teaspoons
- 1 or 2 5-lb bags of sugar (depending on the number of participants allow for 1/2 lb. of sugar per family)
- bowls or zip-lock baggies
- Food labels for each food to be discussed (optional)

- Fast food and regular food composition tables
- Calculators — one per group (optional)
- Copies of the Handout: “How Much Sugar is in the Foods We Eat?” (one copy per family).

### STEPS

## Part I: Preconceptions and predictions

1. Place families into separate groups (one family per group).
2. Have each person in the family guess and write down on a piece of paper how many teaspoons of sugars they individually eat in an average day (remind them that this includes white sugar, corn syrup and other sugars found in beverages and foods).
3. Have adults look at what the youths have estimated as their daily sugar intake. Do they agree?

Have the youths look at what the adults have estimated as their daily sugar intake. Do they agree?

Have each person in the family modify their prediction, if necessary, after discussing it with other family members.

## Part II: Reality check

1. Introduction: Many of the foods we eat include sugars and therefore extra calories. It is very effective to have families measure the sugar content of one serving of a food, such as candy, and put that in a baggie. Then have them measure the sugar content for the entire container (e.g., 16 oz. bag of Skittles) and put that in a baggie (they'll need 2 sizes of baggies—the snack size and the quart size!). Most individuals do not eat one serving of a food, thus the measurement of one serving is not beneficial in regards to impact. Calculating the sugar content of the entire 16-oz. bag of

Skittles is an eye opener—it has 88 teaspoons of sugar! Some individuals actually eat the entire bag of Skittles or at least half a bag at one time. Make sure the bags/containers of foods that you use for this activity are realistic sizes, not just the small sizes.

2. Provide a variety of actual food labels, (or copies of labels), or charts with nutrition information regarding calories and sugar to each family group. The labels should include a variety of foods and beverages: cookies (e.g., chocolate chip), soda, sports drink, sweetened cereals, toaster pastry, unsweetened cereal (e.g., Cheerios), iced teas, etc.
3. Each person in a group can have a separate task. One person can use the calculator to determine how many teaspoons of sugar are in the products. Another can measure the sugar using the measuring spoons, and another person can double check to make sure the person measuring the sugar does it accurately.
4. Explain how to locate the grams of sugar per serving on the label and how to convert grams of sugars to teaspoons of sugar (4 grams = 1 teaspoon of sugar). Thus, participants can divide the grams of sugars by 4 to determine the number of teaspoons of sugar. Then explain how to calculate the total number of grams of sugars in the entire package and convert that to total number of teaspoons of sugar. [Locate on the label the number of servings in the bag. Then, take that number times the grams of sugars. For example, if the number of servings in the bag of cookies is 6 and the grams of sugars in one serving is 12, then  $6 \times 12 = 72$  grams. This is converted to 18 teaspoons of sugar in the bag ( $72$  divided by  $4 = 18$ ). Then measure the amount of total sugar in the entire product and put it in the quart-size baggie.]
5. To keep this activity fairly simple, do not

include foods with naturally occurring sugars (such as 100% fruit juice). The facilitator can make a comment about these, but it will make the activity more complex and there is already a lot being discussed.

6. The facilitator should now talk a little bit more about the MyPlate key concepts regarding sugars and sweets. Our objective is to have family members choose and prepare foods and beverages with little added sugars. Families can do this by: choosing water, fat-free milk, or unsweetened tea; limiting sweet snacks and desserts; selecting unsweetened cereals or mixing unsweetened cereal with just a bit of sweetened cereal; and choosing canned fruits in 100% fruit juice or water rather than syrup." The reason it is important to reduce sugar content is because sugars have calories but are low in nutritional value. And, it is important to maintain caloric balance to avoid unwanted weight gain." [Another benefit of reducing sugar: It may help reduce cavities.]
7. Given this information, have adults ask the children what they could do to reduce their sugars and sweets, and vice versa. Encourage families to come to realistic, measurable behaviors about sugar intake. Have each family create a list of strategies they will use to reduce their sugar intake. For example:
  - Child could limit sweetened cereal (eg. Over 12 g sugar/serving) to 4 times a week. Or they could mix it with unsweetened, higher fiber cereal.
  - Adult could decrease soda pop consumption to 1 can per week, or change to diet.
8. Bring groups back together to share what agreements they have made among the generations and how they will support each other and their healthy eating goals with good communication techniques.

### ➔ Handout 2-3: How Much Sugar is in the Foods We Eat?

#### CONSIDERATIONS

Be sure to clarify what added sugars are. According to ChooseMyPlate.gov, "added sugars are sugars and syrups that are added to foods when they are processed or prepared. It does not include naturally occurring sugars such as those in milk and fruits."

The following 2 publications have additional information about ways to help families reduce their sugar intake.

➔ **Cut Back on Your Kid's Sweets**  
[www.choosemyplate.gov/food-groups/downloads/TenTips/DGTip-sheet13CutBackOnSweetTreats.pdf](http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTip-sheet13CutBackOnSweetTreats.pdf)

➔ **Make Better Beverage Choices**  
[www.choosemyplate.gov/food-groups/downloads/TenTips/DGTip-sheet19MakeBetterBeverageChoices.pdf](http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTip-sheet19MakeBetterBeverageChoices.pdf)

## ACTIVITY 4 [OPTIONAL]

# Portion Distortion

*45 minutes***INTRODUCTION**

Most adults have noticed that food portions have gotten larger at restaurants (and maybe even in our own homes). Some portions are called “super size,” while others have simply grown in size and provide enough food for at least two people. With this growth has come increases in waistlines and body weight. Unfortunately, younger generations do not know that portion sizes have increased and, they don’t know what is a normal or average portion.

In 2010, obesity in the U.S. was addressed for the first time in the dietary guidelines which are updated every five years. Key messages include: balance your calories, enjoy food but eat less, and avoid oversized portions.

**OVERVIEW**

This activity will address this issue of portions, how they have changed in size, and what individuals can do to prevent weight gain from these current excessive portions. Individuals are shown several food items (e.g. bagels, spaghetti, French fries) comparing the average portion of twenty years ago and today’s portions. Individuals are provided the calories in the portion of 20 years ago. They must guess the calories in today’s portion size.

Game option: “Family Food” is played in family groups that will be expected to come up with a group answer. Each group is presented with a question. Several possible answers are presented from which they can choose.

**OBJECTIVES****General Objectives:**

- Participants will observe the number of calories in selected food portions of today as compared to 20 years ago.
- Participants will describe how increases in calories require additional physical activity to offset weight gain.

**Specific Objectives:** Participants will be able to:

- estimate the calorie content of current-day food items as compared to similar food items 20 years ago.
- estimate the number of minutes of exercise it will take to burn the extra calories provided by current-day foods.

**MATERIALS/RESOURCES**

- 5 Portion Distortion Handouts
- One bell for each team (optional)
- Prizes for winners
- Handout: “Strategies to Control Portion Distortion while Eating Out”
- Flipchart; several flipchart sheets will be given to each family
- Markers

**STEPS**

1. Split group up into single or double family groups with 4–6 people in each group.
2. Give out the first of five Portion Distortion handouts (French fries).

**Handout 2-4 (1): Portion Distortion (French fries)**

3. In a game show-like format, have each family or multi-family team guess the cor-

rect answer. All family members must be included in final decisions. The teams with the correct answer (610 calories) get one point.

4. Proceed to the next Portion Distortion handouts, one at a time, and for each repeat the process noted above.

The correct answers are as follows:

- French fries: 610 calories
- Cheeseburger: 590 calories
- Spaghetti & meatballs: 1,025 calories
- Bagel: 350 calories
- Soda: 250 calories

5. Once all questions are answered (in the game version) ask each intergenerational/family group to discuss and identify a variety of strategies they can use as a family to decrease portion sizes. Encourage different members of the families to identify specific strategies that they are willing to implement. (See list in the handout for examples of specific strategies the facilitator can use in case the families are at a loss for practical strategies.)

5. Each family will use flipchart paper to list strategies that then can be shared with the whole group. This list can then be typed up and shared with everyone as a handout to take home. Ask families to identify a minimum of three strategies (at least one per person) that they will implement in the next few weeks. The more strategies, the better! If possible, have participants report back at the next meeting how some of the strategies worked.

To further discussion about ways to control “portion distortion,” distribute and discuss the “Strategies to Control Portion Distortion while Eating Out” handout.



**Handout 2-4 (6): Strategies to Control Portion Distortion while Eating Out**

Using food models is another effective way to

help participants see (and feel) what is a proper portion size.

### CONSIDERATIONS

Depending on the format chosen, discussion can take different forms. Keep families on topic and keep to positive solutions. Not eating out is not a realistic option; sharing a meal rather than ordering two separate meals is an option.

Tell participants that in addition to the portion size, many times the way the food is prepared significantly increases the calories. For example, French fries have many more calories than a baked potato or plain boiled potato. Parents and grandparents may have eaten mashed or boiled potatoes almost every day for dinner. It was a very common vegetable to serve at dinnertime. Nowadays, the younger generations eat French fries or fried potatoes. Both generations eat potatoes, and quite a bit of them, but one form is higher in calories than the other, thus adding to possible weight gain.

This activity could be used to launch a provocative discussion about fast food.

The on-line version of this activity ([www.choosemyplate.gov/supertracker-tools/portion-distortion.html](http://www.choosemyplate.gov/supertracker-tools/portion-distortion.html)) includes a physical exercise component that depicts what amount and what kind of exercise will offset the eating of these larger portions of food.

“The MyPlate icon was introduced in 2011 to encourage Americans to eat more fruits and vegetables which are lower in fats and calories, and less starchy vegetables/grains and animal protein which are higher in calories.”

See the “When Eating Out, Make Better Choices” handout for additional information about ways to help families eat healthy-sized portions. [See: [www.choosemyplate.gov/weight-management-calories/weight-management/better-choices/eating-out.html](http://www.choosemyplate.gov/weight-management-calories/weight-management/better-choices/eating-out.html)]



Another way to control portion size is to give people more control over the amount of food they put on their plate. [Photo: From “MyPlate Roll-up,” a make your own snack activity conducted at the FRIDGE–Farms Retreat (Villa Maria Education and Spirituality Center in Lawrence County, PA, July 26–28, 2013).]

## ACTIVITY 5 [OPTIONAL]

# Baking — Now and Then

2 hours

*Note: An alternative is the “Bread in a Bag” activity which only takes about 30 minutes, see end of activity*

## INTRODUCTION

How have baking methods changed over time and how does the nutritional quality compare? Often in exchange for convenience and saving time we turn to “quick-mix” baking since the older methods are sometimes perceived as more time consuming or difficult. However, quicker is not always better nutritionally or taste-wise.

## OVERVIEW

In this activity, family members of at least two generations will work together to create two sets of baked goods, one using traditional baking utensils and recipes and the other using modern baking instruments and (prepared) mixes. Together, family members will examine how cooking methods and materials have changed over time. This activity can be done with any baked good that has a mix version. Muffins, especially fruit muffins, are a good alternative to cake and cookies.

## OBJECTIVES

### *General Objectives:*

- Participants will engage in single family and multi-family conversations about cooking ingredients and their nutritional value.
- Participants learn that quicker does not necessarily translate into healthier.

### *Specific Objectives:* Participant will be able to:

- create, as a family, two baked goods from different eras.

- review and compare the nutritional value of those two food products.

## MATERIALS/RESOURCES

Depending on recipe:

- hand mixer (rotary beaters) (non-electric)
- flour sifter
- dough mixer
- recipe and prepared mix for the same item — try to use a nutritious product, such as bran muffins, most of the other muffin mixes have white flour, a lot of sugar, and no whole grains.
- baking pans
- kitchen facility with oven and sink, microwave, convection oven

## STEPS

### Preparation:

Make sure that participants include at least one family member who knows how to bake a cake or cookies using a mix sold in supermarkets, and at least one person who knows how to work with all of the ingredients necessary to bake “from scratch.” Consider grouping families if one family does not know how to bake.

Gather all of the ingredients and equipment needed to make a baked item from scratch and from a mix. Before they get started, family members should review the materials on the table to make sure that everyone knows what each tool is used for and what each ingredient is. Make only one recipe at a time to avoid confusion.

**Bake:**

Have family members work together on each baking activity. They can divide the tasks for each recipe — e.g. sifting flour, cracking eggs, and mixing.

Make sure that participating youths get hands-on experience with traditional baking utensils.

**Taste Test and Discussion:**

After both recipes are completed and baked, have family members sample the items they made and discuss the pros and cons of each baking experience. Themes may include: time, cost, flavor, nutrition, artificial versus more natural ingredients, ease of use, ability to adjust for personal taste, moistness, crispness, etc. [Option: One way to help participants compare the nutritional aspects of the made-from-scratch and the pre-boxed items is to create sample Nutrition Labels for the families to compare both recipes.]

At the end of the discussion, put all of the baked goods out for everyone to enjoy!

**CONSIDERATIONS**

Emphasize the idea that baking together can be a fun family experience. It can be a time to talk and discuss each other's lives. In past times the kitchen was where the women (although certainly today it can include men) "caught up" on each other's lives. Baking the old way can help a family find time to talk and improve their teamwork skills. While preparing the food, the generations can share family recipes and talk about how they cooked in previous generations.

Keep in mind that some resource stressed families might not have the appliances at home to do this activity. This is another consideration when determining whether to include this activity in your FRIDGE program.

Perhaps there would be interest in the group for some of them to get together and make "slow food" meals together in one of their homes! It might even inspire some of the families to start their own business. According to recent articles in the press (e.g., Mendez, 2005), there is a growing public demand for alternatives to fast food restaurants.

**Alternative Activity**

If there isn't enough time available to do the entire "Baking Now and Then" activity, consider the following simple cooking activity. Participating families could follow a simple recipe such as "bread in a bag" which is easy to make, not messy, and lots of fun.\* They can make a loaf of bread or breadsticks or pretzel shapes. They can add seasonings — cinnamon sugar, garlic, etc. Also, the recipe includes whole grains which we are emphasizing now. A quick mix muffin is not whole grain (a point that can be made with the "Baking Now and Then" activity). The bread and/or breadsticks can be baked in a toaster oven (easy to transport to workshops). A recipe makes a lot. The families could take home the extra "dough in the bag" and bake the rest at home.

\* To get the "bread in a bag" recipe, go to: [www.uwyo.edu/wintherockies](http://www.uwyo.edu/wintherockies). On the left side of the page click on "Educational Materials." At the next page, click on WIN Kids Lessons. Scroll down and you will see one titled "Moving on with Fiber." It is a lesson with lots of activities and includes the recipe for making bread in a bag. The recipe is in Handout #3 WIN the Home: Bread in a Bag.

## ACTIVITY 6

# Sharing Visions — How We Learn Together about Food and Nutrition

30 minutes

## INTRODUCTION

A basic problem many families have regarding food is that family members often have conflicting views about what foods to buy and how to prepare the food.

## OVERVIEW

In this activity, families will continue to develop their vision for eating healthfully. This session will help family members continue to communicate and share their new visions and plans about food, nutrition, portion sizes, sugar, cooking, etc.

## OBJECTIVES

**General Objectives:** This activity aims to help family members to:

- Reinforce a family-wide commitment toward applying the food and nutrition-related information obtained from the FRIDGE program (e.g., about the importance of reducing sugar intake).
- Expose disagreements and misunderstandings about what is considered healthy eating, and
- Begin to come to consensus as to how they will achieve several new healthy eating goals.

**Specific Objectives:** Participant will be able to:

- Review 3–5 concepts learned from this program, and develop a plan on how to apply what they learned, on the following food-related topics:
  - Filling 1/2 their plate with fruits and vegetables

- Limiting foods with “added sugar”
- Limiting high fat foods
- Avoiding eating overly large portions
- Limiting fried foods

## MATERIALS/RESOURCES

Copies of Sharing Visions — How We Learn Together about Food and Nutrition; one per family.

Pens or pencils.

## STEPS

1. Briefly review the day’s lessons.
2. Give each individual a copy of the Sharing Visions — How We Learn Together about Food and Nutrition handout.



### Handout 2-7: Sharing Visions — How We Learn Together about Food and Nutrition

3. Have families work together to complete the handout. Encourage individuals to share what they know about each food-related topic and to state *specific behaviors* they can do as a family to meet their healthful eating goals. The facilitator should be available to assist families as needed.

## “TAKE OUT” ACTIVITY

# The Family Meeting

### INTRODUCTION

A family meeting is a time when the entire family gets together to:

- Make plans
- Share ideas
- Solve problems
- Resolve conflicts
- Make decisions

### OVERVIEW

For the family that is busy and wants to develop unity, the weekly family meeting is a great help. It enables the family to cope with the stresses that are present in day-to-day living. It is also a good way to: teach family members how to communicate, teach children how to make decisions, promote cooperation to address family concerns, and ensure that all family members, not just a single person, are responsible for following through on important decisions.

A weekly meeting requires time, planning, effort and commitment on the part of every member of the family.

### OBJECTIVES

**General Objectives:** This activity aims to help family members:

- decide on when and how often to have family meetings.
- conduct a formal family meeting.

### STEPS

1. Find a time and a place to hold your first family meeting.

2. Review the major points noted in the “Tips for Successful Family Meetings” handout.



### Handout 2-Take Out: Tips for Successful Family Meetings

3. Begin the meeting. Although there is no set agenda, make sure to introduce issues related to food selection (e.g., sharing ideas about next week’s menu), food preparation (e.g., discussion about preparing nutritious meals when there is little time) and food consumption (e.g., how to make family mealtime more enjoyable for all). Make sure to give all members a chance to suggest topics for discussion.
4. At the end of the meeting, have each participant share their views of the family meeting, and make a decision as a family how the next family meeting might be run differently.
5. Select a time and a place for the next family meeting. If possible, make a time and place for weekly meetings — for example, every Wednesday evening after dinner at the dinner table.

### CONSIDERATIONS

There are various ways to jumpstart conversation at a family meeting, e.g. sharing a newspaper article about a scientific finding related to food and nutrition, or asking participants to taste and comment on oatmeal cookies prepared using a new recipe with healthier ingredients.

**Instructions:**

Insert Tab 4 here.

## **Section 3 — Working as a Team to Improve Family Eating Practices**

## SECTION 3

# Working as a Team to Improve Family Eating Practices

The activities in this section aim to help families establish a sense of cooperation and teamwork in their efforts to adopt healthier food selection, preparation, and eating practices.

## ■ ICEBREAKER

The Human Pretzel

*15–20 minutes*

## ■ ACTIVITY 1

Family Food Puzzle

*30 minutes*

## ■ ACTIVITY 2

Making Decisions About Food —  
From Me to We

*45–60 minutes*

## ■ ACTIVITY 3

“Dinnertime:”

What does it mean to eat together?

*30–60 minutes*

## ■ ACTIVITY 4

Sharing Visions — How We Work  
Together to Eat Healthfully

*30 minutes*

## ■ ACTIVITY 5

Out with the Unhealthy and In with  
the Healthy

*45–60 minutes*

## ■ TAKE OUT ACTIVITY

Drawing up an “Official” Family Contract

**SECTION 3****Materials Needed for Training****■ ACTIVITY 1**

## Family Food Puzzle

- Flip Chart
- A pair of scissors (to cut puzzle pieces)
- A puzzle template (one per family)

**■ ACTIVITY 2**Making Decisions About Food —  
From Me to We

- Sets of colored dot stickers (4 different colors), one set per family
- Copies of handouts 1 and 2 for each family

**■ ACTIVITY 3**Dinnertime: What Does it Mean to Eat  
Together

- Copies of the handout: “Dinnertime” (one per family)

**■ ACTIVITY 4**Sharing Visions — How We Work Together  
to Eat Healthfully

- Copies of the handout: “Sharing Visions — Teamwork” (one per person plus one per family)
- Pens/pencils

**■ ACTIVITY 5**Out with the Unhealthy and In with the  
Healthy

- Paper and pencils
- 1–2 pairs of scissors per family
- 1–2 food advertisement flyers from the grocery store (per family)
- Small paper clips (about 15–20 per family)
- 2 metal clothes hangers per family
- MyPlate food guidance system chart/information (can be same handout used in the Dietary Knowledge Timeline activity — see section 2 of the FRIDGE curriculum)

**ICEBREAKER****The Human Pretzel***15–20 minutes***OVERVIEW**

This icebreaker is useful for helping a group of 8–20 people feel part of a group/team.

It is good for helping participants to address and resolve group conflict (recover from figuratively getting all tangled up), disunity, and frustration. Participants will learn that supporting, coaching, and encouraging are positive behaviors that are all part of good team work.

**OBJECTIVES**

Participant will be able to:

- Distinguish cooperative problem solving from other forms of problem solving.
- Gain an appreciation of the value of cooperation and teamwork for solving problems and accomplishing tasks.
- Develop an awareness of how one's own behavior affects and is affected by family dynamics for discussing and making decisions about food.

**STEPS**

1. Have the group stand in a tight circle with shoulders touching.
2. Everyone puts one hand in the center and uses that hand to take the hand from someone across the circle.
3. Everyone puts their second hand in the center and takes someone else's hand across the circle. No one should be holding the hands of anyone next to them, or both hands of anyone else.

4. Explain task: "Untie the knots as far as you can." Emphasize the following rule: "The hands may not break contact, though you may rotate your grip."

5. Record observations on a flip chart.

6. Discuss the value of cooperation (versus competition) when trying to solve a group problem like this.

**CONSIDERATIONS**

Occasionally two circles are formed. Sometimes the circle will break out separately and sometimes they will be interlocked. If you wish to avoid this, pass a Squeezeie through the group at the very beginning, i.e., one person starts by squeezing the hand in their right hand. The receiver passes the squeeze to the next person, and so on. If the squeeze returns to the original person without touching everyone, there is more than one circle.

Occasionally you will have an overhand knot, which cannot be undone without breaking a pair of hands. It's often fruitful for a team to struggle with trying to undo an overhand knot.

When there are only 7 or 8 participants remaining, the leader might join the knot to provide adequate challenge. If the group is too small it won't work. You need at least 8 people for this activity to be effective.

## ACTIVITY 1

# Family Food Puzzle

*30 minutes***INTRODUCTION**

The challenge a family faces in figuring out how to eat healthfully is like figuring out a complicated puzzle. The pieces that need to be put together include: determining what foods to eat, what foods to avoid, and coming up with a strategy — one that fits family time and budget constraints — for purchasing and preparing foods and cleaning up after meals. Part of the key to resolving this puzzle is having family members function as a “team” and work cooperatively to solve problems.

**OVERVIEW**

In this exercise, *family members work together* on a simple puzzle-building task. After the puzzles are completed, participants are encouraged to reflect upon how lessons learned can be applied to their challenges at home in terms of resolving problems or differences of opinion on food-related issues.

**OBJECTIVES****General Objectives:**

- Participants will exercise problem solving skills and reflect on the value of cooperation for solving food-related problems.

**Specific Objectives:** Participants will be able to:

- Distinguish cooperative problem solving from other forms of problem solving.
- Gain an appreciation of the value of cooperation and teamwork for solving problems and accomplishing tasks.
- Describe 1–3 lessons learned from partici-

pating in a team-building exercise.

- Apply lessons learned from a team-building exercise to family situations.

**MATERIALS**

- Flip chart
- Puzzle templates. Make enough copies of the chosen template(s) so that each family gets one puzzle. If possible, make color copies.
- A pair of scissors (to cut the puzzle pieces).

**STEPS**

1. Place families into separate groups (one family per group).
2. Give each family a set of puzzle pieces, with the simple instruction that every family member should participate in the task of putting the puzzles together.
3. When the puzzles are completed, have all participants come together for a large group discussion. To launch the discussion of the experience, the facilitator should ask: “What happened during the process?” and encourage the team to relate this experience to their family experiences. To encourage reflection about group process, the facilitator/observer might ask the following:
  - How did participants function? E.g., Did they act cooperatively or competitively with one another?
  - Did people withdraw when unable to get their way? If so, how did it affect the rest of the team?

- Did dominant individuals emerge, or did everyone seem to participate equally?
- Was there agreement in deciding how to go about doing the puzzle? If there was any disagreement, how did you resolve it?
- Was there teamwork in actually putting the puzzle together?
- Did anyone detect evidence of frustration? If yes, how did such behavior affect the group?
- What was the critical turning point(s) affecting the teams working together?

Another set of questions could focus on the task itself: What were the strategies families used to solve their puzzles? [For example, one family might have started with the edges/frame first, whereas another family might have begun by grouping pieces with similar color or pattern together.]

Other observations?

4. Reinforce key points: Have the entire team develop a set of learning points, which can be recorded on a flipchart. Learning points might include the following:
  - Participation and cooperation by all members of a team are essential to attain team and individual goals.
  - It is hard to solve group problems when there is no communication.
  - Problem solving requires that team members keep an open mind to a variety of potential solutions.
5. Encourage participants to apply this learning experience to their family experiences at home. For example, ask: What are some ways your families can use teamwork at home when it comes to finding ways to eat more healthfully?
6. Ask the group to list 1–2 simple cooperative problem solving techniques that can be used when deciding on collaborative food menus and determining food preparation methods.

### CONSIDERATIONS

To make the puzzle-building task a bit more challenging, you could ask the family members to do the puzzle in silence and request that they all participate. You could also put a time limit on it to add extra pressure.

Believe it or not, you will likely find some families will not be able to do it, not because they can't put a puzzle together, but because no real leader emerges, they don't have a strategy, etc. These are all important things to have for successful meal planning and implementation.

## ACTIVITY 2

# Making Decisions About Food — From Me to We

45–60 minutes

## INTRODUCTION

Many families face extensive conflict when trying to get children to cooperate with efforts to eat more healthfully. In contrast, many other families have little conflict; children are actively engaged in discussions, and they are willing to take on responsibility, when it comes to working with other family members to figure out healthy eating plans and practices. In a focus group study of family practices and conversations about eating healthfully (and unhealthfully)<sup>1</sup>, we learned that families with effective and positive communication regarding food-related issues were found to have *frequent food-related conversations with children, set clear “ground rules” for eating, and involve children as “partners” in making food-related decisions.*

## OVERVIEW

All family members need opportunities to talk, be heard, and make a contribution to important family matters. This includes making decisions about food — what foods to purchase, methods of food preparation, and what the family does during mealtimes. This activity aims to encourage family members to discuss how such decisions are made in their family, and consider how children can be valuable partners in the process of meal planning, food shopping and meal preparation. The underlying theme is one of trying to build a sense of teamwork and partnership in how the family functions when discussing food-related issues and making decisions. Emphasis is placed on the importance of

active participation on the part of all family members. The rationale is that this will increase the family’s overall ability to come up with creative, workable strategies to address food-related challenges.

## OBJECTIVES

### General Objectives:

- Participants will become more aware of who makes family decisions about food.
- Participants will express their feelings as to whether they would like more/less/the same amount of influence over decision-making.
- Participants will be able to adopt elements of participatory styles of decision-making.

### Specific Objectives: Participants will be able to:

- Engage other family members in an open discussion about the level of involvement (and empowerment) of all family members in making decisions about food.
- Describe the power differential between family members when making decisions about food.
- Develop family plans for making food-related decisions as “partners.”

<sup>1</sup> Kaplan, Kiernan, and James (2006). Intergenerational family conversations and decision-making about eating healthfully. *Journal of Nutrition Education and Behavior*, 38(5), Sept., 298–306.

**MATERIALS**

- sets of color dot stickers (each with 4 colors); one set per family
- copies of handouts #1 and #2; one for each family

**STEPS**

1. In one large group, read the 3 family scenarios which describe family situations involving food.

**FAMILY SCENARIO #1**

**Grandmother:** “This morning, I had made cream of wheat. And I had some meat and orange juice. She didn’t stop in the kitchen. She kept going. And I’m calling her to come have breakfast and she’s going to school.”

**FAMILY SCENARIO #2**

**Child:** “Usually when we have dinner, then I just take a look and if I don’t see something I like, I’ll go back to my room.”

**FAMILY SCENARIO #3**

**Child:** “Usually, my grandma and me just sit down and make a list of the things we’re going to make, like apple pie or mashed potatoes or something. And then we just go to the store and get the stuff that we’re going to make and then we just make it.”

**Grandmother:** “I started when they were little. You know, it’s something that we prepare the meals together. And there are sometimes that they like to do that. I was laid up last year, I had surgery on my back was out, and I could not do anything. And they just took over everything. They did the cooking. I was really surprised. I knew they could cook, but I didn’t think they could do it on their own without me being there. But they could.”

For each scenario, ask participants to share their views regarding who is responsible, and who should be responsible, for the situation described in the slide.

Focusing on one scenario at a time, ask participants for their responses to the following questions:

- Do the members of this family respect one another?
- Are the children part of the decision-making team?
- [When on the third scenario ask:] How would this family compare to the families highlighted in scenarios 1 and 2 in terms of: family harmony? How they eat? What they eat?

[Note: Discussion about scenario 3 could be a good way to encourage families with a particularly domineering parent or child to engage in open discussion.]

2. After the discussion from scenario 3 is completed, break the large group into smaller groups, each consisting of members of the same family.
3. Provide the following introduction: This exercise aims to stimulate discussion about how decisions are made in your family when it comes to food. We will present 12 food-related situations and ask your opinion about (a) who has the most power in making these decisions, and (b) whether you would like to have more influence in making these decisions.

Explain that in their family groups, they will fill out two handouts: “Who Holds the Most Power?” and “From Power to Partnership.” Give out the first handout.

 **Handout 3-2 (1): Who Holds the Most Power?**

Give out stickers: Red stickers to children, blue stickers to parents, green stickers to grandparents, and yellow stickers to other relatives who may be participating.

4. For Handout #1 (“Who Holds the Most Power?”): Directions: For each food-related type of decision, put your sticker next to the column of the person in your family (child, parent, grandparent, other family member) who you feel **has the most power** in making this decision. More than one sticker can be placed in one box — For example, if all family members feel that the parent has the most power in deciding “What foods the family buys” (question #1), then everyone should place their sticker under “parent.” Participants should not place a sticker down for those decisions for which “power” is shared. [Note: If colored stickers aren’t available, assign each family member a simple symbol (e.g. \*, #). Have them write it in pencil.]

Have family members compare where they placed their stickers. For any differences of opinion, have participants explain the rationale behind their decisions.



### Handout 3-2 (2): From Power to Partnership

5. Give out Handout #2 (“From Power to Partnership): Directions: For each food-related topic, put your sticker in your column if you feel **you would like to have more influence** in the way your family makes this type of food-related decision.
6. After some discussion, give family members the chance to revise their responses, in part to achieve as much consensus as possible. What will (hopefully) evolve is a visually “colorful” picture of the decision-making dynamics of the family.
7. End the family groups part of the session by encouraging families to identify steps they can take to involve more family members in making plans to eat more healthfully.

8. Large group discussion: Facilitate discussion about the following:

- To what extent was there agreement/disagreement in family members’ feelings about who should hold the power to make food-related decisions in their families.
- Which decisions had the most agreement?
- Which decisions had the least agreement?

### CONSIDERATIONS

Many families struggle with the question of how much to involve children in making decisions about important matters such as food selection. This is really a question about power relations, i.e., who has control in making decisions about food. For many, this line of discussion is a very sensitive topic and there are often strong feelings involved. The intent of this activity is not to try to engage in family or individual counseling. It merely aims to stimulate discussion and reflection about the role of individual family members in terms of how the family functions when it comes to making decisions about food.

In conducting this activity, it is likely that you will encounter families with children who have no influence on food-related decisions as well as families in which children over-ride their parents and have complete control over food-related decisions. Both situations are undesirable: When one generation, either child or (grand)parent operates in a unilateral, domineering fashion, family members of other generations are afforded few opportunities for providing meaningful input in a non-adversarial manner. Alternatively, when making food-related decisions as a “partnership” among family members, there is likely to be more buy-in, less resistance, and more cooperation from family members.

To address concerns that the “partnership” concept can undermine parental responsibility, you can note that the child is really more of a “junior partner.” The underlying theme here is one of trying to build a collaborative process. One definition of collaboration is that all parties work toward “enhancing the capacity of the other.”

Remind participants about the family highlighted in scenario #3. It illustrates a child who is confident, competent, and helpful when it comes to planning and preparing meals.

If participating families are encountering communication problems during the course of this activity, consider doing a review of the RECIPE handout (see handout 1-2 (1) in Section 1).

## ACTIVITY 3

# “Dinnertime”: What does it mean to eat together?

30–60 minutes

**INTRODUCTION**

We have busy lives, and limited time to share meals together with family members. This is problematic because the family meal is an important time for family bonding, learning and enjoying family traditions and values, and a chance to catch up on each other’s lives.

**OVERVIEW**

By reading a humorous poem about one family’s very hectic dinner time dynamics, participants are encouraged to reflect upon dinnertime in their own homes and to think about ways to improve family interactions during this important family time.

**OBJECTIVES****General Objectives:**

- Participants will describe the value of having meals together as a family.
- Participants will create a family-specific vision plan for how family meals can be a more enjoyable, shared family experience.

**Specific Objectives:** Participant will:

- Discuss 1–2 existing patterns of behavior during family meals.
- Engage other family members in discussion about ways to improve family meals (e.g., more participation, more time, with better communication).

**STEPS**

1. Hand out copies of “Dinnertime” by Mary Ann Hoberman. [see below]

 **Handout 3-3: “Dinnertime” poem**

2. Read the poem as a group — Ask for volunteers to read portions of the poem.
3. Have families discuss the poem. Here are some questions to stimulate discussion:
  - How do family members in “Dinnertime” relate to one another (e.g., Do they relate to one another at all?)
  - Are they aware of each other’s interests and concerns?
  - Are they communicating with each other? Are they sharing time together?
4. Go over each person in the poem.
  - What are they concerned about?
  - What ideas do you have to make this family’s dinner time more of a shared family experience?
5. Prompter question for further discussion:
  - What can be done to get everyone’s attention?
  - What would a family conversation which draws in all family members be like?
  - What is dinner time like in your family?

- What would you like dinner time to be like in your family?

6. Pause a moment and then read the following instruction:

Construct your own family poem and, if you want, draw an image to convey what family members see as the “ideal” family meal.

7. Concluding points:

Be clear about what you want mealtime to be like in your family.

You have some control over what mealtime is like in your family. It need not be a bunch of individuals sitting together and basically ignoring each other. Rather, it can be an enjoyable experience and opportunity for family members to share time and get to know each other better.

### CONSIDERATIONS

Not everyone is a poet, so give some options to writing a poem such as writing a song or a short story.

Also, keep in mind that creativity takes time. Try not to rush this activity.

For some families, the main challenge may lie with the communications aspect of this activity. This could be a good time to review the communications skills presented in Section 1, Activity 1—RECIPE for Good Communication, especially the “C” skills — “Compromise and Cooperation.”



## ACTIVITY 4

# Out with the Unhealthy and In with the Healthy

45–60 minutes

## Part 1 — Introduction

This activity is designed to give families practice in applying what they have learned in the FRIDGE program about family communication and about food and nutrition. Ideally, it will result in family plans, collaboratively made, to improve the family diet.

### OVERVIEW

In order to help the participants in this activity move from their old food behaviors to the new, recommended behaviors, each family creates an “Out with the ‘Unhealthy’” and “In with the ‘Healthy’” wardrobe of food items which represents the kind of foods they used to eat (and which they still might be following) and what is recommended now (and what they should be following).

### OBJECTIVES/SKILLS

#### General Objective:

- Families will establish specific plans to adopt healthier food selection practices.

#### Specific Objective:

- Using pictures from grocery store ads and clothing hangers, participant will be able to construct a visual representation of old food preferences and new food choices which reflect current (2010) MyPlate recommendations.

### MATERIALS

- Paper and pencils
- 1–2 pairs of scissors per family
- Food advertisement flyers from the grocery store (1–2 per family)
- Small paper clips (about 15–20 per family)
- 2 metal clothes hangers per family
- MyPlate food guidance system information [See handout 2-1 (2) (g), in Section 2.]

### STEPS

1. Ask participants to regroup into their own family groupings. Explain that currently our new FGS emphasizes *decreasing our sugar intake, increasing whole grains, decreasing unhealthy fats, and eating more fruits and vegetables*. [Distribute and conduct a brief review of a handout of the MyPlate FGS. [See handout 2-1 (2) (g), in Section 2.] The facilitator will need to describe what whole grains are, give some examples of healthy and unhealthy foods, and emphasize eating a variety of fruits and vegetables.]
2. In order to help the participants in this workshop move from their old food behaviors to the new, recommended behaviors, have each family create an “Out with the ‘Unhealthy’” and “In with the ‘Healthy’” wardrobe of food items. Explain that each family will be creating two hangers of food items, similar to having two wardrobes of clothing — the old stuff you don’t want any more or which doesn’t fit well, and the new stuff or new items which fit better.

Give each family two wire hangers, 1–2 pairs of scissors, a dozen paper clips (small size) and 1–2 grocery store flyers. Ask one or more family members to cut out pictures of food items or beverages in the grocery ads that would go “out with the ‘unhealthy’” — in other words, they should be deleted or reduced in their diet. At the same time, they can be cutting out pictures of foods which would go “in with the ‘healthy.’” These are foods or beverages which should be included in the diet. Provide paper and pencils so families can draw what they can’t find in the ads.

It is easy to find lots of pictures, BUT it is difficult to make the commitment to delete some of these foods and beverages from the current diet or to include more of some foods in our current diet. For example, a family member might cut out a picture of soda to hang on the “out with the ‘unhealthy’” and a picture of bottled water for “in with the ‘healthy.’” Each generation represented in each family should choose one or more foods to hang on each hanger (they can poke a hole in the food picture with the paper clip and then hang it on the hanger).

3. They should come to consensus that the family will wear the new “family food wardrobe” and support each other in efforts to change behaviors. Not everyone needs to agree on the same foods; however, there should be agreement on general strategy (e.g., reducing intake of fried foods or fatty foods) and everyone’s willingness to help support each other’s attempts to change.
4. At the end of this activity, highlight how it is not enough for family members to know the difference between healthy and unhealthy foods. They need to communicate and work together to develop and implement plans that lead to healthier dietary practices.

### CONSIDERATIONS

An alternative way to frame this activity is to use hand-drawn pictures of clothes and ask participants to write on them the foods or behaviors they would like to change. This way participants could write behaviors as well as foods and they are not limited to grocery store circulars.

Also, there are different ways to make the healthy and unhealthy “wardrobes,” for example, by using a stick instead of a hanger and using yarn instead of paper clips to hang the items.

## ACTIVITY 5

# Sharing Visions — How We Work Together to Eat Healthfully

30 minutes

## INTRODUCTION

This is the third and final activity of the “Sharing Visions” series. The emphasis in Section 1 was on how you “communicate as a family.” For Section 2 it was “learning together about food and nutrition.” Here, the focus is on “working together to eat healthfully.”

## OVERVIEW

A basic problem many families have regarding food is that there are conflicting ideas on things like what foods to buy, how to prepare the food, when to eat, and even how to eat together. This activity is designed to help families establish a shared vision and a sense of being part of a cohesive team in making decisions.

## OBJECTIVES

### *General Objectives:*

- Participants will describe the value of family cooperation and teamwork by contributing to a cooperative agreement for healthier eating.
- Participants will create a family-specific vision plan for how family members can cooperate to achieve their healthful eating goals.

### *Specific Objectives:* Participants will be able to:

- Develop an agreed upon vision for how the family will eat more healthfully.
- Develop 2–5 specific, actionable, collaborative strategies for healthy eating.

## MATERIALS/RESOURCES

- Copies of the “Sharing Visions — How We Work Together to Eat Healthfully” handout — one per person plus one per family.
- Pens or pencils

## STEPS

1. Briefly review the day’s lessons (if other activities took place that day).
2. Give each individual a copy of the current session’s “Sharing Visions — How We Work Together to Eat Healthfully” handout.

### ➔ Handout 3-4: Family Visions — How We Work Together to Eat Healthfully

Working on their own, have family members finish each of these sentences in a way that describes what they would like to see in regard to how the family functions when it comes to food. The facilitator should be available to assist families as needed.

3. All family members should be involved and agree on the answers. Family members should discuss their views and work on each item, one at a time.

Post the completed family vision statements on the refrigerator or in an accessible place.

**CONSIDERATIONS**

Families might have some difficulty filling in the blanks. Encourage them to use as many or as few as they need. Each family is unique and their Vision Statement will reflect this.

There are no right or wrong answers per se but the statement should be focused on helping the family as a whole to find a cooperative and agreeable way to eat more healthfully as a family.

Some families may have trouble compiling these statements. An alternative is to ask for one goal or two that the family will try to do together. Other options: replace this activity with the *What is Your Family Food Motto?* activity (Appendix 2) or the *What are Your Family Fitness Values?* activity (Appendix 3).

Photocopying the final version of *Sharing Visions — How We Work Together to Eat Healthfully* on special stationary might encourage families to view the documents they create as being of value.

**“TAKE OUT” ACTIVITY**

# Drawing up an “Official” Family Contract

| See handout 3-Take Out for a copy of the  
| Family Contract template.



**Instructions:**

Insert Tab 5 here.

# **Support Materials to Help Run FRIDGE Programs**

# References

- Faber, A. and Mazlish, E. (1995). *How to talk so kids can learn*. New York: Simon & Shuster Publishing.
- George, D., Whitehouse, C., & Whitehouse, P. (2011). A model of intergenerationality: How the Intergenerational School is bringing the generations together to foster collective wisdom and community health. *Journal of Intergenerational Relationships*, 9 (4), 389–404.
- Jacobs, M., Turk, B., & Horn, E. (1988). Building a positive self-concept: 113 activities for adolescents. Portland, ME: J. Weston Walch. Retrieved from [www.humanserviceresearch.com/youthlifefskillsevaluation/](http://www.humanserviceresearch.com/youthlifefskillsevaluation/).
- Jordan, D.J. (2001). *Leadership in Leisure Services: Making a Difference*. Educational curriculum. 2nd ed. Oklahoma State University. SC PA: Venture Publishing.
- Kaplan, M. and Hanhardt, L. (2003). *Intergenerational Activities Sourcebook*. University Park, PA: Penn State Cooperative Extension.
- Kaplan, M., James, L., Alloway, F., and Kiernan, N.E. (2011). Youth empowerment in family conversations and decision-making about food. In J.M. Cramer, C.P. Greene, and L.M. Walters (Eds.). *Food as communication/ Communication as food* (pp. 337–358). New York: Peter Lang Publishing Group.
- Kaplan, M., Kiernan, N.E., and James L. (2006). Intergenerational family conversations and decision-making about eating healthfully. *Journal of Nutrition Education and Behavior*, 38(5), Sept., 298–306.
- Lawrence, F. (2004). Heinz gives soups a healthier recipe. August 26. *The Guardian*.
- Mendez, T. (2005). Cooking out, eating in. *Christian Science Monitor*. Aug. 19. Retrieved from [www.csmonitor.com/2005/0819/p11s01-lifo.html](http://www.csmonitor.com/2005/0819/p11s01-lifo.html).
- Satter, E. (2005). *Your child's weight. Help without harming*. Madison, WI: Kelcy Press.
- Satter, E. (1999). *Secrets of feeding a healthy family*. Madison, WI: Kelcy Press.
- Tuefel, J., Holtgrave, P., Dinman, M., & Werner, D. (2012). An intergenerational, volunteer-led approach to healthy eating and active living: CATCH Healthy Habits. *Journal of Intergenerational Relationships*, 10 (2), 179–183.

# Appendices:

## Additional Project Ideas and Resources

This section presents additional project ideas and resources that can be used to further stimulate and nurture family conversation and cooperation on issues related to food.

1. Eating in the Mirror
2. What is Your “Family Food Motto”
3. What are Your Family Fitness Values?
4. Additional ideas for intergenerational nutrition-related activities
5. Web-based Resources to Get Healthy Recipes for Low Cost Meals
6. Considerations in Evaluating Information Found on the Internet
7. MyPlate Coloring Sheet

## APPENDIX 1

# Eating in the Mirror

## INTRODUCTION

Sometimes there is a lot of pressure at the table. One child doesn't eat the vegetables on her plate; another doesn't close his mouth while chewing his food. This activity gives parents a playful way to give feedback to their children about their undesirable eating behaviors without having to shout, or say the same things over and over again. It is also a way to bring to adults' attention things they may be doing (or not doing) at the table during mealtime which distract or otherwise concern children. This activity also provides a relaxed opportunity for physical movement.

## Instructions

Either before a meal is served or after it is on the table, create intergenerational teams, each with a young person and an older adult. Ask one member to volunteer to be the "leader." The partners sit close together, facing one another.

The leader starts a slow movement related to eating, while the other group member mirrors the leader's movements. After a time, the other member of the team becomes the leader and the process is repeated.

The result is a synchronized dance of movement that can be effective in drawing attention to problematic behaviors of family members during family meals. Examples of such patterns that could be exaggerated to make the desired point include, eating on the run, eating with the mouth open, and dinner conversations with no eye contact. Next the desired behavior can be mirrored and followed with a discussion of the more acceptable/desirable behavior.

## APPENDIX 2

## What is Your Family Food Motto?

| Plan a time when the entire family can be  
| together to decide on your family food  
| motto. A family motto is a short phrase or  
| sentence that describes an important charac-  
| teristic or aspect of the family. It expresses a  
| main belief the members have about their  
| family. A motto might read “We are kind to  
| each other.”

| Have each member make suggestions about  
| what the family food motto might say. Talk  
| about the ideas. Decide on the motto. The  
| family motto can be printed on a piece of  
| cardboard or paper and hung in a prominent  
| place in the home.

# What are Your Family Fitness Values?

This Family Fitness Values handout, developed as part of Penn State Cooperative Extension’s *Family Fitness*, (child overweight prevention) Program, is a tool to help family members share their views and values regarding how their families function around food issues.

1. For each of the items in the left hand column, have youth, parents, and grandparents state how important they think these things are to them. Use the numbers 1–5, with 1=very important, and 5= not important.
2. Star the ones all agreed were very important.
3. Circle the top 3 family values.

Rate the importance of:	Youth	Parents	Grandparents	How often do you do these things together
Eating Meals Together				
Considering Everyone’s Food Preferences				
Including a Variety of Fruits, Vegetables, Low-Fat Dairy & Whole Grains at Each Meal				
Limiting High Sugar, High Fat Foods				
Preparing Foods Together				
Trying New Foods				
Eating Breakfast				
Family Physical Activity				
Maintaining a Healthy Weight				
Feeling Healthier such as:				
Add any others:				
_____				
_____				
_____				

## APPENDIX 4

# Additional Ideas for Intergenerational Nutrition-Related Activities

## *Family Meal Conversations:*

- **Winning Conversation Cards:** This is a resource from the University of Wyoming to promote conversations during Family Mealtime. The Winning Conversation Cards are from “WIN the Family,” “Wellness IN the Rockies” — [www.uwyo.edu/wintherockies](http://www.uwyo.edu/wintherockies)  
For a copy of the cards, go to: <http://crhweb.uwyo.edu/WinTheRockies/Family%20Mealtimes/Meal%20Time/Winning%20Conversations%20Cards.pdf>

## *Cooking Together:*

- Here is a web site that has some great recipes (sorted by season) that families can make together: [http://www.fns.usda.gov/tn/Students/Food\\_Family/index.html](http://www.fns.usda.gov/tn/Students/Food_Family/index.html)

## *Shopping Together:*

- Consider organizing an actual food shopping “field trip.”
- Field activities such as *scavenger hunts* can be designed to deliver select food and nutrition content lessons.

## *Using Technology to Learn Together:*

- Family members can work together to create nutrition trivia quizzes for other families.
- Work together to explore and use websites to help count calories and help make healthy food choices.

## *Farm-to-Table Activities:*

- If the nutrition education program is conducted at a site that has access to fresh fruits and vegetables, here are some ways to draw attention to the virtues of fresh fruits and vegetables:
  - Conduct taste tests to see if families can distinguish between freshly grown local produce versus older, perhaps pre-packaged produce.
  - Include local produce items in snacks offered during program sessions.

## *Food Appreciation:*

- Taste testing (blindfolded) — can be done as a fun and friendly competition.
  - Farm fresh vs. non-farm fresh fruits and vegetables
  - Whole milk vs. low fat milk
  - Distinguishing between multi-flavored jelly beans
  - Other: (Use your imagination)

## *Learning about MyPlate*

(USDA’s Food Guidance System)

- Working alone or in small or large groups, participants can list and color in food that fit into each of the 5 segments of the MyPlate Coloring sheet (see Appendix 7).
- Discuss the 5 basic food groups, relative portions, etc.

## APPENDIX 5

# Web-based Resources to Get Healthy Recipes for Low Cost Meals

- SNAP–Ed Connection: Low-cost healthy recipes created by nutrition professionals working in FNS nutrition assistance programs throughout the country <http://food-stamp.nal.usda.gov/recipes.php>
- Eating Smart, A Nutrition Resource List for Consumers: Compilation of resources (books, newsletter, web sites) on general nutrition and healthy eating for the consumer [www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.html](http://www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.html)
- Allrecipes.com: A website where people post recipes. User-friendly, searchable database of recipes. Nutrient analysis is available; however there is no criterion for posting. [www.allrecipes.com](http://www.allrecipes.com)
- Delicious Decisions, American Heart Association: online book features heart-healthy recipes, including their nutritional content. The Recipes section under the Cookbook tab allows you to search for recipes with specific ingredients you might be interested in using. Also included is general nutrition information and shopping tips. [www.deliciousdecisions.org](http://www.deliciousdecisions.org)
- Recipe Finder: A database of recipes submitted by nutrition and health professionals. <http://recipefinder.nal.usda.gov>

## APPENDIX 6

# Considerations in Evaluating Information Found on the Internet

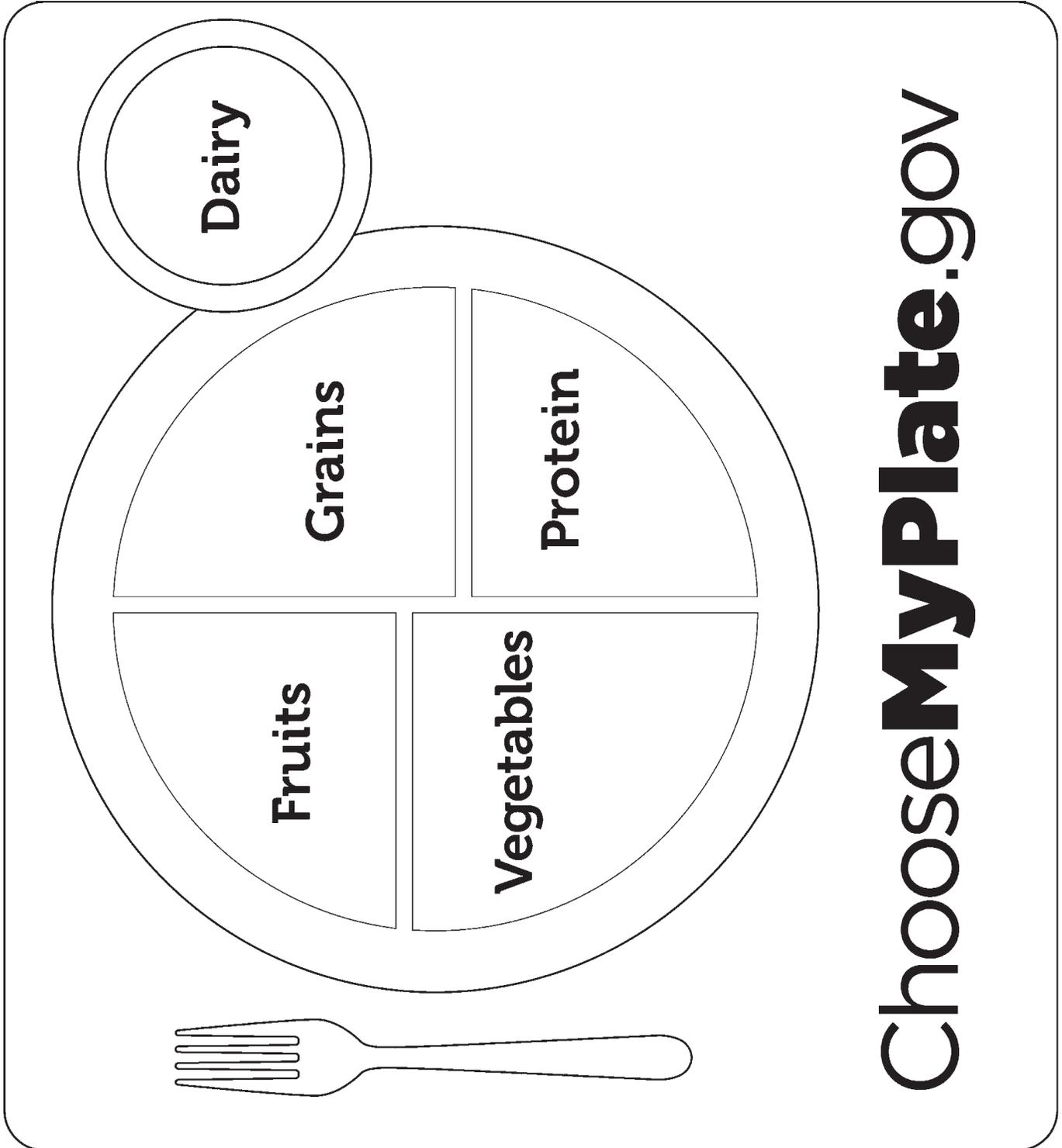
Increasingly, people rely on the Internet to find out things about food and nutrition. However, just as we have learned to doubt the accuracy of some of the information that we read in magazines and see on television, we need to be cautious about the information found on the Internet.

Using large company search engines or smaller directories can lead to “hits,” or sites that provide a wide variety of misinformation, including non-research based articles, commercial sites trying to sell anything and everything, and even dangerous treatment recommendations by questionable sources. How can you decide if a web site has current, accurate and comprehensive information? Ask the following questions about all health-related web sites:

- **Who manages the site?** It should be easy for you to find out who is responsible for the site. If it isn't, this site is not for you.
- **Who finances the site?** Check “about this site” or the site’s mission statement. The end of the address provides a clue. If it ends in **.gov** it is a state or federal site, **.edu** indicates an educational institution (difficult to get), **.org** is usually a non-profit organization, and both **.com** and **.net** are available to anyone.
- **What is the purpose of the site?** Relates to the mission and financial status of the site. Beware if the site is trying to sell you something.
- **How current is the information?** All health-related web sites should be reviewed and updated regularly. Look on major pages for the “last updated” date.
- **Is there a editorial board with medical/health-care professionals?** They should be reviewing the information before it is posted.
- **Who wrote the material and where did it come from?** Authors should be media/health-care professionals, or they should cite them. If the information comes from another web site, the original source should be identified.
- **Check site links to other web sites.** Good signs include well-known medical/ health sites, such as the American Cancer Society, or The American Dietetic Association.
- **What information do you need to tell the site?** All credible sites should tell you what they plan to do with your information. Read and understand the site’s “privacy policies,” including if you need to subscribe, pay a user fee, or “become a member.” Most web sites track who visits their sites.
- **Are you able to contact the site’s owner?** You should be able to give feedback, ask questions, communicate problems.

APPENDIX 7

# MyPlate Coloring Sheet

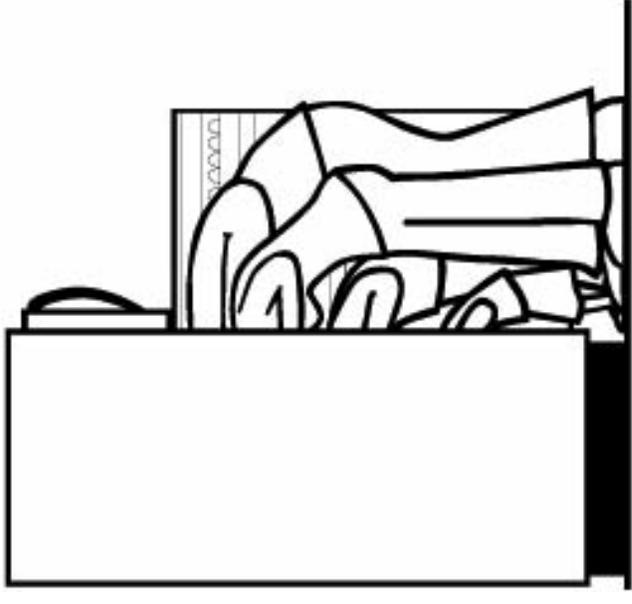


*From the choosemyplate.gov website.*

# Ancillary Documents to Run FRIDGE Programs

- Marketing flyer for recruiting FRIDGE program participants
- Evaluation tool: Post-Program evaluation form for participants of the FRIDGE Program

# What is FRIDGE?



FRIDGE — A program  
to help families work as  
partners to achieve their  
healthy eating goals

PENNSTATE



College of Agricultural Sciences  
Cooperative Extension

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.

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

## Who:

- Each FRIDGE program is run with 4-8 families, with each family represented by one or more youth (10-15 years of age), their parents, and if available, their grandparents and other relatives in caregiving roles.

## What:

Take part in the *FRIDGE Program*.

- Learn more about eating healthfully.
- Learn how family communication about food and nutrition can be easier, more fun, and more effective.
- Learn how other families deal with food and health issues.
- Fun games and activities for the family.

The FRIDGE program was developed by educators at The Pennsylvania State University.

## When:

The FRIDGE Program will begin on .....

*FRIDGE* activities will take place on the following dates and times:

DATE:..... TIME: .....

DATE:..... TIME: .....

DATE:..... TIME: .....

other .....

To Sign Up:  
Contact .....

*"This program opened our family's eyes so we look at nutrition labels and figure out healthier food choices."*

— A parent

*"Can we just go home instead of eating fast food? I really want to make that stir fry [recipe from FRIDGE session]."*

— 14-year old boy  
speaking with his grandmother



# Evaluation of the FRIDGE Program [for Program Participants]

**Introduction:** *Thank you for participating in FRIDGE.* Your answers to the following questions will help us to better understand how the *FRIDGE* program helped you and your family members to learn and communicate about issues related to food and nutrition and work together to meet your healthy eating goals.

---

Program Location (City, State) ..... Date .....

Your family placement (check one):  Child  Parent  Grandparent  Other .....

List the ages of participating family members without giving their names:

(For example, "an 8-year old boy", "45-year old aunt", and so on.)

---

1) What did you learn in the FRIDGE program? Give two examples. *(Use back of form if necessary.)*

---

2) Which of the FRIDGE activities or aspect of the program did you and your family like most, and why?

---

3) Did you make any changes in your behavior that are related to food (for example, the foods you buy, how you eat, when you eat, and with whom you eat) as a result of what you learned or experienced in this program?

Yes  No

*If yes, please list at least one change.*

---

4) Did members of your family change the way they communicate with one another as a result of what you learned or experienced in this program? (Note things like changes in *how often* family members have conversations about food choices, the extent to which they *listen to one another*, and the extent of *compromise and cooperation* when having such conversations.)

Yes  No

*If yes, please note whether there is more or less communication and list at least one change.*

---

5) Did your family make any specific plans to eat more healthfully?

Yes  No

*If yes, please give at least one example:*

---

6) Do you have any recommendations for improving the FRIDGE Program?

Yes  No

*If yes, please share them here:*

---

[To be filled out by the program facilitator] Number of families ..... Number of participants .....

**Note to FRIDGE program facilitator:** Please share a summary of the evaluation results to: Matt Kaplan, Ph.D., Professor; Intergenerational Programs and Aging; Penn State University; 7A Ferguson Bldg.; University Park, PA 16802 (msk15@psu.edu)

# Contributors

## *Curriculum development*

- Matthew Kaplan, Ph.D., Associate Professor,  
Intergenerational Programs and Aging, The  
Pennsylvania State University
- Fran Alloway, M.A., R.D., L.D.N., Foods and  
Nutrition/Nutrition Links Educator, Penn State  
Cooperative Extension at Delaware County
- V. Star Campbell, M.S., M.Ed., R.D., L.D.N.,  
Nutrition Educator/Curriculum Development  
Consultant.
- Nancy Crago, Ph.D., Family and Consumer  
Science Educator, Penn State Cooperative  
Extension at Allegheny County
- Flavia Herzog, M.A., R.D., L.D.N., Program  
Director, FUN Program, Albert Einstein Health  
System
- Lynn James, M.S., R.D., L.D.N., Food, Nutrition &  
Health Educator, Penn State Cooperative  
Extension at Northumberland County
- Tanya Nolte-Baumgardner, Graduate Assistant,  
Department of Agricultural and Extension  
Education, The Pennsylvania State University
- Laurie Weinreb-Welch, Children, Youth and  
Family Living Educator, Penn State Cooperative  
Extension at Clinton County

## *Reviewers and Editors*

- Cathy Harrington, Extension Educator, Penn State  
Cooperative Extension at Cambria County
- C. Joyce Kleffner, Extension Educator, University  
of Maine Cooperative Extension
- Meg Bruening, R.D., L.D.N., Nutritionist,  
Pennsylvania Nutrition Education Network
- Julie Haines, M.S., RD, Education, Development,  
and Training Specialist, Nutrition Links, The  
Pennsylvania State University
- Patrick Druhan, Director of Food Resources &  
Nutrition. CADCOM (Norristown, PA)
- Marge Schiller, Founder Positive Change Core.  
Thesis Supervisor, Tilburg University, The  
Netherlands (Reviewed 2nd Edition)

## *FRIDGE–Farms Retreat Pilot Project team (2013)*

- Fran Alloway, Delaware County Extension  
Nutrition Educator
- Janice Hassen, Penn State District Director –  
Beaver, Butler, Lawrence

Darlene Sansone, Lawrence County Extension  
Better Kid Care Coordinator

Bryan Dickinson, Lawrence County Extension  
4-H/Youth Educator

Sister Jeanne Thurin, Villa Maria Farm-based  
Environmental Educator

June Galbraith, Villa Maria Volunteer

## *Graphic Design, Layout & Web-Based Version*

David Lembeck, C Factor

William Houser, Pinnacle Graphics/Design

## *Evaluation (Pilot Study):*

Louise Byler, College of Agricultural Sciences,  
The Pennsylvania State University.

Jill Cox, State College Family YMCA.

Katherine French, Family and Consumer Science  
Educator. Penn State Cooperative Extension,  
Mercer County.

Cara Gilbert, Graduate Assistant, Department of  
Agricultural and Extension Education, The  
Pennsylvania State University.

Nancy Ellen Kiernan, Ph.D., Program Evaluator,  
College of Agricultural Sciences, The  
Pennsylvania State University

Wendy Middlemiss, Ph.D., Associate Professor,  
Human Development Family Studies, The  
Pennsylvania State University—Shenango

Frasier Zahniser, Youth Development/4-H and  
Family and Consumer Science Educator. Penn  
State Cooperative Extension, Mercer County.

## *Questions or comments about this curriculum should be directed to:*

Matthew Kaplan, Ph.D., Professor  
Intergenerational Programs and Aging  
Department of Agricultural Economics,  
Sociology and Education  
The Pennsylvania State University  
7A Ferguson Building  
State College, PA 16802

Phone: (814) 863-7871

Fax: (814) 863-4753

E-mail: msk15@psu.edu

# Acknowledgements

The FRIDGE project is based on research funded by USDA/Food and Nutrition Service through the Pennsylvania Nutrition Education Program (PaNEP) as part of Food Stamp Nutrition Education. The Pennsylvania Nutrition Education Network identified “multigenerational and other innovative delivery model testing” as a key program area for further exploration in FY 2004–FY 2006.

In designing activities, we drew upon the intergenerational studies and nutrition education literatures. The following activities were adapted from other publications:

- The “RECIPE for good communication” activity series includes an activity modified from the the “Leadership in Leisure Services: Making a Difference” curriculum (Jordan, 2001). The “Who’s Listening?” and “String Together” activities were adapted from ideas presented in “Building a positive self-concept: 113 activities for adolescents” (by Jacobs, Turk, and Horn, 1988).
  - “Two Truths and a Could Be — About Food and Me,” “Baking Now and Then,” “Internet Recipe Scavenger Hunt,” and “Eating in the Mirror” were derived from similar activities published in the Intergenerational Activities Sourcebook (Kaplan and Hanhardt, 2003).
  - The “The Human Pretzel” is adapted from the “Knots” activity on the Business FUNDamentals URL: [www.businessfundamentals.com/TeamBuilding.htm](http://www.businessfundamentals.com/TeamBuilding.htm), under “free teambuilding activities.”
  - The “Family Meeting” and “Family Food Motto” activities were adopted from the “Celebrate Your Family” fact sheet series (#4 and #5) developed by James E. Van Horn, Extension Specialist, Family Sociology, The Pennsylvania State University.
  - In developing the “Dietary Knowledge Timeline: How What We ‘Know’ about Food and Health has Changed Over Time” activity, the primary source was an unpublished paper, entitled “A Review of the literature on food grouping systems” for the National Dairy Council, 1st draft, prepared by Cheryl Achterberg et al. Penn State University.
- Secondary source: <http://ecom.eatright.org/prteam/PeertoPeer.ppt> My Pyramid: USDA’s New Food Guidance System (Peer-to-peer PowerPoint presentation). The “Dietary Knowledge Timeline” handouts are derived from a PowerPoint presentation developed by the USDA Center for Nutrition Policy and Promotion, entitled, “MyPyramid—USDA’s New Food Guidance System.”
- “Portion Distortion” was based on an activity under the same name published on the website of the Department of Health and Human Services, National Institutes of Health. URL: <http://hin.nhlbi.nih.gov/portion/index.htm>.
  - “Balancing the Sugar” was based upon the online resource: [MyPyramid.gov](http://MyPyramid.gov), Education Framework, Key concepts for educators, Sugars and Sweets.
  - The “Considerations in Evaluating Information Found on the Internet” handout, used as a resource for the “Internet Recipe Scavenger Hunt” activity, was developed by Lynn James, Food, Nutrition & Health Educator, Penn State Cooperative Extension at Northumberland County. [Original Source: *The Hub*, information from the Cancer Information Service, Summer, 2000.]
  - The poem “Dinnertime,” highlighted in the “Dinnertime — What Does it Mean to Eat Together?” activity, was written by Mary Ann Hoberman and published in Little, Brown and Company in “Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems” in 1991 (used by permission of of Little, Brown and Company). The illustration was drawn by Stephen Carpenter.
  - The Second Edition notes several resources that can be accessed through the USDA’s [choosemyplate.gov](http://choosemyplate.gov) website.

# FRIDGE

Making communication about food easier, more fun,  
and more effective for family members of all ages.



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). The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the DPW's toll-free Helpline at 800-692-7462. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or for the Federal Relay Service at (800) 877-8339 (English) or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

This publication is available in alternative media on request. 2013 (2nd Edition).

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status and retaliation due to the reporting of discrimination or harassment. Discrimination, harassment, or retaliation against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Tel 814-863-0471.

PENNSTATE



College of Agricultural Sciences  
Cooperative Extension

# **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 \_\_\_\_\_ [your family member] 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
<p><b>R</b></p> <p>Reflective Listening</p>	<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>
<p><b>E</b></p> <p>Encouragement</p>	<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>
<p><b>C</b></p> <p>Compromise &amp; cooperation</p>	<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>
<p><b>I</b></p> <p>"I" Messages</p>	<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>
<p><b>P</b></p> <p>Practice</p>	<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>	
<p><b>E</b></p> <p>Engagement</p>	<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



© Monkey Business Images | Dreamstime.com

## FRIDGE "Communication Challenge" cards

Instructions: Photocopy this sheet and cut along dashed lines.

**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...			
	The Youth (under 18)	The Parent	The Grandparent	Another Family Member
Is this advice Coolish or Foolish? <i>Circle "Coolish" if you agree or "Foolish" if you disagree.</i>	Coolish	Coolish	Coolish	Coolish
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 Fried Foods

*Nutrition educators recommend choosing baked chicken (potatoes) more often than fried chicken (or French Fries).*

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 Youth (under 18)	The Parent	The Grandparent	Another Family Member
Is this advice Coolish or Foolish? <i>Circle "Coolish" if you agree or "Foolish" if you disagree.</i>	Coolish	Coolish	Coolish	Coolish
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 Youth (under 18)	The Parent	The Grandparent	Another Family Member
Is this advice Coolish or Foolish? <i>Circle "Coolish" if you agree or "Foolish" if you disagree.</i>	Coolish	Coolish	Coolish	Coolish
Is this advice Foolish?	Foolish	Foolish	Foolish	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.				

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

# 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.
<p><b>R</b> Reflective Listening</p>	<p>Reflective or active listening. When a listener repeats or rephrases what the speaker said, the speaker knows they have been heard.</p>	
<p><b>E</b> Encouragement</p>	<p>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.</p>	
<p><b>C</b> Compromise &amp; cooperation</p>	<p>Compromise and cooperate with each other. Find ways to work together rather than fight.</p>	
<p><b>I</b> “I” Messages</p>	<p>“I” messages. Rather than focusing on the behavior of the other person, express your own feelings.</p>	
<p><b>P</b> Practice</p>	<p>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.</p>	
<p><b>E</b> Engagement</p>	<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>	

# **Handouts for Section 2**

# Food Guidance System Picture

**A Guide TO GOOD EATING**

**MILK**  
 2 OR MORE GLASSES DAILY . . FOR ADULTS  
 3 to 4 OR MORE GLASSES DAILY . . FOR CHILDREN  
*To drink, combined with other foods, in ice cream and in cheese*

**VEGETABLES**  
 2 OR MORE SERVINGS DAILY OTHER THAN POTATO . . .1 green or yellow; "greens" often

**FRUITS**  
 2 OR MORE SERVINGS DAILY  
*At least 1 raw; citrus fruit or tomato daily*

**EGGS**  
 3 TO 5 A WEEK; 1 DAILY PREFERRED

**MEAT, CHEESE, FISH, POULTRY**  
 1 OR MORE SERVINGS DAILY  
*Dried beans, peas, peanuts occasionally*

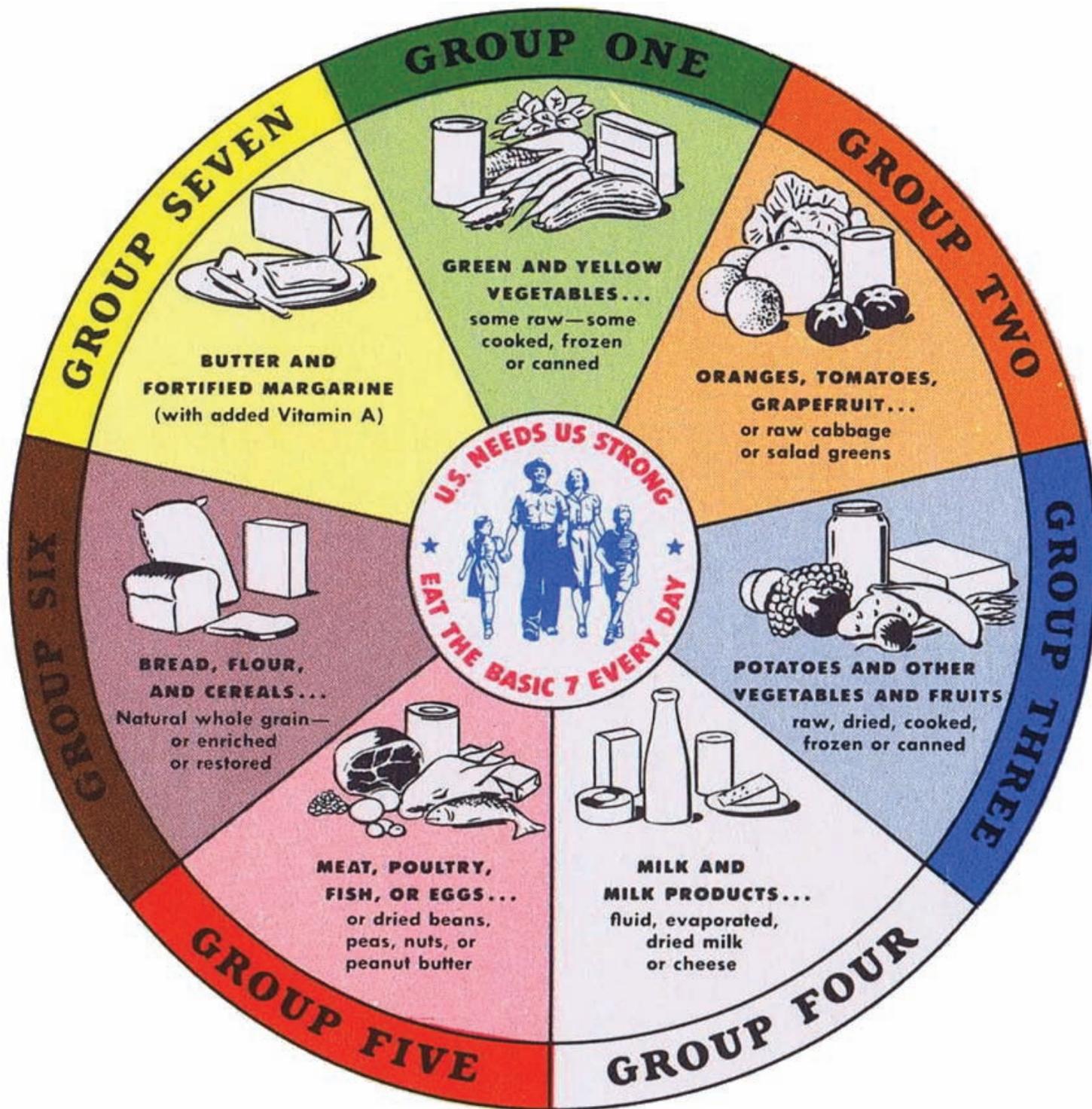
**CEREAL AND BREAD**  
 2 OR MORE SERVINGS DAILY  
*Whole-grain value or enriched  
 Added milk improves nutritional values*

**BUTTER**  
 2 OR MORE TABLESPOONS DAILY

**OTHER FOODS TO SATISFY APPETITE AND COMPLETE GROWTH AND ACTIVITY NEEDS**

*The nutritional statements made on this chart have been reviewed by the Council on Foods and Nutrition of the American Medical Association and found consistent with current authoritative medical opinion.*

# Food Guidance System Picture



# Food Guidance System Picture

### VEGETABLES FRUIT Group

1 SERVING IS:

- 1/2 CUP
- 1 SMALL SALAD
- 1 MEDIUM-SIZED POTATO
- AN ORANGE
- 1/2 CANTALOUPE
- 1/2 GAVAPINE

• Open to raw fruits, berries, berries, or tomatoes. Salads and a half glass of dark wine or vegetable oil. For a good amount of fruit, eat tomatoes, cucumbers, and vegetables and fruits with white seeds, like grapes or grapes.

### BREAD CEREAL Group

1 SERVING IS:

- 1 SLICE BREAD
- 1/2 TO 3/4 CUP COOKED CEREAL OR PASTA
- 1/2 CUPCH READY TO EAT CEREAL
- 1/2 CUP whole grain pasta (dry)

4 servings

2 to 4 servings

### MILK CHEESE Group

1 SERVING IS:

- 1 CUP MILK OR YOGURT
- 1 1/2 OUNCES CHEDDAR OR SWISS CHEESE
- 2 OUNCES PROCESSED CHEESE FOOD
- 1 1/2 CUPS ICE CREAM OR ICE MILK
- 2 CUPS COTTAGE CHEESE

• Make sure the milk and yogurt are fresh. Use the provided serving sizes for 1 cup (16 oz).

### MEAT Poultry Fish BEANS Group

1/2 SERVING IS:

- 1 TO 1 1/2 OUNCES LEAN, BONELESS, COOKED MEAT, POULTRY, OR FISH
- 1 EGG
- 1/2 TO 3/4 CUP COOKED DRY BEANS, PEAS, LENTILS, OR SOYBEANS
- 2 TABLESPOONS PEANUT BUTTER
- 1/2 TO 3/4 CUP NUTS, SESAME OR SUNFLOWER SEEDS

• Poultry and fish have less fat content than red meats.

2 servings

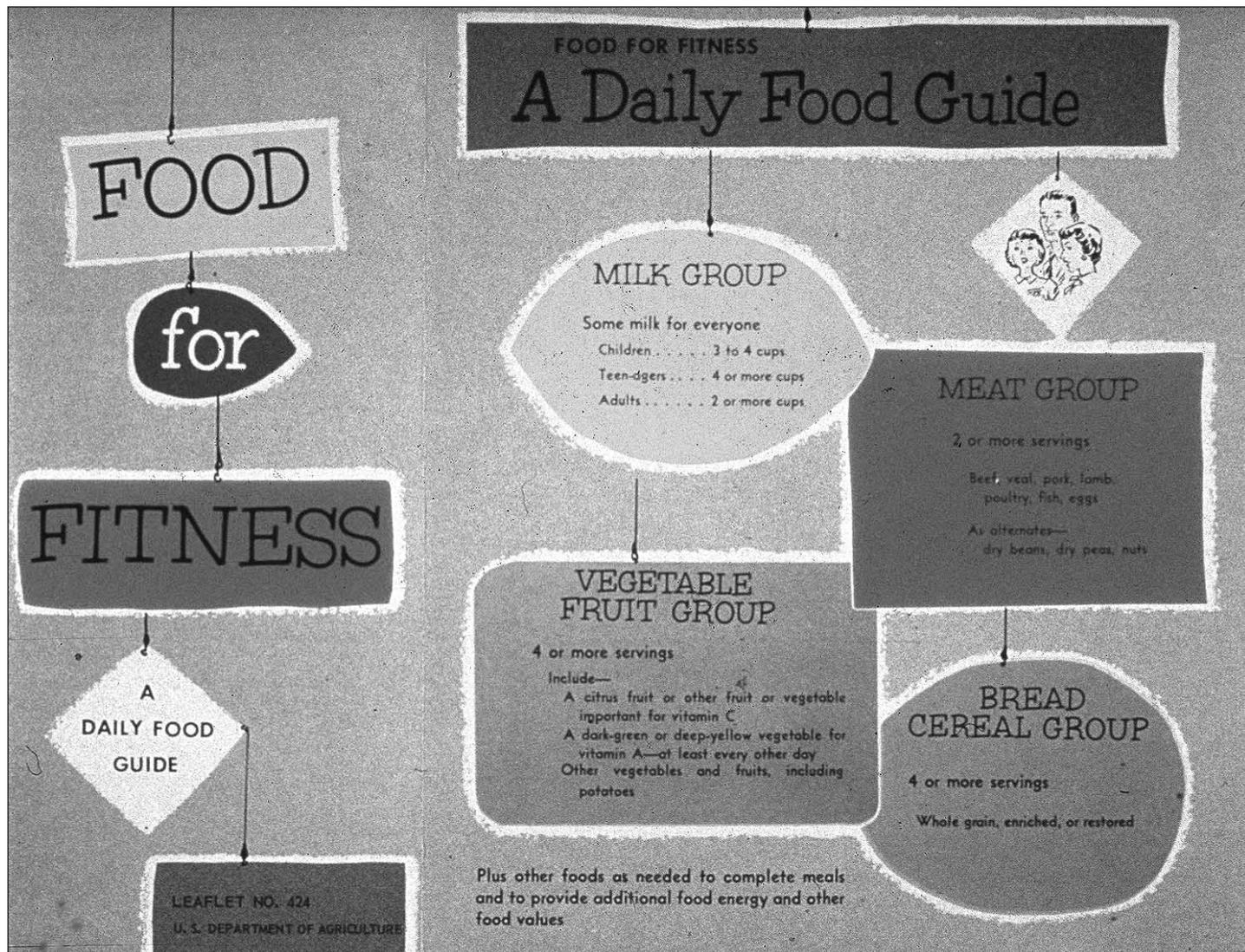
CAUTION

### FATS SWEETS ALCOHOL

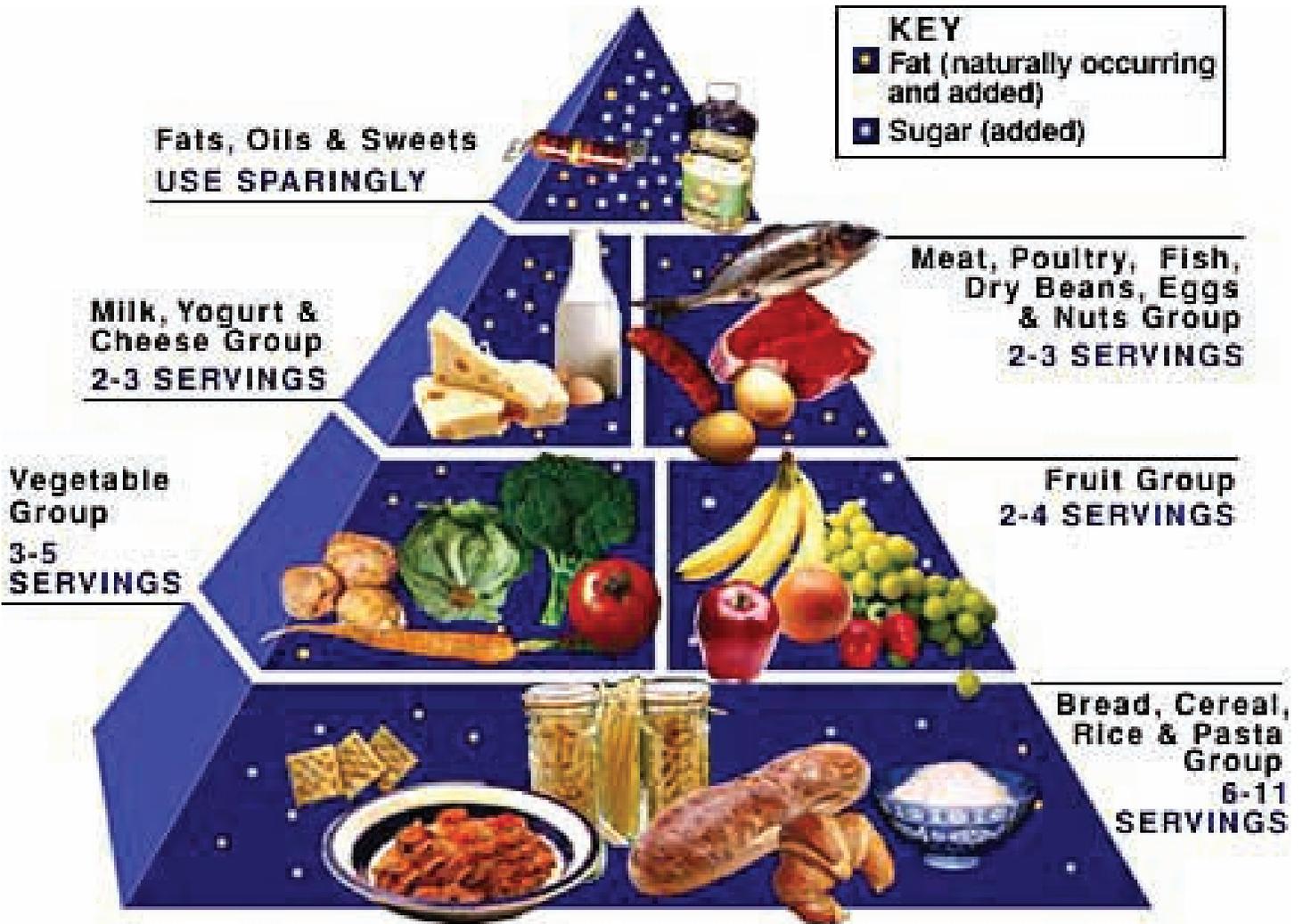
• These items provide calories but no nutrients.

## The Hassle-Free DAILY FOOD GUIDE

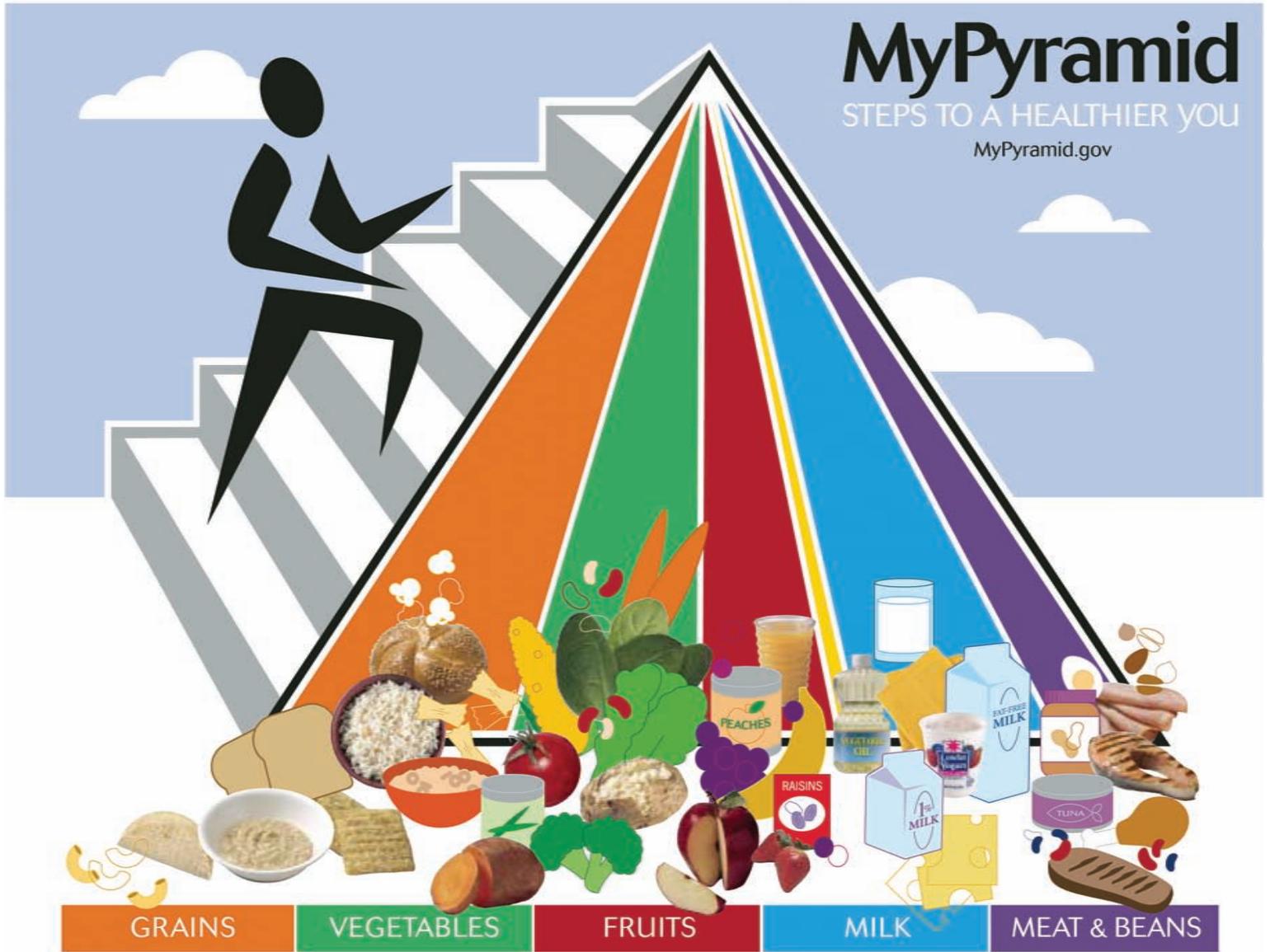
# Food Guidance System Picture



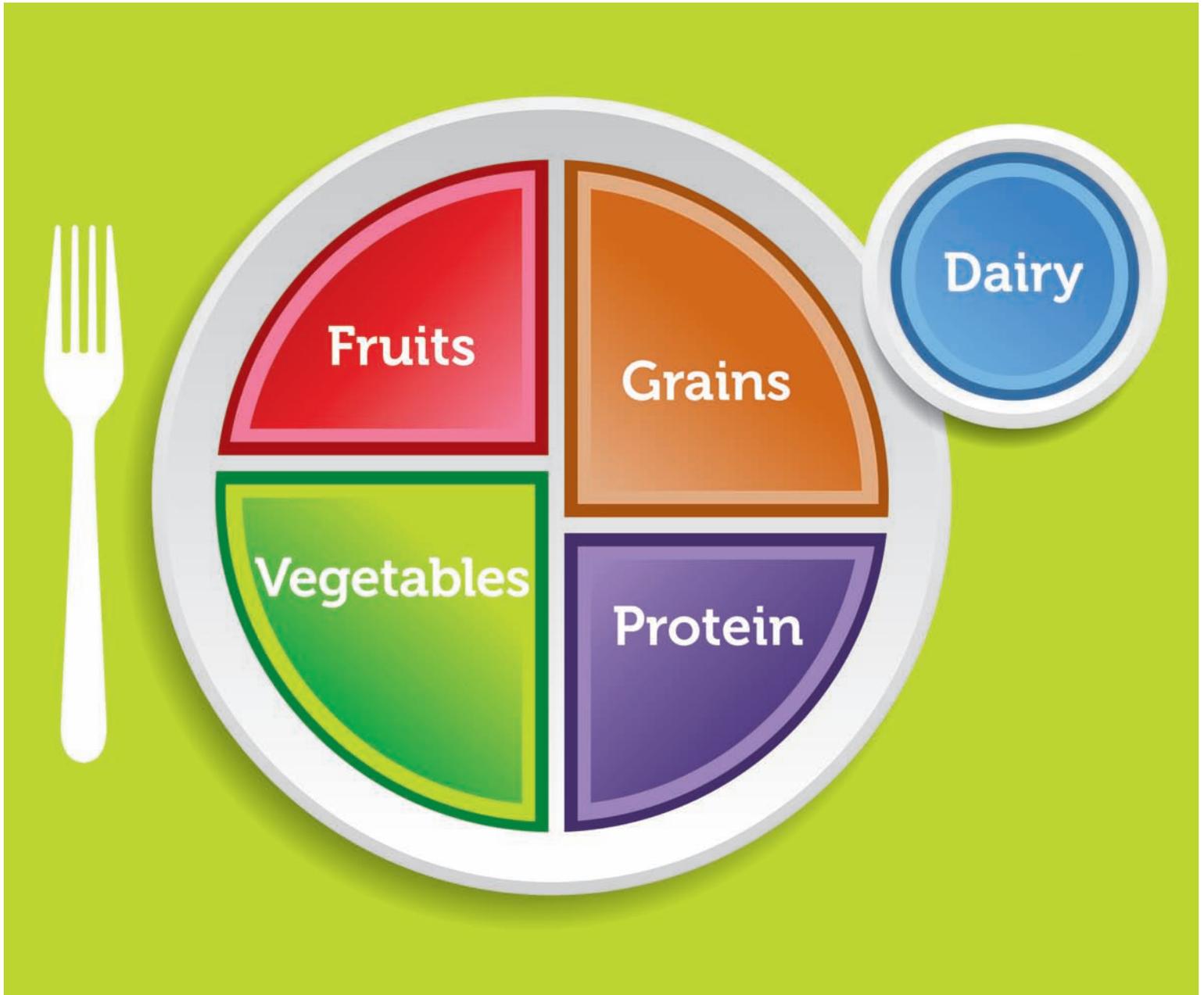
# Food Guidance System Picture



# Food Guidance System Picture



# Food Guidance System Picture



## A Brief History of USDA Food Guides

### 1916 to 1930s: “Food for Young Children” and “How to Select Food”

- Established guidance based on food groups and household measures
- Focus was on “protective foods”

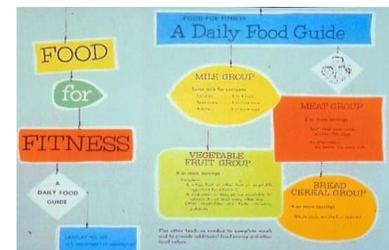
### 1940s: A Guide to Good Eating (Basic Seven)

- Foundation diet for nutrient adequacy
- Included daily number of servings needed from each of seven food groups
- Lacked specific serving sizes
- Considered complex



### 1956 to 1970s: Food for Fitness, A Daily Food Guide (Basic Four)

- Foundation diet approach—goals for nutrient adequacy
- Specified amounts from four food groups
- Did not include guidance on appropriate fats, sugars, and calorie intake



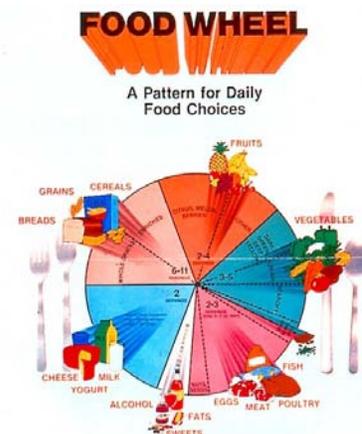
### 1979: Hassle-Free Daily Food Guide

- Developed after the 1977 Dietary Goals for the United States were released
- Based on the Basic Four, but also included a fifth group to highlight the need to moderate intake of fats, sweets, and alcohol



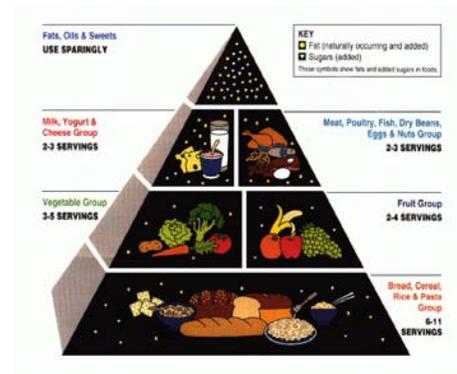
### 1984: Food Wheel: A Pattern for Daily Food Choices

- Total diet approach—Included goals for both nutrient adequacy and moderation
- Five food groups and amounts formed the basis for the Food Guide Pyramid
- Daily amounts of food provided at three calorie levels
- First illustrated for a Red Cross nutrition course as a food wheel



### 1992: Food Guide Pyramid

- Total diet approach—goals for both nutrient adequacy and moderation
- Developed using consumer research, to bring awareness to the new food patterns
- Illustration focused on concepts of variety, moderation, and proportion
- Included visualization of added fats and sugars throughout five food groups and in the tip
- Included range for daily amounts of food across three calorie levels



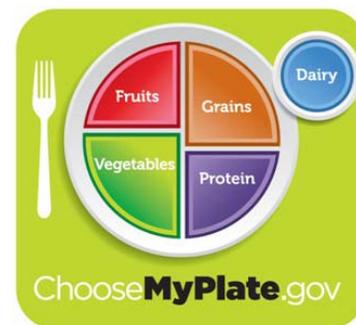
### 2005: MyPyramid Food Guidance System

- Introduced along with updating of Food Guide Pyramid food patterns for the *2005 Dietary Guidelines for Americans*, including daily amounts of food at 12 calorie levels
- Continued “pyramid” concept, based on consumer research, but simplified illustration. Detailed information provided on website “MyPyramid.gov”
- Added a band for oils and the concept of physical activity
- Illustration could be used to describe concepts of variety, moderation, and proportion



### 2011: MyPlate

- Introduced along with updating of USDA food patterns for the *2010 Dietary Guidelines for Americans*
- Different shape to help grab consumers’ attention with a new visual cue
- Icon that serves as a reminder for healthy eating, not intended to provide specific messages
- Visual is linked to food and is a familiar mealtime symbol in consumers’ minds, as identified through testing
- “My” continues the personalization approach from MyPyramid



### For more information:

- Welsh S, Davis C, Shaw A. A brief history of food guides in the United States. *Nutrition Today* November/December 1992:6-11.
- Welsh S, Davis C, Shaw A. Development of the Food Guide Pyramid. *Nutrition Today* November/December 1992:12-23.
- Haven J, Burns A, Britten P, Davis C. Developing the Consumer Interface for the MyPyramid Food Guidance System. *Journal of Nutrition Education and Behavior* 2006, 38: S124–S135.



# Comparisons Between Traditional and Modern Recipes for Macaroni and Cheese

## Traditional (older version)

### MACARONI AND CHEESE

4–6 servings, serving size: 1/2 cup

6 tablespoons butter, divided  
 1/4 cup flour  
 1 teaspoon salt  
 1/2 teaspoon dry mustard  
 1/4 teaspoon pepper  
 3/4 teaspoon Worcestershire  
 3 cups whole milk  
 1 small onion, grated  
 3/4 pound shredded sharp Cheddar cheese (3 cups)  
 1 cup (8 oz. uncooked) elbow macaroni, cooked and drained  
 3/4 cup soft bread crumbs

In saucepan over medium low heat melt 4 tablespoons butter; blend in flour and seasonings, stirring until smooth and bubbly. Gradually stir in milk; cook and stir until thick and smooth. Stir in grated onion and cheese.

Place cooked drained macaroni in a buttered 3-qt casserole. Pour sauce over macaroni and gently mix to blend.

Melt remaining 2 tablespoons of butter and toss with the bread crumbs. Sprinkle bread crumbs over the macaroni.

Bake at 375°F for 30 minutes, or until golden brown.

#### Nutrition Facts

Serving Size 1/2 cup (257g)	
Servings Per Container 6	
Amount Per Serving	
<b>Calories</b> 550	Calories from Fat 300
% Daily Value*	
<b>Total Fat</b> 34g	<b>52%</b>
Saturated Fat 21g	<b>105%</b>
Trans Fat 0g	
<b>Cholesterol</b> 100mg	<b>33%</b>
<b>Sodium</b> 1000mg	<b>42%</b>
<b>Total Carbohydrate</b> 37g	<b>12%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 10g	
<b>Protein</b> 24g	
Vitamin A 20%	Vitamin C 6%
Calcium 60%	Iron 10%

## New (lighter) recipe

### MACARONI AND CHEESE

6 servings, serving size: 1/2 cup

2 cups (8 oz. uncooked) elbow macaroni, uncooked  
 1/2 cup egg substitute  
 1/2 teaspoon black pepper  
 1 cup cheddar cheese, low fat (part skim)  
 1 cup shredded American cheese  
 3 teaspoons margarine, low fat  
 1/2 teaspoon paprika  
 4 cups skim milk

Bring 1/2 gallon water to a boil, add macaroni noodles and stir. As soon as the water has come to a rapid boil, cook for another 3–5 minutes until tender. Turn off heat and drain the noodles and immediately rinse with cold water to cool the noodles. Drain and set aside.

Combine egg substitute with the milk, then add all seasonings, mix well.

Mix all cheeses and margarine with the macaroni.

Spray a two-quart casserole dish with vegetable spray.

Pour macaroni-cheese mixture in the prepared casserole dish. Pour the egg-milk mixture over the macaroni.

Bake at 350°F for approximately 25–30 minutes or until bubbly.

#### Nutrition Facts

Serving Size 1/2 cup (147g)	
Servings Per Container 10	
Amount Per Serving	
<b>Calories</b> 160	Calories from Fat 30
% Daily Value*	
<b>Total Fat</b> 3g	<b>5%</b>
Saturated Fat 1g	<b>5%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 150mg	<b>6%</b>
<b>Total Carbohydrate</b> 22g	<b>7%</b>
Dietary Fiber 1g	<b>4%</b>
Sugars 5g	
<b>Protein</b> 11g	
Vitamin A 8%	Vitamin C 2%
Calcium 20%	Iron 6%



# Comparisons Between Traditional and Modern Recipes for Chicken

## Traditional Recipe

### PAN-FRIED CHICKEN

4 servings, serving size: 2 pieces

2½–3 pound chicken, cut in 8 pieces

2 cups whole milk

¾ cup flour

1 tsp. salt

½ tsp. pepper

1 cup shortening for frying

2 cups chicken gravy

(created from pan drippings, milk and flour))

Cut chicken into pieces. Wash and dry the chicken pieces. Place them snugly together in one layer in a shallow dish.

Cover chicken pieces with milk, and refrigerate for 1 hour, turning once. Mix the flour, salt, and pepper on a piece of wax paper or in a paper bag.

Remove chicken from the milk and roll it in the seasoned flour or shake vigorously in the paper bag.

Melt shortening in large skillet to a depth of 1/2 inch. Heat until a small cube of bread browns in 60 seconds or a frying thermometer registers 375°F.

Put the legs and thighs into the pan first, adding the breasts 5 minutes later. Do not crowd the chicken; if necessary cook in two batches. Fry about 20–30 minutes, turning often with a pair of tongs.

Remove, drain on paper towels, and keep warm while you make the gravy.

#### Nutrition Facts

Serving Size 4oz (365g)	
Servings Per Container 4	
Amount Per Serving	
<b>Calories</b> 1100	Calories from Fat 580
% Daily Value*	
<b>Total Fat</b> 64g	<b>98%</b>
Saturated Fat 14g	<b>70%</b>
Trans Fat 0g	
<b>Cholesterol</b> 185mg	<b>62%</b>
<b>Sodium</b> 2530mg	<b>105%</b>
<b>Total Carbohydrate</b> 74g	<b>25%</b>
Dietary Fiber 4g	<b>16%</b>
Sugars 3g	
<b>Protein</b> 55g	
Vitamin A 2%	Vitamin C 4%
Calcium 6%	Iron 20%

## New (lighter) recipe

### CRISPY OVEN-BAKED CHICKEN

4 servings, serving size: 1 breast

4 split boneless, skinless chicken breasts (2½–3 pound)

2 chicken drumsticks

1 cup skim milk

Breading:

1 cup unseasoned bread crumbs

1 cup flour

1 teaspoon poultry seasoning

1 teaspoon lemon pepper

½ teaspoon Creole seasoning

Preheat oven to 400°F

Lightly coat a baking sheet with vegetable spray.

Mix all dry breading ingredients into a large sealable plastic bag.

Seal and shake well to mix.

Place chicken pieces in the skim milk to moisten then place in the bag of dry ingredients.

Shake to coat thoroughly.

Put breaded chicken on the coated baking sheet.

Lightly spray the chicken with the vegetable spray.

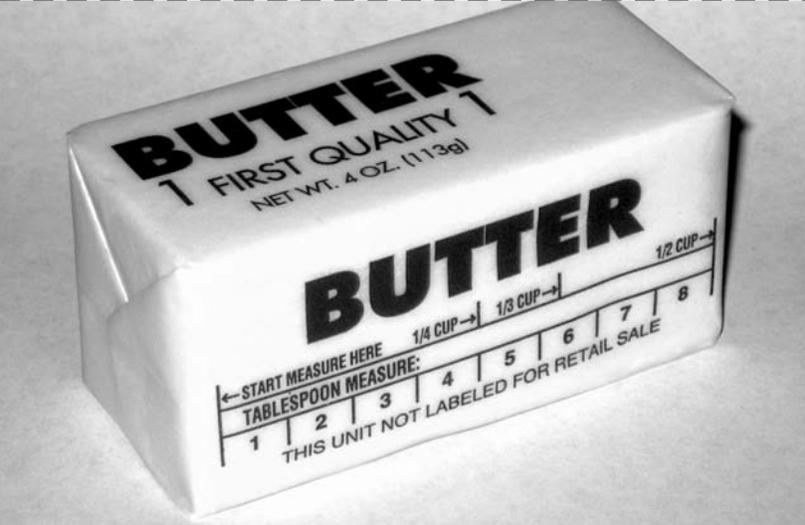
Place the baking sheet on the bottom of the oven and bake one hour, turning the pieces every 15 minutes to allow for even browning. Serve hot.

#### Nutrition Facts

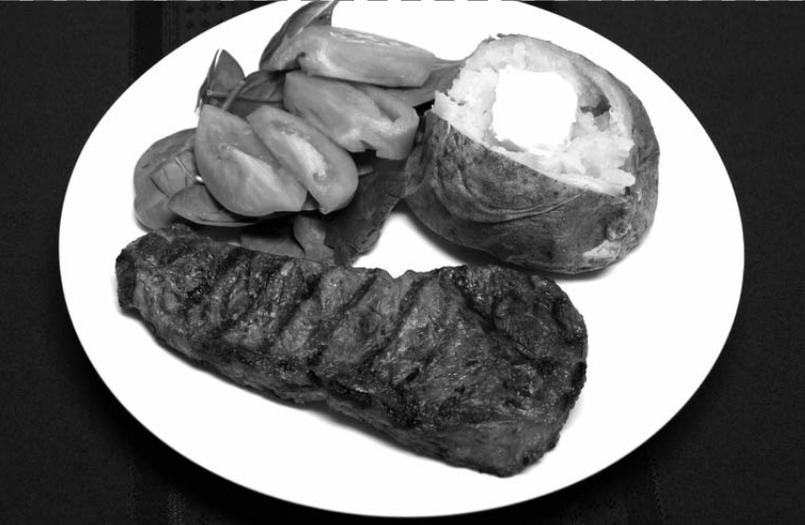
Serving Size 4oz (248g)	
Servings Per Container 4	
Amount Per Serving	
<b>Calories</b> 490	Calories from Fat 110
% Daily Value*	
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 0g	
<b>Cholesterol</b> 190mg	<b>63%</b>
<b>Sodium</b> 490mg	<b>20%</b>
<b>Total Carbohydrate</b> 20g	<b>7%</b>
Dietary Fiber 1g	<b>4%</b>
Sugars 2g	
<b>Protein</b> 70g	
Vitamin A 2%	Vitamin C 0%
Calcium 8%	Iron 20%



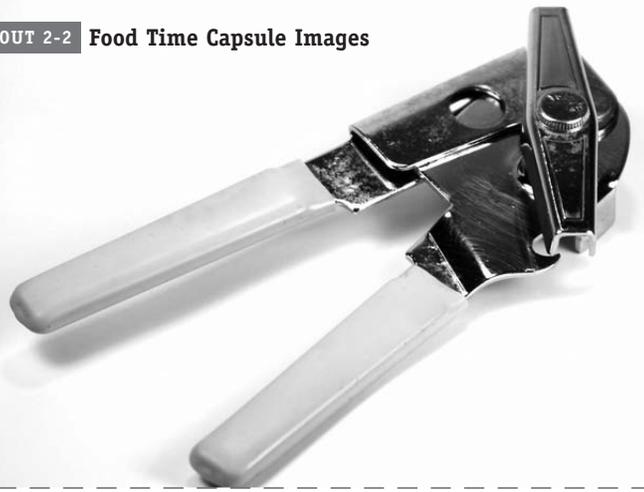












## How Much Sugar is in the Foods We Eat?

Food	Size of bag	1 serving	Calories per serving	Sugar per serving (grams)	Servings per bag	Calories per bag	Sugar per bag (grams)
Skittles	16 ounces	1/4 cup or 1.5 oz.	170 cal.	32 gm.	11	1,870 cal.	352 gm.
M&Ms	14 ounces	1/4 cup or 1.5 oz.	210 cal.	27 gm.	9	1,890 cal.	243 gm.
Milk chocolate covered pretzels	10 ounces	8 pieces	130 cal.	10 gm.	10	1,300 cal.	100 gm.
Hershey Kiss	13 ounces	9 pieces	230 cal.	21 gm.	9	2,070 cal.	189 gm.
Reese's Peanut Butter Cup	11.25 ounces or snack size	1 cup	110 cal.	10 gm.	15	1,650 cal.	150 gm.
Chips Ahoy cookies	1 pound	3 cookies	160 cal.	11 gm.	14	2,240 cal.	154 gm.
Nutter Butter cookies	1 pound	2 cookies	130 cal.	8 gm.	16	2,080 cal.	128 gm.
Teddy Grahams	10 ounces	24 pieces	130 cal.	8 gm.	9	1,170 cal.	72 gm.
Sports Drink	1 quart	8 ounces	50 cal.	14 gm.	4	200 cal.	56 gm.
Coca Cola	12oz can or 1-1/2 cups	1 cup	100 cal.	26 gm.	1-1/2	150 cal.	40 gm.
Honey Nut Cheerios	1 pound, 4oz.	1 cup	120 cal.	10 gm.	18	2,160 cal.	180 gm.

# Portion Distortion

## French Fries

**20 Years Ago**



**2.4 ounces  
210 calories**

**Today**



**??? calories**

2.4 ounces of French fries of 20 years ago had 210 calories.  
How many calories do you think are in today's portion?

- 610    590    650

# Portion Distortion

## Cheeseburger

**20 Years Ago**



**333 calories**

**Today**



**??? calories**

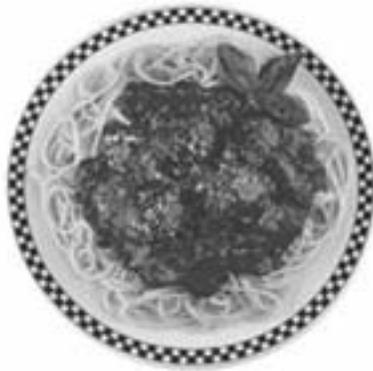
A cheeseburger 20 years ago had 333 calories. How many calories do you think are in today's cheeseburger?

- 590    620    700

# Portion Distortion

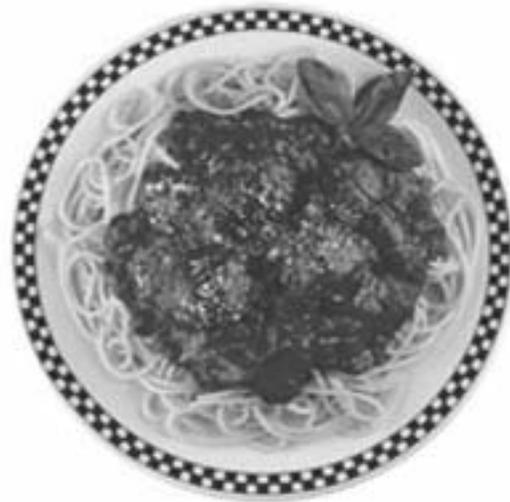
## Spaghetti and Meatballs

**20 Years Ago**



**1 cup spaghetti with  
sauce and 3 small  
meatballs  
500 calories**

**Today**



**??? calories**

A portion of spaghetti and meatballs 20 years ago had 500 calories. How many calories do you think are in today's portion of spaghetti and meatballs?

- 1,025     600     800

# Portion Distortion

## Bagel

**20 Years Ago**



**3-inch diameter  
140 calories**

**Today**



**??? calories**

A bagel 20 years ago was 3 inches in diameter and had 140 calories. How many calories do you think are in today's bagel?

- 350    250    150

# Portion Distortion

## Soda

**20 Years Ago**



**6.5 ounces  
85 calories**

**Today**



**??? calories**

A 6.5-ounce portion of soda had 85 calories. How many calories do you think are in today's portion?

- 250    300    200

# Strategies to Control Portion Distortion while Eating Out

- Ask for smaller portions.
- Ask for a child’s portion but be willing to pay a higher price for it (restaurants don’t make any money on children’s portions; that’s why they won’t offer them to adults).
- Ask for a “doggy bag” to take food home.
- Only eat a portion of each food item on your plate (similar to the size of your palm for a female, or 2/3 the size and depth of a male’s palm). Take the rest home for the next day’s meal.
- At a buffet, serve yourself food portions similar to the size of your hand, and try to include all food groups.
- At a party, in which the food is served buffet-style, be at the end of the line, not the front of the line. You will be sitting down and eating after others have already begun eating. When they get up for seconds, you will still be eating your first helping. You won’t be tempted to go back for seconds because you’ll be one of the last one’s finished.
- At a restaurant where you order a main entrée and also get “all you can eat” from a salad or hot bar, decide on one of the following strategies: do NOT get an entrée and just eat from the salad and hot bar; or order the entrée meal with your salad and hot bar but don’t eat the entree— instead, ask the restaurant to hold the entrée order until you are ready to leave and take it home for another day (different family members might use different strategies)
- Ask for all dressings, gravies, etc. to be served on the side. Don’t pour the dressing or gravy onto your food, instead dip your fork into the dressing or gravy and then into your food. You’ll get the flavor of the dressing/gravy, but far fewer calories.

Order ala carte and skip the main meal. Many ala carte items are quite large and very filling.

- If you are a “dessert” person, order one ala carte item and one dessert. Skip the main entrée.
- Share a meal (be willing to pay for an extra plate).
- At fast food eateries, such as McDonald’s, adults can order the “happy meal” or child’s meal package. The portions are smaller and cheaper.
- Buy smaller plates, bowls and glassware for your home. Most salad plates are the size of dinner plates 10 years ago. Use salad plates for your main meal. Buy smaller glasses — no more than 10 ounces. Donate your dinner plates, bowls and glassware to an organization, such as Goodwill.
- Ask produce managers at grocery stores to carry smaller size apples, pears, and other loose fruit.
- Ask managers in other departments of the stores to package items in smaller portions.

Other ideas?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Sharing Visions — How We Learn Together about Food and Nutrition

Throughout the FRIDGE program, as a family, we are learning a lot and receiving a lot of advice about issues related to food and nutrition.

This advice includes the following:

- Eat a variety and plenty of fruits and vegetables
- Limit sugar intake
- Limit high fat foods
- Avoid eating overly large portions
- Limit fried foods

As a family, we pledge to do the following things to help us meet our healthful eating goals: [List specific behaviors, such as replacing soda with water for one week]

.....

.....

.....

.....

.....

.....

.....

.....

Limit sugar intake

.....

.....

.....

.....

.....

Limit high fat foods

.....

.....

.....

.....

.....

Avoid eating overly large portions in one sitting

.....

.....

.....

.....

.....

Limit fried foods

.....

.....

.....

.....

.....

Other

.....

.....

.....

.....

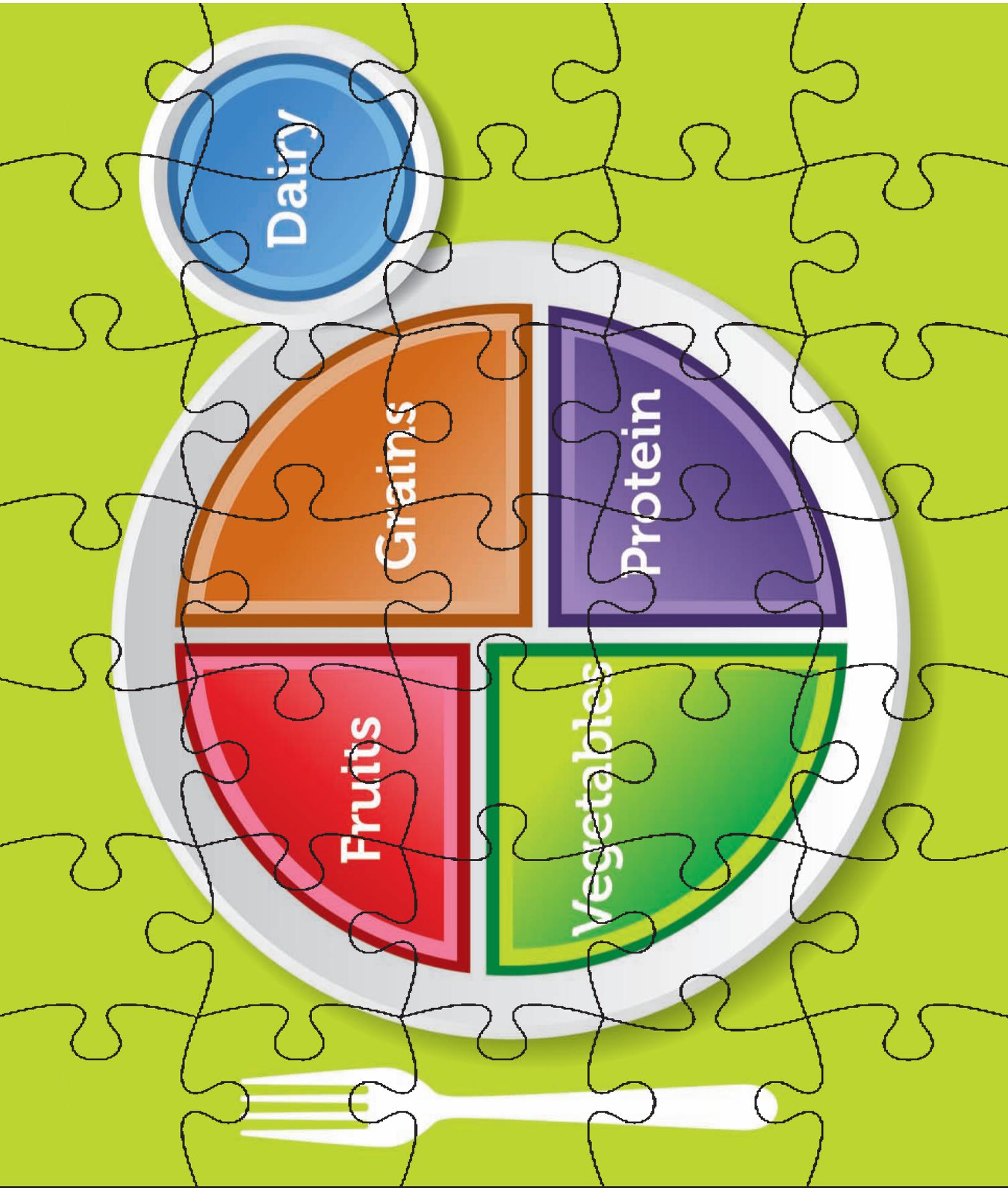
.....

## Tips for Successful Family Meetings

- Find a **“best” time**, a time when all members can be together, are fairly free from outside pressures, and are able to share their ideas.
- **Choose a place.** Every member should be comfortable and able to see all the others. Most families meet at the kitchen or dinner table.
- Once the time and place are selected, **make the meeting an important, regular event.** It is recommended to hold family meetings on a **weekly** basis.
- Topics to address: There is **no set agenda** or list of items to deal with that every family follows. Make sure to include issues related to food selection, food preparation, and food consumption. The agenda might even include giving the children spending money for snacks.
- **Encourage each member to talk and share ideas.** (Be patient with younger children. They need more time to tell their ideas.)
- **Only one person should talk at a time.** This helps everyone else listen with ears and hearts, so they can better capture the real meaning in each other's words.  
  
Encourage all to keep an **open mind** when something is being discussed.
- **Share the responsibility.** Ask for a volunteer or assign a member to gather facts or run part of the meeting.
- **Be respectful of each idea** presented, regardless of what it is.  
  
Strongly encourage every family member to participate.
- **Try to reach a consensus of opinion on all decisions, plans, or solutions to problems.** Occasionally there will be conflicting opinions on a topic. This should be expected. The goal should not be to start with agreement but to end with it. Differing ideas can help the family arrive at the best solution or decision. When there is a difference, agreement can be reached. The group should find a solution that everyone feels good about. Try to avoid having one person make the decision or taking a vote, as these tend to divide the family. Encourage one or more members to compromise, to give in a little or modify an idea so that it is more acceptable to all.
- **Roadblocks to successful family meetings:**
  - Skipping or canceling a meeting.
  - Turning the meeting into a gripe session.
  - Making another person feel put down (laughed at, ridiculed).
  - Allowing one member, child or parent, to dominate.
  - Failing to follow through on plans or decisions.
  - Preaching, scolding, or lecturing.

# **Handouts for Section 3**

# Family Food Puzzle



## Who Holds the Most “Power”?

Put your sticker next to the family member who you feel *holds the most power* in your family when it comes to making the 12 food-related decisions noted on the left column. More than one sticker can be placed in one box — For example, if all family members feel that the parent has the most power in deciding “What foods the family buys” then everyone should place their sticker under “parent.” If you feel that nobody has more decision-making power than others in the family for a particular category (e.g., what foods enter the house), then don’t put down a sticker for that item.

Food-related decision	Child(ren)	Parent(s)	Grandparents	Other adults with caregiving responsibilities
1. What foods the family buys?				
2. What foods enter the house?				
3. How food is prepared?				
4. Who prepares the food?				
5. Will the family eat a meal together (a “family meal”) or is it just “grab and go”?				
6. When does the family meal take place?				
7. How long do family meals last?				
8. Where are meals at home eaten?				
9. Who cleans up after meals?				
10. If the family goes out to eat, who decides where to go?				
11. What foods do family members snack on?				
12. What are the family snacking rules (if any)?				

# From Power to Partnership

Put your sticker next to your category if you would like to have more influence (or power) in making these decisions.

Food-related decision	Child(ren)	Parent(s)	Grandparents	Other adults with caregiving responsibilities
1. What foods the family buys?				
2. What foods enter the house?				
3. How food is prepared?				
4. Who prepares the food?				
5. Will the family eat a meal together (a "family meal") or is it just "grab and go"?				
6. When does the family meal take place?				
7. How long do family meals last?				
8. Where are meals at home eaten?				
9. Who cleans up after meals?				
10. If the family goes out to eat, who decides where to go?				
11. What foods do family members snack on?				
12. What are the family snacking rules (if any)?				

# Dinnertime poem

— by Mary Ann Hoberman

David asks for his dessert  
 Peggy wants to press her skirt  
 she has dance class and she's late  
 David says he cannot wait  
 Mike is giving him a ride  
 he'll just go and wait outside  
 Father tells him he will not  
 David mutters thanks a lot  
 Ann says she expects a call  
 Benjamin won't eat at all  
 Mother starts to serve the pie  
 Benjamin begins to cry  
 Mother asks him what is wrong  
 Father says the tea's too strong  
 Ann gets up to get the phone  
 Benjamin begins to moan

Peggy says her tights are torn  
 David says he hears a horn  
 Father says to finish first  
 David says that he will burst  
 Peggy says it isn't fair  
 Ann has on her other pair  
 now she will be late for class  
 Benjamin upsets his glass  
 David's taking tiny bites  
 Ann is taking off the tights  
 David says the crust is tough  
 Mother says she's had enough  
 Father says it's not too bad  
 Mother says she's going mad  
 David wiggles like a mouse  
 that is dinner at our house



"Dinnertime" was written by Mary Ann Hoberman and published in Little, Brown and Company in "Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems" in 1991.

The illustration was developed by Stephen Carpenter.

PENNSTATE



College of Agricultural Sciences  
 Cooperative Extension

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

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.



# Drawing up an "Official" Food & Family Contract

## *Food & Family Contract*

We the ..... Family agree to:

- Follow the Family Visions (attached) we have developed for ourselves at the F.R.I.D.G.E. program.
- Do our best to communicate effectively about food related issues.
- Work hard at making our family a success in eating healthier!
- We further agree to the following:

When buying food .....

.....  
.....

When preparing food .....

.....  
.....

When eating food .....

.....  
.....

Signed: ..... Date: .....