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UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Niños sanos, familia sana

Part Three: Lesson Plans

Year 1, Focus on Family Foods

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Niños Sanos, Familia Sana **(Healthy Children, Healthy Family) is a nutrition education curriculum, designed for Latino parents with young children. The goal is to improve nutrition and physical activity to prevent childhood obesity and promote health. This publication includes 20 lesson plans for 1-hour classes in a community setting. Educators will also find suggestions for food demonstrations. The lessons reinforce nine key messages:**

- Enjoy family meals together.
- Offer more vegetables and fruits.
- Allow children to select kid-size portions of food.
- Increase outdoor family playtime.
- Reduce time spent watching television and using other screen devices.
- Reduce sugary beverages.
- Establish a healthy routine to get enough sleep.
- Eat a healthy breakfast.
- Cook at home more often, and make healthy choices when eating.

LESSON 1.1

Eat More Fruits and Vegetables

Target Audience: Latino families with young children, 3 to 8 years old

Key Message: Eat a wide variety of fruits and vegetables every day.

Objectives: By the end of the lesson, participants will be able to

- identify the health benefits of eaing more fruit and vegetables
- identify ways to add different types of fruit and vegetables to meals and snacks
- identify at least one parenting tip they can use to help their children eat more fruit and vegetables

Materials:

- tape and different colors of construction paper (orange, yellow, red, green, purple, white, brown)
- Sticky notes
- pencils
- a few colorful fruits and vegetables (like mango, tomatoes, cilantro, lemon)
- supplies and recipes for food demonstration (Mango Salsa suggested)

Handouts: Mango Salsa recipe; MyPlate mini-posters (Spanish or English) (USDA 2016a); Fruit and Vegetable handout 1.1

Set-up: Tape papers on the walls around the room. Display fruit and vegetables on front table.

Background (read before you teach): Eating a wide variety of fruits and vegetables daily is strongly related to better health, according to the 2015–2020 Dietary Guidelines for Americans [United States Department of Agriculture (USDA) and Department of Health and Human Services (DHHS) 2016]. Dark green, red, and orange vegetables and dried beans and peas are important sources of fiber, potassium, folate, magnesium, vitamin A, vitamin C, and several other nutrients (USDA and DHHS 2016, appendices 10 and 13). Eating more fruit and vegetables reduces risk of cardiovascular disease and may protect against some types of cancers. When prepared without extra fat or sugar, fruits and vegetables are also low in calories. Staying healthy is easier when people eat plenty of fruit and vegetables as part of an overall healthy diet and lifestyle.

Teaching Tips: The rainbow of colors will help participants think about the different colors of fruits and vegetables and share how their families enjoy these foods. Note that the color is the edible part of the fruit or vegetable. For example, bananas are white, not yellow. Highlight dried beans (under brown) as a vegetable, as well as a protein source.

Eating healthy together

Opening (Anchor): (10 min). ***Say:*** *Welcome! Today, we will be talking about what you can do to help your family eat a wider variety of fruits and vegetables every day.*

Begin the discussion with an open-ended question.

Ask: *Who has a child who loves eating vegetables? Who has ever battled with your child to get him or her to eat vegetables? How many have had the same experience with fruits? Why is it so difficult for parents?*

Lesson (Add): (15 min) Discuss the following points:

- ***Ask:*** *What are the benefits of eating fruits and vegetables?*
  - Fruits and vegetables have a lot of vitamins, minerals, and fiber.
  - A healthy diet with plenty of fruits and vegetables helps prevent cardiovascular disease, diabetes, and some cancers.

Many families are only eating about half the amount of fruits and vegetables they need to stay healthy. About half our plates should be filled with fruits and vegetables.

  - A few examples show how vitamins or minerals keep us healthy. Vitamin C, found in tomatoes, melons, lemons, oranges, berries, and peppers, helps the body to fight infections. Potassium, found in spinach, other leafy greens, bananas, and beans, keeps muscles and nerves healthy and is important for normal blood pressure. Fiber, found in beans, helps relieve constipation.

- ***Ask:*** *Why is it important to eat a wide variety of fruits and vegetables?*
  - Since fruits and vegetables vary in the amounts and types of nutrients they contain, the best way to get all the benefits is to choose a wide variety of both fruits and vegetables.
  - (Show the assortment of fruits and vegetables on display.) The different colors of fruits and vegetables reflect the variety of nutrients and healthful components of these foods.
- ***Ask:*** *Do Latino families eat enough fruit and vegetables?*
  - While recent immigrants tend to eat more fruit and vegetables, over time their children begin to eat less of these foods.
  - Many families are only eating about half the amount they need to stay healthy. About half your plate should be fruits and vegetables (show My Healthy Plate—we will learn more about it later).
  - Of course, young children may eat a lot less of these foods. Forcing them to eat will not teach them to like the foods. Instead, try some of the smart parenting strategies below.
- ***Ask:*** *What can parents do to help their children eat more fruits and vegetables?*
  - Be a good role model. Eat fruits and vegetables with your children.
  - Prepare fruits and vegetables with your children. Even young children can help wash a fruit or tear up lettuce.
  - Make it fun! How? Use fruit to make a face on a pancake; read a story about fruit or vegetables.
  - Combine new foods with others that are already well liked. For example, add fruit to a lettuce salad.
  - Add more vegetables to the main dishes, like soups, stews, tostadas.

Fruits and vegetables contain vitamins, minerals, and many other nutrients. Some of these nutrients give fruits and vegetables their color.

Use color to choose a variety of fruits and vegetables every day.

– Dried beans (either boiled or refried with vegetable oil) also count as a vegetable. Keep on serving these foods regularly to your family.

– Be patient. Try again another time. Children may need to try a new food many times before they learn to like it.

– Keep cut-up fruits and vegetables in the refrigerator to make it easy to eat.

– Above all, avoid giving in and offering another meal if your child refuses to eat. Plan meals to include at least one familiar food that your child will eat.

Activity (Apply): (25 min) While the assistant sets up the food demonstration, the educator leads participants in the rainbow of colors activity.

Say: *As we just discussed, fruits and vegetables contain vitamins, minerals, and many other nutrients. Some of these nutrients give fruits and vegetables their color. You can use color to choose a variety of fruits and vegetables every day. Most people—adults and kids alike—need to eat a wider variety of fruits and vegetables. Next, we will see how some of your favorite fruits and vegetables can provide a variety of nutrients.*

- Showing the tomato, mango, cilantro, and lemon, ***ask:*** *Which of the colors on the wall best matches the color of these foods?*
- Give participant sticky notes and pencils. Tell them to write the name of at least one fruit or vegetable that their family likes. Write one name on each sticky note. ***Say:*** *Let's decide where each note belongs.* Invite participants to share different ways they eat these foods.

Food demonstration, tasting, and sharing: Prepare and share the mango salsa. As you make the salsa, talk about the variety of colors. Mention that many young children do like fruit, so combining favorite foods with new ones is a good strategy to encourage children to eat. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why is this information important to you? Choose a goal to work on this month (or week). Try to choose small changes that you can make within a week. For example:*

- *Try a new vegetable this week.*
- *Offer a vegetable to your child as a snack twice this week.*
- *Use vegetables of three different colors in two family meals this week.*

Say: *Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal.* Invite families to share their goals.

Fruits and Vegetables by Color Group

Color	Examples	Benefits of fruits and vegetables
Red	red onion red chilies tomatoes red grapes	• May reduce the risk of cancer, heart disease, and complications from diabetes. • May help control high blood pressure. • Helps the body get rid of cancer-causing chemicals. • May slow some effects of aging. • Helps maintain good vision. • Strengthens the immune system. • May strengthen bones and teeth. • Helps the body heal wounds. • Keeps skin healthy. • May reduce the risk of infection. • May help lower high cholesterol.
Dark orange	summer squash butternut squash cantaloupe carrots mandarins	
Yellow	yellow corn lemon pineapple grapefruit	
Yellow/green	cabbage, green honeydew melon kiwi fruit	
Green	broccoli cilantro spinach chard	
White or tan	bananas cauliflower onions, white white corn zucchini	
Blue or purple	blueberries plums eggplant purple cabbage	

LESSON 1.2

What Should You Serve Your Children?

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Use MyPlate to plan what to serve so that your children get the foods they need to grow and stay healthy.

Objectives: By the end of the lesson, participants will be able to

- identify why children need foods from the five MyPlate groups
- plan a meal including four or more MyPlate groups
- discuss some ways that parents can avoid serving two different meals

Materials:

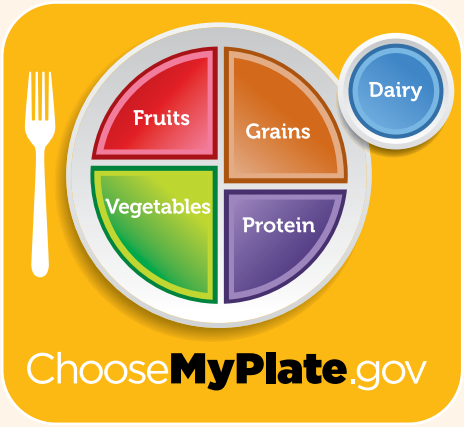
- MyPlate poster (USDA 2016a)
- white paper plates (two per person)
- markers
- optional: a variety of food models or containers to show examples of different food groups
- supplies and recipes for food demonstration (Spanish Salad suggested)

Handouts: Spanish Salad recipe, MyPlate mini-poster (USDA 2016a)

Set-up: Post the MyPlate poster on a wall or where visible to all participants. Place plates, markers, food models in middle of table where participants have access to supplies.

Background (read before you teach): What does a healthy meal look like? The answer varies across different cultures and individuals. In the United States, the *Dietary Guidelines for Americans* provide recommendations for healthy eating to prevent chronic diseases (USDA and DHHS 2016). MyPlate is a tool that people can use to choose a healthy eating pattern that fits with their food preferences, traditions, culture, and budget (USDA 2016a).

MyPlate includes five food groups—fruits, vegetables, grains, protein, and dairy. Calorie (energy) and nutrient needs vary by age, gender, and level of physical activity. Pregnant or nursing mothers have additional calorie and nutrient needs. This means that family members may need different amounts of foods and beverages from the five MyPlate groups. To meet their family's needs, parents should prepare daily meals and snacks that include healthy choices from all five food groups. Key tips to make the healthiest choices include the following:



USDA MyPlate

- Make half your plate fruit and vegetables.
- Focus on whole fruits.
- Vary your veggies.
- Make half your grains whole grains.
- Move to low-fat or fat-free milk or yogurt.
- Vary your protein routine.
- Drink and eat less sodium, saturated fat, and added sugar.

For people with more questions about individual needs, the *Dietary Guidelines* and MyPlate websites can provide the answers. For example, MyPlate Plan (USDA 2018a) shows the amounts recommended in a healthy eating pattern by calorie and age group.

MyPlate is a guide to help people choose the types and amounts of foods they need to stay healthy. Children also need foods and beverages from the five food groups to grow and develop normally.

Teaching Tips: This lesson focuses on what foods and beverages to serve the family. During this lesson, our Latino participants frequently asked how the vitamins and minerals, provided by the food groups, help the body. Though the *Dietary Guidelines* emphasize the relationship of healthy eating patterns to disease prevention, this audience seemed to respond to more specific examples to heighten their motivation and attention. For that reason, we have added a few nutrient-health messages to promote each food group. Spanish-speaking audiences may interpret *granos* (grains) as referring to the form of the food (small pieces, as in salt grains) rather than the source (cereals). Be sure to explain that dried beans and legumes are not in the grain group but rather count as vegetables or protein foods.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if families have made changes, based on their goals. Congratulate participants, and encourage them to keep on trying.

Say: *Today we will be talking about how to use MyPlate to plan what to serve your family.*

Hand out the paper plates and markers. Ask participants to draw what their children ate at a meal yesterday. ***Ask:*** *Do you think that the meal was healthy? Did your children eat the same foods as the adults did, or did they eat different foods?*

Lesson (Add): 15 minutes (Show MyPlate).

Say: *MyPlate is a guide to help people choose the types and amounts of foods they need to stay healthy. Children also need foods and beverages from the five food groups to grow and develop normally, as well as to stay healthy. Let's find out more about each food group and why it is important for you and your child.* Discuss the following points:

- **Grains Group:**
  - Grains are a good source of energy, B vitamins, fiber, and minerals, like iron and magnesium.
  - Foods made from wheat, oats, rice, and other cereal grains are grain products. For example, tortillas, breakfast cereals, breads, crackers, and pasta are all grain products. Grains can be enriched or whole. Note: grains do not include dried beans, other legumes, nuts, and seeds.

  - Make half your grains whole. Whole grains, like oatmeal, whole wheat bread, and corn tortillas (compared to white flour tortillas) are higher in fiber. Eating foods high in fiber relieves constipation. Fiber also helps lower blood cholesterol, which is healthier for the heart and can reduce the risk of some cancers. High-fiber foods can be more filling, so children eating them may be less hungry.
  - ***Ask:*** *What foods does your family like from this group?*
- **Vegetables Group:**
  - Vegetables provide many nutrients, such as vitamin A, vitamin C, folate, vitamin E, magnesium, potassium, fiber, and others.
  - Most are naturally low in fat and sodium. Vegetables can be fresh, frozen, canned, or dried. One hundred percent vegetable juice is also in this group, but beware that sodium can be high. Vegetables include dark green, starchy, red, or orange ones, as well as peas and beans, and other vegetables. Note: dried beans and other legumes can be counted either as a vegetable or protein group food.
  - Vary your veggies. Diets rich in vegetables protect against chronic diseases such as cardiovascular disease (stroke, heart problems) and some types of cancer. To get these benefits, choose a wide variety of different colored vegetables.
  - ***Ask:*** *What foods does your family like from this group?*
- **Fruits Group:**
  - Fruits provide many of the same nutrients as vegetables, especially vitamin C, potassium, and fiber. Just like vegetables, eating a variety of different colored fruits is the best way to get the health benefits.
  - Focus on whole fruit. Fruit may be fresh, frozen, canned, or dried. This group also includes 100 percent fruit juice, but whole fruit has more fiber than fruit juice.
  - Many fruits, like berries, oranges, and melon, are high in vitamin C. Eating foods rich in vitamin C, along with iron-rich foods, also helps prevent anemia,
  - ***Ask:*** *What foods does your family like from this group?*
- **Dairy Group:**
  - Milk and foods made from milk provide calcium, vitamin D, potassium, and protein. Milk, yogurt, and cheese are in this group.
  - Switch to low-fat and fat-free milk. Low-fat milk is made by removing some of the saturated fat and is healthier for the heart than whole milk and cheese. Low-fat milk is a good source of calcium and vitamin D.

  - Children need plenty of calcium and vitamin D to make strong bones and grow normally. Calcium is important for healthy teeth and helps maintain normal blood pressure.
  - ***Ask:*** *What foods does your family like from this group?*

- **Protein Group:**
  - Vary your protein. Seafood (fish, shrimp), beef, pork, poultry, eggs, nuts, seeds, and legumes are in this group. Protein foods provide protein, iron, zinc, magnesium, and B vitamins. Because protein foods differ in the amount of nutrients they contain, vary your proteins. Legumes (dried beans and peas) are also a good source of fiber. Fish is a good source of heart-healthy oils.
  - Protein foods help your child to build muscles, skin, and blood. They can also be good sources of iron, which is needed to make blood cells and prevent anemia. Anemia can make it hard for your child to pay attention and learn in school.
  - Grill, bake, or boil meats and poultry. Eating too many fatty or fried meats is not healthy for the heart.
  - ***Ask:*** *What foods does your family like from this group?*

Lesson (Apply): (25 min) While the assistant sets up the food demonstration, the educator leads the activity, handing out another plate.

Say: *Let's think again about the meal you drew earlier.*

Ask: *How healthy was the meal? Did it have all the five food groups? If not, what was missing? What could you add to make that meal healthier? Using the blank plate, plan another meal (could be breakfast, lunch, or dinner). Try to include a food from four or more food groups.*

Share your meal plan with your partner and discuss the following questions: How many food groups are included? Is there at least one food you are sure your child will eat? How can you avoid making two separate meals for your family?

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting.

Ask: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min)

Ask: *What did you learn from this class? Why is following a guide like MyPlate important to you?* ***Say:*** *Choose a goal to work on this month (or week). Try to choose small changes that you can make within a week.*

For example:

- *Serve at least one family meal with four or more food groups.*
- *Plan with your child a snack that includes at least two different food groups.*
- *Plan a meal with your child that includes at least three different food groups.*
- *Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal.* Invite families to share their goals.

LESSON 1.3

Shop With a List

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Plan your shopping trip to buy healthy foods and save money.

Objectives: By the end of the lesson, participants will be able to

- plan a meal using items on sale
- write a shopping list for one meal
- explain to children why the family will only buy foods on the shopping list

Materials:

- ads from local grocery stores
- paper and pencils
- MyPlate poster
- supplies and recipes for food tasting (Zucchini Stir Fry suggested)

Handouts: Zucchini Stir Fry recipe, Make a List handout; and (optional) MyPlate mini-poster (USDA 2016a)

Set-up: Collect several local grocery store advertisement newspapers (enough for groups of two or three participants) before class.

Background (read before you teach): Shopping practices vary among Latino households due to regional differences, length of time in the United States, income, and education. Grocery stores and discount, bulk-purchase stores are all used equally as the main food store, but Latinas who have lived in the United States longer are more likely to shop at supermarkets compared with less acculturated women (Ayala et al. 2005). In North Carolina, where Latinos have recently settled, participants express a preference for fresh produce (over canned or frozen), since these items are easier to use in their traditional recipes (Fish et al. 2015). Yet many may not consider farmers' markets, community gardens, and roadside stands to be viable alternatives to purchasing produce in supermarkets due to lack of transportation, garden space, or time. Supermarket tours may be especially helpful to more recent immigrants from Latin America (Ayala et al. 2005; Cortés et al. 2013). Other key strategies in these studies included personalized feedback on the nutritional value of foods in the family's typical grocery purchases and label-reading exercises using participants' favorite foods.

Family shopping with a list.

Teaching Tips: This lesson reinforces messages that will be taught later in "Read the Labels" (Lesson 1.4), "Understanding Food Ads" (Lesson 3.5), and "School's Out: What Will You Feed Your Children" (Lesson 3.6). The key underlying theme for all these lessons is to stock the kitchen and pantry with healthy foods and beverages, rather than items that are high in solid fats, added sugar, or sodium. If you cannot arrange a supermarket tour, teaching people to review the weekly grocery ads from local stores and nearby supermarkets can help prepare them for shopping trips. This lesson is adapted from activities in the *Plan, Shop, Save, Cook* curriculum (UC CalFresh 2014).

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if families have made changes based on their goals. Congratulate participants, and encourage them to keep on trying.

Make a list for your grocery shopping and stick to it.

Plan to stock your pantry with healthy foods and beverages.

Say: *Today, we will be talking about how you can plan your shopping trips to the grocery store to buy healthy foods and save money, too!*

Begin the discussion with an open-ended question. Choose one of the following:

- ***Ask:*** *How is shopping for food different here in the United States than shopping in Mexico? What makes it difficult to buy only what you had planned to buy when you go into a store?*
- ***Say:*** *Think about the things that are most important to you: saving time, saving money, not running out of food, taste, or having healthy meals and snacks.*
- ***Ask:*** *Which is most important to you?* (Ask participants to raise their hands.)

Summarize participants' responses, and emphasize the importance of planning a shopping trip to be able to make the healthiest food choices, have enough food to last for the month, and save money and time by not having to return to the store too soon.

Lesson (Add): (15 min) Discuss the following points:

- ***Say:*** *Let's talk about the steps in planning meals for your family.* ***Ask****: How do you currently decide what to prepare and what to buy?*
- Summarize and add to participants' answers. ***Say:***
  - *Check for foods on hand. Use up first those items that might spoil.*
  - *Check for sales. Look for items that can be used with foods you have on hand.*
  - *Plan a healthy meal. Add other foods to serve at the meal, thinking about MyPlate.*
  - *Prepare foods that your children like. You might ask your children for ideas, giving them some healthy choices. For example: Should we have broccoli or carrots at our meal? Getting buy-in from your children in making a list may make it easier later on.*
  - *Make a list. Write the amounts of foods needed. Don't forget to add other items that you need and are on sale, like soap or toilet paper.*
  - *Think about how much money you want to spend. Include WIC vouchers or SNAP (food stamp) benefits.*
- ***Say:*** *Many people can easily make a list. The hard part is sticking to the list, especially if you notice other specials and ads when you walk into the store.* ***Ask****: What are some ways that you can stick to your list and avoid spending more than you planned?*
- Summarize and add to participants' answers. ***Say:***
  - *Take only the amount you plan to spend for the items on your list.*

  - *Avoid shopping when you are hungry, tired, or in a hurry.*
  - *If possible, leave children with another family member or friend. If you need to shop with children, get buy-in from your family on what you will buy before going to the store. Give children tasks, such as helping to weigh the produce or find the milk.*

- ***Say:*** *Some parents have to bring their children with them on shopping trips.* ***Ask:*** *How can you avoid buying items that your children request in the store, especially less healthy foods and beverages?* Encourage positive reasons, like "I want our money to buy foods that will keep you healthy." If time allows, invite two participants to role play a situation where a child asks for an item, like a bag of chips, a soda, or other foods not on the list.

Activity (Apply): (25 min) While the assistant begins the food demonstration, the educator guides participants in planning a meal and making a shopping list.

- Distribute paper, pencils, and fliers from local stores with coupons or announcements about specials.
- Explain that they will work in pairs to plan a meal, using items they have on hand and items that are locally on sale. Ask them to write the menu for the meal and a shopping list. If time allows, have them create the list by section of the grocery store (e.g., dairy, produce, or meat section).
- Have pairs share their ideas, telling what was used from the ads and what they had on hand. ***Ask:*** *How would you work with your family to come up with an acceptable, healthy, and economical meal?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn from this class? Why is the information important to you? Choose a goal to work on this month (week). Try to choose small changes that you can make within a week.* ***Say:*** *For example:*

- *The next time I go shopping, I will only buy the foods on my list.*
- *I will keep a shopping list in the kitchen.*
- *I will plan my meals for the week ahead of time.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 1.4

Read the Labels

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Use the Nutrition Facts label to make good food choices.

Objectives: By the end of the lesson, participants will be able to

- compare the number of calories and other components (saturated fat, sodium, added sugar, and fiber) listed on food labels of similar types of foods
- use the Nutrition Facts label to identify which nutrients to limit (total fat, saturated fat, and sodium) and which nutrients to increase (dietary fiber, vitamins, and minerals)

Materials:

- poster with Nutrition Facts label
- several different food labels from cereal boxes, yogurt containers, and snack foods like crackers (choose a few items that have the same portion size for the activity)
- white board or poster paper
- markers
- supplies and recipes for the food demonstration (Apple-Glazed Sweet Potatoes suggested)

Handouts: Apple-Glazed Sweet Potatoes recipe and "The Nutrition Facts Label. Look for It and Use It" (FDA 2017)

Set-up: Prepare a large poster or set up a projector to display a Nutrition Facts label. Make copies of food labels for group activity.

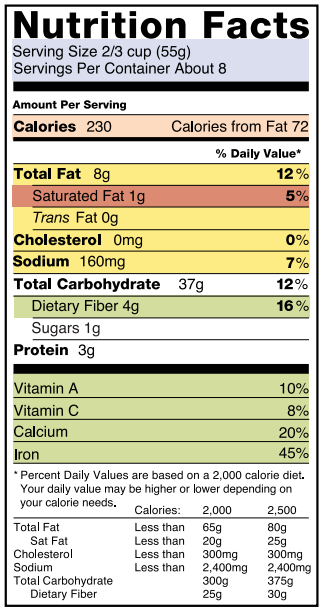
Background (read before you teach): The Nutrition Facts label shows specific information for foods and beverages to help consumers make choices leading to healthier diets [Food and Drug Administration (FDA) 2018a)]. Latinas with greater nutrition knowledge are more likely to use the Nutrition Facts labels and choose foods lower in fat, added sugar, and sodium and higher in fiber (Fitzgerald et al. 2008; Pérez-Escamilla and Haldeman 2002). However, nutrition education needs to include hands-on activities and check back for understanding. One study found that even though Latinas are familiar with food labels, few are actually reading labels to make food choices (Pérez-Escamilla et al. 2011). Among Latino adults in Los Angeles, 60 percent reported using the Nutrition Facts label but only 13 percent of those individuals were able to correctly identify information on the label (Sharif et al. 2014). More information on reading labels is especially needed among males, older Latinos, and those with less than a high school education.

Improvements in the Nutrition Facts label are coming soon (FDA 2018b). These changes will make it easier for people to see how many calories are in a serving. Also, people will be able to compare the amount of sugar added to the food or beverage during processing. When the new label is released, educators can teach participants how to look for and limit added sugars in their diets. While food companies update their food labels over the next few years, consumers can expect to find both the current and the new, revised food labels on different packages.

Teaching Tips: This lesson reinforces messages taught in "Shop with a List" (Lesson 1.3). Encourage parents to teach their school-age children to look at the Nutrition Facts Label and find out how much sugar, saturated fat, sodium, or fiber is in their favorite snack foods or cereals. This lesson is adapted from activities in the *Plan, Shop, Save, Cook* curriculum (UC Calfresh 2014).

Mother shopping at a local grocery store.

How to Read Nutrition Facts Label



Nutrition Facts
Serving Size 2/3 cup (55g)
Servings Per Container About 8

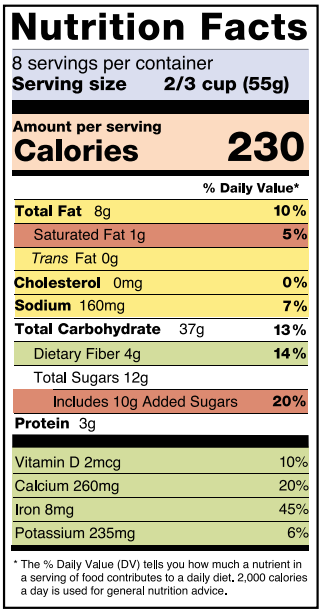
Amount Per Serving

Calories 230	Calories from Fat 72
	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 160mg	**7%**
Total Carbohydrate 37g	**12%**
Dietary Fiber 4g	**16%**
Sugars 1g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Old label



Nutrition Facts
8 servings per container
Serving size **2/3 cup (55g)**

Amount per serving
Calories **230**

	% Daily Value*
Total Fat 8g	**10%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 160mg	**7%**
Total Carbohydrate 37g	**13%**
Dietary Fiber 4g	**14%**
Total Sugars 12g	
Includes 10g Added Sugars	**20%**
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

New label

Serving size
is the amount of food usually eaten at one time. The information on the food label is given per one serving. A package may contain several servings.

Calories
is the amount of calories per serving.

Choose foods LOW in (less than 5%):
- ✓ Saturated fat
- ✓ Added sugar

Limit these nutrients
- ✓ Total fat
- ✓ Trans fat
- ✓ Cholesterol
- ✓ Sodium

Choose foods HIGH in (more than 20%):
- ✓ Fiber
- ✓ Protein
- ✓ Vitamin D
- ✓ Calcium
- ✓ Iron
- ✓ Potassium

Opening (Anchor): (10 min) Overview: ***Say:*** *Welcome!*

Review what was covered last time, and ask if families have made changes, based on their goals. Congratulate participants, and encourage them to keep on trying.

Say: *Today we will be talking about how to use the Nutrition Facts label on food packages to make healthy food choices.*

Begin the discussion with an open-ended question. Choose one of the following:

- ***Ask***: *When you are in the store, how do you make decisions about which foods to buy?* (Listen to see if anyone mentions reading labels on the package)

Reading the food label gives you information to use right away to compare different foods and choose the healthier option for your family

- Show the Nutrition Facts label and ***Ask***: *Does anyone read the food label? What do you look for on the label?* (Use this question to assess what participants already know.)

Lesson (Add): (15 min) Discuss the following points:

Ask: *Why should you bother reading the label? Why is it important to you and your family?* Some possible answers:

- Get more vitamins and minerals to stay healthy.
- Watch number of calories to maintain a healthy weight.
- Help family members follow a special diet that their doctor has recommended.

Summarize: ***Say:*** *Making healthy choices in a U.S. supermarket can be very confusing. There are a lot of food ads. Your children may also ask you to buy a new food advertised on TV. Reading the food label gives you information to use right away to compare different foods and choose the healthier option for your family.*

(Show the poster and point out sections of the label to the class). Lead a discussion as you review the label, selecting a few points). ***Say***: *Let's look more closely at a label.* ***Ask:***

- *What is the size of a serving, and how many does the package contain?*
- *How many calories are in a serving of the food (as prepared)? Since there are X servings in the package, how many calories would you eat if you ate the whole package?*
- *How many grams of saturated fat are in a serving? Milligrams of sodium? Note: these are some nutrients that we need to limit in order to lower the risk of cardiovascular disease. A healthier food choice would be lower in these nutrients.*
- *How many grams of added sugar are in a serving? Sugars added to sweeten processed foods and beverages increase calories without adding important nutrients. A healthier food choice is lower in added sugar.*
- *How many grams of fiber are in a serving? Many people do not get enough fiber. A healthier food choice would be higher in fiber.*

Summarize: ***Say:*** *There is a lot more to learn from the label than we can cover today. You can use the label to compare different foods and select the healthiest choice. For example, healthy choices provide less saturated fat and sodium and more fiber. Watching calories and choosing a healthy diet pattern can help maintain a healthy weight. It can also reduce your risk of developing heart problems, diabetes, and other cardiovascular diseases. Dietary fiber is important for intestinal health and can reduce the risk of some cancers.*

You can use the label to compare different foods and select the healthiest choice. For example, healthy choices provide less saturated fat and sodium and more fiber.

Cereal A
(Oatmeal)

Nutrition Facts
Serving Size .5 cup (40g)
Servings Per Container 30

Amount Per Serving	
Calories 150	Calories from Fat 25
	% Daily Value*
Total Fat 3g	5%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 27g	9%
Dietary Fiber 4g	16%
Sugars 1g	
Proteins 5g	10%
Iron	10%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Cereal B
(Ready-to-eat, with raisins)

Nutrition Facts
Serving Size 1 cup
Servings Per Container 7

Amount Per Serving	
Calories 180	Calories from Fat 25
	% Daily Value*
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Potassium 140 mg	4%
Sodium 190mg	8%
Total Carbohydrate 44g	15%
Dietary Fiber 5g	20%
Sugars 17g	
Proteins 4g	9%
Vitamin A 10%	Vitamin C 2%
Calcium 2%	Iron 25%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Activity (Apply): (25 min) While the assistant sets up the food demonstration, the educator distributes the food label handouts to participants. Give at least two different food labels to each group (cereal A and B or snack food A and B).

Food	Calories	Saturated fat	Sodium
Snack food A			
Snack food B			
	Calories	**Sugar**	**Fiber**
Cereal A			
Cereal B			

Ask: *If you ate the entire package, how many calories would that be? Which is a better choice?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Use this opportunity to ask about saturated fat, sodium, fiber, and/or added sugar in the foods. Explain step by step how the food is prepared. Serve samples for tasting.

Ask: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why is this information important to you? Choose a goal to work on this month (or week). Try to choose small changes that you can make within a week. For example:*

- *The next time I go shopping, I will compare the calories and portion sizes on my family's favorite snack food to another brand.*
- *I will use the label to choose beverages with less added sugar.*
- *I will use the label to choose meat with less saturated fat.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 1.5

Enjoy Family Meals at Home

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Eat family meals with foods prepared at home more often.

Objectives: By the end of the lesson, participants will be able to

- explain why family meals prepared at home are important (healthier eating patterns, better performance in school, less risk-taking behavior)
- identify three responsibilities of parents (when, where, and what to serve)
- identify two responsibilities of children (whether and how much to eat)

Materials:

- white board (or Post-it paper)
- colored markers
- paper and pencil
- supplies and recipes for food demonstration (Broccoli Quesadillas suggested)

Handouts: Broccoli Quesadillas recipe

Set-up: Place whiteboard or Post-it paper in an area visible to all participants.

Background (read before you teach): Families today enjoy fewer meals together than they did 30 years ago (Eisenberg et al. 2004; Hammons and Fiese 2011; American College of Pediatricians 2014). However, sharing family meals three or more times a week can lead to healthier eating patterns and normal weight in children and teens. Shared meals can be a relaxed time to talk and help families become closer. Teens who eat family meals more often get better grades in school and are less likely to use drugs or alcohol. Given these benefits, pediatricians recommend that families eat together at least three times per week (American College of Pediatricians 2014). **Adults and children share the responsibility for making meals a positive family experience** (Ellyn Satter Institute 2018).

For children and teens, the division of responsibility means that parents and caregivers are responsible for determining what to serve and where and when to eat. For example, they can use MyPlate (USDA 2016a) to serve a variety of foods, being sure to include some that are acceptable to everyone. They do not need to be "short order cooks" who prepare different foods for the adults and children. Children determine whether and how much to eat. While adults can encourage a child to try a small bite of a new food, the child decides whether to ask for more and how much to eat. Repeated exposure without force helps children learn to like new foods. This can be the hardest part for some parents. Especially among recent immigrants who worry that their children will be hungry, bribes and threats are commonly used to get children to eat (Kaiser et al. 2001; Conlon et al. 2015). Parents may not view a bribe, such as withholding dessert or cartoons until the child eats, as "force." Yet, such strategies may not teach the child to learn to like a new food and can lead to mealtime battles.

Instead, the parent or caregiver should discourage snacks—and especially sugary beverages—for at least an hour before the meal. If possible, encourage active play or a walk to build an appetite. Involve the children in chores, like setting the table or preparing food. Even if not all of the family can attend every meal, a single parent or caregiver can be a positive role model by eating the foods together with the child (Kaiser et al. 2015).

Families eat together.

Teaching Tips: Encouraging family meals can promote healthy traditional foods (through role modeling and repeated exposure) and close family ties. In households where both parents work (and often at multiple jobs), scheduling regular family meals three or more times a week seems impossible. In that case, simply trying to eat together as often as possible is more realistic. These families might think about planning a picnic for a holiday or Sunday afternoon meal. They might also be able to eat breakfast or lunch together on a weekend.

Opening (Anchor): (10 min). ***Say:*** *Welcome!* Review what was covered last time, and ask if families have made changes, based on their goals. Congratulate participants, and encourage them to keep on trying.

Say: *Today, we will talk about the importance of family meals and what families can do to encourage fun mealtimes together.*

Begin the discussion with an open-ended question. Choose one of the following:

- *What do you remember about mealtimes as a child?*
- *What rules did your family have about food or meals? What did you think or feel about those rules?*

Lesson (Add): (15 min) Discuss the following points:

- ***Ask***: *Why are family meals prepared at home important?*
  - Children learn to eat healthy foods by tasting them and by seeing their parents eat those foods. For immigrant children, this may be very important to encourage them to continue eating healthy traditional foods, like Mexican vegetable soups, beans, and corn tortillas.
  - At mealtimes together, families become closer and talk about what is happening at school or work.
  - Children who eat meals with their family more often do better in school and are less likely to get involved in drugs, alcohol, and other risky behaviors. They may also have better language skills.
- Parents/caregivers and children have different roles or responsibilities in making family meals happen. ***Ask***: *What do you think about that idea? Let's make a list and discuss together whether the parent/caregiver or child is responsible for each decision. For this discussion, let's consider that children are between 3 and 5 years old.* (On white board, with participants' feedback, write):

A parent's job is to serve a variety of healthy foods at regular meal and snack times during the day. A child's job is to decide how much to eat of those foods.

Parent and Child Responsibilities Regarding Meals and Snacks

Responsibilities	Who decides	
	Parents	Children
What to serve		
When to serve		
Where to eat		
How much to eat		
Whether to eat		

Ask participants whether it is mainly the role of parents/caregivers or of children. Mark an X under parents or children, with discussion from participants.

Say the following points:

- *Parents are responsible for deciding when meals and snacks should be offered. Young children need at least three meals and two or three snacks a day to be able to get enough food to grow and develop normally.*
- *Parents are responsible for deciding where to serve the food. Turning off the TV and other screen devices and putting aside games/books/ phones can help avoid distractions so that everyone can focus on the meal and the family.*
- *Parents are also responsible for deciding what to serve. They can use MyPlate as a guide to provide a variety of healthy foods—fruit, vegetables, grains (tortillas, rice, pasta, bread), proteins, and dairy foods (milk, cheese, or yogurt). In planning meals for the week, they might get input from the children; it is not necessary or wise to serve two separate main dishes (like soup for parents and pizza or cereal for kids).*
- *Children are responsible for deciding whether to eat the food served. Parents should encourage them to taste small amounts, giving a very small serving of a new food if children are unsure. Avoid using threats and bribes, such as "you can't watch cartoons until you eat your vegetables." Instead, the parents should eat the food too and comment on how good it tastes or how it helps the child be strong and healthy.*
- *Children are also responsible for deciding how much to eat. If they are physically active and have not been eating snack foods all day long, they will be more likely to eat what parents serve. Hold off on giving snacks and especially sugary drinks within an hour of the meal. Forcing children to finish the plate of food does not teach them to like that food. It*

may also cause them to overeat (more than they need). In preschool, children are allowed to serve themselves at mealtimes. This practice is recommended to teach children to eat until they feel full.

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *Let's plan a family meal.* Have parents work in pairs to plan a meal for their own child (using paper and pencils). *When and where does this meal take place? What will be served? What will happen before the meal and after the meal (how does it fit into the rest of the day)?*

Invite pairs to share their plans. ***Ask***: *What can you do if both parents work and it is difficult to find time to share meals together?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask***: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you? Choose a goal to work on this month (or week). Try to choose small changes that you can make within a week. For example:*

- *I will only prepare one meal for my family (not making alternatives for my children).*
- *We will have at least one family meal a week.*
- *I won't force or bribe my child to eat.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 1.6

Serve Kid-Sized Portions

Target Audience: Latino families with children, ages 3 to 8 years old

Key Message: Serve small portions of healthy foods to young children.

Objectives: By the end of the lesson, participants will be able to

- explain why it is important to allow young children to eat according to their own appetite (in other words, why parents should not force them to finish their plate)
- explain how unhealthy foods may replace the foods that children need to grow and stay healthy
- identify what parents can do to encourage a good appetite at mealtimes

Materials:

- paper plates
- red and green poster paper cut into pie-shaped wedges
- pictures of healthy and unhealthy food options
- MyPlate poster
- supplies and recipes for food demonstration (Apple Coleslaw suggested)

Handouts: Apple Coleslaw recipe

Background (read before you teach): Parents often worry that their children are not eating enough food throughout the day (Olvera et al. 2011). Since young children eat small amounts of food but at more frequent intervals, adults may not see how it all adds up in a day's time. However, healthy infants and young children are able to stop eating when they are full. Since their calorie needs are much smaller than adult needs, it is very important that parents provide healthy foods and beverages from the MyPlate (USDA 2016a) food groups. These healthy foods, which are high in vitamins and minerals but relatively low in calories, are also called "nutrient dense."

A bag of chips or a candy bar may not seem like a lot of food, but these foods are often high in calories and low in nutrients. Parents may be surprised to find out how much sugar (and calories) are in sodas and other sugary beverages. By responding to their children's requests for high-fat and high-sugar snacks, parents face two problems. First, their children may fill up on these energy-dense foods and then refuse to eat the healthier foods offered at dinner. Second, when parents insist that the child "cleans the plate," he or she may learn to overeat (Olvera et al. 2011). It is important not to override a child's internal cues related to hunger or fullness.

Unfortunately, many teens and adults lose the ability to stop eating when they are full. To make the problem worse, the portion sizes of foods (National Institute of Health 2016) in grocery stores and at fast food restaurants have increased over the past few decades. To shift to a healthier eating style, people need to cut back on foods or beverages high in saturated fat, added sugar, and sodium. This means both choosing smaller portions of those items and, more importantly, replacing them with healthier foods and beverages (USDA and DHHS 2016).

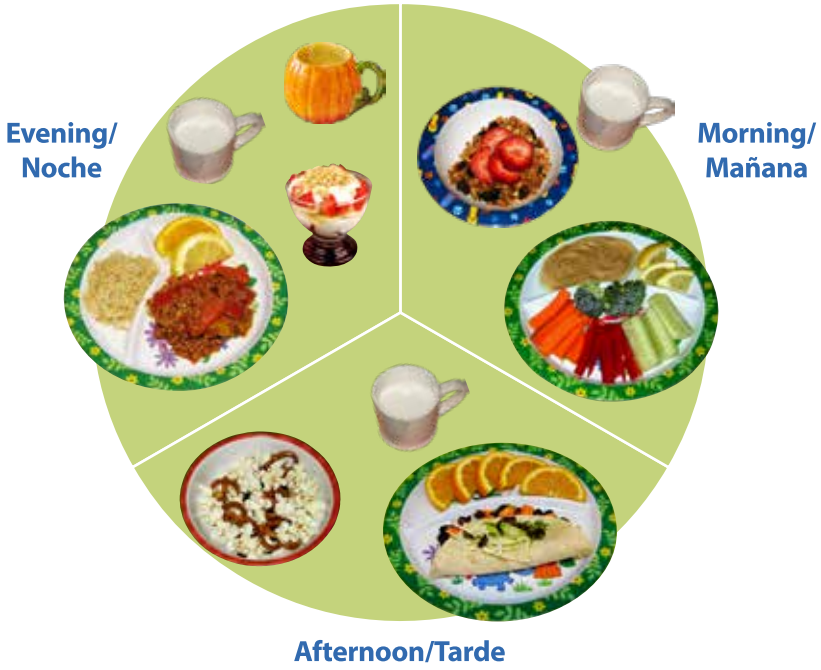
The *Dietary Guidelines for Americans 2015–2020* considers calorie (energy) and nutrient needs in developing daily food group recommendations (USDA and DHHS 2016, appendix 3). The MyPlate website provides useful tips for parents on the amount of food and beverages that their preschool children need (USDA 2018). Adults can also find tips on how to eat less (USDA 2016b) while still enjoying favorite foods.

Set-up: Display MyPlate poster. For each group of two or three participants, cut out two sets of pie-shaped wedges that will fit within a paper plate. One set of wedges should be green (with healthy food group choices, with each wedge roughly one-third of the pie).

Food and beverages for the healthy items are based on our recipes used in the classes: Honey Granola, Veggie Dip, Southwest Taco, Popcorn Snack, Tasty Turkey Chili, Fruity Parfait, and Pumpkin *Atole*. Each wedge is roughly one-third of the pie.

The other set of wedges (next page) should be red (unhealthy food choices with one wedge being two-thirds of the pie and the other two wedges, about one-sixth of the pie each). Either write in the names of the foods or paste pictures of the unhealthy foods on the wedges (see example to the right).

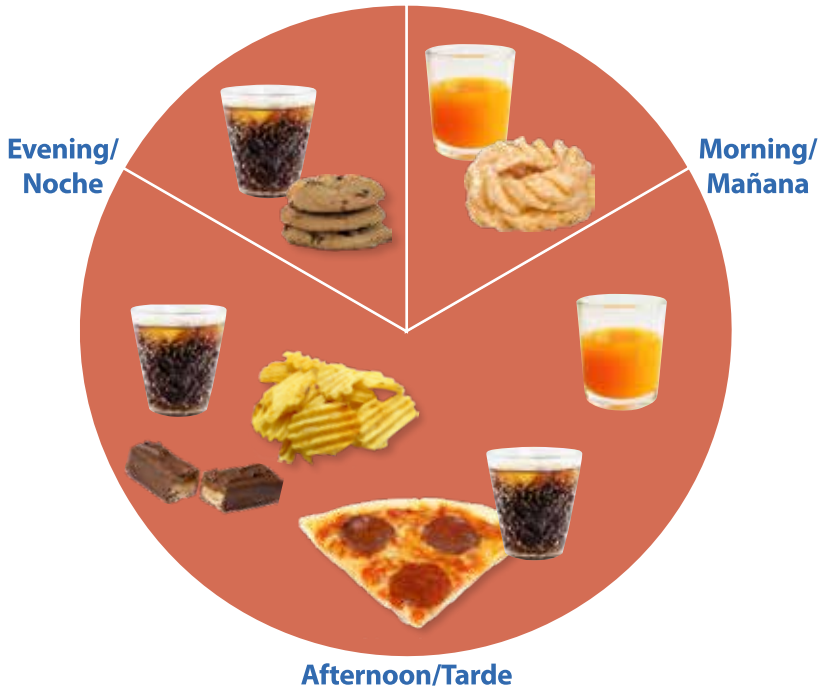
Teaching Tips: The MyPlate activity can be done as a whole class discussion, rather than small group activity. Instead of preparing group sets of materials, a large poster board can be used. In this way, the instructor assembles first the healthy green wedges with participant input. Next, participants remove (or cover over) the healthy choices with red wedges to see how too many snack foods replace healthier foods. The discussion question on how to handle food requests just before dinner could also be done as a role-playing activity. If parents express concern about food waste when children do not clean their plates, brainstorm ways to save extra food or leftovers to use later.



Example of daily healthy food consumption.

Healthy Eating Pattern (1,200 calories)

Breakfast	Morning snack	Lunch	Afternoon snack	Dinner	Bedtime
• ¼ cup granola • ½ cup low-fat milk • ½ cup sliced berries	• ½ cup vegetables • 3 Tbsp hummus • water	• 1southwest taco (1 corn tortilla, ¼ cup beans, and ¼ cup sweet potatoes) • ½ orange • ½ cup low-fat milk	• 1½ cup popcorn snack • water	• ½ cup brown rice • ½ cup tasty turkey with peppers • ½ cup low-fat milk • ½ cup fruit parfait	• ½ cup pumpkin *atole*



Example of daily unhealthy food consumption.

Unhealthy Eating Pattern (1,232 calories)

Breakfast	Morning snack	Lunch	Afternoon snack	Dinner	Bedtime
• 1 donut • 3 oz fruit drink	• 3 oz fruit drink	• 1 slice pepperoni pizza • 4 oz soda	• candy bar • bag of chips • 4 oz soda	• 4 oz soda	• 3 chocolate cookies • 4 oz soda

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about how much food a child needs to eat and why parents should serve their young children small portions of healthy foods. These healthy foods should replace less healthy choices.*

At a previous lesson, we discussed these messages:

- *A parent's job is to serve a variety of healthy foods at regular meal and snack times during the day.*
- *A child's job is to decide how much to eat of those foods.*

Ask: *How do you feel when your child does not eat all of the food you served? What makes it hard for parents to allow children to decide how much to eat?*

Asking children to finish all the food on their plates can lead them to ignore their natural signals to stop eating when feeling full.

Routines and regular meal schedules help children better regulate their appetites to be ready to eat at mealtime.

Lesson (Add): (15 min) Discuss the following points:

- ***Ask:*** *Why is it important to allow children to decide how much to eat?* (Some answers may be: not to waste food, to avoid overfeeding children, teaching children to know when they are full.)
- ***Say:*** *Most young children (under the age of 4 years old) will stop eating when they are full. In contrast, many adults have lost this natural ability to eat the right amount. Think about a time when you kept on eating a food just because it tasted good or you were lonely or bored, even though you weren't hungry. Eating in the absence of hunger is one reason why many adults are overweight.*
- ***Say:*** *Some parents worry about how much their children eat and try too hard to make them finish all the food on their plates. This can result in training children to ignore their natural ability to stop eating when they are full.*
- ***Say:*** *It is also not good to allow children to eat whatever they want all day long. Children need to have a regular structure or schedule of three meals and about two or three snacks daily. A child who snacks or drinks juice all day long because he or she is bored will not be hungry at dinnertime. Children also need to be physically active so that they really do have an appetite at mealtimes.*
- ***Ask:*** *What can a parent do to bring children to dinner, ready to eat? Let's say that a mother is making dinner that will be ready in about 30–45 minutes. Her children are watching TV. During a commercial, they run to the kitchen to ask for a box of juice and bag of chips.* ***Ask****: What should the mother do or say?* (Pair up participants and give them 2 minutes to discuss). Invite them to share. Some possible ideas include the following:
  - Offer water infused with the flavor of a few slices of orange, or other fruit if desired.
  - Offer raw vegetables (carrot or cucumber sticks) that she has ready in the refrigerator. Do not allow snacks and drinks (other than water), within 1–2 hours of meals.
  - If they refuse water or vegetables, tell them dinner will be ready soon and she wants them to wait for the foods they will enjoy together.
  - If possible, get kids engaged in active play or other activities before meals. For example, turn on music and have them dance or ask them to help set the table or do other chores to get the meal ready.

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Involving children in the preparation of healthy meals can make them more open to eating them.

MyPlate activity: ***Say:*** *Let's find out how much food a young child needs. Over an entire day, a mother might need to eat about 1,600 to 2,000 calories; her 3 to 5-year-old child might need about 1,200 to 1,400 calories. Let's do an activity to see how that adds up.*

- Provide one paper plate (preschool size) to each pair of parents and tell them to write "1,200" calories in the middle of each plate, which is about the number of calories needed by a 3-year-old girl.
- Give parents several pie-shaped pieces of green and red colored paper of varying sizes with the names of different foods
- Tell the participants to place the papers on the plates, so that all of the plate will be covered. Make a healthy plate first, with green foods.

Ask: *What do you think about the foods on this plate? Would these foods help your child eat a healthy diet, like the one shown in MyPlate? What portion sizes do you see for these foods? Would your child eat that much?*

Now, ask the participants to place the unhealthy foods (red pieces) on top of the healthy plate.

Ask: *If we let children "fill their plate with unhealthy foods," how much appetite will be left for the healthy foods? How does the "unhealthy plate" compare to a healthy one?*

Ask: *If we let children eat unhealthy foods as they please and then try to force them also to eat healthy foods at mealtimes, what will happen?* (Some possible answers: children resist, or children eat too many calories overall).

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask***: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you*? ***Say:*** *Choose a goal to work on this month. Try to choose small changes that you can make within a week. For example:*

- *I will limit my child's snacking within an hour of the main meal.*
- *I will introduce a new food at mealtime and model tasting it without pressure.*
- *I will involve my child in a chore to help get meals ready.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 1.7

Healthy Snacks

Key Message: Plan and serve healthy snacks to young children.

Target Audience: Latino families with young children, ages 3 to 8 years old

Objectives: By the end of the lesson, participants will be able to

- identify what foods make a healthy snack
- explain why children need a regular structure of meals and snacks
- plan a day of healthy snacks

Materials:

- Powerpoint slides, projector, laptop
- pencils
- for activity and food tasting: hummus (see Veggie Dip), whole wheat breads, carrot sticks, cherry tomatoes (in halves), broccoli, cucumber, grated cheese, paper plates (one per participant), and small plastic bowls for supplies

Handouts: recipes (Veggie Dip), snack schedule worksheets

Set-up: Set up projector and laptop for slides. If it is not possible to use a slide projector, write out Edgar's Day on poster paper and display ahead of class. Place washed vegetable pieces and cheese into small plastic bowls, arranging one set of bowls for each table or small group.

Background (read before you teach): Snacking among U.S. children has increased over the past 3 decades (Piernas and Popkin 2010). Among children ages 2 to 6 years old, more than one-fourth (28%) of their total calories comes from snacks. High-fat, salty snacks and desserts and regular soft drinks are the major sources of calories from snacks in children.

Just as parents and caregivers should decide when and what to serve for dinner, they are also the decision-makers about snacks. However, caregivers may not always see snacks as important to their children's nutritional needs (Blaine et al. 2016).

Choosing healthy snacks is one way to make a shift to a healthier eating pattern (USDA and DHHS 2016). Some examples include

- plain air-popped popcorn (a whole grain), rather than cookies
- plain low-fat yogurt with fresh fruit rather than ice cream
- veggies with garbanzo dip, instead of chips and sour cream
- low-fat milk or plain water, rather than a soda

The MyPlate website also provides useful tips on snacking for parents (USDA 2016c; 2016d).

Teaching Tips: Involve children in the fun snack activity, if possible. Where little daily structure exists, some participants may struggle in the "plan a day" activity. Be ready to share examples from other groups or limit the activity to scheduling and planning only one snack.

Activities can make it fun to eat healthy.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about how to plan and serve healthy snacks to your children.* Begin the discussion with an open-ended question.

Ask: *When you hear "healthy snacks," what does that mean to you? How can parents encourage children to eat healthy snacks?*

Snack times help children meet their needs for grains, fruit, vegetables, dairy, and protein.

Lesson (Add): (10 min) Discuss the following points:

- Show the slide with Edgar's day, describing the foods that he ate at kindergarten and at home. ***Ask***: *Edgar is 3 years old: what do you think about the way he ate at school and at home? Would you describe his snacks as healthy or unhealthy?*
- ***Ask:*** *Why is important to provide healthy snacks at a regular times to your child?*
  - Foods eaten at snack times help children meet their needs for grains, fruit, vegetables, dairy, and proteins (meats and beans). These foods may provide at least one-fourth of their energy needs.
  - Offering healthy snacks is a good way to encourage children to eat more fruits and vegetables and to eat new foods.
  - When children eat all day long, they may fill up on fatty, salty, or sweet snacks, and they won't be hungry. Eating snacks or drinking sweet beverages within an hour of a meal can ruin the appetite for the meal.
- ***Ask***: *How many snacks should you offer to your children?*
  - Young children (2 to 8 years old) need two or three regular snacks, in addition to three meals.
- ***Ask***: *What is a healthy snack? And what can make it easier for parents to provide healthy snacks?*
  - A snack can be from any food group (fruit, vegetable, dairy, protein, grains)
  - Offer more fruits and vegetables. Cut up these foods and store them in the refrigerator for quick, easy snacks.
  - Offer less packaged foods (chips, cookies, microwave foods that are high in fat or sugar). If parents don't bring these foods into the house, then children will not snack on them.
  - Even too much fruit juice and punches ruin appetite. Keep cold water in the refrigerator.
- ***Say:*** *Can they be fun? Of course, but remember that unhealthy snacks can quickly replace healthier snacks in your child's diet. If snacking while watching a movie or favorite TV show is an occasional family activity, you can still take charge by selecting healthy snacks for your children.*

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Plan a day activity: ***Say***: *In pairs, let's plan a day of healthy meals and snacks. Using this sheet, write foods in each column from the five MyPlate food groups that you can offer your child at meals and snacks. At the top*

under "Hour," write the time of day your child will eat that meal or snack. (Hand out pencils and worksheets). Share snack ideas.

Fun snack activity: ***Say***: *Let's make a fun snack with fruit and vegetables. Parents and children will make a face or other design using raw vegetables* (slices, strips, rounds).

Food demonstration, tasting, and sharing: Explain step by step how the hummus is prepared. Serve samples for tasting. ***Ask***: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) ***Say:*** *Pair up and set specific goals.*

Ask: *What did you learn? Why is this information important to you?*
Say: *Choose a goal to work on this month. Try to choose small changes that you can make within a week. Write your goal on the recipe handout.*
For example:

- *I will plan for snacks every day that include fruits and vegetables.*
- *I will limit juice to six ounces a day, so my children are hungry for real food.*
- *I will schedule snacks and only provide the foods at the set times. (Children won't be able to grab snacks whenever they want.)*

Ask a friend or family member to help support you in reaching your goal.
Invite families to share their goals.

LESSON 2.1

Growing Healthy Children

Year 2: Moving On

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Help children to grow up healthy by providing nutritious foods and opportunities for physical activity.

Objectives: By the end of the lesson, participants will be able to

- identify the risks of childhood overweight
- describe the extent of the problem in the participants' community
- discuss what families and communities can do to help children grow and develop normally

Materials:

- laptop, projector, and screen
- Powerpoint slides
- pictures of children of different sizes—normal, overweight, obese (optional)
- colored (8.5" x 11") papers (two red, two yellow, two green)
- personalized health report cards
- growth chart with red, yellow, and green zones
- referral sheets with phone numbers for local health clinic
- MyPlate mini-poster (USDA 2016a)
- food demonstration supplies (Tasty Turkey Chili suggested)

Handouts: Tasty Turkey Chili recipe; referral sheets to a local clinic

Set-up: Set up projector, laptop, and slides. Tape the colored sheets of paper to a wall or easel.

Background (read before you teach): In the United States, two-thirds of adults and one-third of children and youth are overweight or obese (USDA and DHHS 2016; Ogden et al. 2014). Children who are obese are more likely to have high blood pressure and blood sugar levels, as well as psychological and social problems (Messiah et al. 2012; Breslin et al. 2012). They are also more likely to be obese as adults (Nguyen et al. 2011) and develop type 2 diabetes, heart disease, or certain cancers.

Health professionals use growth charts from the Centers for Disease Control (CDC) to monitor a child's growth from birth through 19 years (CDC 2009; National Center for Chronic Disease Prevention and Health Promotion 2013; Ward 2008). These growth charts allow a comparison of an individual child's growth with that of other children in the United States. In particular, health professionals may be concerned when children gain weight faster than expected. These charts also help determine when children are gaining weight too slowly.

Many parents do not see their children as being overweight and are less concerned about any potential health risks (Ward 2008). Understanding how parents perceive their child's weight allows health professionals and educators to provide more effective advice (AAP 2015).

Teaching Tips: This lesson is designed for providing personalized feedback on children's growth, based on actual measurement of children's weight and height. We would not recommend simply distributing the personalized health report card without providing a lesson and discussion with the families. Thus, sharing the health report cards is a key part of the lesson. If community-level childhood obesity data are available, then it may be shared and discussed. If neither personalized nor community-level data are available, educators can review the health report card handout and encourage parents to discuss their child's growth with a health provider. Instead of actual community-level data, educators can use childhood obesity data from national studies, either for the general population or Latino/Hispanic children. The chart in this lesson for "our community" is actually based on national data for Mexican-American children. The CDC uses the term "overweight" to refer to children between the 85th and 95th percentiles (yellow zone) and "obesity" for

children at or above the 95th percentile (red zone). Based on recommendations from community members, we used the terms "at risk" rather than "overweight," and we used "overweight" rather than "obese" in this lesson.

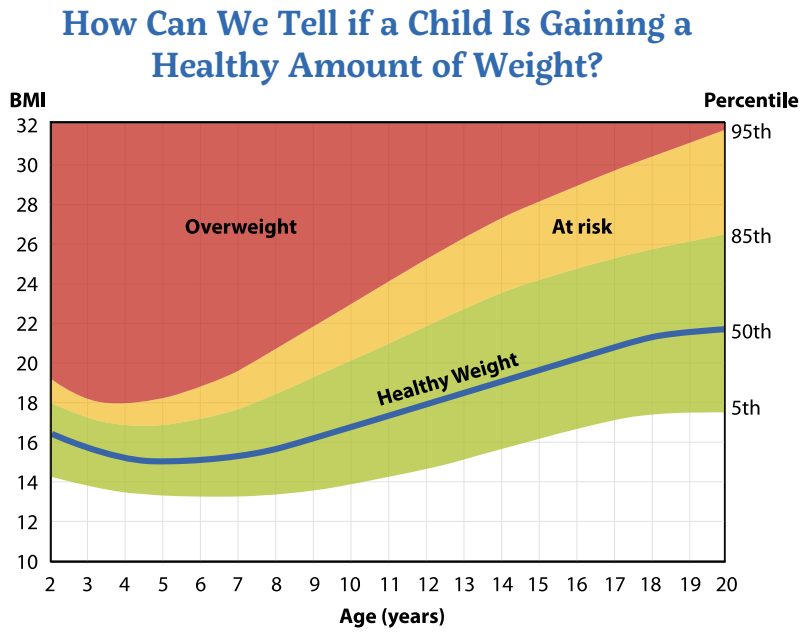
Opening (Anchor): (10 min) ***Say:*** *Welcome!*

Review what was covered last time, and ask if families have made changes, based on their goals. Congratulate participants, and encourage them to keep on trying.

Say: *Today, we will be talking about how parents can help their children to grow up being healthy.*

Begin the discussion with an open-ended question. Choose one of the following:

- ***Ask:*** *How have your lives changed since you were children? How is the way your children eat different from the way you ate when you were a child?* or
- Show a few photos of children of different body sizes (sedentary or active.) ***Ask***: *Can you tell which children have a healthy or unhealthy weight?* With participant input, sort the pictures into two piles (healthy or unhealthy). ***Ask***: *How did you decide whether a child's weight is healthy or unhealthy? Is a chubby baby really healthy?*



Child growth chart (CDC 2009).

Lesson (Add): (15 min) Using the Powerpoint slides as a visual aid, discuss the following points:

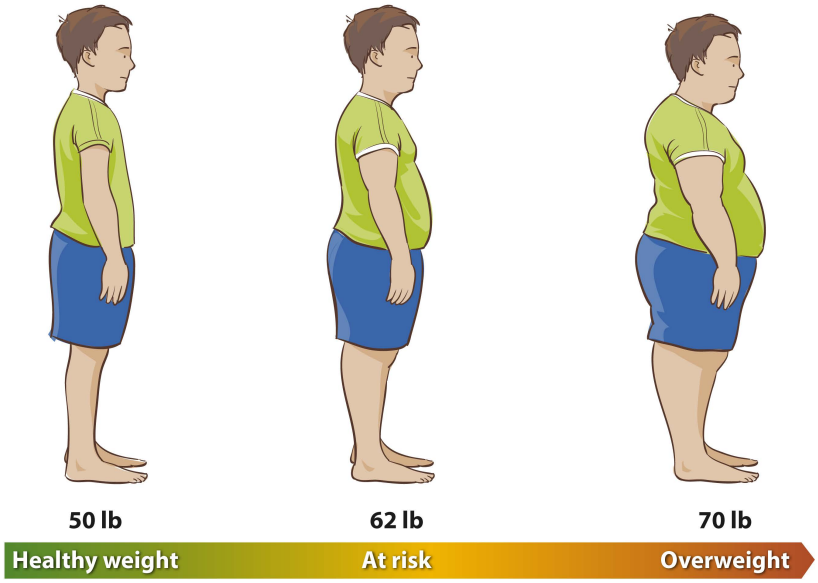
- ***Ask***: *How do we know if a child's growth is healthy—not too heavy or too*

Using growth charts, a doctor compares a child's weight to that of other healthy children of the same age and sex.

thin? How many of you have talked with a doctor, nurse, or maybe a WIC staff member about your child's growth? (Show slide of a growth chart with green, yellow, and red zones) *Has your health provider ever shown you a growth chart and explained what it means? How do parents feel when a provider says a child is overweight?* (Listen carefully while parents share their feelings.)

- It can be very difficult for parents to have this discussion with their child's doctor. Let's first use a story to explain what these terms mean. Imagine the differences between three boys (all born on the same day, all the same height but three different weights). Using growth charts, a doctor compares a child's weight to that of other healthy children of the same age and sex. Children with a healthy weight are in the green zone on the growth chart. Children who are heavier or gaining weight faster than many children are "at risk" of becoming overweight and are in the yellow zone. Children who are heavier or gaining weight faster than most children are "overweight" and in the red zone.

Different Children's Weight at 7 Years Old



- ***Say***: *Many more children in both the United States and Mexico now have an unhealthy weight (too heavy, too much body fat) compared to 30 years ago. The growth charts that doctors use are based on the growth of children at a time before overweight and diabetes became widespread health problems.* (Point to the first row of colored papers). *In a healthy population of children, most will be in the green zone and fewer will be in the yellow or red zones.* (Cover up the boy with the healthy weight.) *Since so many children are now at risk or overweight, it can be hard to tell that a health problem exists.*

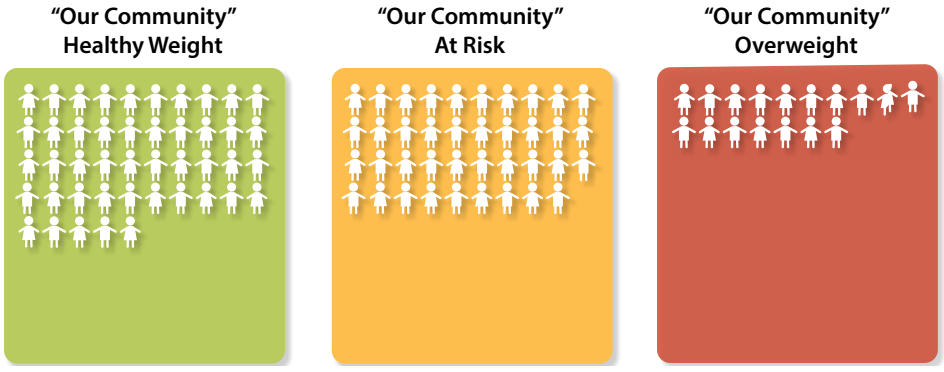
Childhood overweight is a common but serious health issue. All families need to work together to improve health of their children.

In a healthy community of 100 children, most will be in the green zone, and few will be in the yellow or red zones.

Example of U.S. children's weight status.

- ***Say:*** *Now, let's see how many children are "at risk" or "overweight" in this community.* (Tape the other green, yellow, and red papers on the wall below. A comparison between the growth chart and actual situation in this community can be shown visually. Participants will see many more children from this community in the red and yellow zones).
- ***Say:*** *Childhood overweight is a common but serious health issue. All families need to work together to improve the health of their children.*
- ***Ask***: *What are the health risks for children who are at risk or overweight?*

If we measure children in this community, too many will be in the yellow and red zones.



Example of U.S. children's weight status in a local community.

Summarize: Children who are in yellow or red zones are at increased risk of developing health problems, like high blood pressure, high cholesterol levels, and diabetes, even in their teenage years. Children who are in yellow or red zones may also feel depressed and have more problems in school.

There are many other things that parents can do to promote a healthy diet and physical activity. For example, serve more fruits and vegetables; offer water instead of sugary drinks; enjoy home-cooked family meals; go out to play with their children; and limit TV/video games time.

However, the good news for worried parents is that overweight children who grow into a healthier weight can reduce their risk of developing these health problems later in life.

Also, explain that some healthy weight children can still have poor diets (for example, not eating enough fruit, vegetables, or whole grains). Often there is room for improvement in diet and physical activity among all children.

Say: *If a child's weight is in the yellow or red zone, parents should go talk to a doctor.* (Give out referral sheet to a local clinic.) *What might a doctor recommend if a child's weight is unhealthy?*

Parents provide a healthy diet to all family members, not just to the child. (Show MyPlate poster and introduce the concepts—fill half the plate with fruit and vegetables and include whole grains, protein, and milk). ***Say:*** *A healthy diet is needed to help children continue to grow taller.* Explain that weight gain needs to slow down or possibly not increase when a child is in the yellow or red zones. ***Say:*** *Ask your doctor about what is best for your child.*

There are many other things that parents can do to promote a healthy diet and physical activity. For example, serve more fruits and vegetables; offer water instead of sugary drinks; enjoy home-cooked family meals; go out to play with their children; and limit TV/video games time.

Activity (Apply): (25 min) While the assistant sets up the food demonstration, the educator distributes the health report cards to each family.

Discuss in small groups. ***Ask:*** *What do you think and feel about the information presented today? What changes can you make as a family? What do you need in your community to make those changes?*

Ask each group to share their ideas with the others.

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Emphasize that families must not feel alone or ashamed if their child's weight is in the unhealthy zone. Emphasize that the way people live today is unhealthy for many children and adults worldwide. The earlier in life we begin to adopt healthy habits, the better. Pair up and set specific goals (see back of health report card). ***Say:*** *What did you learn today? Choose a goal to work on this year and write it on the back of the health report. For example:*

- *I won't tease or label my child if he or she is overweight (no nicknames like "chubby cheeks" or "gordita").*
- *Any changes I make to help my child achieve a healthy weight, the entire family will make.*
- *I will discuss my child's weight at his or her next doctor's appointment.*

Ask a friend or family member to help support you in reaching your goal. Invite participants to share their goals.

LESSON 2.2

Get Ready to Play

Target Audience: Latino families with children, ages 3 to 8 years old

Key Message: Parents can help children develop motor skills through active play.

Objectives: By the end of the lesson, participants will be able to

- identify motor milestones for children 2 to 5 years old
- explain why physical activity (active play) is important at an early age for motor development and good health

Materials:

- motor milestone picture matching cards
- ball
- supplies and recipes for food demonstration (Easy Eggplant Stir Fry suggested)
- lesson 2.2 motor skills, children 2 to 5 years old
- video clip (of kids doing physical activities), laptop, projector, screen (optional)

Handouts: Easy Eggplant Stir Fry recipe; optional: CDC milestone checklists for children 2 to 5 years old (CDC 2018)

Set-up: Prepare sets of motor milestone cards for each group of three to four participants. Set up projector, laptop, and screen if you choose to show a video of children engaged in active play.

Background (read before you teach): There are things that most children can do by a certain age. These are called development milestones (CDC 2018). Each child develops at his or her own rate. Nevertheless, these milestones are a good way to measure a child's developmental progress. Milestones mark development of social, language, learning/thinking, and movement (motor) skills.

Some children show delays in motor and social skill development (Hediger et al. 2002). This may mean a child is unable to run, hop, or skip at an age when most children can. Lack of physical activity (active play) at an early age, low birth weight, or premature birth can lead to delays in motor development. Identifying problems early and discussing concerns with a pediatrician can help children get back on track to be ready for school (CDC 2018). Helping children develop motor skills is a way to encourage physical activity and, thus, healthy weight gain.

Teaching Tips: This lesson focuses on motor development to help parents understand the importance of physical activity. Subsequent lessons (Play at Home I and II) teach simple games that parents can play with young children to develop motor skills. As participants (adults and children) play the games in these three lessons, encourage parents to call out motor skills.

Be active together as a family.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will talk about how children develop motor skills. Right from birth, a child is learning how to control his or her body and to interact with the world. This learning process is called motor skill development. Of course, children also develop language, social, thinking, and other skills but today we will just talk about motor development.*

Begin the discussion with an open-ended question. Choose one of the following:

- (Show a video clip of teachers with children doing physical activities

Active children have fewer chronic health problems; are sick less often and miss less school; and have a lower risk for getting heart disease, diabetes, obesity, or depression later on.

in school). ***Ask:*** *What do you see happening in this video? What motor (physical) skills would help your child be ready for school? How would having these skills help your child enjoy school more?*

- ***Ask:*** *When you were a child, what was a fun way to be physically active?*
- ***Ask:*** *What are you doing now with your children? How does playing with your children help them?*

Lesson (Add): (15 min) Discuss the following points:

- ***Say:*** *Let's practice a few motor skills* (Ask parents and children to form a circle and toss a ball to each other). *Being able to toss a ball is one example of a motor skill.* (Ask them to stand on one foot and hop or to walk on their tip toes). *These are other examples of motor skills.*
  - ***Ask:*** *What are some examples of other motor skills? Crawl, run, skip, flap arms, stand on toes, and jump. Fine motor skills involve smaller muscles for activities like drawing or writing. Gross motor skills involve larger muscles for activities like running, jumping, or hopping. During the preschool years, children improve the most in their motor skills.*

Support your children's motor development by encouraging them to be active. Walk with them more often and play simple active games at home.

- ***Ask:*** *Why is physical activity important for children?*
  - ***Say:*** *Physical activity helps in the development of motor skills and normal growth of children. It helps build muscles, strengthen bones, increases self-esteem, increases learning, and can prevent childhood obesity.*
  - Children need active play, both free-time play and more structured play activities. Structured play is guided by a teacher, parent, or caregiver.
  - ***Say:*** *An inactive child is likely to grow up to be an inactive adult. Lack of physical activity can lead to health problems such as obesity, heart disease, and diabetes. Active children have fewer chronic health problems; are sick less often* (and miss less school); *and have a lower risk for getting heart disease, diabetes, obesity, or depression later on.*
- ***Ask***: *Is anyone struggling with their children to get them away from the TV or videogames and outside to play? Why don't children want to be physically active?*
  - A child who feels physically awkward or uncoordinated may avoid physical activity and be less likely to want to participate in active play.
  - Children who are the least active often have less developed motor skills. This may be because physically active children spend more time learning and improving new motor skills.

– Sometimes children spend too much time in the stroller and are not encouraged to walk.

- Parents can encourage children to be active by allowing them to walk more often. They can play simple active games with them at home. By increasing the time available for children to be physically active, parents can support motor development and increase the chances of their children being physically active throughout childhood.

Activity (Apply): (25 min) While the assistant prepares the food demonstration, the educator explains the activity to the participants.

Say: *There are things that most children can do with their bodies by a certain age. These are called motor development milestones. Each child will develop at a different rate than another child, but these milestones are a good way to measure your child's developmental progress. You can help your child's motor development during active play.*

(Divide participants into pairs and give each pair a set of cards. Some of the cards show ages: 2 years, 3 years, 4 years, 5 years. These are the milestone ages. The other cards have pictures and/or words showing motor skills) ***Say:*** *Let's match each motor skill with the milestone age. Some of these activities use large muscles* (in legs or arms), *and others use smaller muscles* (fingers).

Answers:

- **2 years:** Begins to run, climbs onto and down from furniture without help, walks up and down stairs while holding on, throws ball overhand, kicks a ball, and stands on tip toes.
- **3 years:** Climbs well, runs easily, pedals a tricycle (three-wheel bike), and walks up and down stairs with one foot on each step.
- **4 years:** Hops and stands on one foot up to 2 seconds, catches a bounced ball most of the time, pours, cuts with supervision, and mashes own food.
- **5 years:** Swings and climbs, can use a toilet on his or her own, stands on one foot for 10 seconds or longer, hops and may be able to skip, can do a somersault and jump rope, and uses a fork and spoon and sometimes a table knife.

Summarize: As we will see next time, physical activity through free play or structured play can help children practice and develop motor skills. While milestones describe what most children can do by a certain age, every child is unique. A parent/caregiver who thinks his or her child may be developing more slowly than expected should discuss concerns with a pediatrician. Latino children may show delays in motor development, possibly due to lack of physical activity at an early age, low birth weight,

and/or premature birth. Parents can work with the doctor and other health providers to help their children reach their fullest potential.

Food demonstration, tasting, and sharing: Pass around the containers, showing participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why do you want your children to be physically active? What can you do with your children to help develop their motor skills? Choose a goal to work on this month (week). Write your goal on the recipe handout. For example:*

- *I will take my child out of the stroller and allow him or her to walk whenever possible.*
- *I'll find an age-appropriate, fun play activity to do with my child every day after school.*
- *I will take my child to an open outdoor space at least once a week to play.*

Say: *Ask a friend or family member to help support you in reaching your goal.* Invite families to share their goals.

LESSON 2.3

Play at Home, Part 1

Target Audience: Latino families with children, ages 3 to 8 years old

Key Message: Parents can use simple and fun games to help children be active.

Objectives: By the end of the lesson, participants will be able to

- identify how much physical activity is recommended for children over 2 years old
- try simple, fun ways to help children be physically active

Materials:

- motor skills poster (visual aid, lesson 2.2)
- supplies for activity stations to be set up before class:
- paddle and yarn ball
- scoop with ball
- three bean bags and small buckets
- radio or CD player and lively music
- food and other supplies for food demonstration (Apple Crisp suggested)

Handouts: Apple Crisp recipe

Set-up: Set up four stations in advance around the corners of the room. Color a strong paper plate and attach a stick with duct tape to the back. Make a large scoop from a milk carton and attach a small ball with yarn. Hint: you can make a ball from duct tape. Buy or make three small bean bags with socks filled with dried beans and tied tightly. Mark on floor with tape a standing spot for tossing bags into the buckets.

Background (read before you teach): Young children need plenty of opportunities to run, climb, skip, dance, and practice other motor skills (National Resource Center 2018). Active play outdoors is very important for helping children get enough physical activity. Weather permitting, toddlers and preschoolers should get at least 60 minutes of outdoor active play daily. Parents and caregivers can encourage physical activity throughout the day by leading games and dancing (DHHS 2018). Total active time (indoor and outdoor) for preschoolers should be at least 240 minutes daily (Piercy at al. 2018).

Children ages 6 to 17 years old need at least 60 minutes of moderate to vigorous physical activity daily (USDA and DHHS 2016, appendix 1). An example of moderate activity is dancing or walking quickly. Running or playing soccer is an example of vigorous activity. Pediatricians also recommend that children over age 2 have limited screen time (such as watching TV, playing videogames, or using computers) of 2 hours or less daily. Children younger than 2 years old should not be exposed to any screen time. Among U.S. children and youth (6 to 19 years old), only one in four meet both recommendations (Belcher et al. 2010; Fakhouri et al. 2013). Younger children (6 to 11 years old) are more active than teenagers, so it is important to promote activity as children grow. Boys are more active than girls.

Teaching Tips: If children are present, have an assistant teach the children all the activities first while the parents participate in the lesson. During the activity part, ask the children to teach the games to their parents. During the opening games, invite parents and children to create a story as they act out the movements. Using imagination to create and act out stories helps engage children in the activity. Another activity station that requires no materials can involve a "tag" game, where parents and children can invent new rules to "tag" each other.

Parents can encourage active play.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time. Ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Last time, we talked about the benefits of physical activity for a child's normal motor development.* (Show motor milestones poster.) *Building motor skills in young children is essential for an active future. Today, we will practice these skills and see how easy and fun it can be.*

Begin the class with an active game involving parents and children. Choose one of the following:

- **As-If-Game:** (Invite everyone to stand in a circle. Ask them to act "as if" they are doing these activities: reaching for a peach in a tree, swimming away fast from a shark, jumping over a stream, moving their feet like they are skating, or marching and beating a drum in a marching band.)
  - ***Tip:*** Have parents create a story to act out that involves all types of motor movements.
  - ***Ask:*** *What types of motors skills can your children practice while doing this activity? How would you change this activity when playing with your children? What made this activity fun?*
- **Animal Fun:** (Invite everyone to stand in a circle. Ask them to act like their favorite animal: for example, hop with feet together like a rabbit, gallop like a pony, flap arms and chirp like a bird.)
  - ***Ask***: *What types of motor skills can your children practice while doing this activity? How would you change this activity when playing with your children? What made this activity fun?*

Lesson (Add): (10 min) Discuss the following points:

- ***Say:*** *Let's talk about how much and what kinds of physical activity children need to be healthy and develop normally.* ***Ask***: *Does anyone know how much physical activity is recommended for children?*
  - Healthy younger children (2 to 6 years old) usually want to be as active as possible throughout the day. Often, they may play actively for 10 to15 minutes at a time. Overall, preschoolers need 240 minutes daily. That should include at least an hour of active play outdoors.
  - For children ages 6 to 17 years old, doctors recommend at least 1 hour a day of physical activity. More than 1 hour is best. It is okay to split up the time into smaller amounts, such as 10 to 15 minutes at a time. However, at least 60 minutes a day should be spent in moderate physical activities that make the heart beat faster and breathing a little harder, like very fast walking or bicycling slowly. More vigorous activities, like running, playing soccer, or jumping rope, are excellent. Start slowly and build up if your child has not been very active.

Active play outdoors helps children get enough physical activity.

- ***Ask:*** *Do you think children in this community actually get enough physical activity every day? Why do you want your children to be more active? Do they spend too much time watching TV, playing videogames, or using other screen devices rather than playing actively?*
  - (If you have local data on physical activity, share it now or present national data.)
  - In the United States, only 4 out of 10 children are getting enough physical activity and avoiding too much screen time. Children older than 9 years are less active than younger children. Girls are less active than boys, but both need to be more active.
  - Participating in daily physical education at school and in after-school organized sports helps children meet recommendations for physical activity. Find out how much activity your child is actually getting at school or day care. At home, play active games with your children to help them develop motor and social skills (take turns, follow the leader, and learn teamwork). Encourage them to play outside and don't scold them for getting dirty.
- ***Say:*** *Caregivers of preschoolers should encourage active play throughout the day. There are two types of active play. Both are valuable to a child's development.*
  - **Unstructured play:** physical activity that is not directed by an adult, such as children playing at a park or in a field, riding bicycles, or dancing to music at home.
  - **Structured play:** physical activity that is directed by an adult, such as games that involve rules or sport lessons.
  - ***Ask***: *What type of active play were we doing during the opening game today?* (Structured play)

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *Let's get moving! Now, we are going to learn some other fun ways to play actively with children. While children play, they develop motor skills and also other life skills* (social, following rules, sharing, friendship, and teamwork). *Active play contributes to a child's total physical activity per day and decreases the risk of obesity.*

Allow participants at least 3 minutes at each station. ***Say:*** *As you visit each station, think about what motor, social, and other skills your child can learn through these simple games.*

Station 1: Toss and Catch: Use homemade scoop (milk carton) with ball attached by yarn to scoop.

Toss and catch scoop.

Paper plate paddle.

Station 2: Paper Plate Paddle: Use a strong paper plate with a stick taped to the back and a yarn ball to hit back and forth.

Station 3: Bean Bag Toss: Toss three bean bags in small plastic buckets or baskets. Use tape to set spot where players will stand to toss bags.

Station 4: Freeze Dance: Invite everyone to stand in a circle. When the music starts, everyone will dance but stop or freeze whenever the leader pauses the music. Take turns letting others lead the activity.

After everyone has visited the stations, ***ask***: *What motor skills can your child practice through simple games? What social skills can your child learn* (taking turns, following rules, teamwork)*? How can you tailor some of these activities we did today to meet your child's interest?*

Summarize: While physical activity is important for the health of all people and development of children, it can also be fun for the whole family. The physical activities practiced today are just a few examples that can be done anywhere, are easy to do, and don't require a lot of time, materials, or money.

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose small changes that you can make within a week. For example:*

- *I will spend at least 10 to 15 minutes a day in active play with my child.*
- *I will create a box or bag with materials for outdoor active play games.*
- *I will plan a fun outdoor activity each weekend for my family.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 2.4

Play Together at Home, Part 2

Target Audience: Latino families with children ages 3 to 8 years old

Key Message: Parents can use simple and fun games to help children be active.

Objectives: By the end of the lesson, participants will be able to

- make a simple toy to encourage active play at home with children
- identify parenting strategies to encourage children to be active

Materials:

- plain white paper plates
- markers
- five or six pairs of scissors
- one or two plastic cones or towel tubes taped to paper plate holder
- six large plastic bottles
- small rubber ball
- five to ten balloons
- old sheet for parachute
- small stuffed animals
- lightweight foam ball
- poster board with large circle, tape, and pie pieces showing different physical activities (alternatively use a white board and markers)
- supplies and recipes for food demonstration (Southwest Tacos suggested)

Handouts: Southwest Tacos recipe; physical activity log sheet

Set-up: Set up activity stations in corners: 1) Balloon Toss: blow-up balloons; 2) Bowling: place bottles in V-shaped rows; 3) Parachute: old sheet, foam balls, stuffed animals); and 4) Ring Toss: cones or towel tube taped to plate.

Background (read before you teach): Parents and caregivers can help children be active by providing time, space, and encouragement for active play. Even during bad weather or days when air quality is poor, active games and dancing can be done indoors. For children who resist being active, parents can try playing with them for 10 to 15 minutes at a time.

Latino parents who provide praise for physical activity and limit time spent watching TV have more active children (Arredondo et al. 2006). Parents can praise children for trying a new game or skill, following the rules, or taking turns. They can also encourage children while they play. ("Let's see how high you can jump.") Close family ties exist where both parents and children engage in physical activity together (de la Haye et al. 2014). Thus, being a positive role model for physical activity can also build family unity. Making activities fun, mixing up activities, and giving children a choice (e.g., dance, go to the park, or ride bikes) also helps encourage physical activity. Cultural options, such as folkloric dancing, may also increase activity in some children while helping preserve cultural identity valued by parents of Hispanic origin (Azevedo et al. 2013).

Teaching Tips: It is important to establish a setting where parents can see the benefits to their children, such as increased self-esteem, confidence, and happiness. Children will be more likely to participate actively in a fun, supportive social setting (without bullying from other children). For one of the stations, consider playing twister. Make a twister game by drawing colored circles on an old sheet. Make a spinner from cardboard or simply have a person call out a color and body part (left hand, right hand, left foot, right foot). With one caller, two players try to keep from falling or stepping outside the colored circles. Twister

A twister game.

Ring toss game.

When playing outside is not an option, create your own games with your children! This can be fun in itself and is an opportunity for bonding.

and other games are great opportunities to practice other skills, like identifying colors or counting.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if families have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about the ways that parents can encourage children to get at least an hour of physical activity every day.*

Begin the class by making a simple toy. (Hand out scissors, paper plates, markers; if children are present, engage them in coloring the ring.)

Say: *Cut out the center of the plate and color the ring. Let's try out the rings with these cones* (or towel tube).

Lesson (Add): (15 min) Discuss the following points:

- ***Say:*** *Homemade games can be just as fun as store-bought ones, and making toys provides an opportunity for more family time. Sometimes it is not possible to play outside, such as when it is rainy or when the air quality is bad. There are many ways to help children stay active at home, whether it is outside or inside. First, let's review the recommended amount of physical activity each day for children and teens.*
- ***Ask:*** *Who knows how much physical activity children 2 to 17 years old should get?* (240 minutes for preschoolers; 60 minutes or more of moderate or vigorous activity daily for children 6 years and up.) *This means the heart beats faster; breathing is faster and harder; and sweating may occur. Some examples include running, bicycling, dancing, jumping rope, or swimming.*
- ***Say:*** *Let's make a story about a child in this town to see how he or she can be active for at least 1 hour.* (Show poster board. As you tell the story, tape pie pieces to the circle to show how different activities add up to 60 minutes.) *Suppose a child walks fast to and from school (10 minutes each way = 20 minutes); at school the child plays tag or other running game (20 minutes); after school, the child rides a bike or plays ball (20 minutes). The total amount of physical activity for this child equals 60 minutes.* ***Ask:*** *What are other ways that children are active in this community?* ***Say:*** (Cover up or remove pie piece with bike) *Suppose it rains and the child watches TV instead of riding a bike.* ***Ask:*** *What are some ways that the child could be active indoors, even on a rainy day?*

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *Let's play! As you play with your children, practice good parenting tips. Remember to praise your children for their effort when they try new skills,*

take turns, follow the rules. Encourage your children while they play ("let's see how high you can jump"), praise them ("good job—you are trying really hard"), and be a role model to your children by being active together. This last part will help your child build happy memories of being active with you. Studies show that parents and children who play actively together are closer and get more exercise.

Station 1: Balloon Toss: in pairs, participants toss balloons, moving to keep them from falling to the floor.

Station 2: Bowling: one at a time, players try to knock over the bottles with the ball.

Station 3: Parachute game: four or more players hold edges of sheet, raising sheet up and down, while trying to keep stuffed animals and/or foam balls on top of sheet. Alternatively, try tossing the items off the sheet. Also, try walking in a circle at the same time.

Station 4: Ring Toss: use all the rings made earlier, and take turns tossing rings onto towel tube and/or plastic cones. Toss with different arms to increase the challenge.

Ask: *What are some other ways that these games and toys can be used?*

Say: *Over the next week, keep track of your child's activity, and find out if he or she is getting enough physical activity.* (Hand out log sheets.) *Bring the sheet to our next class where we will talk about healthy daily routines.*

Food demonstration, tasting, and sharing: Pass around the containers, showing participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step-by-step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week. Write your goal on the recipe handout. For example:*

- *I will play an active game with my child every day for at least 10 minutes.*
- *I will acknowledge my children's efforts and praise them for being active.*
- *I will choose a game from class to make and play at home.*

Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 2.5

Healthy Routines

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Healthy routines benefit both children and parents.

Objectives: By the end of the lesson, participants will be able to

- explain why routines are important to help children relax and feel secure
- develop daily schedules that include physical activity, sufficient sleep, regular meals, and snacks

Materials:

- poster boards or paper (one per every two or three participants)
- markers
- white board and dry erase pens
- recipes and supplies for the food demonstration (Spinach Berry Salad suggested)

Handouts: Spinach Berry Salad recipe

Set-up: Arrange white board to be visible to all participants.

Background (read before you teach): Healthy, daily household routines help ensure family meals, active play time, enough sleep, and limits on time spent watching TV and other screen devices or playing videogames. Healthy routines support children's social, emotional, and cognitive development and reduce risk of obesity (Anderson and Whitaker 2010). Yet, among U.S. preschool children, only one in seven live in homes with daily healthy routines.

Fewer Latino preschoolers (one in ten) live in homes with daily routines around family meals, sleep, and screen time. Children of immigrant parents are less likely to have bedtime routines, compared with children of U.S.-born parents (Cespedes et al. 2013). Also, these children tend to go to sleep later and wake up later. They spend fewer minutes a day in active play time than children of U.S.-born parents.

Teaching Tips: Educators may want to develop a typical school or weekday routine with the entire class and then assign groups to do a weekend or vacation day routine. Share an example of a good routine, developed by another class. If any participants have completed the activity log handed out after Lesson 2.4, use the logs to help develop a healthy daily routine. This lesson is adapted from activities found in *Healthy, Happy, Families* curriculum (Ontai 2012).

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about the importance of having healthy routines for children.*

Ask people to get comfortable and relax. Ask them to notice how they are sitting. Do they naturally cross their arms or legs in a certain way? Now ask them to repeat the exercise but do it just the opposite. (Alternatively, ask them to get up and move to another chair in the room). ***Ask***: *How does it feel?*

Explain that we form routines and habits to help us be more comfortable and to relax.

Lesson (Add): (15 min) Discuss the following points:

- ***Say:*** *Routines also help children to relax and feel secure and comfortable.* ***Ask:*** *What are other ways that you think routines help families?*

A healthy daily routine for children includes times for meals and snacks, active play, naps or quiet time, and getting ready for bed.

(Routines can help children behave better and learn more; make the day less hectic; get children to help with family chores; and help parents relax and find time for themselves)

- ***Ask:*** *What is a typical daily routine like in this community (or for your family)?* (Write on whiteboard.) *Do you think this is a healthy routine? Why or why not? What is missing from this day? What could be shortened or eliminated?*
- ***Say:*** *A healthy daily routine for children includes times for meals and snacks, active play, naps or quiet time, and getting ready for bed.* ***Ask:*** *Which activities are most difficult to fit into a day's time? What makes it so difficult? Who has a solution to offer? Some possible answers may include the following:*
  - *Move television from bedroom to living room to help set bedtimes.*
  - *Add daily household chores to the routine, and get children to help.*
  - *Make plans with friends or family to take walks or go to the park with children.*

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Make a healthy routine: Hand out poster paper and pens. Ask parents to work in groups of two or three to set up a daily routine for one of their young children. Divide the work so that at least one weekend and one weekday routine is planned. Ask parents to think about things that should be done in a day's time first. Then, they will put those things in sequential order, minimizing transitions (i.e., all bathroom things together, all bedroom things together, etc.). Ask parents about what they can do the night before (i.e., make lunch, set out clothing). Then, assign times to the ordered events; make sure parents understand that children only go at one speed, so they need to assign enough time for the children to complete the tasks. Remind parents to plan a schedule that allows for enough sleep (9–11 hours for school children).

- Invite at least two groups (one for weekend and one for weekday routines) to share. ***Ask:*** *Does the routine include planned meals and snacks, quiet time, and active play? How do your routine and your child's fit each other? How do both parents and children get what they need?*
- ***Say:*** *Let's see how physical activity fits into your child's day.* ***Ask:*** *Was anyone able to find out how much physical activity their child gets on most days from the log summary handed out last time? Which activities does your child do?* Alternatively, ***ask:*** *Looking at your routine, when can your child be active? How?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min). ***Say:*** *Scheduling yourself and your child is the first step you take to help your family get more things done during the day and lead a healthier life. Pair up and set specific goals.*

Ask: *What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week. For example:*

- *I will create a bedtime routine for my child with a set lights-out time.*
- *I will not respond to my children when they make requests after lights-out time. I will quietly return them to bed and ignore requests.*
- *I will serve meals and snacks at the same time every day.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 2.6

Reduce Screen Time

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Use good parenting practices to limit leisure time on all screen devices.

Objectives: By the end of the lesson, participants will be able to

- explain how too much screen time can lead to poor health/social/academic outcomes in youth
- practice good parenting strategies to limit children's screen time
- identify at least one other indoor activity (board games, art, reading) to replace television and video game time

Materials:

- pens
- picture of a TV screen
- tape
- supplies for food demonstration (Fruity Parfait suggested)

Handouts: Fruity Parfait recipe and screen time worksheets

Set-up: For role-playing activity, tape the picture of the TV screen to the back of a chair or wall and put another chair in front of the TV.

Background (read before you teach):

Media, including television andnewer screen devices, grab the attention of today's youth. Though computers and the internet play an important role in learning and sharing ideas, concerns have also been expressed by health professionals, teachers, and parents about too much exposure among children to screen devices and social media. Pediatricians make the following recommendations for parents (Strasburger et al. 2012):

- Avoid screen media exposure for children under 2 years of age.
- Limit the total amount of entertainment screen time to 2 hours or less per day.
- Move televisions and other screen devices out of children's bedrooms.
- Turn off screen devices an hour before bedtime to avoid interrupting sleep.
- Monitor the media (including web and social media) that children are using for appropriateness (violence, language, etc.).
- View television, movies, and videos with your children. Use this opportunity to discuss your family values.
- Model good parenting by setting a family plan for using media. Reinforce mealtimes, bedtimes, and other healthy routines with reasonable but firm rules.

When children and teens are engaged with media, less time is available for playing outside, reading, and talking to family and friends (Strasburger et al. 2012). Exposure to violence in the media is a factor linked to real-life violence and aggressive behavior. Sexual content in the media also influences attitudes and behaviors about sex in teens.

More time viewing TV increases the risk of obesity among children (Strasburger et al. 2012). Some possible reasons include 1) less time for physical activity; 2) effect of food ads on children's food and beverage choices; 3) eating unhealthy snacks while viewing TV; and 4) interference with sleep.

Doctors recommend no more than 2 hours a day of entertainment time spent in using social media or screen devices for children age 2 or older.

Teaching Tips: The role play exercise is entertaining and also gives participants practice in setting limits. Use this lesson to reinforce earlier messages about the benefits of active play or how to develop fine motor skills through drawing and crafts.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about how to use good parenting practices to reduce the amount of time your children spend watching television and using other screen devices for fun.*

To begin the class, start with a game to find out who can list the most screen devices (like TV, smartphone). In pairs, participants will list on the screen time worksheet as many screen devices as they can in 2 minutes. Ask them first to think about what they have in their homes and then what they have seen advertised. Some examples that may be mentioned are: TV, DVD portable player, handheld game, phone with screen, computer/laptop, tablet, netbook, movie theatre, car DVD system, arcade games, video game system, and iPad.

Ask: *Think about when you were the same age as your child. How many of these devices existed? How did you spend your time?*

Lesson (Add): (15 min) Discuss the following points:

Say: *Today, our children spend more time than their parents did watching television or engaged in using other types of screen devices. While computers and social media devices help children learn and share ideas, health professionals and teachers are concerned about too much exposure to screen devices. Doctors recommend no more than 2 hours a day of total entertainment time spent in using social media or screen devices for children 2 or older. For children under 2 years, screen exposure is not recommended at all.*

Ask: *Why do doctors make this recommendation? What are some of the risks to our children of too much screen time? What are your concerns about your child spending too much time using screen devices?* (Some answers might include aggressive behaviors, less physical activity and sleep, unhealthy snacking, and less time for other activities that support child development like reading books or interacting with family).

Say: *Children ages 8 to 18 years old spend more than 7 hours a day using a variety of media. Establishing good habits at an early age is easier than changing bad habits in a teenager. Have children use interactive videogames that encourage physical activity rather than sedentary ones.* ***Ask:*** *What can parents do to support good habits that limit screen time? What*

Parents role-play a bedtime problem.

are other quiet time activities that you can do with your children? When children are playing videogames, what are examples of interactive videogames that encourage physical activity?

- *Move televisions out of bedrooms or sleeping areas.*
- *Make and reinforce a family plan to limit leisure time spent on screen devices to less than 2 hours a day.*
- *Choose interactive videogames that encourage physical activity and can improve coordination such as Wii Fit, Xbox Kinect, and Dance Dance Revolution* (Gao et al. 2013; Staiano and Calvert 2011).
- *Plan other quiet time activities with your child, like reading, playing a board game, drawing, and making crafts.*

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Recruit two volunteers for a role-playing activity in turning off the TV. Apart from the group, instruct them in the role play. One volunteer will play the child and the other, the parent. The "child" will sit on the chair in front of the TV picture. The "adult" will remind the child that it is time to turn off the TV to get ready for bed. Run two scenarios. First, the child fusses, throws a tantrum, and the parent backs down. Second, the child begins to protest but parent does not back down. Instead, parent reminds child of the family rule and lovingly suggests a favorite book they will have time to read after turning off the TV. Child agrees.

Ask: *What did you notice about the two role plays? How did the parent approach the problem differently in scenario one and two? What are other positive parenting practices that you might try?* (Praise child for agreeing to turn off the television; be consistent—avoid threats that you will not carry out; give a 5-minute reminder to let child know when screen time will end; and set curfews for computers and phones after which devices should be turned off.)

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Parents can help children limit leisure time spent watching television or using all screen devices. Pair up and set specific goals. ***Ask:*** *What did you learn? Why is this information important to you? Choose a goal to work on this month. For example:*

- *I will limit my child's screen time to 2 hours or less a day.*

- *I will monitor the appropriateness of programs, eliminating violence, and choosing educational shows.*
- *I will remove screens from my children's bedrooms.*

Write your goal in the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 2.7

Walking to School and Beyond

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Walking to and from school is a great physical activity for children and parents.

Objectives: By the end of the lesson, participants will be able to

- list the benefits of walking to and from school for both children and parents
- identify places where families can walk in their community
- take a short walk with a group of children and adults

Materials:

- walking rope with bells (such as jingle bells)
- poster paper and markers
- supplies for food demonstration (Popcorn Snack suggested)

Handouts: Popcorn snack recipe or other healthy "walking" snack for a trip home from school.

Set-up: Make a walking rope, about 15 feet long, that children can hold while walking in a group. Tie a few bells with colored ribbons along the rope. Note: when making reminder calls, tell participants to come ready for a short walk (comfortable shoes).

Background (read before you teach): Walking to school can be a great way to increase overall physical activity. There are many health benefits of physical activity, including weight and blood pressure control; bone, muscle, and joint health; lower risk of type 2 diabetes; improved social well-being; and better academic performance in school-aged children (Janseen and Leblanc 2010; Mullender-Wijnsma et al. 2015; Bunketorp et al. 2015; USDA and DHHS 2016). Physical activity guidelines for children and youth, ages 6 to 17 years old, recommend 60 minutes a day of moderate to vigorous-intensity physical activity (USDA and DHHS 2016). Preschool-age children should aim for 240 minutes of active play daily (Piercy et al. 2018). Activities that strengthen bones and muscles should be included as part of the 60 minutes. Physical activity guidelines for adults include at least 150 minutes per week of moderate-to-vigorous level physical activity (USDA/DHHS 2019). Brisk walking and dancing are examples of moderate level physical activity, whereas running and swimming are more vigorous. Bicycling can be either moderate or vigorous, depending on how fast you ride.

Walking to school.

Teaching Tips: This lesson involves a short outdoor walk. As you walk, remind people of safety rules: look for traffic at driveways and intersections; wait until no traffic is coming and then walk in a cross walk; be alert—avoid texting and walking; and obey all traffic signs and signals. If the weather does not permit a walk, clear space in the perimeter of the room for a walk. Alternatively, try walking in place (5 min): walk with high knees, straight arms, marching, legs wide, while circling arms, and reaching up with arms. Music can be a nice addition. If a participant is unable to walk, arrange a chair to view the activity. Consider having a sign-up sheet for parents who are interested in walking their kids to school with other parents.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals.

Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about the benefits of walking to school for both children and parents.*

To begin the class, choose one of the following:

- ***Ask:*** *Who remembers walking to school as a child? What was it like for you? Do your children walk to school? Why or why not?*
- ***Ask:*** *Who takes a walk most days of the week? How does it make you feel?*

Lesson (Add): (15 min) Discuss the following points:

Pair up and discuss: *What are benefits of walking to and from school with your children?* List the benefits for both children and parents. Invite participants to share their responses. (Optional: write down key points on poster paper.)

Summarize: Walking is an easy way to be physically active—it helps children meet the daily 60 to 240 minutes or more of moderate to vigorous physical activity (MVPA) goal for better health. Remember: adults need at least 150 minutes (MVPA) per week. Children arrive at school more alert and readier to learn. Walking provides an opportunity to talk or play games along the way—it builds social skills. Parents may choose to continue walking with friends or family for more exercise and social time after dropping children off at school. Other talking points include the following:

Children:

- Learn pedestrian safety with adult guidance and supervision.
- Develop healthy habits that can last a lifetime.
- Learn more about their neighborhoods.
- Gain a sense of independence.

Parents:

- Save gas required for driving to and from school.
- Save money.
- Make air quality better by fewer cars on the road.
- Address safety concerns (traffic, strangers).
- ***Ask***: *Where are areas in your community that are good for walking?* (Optional: bring a community map, or on poster paper draw a map of the community or even the area near the school. Mark or draw safe routes for short walks, looking for areas with sidewalks, paths, and away from heavy traffic.)

Try planning ahead for a walk once a week. Arrange a date and time to go with a friend or family member. The night before, set an alarm and have walking shoes, appropriate clothing, and water bottles ready near the door.

- ***Ask***: *What barriers keep you from walking more often? What are some ways to overcome these barriers?* Some possible answers:
  - **Lack of time.** Try planning ahead for a walk once a week. Arrange a date and time to go with a friend or family member. The night before, set an alarm and have walking shoes, appropriate clothing, and water bottles ready near the door.
  - **Community safety.** Talk to school officials or local leaders about your concerns. Communities can apply for funds to improve lighting, sidewalks, and similar barriers. Walk together by organizing walking groups. Get the facts! Sometimes parents perceive safety to be less than it really is.
  - **Pedestrian safety.** Wear bright-colored clothing; carry a flashlight after dark; look for traffic at driveways and intersections; wait until no traffic is coming and then walk in a crosswalk; be alert—avoid texting and walking; obey all traffic signs and signals.
  - **Lack of family interest.** Walking with friends can make the activity more fun. Tell children that you are going "exploring," and ask about what they discover along the way. Play games like "follow the leader," make up a story, or ask children to look for colors. (How many pink things can you find? Let's count them!). Go on an alphabet walk—look for things that start with "A," "B," "C," etc.
  - **Clothing.** No special clothing is needed. If the weather is cold, wear layers (like sweaters) that can be removed after the body gets warmer through exercise. Let children carry their own backpacks.

Activity (Apply): (25 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *Let's walk!* Begin a 5-minute walk outside. Have children hold onto the rope with bells. Consider having an activity game for the children, such as making up a story or looking for colors. After the walk, invite participants to share thoughts. ***Ask***:

- *How many of you feel more awake or energized after the walk than before the walk?*
- *How many of you talked while you were walking?*
- *Did anyone learn something about the person with whom you were walking?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask***: *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why is this information important to you?*

Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week or month. Some examples include:

- *I will walk with my child for 30 minutes, three times per week for a month.*
- *I will walk my child to school once a week during the next month.*
- *I will walk to the store with my child instead of driving once a week for a month.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 3.1

Reduce Sugar-Sweetened Beverages

Year 3: Make Healthy Choices

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Drink water instead of sugary beverages.

Objectives: By the end of the lesson, participants will be able to

- compare amounts of added sugar in different kinds of beverages
- identify reasons for choosing water instead of sugar-sweetened beverages
- try healthy alternatives to sugar-sweetened beverages

Materials:

- pens
- assortment of empty beverage containers
- bags of sugar
- poster paper
- markers
- small cups and other supplies for food demonstration/tasting

Handouts: beverage worksheet and answer sheet (two pages), recipes (suggestion: Fruit-Infused Waters)

Background (read before you teach): Health experts recommend drinking water instead of sugary beverages. Sugar-sweetened beverages, including colas, teas, fruit-flavored drinks or punches, sports drinks, and others are the largest source of added sugar in the diets of U.S. children and adults (USDA and DHHS 2016). Consuming a lot of added sugar makes it hard to achieve a healthy eating pattern. Dentists worry that the popularity of sports drinks, which are high in sugar and acid, may increase dental caries and erosion of teeth among children (Broughton et al. 2016). Energy drinks may be very high in caffeine and have been associated with negative health effects in children, including feeling jittery or irritable, sleep disturbance, and increased blood pressure (Seifert et al. 2011). Choosing healthy foods and beverages that limit added sugars helps reduce the risk of cardiovascular disease, obesity, type 2 diabetes, and some types of cancer.

Whereas consumption of sugary beverages among U.S. children has declined over the past 10 years (Mesirow and Welsh 2015), the opposite is true in Mexico (Stern et al. 2014). In particular, consumption of flavored milk, *agua fresca* (fruit water with added sugar), and other fruit drinks increased from 1999 to 2012 among Mexican children. To make healthier beverage choices, parents often need to see how much sugar is found in different beverages. Since fruit and fruit-flavored beverages are popular in Mexican-origin audiences, promoting fruit-infused waters without added sugar can be an effective strategy.

Teaching Tips: While parents compare sugar content of different beverages, children can taste the fruit-infused waters in small cups and vote on their favorite flavors. Sharing the voting results with the parents is a good way to show that children accept fruit-infused waters.

Parents learn about sugar-sweetened beverages.

Opening (Anchor): (10 min). ***Say:*** *Welcome!* Review what was covered last time, and ask if participants

Set-up: Collect empty bottles, cans, or juice boxes to get assortment of sugar-sweetened beverage containers in different sizes. Look for eight or more containers of regular (nondiet) soda, iced tea, sports drinks, energy drinks, or fruit-flavored drinks. Alternatively, you might ask participants to bring empty beverage containers from their homes.

Cover the containers with colored paper and write a letter (A–H), type of beverage, and container size on the paper. In plastic bags numbered 1 to 8, add teaspoon of sugar or sugar cubes to show amount of sugar in the different beverages. Use table 3.1 as a guide to prepare bags and containers for the activity. For opening question, find a 44-ounce cup and put about 10 tablespoons (30 tsp) of sugar in a small plastic bag.

On the day of the class, prepare three types of infused waters for tasting, making enough for adults and children. Be sure to prepare waters a few hours before class for the fruit to flavor the water. Arrange bags and containers on the tables before class. At each chair, place a pen and beverage worksheet.

have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about why making healthy beverage choices is important for your family's health.*

To begin the class, show participants a large plastic cup (44 ounces). ***Ask:*** *How many teaspoons of sugar is in a regular soft drink that size?* (Answer: About 30 tsp, almost 500 calories). ***Say:*** *Many people are surprised to find out how much sugar is added to beverages.*

Table 3.1. Sugar content of beverages

Beverage	Amount	Calories	Added sugar (calories)	Sugar (tsp)	Food groups
fruit-flavored drink (Sunny Delight)	8 oz	108	43	2.8	¼ cup fruit
soft drink, cola (regular Pepsi, Coke)	12 oz can	136	126	8.4	X
sports drink (Gatorade)	8 oz	63	49	3.2	X
iced tea, instant powder (sweetened with sugar)	8 oz	47	21	3.1	X
energy drink (Monster)	8.3 oz	107	107	7.1	X
fruit smoothie, nondairy	8 oz	130	34	17	1 cup fruit
juice drink, reduced in sugar (Caprisun)	8 oz	97	85	5.6	¼ cup fruit

Source: USDA/ARS 2018.
Notes: Caffeine content varies: 5.8–32 mg/oz in Monster energy drinks; 2.8–3.2 mg/oz in cola beverages; 0.7–2.4 mg in iced teas (Caffeine Informer 2018).
Though 100% fruit juice contributes to the fruit group, whole fruits are a better choice because they provide more fiber.

Lesson (Add): (10 min) Discuss the following points:

Ask: *Why should we try to drink sugary beverages less often? Why should families choose water instead of sugary beverages?* Listen to responses and summarize the key points below:

- Most sugary beverages with a lot of added sugars give us calories but little or no other nutrients.

Sugary beverages take the place of other beverages (like milk) and foods that children need for normal, healthy growth.

- Especially in young children, sugary beverages take the place of other beverages (like milk) and foods that children need for normal, healthy growth.
- When young children drink sugary beverages before eating a meal, they eat less during mealtime, especially less vegetables.
- Drinking sugary beverages can increase calorie intake and the risk of obesity among both children and adults, as well as type 2 diabetes. Sugary beverages can also lead to cavities, and in babies and toddlers it can lead to baby bottle tooth decay and long-term health problems.
- Doctors and other health experts recommend drinking water rather than sugary beverages as part of a healthy lifestyle to prevent diabetes.
- Some sugary beverages, particularly energy drinks, also contain caffeine, which can interfere with sleep.

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *Let's compare how much is actually in the beverages that many families drink. Note that there are 8 beverage containers and 8 bags of sugar. You will have about 10 minutes to work in pairs to match the beverage with the correct amount of sugar.*

After people are finished, hand out the answer sheet. ***Ask:*** *What surprised you the most about the amount of sugar in different beverages?*

Ask: *What can families do to limit sugary beverages? Think about the common habit of keeping sodas in the house, just in case a visitor comes. Who really ends up drinking those sodas? What can you say to your children, to your spouse, or to other adults in your family about sugary beverages? Why is it important that parents and other adults in the family model good behavior by drinking water?*

Food demonstration, tasting, and sharing: Pass around small cups of each type of water to all participants.

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose a goal that is doable within a week. For example:*

- *I will keep a pitcher of infused water in the refrigerator for my family.*
- *I will place a water pitcher on the table at dinner.*
- *I will stop buying sugary beverages.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 3.2

Off to a Good Start

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Eating breakfast can lead to better health and performance in school.

Objectives: By the end of the lesson, participants will be able to

- identify the benefit of eating breakfast
- list several quick, healthy breakfast ideas
- plan a routine that allows time for breakfast

Materials:

- MyPlate poster (USDA 2016a)
- poster paper
- markers
- white board
- foam ball (optional)
- food and other supplies for food demonstration (Honey Granola suggested)

Handouts: Honey Granola recipe

Set-up: Prepare granola before class. When cool, store in a plastic container or jar.

Background (read before you teach): Across cultures, breakfast habits vary widely. For this lesson, breakfast is defined as foods and/or beverages from at least one food group, consumed within 2 to 3 hours of waking after the longest period of sleep (O'Neil et al. 2014). A breakfast that includes three or more food groups is more likely to meet nutrient needs. Among Mexican-origin families, some cultural foods to encourage for breakfast are beans, salsa, and corn tortillas which provide protein, fiber, folate, zinc, magnesium, iron, calcium, and vitamins A and C.

Eating breakfast has many benefits for children (O'Neil et al. 2014; Hoyland et al. 2009; de la Hunty et al. 2013). Consuming breakfast may reduce behavior problems and improve children's performance in school, especially on tasks that require memory and attention (Hoyland et al. 2009). Skipping breakfast is associated with being overweight (de la Hunty et al. 2013). More research is needed to see whether regularly eating a healthy breakfast can prevent children from becoming overweight.

Having evening and morning routines can help children arrive in time for the school breakfast program. Rather than trying to force children who are not hungry to eat breakfast, parents can help by setting bedtimes and limiting late-night snacking.

Teaching Tips: This lesson reinforces messages from other lessons, especially "What Should You Serve Your Children?" (Lesson 1.2), "Healthy Routines" (Lesson 2.5), and "Sleeping Is Free" (Lesson 3.3).

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about the benefits of eating a healthy breakfast.*

To begin the class, choose one of the following:

- ***Ask:*** *Tell me about a time when you had trouble staying alert in school or at work because you hadn't eaten anything before for breakfast? How did that feel?*
- Start with an active game. In a circle, randomly toss a foam ball to participants and ask them to quickly call out foods to eat for breakfast.

Children who eat breakfast often have healthier diets overall. Possibly breakfast skippers get hungrier and eat unhealthy foods later in the day.

  - Rule: try not to repeat any item twice.
  - ***Ask:*** *Was it hard to remember what everyone else said? Is it even harder to remember when you are hungry?*

Lesson (Add): (15 min) Discuss the following points:

- ***Ask:*** *Why is eating breakfast important, especially for children?* Summarize and add to participants' responses:
  - Eating breakfast helps children perform better in school, especially with tasks that require attention and memory.
  - Children who eat breakfast often have healthier diets overall. A breakfast of three MyPlate food groups, such as whole-grain instant cereal, fruit, and milk provides fiber, calcium, vitamin D, potassium, iron, and B vitamins. These nutrients are important for kids: calcium and vitamin D for strong bones and healthy teeth; iron for preventing anemia (which has negative effects on learning); fiber for relieving constipation; potassium for normal blood pressure; and B vitamins for using energy. If choosing ready-to-eat (instant) cereals that are lower in added sugar, remember to check the Nutrition Facts label. Cereals allowed by the WIC program tend to be lower in added sugar than other nonWIC cereals.
  - Children who skip breakfast are more likely to be overweight, compared with those who eat breakfast. Possibly breakfast skippers get hungrier and eat more unhealthy foods later in the day. Maybe breakfast skippers go to bed later (snack late at night) and are less physically active during the day.
- ***Ask:*** *What is a healthy breakfast like?* Review MyPlate food groups, using the poster. Draw a large empty plate on the white board. Most children will probably not eat all five food groups for breakfast, but a healthy breakfast includes at least one group but preferably three or more food groups. Try to include a whole grain. ***Say:*** *What are some examples?* (Oatmeal, whole wheat toast, and corn tortilla are a few.) If the game was played at the beginning, recall some items called out in the game and show how they fit on the plate. Example: cereal, milk, and banana (three groups); taco with tortillas, beans, salsa, and cheese (four groups); yogurt, granola, and fruit (three groups).

Activity (Apply): (25 min)

Ask: *What makes it hard for families to eat breakfast?* Make a list on a large sheet of paper or white board. Answers may include the following: difficult to get up early, children not hungry, children don't like school breakfast menu.

In pairs or small groups, have participants discuss solutions to one of the breakfast barriers. On a sheet of poster paper, ask them to write out a

routine or plan of what can be done the night before to help breakfast happen. Think about ways for children and youth in the household to help, especially during school vacations. Invite participants to share their plans. ***Ask:*** *Which of these ideas do you like? Which would work in your household?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *What did you learn? Why is this information important to you? Choose a goal to work on this month (or week). Try to choose a simple goal that is doable within a month (week). For example:*

- *I will plan with my child the night before what to have ready for breakfast the next morning*
- *I will set a morning routine that includes time for breakfast.*
- *I will eat breakfast with my child twice a week.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 3.3

Sleeping is Free! ¡Dormir no cuesta nada!

Target Audience: Latino families with children 3 to 8 years old

Key Message: Set a routine that helps children get sufficient sleep for better health.

Objectives: By the end of the lesson, participants will be able to

- identify the importance of sleep for children's health
- identify how many hours of sleep their children need, according to their age
- establish a consistent bedtime routine that includes creating a relaxing environment; turning off TV/computers at least 60 minutes before bedtime; and avoiding late-night snacking

Materials:

- paper, pens
- small sticky notes
- poster board chart with age group and number of hours of sleep recommended
- one or two story books for the skit
- food and other supplies for food demonstration (Pumpkin *Atole,* a grain beverage, suggested)

Handouts: recommended hours of sleep for each age group, Pumpkin *Atole* recipe

Background (read before you teach): In children and adults, sleep is important for memory and learning (Maski 2015). Sleep is also important for safe driving, resisting illness, and better performance at work. Getting enough sleep is also associated with healthy weight in children (Ruan et. al. 2015). Youth who get more sleep consume less calories (possibly due to fewer late-night snacks) and gain weight more slowly (Chaput and Dutil 2016).

People differ in the amount of sleep they need. Nonetheless, sleep experts are able to recommend a range of hours of sleep for different ages (Hirshkowitz et al. 2015). Children and adults whose sleep pattern-susually fall well outside these ranges are more likely to develop health problems.

Table 3.3. National Sleep Foundation recommendations on sleep duration by age group

Age group	Recommended hours of sleep
newborns (0 to 3 months)	1–17
infants (4 to 11 months)	12–15
toddlers (1 to 2 years)	11–14
preschoolers (3 to 5 years)	10–13
school-age (6 to 13 years)	9–11
teenagers (14 to 17 years)	8–10
young adults (18 to 25 years)	7–9
adults	7 to 9

Source: Chaput and Dutil 2016.

Several parenting practices are key to helping children get the recommended amounts of sleep (Allen et al. 2016). Those practices, backed up by the best research studies, include the following:

- Set consistent bedtimes and wake-up times to meet sleep recommendations.
- Establish routines around bedtime and throughout the day for other activities.
- Limit access to television, computers, and other screen devices around bedtime. This may mean moving these devices away from the child's sleeping area.
- Allow children to settle down and fall asleep in their own beds, without the presence of parents.

Set-up: Prepare poster chart with age group in columns along top row:

- Toddlers, 1 to 2 years
- Preschoolers, 3 to 5 years
- School-age, 6 to 13 years
- Teenagers, 14 to17 years

Under each age group, write the recommended hours of sleep (see table 3.3), but cover the number with a sticky note.

Display poster and place sticky note pads with pens on tables. As participants arrive, ask them to write on the note the age of at least one of their children and the number of hours the child slept last night (recalling bedtime last night and wake time this morning). Parents should not write names on the notes.

Teaching Tips: The skit in this lesson can be an entertaining way to show bedtime routines. You might use this opportunity also to reinforce other health messages or help confront some barriers that parents mention related to getting enough sleep. For instance, if the parent has to awake very early for work, bedtime clothing may be clean, comfortable items that can be worn to day care. The routine will also include having the child get the backpack ready to go.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about what parents can do to help their children get enough sleep to do well in school and be healthy.*

To begin the class, choose one of the following:

- ***Ask:*** *How many hours of sleep do you usually get? How does your day go when you get less sleep than you need?*
- ***Ask:*** *Who can share a memory of a parent, older sibling, or grandparent who told stories or sang a song to help you sleep when you were a child? Please share what that was like for you.*

(As this discussion is underway, have assistant or a participant help collect the notes and post them under the correct age category on the chart)

Lesson (Add): (10 min) Discuss the following points:

- ***Ask:*** *Why is getting enough sleep important to children's health and development?*
- ***Say:*** *Getting enough sleep is important for a child's ability to do well at mental tasks in school. Sleep actually helps the brain store information in a way that makes learning easier.*
- ***Say:*** *There is also an association between getting enough sleep and healthy body weight.*
- *Not getting enough sleep may increase risk of being overweight in three ways:*
  - *Sleepy children may be too tired to play actively at school (less physical activity).*
  - *Children and teens may eat more snack foods when they stay up late.*
  - *Lack of sleep may also affect appetite during the day, making kids hungrier (by changing the body's hormones).*
- *Daytime napping does not appear to make up for lack of nighttime sleep*

Children who don't get enough sleep may be too tired to be active enough, may eat more snack foods when they stay up late, and may be hungrier during the day because of disrupted appetite.

in preventing overweight or for promoting a child's mental development.

- *Everyone may be different in their need for sleep. However, experts can identify the amount of sleep needed for better health.*
- *Let's see what these recommendations are.* (At this point, remove sticky notes on the chart and reveal the recommended hours):
  - Toddlers should get at least 11 to 14 hours.
  - Preschoolers should get at least 10 to 13 hours.
  - School-aged children should get at least 9 to 11 hours.
  - Teenagers should get at least 8 to10 hours.
- ***Ask***: *How are children in this community doing in meeting this recommendation? Re-visit the chart to see how many children fall below recommendations.*
- ***Ask***: *What makes it difficult for children and teens to get to bed on time and/or get enough sleep?* (Make a note of the barriers and use this information in the "personalize a bedtime routine" activity)

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Say: *One way that parents can help children calm down at night is to read, tell stories, or sing to them before bed. Did you know that children who have this type of routine do better on verbal tests in school?* It doesn't matter whether the parent reads, sings, or tells stories in English or Spanish.

- **Skit or Role Play:** Invite two parents to role play an interaction between a child and a parent during a bedtime routine. Explain that they can offer a few choices, like "Which of these books shall we read?" or "What would you like to have for breakfast tomorrow morning—cereal, banana, and milk or a banana smoothie (*licuado*)?" They can read the story and/or ask the child to talk about the pictures and what is happening in the book.
- **Personalize a Bedtime Routine:** Hand out paper and pens. In pairs, ask parents to write down the steps or parts of an evening routine for one of their children. Prompt them to think about the barriers mentioned earlier and come up with a solution. (Note: remind families to include turning off TV and screen devices and avoid large meals near bedtime—a small snack like a glass of milk and banana is okay).

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

What did you learn? Why is this information important to you? Looking at your personal bedtime routine, what is one thing you can do right away? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week. For example:

- *I will set a time for my child to turn off all screen devices every evening*
- *I will do a relaxing activity, like reading or playing soft music, as part of my child's bedtime routine.*
- *I will be a good role model and turn off my devices during screen-free time.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

LESSON 3.4

Eat Out or Take Out: Make Healthy Choices

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Make healthy choices when eating out or choosing take-out food.

Objectives: By the end of the lesson, participants will be able to

- identify the number of calories in a serving on a food label
- choose healthier options when eating out

Materials:

- paper, pencils, and markers
- four or five pairs of food labels for similar foods
- pictures of typical food choices
- (optional) three or four calculators
- MyPlate poster (USDA 2016a)
- food and other supplies for food demonstration (Chicken Chow Mein suggested)

Handouts: recipes, food score cards

Set-up: Prepare picture cards of typical food choices with calories per portion on backside (table 3.4). Prepare one set for every group of three participants. Put one set of cards and score cards for each group into a large envelope or paper clip together for ease.

Background (read before you teach): People who eat out more often, especially at fast food restaurants, are more likely to be overweight (USDA and DHHS 2016). However, families can enjoy an occasional meal away from home and still make healthy choices, including more vegetables, fruits, and whole grains. Making healthy choices involves cutting back on foods and beverages that are high in calories, saturated fat, added sugar, and sodium (USDA and DHHS 2016).

The U.S. Department of Agriculture ChooseMyPlate website (USDA 2016g) provides useful tips on eating out. Key tips include the following:

- **What to choose.** Compare calories on menu and order lower-calorie foods. Choose dishes with more vegetables, fruit, whole grains, lean protein, and/or low-fat dairy food. Ask for water or low-fat milk to drink.
- **How much to choose.** Choose smaller portions (avoid the largest servings) or share dishes. Order from the menu rather than the all-you-can-eat buffet.
- **How foods are prepared.** Choose steamed, grilled, or broiled dishes, rather than fried foods or dishes with creamy or cheese sauces. Ask for salad dressings on the side.

In Mexican-origin families, acculturation is associated with more frequent consumption of hamburgers, pizzas, fries, and sodas among young children (Kaiser et al. 2015; Vera-Becerra et al. 2016). On the other hand, parents play a key role in selecting healthy foods, modeling good eating habits, and providing daily structure to support good nutrition.

Since many families also order take-out foods or buy frozen prepared foods to eat at home, the messages are really about making healthy choices, regardless of where the food is finally eaten.

Teaching Tips: This lesson reviews and builds on concepts in "Read the Labels" (Lesson 1.4), "What Should You Serve Your Children? (Lesson 1.2)", and "Reduce Sugar-Sweetened Beverages" (Lesson 3.1). If the educator has information on typical food choices from dietary recalls or other dietary tools, pictures of those foods can be included in the activity. Calorie needs, which vary by age, gender, and activity level, can be found in the *Dietary Guidelines for Americans 2012–2020* (USDA and DHHS 2016, appendix 2).

Table 3.4. Comparison of fast food, take-out, and other food choices

Food or beverage	Portion size/description	Calories/nutrients	MyPlate groups
double cheeseburger, plain, on bun	2 meat patties, 1 bun, ketchup, cheese	4,499 calories 12 g saturated fat 5 g added sugar 1,092 mg sodium	2 oz protein 1½ oz grains 1 cup dairy ¼ cup vegetable
hamburger, ketchup, and mayonnaise, on bun	1 meat patty, 1 bun	346 calories 5 g saturated fat 4 g added sugar 569 mg sodium	1½ oz protein 2 oz grains ¼ cup vegetable
pizza	⅛ slice of 12-inch pizza, meat and vegetables, regular crust	272 calories 5 g saturated fat 1 g added sugar 657 mg sodium	¼ cup dairy 2 oz grains ¼ cup vegetable ½ oz protein
soft taco	tortilla, beans, lettuce, cheese, and salsa	224 calories 3 g saturated fat 0 g added sugar 605 mg sodium	1½ oz grains ½ cup vegetable ¼ cup dairy
nachos (supreme)	chips, beef, beans, sour cream, tomatoes, cheese	421 calories 6 gm saturated fat 0 gm added sugar 630 mg sodium	2½ oz grains ¼ cup dairy ¼ cup vegetable ½ oz protein
salad, chicken	1 grilled chicken, cheese, lettuce, tomato, no dressing	202 calories 6 gm saturated fat 0 gm added sugar 630 mg sodium	2½ cup vegetable ¼ cup dairy 2½ oz protein
enchilada	tortilla, chicken, cheese, red sauce	164 calories 2 gm saturated fat 0 gm added sugar 350 mg sodium	1 oz grains ¼ cup vegetable ¼ cup dairy 1 oz protein
fried chicken	1 medium chicken breast, fried in oil, breaded	364 calories 3 gm saturated fat 0 gm added sugar 697 mg sodium	1 oz grains 3½ oz protein
French fries	1 supersized order	608 calories 5 gm saturated fat 0 gm added sugar 410 mg sodium	1¼ cup vegetable
French fries	1 small order	265 calories 2 gm saturated fat 0 gm added sugar 179 mg sodium	½ cup vegetable
garden salad	1 cup lettuce, tomato, carrots, no dressing	15 calories 0 gm saturated fat 0 gm added sugar 22 mg sodium	¾ cup vegetable

Table 3.4. — Continued **Comparison of fast food, take-out, and other food choices**

Food or beverage	Portion size/description	Calories/nutrients	MyPlate groups
salad, Caesar	1 cup lettuce, crumbs, cheese, chicken, dressing	184 calories 3 gm saturated fat 1 gm added sugar 280 mg sodium	½ oz grains ¾ cup vegetable ¼ cup dairy ½ oz protein
milk shake	20 oz, chocolate	603 calories 11 gm saturated fat 63 gm sugar 461 mg sodium	1¾ cup dairy
ice cream	1 medium scoop	137 calories 4 gm saturated fat 11 gm added sugar 53 mg sodium	¼ cup dairy
apple sauce	1 cup, sweetened	173 calories 0 gm saturated fat 13 gm added sugar 5 mg sodium	1 cup fruit
chocolate milk, whole	1 cup	208 calories 5 gm saturated fat 10 gm added sugar 150 mg sodium	1 cup dairy
plain milk, low-fat	1 cup	102 calories 2 gm saturated fat 0 gm added sugar 107 mg sodium	1 cup dairy
apple juice	1 cup	114 calories 0 gm saturated fat 0 gm added sugar 10 mg sodium	1 cup fruit
soft drink, regular cola	44 oz	501 calories 0 gm saturated fat 116 gm added sugar 54 gm sodium	
soft drink, small	16 oz	182 calories 0 gm saturated fat 42 gm added sugar 20 mg sodium	
water, plain	12 oz	0	0

Source: USDA/ARS 2018.
Note: Beans can either be counted as vegetable or protein foods.

If the number of calories (energy) we eat and drink exceeds the number of calories we burn (or use), the body stores this excess energy as fat. Over time, consuming too many calories, compared to what the body uses, can lead to overweight.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about how to make healthy food and beverage choices while eating out and buying prepared foods away from home.*

To begin the class, hand out paper and markers. Ask participants to draw a picture of what a healthy body looks like inside (or how you feel after eating a healthy meal). Ask them to draw another picture of an unhealthy body (or how you feel when you eat a lot of unhealthy foods).

Ask: *How do you feel when you eat healthy foods? Unhealthy foods?*

Lesson (Add): (10 min) Discuss the following points:

- (Review) ***Say:*** *In a previous lesson, we talked about reading food labels to make better food choices.* In small groups of two or three participants, hand out two different labels of similar foods to compare. ***Ask:*** *Which item has fewer calories? If you were at the grocery store, which item would you buy? Why would you buy that item?*
- ***Ask:*** *Why is it useful to look at the calories in foods when making choices?*
  - (Summarize) ***Say:*** *Calories tell us how much energy is in the food (or beverage). We use energy just like a car uses fuel, or gas, to run. We need energy for all body functions, like breathing, digesting food, or moving around.*
  - *To stay at a healthy weight over time, adults have to eat or drink foods with the same number of calories that they use (for example, as in physical activity). Since children are growing, they need to eat or drink foods that cover their basic energy needs and allow for a healthy (normal) weight gain.*
  - *If the number of calories (energy) we eat and drink exceeds the number of calories we burn (or use), the body stores this excess energy as fat. Over time, consuming too many calories, compared to what the body uses, can lead to overweight. Overweight, unhealthy diet, and lack of physical activity increase the risk of developing type 2 diabetes.*
- ***Ask:*** *How can we find out how many calories are in food?*
  - ***Say:*** *Read food labels on packages.*
  - *Many restaurants have brochures or menu boards.*
  - *Larger restaurants (e.g., fast food restaurants chains) must have the information available.*

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Fast Food Game: Divide participants into groups of three or four people. Pass out a set of pictures, score cards, and pencils. ***Say:*** *Let's have a contest! I will give you 10 minutes to choose foods and beverages for a midday meal. The goal is to see which group can plan a meal that meets more of the food group needs but with the fewest calories. Write your food and beverage choices on the score card. After creating a meal, look at the back of the pictures and add up food calories and food groups. You will be allowed to substitute healthier choices until time is up.*

Allow groups to share their meals. ***Ask:*** *How many calories are in the meal you selected?* ***Ask:*** *How does your meal compare to MyPlate? What food groups are included?* **Note:** for comparison, the food score card shows the number of calories and food groups that might be appropriate for an adult female, about 30 years old, who gets 30 minutes or less of physical activity a day. Most school children need fewer calories; young men who are very active need more.

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you? How will you share this information with your spouse, children, or other family members? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a month (week). For example:*

- *The next time we go out to eat, we will ask for water to drink instead of soda.*
- *The next time I dine out, I will split my meal and share it with another member of my family.*
- *When I eat out, I will check the calories on the menu board and select meals that have less than 600 calories per serving.*

Write your goal in the recipe handout. Ask a friend or family member to support you in reaching your goal. Invite families to share their goals.

LESSON 3.5

Understanding Food Ads

Target Audience: Latino families with children ages 3 to 8 years old

Key Message: Be wary of food advertising: make healthy food and beverage choices.

Objectives: By the end of the lesson, participants will be able to

- identify messages in ads and recognize how they influence our food choices
- identify ways to handle child requests for advertised foods without buying the food

Materials:

- dollar bill
- items with advertisements (see set-up)
- paper and pencils
- food and other supplies for food demonstration (Sweet Potato Fries suggested)

Handouts: Sweet Potato Fries recipe and food ad examples

Set-up: (Optional) Collect a variety of items that have advertisements (preferably for food), such as school notebooks, lunch boxes, toys, baseball caps, t-shirts, newspaper ads, magazine ads, grocery receipts, pencils, keyrings, or napkins. Put these items around the room.

Background (read before you teach): In 2009, the fast food industry alone spent $4.2 billion on advertising through all media (Council on Communications and Media 2011). Based on the 2010 Nielsen ratings, Latino children and youth (2–17 years) in the United States viewed an average of 11.6 to 12.4 food ads per day, most of which were for fast food restaurants (Fleming-Milici et al. 2013). Interactive online advertising targets children through games and cartoon characters, encouraging them to ask their parents to buy the foods. Exposure to such food advertising often does result in child requests for those foods and, when parents act on those requests, greater consumption of snack and fast foods among children. Parents should also discuss advertising messages and tactics with their children and teenagers. In helping children see that ads are just trying to sell products, parents can explain that buying healthier foods and beverages is better overall for the family's health and budget.

Teaching Tips: Adapted from the *Making Every Dollar Count* curriculum (Varcoe et al 2009), this lesson reinforces messages taught in "Shop with a List" (Lesson 1.3) and "Read the Label" (Lesson 1.4). If it is not feasible to have a food ad scavenger hunt, simply ask families to recall all the places where they encounter food ads. An alternative activity to the role-playing exercise can be to ask the parents to draw their own advertisements for healthy foods. If children are present, they can also draw their own advertisements. Ask the school to display the posters in the cafeteria.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *Today, we will be talking about the influence of food advertising and what you can do to encourage your family to make healthy food choices.*

To begin the class: ***Ask:*** *In 2009, fast food companies spent $4.2 billion dollars in advertising.* (Show dollar bill.) *If you laid that amount in dollar bills end to end, how many times would it span the earth? (More than three times!) Why do companies spend so much in advertising? (People usually buy brands that are more familiar or highly advertised.)*

Lesson (Add): (10 min) Discuss the following points:

- (Food ad scavenger hunt) ***Say:*** *Let's take a walk around the room and*

Ads often appeal to our emotions or try to entertain us. Ads are designed to make us want to buy the food, regardless of whether we need it or had planned to buy it.

find examples of advertisements. After looking around, write down as many examples as you can. Include other places where you see food ads. **Ask:** *How many different examples of food ads did you find or recall? What is on your list?*

- (Summarize) Advertisements—including food ads—are everywhere. Many are on children's items—toys, school supplies, clothing—but also on TV, radio, internet, newspapers/magazines, billboards, buses.
- ***Ask:*** *Can you recall a food ad that you heard or saw recently? What was the ad for? Why do you remember hearing or seeing it? Did you buy the food?*
  - ***Say:*** *Ads often appeal to our emotions or try to entertain us. Ads are designed to make us want to buy the food, regardless of whether we need it or had planned to buy it.*
  - *Ads try to tell us that we will be happier, prettier, smarter, more popular, more successful, or have more fun if we eat that food.*

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

Food Ad Messages: ***Say:*** *Let's take a closer look at what some food ads are trying to tell us.* In pairs or small groups, have participants read the ads and decide what the message is. ***Ask:*** *What is the ad trying to tell us?* ***Ask:*** *As adults, we might know these things won't happen just because we buy that food, but what effect do food ads have on our children?*

Ad Messages:

Ad 1: Eating this cereal means you are special and not ordinary.

Ad 2: Use this product to make a quick and easy meal.

Ad 3: Buying this brand is better.

Ad 4 : Eating chocolate candy will make you feel good.

Ad 5: Your family will love you more if you make these cookies.

Ad 6: This drink is a quick way to get energy when exercising.

Ad 7: Eat more fruit.

Ad 8: You deserve to treat yourself.

Roll Play: ***Ask:*** *How does it feel to refuse your child's request for an unhealthy food?*

- ***Say:*** *Let's role play a situation where your child asks to go to a fast food restaurant because he just saw a funny commercial with a superhero on television.*
- (Some possible solutions: Explain that you don't want to buy foods that are not healthy for him or her, and then offer a choice between

two healthier alternatives; for older children, help them understand that ads try to promise something that isn't possible).

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Ask: *What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week. For example:*

- *The next time I go shopping, I will not buy a food that is not on my list*
- *I will offer my child two healthier choices as alternatives when my child requests advertised food products.*
- *I will ask my child to help find the healthiest and/or least expensive item when we are shopping.*

Write your goal in the recipe handout. Ask a friend or family member to support you in reaching your goal. Find out how much money you save in a month's time! Invite families to share their goals.

LESSON 3.6

School's Out: What Will You Feed Your Child Over the Summer?

Target Audience: Latino families with young children, ages 3 to 8 years old

Key Message: Stock the kitchen with healthy foods for meals and snacks.

Objectives: By the end of the lesson, participants will be able to

- make a list of healthy foods to buy for their children to eat during the day while parents work
- create some quick and easy meals and snacks using MyPlate

Materials:

- two shopping bags with a variety of foods that are healthy or not-so-healthy choices (see set-up)
- white board or poster paper and markers
- MyPlate poster (USDA 2016a)
- paper and pencils
- supplies for food demonstration (Banana Berry Smoothie suggested)

Handouts: Banana Berry Smoothies recipe

Set-up: Collect a variety of empty boxes or containers of foods, such as microwaveable foods, chips, crackers, yogurt, cheese, bread (whole grain and enriched), milk, juice, and other beverages. Preferably all items are available locally. Also, bring pictures of other foods, like fruit, vegetables, and hard-boiled eggs.

Background (read before you teach): In farmworker communities, both parents may work in summer agricultural jobs. Children may be left at home, in the care of older siblings or other relatives who have limited cooking skills. After work, adults are tired and have limited time to cook.

Children and youth, especially those who are already overweight or obese, gain weight faster over the summer compared with the rest of the school year (Franckle et al. 2014). The effect of summer vacation on weight gain in youth is particularly evident in Latino and black children. The reasons for summer weight gain may include less physical activity; more screen time; less access to healthy foods and snacks; overeating from boredom; and irregular sleep patterns.

Teaching Tips: This lesson is a review of key messages from earlier lessons, applied to a healthy summer lifestyle. Review lessons on using MyPlate, reading food labels, playing at home, and reducing sugar-sweetened beverages. Invite parents to bring older children to the class. Having older children present is an excellent opportunity to teach them how to make healthy snacks for younger siblings.

Opening (Anchor): (10 min) ***Say:*** *Welcome!* Review what was covered last time, and ask if participants have made changes, based on their goals. Congratulate participants, and encourage them to keep on making changes.

Say: *During the school year, it can be easier for families to set a regular schedule, but summertime is often more challenging. Today we will talk about what families can do to maintain healthy eating habits and physical activity when school is out for summer vacation.*

To begin the class, ***ask*** the following questions:

- *What do children in this community do when school is out? Who takes care of them while their parents are working?*
- *Think back to last summer. What foods did parents keep at home while they were working?* (Write this list on the white board or poster paper.)

Lesson (Add): (10 min) Discuss the following points:

- ***Say:*** *Many children gain weight more rapidly over the summer. While*

Enroll your children in a summer camp offered through the city, school, or other community group. Find out about free summer meals that may be offered at these sites.

they are also growing taller, children who are already overweight or obese tend to gain even faster. ***Ask:*** *Why does this happen?* Possible answers include:

  - Less access to healthy foods and beverages: While parents are working, children left at home may be eating high-fat, high-sugar snacks and drinking sodas.
  - Less physical activity: Children are not participating in physical education during school vacations. Children may spend all day inside watching television or videos or playing computer games.
  - Irregular sleep and eating patterns: Without the daily structure of a school day, children may stay awake later at night playing video games.

- ***Ask:*** *What are some things you can do to help your children and family have a healthy lifestyle* (access to healthy foods and physical activity)? Some answers may include the following:
  - Keep healthy snacks and beverages (sliced fruit, vegetables, plain or infused water in a pitcher or small bottles) ready in the refrigerator.
  - Teach and encourage older children to lead active games (jump rope, hula hoops, Frisbee) with siblings.
  - Maintain routines, as much as possible, such as regular bedtimes.
  - Enroll them in a summer camp offered through the city, school, or other community group. Find out about free summer meals that may be offered at these sites.
  - To limit screen time, check out reading books with your children from the local library.
  - Plan with your children a menu of lunches and snacks for each week, using MyPlate.

Activity (Apply): (30 min) While the assistant starts the food demonstration, the educator leads the activity.

In groups, participants read food labels of several typical snack food items available in their local stores and sort into two bags: healthy choices or unhealthy choices. Together as a group, review the contents of each bag.

Ask: *Why did you sort the foods this way?*

Healthier choices are foods with more fiber and less saturated fat, added sugar, and sodium. Compare the Nutrition Facts label.

Apart from nutrition, consider safety issues. Does the caretaker know how to use a microwave safely (avoid burns)? Are there children under 4 years who might choke on certain food (such as nuts, whole grapes, hard raw vegetables)?

Hand out paper and pencils and show MyPlate poster. In pairs, looking at the bags with healthy items, write several lunch ideas. ***Say:*** *Remember to plan a lunch with fruits and vegetables (½ the plate); grains, preferably whole grains (¼ of the plate); protein (¼ of the plate); and dairy foods.* ***Ask:*** *What ideas do you have for lunches?*

Food demonstration, tasting, and sharing: Pass around the containers, showing the participants any foods that might be new or unfamiliar (for example, low-fat products, whole grain alternatives). Explain step by step how the food is prepared. Serve samples for tasting. ***Ask:*** *What are some ways that your children can help prepare this recipe? How can you use it at home? What do you like about the recipe? What would you change?*

Closing (Away): (10 min) Pair up and set specific goals.

Say: *Revisit the list made at the beginning of class. Which of these items will still be on your list this summer? What else will you buy? What did you learn? Why is this information important to you? Choose a goal to work on this month (week). Try to choose a simple goal that is doable within a week. For example:*

- *On Sunday, I will slice fruit and vegetables to keep in the refrigerator for snacks during the week.*
- *I will visit the library with my child twice a month and bring home books.*
- *I will portion out sweet and salty snacks into individual-sized servings.*

Write your goal on the recipe handout. Ask a friend or family member to help support you in reaching your goal. Invite families to share their goals.

The U.S. Department of Agriculture provides ideas for making healthy snacks (USDA 2016c).

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Appendix 1: Physical activity guidelines for Americans: https://health.gov/dietaryguidelines/2015/guidelines/appendix-1/.

Appendix 2: Estimated calorie needs per day by age, sex, and physical activity: http://health.gov/dietaryguidelines/2015/guidelines/appendix-2/.

Appendix 3. USDA food patterns: Healthy U.S. style eating pattern: http://health.gov/dietaryguidelines/2015/guidelines/appendix-3/.

Appendix 7. Nutrient goals for age-sex groups based on the Dietary Reference Intakes and the Dietary Guidelines recommendations: http://health.gov/dietaryguidelines/2015/guidelines/appendix-7/.

Appendix 10: Food sources of potassium: http://health.gov/dietaryguidelines/2015/guidelines/appendix-10/.

Appendix 13: Food sources of fiber: http://health.gov/dietaryguidelines/2015/guidelines/appendix-13/.

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