



**¡Buen
provecho!
Eat Well**

**The
Breakfast Club
Curriculum**

Healthy Eating Tips for Parents of Young Children

This curriculum was developed by the New York City Health Department's Center for Health Equity and the Fund for Public Health in New York. Funding for this project was provided by the Doris Duke Charitable Foundation. Lesson content was developed by Christina Dyer, MS, RD. We hope you find this curriculum fun, informative and easy to use.

We welcome your questions and comments. Please feel free to contact us at eatwell@health.nyc.gov.

2019 Edition



Table of Contents

ABOUT THE ¡BUEN PROVECHO! EAT WELL PROGRAM	3
ABOUT THE BREAKFAST CLUB CURRICULUM.....	3
SUPPLIES NEEDED.....	3
CURRICULUM MATERIALS AT A GLANCE	4

MODULE 1: FANTASTIC FOOD GROUPS

LESSON 1: MEET MYPLATE	8
LESSON 2: USING MYPLATE	12
LESSON 3: HELPING CHOOSEY EATERS.....	14
LESSON 4: PARTS OF THE PLANT.....	18
LESSON 5: WHOLE GRAINS	22

MODULE 2: FINDING HEALTHY CHOICES

LESSON 1: YELLOW LIGHT, GREEN LIGHT	34
LESSON 2: LOOKING AT FOOD LABELS.....	36
LESSON 3: IDENTIFYING SUGARY DRINKS	42
LESSON 4: BE A SODIUM DETECTIVE	50
LESSON 5: HEALTHY FOODS IN YOUR NEIGHBORHOOD.....	56

MODULE 3: ADVENTURES IN NEW FOODS

LESSON 1: CHOOSING A HEALTHY BREAKFAST	62
LESSON 2: CREATING A WEEKLY MENU.....	68
LESSON 3: COOKING WITH CHILDREN	70
LESSON 4: SNACKS ON THE GO	72
LESSON 5: TIPS FOR TRYING NEW FOODS	78

APPENDIX A: ADDITIONAL RESOURCES

TIPS FOR TRYING NEW FOODS.....	84
TIPS FOR SUCCESSFUL FAMILY MEALS	85
TIPS FOR CHOOSING HEALTHY BEVERAGES.....	86
TIPS FOR SMART SNACKING.....	87
TIPS FOR SAVING MONEY ON FOOD	88

Introduction

About the ¡Buen provecho! Eat Well Program

Healthy eating can help prevent and control diet-related diseases such as diabetes and heart disease. Many New Yorkers and schools have made and continue to make healthy eating a priority. In 2015, the New York City Department of Health and Mental Hygiene created the ¡Buen provecho! Eat Well Program to support schools in East Harlem that want to improve access to healthier foods.

The ¡Buen provecho! Eat Well program consists of student education, as well as parent education and coupons to access fresh fruits and vegetables through The Breakfast Club. The Breakfast Club is a free, weekly hot breakfast during which parent coordinators provide nutrition education to parents in an interactive way. Weekly coupons are distributed to parents to help with the purchase of a weekly Fresh Food Box. Teachers of Pre-K through 1st grade classes simultaneously conduct the Eating Healthy for Success nutrition education curriculum.

About the Breakfast Club Curriculum

The Breakfast Club Curriculum consists of three modules designed for flexible implementation by parent coordinators throughout the school year. Each module contains five lessons to help parents make healthier food choices for their young children. Each lesson consists of an Introduction, Activity, Optional Discussion and Take Away section. Lessons are designed to be approximately 30 minutes in length. Media options, recipes and necessary handouts can be found at the end of each lesson. A complete list of materials provided with each module can be found on Page 4.

Additional tips for challenging child food issues, such as trying new foods, can be found in Appendix A. Use these resources for additional background knowledge to facilitate the lessons.

Supplies Needed:

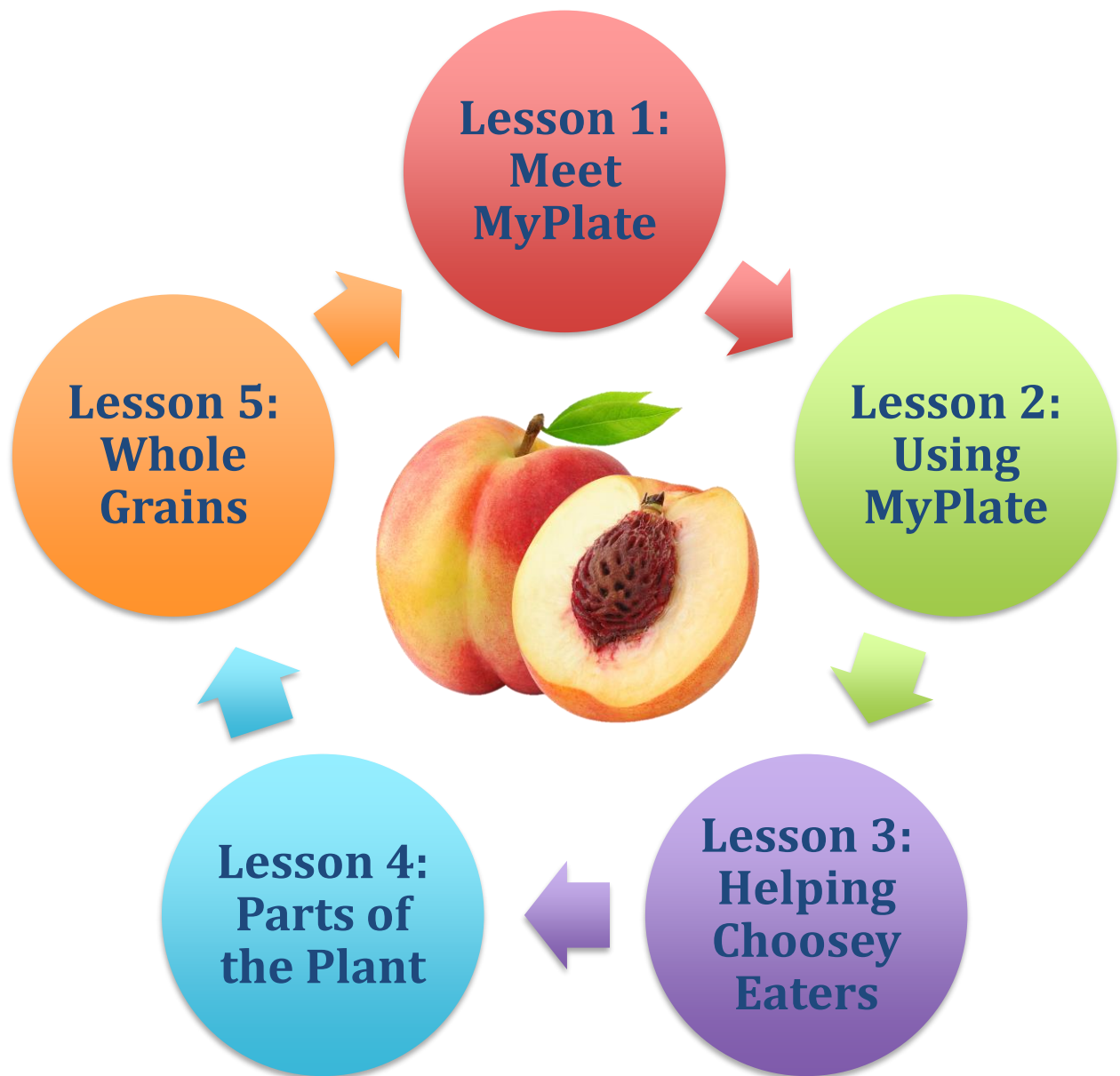
- Nametags and pens
- Laptop, screen and projector (if using media options)
- Copies of applicable handouts for each participant (as listed for each lesson)
- Other supplies (as listed for each lesson)

Curriculum Materials at a Glance

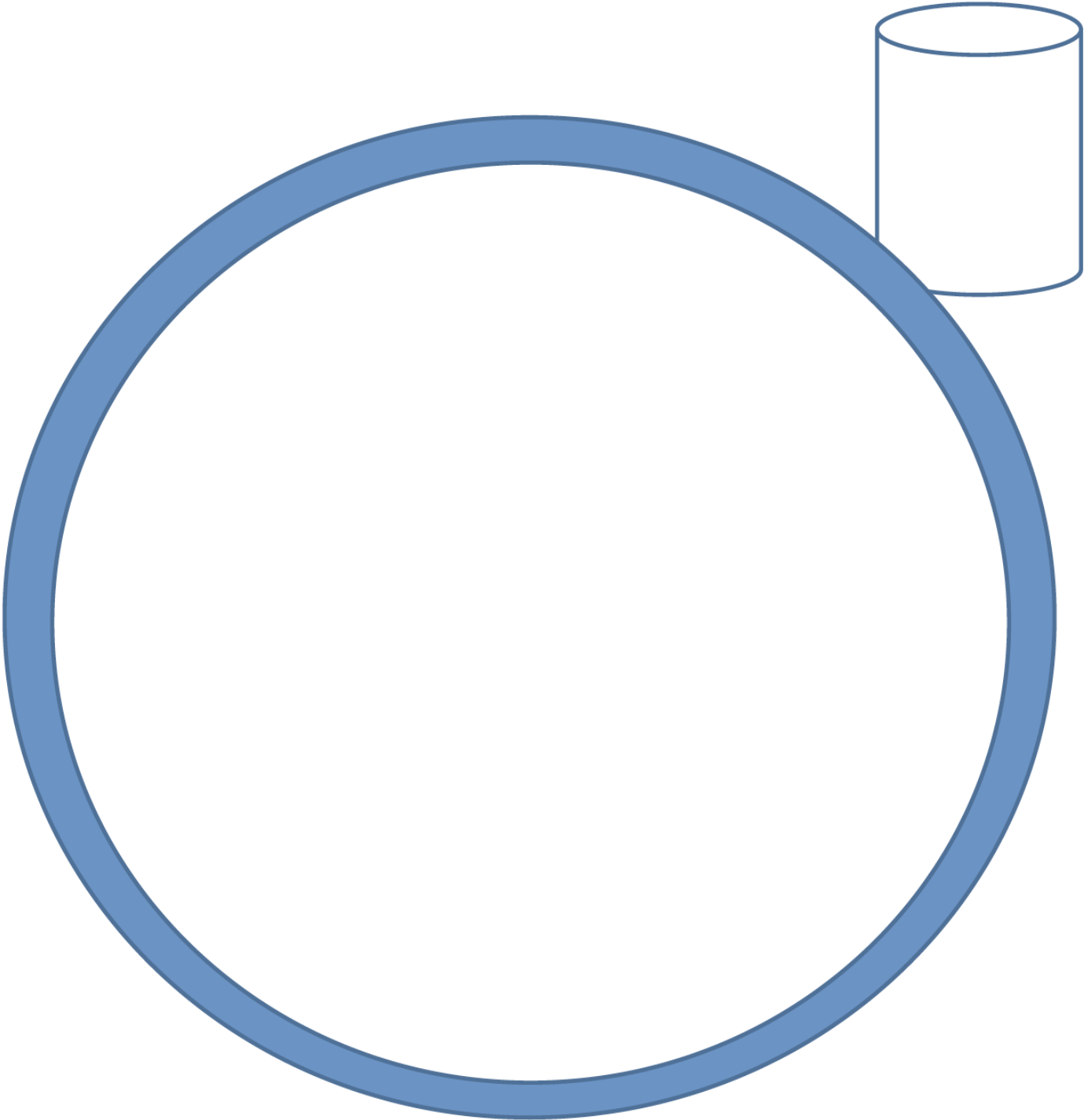
Use the chart below for a list of materials provided for each lesson.

Module 1: Fantastic Food Groups					
	Lesson 1 Meet MyPlate	Lesson 2 Using MyPlate	Lesson 3 Helping Choosey Eaters	Lesson 4 Parts of the Plant	Lesson 5 Whole Grains
In Class Materials	Picture of MyPlate Blank Creating MyPlate	My Plate Planner handout (English , Spanish)	Tips for Helping Choosey Eaters	Pictures of Vegetables	Pictures of Whole-Grains Whole-Grain Seed Diagram
Suggested Recipes	Cucumbers recipe, (English , Spanish)	Black Beans recipe (English , Spanish)	Apples recipe (English , Spanish)	Braising Greens recipe (English , Spanish)	Fried Rice recipe (English , Spanish)
Take Away Materials	Easy Ways to Choose Healthy Portions	Easy Ways to Build a Healthy Meal	10 Tips: Kid-Friendly Veggies and Fruits	Easy Ways to Eat the Whole Plant	Choosing Whole Grain Foods
Media Options	MyPlate, MyWins: What's Your Healthy Eating Style?	MyPlate, MyWins: Meet Shelley	Tips for Feeding Picky Eaters	What Parts of the Plant Do We Eat?	Whole Grains: Why and Hows
Module 2: Finding Healthy Choices					
	Lesson 1 Yellow Light, Green Light	Lesson 2 Looking at Food Labels	Lesson 3 Identifying Sugary Drinks	Lesson 4 Be a Sodium Detective	Lesson 5 Healthy Foods in Your Neighborhood
In Class Materials	Sticky Notes	Sample Food Labels	Nutrition Facts Labels for Sweetened Beverages	Sodium Food Labels	Shopping Healthy
Suggested Recipes	Broccoli recipe (English , Spanish)	Chickpeas recipe (English , Spanish)	Fruit Infused Water recipe (English , Spanish)	Beets recipe (English , Spanish)	Peppers recipe (English , Spanish)
Take Away Materials	Easy Ways to Add More Fruits and Vegetables to Your Meal	Use the Nutrition Facts Label	Every Sip Adds Up	Easy Ways to Cut the Salt	MyPlate, MyWins: Enjoying Local Foods
Media Options	MyPlate, MyWins: Meet Rocio	How to Read Nutrition Labels	What would happen if you didn't drink water?	Salt Shakedown: How to Avoid Hidden Sodium at the Grocery Store	GrowNYC: Using EBT at NYC Farmers Markets
Module 3: Adventures in New Foods					
	Lesson 1 Choosing a Healthy Breakfast	Lesson 2 Creating a Weekly Menu	Lesson 3 Cooking with Children	Lesson 4 Snacks on the Go	Lesson 5 Tips for Trying New Foods
In Class Materials	Breakfast Food Pictures	My Plate Planner (Spanish)	True/False signs	Pictures of Snack Foods Snack Food Labels	Trying New Foods
Suggested Recipes	Peanut Butter Banana Smoothie recipe	Spinach recipe (English , Spanish)	Sweet Potato recipe (English , Spanish)	Crunchy Berry Parfait recipe (Spanish)	Stuffed Bell Pepper recipe (English , Spanish)
Take Away Materials	Healthy Breakfast Ideas	MyPlate, MyWins Tips: Meal Planning Made Easy	Getting Kids in the Kitchen (Spanish)	MyPlate Snack Tips for Parents	Choose Your Healthy Adventure handout (Spanish)
Media Options	Choosing a Healthy Breakfast	Between Two Plates: Shopping List Public Health Solutions	Team Nutrition Cooks! Corn and Zucchini Pancakes	MyPlate, MyWins: Snacks	What's Cooking? USDA Mixing Bowl!

Module 1: Fantastic Food Groups



Creating MyPlate



Lesson Itinerary

Introduction—5 min

- Healthy foods you like to eat

Activity—10 min

- Creating MyPlate

Optional Discussion—10 min

- MyPlate MyWins video
- How to make half your plate fruits and vegetables

Take Away—5 min

- Cucumber recipe and Easy Ways to Choose Healthy Portions handout

Objectives

Participants will:

- Become familiar with MyPlate
- Feel confident naming how fruits and vegetables can fit into a MyPlate meal

Supplies

1. Nametags and pens
2. [Picture of MyPlate](#)
3. Creating MyPlate handout (Page 10)
4. [Easy Ways to Choose Healthy Portions](#) handout
5. Cucumbers recipe, ([English](#), [Spanish](#))
6. Computer or projector and screen if playing video

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about the five food groups and MyPlate. To begin, we will start with a welcome activity. Please find a partner for this activity. With your partner, discuss these two questions:
 - What does a healthy meal look like?
 - What benefits do you experience when you eat healthy foods?
3. Say to participants:
 - Would anyone like to share what they discussed for question one?
 - Allow time for brief sharing. Accept and welcome all answers.

Activity

1. Show a picture of MyPlate. Ask:
 - Do you recognize the MyPlate icon? If so, where have you seen it?
 - What do you notice about the MyPlate icon?
2. Distribute the Creating MyPlate handout.
3. Ask the participants to take a few minutes to write or draw a picture of what they had for dinner last night (including beverages) on the plate. Ask the participants to share how their plate compares to the MyPlate icon and what they might change.

Optional Discussion

1. Play the media option if time permits.
2. Say to participants:
 - Did you notice that ½ the plate is fruits and vegetables? This reminds us that fruits and vegetables should be part of every meal in order to meet our dietary needs.
 - How can we serve fruits and vegetables at every meal or snack?
 - What ideas work best for you?
3. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Easy Ways to Choose Healthy Portions handout, Cucumbers recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[*MyPlate, MyWins:*](#)
[*What's Your Healthy Eating Style?*](#)

Tips to Try:

- Cut fresh fruit into slices (such as strawberries, kiwi, bananas, apples) to make it easier to eat.
- Add vegetables (such as tomatoes, bell peppers, spinach, onions and mushrooms) to scrambled eggs, egg whites or egg substitute.
- Use almost any vegetable as a sandwich topper. Try lettuce, raw spinach, tomatoes, bell peppers, cucumbers, avocados, onions, mushrooms, radishes, shredded carrots or cabbage.
- Broil, bake, grill, sauté or roast almost any vegetable and serve as a side dish.
- Chop fresh fruit (such as pineapple, mango, oranges, grapefruit and melon) for a delicious fruit salad.

Module 1 | Lesson 2
Fantastic Food
Groups

Using MyPlate

Lesson Itinerary

Introduction—5 min

- Challenges to serving healthy foods

Activity—10 min

- Easy Ways to Build a Healthy Meal

Optional Discussion—10 min

- My Plate, MyWins video
- Tips for offering balanced meals to children

Take Away—5 min

- Black Beans recipe and Easy Ways to Build a Healthy Meal handout

Objectives

Participants will:

- Become familiar with MyPlate
- Feel confident naming how healthy foods can fit into a MyPlate meal for children

Supplies

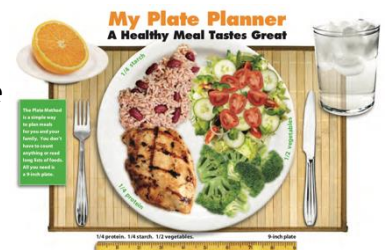
1. Nametags and pens
2. Chart paper and marker
3. My Plate Planner handout ([English](#), [Spanish](#))
4. [Easy Ways to Build a Healthy Meal](#) handout
5. Black Beans recipe ([English](#), [Spanish](#))
6. Computer or projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about how to create healthy meals for children using MyPlate. To begin, we will start with a welcome activity. As a group, we will discuss this question:
 - What is the biggest challenge for serving healthy foods to your children?
3. Allow time for brief sharing. Accept and welcome all answers. Write answers up on chart paper for all to see and discuss.

Activity

1. Distribute the My Plate Planner handout. Ask:
 - What do you notice about this plate?
 - How is it different than what your child's plate looks like?
 - What might you change?
2. Distribute the Easy Ways to Build a Healthy Meal handout. Ask the participants to take a few minutes to share in small groups or partners what foods they would use to build a healthy meal.
3. Ask the participants to share what ideas they have for creating healthy meals their child's plate.



Optional Discussion

1. Play the media option if time permits.
2. Say to participants:
 - Did you notice which food groups are represented in the meal on the My Plate Planner picture? Four of the five food groups are represented:
 - Vegetables: lettuce and broccoli
 - Fruit: oranges
 - Protein: beans and chicken
 - Grains: rice
 - A balanced meal has a variety of foods from most of the food groups. What do you think about this meal?
 - What can you do to offer your child more meals with most of the food groups like the My Plate Planner picture?
3. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Black Beans recipe, Easy Ways to Build a Healthy Meal handout and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[MyPlate, MyWins:](#)
[Meet Shelley](#)

Tips to Try:

- Plan your family meals. Think about meals, snacks and beverages you will serve throughout the week.
- Stock your kitchen. Select foods that you can make and serve quickly on busy days, such as: canned beans and fish, canned low-salt or low-sodium vegetables or soups, whole-grain pasta, tortillas, brown rice and quick-cooking oats.
- Offer a new vegetable with a favorite pasta or rice that they already love. Children are more likely to accept a new food when offered with another food they already know and like.
- Make it fun. Children love different shapes, textures and colors. Cut vegetables into different shapes (sticks, coins, trees).

TIPS FOR HELPING CHOOSEY EATERS

It's normal if your child does not want to try new foods right away.

Use this checklist to help your child try new foods.



- Let your child decide which healthy foods to eat.
- Eat meals without watching the TV or a smartphone.
- Make food fun by cutting fruits and vegetables into different shapes.
- Add variety by serving vegetables in different ways (raw, cooked, sautéed, baked or with healthy dips).
- Be patient, not pushy.
- Have meals with your child, where you eat the same food, as often as possible.
- Let your child practice serving themselves at mealtime.
- Make meals a positive experience.
- Cook with your child.

CONSEJOS DE AYUDA PARA COMENSALES EXIGENTES

Es normal que sus hijos no quieran probar nuevos alimentos de inmediato.

Utilice esta lista para ayudar a sus hijos a probar nuevos alimentos.



- Deje que sus hijos decidan qué tipo de alimentos saludables deben consumir.
- Apague la televisión y el teléfono móvil a la hora de comer.
- Corte las frutas y verduras en distintas formas para hacer las comidas más divertidas.
- Sirva las verduras de diferentes maneras (crudas, cocidas, salteadas, asadas o con salsas saludables) para hacer las comidas más variadas.
- No insista, sea paciente.
- Coma en compañía de sus hijos los mismos alimentos, tan seguido como le sea posible.
- Deje que sus hijos se sirvan solos a la hora de la comida.
- Haga de las comidas una experiencia positiva.
- Cocine con sus hijos.

Helping Choosey Eaters

Lesson Itinerary

Introduction—5 min

- Childhood food memories

Activity—10 min

- Tips for Choosey Eaters handout

Optional Discussion—10 min

- Tips for Feeding Picky Eaters video
- Helping children learn about new foods

Take Away—5 min

- Apple recipe and 10 Tips: Kid-Friendly Veggies and Fruits handout

Objectives

Participants will:

- Name tips and strategies for helping picky eaters expand their food choices
- Feel confident naming which strategies can make new foods fun

Supplies

1. Nametags and pens
2. Tips for Helping Choosey Eaters handout (Page 16)
3. [10 Tips: Kid-Friendly Veggies and Fruits](#)
4. Apples recipe ([English](#), [Spanish](#))
5. Projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about discussing tips and strategies for helping choosey eaters. To begin, we will start with a welcome activity. As a group, we will discuss this question:
 - Think back to when you were a child. Think of a funny or distasteful food experience that happened to you as a child.
 - Would anyone like to share your experience?
3. Allow time for brief sharing. Accept and welcome all answers. Most of the stories will revolve around one of two issues: being forced to eat a food you don't want or being forced to eat more food that you want (clean your plate).
4. Say to participants: As children, you may have had the experience of a well-meaning adult forcing you to eat food you did not want because it was "good for you."
 - Forcing a child to eat healthy foods when they don't want to can make them dislike that food even more. This experience can also lead to the child having negative associations or memories of that food.
 - We know that there are many positive ways we can help children try and like healthy foods, without forcing them to eat.

Activity

1. Distribute the Tips for Helping Choosey Eaters handout (Page 15). Ask the participants to take a few minutes to look over the checklist.
2. Ask the participants to share which they are already using and which they want to try.

Optional Discussion

1. Play the media option if time permits.
2. Say to participants:
 - What is your favorite additional approach to helping your child learn about new foods?
3. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute 10 Tips: Kid-Friendly Veggies and Fruits, Apples recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[*Tips for Feeding Picky Eaters*](#)

Tips to Try:

- Read books and stories about food. Talk to your child about how the food might taste, then try them together.
- Introduce only one new food at a time with foods that are well liked by the child to assist them in liking the new food.
- Explore food. Allow children to touch, feel or mix their food together.
- Talk about how loud they crunch and the shapes and textures of the foods. This is how children learn about food.
- With your child, visit a farmers’ market or garden to explore where foods come from and how they grow.
- Have your child be a kitchen helper. Let them add ingredients, scrub veggies or help stir food.

Parts of the Plant

Lesson Itinerary

Introduction—5 min

- Trying new vegetables

Activity—10 min

- Identifying parts of the plant we eat

Optional Discussion—10 min

- What Parts of the Plant Do We Eat? video
- Easy vegetable side dishes

Take Away—5 min

- Recipe and handout

Objectives

Participants will:

- Identify parts of the plant we eat
- Feel confident naming vegetables to prepare at home

Supplies

1. Nametags and pens
2. Pictures of vegetables (Page 20)
3. Six pieces of paper and a marker for parts of the plant labels
4. Braising Greens recipe ([English](#), [Spanish](#))
5. [Easy Ways to Eat the Whole Plant](#)
6. Computer or projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about parts of the plant and eating more vegetables.
3. Give each person a picture of a vegetable. Ask participants to discuss with a partner if they have tried the vegetable and if so, how it was cooked.
4. Allow time for brief sharing. Come together as a larger group. Accept and welcome all answers.

Activity

1. Write out the following words with marker, each on a separate piece of paper: Roots, Stems, Leaves, Fruits, Seeds and Flowers. Place along the table. Say to participants:
 - We can help our children eat more vegetables, by exploring how vegetables grow. Plants have different parts: roots, stems, seeds, leaves, flowers and fruit.
 - The vegetables we eat can be ANY part of the plant, but fruits we eat are ONLY the fruit of the plant. *Teacher Note: Some foods, such as tomatoes, squash, cucumbers and peppers, are botanically the “fruit” of the plant, but are classified as vegetables due to their nutrient composition.*
 - As a group, let’s put our vegetable pictures into the correct plant part category.

Activity, Continued

2. Allow the group a few minutes to place the pictures in the correct category. Use the list below for help.
 - Roots: carrots, onions, potatoes
 - Stems: asparagus, celery
 - Seeds: corn, peas
 - Leaves: lettuce, cabbage, spinach
 - Flowers: broccoli, cauliflower
 - Fruit: tomatoes, squash, peppers

Optional Discussion

1. Play the media option if time permits.
2. Say to participants: What is your favorite way to serve and eat vegetables with your family?
3. As a group, have participants create a list of favorite vegetable dishes for all the days of the week. Use the list on this page for help.

Take Away

1. Distribute Braising Greens recipe, Easy Ways to Eat the Whole Plant handout and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:

[What Parts of the Plant Do We Eat?](#)

Easy Vegetable Dishes

- Add almost any vegetable to quesadillas, casseroles, soups, tacos, eggs and pizza.
- Make a leaf lettuce salad with your favorite vegetable add-ins: tomatoes, cucumber, corn, avocado, etc.
- Bake vegetables (like broccoli, cauliflower zucchini and potatoes) sprinkled with a little cheese
- Make raw salads with corn, grated beets or cabbage
- Mix a vegetable with something your child already loves, like pasta or rice
- Cut vegetables into different shapes and serve with a dip



Lettuce



Asparagus



Carrots



Broccoli



Squash



Sweet Potatoes



Bell Peppers



Peas

Refined Grains vs. Whole Grains

ENDOSPERM

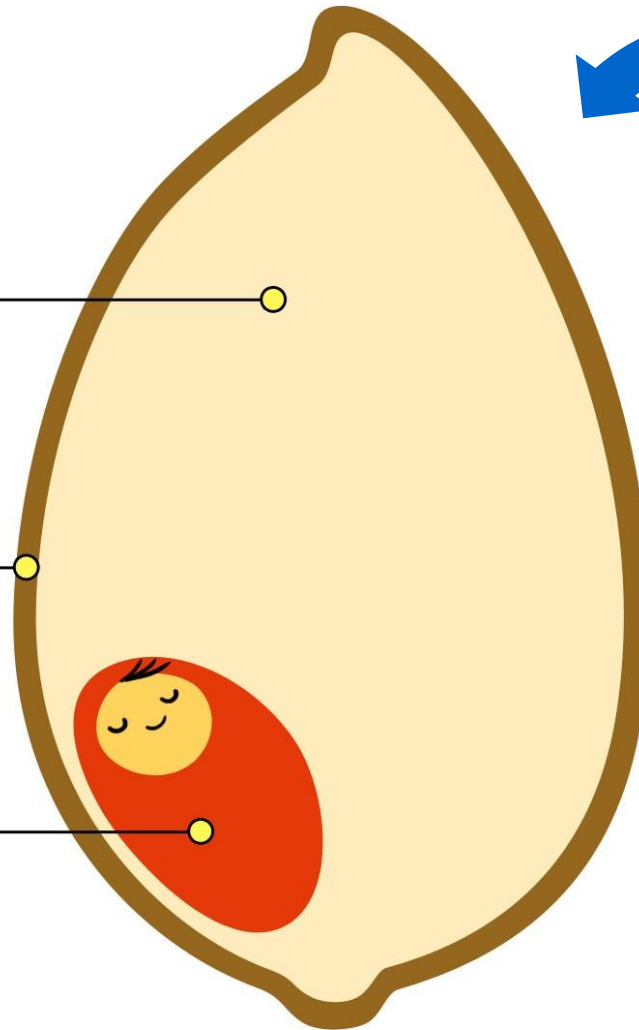
Carbohydrates
Protein (Gluten)

BRAN

Vitamins, minerals,
fiber

GERM

Vitamins, minerals,
healthy fats



Refined Grains are Enriched

Some vitamins and minerals added back.

No fiber or healthy fats added back.

Crackers

Ingredients:

Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamine Mononitrate {Vitamin B1}, Riboflavin {Vitamin B2}, Folic Acid), Soybean Oil, Sugar, Partially Hydrogenated Cottonseed Oil, Salt, Leavening (Baking Soda and/or Calcium Phosphate), High Fructose Corn Syrup, Soy Lecithin (Emulsifier), Natural Flavor, Cornstarch.



Pasta

Ingredients:

Durum Wheat Semolina, [(Enriched with Iron (Ferrous Sulfate) and B Vitamins (Niacin, Thiamin Mononitrate, Riboflavin, Folic Acid)].



Breakfast Cereal

Ingredients:

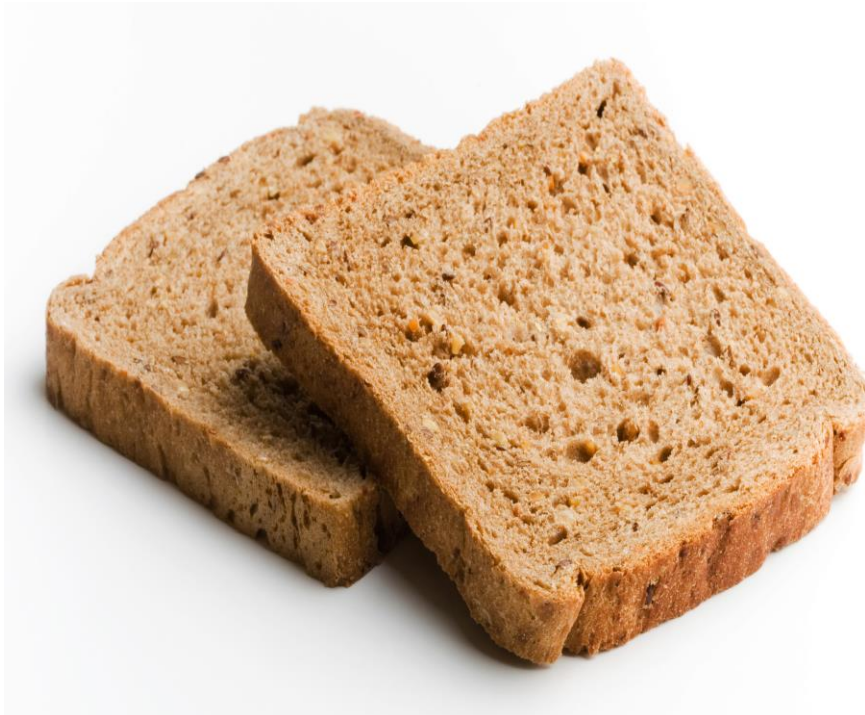
Whole Grain Oat Flour (Includes the Oat Bran), Wheat Starch, Sugar, Modified Corn Starch, Oat Fiber, Salt, Oat Extract, Dicalcium Phosphate, Tripotassium Phosphate, Calcium Carbonate, BHT (a Preservative). Vitamins and Minerals: Sodium Ascorbate (Vitamin C), Iron and Zinc (Mineral Nutrients), Niacinamide, Thiamin Mononitrate (Vitamin B1), Pyridoxine Hydrochloride (Vitamin B6), Riboflavin (Vitamin B2), Vitamin A Palmitate, Folic Acid, Vitamin B12, Vitamin D



Wheat Bread

Ingredients:

Unbleached Enriched Wheat Flour (Flour, Malted Barley, Niacin, Iron, Thiamin Mononitrate, Riboflavin, Folic Acid), Water, Yeast, Whole Wheat Flour, Honey, Sugar, Wheat Gluten, Wheat Bran, Soybean Oil (Non-Hydrogenated), Salt, Contains 2% or Less of each of the Following: Cultured Whey, Dough Conditioners (Ethoxylated Mono-Diglycerides, Sodium Stearoyl Lactylate, Distilled Monoglycerides, Calcium Peroxide, Ascorbic Acid, Azodicarbonamide, Enzymes), Calcium Carbonate, Yeast Nutrients (Monocalcium Phosphate, Ammonium Sulfate), Calcium Sulfate, Soy Flour, Vinegar, Soy Lecithin.



Brown Rice

Ingredients:
Brown rice.



Instant Oatmeal

Ingredients:

Oats, water.



Lesson Itinerary

Introduction—5 min

- Sorting game

Activity—10 min

- Choosing Whole Grain Foods handout

Optional Discussion—10 min

- Whole Grains: Whys and Hows video
- New ways to eat whole grains

Take Away—5 min

- Recipe

Objectives

Participants will:

- Name whole grain foods that they would like to try
- Identify one strategy for eating more whole grains

Supplies

1. Nametags and pens
2. Picture of grain seed (Page 24)
3. Grain Group Pictures (Page 26) or empty packages of whole and refined grains
4. [Choosing Whole Grain Foods](#) handout
5. [Fried Rice](#) recipe ([Spanish](#))
6. Computer or projector and screen if showing [video](#)

Introduction

1. Before starting the session, gather Grain Group pictures or empty packages of whole grain foods (such as oatmeal, 100% whole-wheat bread and brown rice) and refined grains (such as white bread, pasta and sugary refined cereal).
2. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
3. Say to participants: Today we are going to talk about whole grains. Show a picture of a whole grain seed.
4. Say to participants: We hear a lot about eating more whole grains, but not all grains are the same. What do you see in this picture of a grain seed? Allow a few minutes for participants to share what they see with the group.
5. Say to participants: A whole grain includes the entire grain kernel – the bran, germ and endosperm. 100% of the original kernel must be present to qualify as a whole grain. The red “X” on the picture identifies what is removed during refinement.

Activity

1. Divide the class into partners or groups and distribute a Grain Group picture to each group/partner. Ask groups/partners to sort them into two categories: whole grain or refined grain.
2. Ask participants to share why they think each food fits into the category they picked.

Activity, continued

3. Distribute the Choosing Whole Grain Foods handout. Ask participants to find one new thing they want to try at home and share as a group.

Optional Discussion

1. Show media option if time permits.
2. Ask participants to name whole grains they like to eat. Examples of whole grains include:
 - 100% Whole-Wheat Flour - used to make whole grain products such as breads, pastas, cereals and tortillas
 - Oats - used to make oatmeal, cereals and bread products
 - Brown rice
 - Bulgur (cracked wheat)
 - Barley
 - Whole cornmeal
 - Popcorn
 - Quinoa
 - Buckwheat
3. Say to participants: What is your favorite way to eat whole grains?
4. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Cheesy Broccoli Rice Squares recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

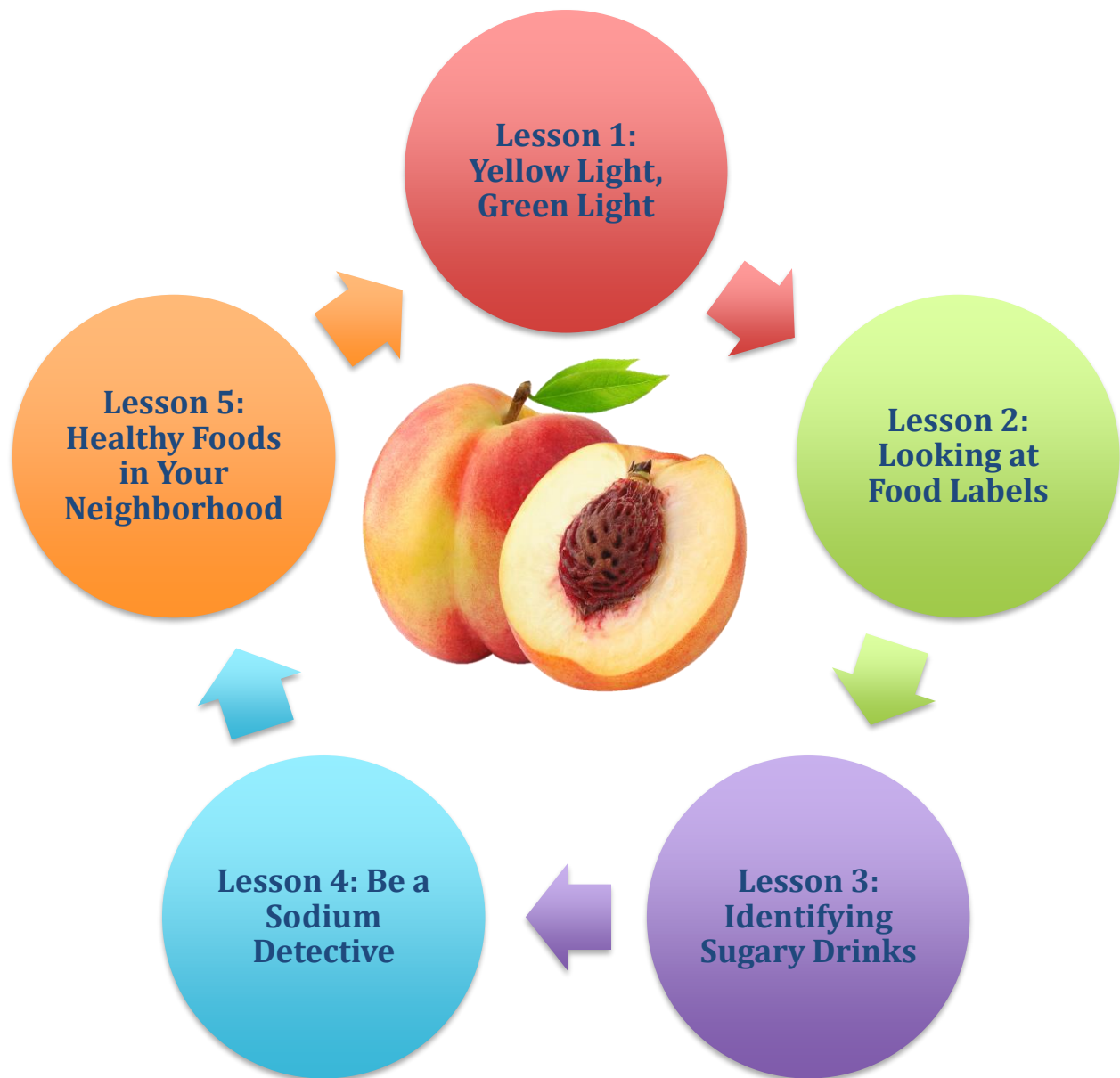
Tips to Try:

- Try using brown rice stuffing in baked green peppers or tomatoes and whole-wheat macaroni in macaroni and cheese.
- Create a whole-grain pilaf with a mixture of barley, wild rice, brown rice, broth and spices.
- Try whole-wheat or oat flour for up to half of the flour in pancake, waffle, muffin or other flour-based recipes
- Use crushed whole-grain cereal as breading for chicken, fish or eggplant parmesan. Whole grains have higher amounts of healthy fats, vitamins, minerals and fiber than refined grains, so try to eat them as often as possible.

Media Option:

[Whole Grains: Whys and Hows](#)

Module 2: Finding Healthy Foods



Yellow Light, Green Light

Lesson Itinerary

Introduction—5 min

- Sticky notes

Activity—10 min

- Green and Yellow Light Foods

Optional Discussion—10 min

- MyPlate MyWins video
- Ways to purchase and serve more Green Light foods

Take Away—5 min

- Recipe and handout

Objectives

Participants will:

- Name foods that fit into the Green and Yellow Light categories
- Feel confident naming where they can find healthy foods

Supplies

1. Nametags and pens
2. Chart paper and marker
3. Tape
4. Sticky notes
5. [Easy Ways to Add More Fruits and Vegetables to Your Meal](#) handout
6. Broccoli recipe ([English](#), [Spanish](#))
7. Computer or projector and screen if playing [video](#)

Introduction

1. Before starting the session, write “Green Light Foods” on a large piece of chart paper and tape to the wall. On a second piece of large chart paper, write “Yellow Light Foods” and tape to the wall.
2. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
3. Say to participants: Today we are going to talk about healthy food choices. On two sticky notes, write your child’s favorite healthy food and your child’s favorite unhealthy food. When you are finished, place the sticky note on the corresponding chart paper. We will discuss these in a moment.

Activity

1. Say to participants: One of the best ways to eat healthier is to first know which foods are the best foods to eat every day. Thinking of foods as “Green Light” or “Yellow Light” foods can help guide our food choices.
 - **Green Light** foods means “go” or okay to eat every day. Fruits, vegetables, lean proteins (like chicken, beans and fish) and whole grains are examples of Green Light foods.
 - **Yellow Light** foods means “slow down” and use caution. These are foods that we should eat less often or in smaller portions. Fried foods (such as French fries, donuts and chips) and high-sugar foods (such as cookies, cakes, ice cream and sodas) are examples of Yellow Light foods.

Activity, Continued

2. Ask the group to look at the sticky notes on the chart paper for each group. Work together to add to the list. Write suggestions for additional Yellow and Green Light foods on the chart paper.

Optional Discussion

1. Play media option if time permits.
2. Discuss ways to purchase and serve more Green Light foods. Say to participants:
 - Where can you shop for Green Light foods?
 - How can you swap Yellow Light foods for more Green Light foods for your family?
3. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Easy Ways to Add More Fruits and Vegetables to Your Meal handout, Broccoli recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[MyPlate, MyWins: Meet Rocio](#)

Tips to Try:

- Don't keep sweets, such as candy, pastries or cookies in the house. Instead, stock up on fresh and canned fruit (in 100% juice) for a sweet treat.
- Use frozen fruit and 100% juice to make your own ice-pops for a cool treat.
- Shop the outside perimeter of your grocery store to find healthy foods such as fresh produce, low-fat dairy foods and whole-grain breads.
- If you are craving something salty, try carrots or celery with a low-fat salad dressing dip or a handful of nuts or seeds instead of chips.

Looking at Food Labels

Lesson Itinerary

Introduction—5 min

- Sample food labels

Activity—10 min

- Identifying key nutrients

Optional Discussion—10 min

- How to Read Nutrition Labels video
- Using food labels to find healthier foods

Take Away—5 min

- Recipe

Objectives

Participants will:

- Identify important nutrients on a food label
- Feel confident naming which nutrients are important for identifying healthier food options

Supplies

1. Nametags and pens
2. Highlighters
3. Sample food labels (Page 38)
4. Use the Nutrition Facts Label handout (Page 40)
5. Chickpeas recipe ([English](#), [Spanish](#))
6. Computer, projector and screen if playing [video](#)

Introduction

1. Before participants enter the session, set out a variety of sample food labels (Page 63) for discussion.
2. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
3. Say to participants: Today we are going to talk about food labels. To begin, we will start with a welcome activity. As a group, we will examine these sample food package labels and discuss the question:
 - What do you look for on food labels to help you determine if the food is healthy?
4. Allow time for brief sharing. Accept and welcome all answers.
5. Say to participants: One of the first steps in stocking healthy foods in your kitchen is understanding how to read the Nutrition Facts label. The nutrient content of foods can vary by flavor, brand and package size, so knowing how to find this information is important.

Activity

1. Distribute the Use the Nutrition Facts Label handout.
2. Ask participants to look at the sample food labels in small groups. Using the handout as a guide, find these items: ingredients list, serving size, calories per serving, grams of fiber, grams of sugar and milligrams of salt.
3. Discuss why these items are important for identifying healthy foods.

Module 2 | Lesson 2

Finding Healthy Choices

Teacher Note: In 2020 a newly designed Nutrition Facts label will be on packages! The new label will have easier to read information, added sugars and updated Daily Values and many more improvements. Read more information about the changes coming for Nutrition Facts label [here](#).

Optional Discussion

1. Play media option if time permits.
2. Say to participants:
 - The ingredients list is the first and most important place to look on a food label. Look for foods with a short ingredient list, with simple ingredients that you can pronounce.
 - How can we use food labels to help us buy healthier foods for our children?
3. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Chickpeas recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[How to Read Nutrition Labels](#)
[- The WIC Show](#)

Tips to Try:

- Read food labels in the grocery store. Aim for foods with minimal ingredients on the food label.
- Watch for sugar in the ingredients list. It can be in many forms: dextrose, sucrose, fructose, honey, agave and corn syrup.
- Help your child be a “food label detective.” Read food labels together and identify important nutrients. Make it a fun game to find how many grams of sugar or fiber are listed on the package.

Sample Food Labels



Baby Carrots

Nutrition Facts

Serving Size Baby Carrots, About 8 (85 g)
Servings per container 1

Amount Per Serving		Calories from Fat 1
		% Daily Value*
Total Fat 0g		0%
Saturated Fat 0g		0%
Trans Fat		
Cholesterol 0mg		0%
Sodium 66mg		3%
Total Carbohydrate 7g		2%
Dietary Fiber 2g		10%
Sugars 4g		
Protein 1g		
Vitamin A	234% • Vitamin C	4%
Calcium	3% • Iron	4%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com



Peanut Butter Cups

Nutrition Facts

Serving Size Peanut Butter Cups (45 g)
Servings per container 1 package

Amount Per Serving		Calories from Fat 124
		% Daily Value*
Total Fat 14g		21%
Saturated Fat 5g		24%
Trans Fat 0g		
Cholesterol 3mg		1%
Sodium 141mg		6%
Total Carbohydrate 25g		8%
Dietary Fiber 2g		6%
Sugars 21g		
Protein 5g		
Vitamin A	1% • Vitamin C	0%
Calcium	4% • Iron	3%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com

Sample Food Labels

Pretzel Twists



Nutrition Facts	
Serving Size Pretzels, salted, 10 twists (60 g)	
Amount Per Serving	
Calories 229	Calories from Fat 18
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 0g	2%
Trans Fat	
Cholesterol 0mg	0%
Sodium 1029mg	43%
Total Carbohydrate 48g	16%
Dietary Fiber 2g	7%
Sugars	
Protein 5g	
Vitamin A 0% • Vitamin C 0%	
Calcium 2% • Iron 6%	
*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 80g
Sat Fat	20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 • Protein 4
©www.NutritionData.com	

Beef Frank



Nutrition Facts	
Serving Size Beef Frank, 1 serving (45 g) Servings per container 8	
Amount Per Serving	
Calories 147	Calories from Fat 123
% Daily Value*	
Total Fat 14g	21%
Saturated Fat 6g	28%
Trans Fat	
Cholesterol 25mg	8%
Sodium 461mg	19%
Total Carbohydrate 1g	0%
Dietary Fiber 0g	0%
Sugars 1g	
Protein 5g	
Vitamin A 0% • Vitamin C 0%	
Calcium 0% • Iron 3%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
©www.NutritionData.com	

Utilice la etiqueta de información nutricional para ver los nutrientes principales

La etiqueta de información nutricional se basa en UNA porción, pero muchos paquetes contienen más. Revise el tamaño por porción para saber cuántas raciones está consumiendo realmente.

Asegúrese de revisar la cantidad de sodio. La mayoría del sodio que consumimos proviene de alimentos envasados y preparados.

Aspire a alcanzar un valor diario de fibra del 20% o más por porción. La fibra puede ayudar a reducir el riesgo de enfermedad del corazón y a mejorar la digestión.

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container about 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Proteins 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%
* 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

1 Porción

2 Cantidad de calorías

3 Limite estos nutrientes

4 Consuma la cantidad suficiente de estos nutrientes

5 Porcentaje (%) de valor diario

Nota al pie con valores diarios

For educational purposes only. This label does not meet the labeling requirements described in 21 CFR 101.9.

Consejo: Utilice la etiqueta de información nutricional para comparar opciones de alimentos.

Las etiquetas de los alimentos le indican el contenido nutricional de un alimento. Leer la etiqueta de información nutricional le permite comparar diferentes alimentos para elegir la opción más saludable.

Use the Nutrition Facts Label to Find Key Nutrients

The Nutrition Facts Label information is based on ONE serving, but many packages contain more. Look at the serving size for how many servings you are actually eating.

Be sure to look for the amount of sodium. Much of the sodium in what we eat comes from packaged and prepared foods.

Aim for 20% DV or more of fiber per serving. Fiber can help reduce the risk of heart disease and improve digestion.

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container about 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
<i>Trans</i> Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Proteins 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%
* 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

1 **Serving Size**

2 **Amount of Calories**

3 **Limit these Nutrients**

4 **Get Enough of these Nutrients**

5 **Percent (%) Daily Value**

6 **Footnote with Daily Values (DVs)**

For educational purposes only. This label does not meet the labeling requirements described in 21 CFR 101.9.

Tip: Use the Nutrition Facts label to compare food choices.

Food labels tell you the nutritional content of a food item. You can compare two different items by using the Nutrition Facts label to choose the healthier option.

Nutrition Facts			
Serving Size Soda 20 ounces (615 g)			
Servings per container 1			
Amount Per Serving			
Calories 246		Calories from Fat 1	
		% Daily Value*	
Total Fat 0g			0%
Saturated Fat 0g			0%
Trans Fat 0g			
Cholesterol 0mg			0%
Sodium 55mg			2%
Total Carbohydrate 62g			21%
Dietary Fiber 0g			0%
Sugars 55g			
Protein 0g			
Vitamin A	0%	Vitamin C	0%
Calcium	1%	Iron	4%

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

©www.NutritionData.com

Nutritional data and images courtesy of nutritiondata.com.

Nutrition Facts			
Serving Size Sweet Tea 20 fl oz (613 g)			
Servings per container 1			
Amount Per Serving			
Calories 239		Calories from Fat 0	
% Daily Value*			
Total Fat 0g			0%
Saturated Fat 0g			0%
Trans Fat 0g			
Cholesterol 0mg			0%
Sodium 25mg			1%
Total Carbohydrate 60g			20%
Dietary Fiber 0g			0%
Sugars 59g			
Protein 0g			
Vitamin A	0%	Vitamin C	0%
Calcium	2%	Iron	0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
©www.NutritionData.com			

Nutritional data and images courtesy of nutritiondata.com.

<h1>Nutrition Facts</h1>	
Serving Size Chocolate Milk 1 cup (250 g)	
Servings per container 1	
<hr/>	
Amount Per Serving	
Calories 157	Calories from Fat 22
<hr/>	
% Daily Value*	
Total Fat 3g	4%
<hr/>	
Saturated Fat 2g	8%
<hr/>	
Trans Fat	
<hr/>	
Cholesterol 8mg	3%
<hr/>	
Sodium 152mg	6%
<hr/>	
Total Carbohydrate 26g	9%
<hr/>	
Dietary Fiber 1g	5%
<hr/>	
Sugars 25g	
<hr/>	
Protein 8g	
<hr/>	
Vitamin A 10%	Vitamin C 4%
<hr/>	
Calcium 29%	Iron 3%
<hr/>	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
©www.NutritionData.com	

Nutritional data and images courtesy of nutritiondata.com.

Nutrition Facts

Serving Size Fruit Juice Drink

1 drink box - 8 fl. ounces (248 g)

Servings per container 1

Amount Per Serving

Calories 117

Calories from Fat 0

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 94mg 4%

Total Carbohydrate 30g 10%

Dietary Fiber 0g 2%

Sugars 28g

Protein 0g

Vitamin A 1% • Vitamin C 122%

Calcium 2% • Iron 1%

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

©www.NutritionData.com

Identifying Sugary Drinks

Lesson Itinerary

Introduction—5 min

- Sticky notes

Activity—10 min

- Identifying sugary drinks

Optional Discussion—10 min

- What would happen if you didn't drink water? media option
- Benefits of water and low-fat unflavored milk

Take Away—5 min

- Recipe and handout

Objectives

Participants will:

- Identify sugar on a food label.
- Feel confident naming sugar sweetened beverages.

Supplies

1. Pens and highlighters
2. Nutrition Facts Labels for Sweetened Beverages (Page 44)
3. Clear plastic cup, plastic spoon, small resealable bag filled with sugar
4. Calculator or smart phone with calculator
5. [Every Sip Adds Up](#) handout
6. Fruit Infused Water recipe ([English](#), [Spanish](#))
7. Computer or project and screen if playing [video](#)

Introduction

1. As participants enter the session, ask them to participate in the following welcome activity.
2. Say to participants:
 - On a sticky note, write down what type of drinks your child drinks throughout the day. Be sure to include breakfast, lunch and dinner and to and from school. We will discuss this later in the session.
3. Allow a few minutes for them to complete, then ask participants: What are some sugary drinks that you can name? If they need help, tell them that sugary drinks have added sugars such as soda, sweetened tea, fruits drinks, coffee drinks, sports drinks and flavored milks.

Activity

1. If participants have a phone with a calculator, ask them to use it for this activity.
2. Show a Nutrition Facts Label for a soda (Page 44). Tell participants that 4 grams of sugar equals 1 teaspoon. Ask participants to calculate the number of teaspoons of sugar by dividing the total grams of sugar (55) by 4. The answer is 13.75 teaspoons of sugar. Ask for a volunteer to measure out 14 teaspoons of sugar into a plastic cup. Ask the participants if anyone is surprised by how much sugar is in one soda.
3. Do the same with the sweetened tea, fruit drink, chocolate milk and sports drink labels. Ask for a volunteer to measure out the amount of sugar for each beverage or add to the sugar already measured previously for the soda.

Optional Discussion

1. Play media option if time permits.
2. Ask participants to share why water and low-fat, unflavored milk would be healthy beverage options for their children. Allow time for responses.
3. Say to participants:
 - Water is the best drink for your body when you are thirsty. Water makes up 2/3 of our bodies and is crucial to keeping our bodies healthy.
 - Milk provides important vitamins and minerals, such as calcium, vitamin D, protein and potassium, to help children grow healthy and strong. Choose only unflavored milk to avoid added sugars.
4. Ask participants to share how they can encourage healthy beverages to their children. Share “Tips to Try” if they are not mentioned.

Tips to Try:

- Model healthy drinking behaviors, like drinking water and eating healthy foods! This will encourage your child to do the same.
- Offer only low-fat unflavored milk or water in your home for snacks and meals.
- Help your child be a “healthy beverage detective”. Read food labels together and identify added sugars. Make it a fun game to find how many grams of sugar is listed on the label.

Take Away

1. Ask participants to read the sticky note from the opening activity of what beverages their child currently drinks. Discuss as a group what could be swapped out for healthy choices.
2. Distribute Every Sip Adds Up handout, Fruit Infused Water recipe and incentive.
3. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
What would happen if you didn't drink water?

Be a Sodium Detective

Lesson Itinerary

Introduction—5 min

- All about sodium

Activity—10 min

- Comparing food labels

Optional Discussion—10 min

- Salt Shakedown: How to Avoid Hidden Sodium Foods at the Grocery Store video
- Making small changes

Take Away—5 min

- Handout and recipe

Objectives

Participants will:

- Name why excessive salt intake is unhealthy
- Feel confident comparing food labels to find lower-sodium choices

Supplies

1. Nametags and pens
2. Sodium food labels (Page 52)
3. [Easy Ways to Cut the Salt](#) handout
4. Beets recipe ([English](#), [Spanish](#))
5. Computer or projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about sodium and finding sodium in our foods. To begin, we will start with a welcome activity. Would anyone like to share why excessive salt intake is unhealthy?
3. Allow time for responses and sharing. Welcome and accept all answers. Be sure to mention:
 - a. Excessive salt intake:
 - raises blood pressure
 - increases the risk of heart disease and stroke
 - b. Most Americans eat too much salt. More than 75% of the sodium we consume is in packaged, processed and restaurant foods. The average person should consume fewer than 2,300 milligrams of sodium each day—that's one teaspoon.
4. Say to participants: What foods might be high in sodium that children eat? Some foods are high in sodium, but don't taste salty, such as bread.
5. Discuss as a group. Use this chart for help.

Top 10 Salty Foods Children Eat

1. Pizza
2. Breads/rolls
3. Cold cuts and cured meats
4. Savory snacks
5. Sandwiches
6. Cheese
7. Chicken patties and nuggets
8. Pasta mixed dishes
9. Mexican mixed dishes
10. Soups

Source: [cdc.gov/salt/sources.htm](https://www.cdc.gov/salt/sources.htm)

Activity

1. Ask participants to form three small groups. Give each group two sodium food labels. Ask each group to determine how much sodium is listed on each food label. Have each group share the name of the food and how much sodium is in each serving.
2. Compare foods that are the same food but have different amounts of sodium. See below for comparison:

	Salted/Regular	Unsalted/Low-Sodium
Pretzels	1,029 mg	173 mg
Spaghetti Sauce	1,054 mg	77 mg
Bread	204 mg	8 mg

3. Say to participants: Are you surprised how the same type of food can have such different amounts of sodium? What other foods could you compare when shopping? Allow time for brief sharing.

Optional Discussion

1. Play media option if time permits.
2. Say to participants: How can we make small changes to help lower our child's sodium intake?
3. Share "Tips to Try" if they are not mentioned.

Take Away

1. Distribute Easy Ways to Cut the Salt handout, Beets recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips to Try:

- Eat out less and cook more at home.
- Skip the salt when cooking rice and pasta and always rinse canned beans to remove the sodium.
- Compare bread products when shopping to find the lowest sodium choice.
- Skip the salt and cheese when cooking scrambled eggs.
- Compare soups and ready-to-eat sauces for the lowest sodium choice.
- Skip the cheese on deli sandwiches and ask for less cheese when ordering a pizza.
- Offer water, club soda or low-fat milk. Even sports drinks and diet soda may have sodium. Always check the label.
- Offer healthier snack foods. Try unsalted pretzels, nuts and popcorn and more fresh fruits and vegetables.

Media Option:

[Salt Shakedown: How to Avoid Hidden Sodium at the Grocery Store](#)

Pretzel Twists

Nutrition Facts

Serving Size Pretzels, unsalted, 10 twists (60 g)

Amount Per Serving

Calories 229 **Calories from Fat** 18

% Daily Value*

Total Fat 2g 3%
 Saturated Fat 0g 2%
 Trans Fat

Cholesterol 0mg 0%

Sodium 173mg 7%

Total Carbohydrate 48g 16%

Dietary Fiber 2g 7%

Sugars

Protein 5g

Vitamin A 0% • Vitamin C 0%

Calcium 2% • Iron 6%

*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
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Fiber			25g	30g

Calories per gram:
 Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com

Nutrition Facts

Serving Size Pretzels, salted, 10 twists (60 g)

Amount Per Serving

Calories 229 **Calories from Fat** 18

% Daily Value*

Total Fat 2g 3%
 Saturated Fat 0g 2%
 Trans Fat

Cholesterol 0mg 0%

Sodium 1029mg 43%

Total Carbohydrate 48g 16%

Dietary Fiber 2g 7%

Sugars

Protein 5g

Vitamin A 0% • Vitamin C 0%

Calcium 2% • Iron 6%

*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
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Fiber			25g	30g

Calories per gram:
 Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com

Nutritional data and images courtesy of nutritiondata.com.

Sliced Bread

Nutrition Facts			
Serving Size Bread, white low-sodium 1 slice (30 g)			
Amount Per Serving			
Calories 80	Calories from Fat 9		
% Daily Value*			
Total Fat 1g			2%
Saturated Fat	0g	1%	
Trans Fat			
Cholesterol 0mg	0%		
Sodium 8mg	0%		
Total Carbohydrate 15g	5%		
Dietary Fiber	1g	3%	
Sugars	1g		
Protein 2g			
Vitamin A	0%	Vitamin C	0%
Calcium	3%	Iron	5%
*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
©www.NutritionData.com			

Nutrition Facts			
Serving Size Bread, white 1 slice (30 g)			
Amount Per Serving			
Calories 80	Calories from Fat 9		
% Daily Value*			
Total Fat 1g			2%
Saturated Fat	0g	1%	
Trans Fat			
Cholesterol 0mg	0%		
Sodium 204mg	9%		
Total Carbohydrate 15g	5%		
Dietary Fiber	1g	3%	
Sugars	1g		
Protein 2g			
Vitamin A	0%	Vitamin C	0%
Calcium	5%	Iron	6%
*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
©www.NutritionData.com			

Nutritional data and images courtesy of nutritiondata.com.

Spaghetti Sauce

Nutrition Facts	
Serving Size Spaghetti Sauce, low-sodium, 1 cup (257 g)	
Amount Per Serving	
Calories 224	Calories from Fat 62
% Daily Value*	
Total Fat 7g	11%
Saturated Fat 2g	9%
Trans Fat	
Cholesterol 5mg	2%
Sodium 77mg	3%
Total Carbohydrate 35g	12%
Dietary Fiber 7g	27%
Sugars 23g	
Protein 5g	
Vitamin A 39% • Vitamin C 9%	
Calcium 6% • 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
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Fiber	25g 30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4	
©www.NutritionData.com	

Nutrition Facts	
Serving Size Spaghetti Sauce 1 cup (257 g)	
Amount Per Serving	
Calories 224	Calories from Fat 62
% Daily Value*	
Total Fat 7g	11%
Saturated Fat 2g	9%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 1054mg	44%
Total Carbohydrate 35g	12%
Dietary Fiber 7g	27%
Sugars 23g	
Protein 5g	
Vitamin A 39% • Vitamin C 9%	
Calcium 6% • 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.	
©www.NutritionData.com	

Nutritional data and images courtesy of nutritiondata.com.

Healthy Foods in Your Neighborhood

Lesson Itinerary

Introduction—5 min

- Matching game

Activity—10 min

- Identifying healthy places to shop

Optional Discussion—10 min

- GrowNYC: Using EBT at NYC Farmers Markets video
- Saving money on fruits and vegetables

Take Away—5 min

- Handout and recipe

Objectives

Participants will:

- Identify healthy places to shop
- Feel confident naming strategies to save money on fruits and vegetables

Supplies

1. Nametags and pens
2. Flipchart paper and markers
3. Copies of Shopping Healthy handout for each participant (Page 58)
4. [MyPlate, MyWins: Enjoying Local Foods](#) handout
5. Peppers recipe ([English](#), [Spanish](#))
6. Computer or projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about where to find healthy foods in your neighborhood. To begin, we will start with a welcome activity.
3. Distribute the Shopping Healthy handout.
4. Say to participants: Using the handout as a guide, find a person in the room that has completed each of the items listed in a box and circle the box. You have five minutes to get as many boxes circled as possible.

Activity

1. Say to participants: Where can you buy healthy foods? As a group, take a moment to think about where you find healthy foods in NYC. You can include anywhere you get food: grocery stores, corner stores, farmers markets, food pantries, etc.
2. Allow a few minutes for the group to name stores and places to find healthy foods.
3. Write names of stores, markets and places that are called out on flipchart paper so all can see. If necessary, break up the store into specific neighborhood sections.
4. Refer to the Shopping Healthy handout. Go through the places named and write the types of healthy foods (for example whole-wheat bread, low-sodium soup) that participants have found there.

Optional Discussion

1. Play media option if time permits.
2. Say to participants: Would anyone like to share successful ways they save money on fruits and vegetables in their neighborhood that we haven't mentioned?
3. Discuss as a group. Share "Tips to Try" if they are not mentioned.

Take Away

1. Distribute MyPlate, MyWins: Enjoying Local Foods handout, Peppers recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[GrowNYC: Using EBT at NYC
Farmers Markets](#)

Tips to Try:

- Look for unsweetened and low-sodium canned and frozen fruits and vegetables. Frozen and canned produce are very nutritious, usually less expensive than fresh produce and very convenient.
- Buy in season. Shop at farmers' markets or Fresh Food Box sites. All farmers' markets that accept Supplemental Nutrition Assistance Program (SNAP) benefits will give one Health Buck coupon for every five dollars (\$5) spent using Electronic Benefits Transfer (EBT).
- Use coupons and buy store brands when possible.
- When produce is about to go bad, try making soup or freezing produce to use at a later date. Remember to peel and de-pit fruits before freezing.
- Buy fruits and vegetables in their whole form. Pre-cut and bagged produce are convenient, but often more expensive.

Shopping Healthy

Find Someone Who...

Cooks dinner at home most nights of the week	Has shopped at a farmers' market in NYC	Has fruit for dessert often	Made half of their plate fruit and vegetables yesterday
Regularly reads the Nutrition Facts label	Doesn't drink soda	Has bought whole-wheat bread at a bodega	Finds healthy foods at their local grocery store
Buys colorful fruits and vegetables from the grocery store	Shops at a store that stocks 100% whole grains, such as brown rice, whole-wheat pasta and oatmeal	Has purchased a Fresh Food Box	Has found low-sodium canned soup options at a store
Buys frozen fruits or vegetables	Has used a Health Bucks coupon at a farmers' market	Avoids salty foods, like lunch meats or hot dogs	Shops at a store with fat-free or low-fat milk and dairy products

Comprar alimentos saludables

Encuentre a alguien que...

Prepare la cena en su hogar la mayor parte de la semana	Haya hecho las compras en un mercado de agricultores en NYC	Coma frutas de postre con frecuencia	Haya preparado ayer la mitad de su plato con frutas y verduras
Lea habitualmente la etiqueta de información nutricional	No tome refrescos	Haya comprado pan integral en la tienda del vecindario	Compre alimentos saludables en el supermercado más cercano
Compre frutas y verduras de colores variados en el supermercado	Haga las compras en una tienda que venda productos 100 % integrales, como arroz, pasta y avena	Haya comprado una caja de alimentos frescos (Fresh Food Box)	Haya conseguido variedades de sopa enlatada con bajo contenido de sodio (sal) en una tienda
Compre frutas o verduras congeladas	Haya utilizado cupones Health Bucks en el mercado de agricultores	Evite las comidas saladas, como embutidos y hot dogs	Haga las compras en una tienda que venda leche y productos lácteos descremados o parcialmente descremados

Module 3: Adventures in New Foods



Breakfast Food Pictures



Breakfast Food Pictures



Choosing a Healthy Breakfast

Lesson Itinerary

Introduction—5 min

- What is a healthy breakfast?

Activity—10 min

- Healthy breakfast ideas

Optional Discussion—10 min

- Choosing a Healthy Breakfast video
- Fast and healthy breakfast ideas

Take Away—5 min

- Recipe

Objectives

Participants will:

- Identify healthy and unhealthy breakfast choices
- Name healthy breakfast choices to try at home

Supplies

1. Nametags and pens
2. Breakfast food pictures (Page 64) cut into squares along dotted lines
3. Healthy Breakfast Ideas handout (Page 66)
4. [Peanut Butter Banana Smoothie](#) recipe
5. Computer or projector and screen if showing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about the importance of eating a healthy breakfast.
3. Distribute pictures of typical American breakfast foods. Ask the group to help sort the foods into groups from most healthy to least healthy.
4. Say to participants: Why do we have them in these groups? Notice that the healthy group has fruits, vegetables and whole grains and the unhealthy group has processed meats and grains with added fat and sugar. What makes some foods healthier for breakfast than other? If they need help getting started, tell them that breakfast is an opportunity to start the day with important nutrients for your body (such as vitamins, minerals and fiber) so foods that offer the most of these nutrients without too much added fat, sodium or sugar are good choices.
5. Discuss as a group. Allow time for responses and sharing. Welcome and accept all answers. Use the chart below for help.

Most Healthy	Least Healthy
Fruits/vegetables	Bacon/ham
Eggs	Sausage
Beans	Biscuits
Oatmeal	Pastries
Whole-grain breads	Doughnuts
Whole-grain tortillas	Sugary muffins
Brown rice	Sugary cereals
Whole-grain cereals	Fruit drinks
Low-fat milk and yogurt	Flavored milk

Activity

1. Say to participants:
 - A healthy breakfast is offered at school for every student, every weekday.
 - But, as your child gets older, he or she might want to buy breakfast at a local store or not eat breakfast in school.
 - It is important to show children at a young age what a healthy breakfast looks like by eating a healthy breakfast at home.
2. Distribute the Healthy Breakfast Ideas handout. Have participants form partners and work together to complete. Discuss as a larger group.

Optional Discussion

1. Play media option if time permits.
2. Say to participants: How can breakfast be a fast and healthy meal?
3. Discuss as a group. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Fruit Smoothie recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Media Option:
[Choosing a Healthy Breakfast](#)

Tips to Try:

- Decide with your child what will be for breakfast the night before.
- Set out bowls and spoons the night before so they are ready in the morning rush.
- Wash and pre-chop any fruits or vegetables the night before.
- Wash and put out whole fruit the night before.
- Use the microwave to help cook oatmeal and eggs quickly.
- Use dried fruit and unsalted nuts for quick and healthy additions to hot and cold cereals.
- Blend frozen fruit, low-fat yogurt and a banana together for a quick and healthy smoothie.
- To make a healthy breakfast treat, blend frozen fruit, ice and milk for a thick ice cream-like shake.

Healthy Breakfast Ideas

Breakfast is important for everyone, especially children!

Breakfast gives children the energy and nutrients they need to do well in school and stay focused.

A healthy breakfast can be served in many delicious ways in just minutes. Remember, always try to include a fruit and/or vegetable!

Circle the healthy breakfasts that you would like to try with your family. On the lines below, add other healthy breakfast foods not listed here.

Corn tortilla
Beans
Queso fresco

Whole-wheat toast
and peanut butter
Sliced banana
Low-fat milk

Whole-grain toast
and avocado slices
Sliced apple

Whole-wheat toast
Hard-boiled egg
Grapes

Whole-grain
crackers
Low-fat cream
cheese
Raisins

Scrambled eggs
Beans
Whole-grain
tortilla

Whole-grain cereal
Low-fat yogurt
Fruit

Oatmeal
Almonds
Diced apples

Brown Rice
Diced peaches
Low-fat milk

Other healthy breakfast favorites: _____

Ideas para desayunos saludables

El desayuno es importante para todos, ¡especialmente para los niños!

El desayuno les proporciona a los niños toda la energía y los nutrientes que necesitan para poderse concentrar y que les vaya bien en la escuela.

Un desayuno saludable puede servirse de muchas formas deliciosas, en solo unos cuantos minutos. ¡Recuerde que siempre debe tratar de incluir una fruta o verdura!

Encierre en un círculo los desayunos saludables que le gustaría probar con su familia. En las líneas de abajo, agregue otros desayunos saludables que no estén en la lista.

Tortilla de maíz
Frijoles
Queso fresco

Pan tostado integral
Huevo duro
Uvas

Cereal integral
Yogur parcialmente descremado
Fruta

Pan tostado integral con mantequilla de maní
Banana en rodajas
Leche parcialmente descremada

Galletas integrales
Queso parcialmente descremado
Pasas

Avena
Almendras
Manzanas cortadas en cubos

Pan tostado integral y aguacate en rodajas
Manzana en rodajas

Huevos revueltos
Frijoles
Tortilla integral

Arroz integral
Duraznos cortados en cubos
Leche parcialmente descremada

Otros desayunos saludables favoritos: _____

Creating a Weekly Menu

Lesson Itinerary

Introduction—5 min

- All about menus

Activity—10 min

- Creating a weekly menu

Optional Discussion—10 min

- Between Two Plates: Shopping List video
- Tips for menu planning

Take Away—5 min

- Handout and recipe

Objectives

Participants will:

- Name why menus are important
- Feel confident creating a weekly menu plan using the My Plate Planner

Supplies

1. Nametags and pens
2. Flipchart paper and markers
3. [My Plate Planner](#) handout for each participant ([Spanish](#))
4. [MyPlate, MyWins Tips: Meal Planning Made Easy](#) handout
5. Spinach recipe ([English](#), [Spanish](#))
6. Projector and screen if playing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about creating a weekly menu. What do we know about menus? Name anything that comes to mind.
3. Write anything the group shares on a flipchart for all to see. Use the chart below for help:

Menus...

Help guide our shopping list and budget.

Help us plan healthy meals for each day of the week.

Help us make sure we are eating balanced meals.

Can save us money by eating out less.

Can be a time saver - with practice they become easier to prepare and can be made over and over.

Activity

1. Distribute the My Plate Planner handout to each participant.
2. Say to participants: Today we are going to plan meals for the week using the healthy plate planner. What do you notice about this plate?
3. Allow time for responses. Be sure to mention that half the plate is fruits and vegetables.
4. Say to the participants: Let's start by getting some ideas. Would anyone like to share a favorite meal they like to eat?
5. Allow a few minutes for the group to name favorite recipes and write out on flipchart paper so all can see.

Activity, Continued

6. Say to participants: Let's create a weekly menu of evening meals. Find a partner for this activity and use our list of meal ideas to help. Remember to use the plate planner as a guide.
7. Allow partners a few minutes to come up with a sample of weeknight meals (Monday - Friday). Come back together and share meals ideas as a larger group.

Optional Discussion

1. Play the media option if time permits.
2. Say to participants:
 - What did you like about creating a menu?
 - What was challenging?
 - How can we incorporate meal planning into our daily lives?
3. Allow time for the group to discuss. Accept and welcome all answers. Share "Tips to Try" if they are not mentioned.

Take Away

1. Distribute MyPlate, MyWins Tips: Meal Planning handout, Spinach recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips to Try:

- Start slowly by adding a day of meals to cook at home each week with your family and work towards eating together as a family as often as possible.
- Schedule a day each week to plan meals and make a grocery list.
- Make a list of ten meals that you know your family enjoys to get started.
- Use your meal planning calendar to write down your meals for the week.
- Pick one night a week to have a designated meal, such as Taco Thursday or Spaghetti Saturday. This helps simplify your menu.
- Try a "Make Your Own Sandwich Night" to keep it inexpensive and simple.

Media Option:
[Between Two Plates:](#)
[Shopping List](#)

Cooking with Children

Lesson Itinerary

Introduction—5 min

- Favorite cooking memory

Activity—10 min

- True/false game

Optional Discussion—10 min

- Team Nutrition Cooks!
Corn and Zucchini
Pancakes Video
- Ways children can help in
the kitchen

Take Away—5 min

- Recipe

Objectives

Participants will:

- Name why it is important
to cook with our children
- Feel confident naming
ways to get children
involved in the kitchen

Supplies

1. Nametags and pens
2. Paper, tape and marker
for True/False signs
3. [Getting Kids in the
Kitchen \(Spanish\)](#)
4. Sweet Potato recipe
([English](#), [Spanish](#))
5. Computer or projector
and screen if playing
[video](#)

Introduction

1. Prior to class, prepare a sign that says “true” and a sign that says “false”. Tape signs on opposing walls of the room for the first activity. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Say to participants: Today we are going to talk about how children can help in the kitchen. To begin, we will start with a welcome activity. For this activity, you will need a partner. Find a partner and discuss the following question:
 - What is your favorite childhood memory of cooking food or helping in the kitchen?
3. Allow time for partners to share. Come back together as a larger group for sharing.

Activity

1. Say to participants: We are going to play a true/false game. I will read a statement and if you think the statement is true, move to the right side of the room. If you think the statement is false, move to the left side of the room. If you are unsure, stay in the middle of the room.
2. Read a statement below and ask participants to move according to the directions above. Invite participants to discuss with a partner or with the group whether they agree or disagree with the statements.
3. Be sure to read the answers to stimulate discussion.
 - **Children who participate in preparing food are more likely to eat what they prepare.** True! When children touch, smell and help prepare a food, they are much more likely to try it!

Activity, Continued

- **Children do not develop math and science skills when helping in the kitchen.** False! Cooking with children helps them practice how to measure, count and see food change. That is early math and science learning. Your child can learn new words and symbols by cooking with you.
- **Making meals together creates positive connections and lasting memories with your child.** True! Cooking with your child is a great way to create memories that will last a lifetime.

Optional Discussion

1. Play the media option if time permits.
2. Say to participants: Cooking with your child can boost their self-esteem, teaches them about food and creates positive family memories.
3. Distribute Getting Kids in the Kitchen handout. Ask participants to see which activities they would like to try with their child.
4. Share “Tips to Try” if they are not mentioned.

Take Away

1. Distribute Sweet Potato recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips to Try:

Try having your child help with these small tasks:

- Washing and scrubbing vegetables like potatoes, lettuce, tomatoes and broccoli
- Tearing lettuce
- Mashing beans or cooked vegetables like potatoes
- Cutting soft fruits such as strawberries, mangoes, melons and bananas with a plastic knife
- Cutting soft vegetables such as cucumbers, tomatoes and squash with a plastic knife
- Wipe and set the table
- Measure dry ingredients
- Add vegetables to a salad
- Add beans and salsa to a tortilla
- Stir food using a large spoon

Media Option:

[Team Nutrition Cooks! Corn and Zucchini Pancakes](#)

Snack Food Labels

Baby Carrots



Nutrition Facts

Serving Size Baby Carrots, About 8 (85 g)
Servings per container 1

Amount Per Serving		Calories from Fat 1
		% Daily Value*
Total Fat 0g		0%
Saturated Fat 0g		0%
Trans Fat		
Cholesterol 0mg		0%
Sodium 66mg		3%
Total Carbohydrate 7g		2%
Dietary Fiber 2g		10%
Sugars 4g		
Protein 1g		
Vitamin A	234%	Vitamin C 4%
Calcium	3%	Iron 4%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com

Peanut Butter Cups



Nutrition Facts

Serving Size Peanut Butter Cups (45 g)
Servings per container 1 package

Amount Per Serving		Calories from Fat 124
		% Daily Value*
Total Fat 14g		21%
Saturated Fat 5g		24%
Trans Fat 0g		
Cholesterol 3mg		1%
Sodium 141mg		6%
Total Carbohydrate 25g		8%
Dietary Fiber 2g		6%
Sugars 21g		
Protein 5g		
Vitamin A	1%	Vitamin C 0%
Calcium	4%	Iron 3%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

©www.NutritionData.com

Snack Food Labels

Cherry Tomatoes



Nutrition Facts

Serving Size 1 cup cherry tomatoes (149 g)
Servings per container 1

Amount Per Serving		Calories from Fat 2
		% Daily Value*
Total Fat 0g		0%
Saturated Fat 0g		0%
Trans Fat		
Cholesterol 0mg		0%
Sodium 7mg		0%
Total Carbohydrate 6g		2%
Dietary Fiber 2g		7%
Sugars 4g		
Protein 1g		
Vitamin A	25%	Vitamin C 32%
Calcium	1%	Iron 2%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

© www.NutritionData.com

Pretzel Twists



Nutrition Facts

Serving Size Pretzels, salted, 10 twists (60 g)

Amount Per Serving		Calories from Fat 18
		% Daily Value*
Total Fat 2g		3%
Saturated Fat 0g		2%
Trans Fat		
Cholesterol 0mg		0%
Sodium 1029mg		43%
Total Carbohydrate 48g		16%
Dietary Fiber 2g		7%
Sugars		
Protein 5g		
Vitamin A	0%	Vitamin C 0%
Calcium	2%	Iron 6%

*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
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

© www.NutritionData.com



Gummies



Hummus Dip



Plain Yogurt and Fruit



Orange Juice



Mango



Chocolate Candies



Potato Chips



Tomato

Snacks on the Go

Lesson Itinerary

Introduction—5 min

- Sorting snacks

Activity—10 min

- Identifying healthy snack options

Optional Discussion—10 min

- MyPlate, MyWins: Snacks video
- Creating a snacks-on-the-go list for the week

Take Away—5 min

- Handout and recipe

Objectives

Participants will:

- Identify healthy and unhealthy snacks
- Feel confident naming healthy snacks on the go

Supplies

1. Nametags and pens
2. Snack food pictures (Page 74)
3. Snack food labels (Page 76)
4. [MyPlate Snack Tips for Parents](#) handout
5. [Crunchy Berry Parfait](#) recipe ([Spanish](#))
6. Computer or projector and screen if showing [video](#)

Introduction

1. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
2. Give each person a picture of a snack food.
3. Say to participants: Today we are going to talk about healthy snacks. As a group, we will sort these pictures of snack foods into healthy and unhealthy categories and discuss why each is healthy or unhealthy for children.
4. Allow time for brief sharing. Accept and welcome all answers.
5. Say to participants: Foods that provide our bodies with important vitamins, minerals and fiber to grow and stay strong are healthy snack choices. Examples include fruits and vegetables, low-fat unflavored milk and yogurts, whole-grain bread and peanut butter, whole-grain cereals and milk and nuts. Examples of unhealthy snack options include cookies, candies, fried foods (like French fries and chips).

Activity

1. Distribute or show the four sample snack food labels. Ask participants to look at the sample food labels in small groups and discuss which snack would be the best choice and why. Use the guide below for help.
 - a. Healthy choices: Tomatoes and baby carrots
 - b. Unhealthy choices: Peanut butter cups and chips

Optional Discussion

1. Play media option if time permits.
2. Say to participants: When should we offer snacks?
 - Do not give snacks to quiet, distract or reward children. Only give snacks to control hunger. Using food for reward or punishment establishes unhealthy emotional ties to food. Try verbal praise, hugs and non-food items, like stickers, instead of food for rewarding children.
 - When children are younger, they may need snacks more often to meet calorie needs. As children get older, they snack less.
 - Schedule snacks well before meals to encourage children to be hungry for meals.
 - Turn off the TV when serving snacks.
3. As a group, have participants create a “healthy snacks on the go list” for all the days of the week. Use the list on this page for help.

Take Away

1. Distribute MyPlate Snack Tips for Parents handout, Crunch Berry Parfait recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Healthy Snacks on the Go

- Use resealable bags to pack fresh fruits and vegetables, proteins and whole-grains. These work well:
 - Cherry tomatoes
 - Carrot sticks
 - Sugar snap peas
 - Grapes
 - Sliced cucumbers
 - Sliced bell peppers
 - Whole-grain cereal
 - Popcorn
 - Unsalted nuts like cashews, peanuts or almonds
- Use small plastic containers to pack these fresh fruits and proteins:
 - Canned fruit (in 100% juice)
 - Blueberries
 - Strawberries
 - Orange segments
 - Sliced peaches or plums
 - Pineapple
 - Mango
 - Watermelon
 - Boiled eggs
 - Whole-grain bread and peanut butter
- Try whole fruits to eat on the go like clementines, apples and bananas.

Media Option:
[MyPlate, MyWins: Snacks](#)

Tips for Trying New Foods

Lesson Itinerary

Introduction—5 min

- Sticky notes

Activity—10 min

- Trying New Foods game

Optional Discussion—10 min

- What’s Cooking? USDA Mixing Bowl video
- Fun ways to serve fruits and vegetables for children

Take Away—5 min

- Handout and recipe

Objectives

Participants will:

- Name strategies to encourage children to try new foods
- Name fun ways to serve fruits and vegetables to children

Supplies

1. Nametags and pens
2. Sticky notes
3. Flipchart paper and markers
4. Trying New Foods handout (Page 80)
5. [Choose Your Healthy Adventure](#) handout ([Spanish](#))
6. Stuffed Bell Pepper recipe ([English](#), [Spanish](#))
7. Computer or projector and screen if watching [video](#)

Introduction

1. Before the session starts, put up flipchart paper with the words “Trying New Foods.”
2. Distribute nametags and pens. Ask each participant to wear a nametag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name, age of their children, etc.).
3. Say to participants: Today we are going to talk about tips for helping your child try new foods. On your sticky note, please write one way you have helped your child try a new food. Place your sticky note onto the flipchart paper.
4. Allow time for each person to place his or her sticky note on the flipchart.
5. Come back together as a larger group.
6. Ask for volunteers to help read back to the group all the ways they have helped their child try a new food listed on the flipchart paper.

Activity

1. Distribute the Trying New Foods handout to each participant.
2. Say to participants: Using the handout as a guide, find a person in the room that has completed each of the items listed in a box and circle the box. You have five minutes to get as many boxes circled as possible.
3. Allow time for completion of the handout.
3. Gather back together as a larger group. Say to participants:
 - What did you see on this handout that you would like to try?
 - What seems challenging?

Activity, Continued

4. Be sure to mention that a child's food preferences develop early in life, so it is important to help children taste and explore a variety of healthy foods at a young age.

Optional Discussion

1. Play media option if time permits.
2. Say to participants: Colors and shapes are important in encouraging a child to try a new food. What are some fun ways to find healthy foods with different colors and shapes at the supermarket with your child? What recipes have you tried that showcase colors and shapes?
3. Allow time for brief sharing.
4. Use the "Tips to Try" on this page if they are not mentioned.

Take Away

1. Distribute Choose Your Healthy Adventure handout, Stuffed Bell Pepper recipe and incentive.
2. Thank participants for coming and remind them of the day and time of the next

Tips to Try:

- Use plastic coffee stirrers to help your child make their own colorful fruit kabob.
- Use a vegetable peeler to make squash and cucumbers into long strips of vegetable "spaghetti."
- Put out a plate of colorful fruits and vegetables to make a rainbow shape.
- Use a peeled and segmented clementine to make a sun shape and put a dollop of low-fat yogurt in the middle, blueberries as the eyes and a strawberry for the mouth.
- Help your child make vegetable faces using red bell pepper strips for the mouth, broccoli for the nose, carrot coins for the ears, cucumber slices for the eyes and frozen corn for the eyebrows.

Media Option:
[What's Cooking?](#)
[USDA Mixing Bowl](#)

Trying New Foods

Find Someone Who...

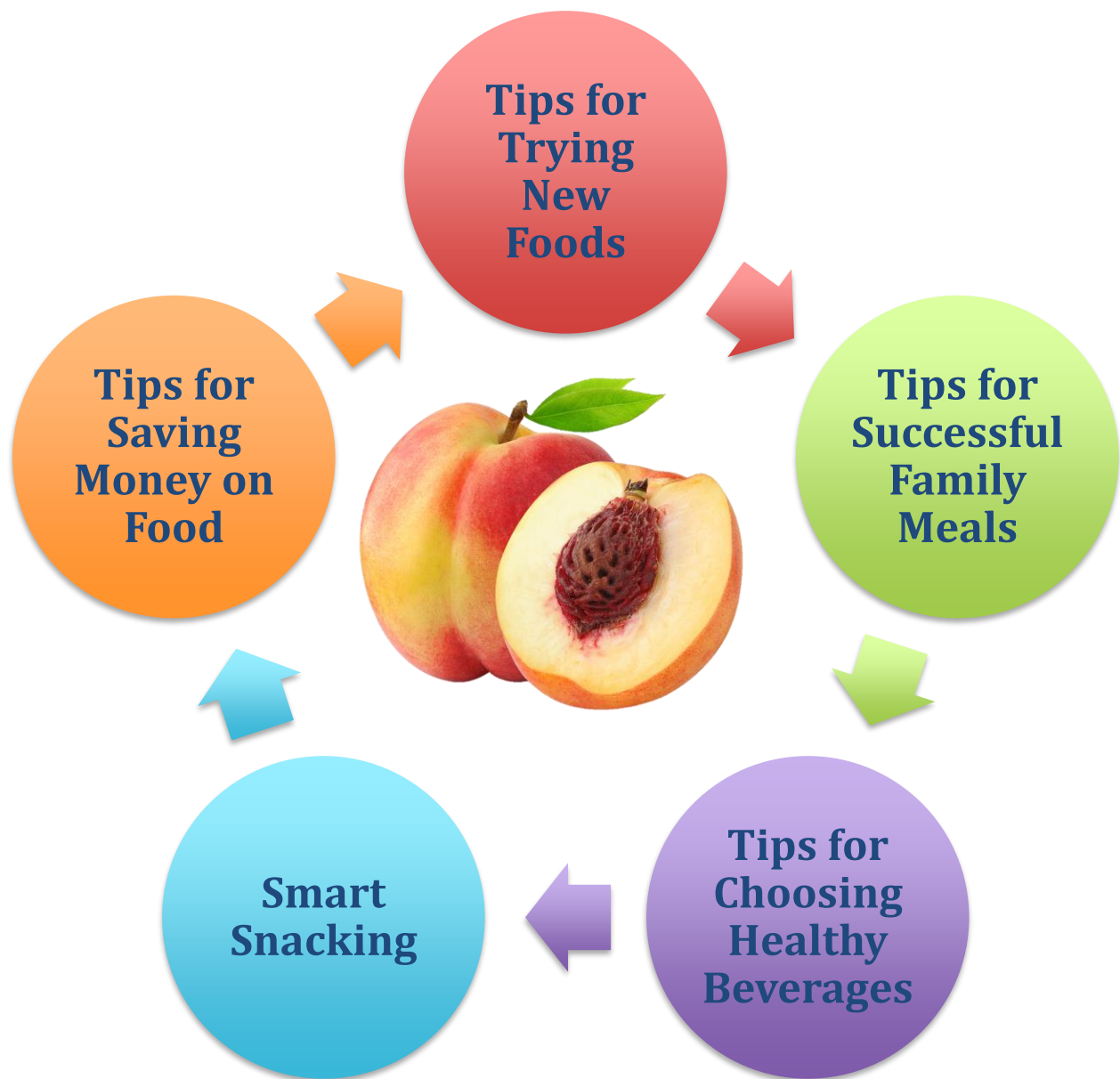
Involves their child in food preparation and cooking	Provides many opportunities for their child to try a new food	Lets their child serve themselves at dinner	Takes time to introduce new smells, tastes and textures to their child
Offers new foods with familiar foods	Uses patience, rather than pressure, to encourage their child to try new foods	Has taken a tour of a community garden or farm with their child to learn how food grows	Has visited a farmers' market with their child to explore new fruits and vegetables
Models healthy eating by eating fruits and vegetables with their child	Turns the screens off (TV, computers and phones) during mealtime	Strives for pleasant and relaxed mealtimes	Eats meals with their child most days of the week

Probar nuevos alimentos

Encuentre a alguien que...

Involucre a sus hijos a la hora de cocinar y preparar la comida	Aproveche varias oportunidades para hacerle probar a sus hijos nuevos alimentos	Deje que sus hijos se sirvan solos a la hora de la cena	Se tome el tiempo de enseñarle a sus hijos aromas, sabores y texturas nuevos
Cocine nuevos alimentos junto con alimentos habituales	Sea paciente en vez de insistente para fomentar que sus hijos prueben nuevos alimentos	Haya llevado a sus hijos a un recorrido por el jardín comunitario o a una granja para aprender cómo se cultivan los alimentos	Haya visitado con sus hijos un mercado de agricultores para conocer frutas y verduras nuevas
Sea un ejemplo de alimentación sana por comer frutas y verduras con sus hijos	Apague la televisión, la computadora y los teléfonos móviles a la hora de la comida	Se esmere en crear un ambiente agradable y tranquilo a la hora de las comidas	Coma en compañía de sus hijos la mayor parte de la semana

Appendix A: Additional Resources



Tips for Trying New Foods

Introducing new foods to young children takes time and patience.

Try sharing these tips with caregivers throughout your lessons:

1. **Provide consistent exposure.** Give children many opportunities to get to know a new food.
2. **Offer the familiar with the unfamiliar.** Children are more likely to accept a new food if it is offered with another food they already know and like.
3. **Be a good example.** Being a positive role model is one of the most influential factors for raising a healthy eater.
4. **Cook and eat together.** Let children help you prepare the healthy foods.
5. **Enjoy family meals together as often as possible.** Family meals are an important opportunity to model eating healthy foods and connect with children.
6. **Provide small portions.** Adults often serve adult size portions to children, which can be overwhelming. Serve small portions of new foods.
7. **Make it fun.** Children love different shapes, textures and colors. Try cutting vegetables into different shapes (sticks, coins, trees), serving with fun dips and serving raw and cooked.
8. **Let children be choosy.** Give them the independence they crave, but be in charge of what choices they have on the table. It is completely normal for young children to be choosy eaters.
9. **Give children the chance to serve themselves.** Let children learn how to serve themselves from healthy choices provided at each meal. Teach children that it's also OK to *not* like certain foods and show them how to politely say “no, thank you” when this occurs.



Tips for Successful Family Meals

Family mealtime is a great opportunity to teach children about healthy eating, but it's often hard to find time with busy schedules. There are many proven benefits for children who have regular family meals:

- **Children who eat with their parents are less likely to smoke, drink, take drugs or get into fights.¹**
- **Children who eat with their parents are more likely to have higher self-esteem, do better in school and have stronger connections to their parents.²**

Share these tips with caregivers for starting a habit of family meal nights:

1. **Plan when and what your family will eat.** You may not be able to eat together every day. Start slowly with one day each week, then work towards eating together as a family as often as possible.
2. **Eat together.** Offer the same foods for the whole family. Being a positive role model is the best way to raise healthy eaters that enjoy a variety of new healthy foods. Let them see you eating the same foods you are encouraging them to eat.
3. **Cook with your child.** Cooking with your child teaches important skills and increases self-esteem. Involving children in food preparation is fun and a great way to encourage them to eat new foods at mealtime. Try having your child help with these small tasks:

-
- **Tear and wash lettuce**
 - **Cut soft fruit (strawberries, mangoes, melon, bananas) with a plastic knife**
 - **Cut soft vegetables (cucumbers, tomatoes, squash) with a plastic knife**
 - **Wipe and set the table**
 - **Measure dry ingredients**
 - **Mash soft fruits, vegetables and beans**
 - **Add vegetables to a salad**
 - **Add toppings to a pizza**
 - **Add beans and cheese to a tortilla**
 - **Stir food using a large spoon**
-

4. **Make it relaxed and fun.** Eating should be relaxed and pressure-free. Use the time to talk and connect. Turn off the TV and enjoy family time.

1. Musick K, Meier A. **Assessing Causality and Persistence in Associations Between Family Dinners and Adolescent Well-Being.** *Journal of Marriage and Family.* 2012;74(3):476-493.
2. Eisenberg ME, Olson RE, Neumark-Sztainer D, Story M, Bearinger LH. **Correlations between Family Meals and Psychosocial Well-Being among Adolescents.** *Arch Pediatr Adolesc Med.* 2004 Aug;158(8):792-6.

Tips for Choosing Healthy Beverages

Americans today consume 200 to 300 more calories daily than 30 years ago. Nearly half of these extra calories come from sugary drinks and can lead to obesity, diabetes and other chronic diseases. Share the facts about the dangers of sugary beverages with caregivers.

1. **Most people don't realize how easy it is to gain weight from drinking sugary sodas, juice drinks, sport drinks, sweetened tea and coffee drinks.** Just one 20-ounce bottle of soda can pack 250 calories and the equivalent of more than 16 teaspoons of added sugars.

2. **Sugar-sweetened beverages add hundreds of calories to**

your diet each day. Here are some tips to avoid sugary drinks:

- Drink plenty of tap water. It is healthy and free.
- Offer water or plain low-fat or fat-free milk for meals and snacks.
- Eat whole fruit instead of juice.
- Skip sports drinks and energy drinks. Water is all you need.
- Avoid pre-sweetened coffee and tea drinks, and shakes.

3. **Find how much sugar is hidden in your drink.** To calculate how many teaspoons of sugar are in a sugary beverage, look for the amount of sugar on the Nutrition Facts Label and divide that number by 4. This is the number of teaspoons of sugar in just one serving. If there is more than one serving per container, multiply the number of teaspoons of sugar per serving by the number of servings.



ARE YOU POURING ON THE POUNDS?

Drink	Number of Calories	Teaspoons of Sugar
Iced White Chocolate Mocha (16 oz)	340	17
Cola (20 oz)	250	13
Lemon Lime Soda (20 oz)	240	12
Orange Delight Drink (16 oz)	225	11
100% Apple Juice (16 oz)	220	11
Lemon Flavored Iced Tea (20 oz)	210	10
Café Latte (16 oz)	190	9
Sports Drink (20 oz)	120	6
Water, Seltzer (20 oz)	0	0

Tips for Smart Snacking

Snacks can provide a significant amount of calories and nutrients for children. If we pay attention to portion sizes and timing of snacks, they won't affect a child's appetite for the next scheduled meal.

Share these tips to help caregivers offer healthy snacks to children more often.

- 1. Choose snacks that provide what your child needs to grow and be healthy, such as vitamins, minerals and fiber.** Healthy snacks include fruits, vegetables and low-fat dairy snacks. Healthy snacks are not candy, gummies, cookies, snack cakes or foods high in sugar or salt.
- 2. Eat healthy snacks with your child.** Be a role model – if your child sees you (and other siblings) eating healthy snacks, they will too!
- 3. Offer small healthy snack portions at regular times each day.** When offering healthy snacks, serve them at regular times each day and not too close to mealtime. Children are more likely to eat at mealtime and try new foods if they haven't eaten a snack in the past 1½ hours. Remember, a snack is not a meal. It is something small and nutritious to eat between meals to help control hunger. Children may not always need a snack between meals.
- 4. Only serve food to prevent hunger.** Snacks should not be used to calm a child or reward them for behavior. Do not withhold or promise food as punishment or reward. This creates emotional associations to food. Try using non-food items or words to help calm or reward a child.
- 5. Prepare on-the-go snacks such as:**
 - Fruits (bananas, grapes, strawberries, apple slices, mango slices)
 - Vegetables (baby carrots, sliced cucumbers, celery sticks, cherry tomatoes)
 - Whole-grain bread and peanut butter
 - Cheese and whole-grain crackers

Tips for Saving Money on Food

With a little planning and strategy, it is possible to save money while shopping healthy. Share these tips with caregivers during your lessons.

1. **Keep a grocery list.** Check what you have in your pantry and keep an ongoing list of what you need. Plan meals for the week (especially nighttime meals to avoid eating out or ordering in) and make a list to reflect your plan.
2. **Use canned and frozen fruits and vegetables.** Frozen and canned produce is nutritious, at times less expensive than fresh and is very convenient. Try incorporating more canned and frozen options into your menu. Look for unsweetened and low-sodium options.
3. **Use available resources.** Use Greenmarket Bucks, Health Bucks, WIC coupons and SNAP EBT* at local Farmer's Markets and grocery stores or to purchase a Food Box every week.
4. **Watch the waste!** Buy small amounts of fresh produce at a time to prevent spoilage. Remember, you can freeze fruits and vegetables that are you will not be able to eat before they spoil.
5. **Buy fruits and vegetables in their whole form.** Pre-cut and bagged produce are convenient, but often more expensive.
6. **Utilize breakfast and lunch programs for your child at school.** This is a terrific way to provide nutritious meals for your child at little or no cost!

*The Supplemental Nutrition Assistance Program (SNAP) is a nutrition assistance program helping to stretch the monthly food budgets of all who meet program guidelines. To find out more about how to enroll in or use SNAP, go to mybenefits.ny.gov.



Center for Health Equity