

**¡Buen
Provecho!
Eat Well**

**The
Breakfast Club
Curriculum**

Healthy Eating Tips for Parents of Young Children



¡Buen Provecho! — Eat Well aims to improve healthy food choices, increase access to affordable, nutritious food and foster family engagement within schools. This curriculum was developed in 2015 and updated in 2023. Lesson and programmatic content was developed by the New York City Department of Health and Mental Hygiene (NYC Health Department). We hope you find this curriculum fun, informative and easy to use.

If you have any questions or comments, email eatwell@health.nyc.gov or call **311** and ask about **nutrition**.

2023 Edition

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Introduction

About the ¡Buen Provecho! – Eat Well Program

Healthy eating can help prevent and control diet-related health conditions, such as diabetes and heart disease. Many New Yorkers and schools have made and continue to make healthy eating a priority. In 2015, the NYC Health Department created the ¡Buen Provecho! – Eat Well program to help schools in East Harlem improve their access to healthier foods.

¡Buen Provecho! – Eat Well provides student and parent education and a curriculum taught by school staff and parent association leadership at parent breakfasts. ¡Buen Provecho! – Eat Well is available for all early childhood and educational settings.

About the Breakfast Club Curriculum

The Breakfast Club Curriculum consists of three easy-to-teach modules for parent coordinators. Each module contains five lessons to help parents make healthier food choices for their young children. Lessons consist of an introduction, an activity, an optional discussion and a takeaway section. Some sections feature a food origin story. Each lesson is about 30 minutes long. 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 Pages 4 to 6.

Handouts and additional tips for challenging child food issues, such as trying new foods, can be found starting on Page 73. Use these resources to help you learn more and better teach the curriculum.

You will need to following supplies for teaching the curriculum:

- Name tags and pens
- A computer, 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

The following chart lists the materials provided for each lesson.

Module 1: Fantastic Food Groups					
	Lesson 1 Meet MyPlate	Lesson 2 MyPlate, My Family	Lesson 3 Tips for Helping Children Who Are Particular About Their Food	Lesson 4 Parts of the Plant	Lesson 5 Whole Grains
In-class Materials	Introducing MyPlate handout	MyPlate Planner (Spanish version)	Tips for Helping Children Who Are Particular About Their Food handout	Pictures of vegetables	Pictures of whole grains and whole-grain seed diagram
Suggested Recipes	Cucumbers	Black beans	Apples	Braising greens	Stir-fry
Takeaway Materials	Easy Ways To Choose Healthy Portions	Easy Ways To Build a Healthy Meal	Focus on Fruits	Easy Ways To Eat the Whole Plant	Make Half Your Grains Whole Grains
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: Whys 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 Foods in Your Neighborhood
In-class Materials	Sticky notes	Sample food labels	Nutrition Facts labels for sweetened beverages	Sodium food labels	Shopping Healthy handout
Suggested Recipes	Broccoli	Chickpeas	Homemade electrolyte drink	Beets	Peppers
Takeaway 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	Varying Your Veggies
Media Options	MyPlate, MyWins: Real Solutions From Real Families	Understanding Nutrition Labels	What would happen if you did not 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	MyPlate Planner (Spanish version)	True-or-false signs	Pictures of snack food labels	Trying New Foods handout
Suggested Recipes	Chocolate banana smoothie	Spinach	Sweet potatoes	Easy overnight oats	Vegan enchiladas
Takeaway Materials	Healthy Breakfast Ideas	Meal Planning With MyPlate	Getting Kids in the Kitchen (Spanish version)	Snack Tips for Parents	Choose Your Healthy Adventure handout (Spanish version)
Media Options	Choosing a Healthy Breakfast	A Beginner's Guide to Meal Prep	Team Nutrition Cooks: Corn and Zucchini Pancakes	MyPlate, MyWins: Snacks	Cooking With Children: Stuffed Bell Peppers

Module 1: Fantastic Food Groups



Module 1 | Lesson 1
Fantastic Food
Groups

Lesson Itinerary

Introduction: Five minutes

- Healthy foods you like to eat

Activity: 10 minutes

- Creating MyPlate

Optional Discussion:
10 minutes

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

Takeaway: Five minutes

- Easy Ways To Choose Healthy Portions handout
- Cucumber recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Introducing MyPlate handout
3. Easy Ways To Choose Healthy Portions handout
4. Cucumbers recipe
5. Computer, projector and screen (if playing video)

Meet MyPlate

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
2. Say to participants:
 - Today we are going to talk about the five food groups and MyPlate. Please find a partner for this activity. With your partner, discuss these three questions:
 - What does a healthy meal look like to you?
 - How do you feel when you eat healthy foods?
 - How do you feel when you eat unhealthy foods, such as candy or soda?
 - Would anyone like to share what they discussed for Question 1?
 - Allow time for brief sharing. Accept and welcome all answers.

Activity

1. Show a picture of MyPlate. Ask:
 - Do you recognize the MyPlate image? If so, where have you seen it?
 - What do you notice about MyPlate?
2. Distribute the Introducing 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 MyPlate and what they might change.

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - Did you notice that half of the plate contains fruits and vegetables? Try to have fruits and vegetables in every meal.
 - How can we serve fruits and vegetables at every meal or snack, especially to young children?
 - What ideas work best for you and your family?
3. Share Tips To Try if you did not already.

Takeaway

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

Tips To Try:

- Cut fresh fruit into slices to make it easier to eat or add them to a salad. Be mindful of your child's age and the appropriate portions and food sizes for chewing.
- Add vegetables to scrambled eggs, egg whites or egg substitutes.
- Use almost any vegetable as a sandwich topper. Try lettuce, raw spinach, tomatoes, bell peppers, cucumbers, avocados, onions, mushrooms, radishes, shredded carrots or cabbage.
- Head to a local farmstand or Fresh Food Box to get local and affordable fruits and vegetables.

Module 1 | Lesson 2
Fantastic Food
Groups

MyPlate, MyFamily

Lesson Itinerary

Introduction: Five minutes

- Challenges to serving healthy foods

Activity: 10 minutes

- Easy Ways To Build a Healthy Meal

Optional Discussion: 10 minutes

- MyPlate, MyWins video
- Tips for offering balanced meals to children

Takeaway: Five minutes

- Easy Ways To Build a Healthy Meal handout
- Black beans recipe

Objectives

Participants will:

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

Supplies

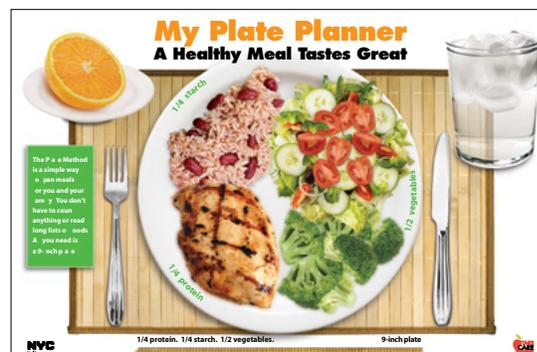
1. Name tags and pens
2. Chart paper and marker
3. MyPlate Planner handout
4. Easy Ways To Build a Healthy Meal handout
5. Black beans recipe
6. Computer, projector and screen (if playing video)

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
2. Say to participants:
 - Today we are going to talk about how to create nutritious meals for children using MyPlate. As a group, we will discuss this question:
 - What is the biggest challenge in serving nutritious foods to your children?
3. Allow time for brief sharing. Accept and welcome all answers. Write answers for everyone to see and discuss.

Activity

1. Distribute the MyPlate 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 what foods they would use to build a healthy meal.
3. Ask the participants to share what ideas they have for creating healthy meals for their children.



Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - Did you notice which food groups are represented in the meal on the MyPlate Planner picture? Four of the five food groups are represented:
 - Vegetables: lettuce and cabbage
 - Fruit: oranges and melon
 - Protein: beans, chicken and tofu
 - Grains: rice, quinoa and barley
 - 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 MyPlate Planner picture?
3. Share Tips To Try if you did not already.

Takeaway

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

Tips To Try:

- Think about meals, snacks and beverages for the week.
- Stock your kitchen with canned beans and fish, canned low-salt or low-sodium vegetables or soups, whole-grain pasta, tortillas, brown rice, and quick-cooking oats to serve on busy days.
- Prepare meals ahead of time or split up family responsibilities.
- Visit a neighborhood Greenmarket. All Greenmarkets accept Supplemental Nutrition Assistant Program (SNAP) benefits. Visit grownyc.org to learn more.
- Offer a new vegetable with a favorite pasta or rice. Children are more likely to accept a new food when offered with a food they already know and like.
- Make it fun. Cut foods into different shapes, textures and colors.

Lesson Itinerary

Introduction: Five minutes

- Childhood food memories

Activity: 10 minutes

- Tips for Children Who Are Particular About Their Food handout

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Focus on Fruits handout
- Apples recipe

Objectives

Participants will:

- Name tips and strategies for helping children who are particular about their food increase their food choices
- Feel confident in naming strategies to make eating new foods fun

Supplies

1. Name tags and pens
2. Tips for Helping Choosey Eaters handout
3. Focus on Fruits handout
4. Apples recipe
5. Computer, projector and screen (if playing video)

Tips for Helping Children Who Are Particular About Their Food

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
2. Say to participants:
 - Today we are going to talk about tips and strategies for helping children who are particular about their food. To begin, we will start with a welcome activity. As a group, think of a funny or distasteful food experience that happened to you as a child. Would anyone like to share their experience?
3. Allow time for brief sharing. Accept and welcome all answers. Most of the stories will have the same themes, such as being forced to eat food they did not like, being forced to eat more food ("clean their plate") or not having enough food.
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."
 - Children have varying food preferences and challenges. Not wanting to try new foods usually peaks in toddlers and children who are in preschool. This is a normal part of growth and development.
 - Forcing a child to eat certain foods when they do not want to can make them dislike that food even more. This experience can also lead to the child having negative associations with or memories of that food.
 - There are many positive ways we can help children try and like healthy foods without forcing them to eat.

Module 1 | Lesson 3

Fantastic Food Groups

Activity

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

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - What is your favorite additional approach to helping your child learn about new foods?
3. Discuss the Focus on Fruits handout.
4. Share Tips To Try if they are not mentioned.

Takeaway

1. Distribute the Focus on Fruits handout and apples recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips To Try:

- Introduce only one new food at a time with foods that are well-liked.
- Introduce foods in small portions or samples.
- Explore food. Allow children to touch, feel or mix their food together.
- Talk about shapes and textures of the foods and the sounds they make when chewed. This is how children learn about food.
- Visit a farmers' market or garden with your child to learn where foods come from and how they grow.
- Have your child be a kitchen helper. Let them add ingredients, scrub vegetables or help stir food.

Module 1 | Lesson 4
Fantastic Food
Groups

Lesson Itinerary

Introduction: Five minutes

- Trying new vegetables

Activity: 10 minutes

- Identifying parts of the plant we eat

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Easy Ways to Eat the Whole Plant handout
- Braising greens recipe
- Food Origin Story

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Pictures of vegetables (Page 42)
3. Six pieces of paper and a marker for parts of the plant labels
4. Easy Ways to Eat the Whole Plant handout
5. Braising greens recipe
6. Computer, projector and screen (if playing video)

Parts of the Plant

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
2. Say to participants:
 - Today we are going to talk about parts of the plant and eating more vegetables.
3. Give each person the Pictures of Vegetables handout. Discuss with a partner which vegetables they have tried and how they were cooked. Allow time for brief sharing, then discuss 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 and fruits 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 the fruits we eat are **only** the fruit of the plant.
Note: Some foods, such as tomatoes, squash, cucumbers and peppers, are actually the "fruit" of the plant but classified as vegetables due to their nutrient composition.
2. Allow the group a few minutes to place the pictures in the correct category. Use the following list for help:
 - Roots: carrots and sweet potatoes
 - Stems: asparagus
 - Seeds: peas
 - Leaves: lettuce
 - Flowers: broccoli
 - Fruit: squash and peppers

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - What is your favorite way to cook 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.
4. If there is time, discuss the food origin story of tomatoes.

Food Origin Story: Tomatoes

Tomatoes are originally from South and Central America (as they are known today). The Spanish word “tomate” comes from the Aztec language word “tomatl.” Due to its high acidity, tomatoes are the best food to be canned. Used in many recipes and traditional cooking, tomatoes were later made famous by soup mogul Joseph Campbell.

Takeaway

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

Easy Vegetable Dishes

- Add almost any vegetable to quesadillas, casseroles, soups, tacos, eggs and pizza.
- Make a leaf lettuce salad with your favorite vegetables, including tomatoes, cucumbers, corn or avocado.
- Bake vegetables (such as broccoli, cauliflower zucchini and potatoes) and sprinkle them with some cheese.
- Make raw salads with corn, grated beets or cabbage.

Grow Your Own Plants at Home

- Basil, oregano and parsley are inexpensive herbs. They grow well in small pots that can be kept in your home or on a stoop or balcony. Starting an herb garden is a great way to teach kids about plants that they can eat.

Module 1 | Lesson 5
Fantastic Food
Groups

Lesson Itinerary

Introduction: Five minutes

- Sorting game

Activity: 10 minutes

- Choosing Whole-Grain Foods handout

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Make Half Your Grains Whole Grains
- Stir-fry recipe
- Food Origin Story

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Picture of a grain seed (Page 44)
3. Grain Group pictures (Page 45) or empty packages of whole and refined grains
4. Make Half Your Grains Whole Grains handout
5. Stir-fry recipe
6. Computer, projector and screen (if showing video)

Whole Grains

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 name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
3. Say to participants:
 - Today we are going to talk about whole grains.
 - Show a picture of a whole-grain seed.
 - 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.
 - A whole grain includes the entire grain kernel — the bran, germ and endosperm. 100% of the original kernel must be present to count as a whole grain. Some grains are refined, such as white rice, because they can be more flavorful. However, when grains become refined, they lose their nutritional value. The red Xs on the picture show what is removed during refinement.

Activity

1. Divide the class into partners or groups and distribute a Grain Group picture to each group or partner. Ask groups or partners to place the picture into one of two categories: whole grain or refined grain.
2. Ask participants to share why they think each food fits into the category they picked.
3. Ask participants to find one new thing they want to try at home and share as a group.

Optional Discussion

1. Play the media option if there is time.
2. Ask participants to name whole grains they like to eat. See Additional Resources (Page 40) for examples of whole grains.
3. Say to participants:
 - What is your favorite way to eat whole grains?
4. Share Tips To Try and Food Origin Story: Corn if you did not already.

Takeaway

1. Distribute the Choosing Whole-Grain Food handout and stir-fry recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Food Origin Story: Corn

Corn was first domesticated 10,000 years ago by native people in southern Mexico. Currently, it is the third largest plant-based source of food in the world. A popular way to eat corn is in tortillas, made from masa harina (also known as ground corn meal). Corn is also the main ingredient in grits, which is a traditional food in the southern U.S. that is often paired with fresh seafood or greens. Corn is high in fiber, low in fat, and contains a range of vitamins and minerals.

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.
- Use 100% whole-wheat bread, white bread or corn tortillas in place of flour tortillas.
- Try whole-wheat or oat flour for up to half of the flour in pancake, waffle, muffin or other flour-based recipes.
- Experiment with making your own granola with oats, seeds, nuts or sugar-free dried fruit.
- Popcorn with little added salt, sugar or fat can be a healthy and nutritious snack.

Module 2: Finding Healthy Choices



Module 2 | Lesson 1
Finding Healthy
Choices

Lesson Itinerary

Introduction: Five minutes

- Sticky notes

Activity: 10 minutes

- “Green light” and “yellow light” foods

Optional Discussion:
10 minutes

- MyPlate, MyWins video
- Ways to purchase and serve more “green light” foods

Takeaway: Five minutes

- Easy Way To Add More Fruits and Vegetables to Your Meal handout
- Broccoli recipe

Objectives

Participants will:

- Name foods that fit into the “green light” and “yellow light” categories
- Feel confident in naming where they can find healthy foods

Supplies

1. Name tags 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
7. Computer, projector and screen (if playing video)

Yellow Light, Green Light

Introduction

1. Before starting the session, write “Green Light Foods” and “Yellow Light Foods” on separate large pieces of chart paper or boards.
2. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child’s age).
3. Say to participants:
 - Today we are going to talk about food choices. On two sticky notes, write your child’s favorite “green light” and “yellow light” foods. 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 to eat every day. Thinking of foods as “green light” or “yellow light” can help guide our food choices.
 - **“Green light” foods** are good to eat every day. Examples include fruits, vegetables, lean proteins (such as chicken, beans and fish) and whole grains.
 - **“Yellow light” foods** should be eaten less often or in smaller portions. Examples include fried foods (such as French fries, donuts and chips) and high-sugar foods (such as cookies, cakes, ice cream and sodas).
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 light” and “green light” foods on the chart paper.

Optional Discussion

1. Play the media option if there is time.
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 you did not already.

Takeaway

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

Tips To Try:

- Always read the back of food labels and ingredient lists. Choose items with lower amounts of sugar and sodium.
- Do not 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.
- Check the outside 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.

Module 2 | Lesson 2
Finding Healthy
Choices

Lesson Itinerary

Introduction: Five minutes

- Sample food labels

Activity: 10 minutes

- Identifying key nutrients

Optional Discussion:
10 minutes

- Using food labels to find healthier foods

Takeaway: Five minutes

- Use the Nutrition Facts Label handout
- Chickpeas recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Highlighters
3. Sample food labels (Page 52)
4. Use the Nutrition Facts Label to Find Key Nutrients handout (Page 58)
5. Chickpeas recipe
6. Computer, projector and screen (if playing video)

Looking at Food Labels

Introduction

1. Before participants enter the session, set out a variety of sample food labels (Page 52) for discussion.
2. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
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 look at these sample food package labels and discuss this question:
 - What do you look for on food labels to help you determine if the food is a “green light” or “yellow light” food?
4. Allow time for brief sharing. Accept and welcome all answers.
5. Say to participants:
 - Think of the Nutrition Fact Label as a food report card. Even though there is information in other places, the Nutrition Facts label lets you know if the food is a “green light” or “yellow light” food.

Activity

1. Distribute the Use the Nutrition Facts Label to Find Key Nutrients 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 (g) of fiber, grams of sugar and milligrams (mg) of salt.
3. Discuss why these items are important for identifying healthy foods.

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 short ingredient lists and 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.

Takeaway

1. Distribute the Use the Nutrition Facts Label to Find Key Nutrients handout and the chickpeas recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Spotlight: Soul Food

1. Soul food was created in the southern U.S. with limited means and ingredients.
2. The nutritious versions of some of the most popular soul food items, such as collard greens and stewed black-eyed peas, are inexpensive, delicious and easy to prepare.

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 come 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 a fun game out of finding how many grams of sugar or fiber are listed on the package.
- Even items with labels such as “low-fat,” “heart-healthy,” “reduced-fat” and “no sugar added” may still contain high levels of harmful ingredients. It is important to always read the label despite the wording on the front packaging.

Identifying Sugary Drinks

Lesson Itinerary

Introduction: Five minutes

- Sticky notes

Activity: 10 minutes

- Identifying sugary drinks

Optional Discussion: 10 minutes

- What would happen if you did not drink water?
- Benefits of water and low-fat unflavored milk

Takeaway: Five minutes

- Every Sip Adds Up handout
- Homemade electrolyte drink recipe

Objectives

Participants will:

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

Supplies

1. Pens and highlighters
2. Nutrition Facts labels for sweetened beverages (Page 59)
3. A clear plastic cup, plastic spoon and small resealable bag filled with sugar
4. A calculator or phone with a calculator
5. Every Sip Adds Up handout
6. Homemade electrolyte drink recipe
7. Computer, projector and screen (if playing video)

Introduction

1. As participants enter the session, ask them to participate in the following welcome activity.
2. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
3. Say to participants:
 - On a sticky note, write down what type of drinks your child consumes throughout the day. Be sure to include breakfast, lunch and dinner, and any beverages your child may drink on the way to school. We will discuss this later in the session.
4. Give the participants a few minutes to complete the activity, then ask them:
 - What are some sugary drinks that you can name?
 - If the participants need help, tell them that sugary drinks, such as soda, sweetened tea, fruits drinks, coffee drinks, sports drinks and flavored milks, have added sugar.

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 59). Tell participants that 4 g 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 they are surprised by how much sugar is in one soda.
3. Repeat this activity with the lemonade, 2% organic 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.

Activity (Continued)

4. On average:
 - Men should not consume more than 150 calories or 9 teaspoons of added sugar per day.
 - Women should not consume more than 100 calories or 6 teaspoons of added sugar per day.

Optional Discussion

1. Play the media option if there is time.
2. Ask participants to share why water and low-fat unflavored milk would be healthy beverage options for their children. Allow time for participants to respond.
3. Say to participants:
 - Water is a “green light” beverage.
 - Milk provides important vitamins and minerals, such as calcium, vitamin D, protein and potassium. Choose unflavored milk to avoid added sugars. There are many nondairy alternatives for children who are lactose intolerant or do not like milk. Try and choose one with minimal ingredients.
4. Ask participants to share how they can encourage their children to drink healthy beverages. Share Tips To Try if you did not already.

Takeaway

1. Ask participants to read the sticky note from the opening activity. Discuss as a group what could be swapped out for healthy choices.
2. Distribute the Every Sip Adds Up handout and homemade electrolyte drink recipe.
3. Thank participants for coming and remind them of the day and time of the next lesson.

Tips To Try:

- Model sustainable drinking behaviors, such as drinking water. This will encourage your child to do the same.
- Offer only low-fat unflavored milk or water in your home.
- Help your child be a “healthy beverage detective.” Read food labels together to identify added sugars. Make a fun game out of finding how many grams of sugar are listed on the label.
- Diets high in sugar can negatively affect one’s mood, energy levels, sleep, behavior and attention span.

Be a Sodium Detective

Lesson Itinerary

Introduction: Five minutes

- All about sodium

Activity: 10 minutes

- Comparing food labels

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Easy Ways To Cut the Salt handout
- Beets recipe

Objectives

Participants will:

- Explain why too much salt is unhealthy
- Feel confident in comparing food labels to find lower-sodium choices

Supplies

1. Name tags and pens
2. Sodium food labels (Page 63)
3. Easy Ways To Cut the Salt handout
4. Beets recipe
5. Computer, projector and screen (if playing video)

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
2. Say to participants:
 - Today we are going to talk about sodium, better known as salt. To begin, we will start with a welcome activity. Would anyone like to explain why too much salt is unhealthy?
3. Allow time for participants to respond. Welcome and accept all answers. Be sure to mention that most Americans eat too much salt. Adults should consume between 1,500 and 2,000 mg of sodium per day. "Low-sodium" is defined as any food or beverage that contains 140 mg of sodium or less per serving. Talk to your health care provider to learn how much salt is too much for you.
4. Say to participants:
 - What foods might be high in sodium that children eat? Some foods are high in sodium but do not taste salty, such as bread. Sweet and packaged foods can be high in sodium without actually tasting sweet.
5. Discuss as a group. Use this chart for help.

Top 10 Salty Foods Children Eat

1. Pizza
2. Breads and rolls
3. Cold cuts and cured meats
4. Savory snacks, chips and crackers
5. Pre-bottled protein shakes
6. Sandwiches
7. Cheese
8. Chicken patties and nuggets
9. Pasta mixed dishes
10. Canned Soups

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

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 varieties of the same food that have different amounts of sodium. See the following comparison:

	Salted (regular)	Unsalted or low-sodium
Canned black beans	450 mg	210 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 the media option if there is time.
2. Say to participants:
 - How can we make small changes to help lower how much sodium your child consumes?
3. Share Tips To Try if you did not already.

Takeaway

1. Distribute the Easy Ways To Cut the Salt handout and beets recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips To Try:

- Eat home-cooked meals more.
- Do not add salt when cooking rice and pasta.
- Always rinse canned beans to remove the sodium.
- Compare bread products to find the lowest sodium choice.
- Do not add salt and cheese when cooking eggs.
- Limit premade, frozen and already-made foods when possible.
- Compare soups and ready-to-eat sauces for the lowest sodium choice.
- Do not add cheese on sandwiches.
- Offer water, club soda or low-fat milk. Even sports drinks, protein drinks and diet soda may have sodium.
- Always check the label.
- Try unsalted pretzels, nuts and popcorn, and more fresh fruits and vegetables.

Module 2 | Lesson 5
Finding Healthy
Choices

Lesson Itinerary

Introduction: Five minutes

- Matching game

Activity: 10 minutes

- Identifying healthy places to shop

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Varying Your Veggies handout
- Peppers recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Flip chart paper and markers
3. Copies of the Shopping Healthy handout for each participant (Page 66)
4. Shop Healthy NYC! postcards
5. Varying Your Veggies handout
6. Peppers recipe
7. Computer, projector and screen (if playing video)

Foods in Your Neighborhood

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and allow a few minutes for each participant to share a little about themselves (such as their name and child's age).
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 who 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 nutritious foods? As a group, take a moment to think about where you find food in NYC. You can mention anywhere you get food, such as grocery stores, corner stores, farmers' markets, food pantries, bodegas and school. You can also shop or order food online with SNAP.
2. Give participants a few minutes to name places to find healthy foods.
3. Write the names of these places on flip chart paper so everyone can see. If necessary, list the places by neighborhood.
4. Refer to the Shopping Healthy handout. Go through the places named and write the types of healthy foods (for example, whole-wheat bread or low-sodium bread) that participants have found while grocery shopping.

Activity (Continued)

5. Demonstrate demand. Most store owners will stock what their customers buy. One way to get store owners to carry healthier foods is to have shoppers ask for them using the Shop Healthy NYC! postcards.

Optional Discussion

- Play the media option if there is time.
- Say to participants:
 - Would anyone like to share successful ways they save money on fruits and vegetables in their neighborhood that we have not mentioned?
- Discuss Shop Healthy NYC! as a group. Share Tips To Try if you did not already.

Takeaway

1. Distribute the Varying Your Veggies handout and peppers recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

Tips To Try

- Buy in season. Shop at farmers' markets or Fresh Food Box sites. For every \$2 spent at farmers' markets using SNAP, you can get \$2 in Health Bucks, up to \$10 per day.
- When produce is about to go bad, make soup out of it or freeze it to use later.
- Frozen and canned produce is nutritious, usually less expensive than fresh produce and very convenient.
- Precut and bagged produce is convenient but often more expensive.

Spotlight: Shop Healthy NYC!

Shop Healthy NYC! works to increase access to healthy foods in neighborhoods with high rates of nutrition-related diseases, such as obesity, diabetes and high blood pressure. The program works with food retailers, food suppliers, distributors, local community residents and organizations in neighborhoods that have little access to healthy foods.

Nearly 2,000 stores participate in Shop Healthy NYC! across the city. Shop Healthy NYC! works in the following neighborhoods:

- **Bronx:** West Farms, Fordham, Claremont-Morrisania, East Tremont, Hunts Point, Mott Haven, Longwood and Morris Heights
- **Brooklyn:** Bushwick, Bedford-Stuyvesant, Brownsville and East New York
- **Manhattan:** East, Central and West Harlem

Filling out a postcard is one way to encourage local food retailers to provide more fruits and vegetables, 100% whole-wheat bread and low-sodium canned goods. The postcard is available at nyc.gov/assets/doh/downloads/pdf/pan/shop-healthy-postcard.pdf.

Module 3: Adventures in New Foods



Choosing a Healthy Breakfast

Lesson Itinerary

Introduction: Five minutes

- What is a healthy breakfast?

Activity: 10 minutes

- Healthy breakfast ideas

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Healthy Breakfast Ideas handout
- Chocolate banana smoothie recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Breakfast food pictures (Page 67) cut into squares
3. “Green Light” Breakfast Ideas (Page 69)
4. Chocolate banana smoothie recipe
5. Computer, projector and screen (if showing video)

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child’s age).
2. Say to participants:
 - Today we are going to talk about the importance of eating a well-balanced breakfast.
3. Distribute the Breakfast Food Pictures handout. Ask the group to help categorize the foods as “green light” or “yellow light” foods.
4. Say to participants:
 - Why do we have them in these groups? Notice 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 others?
 - If participants need help with this question, tell them that breakfast is an opportunity to start the day with important nutrients for your body (such as vitamins, minerals and fiber). Therefore, 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 participants to respond and share. Welcome and accept all answers. Use the following chart for help:

“Green Light” Foods	“Yellow Light” Foods
Fruits and vegetables	Breakfast meats
Eggs	Biscuits
Beans	Pastries
Oatmeal	Frozen breakfast foods
Whole-grain breads	Sugary muffins
Whole-grain tortillas	Sugary cereals
Brown rice	Fruit drinks
Whole-grain cereals	Flavored milk
Low-fat milk and yogurt	

Activity

1. Say to participants:
 - A healthy breakfast is offered every weekday at school for every student. However, as your child gets older, they 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 having them eat a healthy breakfast at home or buying “green light” foods.
2. Distribute the “Green Light” Breakfast Ideas handout. Have participants work in partnerships to complete the handout, then as a larger group.

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - How can breakfast be a fast and nutritious meal?
3. Discuss as a group. Share Tips To Try if you did not already.

Takeaway

1. Distribute the “Green Light” Breakfast Ideas handout and chocolate banana smoothie recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

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 chop 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.
- Use leftover peanut bar jars to make overnight oats.

Creating a Weekly Menu

Lesson Itinerary

Introduction: Five minutes

- Menus

Activity: 10 minutes

- Creating a weekly menu

Optional Discussion: 10 minutes

- Meal Planning With MyPlate

Takeaway: Five minutes

- Meal Planning With MyPlate handout
- A Beginner's Guide to Meal Prep video
- Spinach recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Flip chart paper and markers
3. MyPlate Planner handout (Spanish version)
4. Meal Planning With MyPlate handout
5. Spinach recipe
6. Computer, projector and screen (if playing video)

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
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 flip chart paper for everyone to see. Use the following chart 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, menus become easier to prepare and make)

Activity

1. Distribute the MyPlate 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 participants to respond. Be sure to mention that half the plate contains fruits and vegetables.
4. Say to the participants:
 - Would anyone like to share a favorite meal they like to eat or cook regularly for their families?
5. Give participants a few minutes to name their favorite recipes. Write them out on flip chart paper so everyone can see.

Activity (Continued)

- 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.
- Give partners a few minutes to come up with a sample of weeknight meals (Monday through Friday), then discuss as a larger group.

Optional Discussion

- Play the media option if there is time.
- Meal Planning With MyPlate
- A Beginner's Guide to Meal Prep
- Say to participants:
 - What did you like about creating a menu and what was challenging?
 - What may be some barriers to menu planning?
 - How can we incorporate meal planning into our daily lives?
- Give the group time to discuss. Accept and welcome all answers. Share Tips To Try if you did not already.

Takeaway

- Distribute the Meal Planning With MyPlate handout and spinach recipe.
- 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. Try to eat 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 10 meals you know your family enjoys to get started.
- Use your meal planning calendar to write down your meals for the week.
- Pick one night per week to have a designated meal, such as Taco Tuesday or Spaghetti Saturday. This will help simplify your menu.
- Try a Make Your Own Sandwich Night to keep meals inexpensive and simple.
- Try meal prepping foods that can be put in the fridge, such as rice, grains, roasted vegetables and tofu.
- Include your children by giving them a say in the menu, giving them a role in making meals or having them help with food shopping.

Module 3 | Lesson 3
Adventures in
New Foods

Lesson Itinerary

Introduction: Five minutes

- Favorite cooking memory

Activity: 10 minutes

- True-or-false game

Optional Discussion: 10 minutes

- Getting Kids in the Kitchen
- Team Nutrition Cooks: Corn and Zucchini Pancakes video

Takeaway: Five minutes

- Getting Kids in the Kitchen handout
- Sweet potatoes recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Paper, tape and markers for the true-or-false signs
3. Getting Kids in the Kitchen handout
4. MyPlate Planner handout
5. Sweet potatoes recipe
6. Computer, projector and screen (if playing video)

Cooking With Children

Introduction

1. Prior to class, prepare a sign that says “True” and a sign that says “False.” Tape the signs on opposite sides of the room for the first activity. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child’s age).
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:
3. Give partners time to share, then discuss as a group.

Activity

1. Say to participants:
 - We are going to play a true-or-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 the following statements and ask participants to move around the room accordingly. Invite participants to discuss with a partner or the group whether they agree or disagree with the statements. Be sure to read the answers to get a discussion going.
 - Children who participate in preparing food are more likely to eat what they prepare.
 - **True.** When children touch, smell and help prepare 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 as it cooks, which are early math and science skills. 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.

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - Cooking with your child can boost their self-esteem. It also teaches them about food and creates positive memories.
3. Distribute the 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.

Takeaway

1. Distribute the Getting Kids in the Kitchen handout and sweet potatoes recipe.
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:

Ages 3 to 6

- Washing and scrubbing vegetables, such as potatoes, lettuce, tomatoes and broccoli
- Tearing lettuce
- Mashing beans or cooked vegetables, such as potatoes

Ages 6 to 10

- 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

All Ages

- Wiping down and setting the table
- Measuring dry ingredients
- Adding vegetables to a salad
- Adding beans and salsa to a tortilla
- Stirring food using a large spoon

Lesson Itinerary

Introduction: Five minutes

- Sorting snacks

Activity: 10 minutes

- Identifying healthy snack options

Optional Discussion: 10 minutes

- MyPlate MyWins: Snack video
- Creating a list of on-the-go snacks for the week

Takeaway: Five minutes

- Easy overnight oats recipe

Objectives

Participants will:

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

Supplies

1. Name tags and pens
2. Snack food pictures (Page 70)
3. Snack food labels (Page 52)
4. Easy overnight oats recipe
5. Computer, projector and screen (if playing video)

Snacks on the Go

Introduction

1. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
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 categorize these pictures of snacks as "green light" or "yellow light" foods and discuss why.
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, also known as "green light" choices. Examples include fruits and vegetables, low-fat unflavored milk and yogurt, whole-grain bread, peanut butter, whole-grain cereals, and milk and nuts. Examples of unhealthy or "yellow light" snack options include cookies, candies and fried foods (such as French fries and chips).
6. Make sure to always read food labels when choosing "yellow light" foods as snacks. Try to choose ones with fewer ingredients and additives and less sugar and sodium.
7. Are there more than five ingredients you cannot pronounce? If so, consider a different snack.

Activity

- 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 following guide for help:
 - "Green light" snacks: cherry tomatoes and baby carrots
 - "Yellow light" snacks: peanut butter cups, pretzel twists and bagels

Optional Discussion

1. Play the media option if there is time.
2. Say to participants:
 - When should we offer snacks?
 - Do not give snacks to quiet, distract or reward children. Only give snacks to children if they are hungry. Using food for reward or punishment establishes unhealthy emotional ties to food. Try praise, hugs and nonfood items (such as stickers) instead of food to reward 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 screens when serving snacks.
3. As a group, have participants create an everyday list of on-the-go snacks for all days of the week.

Takeaway

1. Play the media option if there is time.
2. Say to participants:
 - Cooking with your child can boost their self-esteem. It also teaches them about food and creates positive memories.
3. Distribute the Getting Kids in the Kitchen handout. Ask participants to see which activities they would like to try with their child.
4. Distribute the easy overnight oats recipe.
5. Share Tips To Try if they are not mentioned.

Healthy On-the-Go Snacks

- Use resealable bags to pack fresh fruits and vegetables, proteins, and whole grains. Here are some examples:
 - Fresh, whole or precut vegetables
 - Whole-grain cereal
 - Popcorn
 - Unsalted nuts, such as cashews, peanuts or almonds
- Use small plastic containers to pack these fresh fruits and proteins:
 - Fresh, whole or precut fruit
 - Boiled eggs
 - Whole-grain bread or peanut butter
- Try whole fruits to eat on the go, such as clementines, apples and bananas.

Module 3 | Lesson 5
Adventures in
New Foods

Lesson Itinerary

Introduction: Five minutes

- Sticky notes

Activity: 10 minutes

- Trying New Foods game

Optional Discussion: 10 minutes

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

Takeaway: Five minutes

- Choose Your Healthy
Adventure handout
- Vegan enchilada 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. Name tags and pens
2. Sticky notes
3. Flip chart paper and markers
4. Trying New Foods handout
(Page 74)
5. Choose Your Healthy
Adventure handout
6. Vegan enchilada recipe
7. Computer, projector and
screen (if watching video)

Tips for Trying New Foods

Introduction

1. Before the session starts, write “Trying New Foods” on a piece of flip chart paper.
2. Distribute name tags and pens. Ask each participant to wear a name tag. Introduce yourself and give each participant a few minutes to talk about themselves (such as their name and child's age).
3. Say to participants:
 - Today we are going to talk about tips to help 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 on the flip chart paper.
4. Give each participant enough time to place their sticky note on the flip chart paper
5. Come together as a larger group.
6. Ask for volunteers to help read everyone's responses on the flip chart paper to the group.

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. Give participants enough time to complete the handout.
4. Come together as a larger group. Say to participants:
 - What did you see on this handout that you would like to try?
 - What seems challenging?
5. Be sure to mention that a child's food preferences develop early in life, so it is important to help them taste and try a variety of healthy foods at a young age.

Optional Discussion

1. Play the media option if there is time.
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 have different colors and shapes?
3. Allow time for brief sharing.
4. Share Tips To Try if you did not already.

Takeaway

1. Distribute the Choose Your Healthy Adventure handout and vegan enchilada recipe.
2. Thank participants for coming and remind them of the day and time of the next lesson.

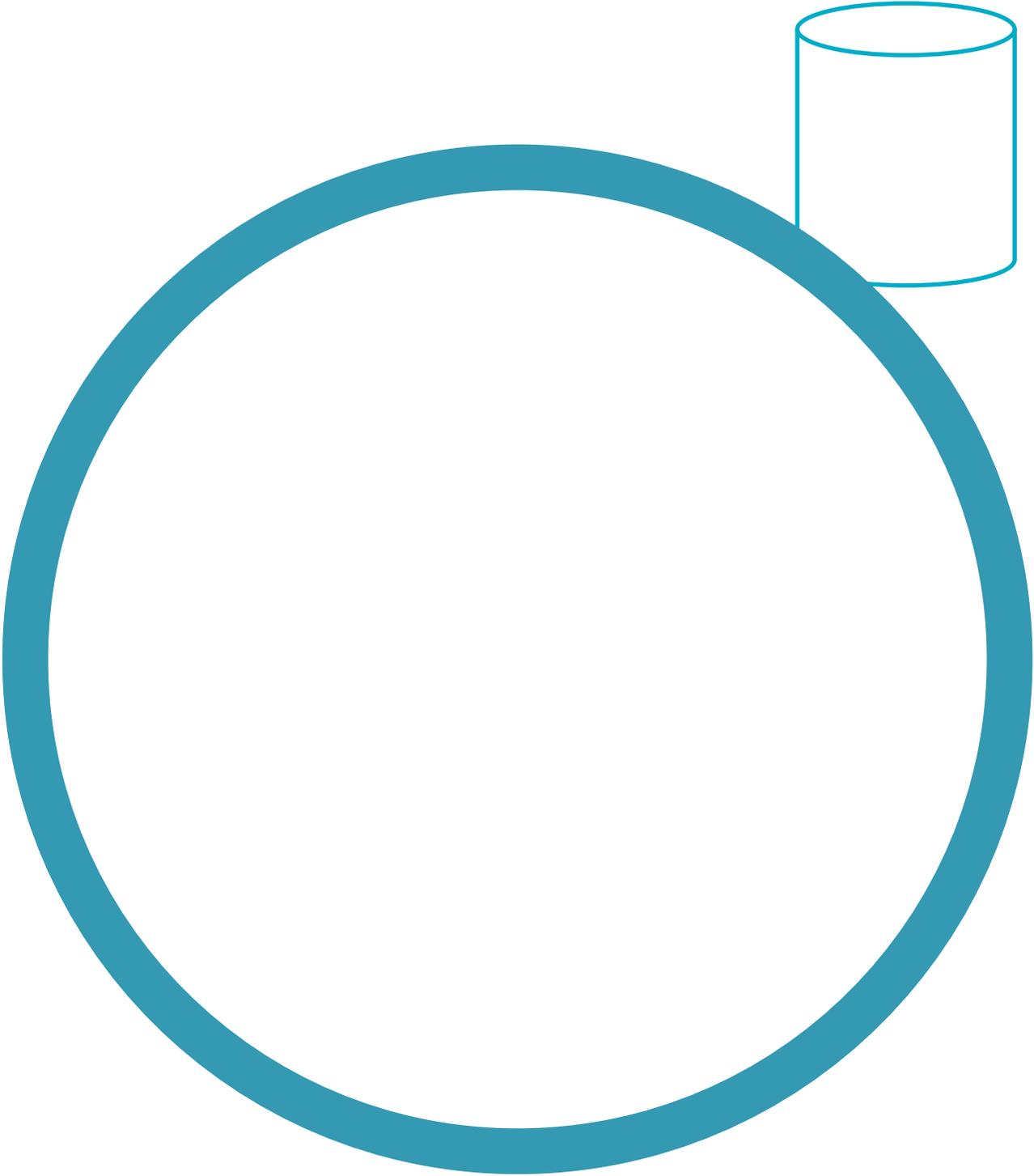
Tips To Try:

- 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. Put a spoon of low-fat yogurt in the middle, and use blueberries for 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 slices for the ears, cucumber slices for the eyes and frozen corn for the eyebrows.

Additional Resources



Creating MyPlate



Pictures of Vegetables



Asparagus



Lettuce



Carrots



Broccoli

Pictures of Vegetables



Squash



Sweet Potatoes

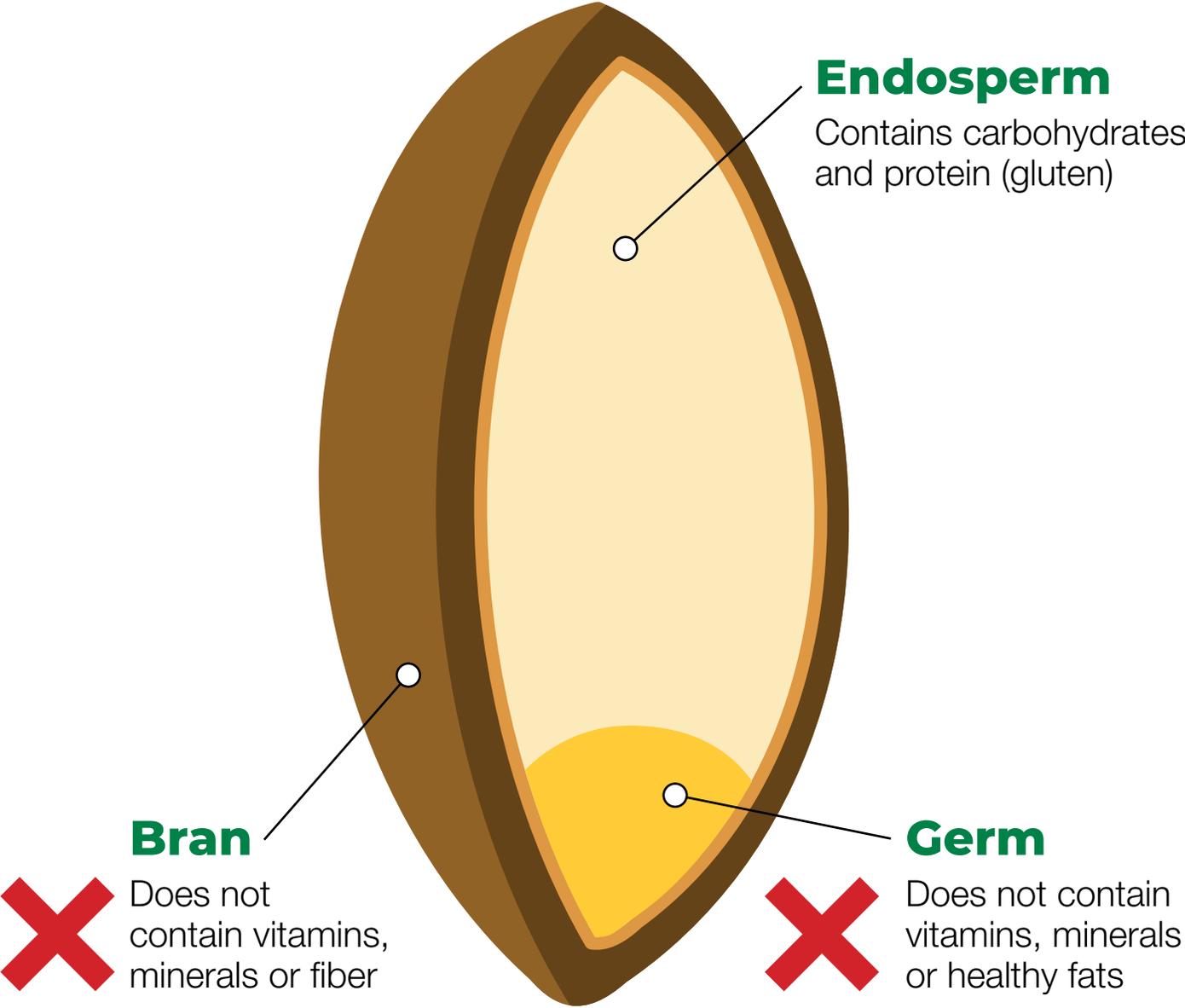


Bell Peppers



Peas

Refined Grains Versus Whole Grains



Refined grains are enriched — some vitamins and minerals are added back, but no fiber or healthy fats are added back.

Crackers

Ingredients:

Whole-Grain Wheat Flour, Canola Oil, Sugar, Cornstarch, Malt Syrup (From Corn and Barley), Salt, Refiner's Syrup, Leavening (Calcium Phosphate and Baking Soda).



Pasta

Ingredients:

Semolina (Wheat), Durum Flour (Wheat), Niacin, Ferrous Sulfate (Iron), Thiamin Mononitrate, Riboflavin, Folic Acid.

Contains: Wheat.



Breakfast Cereal

Ingredients:

Milled Corn, Sugar, Malt Flavor, Contains 2% or Less of Salt, Vitamins and Minerals: Iron (Ferric Phosphate), Niacinamide, Vitamin B6 (Pyridoxine Hydrochloride), Vitamin B2 (Riboflavin), Vitamin B1 (Thiamin Hydrochloride), Folic Acid, Vitamin D3, Vitamin B12.



Wheat Bread

Ingredients:

Whole-Wheat Flour, Water, Sugar, Wheat Gluten, Soybean Oil, Yeast, Molasses, Contains 2% or Less Of: Oat Fiber, Salt, Monoglycerides, Calcium Propionate and Sorbic Acid to Extend Freshness, Sodium Stearoyl Lactylate, Soy Lecithin, Whey, Citric Acid, Butter.

Contains: Wheat, Milk, Soy.



Brown Rice

Ingredients:
Brown rice.

Nutrition facts:
Serving size: 1/4 cup
Calories: 170
Carbohydrates: 34g
Fat: 1.5g
Protein: 3g
Fiber: 2g



White Rice

Ingredients:
Rice.

Nutrition facts:

Serving size: 1/4 cup

Ingredients: Enriched Long Grain Rice (Rice, Niacin, Iron [Ferric Orthophosphate], Thiamin [Thiamin Mononitrate], Folic Acid)

Calories: 160

Carbohydrates: 36g

Fat: 0g

Protein: 3g

Fiber: 1g



Instant Oatmeal

Ingredients:

Whole-Grain Oats, Sugar, Salt, Cinnamon and Other Spices, Natural Flavors.



Baby Carrots

Nutrition Facts	
1 serving per container	
Serving size	3 oz (85g)
Amount per serving	
Calories	30
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 65mg	3%
Total Carbohydrate 7g	3%
Dietary Fiber 3g	9%
Total Sugars 4g	
Includes 0g Added Sugars	0%
Protein 1g	
Vitamin A 590mcg	70%
Vitamin D 0mcg	0%
Calcium 30mg	2%
Iron .8mg	4%
Potassium 200mg	4%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Peanut Butter Cups

Nutrition Facts	
1 serving per container	
Serving size 2 packages (42g)	
Amount per serving	
Calories	210
% Daily Value*	
Total Fat 12g	16%
Saturated Fat 4.5g	22%
<i>Trans Fat</i> 0g	
Cholesterol <5mg	1%
Sodium 150mg	6%
Total Carbohydrate 24g	9%
Dietary Fiber 2g	6%
Total Sugars 22g	
Includes 20g Added Sugars	40%
Protein 5g	
Vitamin D 0mcg	0%
Calcium 39.3mg	4%
Iron 1.1mg	6%
Potassium 150mg	4%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Pretzel Twists

Nutrition Facts	
9 servings per container	
Serving size	20 minis (30g)
Amount per serving	
Calories	110
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 250mg	10%
Total Carbohydrate 25g	8%
Dietary Fiber <1g	3%
Total Sugars <1g	
Includes 0g Added Sugars	0%
Protein 3g	
Vitamin D 0mg	0%
Calcium 0mg	0%
Iron .5mg	8%
Potassium 0mg	0%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Bagel

Nutrition Facts	
6 servings per container	
Serving size	1 bagel (95g)
Amount per serving	
Calories	290
% Daily Value*	
Total Fat 3.5g	4%
Saturated Fat 0.5g	3%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 410mg	18%
Total Carbohydrate 53g	19%
Dietary Fiber 2g	7%
Total Sugars 6g	
Includes 5g Added Sugars	10%
Protein 9g	
Vitamin D 0mcg	0%
Calcium 20mg	0%
Iron 3.1mg	15%
Potassium 110mg	2%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

String Cheese

Nutrition Facts	
12 servings per container	
Serving size	1 piece (28g)
Amount per serving	
Calories	80
% Daily Value*	
Total Fat 6g	7%
Saturated Fat 3g	16%
<i>Trans Fat</i> 0g	
Cholesterol 20mg	6%
Sodium 200mg	9%
Total Carbohydrate 1g	0%
Dietary Fiber 0g	0%
Total Sugars <1g	
Includes 0g Added Sugars	0%
Protein 6g	12%
Vitamin D 0mcg	0%
Calcium 220mg	15%
Iron 0mg	0%
Potassium 0mg	0%

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

Cherry Tomatoes

Nutrition Facts	
1 serving per container	
Serving size	1 cup (149g)
Amount per serving	
Calories	27
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	1%
Total Carbohydrate 24g	2%
Dietary Fiber 2g	7%
Total Sugars 4g	
Includes 0g Added Sugars	0%
Protein 1g	
Vitamin D 0mcg	0%
Calcium 14mg	1%
Iron 0.4mg	2%
Potassium 353mg	10%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Use the Nutrition Facts Label to Find Key Nutrients

The Nutrition Facts label information is based on one serving, but many packages contain multiple serving sizes to know how much 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% of your daily value or more of fiber per serving. Fiber can help reduce the risk of heart disease and improve digestion.

Nutrition Facts

1 serving per container
Serving size 7 pretzels (28g)

Amount per serving
Calories 110

	% Daily Value*
Total Fat 1g	2%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 360mg	15%
Total Carbohydrate 23g	8%
Dietary Fiber <1g	3%
Total Sugars 1g	
Includes 1g Added Sugars	4%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 2mg	10%
Potassium 50mg	2%

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

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 Value

Tip: Nutrition Facts labels tell you the nutritional content of a food item. You can compare two items' Nutrition Facts labels to choose the healthier option.

Soda

Nutrition Facts	
1 serving per container	
Serving size	1 bottle
Amount per serving	
Calories	240
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 75mg	3%
Total Carbohydrate 65g	24%
Dietary Fiber 0g	0%
Total Sugars 65g	
Includes 65g Added Sugars	130%
Protein 0g	
* Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium, iron and potassium.	

Lemonade

Nutrition Facts	
7 servings per container	
Serving size	8 fl oz (240ml)
Amount per serving	
Calories	110
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 29g	11%
Dietary Fiber 0g	0%
Total Sugars 29g	
Includes 27g Added Sugars	55%
Protein 0g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron .0mg	0%
Potassium 20mg	1%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

2% Organic Chocolate Milk

Nutrition Facts	
7 servings per container	
Serving size	1 cup (240ml)
Amount per serving	
Calories	180
% Daily Value*	
Total Fat 5g	6%
Saturated Fat 3g	15%
<i>Trans</i> Fat 0g	
Cholesterol 20mg	7%
Sodium 210mg	9%
Total Carbohydrate 26g	9%
Dietary Fiber 1g	4%
Total Sugars 23g	
Includes 11g Added Sugars	22%
Protein 0g	
Vitamin D 4.5mcg	25%
Calcium 290mg	20%
Iron .8mg	4%
Potassium 480mg	10%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Sports Drink

Nutrition Facts	
2.5 servings per container	
Serving size 12 fl oz (360ml)	
Amount per serving	
Calories	80
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 22g	8%
Dietary Fiber 0g	0%
Total Sugars 21g	
Includes 21g Added Sugars	41%
Protein 0g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0mg	0%
Potassium 50mg	0%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Crackers

Nutrition Facts	
about 8 servings per container	
Serving size 16 pieces (31g)	
Amount per serving	
Calories	140
% Daily Value*	
Total Fat 5g	6%
Saturated Fat 0.5g	3%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 200mg	9%
Total Carbohydrate 22g	8%
Dietary Fiber 3g	11%
Total Sugars 5g	
Includes 4g Added Sugars	8%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 30mg	2%
Iron 0.9mg	4%
Potassium 90mg	0%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Sliced Bread

Whole-Grain, Low-Sodium Bread **Versus** Whole-Grain Bread

Nutrition Facts

20 servings per container
Serving size 1 slice (34g)

Amount per serving
Calories 80

	% Daily Value*
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 15g	5%
Dietary Fiber 3g	10%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 5g	
Vitamin D 0mcg	0%
Calcium 9mg	0%
Iron 1mg	6%
Potassium 82mg	2%

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

Nutrition Facts

20 servings per container
Serving size 1 slice (34g)

Amount per serving
Calories 80

	% Daily Value*
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 75mg	3%
Total Carbohydrate 15g	5%
Dietary Fiber 3g	11%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 5g	
Vitamin D 0mcg	0%
Calcium 9mg	0%
Iron 1mg	6%
Potassium 81mg	2%

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

Tomato Sauce

Low-Sodium Tomato Sauce **Versus** Regular Tomato Sauce

Nutrition Facts

5 servings per container
Serving size 1/2 cup (120ml)

Amount per serving
Calories 70

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 350mg	15%
Total Carbohydrate 12g	4%
Dietary Fiber 3g	11%
Total Sugars 9g	
Includes 3g Added Sugars	6%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 30mg	2%
Iron 0.8mg	4%
Potassium 390mg	8%

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

Nutrition Facts

5 servings per container
Serving size 1/2 cup (120ml)

Amount per serving
Calories 70

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 470mg	20%
Total Carbohydrate 12g	4%
Dietary Fiber 3g	11%
Total Sugars 9g	
Includes 4g Added Sugars	8%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 30mg	2%
Iron 0.8mg	4%
Potassium 330mg	8%

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

Shopping Healthy: Find Someone Who...

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

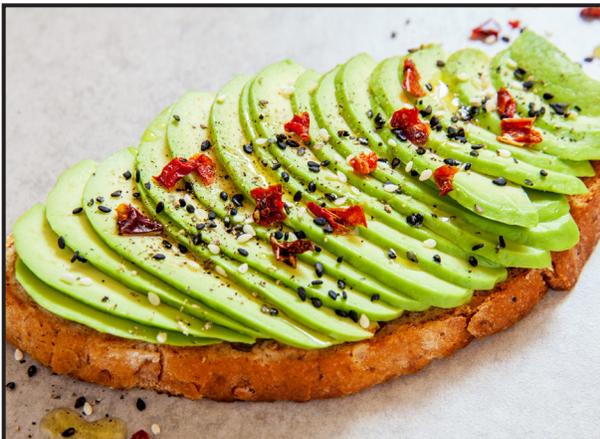
Breakfast Food Pictures



Yogurt



Donut



Avocado Toast



Bagel



Granola



Breakfast Sandwich

Breakfast Food Pictures



Muffin



Vegetable Omelet



Oatmeal



Toaster Pastry



Sports Drink



Green Smoothie

“Green Light” 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 minutes. Remember, always try to include a fruit or vegetable.

Corn tortillas Beans Queso fresco	Whole-wheat toast and peanut butter Sliced banana Low-fat milk	Whole-grain cereal Low-fat yogurt Fruit
Corn grits Sauteed vegetables Poached egg	Scrambled eggs Beans Whole-grain tortilla	Whole-wheat toast Hard-boiled egg Grapes
Brown rice Diced peaches Low-fat milk	Whole-grain toast and avocado slices Sliced apple	Oatmeal Almonds Diced apples

Circle the healthy breakfasts that you would like to try with your family. On the following lines, write any healthy breakfast foods not listed here:

Snack Food Pictures



Hummus Dip



Orange Juice



Cheese and Crackers



Gummy Candy

Snack Food Pictures



Sliced Apples



Chocolate Candies



Potato Chips



Trail Mix

Trying New Foods: Find Someone Who...

Involves their children in preparing and cooking food	Provides many new opportunities for their child to try a new food	Allows their child to 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 discover new fruits and vegetables
Models healthy eating by eating fruits and vegetables with their child	Turns off television, computers and phones during mealtime	Tries to ensure mealtimes are pleasant and relaxed	Eats meals with their child most days of the week

Tips for Helping Children Who Are Particular About Their Food

It is normal for children to not want to try new foods right away. Use this checklist to help your child try new foods:

- Let your child decide which nutritious foods to eat.
- Eat meals without any screens or mobile devices present.
- Make food fun by cutting fruits and vegetables into different shapes.
- Add variety by serving vegetables in different ways (such as raw, cooked, sautéed, baked, with healthy dips or blended into a sauce).
- Be patient with your child. Do not force them to eat nutritious foods.
- 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.

Tips for Trying New Foods

Introducing new foods to young children takes time and patience. Share these tips with caregivers during your lessons:

- **Provide consistent exposure.** Give children many opportunities to get to know a new food.
- **Offer familiar foods with unfamiliar foods.** Children are more likely to accept a new food if it is offered with food they already know and like.
- **Be a good example.** Eat the same foods that you are introducing to your child. Eat slowly and do not use electronic devices.
- **Cook and eat together.**
- **Enjoy family meals together as often as possible.** Family meals are an important way to model eating healthy foods and connect with children.
- **Provide small portions.** Adults often serve adult-size portions to children, which can be overwhelming. Serve small portions of new foods instead.
- **Make it fun.** Children like foods that come in different shapes, textures and colors.
- **Allow children to be particular about foods.** Give children the opportunity to pick which foods they want to eat, but select which foods they can choose from. It is completely normal for young children to be particular about their food.
- **Give children the chance to serve themselves.** Let children learn how to serve themselves from healthy choices provided at each meal. Teach children it is acceptable for them to not like certain foods and how to politely decline foods they do not like.



Tips for Successful Family Meals

Family mealtime is a great opportunity to teach children about healthy eating. However, it is often hard to find time to eat together as a family. There are many 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 with their parents.²

Share these tips with caregivers for having family meal nights regularly:

- Plan when and what your family will eat. You may not be able to eat together every day, so start slowly with one day each week, then work toward eating together as a family as often as possible.
- Eat together. Offer the same foods for the whole family. Let your child see you eating the same foods you are encouraging them to eat, which will encourage them to try and enjoy new healthy foods.
- Cook with your child. Cooking with your child teaches important skills and increases self-esteem. Involving children in food preparation is a fun and great way to encourage them to eat new foods at mealtime. Try having your child help with these small tasks:
 - Tearing and washing lettuce
 - Cutting soft fruit (such as strawberries, mangoes, melons and bananas) with a plastic knife
 - Cutting soft vegetables (cucumbers, tomatoes and squash) with a plastic knife
 - Wiping and setting the table
 - Measuring dry ingredients
 - Mashing soft fruits, vegetables and beans
 - Adding vegetables to salads
 - Adding toppings to pizza
 - Adding beans and cheese to a tortilla
- Make eating relaxed and fun. Use mealtime to talk and connect with your child. Turn off the TV and enjoy family time.

¹Musick 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. doi:10.1111/j.1741-3737.2012.00973.x

²Eisenberg ME, Olson RE, Neumark-Sztainer D, Story M, Bearinger LH. Correlations Between Family Meals and Psychosocial Well-being Among Adolescents. *Archives of Pediatrics & Adolescent Medicine*. 2004 Aug;158(8):792-6. doi: 10.1001/archpedi.158.8.792

Tips for Choosing “Green Light” Beverages

Many calories that Americans consume come from sugary drinks, which can lead to obesity, diabetes and other chronic conditions. Share these facts and tips about the dangers of sugary beverages with caregivers:

- Most people do not realize how easy it is to consume extra calories from sugary sodas, juice drinks, sport drinks, sweetened teas and coffee drinks. Just one 20-ounce bottle of soda can have 250 calories and more than 16 teaspoons of added sugars.
- Sugary drinks 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 with meals and snacks.
 - Eat whole fruit instead of drinking juice.
 - Avoid sports drinks and energy drinks. Water is all you need.
 - Avoid presweetened coffee and tea drinks and shakes.
- Find how much sugar is in your drink. To calculate how many teaspoons of sugar are in your drink, look for the amount of sugar on the Nutrition Facts label and divide it by four. This is the number of teaspoons of sugar in just one serving. If there is more than one serving per container in your drink, multiply the number of teaspoons of sugar per serving by the number of servings.
- Here are some common names for sugar or zero-calorie sweeteners: dextrose, fructose, galactose, sucrose, saccharin, cane sugar, high-fructose corn syrup, maltose, maltodextrin and evaporated cane juice.

Tips for Smart Snacking

Snacks can add a significant number of calories and nutrients to your child's day. If you limit how much and when your child snacks, their appetite will not be affected by their next scheduled meal. Share these tips with caregivers to help them offer healthy snacks to their children more often:

- Choose snacks that provide nutrients your child needs to grow and be healthy, such as vitamins, minerals and fiber. Healthy snacks include fruits, vegetables and low-fat dairy snacks. Unhealthy snacks include candy, gummies, cookies, snack cakes, and foods high in sugar or salt.
- Eat healthy snacks with your child. If your child sees you and others eating healthy snacks, they likely will too.
- Offer small healthy snack portions 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 have not eaten a snack in the 90 minutes prior. A snack is not a meal and should be small and nutritious to help control hunger. Children may not always need a snack between meals.
- Only serve food to control hunger. Snacks should not be used to calm or reward a child. Do not withhold or promise food as a punishment or reward, respectively. This creates emotional associations with food. Try using nonfood items or talking to your child to help calm or reward them.
- Prepare on-the-go snacks, such as:
 - Fruits (for example, bananas, grapes, strawberries, apple slices or mango slices)
 - Vegetables (for example, baby carrots, sliced cucumbers, celery sticks or cherry tomatoes)
 - Whole-grain bread and peanut butter
 - Cheese and whole-grain crackers

Tips for Saving Money on Food

With some planning and strategy, you can save money while shopping healthy. Share these tips with caregivers during your lessons:

- Keep a grocery list. Check which foods you have in your house and keep a list of which foods you need. Plan meals for the week (especially nighttime meals to avoid eating out or ordering in) and make a list of foods you will need. Pick a day to prepare meals each week.
- Use canned and frozen fruits and vegetables. Frozen and canned produce is nutritious, sometimes less expensive than fresh produce and very convenient. Try incorporating more canned and frozen produce into your meals. Dried beans and grains are also inexpensive and have a long shelf life. Look for unsweetened or no- and low-sodium options.
- Use available resources. Use Greenmarket Bucks, Health Bucks, Special Supplemental Nutrition Program for Women, Infants and Children (WIC) coupons and SNAP at local farmers' markets and grocery stores, or purchase a Fresh Food Box every week.
 - SNAP is a nutrition assistance program that helps people with limited income buy food. To learn more about how to enroll in or use SNAP, visit mybenefits.nyc.gov.
 - WIC is a government program that gives eligible pregnant or nursing women certain nutrition and health care benefits. Visit access.nyc.gov and search for **WIC** for more information.
 - To learn how to apply for food assistance, call **311**.
 - For a list of farmers market near you, text “SoGood” to 55676 or visit nyc.gov/healthbucks.
 - New Yorkers who participate in SNAP can get a preassembled box of locally grown farm fresh fruits and vegetables for half off the price of a full box. Prices vary by site. Each box contains six to 10 items and must be preordered one week in advance. Visit nyc.gov/health and search for **Half Off Farm Box** to learn more.
 - Groceries to Go provides eligible New Yorkers with monthly credits to purchase groceries for delivery or pickup. Credits can be used to purchase SNAP-eligible foods and beverages through an online platform that links to hundreds of grocery stores across NYC. The credits can also be used to pay for service fees, tips and delivery. To learn more, visit nyc.gov/health/groceriestogo.
 - New Yorkers who participate in SNAP can also get free fruits, vegetables and beans at certain NYC supermarkets through Get the Good Stuff, an NYC Health Department program. For every dollar you spend using SNAP or EBT on eligible fruits, vegetables and beans, you get a matching dollar (up to \$10 per day) that can be used for the next purchase of eligible foods. Visit nyc.gov/health/goodstuff to learn more.

