

5. Ask the children the following questions to generate discussion:

- a. Have you ever grown your own vegetables before?
- b. What kind of vegetables did you grow?
- c. What kind of vegetables would you like to grow?
- d. In what season do we grow vegetables?
- e. Have you ever had vegetable soup before?
- f. Did you like it?

6. Introduce the action story:

Picking Fruits and Vegetables from the Garden.

Instruct the children to act out the action words as they hear them in the story.

7. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

8. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

9. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

10. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

11. Ask the children to move to the tables for the activity.

12. Distribute the activity sheet: *Vegetable Soup*.

13. Introduce the activity.

Explain that just like in the story, they are going to make pretend vegetable soup using some of the vegetables that you read about in *Eating the Alphabet*. Ask them to choose which vegetables they want in their soup, color them in, cut them out, and paste them in the bowl to make their own vegetable soup.

Session One Action Story: Picking Fruits and Vegetables from the Garden

John and Linda were **TAKING A WALK (HIGH KNEE RAISES)** one spring afternoon, when they decided to plant a garden for their mother for Mother's Day. When their mother heard the good news, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS**.

John **RAN** down to the store to buy the seeds, while Linda **HOPPED** over to the tool shed to get a shovel and a rake. Linda **RAKED** an area and then **DUG** five holes. John **MARCHED** home from the store and did **FIVE TOE TOUCHES** to put the seeds in the holes. Linda **RAKED** the dirt back to cover the seeds. John did **FIVE SHOULDER SHRUGS** while carrying a bucket of water for the newly planted seeds.

John and Linda's mother **RAN** out to see what her children had done. She did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** with excitement over her newly planted garden!

Every morning, John and Linda **RAN** out to their garden to help their seeds grow healthy and tall. They **SQUATTED** down to pull weeds and did **SHOULDER SHRUGS** while **CARRYING WATER** for their plants. After many weeks, their garden was full of bright and healthy fruits and vegetables! John **HOPPED** out to the garden with a large basket to collect the fruits and vegetables that had grown. Linda **STOOD ON HER TOES** to reach the fruits on the trees and John **SQUATTED** down to pick the vegetables. They **CARRIED THEIR BASKETS** inside and enjoyed their fruits and vegetables for dinner!

At the end of the summer, John and Linda's mother **WALKED** out to their garden and thanked them for the wonderful gift of fruits and vegetables. John and Linda **STRETCHED** their arms to the sky and **CLAPPED THEIR HANDS** for a job well done!



Session Two Action Story: Colors of the Rainbow

On a warm, fall day Lamar and José were **RUNNING** around **KICKING** the soccer ball in the yard. Lamar's mom was just about to **SKIP** out the door to the farmer's market and asked the boys if they wanted to come along. They **NODDED THEIR HEADS, PICKED-UP** their water bottles and followed her to the car. Lamar and José **HOPPED** into the car and Lamar's mom drove away. When they arrived at the farmer's market, they **JUMPED OUT** to see all of the wonderful fruits and vegetables. They **JUMPED UP AND DOWN FIVE TIMES** and **CLAPPED THEIR HANDS ABOVE THEIR HEADS FIVE TIMES!** Lamar and José helped to find all of the items on the shopping list. First they **RAN** down the aisle to find some red apples. They **SQUATTED** down to get the apples and put them in the basket José was **CARRYING**. Next, they needed to look for some golden peaches. They did **FIVE TOE RAISES** to see what row the peaches were on. Once they found them, they **RAN** over to get the best-looking peaches. Now there were only a couple more items to be found. Lamar and José **MARCHED** up and down the aisles until they found the crisp, green spinach they were going to use for a salad. After they placed the spinach in their basket, they **HOPPED** over to the next aisle. Lamar's mom was **SQUATTING** down looking at some very juicy blueberries. They looked so good! Now they were ready to buy their tasty fruits and vegetables and head home. As they **WALKED** to the register, José spotted his favorite fruit, purple grapes! He did **FIVE TOE TOUCHES** in excitement and as asked if they could buy them. Lamar's mom **NODDED** her head and as he **PICKED UP** some grapes and put them into their basket. As they were driving home, Lamar and José noticed the delicious fruits and vegetables they had just bought made a rainbow! They were so happy, they **STRETCHED** their arms into the air and **CLAPPED THEIR HANDS!** For dinner that night, Lamar's mom wanted to cook some sweet corn. José and Lamar **SKIPPED** over to the basket, did **FIVE SHOULDER SHRUGS** and **CARRIED** the basket to Lamar's mom. They were so excited to help Lamar's mom, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES.**



4. Introduce the action story:

New Fruits and Veggies at the Market. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space. Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

New fruits and vegetables to try, Fruit and Vegetable King, and Fruit and Vegetable Queen.

11. Introduce the activity.

Use the characters from the story, Keri and Anne, to describe the activity. The children will create fruit and veggie crowns using examples of different fruits and vegetables that you read about in *Eating the Alphabet* last week. They will cut out their crown, choose six fruits and vegetables that they have never had before and want to try, color them in, cut them out, and paste them onto their crown. Each time they try one new fruit or vegetable, they can add it to their fruit and vegetable crown.



Session Three Action Story: New Fruits and Veggies at the Market

Keri and Anne were **TAKING A WALK** one day after school, when they decided they wanted to have a snack. They **RAN** all the way back to Keri's house to ask her mother what they could eat. Her mother did **FIVE SHOULDER SHRUGS** and said they would have to go to the market.

They **HOPPED** down the street to the market. When Keri and Anne **WALKED** into the store, there were so many bright and colorful fruits and vegetables to choose from. They all looked so good! Keri **MARCHED** over to the apples and **PICKED UP** two of the juiciest looking red apples. Anne saw a new fruit she had never seen before and wanted to try it. Anne **STOOD ON HER TOES**, holding the tropical mango she **PICKED UP** in the air. Keri **WALKED** over to see what the new fruit was. They were both so excited to try a new fruit, they **JUMPED UP AND DOWN** and **CLAPPED THEIR HANDS!**

Keri and Anne **RAN** over to find Keri's mom in the vegetable section of the market. She was **CARRYING A BAG** with broccoli in it to cook for dinner. Keri **SHOOK HER HEAD** and told her mom that she didn't like broccoli. Anne **SQUATTED** down to tie her shoe, and told Keri how good broccoli was and she should try it again. Keri did **FIVE SHOULDER SHRUGS** and said she would try it again at dinner.

Later that night at dinner, Keri **SCOOPED** some of the broccoli her mom had cooked onto her plate. She **PICKED UP** a piece of broccoli with her fork and tried it again. Keri thought it was so delicious! Keri's mom was so proud of her for trying the broccoli again, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS!**



5. Ask the children the following questions to generate discussion:

- a. Do you ever listen to your body before you start eating?
- b. What tells you that you need to eat?
- c. Do you ever listen to your body when you are eating?
- d. How can you tell when you have had enough to eat?
- e. Do you stop eating when you feel full?

6. Introduce the action story:

Thanksgiving Full. Instruct the children to act out the action words as they hear them in the story.

7. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

8. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

9. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

10. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

11. Ask the children to move to the tables for the activity.

12. Distribute the activity sheet(s):

The Hunger Meter and *Draw a healthy dinner* (to take home). Explain that just like Jack and Rebecca from the action story, we are going to learn more about feeling full.

13. Introduce the activity.

Explain the *The Hunger Meter*, which is a way to measure hunger or fullness. The meter can help the children tell when they have had enough to eat. Number 1 means very hungry, and number 5 is very full. Number 3 is just right.

Instruct the children to color in their own hunger meter so that the next time they have a meal with their family, they can check where they are on the Hunger Meter so that they do not eat too much and get a stomachache like Jack and Rebecca did.

Session Four Action Story: Thanksgiving Full

Jack and Rebecca were **RAKING** the leaves on a fall afternoon. They made a big pile of leaves in the middle of the yard and took turns **RUNNING** and **JUMPING** into them. They were very excited because it was Thanksgiving Day!

Jack and Rebecca were looking forward to all of the good food they would have for dinner. They **MARCHED** inside to help their mother finish the cooking. Their mother was **STANDING ON HER TOES** to reach all of the spices in the cupboard when they **RAN** into the kitchen and asked what they could help with. She was so excited that they wanted to help her she did **FIVE JUMPING JACKS** and **CLAPPED HER HANDS!** Jack did **FIVE SHOULDER SHRUGS** while **CARRYING** the sack of potatoes for the mashed potatoes. Rebecca **SQUATTED** down to look at the turkey roasting in the oven. She then **REACHED UP** into the refrigerator to get out the corn that still needed to be cooked. Their mother **HOPPED** downstairs to get some of the other food they were going to have. Once everything was ready, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** with excitement because everything looked so good!

Jack and Rebecca **SAT DOWN** at the table and each **SCOOPED** large helpings of food onto their plates. Their mother asked them if they were going to eat everything. They both **NODDED THEIR HEADS** and **PICKED UP** their forks and began eating. They ate and ate, everything tasted so delicious! Once dinner was over, and they had **CARRIED THEIR EMPTY PLATES** to the kitchen sink, Jack and Rebecca started to feel a little funny. They **RUBBED THEIR TUMMIES** because they had stomachaches from eating too much at dinner. They decided to **TAKE A WALK** with their mother, and hoped that would make them feel better. When they got back home, they felt a little better and decided next time they wouldn't eat so much, even when the food is really delicious. Jack and Rebecca **STRETCHED** their arms into the air and gave themselves a **PAT ON THE BACK** for being so helpful and making a wonderful Thanksgiving dinner.



4. Introduce the action story:

Being Active Around the House. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

Instead of watching TV, I like to . . .
Instead of watching TV, I can . . .

11. Introduce the activity, referring to Nick and Dave from the action story to illustrate how to find activities they can do instead of watching TV, too! Encourage the children to use the worksheets to identify things they can do instead of watching TV, like in *The Berenstain Bears'* book. The children will choose six different activities from the first worksheet that they like to do or want to try, color them in, cut them out and paste them onto the second worksheet.



Session Five Action Story: Being Active Around the House

Nick and Dave were outside **SHOOTING HOOPS** in the driveway on a summer afternoon. They had just started another game of basketball when the raindrops began to fall. They didn't want to get wet, so they did **10 JUMPING JACKS** and then **RAN** inside.

Nick and Dave couldn't think of anything to do, so they **HOPPED** over to the TV to see if their favorite show was on. When they saw that their cartoon had just started, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** in excitement! After two hours, Nick's dad walked into the living room and **SHOOK HIS HEAD FROM SIDE TO SIDE FIVE TIMES** when he saw that the boys were still watching TV. He told them that they should have no more than two hours per day and that they needed to find something else to do. They did **FIVE SHOULDER SHRUGS** and **FIVE TOE TOUCHES** while thinking of ideas.

Nick's dad thought of some chores for the boys to do. He **MARCHED** around the house, did **10 CALF RAISES WHILE POINTING** to all of the dust on the bookshelves in the living room. He **SKIPPED** to the kitchen and did **FIVE SQUATS** to show the boys the crumbs that needed to be **SWEPT WITH THE BROOM**. Then, he **RAN** down the stairs and **CARRIED** up a bucket of water and mop so they could **MOP** the floors.

After cleaning all day, the house was spotless. Nick's dad was so happy, he **JUMPED UP AND DOWN** and **CLAPPED HIS HANDS!** The boys **RAN** over to the window to see the sun was out again. Nick and Dave were so excited they did **FIVE JUMPING JACKS** and **HOPPED** outside and began **SHOOTING THE BASKETBALL** again.



4. Introduce the action story:

Keeping Your Body Moving. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

Keep Your Body Moving Word Search

11. Introduce the activity, referring to Lakeisha and Michael from the action story to illustrate how we can learn new ways to be active. The word search is hiding many different ways to the body busy and moving every day. Encourage the children to find all 23 words to remind them of ways to keep the body moving.



Session Six Action Story: Keeping Your Body Moving

Lakeisha and Michael enjoy being outside where they can keep their bodies moving by **RUNNING, JUMPING** and **SKIPPING**. They also like **PLAYING BASEBALL** so they can practice **RUNNING, SWINGING THE BAT** and **THROWING**. Michael **PITCHED** a ball to Lakeisha and she **SWUNG** the bat. After she hit the ball, they both **RAN** after it, but it went over the fence. They were so pleased, they did **10 JUMPING JACKS CLAPPED THEIR HANDS ABOVE THEIR HEADS!**

After their baseball game where they practiced **RUNNING, SWINGING THE BAT** and **THROWING**, they decided to **RIDE THEIR BICYCLES**. They peddled **FORWARD 10 TIMES AND BACKWARD 10 TIMES**. “Boy my legs are getting tired,” said Lakeisha “Maybe we should start cleaning things up.” They **PEDDLED** their bikes back into the garage. Michael **PICKED UP** all of the balls and games and while Lakeisha did **FIVE SHOULDER SHRUGS** and **SWEPT** up the dirt.

After picking up and cleaning the garage, Lakeisha and Michael decided to help their mom in the garden. Michael did **10 TOE TOUCHES** while he **PULLED WEEDS**. Lakeisha helped by **WATERING** all the plants with a hose. They were so proud to be helping, they each did **FIVE JUMPING JACKS!** Their parents were so proud that they did **FIVE FORWARD ARMS CIRCLES** and **FIVE BACKWARD ARM CIRCLES** and gave their kids big hugs!

After a healthy dinner, the entire family went for a **WALK**. They talked about how important it is to keep your body moving and that it can be fun!

When they got home from their walk, they got their baths, put on their pajamas and **STRETCHED THEIR ARMS TO THE SKY** and fell fast asleep.



Session Seven Action Story: Hiking for Fitness

Eric and Christina were going hiking in the mountains for the weekend with their parents. When Christina heard the news, she **JUMPED UP AND DOWN 10 TIMES**. Eric was **DRIBBLING THE BASKETBALL** when Christina came to tell him the good news. Their parents reminded them that they needed to be in good shape to go hiking. After packing, Eric and Christina did **10 JUMPING JACKS** and **10 SQUATS**. This really got their heart beating faster! They finished by **STRETCHING THEIR ARMS UP TO THE SKY** and **STANDING ON THEIR TOES**. Finally, it was time to leave. They were so excited they **HOPPED IN PLACE AND DID HIGH KNEE RAISES** all the way to the car!

Once they got to the nature park, Eric and Christina **SKIPPED** to the hiking trail. They began **MARCHING UP** the trails and **RAN DOWN** the hills on their way to the big mountains. After their good workout from **CLIMBING, RUNNING and WALKING**, they decided to take a little break. They did **FIVE FORWARD ARM CIRCLES, FIVE BACKWARD ARM CIRCLES** and **STRETCHED THEIR ARMS TO THE SKY** to reach for the water bottles they had packed. After a short break, Eric and Christina's parents said they should begin to **WALK** back down the trail. They all did **FIVE SHOULDER SHRUGS**, picked up their backpacks and began **MARCHING** down the mountain.

When they got to the bottom of the hill, everyone **JUMPED UP AND DOWN** and **CLAPPED THEIR HANDS ABOVE THEIR HEADS** for a job well done. The family worked up an appetite after keeping their bodies moving, so they had a nice healthy BBQ.

After they finished dinner, the family **STRETCHED THEIR ARMS TO THE SKY**, did **FIVE TRUNK TWISTS, AND STRETCHED OUT THEIR LEGS**. After a good night's rest, they will be ready to hike again tomorrow.



4. Introduce the action story:

Barnyard Fun. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space. Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

Healthy foods that come from milk

Take home:

Milk Maze

Draw yourself drinking your favorite healthy beverage

11. Introduce the activity, referring to Denise and Elizabeth from the action story to illustrate where milk comes from and healthy foods that we can eat that come from cow's milk. The children will color some healthy foods that come from cow's milk that we read about in *The Milk Makers*.



Session Eight Action Story: Barnyard Fun

It was a warm, summer day and Denise and Elizabeth were **WALKING** around their Grandpa's farm. They hadn't visited the farm in a long time and were so happy to be there, they did **TEN JUMPING JACKS!**

Denise and Elizabeth **RAN** over to see the horses, who were **GALLOPING** in the field. They brought over some hay to feed to the horses. When the horses came near, they **STOOD ON THEIR TOES, STRETCHED OUT THEIR ARMS** and fed the horses.

After the hay was gone, Denise and Elizabeth **SKIPPED** over to the barn to see what their Grandpa was doing. When they got to the barn, they saw their Grandpa **SQUATTING UP and DOWN** next to a cow. Denise and Elizabeth **TIPTOED** over to see what he was doing. Grandpa was **MILKING A COW**. They helped their Grandpa by **CARRYING THE BUCKETS** of milk to the other side of the barn. Denise and Elizabeth were so excited to help, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES**.

When they finished that job, Grandpa had them help clean the barn. Grandpa did **FIVE SHOULDER SHRUGS** and **FIVE TRUNK TWISTS** and showed them what they could do. Elizabeth **RAKED** the loose hay while Denise tried to **SWEEP** up some of the dirt that had collected on the floor. When their jobs were complete, Denise and Elizabeth **SKIPPED** back up to the house. On the way, they passed a bunny **HOPPING** into the woods, a family of ducks **WADDLING** to the pond, and snake **WIGGLING** in the grass.

When they got back to their Grandpa's house, Denise and Elizabeth **CLIMBED THE STAIRS**, went inside and sat at the kitchen table. They were surprised to see two ice-cold glasses of fat-free milk, they **RAISED THEIR ARMS IN THE AIR** and smiled from ear to ear.



4. Introduce the action story:

Camping in the Woods. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space. Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

What would you put in your fruit and veggie water?

11. Introduce the activity, referring to Antonio and his family from the action story to illustrate how we can learn more about the importance of water is for every living thing and the different ways we can drink water. Instruct them choose which fruits and vegetables that they want to try in their water, color them in, cut them out, and paste them in their glass of water to make their own flavored water.



Session Nine Action Story: Camping in the Woods

One warm spring day, Antonio and his family decided to go camping. After arriving, they **CARRIED** their gear to the site, **RAISED** the tents and **SPREAD** out the sleeping bags and filled up their water bottles. Antonio's father **CHOPPED** wood for their fire while his Poppy **CARRIED** it to the fire pit. Antonio was so happy to be spending time with his family, he **JUMPED UP AND DOWN FIVE TIMES** and **CLAPPED HIS HANDS ABOVE HIS HEAD**.

After their site was set up, they decided to catch some fish for supper. They started down the trail to the lake. They **JUMPED** over fallen trees, **TIPTOED** through the leaves, and **SQUATTED** under some tree branches that were hanging low.

When they got to the lake, they put worms on their hooks and **RAISED THEIR ARMS ABOVE THEIR HEADS** to cast their lines. All of a sudden, they heard a noise. They **TURNED THEIR HEADS TO THE LEFT** and they **TURNED THEIR HEADS TO THE RIGHT**. Antonio **STOOD ON HIS TOES** and looked deep into the woods, but nothing was there except a small squirrel. Just as he looked back at the lake, his father caught a fish. He had to **REEL** and **PULL** the fishing line to get the fish into shore. Poppy **SCOOPED** the fish with the net. Antonio **JUMPED UP AND DOWN FIVE TIMES** when he saw the big fish then **SQUATTED UP AND DOWN** to help with the net.

After returning to the camp site, Antonio helped Poppy clean the fish while his father built the camp fire. They enjoyed a healthy dinner of grilled fish and fresh vegetables and a large glass of water while sharing their favorite things of the day.



Session Five - Liking New Food Takes Time

Core Message

Sometimes new foods take time. Kids do not always like new foods right away. Offer new fruits and veggies many times. Give them a taste at first. Be patient.

Background Information

It takes time and repeated exposure for preschool-aged children to enjoy eating new foods, especially vegetables. Children may need to be offered a food several times before they taste it, and they may need to taste it several times before they like it.

It is normal for children, especially preschoolers, to reject foods before they have tried them.¹ Children develop ideas about what foods should look like and smell like based on past experience. When they are presented with new foods, they may initially reject them because they look different than foods they have eaten in the past. Children may reject new foods even before tasting them. From an evolutionary perspective, this response was protective, because it kept children from eating poisonous foods.¹ As children get older they will reject foods they haven't tried less and less.¹

Parents should offer their children new foods many times even if they reject them, or seem to reject them, at first. The more times that a child is offered a new food, the more likely it is that they will taste the food,² and the more often a child tastes a food, the more likely it is they will come to like the food.^{3,4}

The first one to three times children encounter a new food, they may just smell, touch or play with it. The fourth to sixth times they encounter it, they may nibble on it or spit it out. It may take as many as seven to nine encounters for them to actually eat and swallow the new food.^{2,5,6} Additionally, it may take 15 times of eating and enjoying a food for a young child to like it and willingly eat it on a regular basis.⁴

Sources for Additional Information*

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Session Overview

During this session, participants will develop realistic expectations for how quickly children will like and voluntarily eat new foods. Participants will learn that children may at first reject new fruits and vegetables, but parents should continue to give their children opportunities to eat new foods. Participants will also develop a plan for introducing their child to a new fruit or vegetable during the next week.

Dialogue Learning Tips

- Use open questions.
- Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.
- After asking a question:
 - Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
 - Allow participants to volunteer answers. Do not call on participants.
 - Affirm participants' answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, "**Thank you for sharing Martha. I imagine most of us can relate to what you said.**"
 - Avoid praising participants' responses, (e.g., avoid saying "good" or "excellent").
- Ask follow-up questions to show you are listening to participants' responses.

Time Required for Session: 45 minutes

PREPARATION

Bring with you:

- Name tags (one for each participant)
- Colorful markers or pens (to write on the name tags)
- The session poster
- Copies of the participant handout
- The educator handout

***These are not to be distributed to participants.**

- Sign-in sheets
- A watch or clock so that you can effectively manage time
- Cooked shelled edamame
- Ingredients for Apple Bark
- Knives for cutting the apples
- A knife for spreading the peanut butter
- Plates
- Napkins
- Water
- Glasses
- Hand wipes or hand sanitizer

Before the participants arrive:

- Display the poster for this session in the room.
- Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
- Put name tags, markers, and the sign-in sheets in the middle of the table or at the front of the room.
- Put one copy of the participant handout at each participant's seat.
- Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile, and say hello; use their names if you remember them. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time you talked about the importance of allowing their children to serve themselves.

Tell them that today you are going to talk about introducing young children to new foods. Point to the poster, and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)

Ask the participants to discuss the following questions with the person sitting next to them:

- What is your child's favorite fruit or vegetable?
- What other fruits and vegetables have you introduced to your child? What was his/her reaction to them?

Give participants three minutes to discuss.

Bring the group back together and listen to and affirm three or four participants' responses.

Add (10 minutes)

Read through the information on the front of the handout. Emphasize that parents should continue to try feeding their children fruits and vegetables that they reject at first, and that playing with and spitting out new foods is normal.

Use the discussion questions on the educator handout to encourage the participants to talk about offering foods many times.

Apply (15 minutes)

Have participants wash their hands. Ask participants to help reheat the edamame and make the Apple Bark. For example, one person can cut the apples while another measures the peanut butter. Allow participants to taste the edamame and Apple Bark. If you are not able to reheat the edamame, you can serve it cold or have participants just taste the Apple Bark.

After they have tasted the food, encourage them to offer these foods to their children. Ask the participants how it felt to try a new food.

Away (5 minutes)

Ask participants to use the "Goal Setting" section on the back of the handout to write down one new food they are going to start introducing to their child in the next week. Also ask them to write down how they will prepare this food.

CLOSER (5 minutes)

Refer back to the poster and remind participants that it is important to offer young children a new food many times without pressuring them to eat it.

Remind them that when they are introducing a new food, they can:

- **Pair a new food with a favorite food.**
- **Be patient and keep trying!**
- **Eat the new food with their child to show them they enjoy it.**
- **Have their child help them prepare the new food.**

Thank the participants for coming and tell them when and where the next session will be held. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.

Liking New Foods Takes Time

- Kids don't always like new foods right away.
- Offer new fruits and vegetables many times, served a variety of ways.
- Give your kids just a taste at first and be patient with them.

- Young children may not want to eat fruits and vegetables the first time they try them.
- Keep trying! Keep giving your children small amounts of fruits and vegetables even if they do not eat them at first. Offer your children small amounts of new foods so that you do not waste food.
- Give children small amounts to taste or play with at first. This can be as small as a spoonful of peas or cooked carrots, a piece of an apple, or one section of an orange.
- When children are first learning about new foods, but not yet eating them, there is no need to make a separate portion for them. Just give them a small taste of what you are eating.



TIP: Eat the same foods that you are introducing to your children. Your children learn from watching you. If you show them that you eat and enjoy these foods, they will be more likely to try them.

The first 1-3 times children are given a new food, they may just smell, touch or play with it.

The next 4-6 times they are given a food, they may spit it out or nibble on it.

The next 7-9 times they are given a food, they may actually eat and swallow it.

Young children may have to eat a food 15 times before they like it and eat it every time you give it to them.

Make introducing new foods fun!

- Make up silly names for the new food.
- Make up a song about the food.
- Make up a dance to do after eating the new food.

How many of these fruits and vegetables have you shared with your child?

- Zucchini
- Cauliflower
- Yellow Peppers
- Snow Peas
- Clementines
- Asian Pears

Try a New Food!

Edamame

Edamame are young soy beans that have been harvested before they start to harden. They make a great snack or side dish!



You can purchase frozen edamame in most grocery stores or health food stores. You can buy shelled or unshelled frozen edamame. Look for them in the freezer section near the frozen vegetables.

To prepare unshelled: boil the unshelled edamame for 5–10 minutes, cool under running water, salt lightly, and serve. Your children will enjoy popping them out of the pod to eat. Do not eat the shells.

To prepare shelled: boil for 2-4 minutes, cool under running water, toss with melted butter or olive oil, and serve.

Tips for introducing new foods

Pair a new food with a favorite food.

Be patient and keep trying!

Eat the new food with your child to show them you enjoy it.

Have your child help you prepare the new food.

Apple Bark

Try an Old Favorite a New Way!

Ingredients

- 1 Granny Smith Apple
- 1 Tablespoon peanut butter
- 2 ½ Tablespoons golden or black raisins
- 1 ½ Tablespoons dried sweetened cranberries

Directions

Cut apple into four quarters. Remove the core by cutting away to leave a flat surface on the apple quarter. Spread the peanut butter on the apple quarters. Sprinkle the raisins and cranberries on the peanut butter.



Serves: 2

Nutritional Information per Serving:

Calories: 150
Total Fat: 4.1g
Saturated Fat: 1g

Goal Setting

What is one new food you are going to start introducing to your child next week? How will you prepare this food? Remember to be patient and try offering it many times, even if your child does not eat it the first time.



Liking New Foods Takes Time

1

ANCHOR Activity:

Ask participants to discuss with the person sitting next to them:

- Their child's favorite fruit or vegetable.
- Other fruits and vegetables they have introduced to their child and their child's reaction to these foods.

ADD Activity

Read through the handout with the participants.

Discussion Questions: What happens when you introduce a new fruit or vegetable to your child? How do they react? 

2

Discussion Questions: What is a food that you have prepared in multiple different ways? How have you prepared it? 

3

Discussion Questions: How have you been able to encourage your children to eat new fruits and vegetables? How can you offer new foods without wasting food? 

APPLY Activity

Have the participants taste the edamame and prepare and taste the Apple Bark. Have participants discuss whether or not they would offer these foods to their children.

Ask participants to use the "Goal Setting" section on the back of the handout to write down one new food they are going to start introducing to their child in the next week. Also ask them to write down how they will prepare this food.

Remind them that when they are introducing a new food they can:

- Pair a new food with a favorite food.
- Be patient and keep trying!
- Eat the new food with their child to show them they enjoy it.
- Have their child help them prepare the new food.

- Kids don't always like new foods right away.
- Offer new fruits and vegetables many times, served a variety of ways.
- Give your kids just a taste at first and be patient with them.

1

- Young children may not want to eat fruits and vegetables the first time they try them.
- Keep trying! Keep giving your children small amounts of fruits and vegetables even if they do not eat them at first. Offer your children small amounts of new foods so that you do not waste food.
- Give children small amounts to taste or play with at first. This can be as small as a spoonful of peas or cooked carrots, a piece of an apple, or one section of an orange.
- When children are first learning about new foods, but not yet eating them, there is no need to make a separate portion for them. Just give them a small taste of what you are eating.

2



TIP: Eat the same foods that you are introducing to your children. Your children learn from watching you. If you show them that you eat and enjoy these foods, they will be more likely to try them.

The first 1-3 times children are given a new food, they may just smell, touch or play with it.

The next 4-6 times they are given a food, they may spit it out or nibble on it.

The next 7-9 times they are given a food, they may actually eat and swallow it.

Young children may have to eat a food 15 times before they like it and eat it every time you give it to them.

Make introducing new foods fun!

- Make up silly names for the new food.
- Make up a song about the food.
- Make up a dance to do after eating the new food.

How many of these fruits and vegetables have you shared with your child?

- Zucchini
- Snow Peas
- Cauliflower
- Clementines
- Yellow Peppers
- Asian Pears

TAKE AWAY Message: It is important to offer young children a new food many times without pressuring them to eat it.

Talking Points

For parents who insist that their children will not eat fruits and vegetables. 

- Other than being patient and offering fruits and vegetables multiple times, parents can try:
- Pair one of the child's favorite healthy foods with a new food that the child is resistant to trying.
- Try preparing fruits and vegetables in different ways (raw, cooked, with different spices or dipping sauces). Ask the child how they would like the fruit or vegetable prepared and allow them to help prepare it.
- Talk with the child about what the fruit or vegetable tastes like and why they like it.
- Having fruits and vegetables available for the child for snacks. Parents can leave cut up fruits or vegetables in the refrigerator where older children can reach them and take them when they are hungry.

Try a New Food!

Edamame

Edamame are young soy beans that have been harvested before they start to harden. They make a great snack or side dish!



You can purchase frozen edamame in most grocery stores or health food stores. You can buy shelled or unshelled frozen edamame. Look for them in the freezer section near the frozen vegetables.

To prepare unshelled: boil the unshelled edamame for 5–10 minutes, cool under running water, salt lightly, and serve. Your children will enjoy popping them out of the pod to eat. Do not eat the shells.

To prepare shelled: boil for 2-4 minutes, cool under running water, toss with melted butter or olive oil, and serve.

Tips for introducing new foods

Pair a new food with a favorite food.

Be patient and keep trying!

Eat the new food with your child to show them you enjoy it.

Have your child help you prepare the new food.

Apple Bark

Try an Old Favorite a New Way!

Ingredients

- 1 Granny Smith Apple
- 1 Tablespoon peanut butter
- 2 ½ Tablespoons golden or black raisins
- 1 ½ Tablespoons dried sweetened cranberries

Directions

Cut apple into four quarters. Remove the core by cutting away to leave a flat surface on the apple quarter. Spread the peanut butter on the apple quarters. Sprinkle the raisins and cranberries on the peanut butter. Serves: 2



Serves: 2

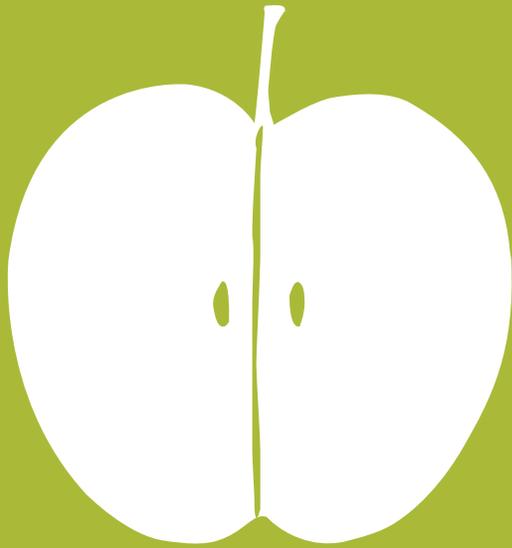
Nutritional Information per Serving:

Calories: 150
Total Fat: 4.1g
Saturated Fat: 1g

Goal Setting

What is one new food you are going to start introducing to your child next week? How will you prepare this food? Remember to be patient and try offering it many times, even if your child does not eat it the first time.

Kids do not always like new foods right away.



**Offer new fruits and
veggies many times.**

Be patient.

Sometimes new foods take time.



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This material was funded by USDA's Supplemental Nutrition Assistance Program in cooperation with the Maryland Department of Human Resources and the University of Maryland. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at www.marylandsail.org.



Liking New Foods Takes Time

- Kids don't always like new foods right away.
- Offer new fruits and vegetables many times, served a variety of ways.
- Give your kids just a taste at first and be patient with them.

- Young children may not want to eat fruits and vegetables the first time they try them.
- Keep trying! Keep giving your children small amounts of fruits and vegetables even if they do not eat them at first. Offer your children small amounts of new foods so that you do not waste food.
- Give children small amounts to taste or play with at first. This can be as small as a spoonful of peas or cooked carrots, a piece of an apple, or one section of an orange.
- When children are first learning about new foods, but not yet eating them, there is no need to make a separate portion for them. Just give them a small taste of what you are eating.



TIP: Eat the same foods that you are introducing to your children. Your children learn from watching you. If you show them that you eat and enjoy these foods, they will be more likely to try them.

The first 1-3 times children are given a new food, they may just smell, touch or play with it.

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Serves: 2

Nutritional Information per Serving:

Calories: 150
Total Fat: 4.1g
Saturated Fat: 1g

Goal Setting

What is one new food you are going to start introducing to your child next week? How will you prepare this food? Remember to be patient and try offering it many times, even if your child does not eat it the first time.

Session Six - Patience Works Better Than Pressure

Core Message

Patience works better than pressure. Offer your children new foods. Let them choose how much to eat. Kids enjoy a food more when eating it is their own choice.

Background Information

Parents should decide **what, when, and where** foods are offered and let their child decide **whether and how much** to eat.¹

Child feeding practices may influence the development of food preferences in children. Research suggests that the use of pressure or rewards may decrease children's preferences for foods.² Children may then eat less of these foods when the reward or pressure is no longer present. The number of times parents expose children to new foods also appears to influence food preferences.³ The more times a child tries a new food, the more likely she or he is to eat that food and eventually enjoy that food.

Sources for Additional Information*

1. Satter EM. The feeding relationship. *J Am Diet Assoc.* 1986;86:352-356.
2. Newman J, Taylor A. Effect of a means-end contingency on young children's food preferences. *J Exp Child Psychol.* 1992; 64: 200-216.
3. Birch LL. Development of food preferences, *Annu Rev Nutr.* 1999;19:41-62.

This information is adapted from the USDA website, <http://www.fns.usda.gov/fns/corenutritionmessages/default.html>

Session Overview

During this session, participants will explore the importance of being patient when introducing new foods to their children. They will also learn why using pressure or rewards are not the best strategies for encouraging young children to eat healthy foods.

Dialogue Learning Tips

- Use open questions.
- Time management is important in maintaining learner participation and energy. After asking an open question, let participants know that you will give them a few minutes for discussion. Let them know when the discussion time is almost up, and then end the discussion at the time you had planned.

***These are not to be distributed to participants.**

- After asking a question:
 - Wait five seconds before listening to responses. This will allow all participants time to gather their thoughts and respond.
 - Allow participants to volunteer answers. Do not call on participants.
 - Affirm participants' answers. Use their names, thank them for contributing, and tell them why you are thanking them. For example, "**Thank you for sharing Martha. I imagine most of us can relate to what you said.**"
 - Avoid praising participants' responses, (e.g., avoid saying "good" or "excellent").
- Ask follow-up questions to show you are listening to participants' responses.

Time Required: 45 minutes

PREPARATION

Bring with you:

- Name tags (one for each participant)
- Colorful markers or pens (to write on the name tags)
- The session poster
- Copies of the participant handout
- The educator handout
- Sign-in sheets
- A watch or clock so that you can effectively manage time

Before the participants arrive:

- Display the poster for this session in the room.
- Arrange the tables and chairs so that all participants will be able to see you and each other. Make sure there is nothing (such as a desk) between you and the participants. If there is a round table in the room that will fit everyone, plan to use that table.
- Put name tags, markers, and the sign-in sheets in the middle of the table or at the front of the room.
- Put one copy of the participant handout at each participant's seat.
- Make a name tag for yourself, and put it on your shirt where participants will be able to see it.

WELCOME and OVERVIEW (5 minutes)

Start by greeting participants as they walk in the door. Greet them with a smile and say hello; use their names if you remember them. Ask them to make a name tag and take a seat.

Once everyone has arrived, welcome them to the class.

Remind them that last time they talked about children's responses to new foods and how it may take some time for young children to be willing to try new foods and even more time before they enjoy eating them.

Tell them that today you are going to talk about how it is important to be patient when introducing new foods to children and to avoid offering children rewards for eating new foods. Point to the poster and read it aloud.

LESSON (35 minutes)

Anchor (5 minutes)

Have participants work with the person next to them to discuss the following questions:

- As a child, how did your parents encourage you to eat new foods?
- How did you react to these different methods?
- Are these things that you try to do with your children or things that you try to avoid?

Give participants three minutes to talk about their experiences.

Bring the group back together and listen to and affirm three or four participants' responses.

Add (10 minutes)

Review the information on the front of the session six handout with the participants.

Emphasize how to encourage children to eat new fruits and vegetables without using pressure or rewards.

Apply (10 minutes)

Ask participants to form groups of three people and discuss how they have been able to encourage their children to eat fruits and vegetables. Encourage them

to discuss strategies that do not involve pressure or rewards.

Give participants three minutes to discuss with one another.

Bring the group back together. Remind participants that patience works better than pressure when introducing new foods to their children and that using unhealthy foods as a reward for eating healthy foods is not the best way to encourage children to eat healthy foods.

Point out the information about eggplant and encourage participants to try the recipe for Galloping Good Eggplant with their children.

Away (10 minutes)

Tell participants that because this is the last session of the curriculum, they are going to reflect on what they have learned and changes they want to make in their families.

Ask participants to use the "Goal Setting" section on the back of the handout to write down two things that they learned during the FHE course and two changes that they would like to make or have made in how they feed their children.

Ask participants, "**Who would like to share what you learned and the changes that you have made or that you plan to make?**" Listen to and affirm three to four participants' responses.

CLOSER (5 minutes)

Thank the participants for coming and emphasize how much you enjoyed working with them. Remind them that:

- **They have an important role to play in encouraging their children to eat healthy foods.**
- **The information shared during this course can help them teach their children to eat healthy foods.**
- **It is important for them to introduce their children to healthy foods when their children are young.**

Encourage participants to follow through on the goals they have set for themselves.

Ask if anyone has any additional questions before you end the course. As participants leave, say goodbye to them by name. Wait to leave until all of the participants have left.

Patience Works Better Than Pressure

- Offer your children new foods. Let them choose how much to eat.
- Kids enjoy a food more when eating it is their own choice.

Rewarding children is not the best way to get them to eat healthy foods.

Sometimes parents say:

"If you eat your broccoli, you can have ice cream."

When parents reward children for eating healthy foods like broccoli by giving them unhealthy foods like ice cream, they may come to like the unhealthy foods more and dislike the healthy foods.

Instead try saying:

"This is broccoli! It is crunchy!"

Pointing out the different qualities of a food encourages your child to try the food.

Or say:

"We can try the broccoli another time. Next time, would you like it cooked instead of raw?"

Rewarding your child with attention and kind words and allowing them some control over how their food is prepared may encourage them to try the food.

Pushing children to eat healthy foods is also not the best way to get them to eat healthy foods.

Sometimes parents say:

"You have to finish what's on your plate before you can leave the table."

If parents push their children to eat fruits and vegetables, children may start to dislike these healthy foods. Children may also learn to eat when they are not hungry.

Instead try saying:

"Is your stomach telling you that it's full?"

Phrases like these help your child learn to listen to their bodies and stop eating when they are full. This can prevent overeating.

Or say:

"If your tummy is full, you can be done."

Good ways to help your children to eat healthy foods:

1. Don't give up if your child won't eat a healthy food the first time you give it to them. Keep trying with small portions.
2. Limit the unhealthy foods such as ice cream, cookies, soda, potato chips that you keep in your house.
3. Show your children that you like and eat healthy foods.
4. Take healthy snacks – such as carrot sticks, apples and grapes – with you when you go out so that you don't have to buy unhealthy snacks for your kids.
5. Make sure your meals are mostly made up of healthy foods. Try two vegetables and a lean protein.
6. Avoid unhealthy snacks right before meal time.

This material was funded by USDA's Supplemental Nutrition Assistance Program in cooperation with the Maryland Department of Human Resources and the University of Maryland. The University of Maryland Extension will not discriminate against any person because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the Maryland Department of Human Resources at 1-800-332-6347 or apply online at www.marylandsail.org.



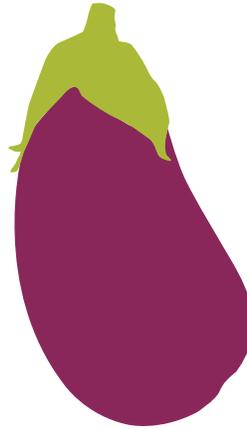
Try a New Food!

Eggplant

Eggplant can be found in the produce department of most grocery stores.

Selecting Eggplant: Look for an eggplant that is a deep purple color and has a firm, shiny skin.

Storing Eggplant: Store unwrapped in the vegetable compartment of your refrigerator. Use within one week of purchase.



Be Patient!

Children may play with, spit out, and taste a food several times before they eat it. If you continue to give your children fruits and vegetables and show them that you enjoy them, after a while they will start to eat them too.

Galloping Good Eggplant

Try this recipe with your child!

Ingredients

- 1/2 eggplant, diced
- 6 fresh mushrooms, diced
- 1 fresh tomato, chopped
- cooking oil spray
- 3/4 oz. fat-free mozzarella cheese (use a string cheese stick)

Directions

1. Spray skillet with cooking oil.
2. Sauté eggplant, mushrooms, and tomatoes in skillet until tender but cooked.
3. Drain off extra juice and top with shredded or 'peeled' cheese. Let it melt. Serves: 2

Serves: 2

Nutritional Information

per Serving:
Calories: 70
Total Fat: .5g
Saturated Fat: 0g

Goal Setting

What are two things that you learned during this course? What are two changes that you would like to make or have made in how you feed your children?



Patience Works Better Than Pressure

1

ANCHOR Activity:

How did your parents encourage you to eat new foods? How did you react to these different methods? Are these things that you try to do with your children or things that you try to avoid?

ADD Activity:

Read through the handout with the participants.

2

Discussion Questions: What are some ways to reward your children other than using food? (e.g. getting to do a favorite activity (especially something active), getting to spend more time with mom or dad)



- **Patience works better than pressure.**
- **Offer your children new foods. Let them choose how much to eat.**
- **Kids enjoy a food more when eating it is their own choice.**

1

Rewarding children is not the best way to get them to eat healthy foods.

Sometimes parents tell their children:

"If you eat your broccoli, you can have ice cream."

When parents reward children for eating healthy foods like broccoli by giving them unhealthy foods like ice cream, they may come to like the unhealthy foods more and dislike the healthy foods.

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"This is broccoli! It is crunchy!"

Pointing out the different qualities of a food encourages your child to try the food.

Or say:

"We can try the broccoli another time. Next time, would you like it cooked instead of raw?"

Rewarding your child with attention and kind words and allowing them some control over how their food is prepared may encourage them to try the food.

2

Pushing children to eat healthy foods is also not the best way to get them to eat healthy foods.

Sometimes parents tell their children:

"You have to finish what's on your plate before you can leave the table."

If parents push their children to eat fruits and vegetables, children may start to dislike these healthy foods. Children may also learn to eat when they are not hungry.

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Phrases like these help your child learn to listen to their bodies and stop eating when they are full. This can prevent overeating.

Or say:

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Good ways to help your children to eat healthy foods:

1. Don't give up if your child won't eat a healthy food the first time you give it to them. Keep trying with small portions.
2. Limit the unhealthy foods such as ice cream, cookies, soda, potato chips that you keep in your house.
3. Show your children that you eat and like healthy foods.
4. Take healthy snacks – such as carrot sticks, apples and grapes – with you when you go out so that you don't have to buy unhealthy snacks for your kids.
5. Make sure your meals are mostly made up of healthy foods. Try two vegetables and a lean protein.
6. Avoid unhealthy snacks right before meal time.

3

APPLY Activity

Ask participants to form small groups and discuss how they have been able to encourage their children to eat fruits and vegetables. Encourage them to discuss strategies that do not involve pressure or rewards.

Point out the information about eggplant and encourage participants to try the recipe for Galloping Good Eggplant with their children.

AWAY Activity

Ask participants to use the "Goal Setting" section on the back of the handout to write down two things that they learned

during the FHE course and two changes that they would like to make or have made in how they feed their children.

Take Away Message: It is important to be patient when feeding your children and not pressure them to eat.

Talking Points

For Parents who say rewards are the only way to get their children to eat.



- If parents are insistent on rewarding their children for eating healthy foods, have them use non-food items as a reward such as extra play time or getting to read a book or play a game with their parent.

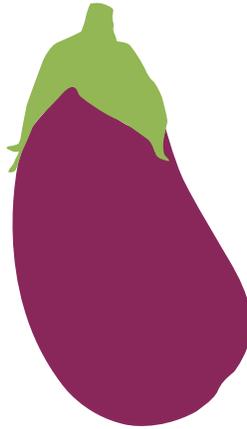
Try a New Food!

Eggplant

Eggplant can be found in the produce department of most grocery stores.

Selecting Eggplant: Look for an eggplant that is a deep purple color and has a firm, shiny skin.

Storing Eggplant: Store unwrapped in the vegetable compartment of your refrigerator. Use within one week of purchase.



Be Patient!

Children may play with, spit out, and taste a food several times before they eat it. If you continue to give your children fruits and vegetables and show them that you enjoy them, after a while they will start to eat them too.

Galloping Good Eggplant

Try this recipe with your child!

Ingredients

- 1/2 eggplant, diced
- 6 fresh mushrooms, diced
- 1 fresh tomato, chopped
- cooking oil spray
- 3/4 oz. fat-free mozzarella cheese (use a string cheese stick)

Directions

1. Spray skillet with cooking oil.
2. Sauté eggplant, mushrooms, and tomatoes in skillet until tender but cooked.
3. Drain off extra juice and top with shredded or 'peeled' cheese. Let it melt. Serves: 2

Serves: 2

Nutritional Information

per Serving:

Calories: 70
Total Fat: .5g
Saturated Fat: 0g

Goal Setting

What are two things that you learned during this course? What are two changes that you would like to make or have made in how you feed your children?

Patience works better than pressure.



Offer your
children
new foods.

Let them choose
how much to eat.

Kids enjoy a food more when eating it is their **own choice.**



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Patience Works Better Than Pressure

- Offer your children new foods. Let them choose how much to eat.
- Kids enjoy a food more when eating it is their own choice.

Rewarding children is not the best way to get them to eat healthy foods.

Sometimes parents say:

"If you eat your broccoli, you can have ice cream."

When parents reward children for eating healthy foods like broccoli by giving them unhealthy foods like ice cream, they may come to like the unhealthy foods more and dislike the healthy foods.

Instead try saying:

"This is broccoli! It is crunchy!"

Pointing out the different qualities of a food encourages your child to try the food.

Or say:

"We can try the broccoli another time. Next time, would you like it cooked instead of raw?"

Rewarding your child with attention and kind words and allowing them some control over how their food is prepared may encourage them to try the food.

Pushing children to eat healthy foods is also not the best way to get them to eat healthy foods.

Sometimes parents say:

"You have to finish what's on your plate before you can leave the table."

If parents push their children to eat fruits and vegetables, children may start to dislike these healthy foods. Children may also learn to eat when they are not hungry.

Instead try saying:

"Is your stomach telling you that it's full?"

Phrases like these help your child learn to listen to their bodies and stop eating when they are full. This can prevent overeating.

Or say:

"If your tummy is full, you can be done."

Good ways to help your children to eat healthy foods:

1. Don't give up if your child won't eat a healthy food the first time you give it to them. Keep trying with small portions.
2. Limit the unhealthy foods such as ice cream, cookies, soda, potato chips that you keep in your house.
3. Show your children that you like and eat healthy foods.
4. Take healthy snacks – such as carrot sticks, apples and grapes – with you when you go out so that you don't have to buy unhealthy snacks for your kids.
5. Make sure your meals are mostly made up of healthy foods. Try two vegetables and a lean protein.
6. Avoid unhealthy snacks right before meal time.

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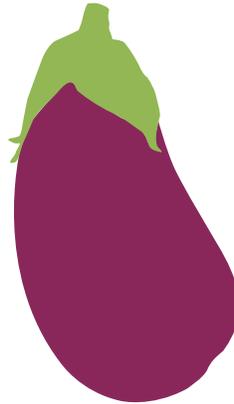
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