

5210 Bingo

5	2	1	0	
5 servings of fruits and vegetables (1/2 cup cooked, 1 cup raw, 1 piece)	2 hours or less of recreational screen time (TV, non-school computer time, video games, etc.)	1 hour of physical activity – outside of the school day. Outdoor play, walking, biking, swimming, yard work	0 Sugar sweetened drinks (soda, juice drinks, sports drinks etc.)	We ate dinner together
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Family Wellness Toolkit



The Building Blocks

Ellyn Satter’s Division of Responsibility in Eating 3

Outlines the steps toward competent eating in children.

Family Meals 4-5

Challenge yourself to reclaim the family meal. Meals contain all the elements of good parenting: providing, modeling, connecting, teaching, supporting, and just being present

Family Wellness Commitments 6

Guidelines of responsibility between parents and teen/child.

The Tools

5210 7

4 proven behaviors that improve the health of children and adults.

Hunger Scale 8

Gauge your hunger level.

Meal Schedule 9

Set meal and snack times. It provides structure and assurance—nutritious food is on the way; it stops grazing and constant asking, “Can I eat something now?”

Meal Planning 10

Plan it once, use it over and over. Most families eat the same 10-15 meals over and over. Use this fact to your advantage and simplify your approach to getting everyone fed.

Aim for balance 11

Categorizes foods by nutritional content (calories and/or nutrient density). This also helps you and the family with food selection, meal planning and shopping.

Family Time 12

Ideas for improving and supporting connection.

Portions 13

Great tips for eating and serving amounts. It helps set starting amounts for meals and snack times.

MyPlate 14

Use the MyPlate picture as an easy way to balance meals, and check out the healthy eating tools available on the website for even more ideas.

Bingo 15-16

Take the healthy behaviors taught in 5210 and turn it into a fun game to keep everyone focused on getting a Bingo with their own healthy behaviors. Or design your own to include a variety of healthy and interesting activities!

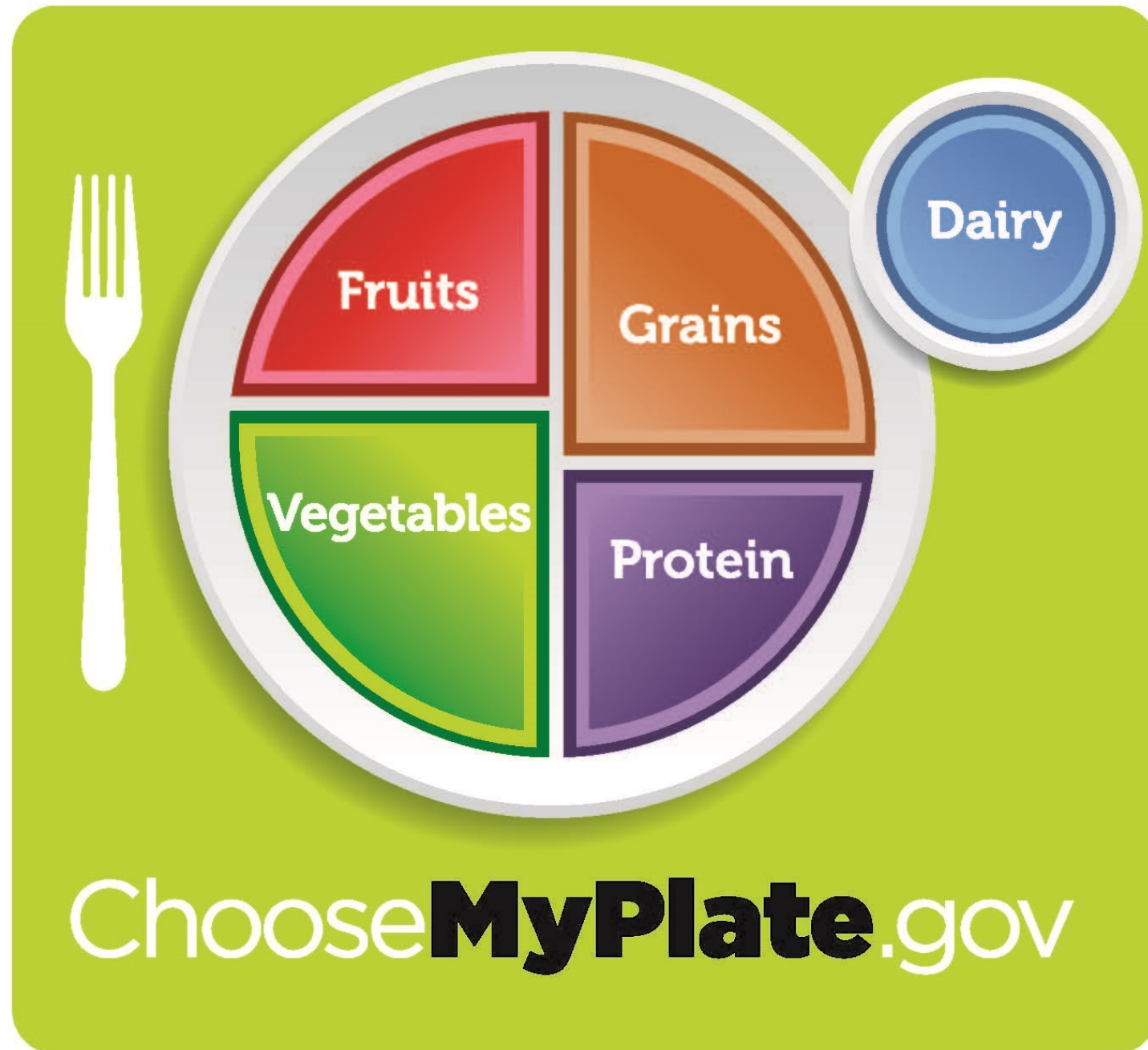
Design-Your-Own Bingo

Eating Drinking Cooking	Helping Practicing Learning	Playing Moving Doing	Talking Thinking Feeling	My Choices

Try It!

- Play Bingo! Fill in each square with an activity.
- Plan a non-food reward when you get a blackout (all of the squares completed)

My Plate



Try It!

- Go to choosemyplate.gov for games, videos, tips, recipes and ideas.
- Check out the “Eating on a Budget” suggestions, “Tips to be an Active Family,” and much more.

ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence step-by-step throughout the growing-up years when they are fed according to a stage-appropriate division of responsibility. At every stage, parents take leadership with feeding and let the child be self-directed with eating.

The division of responsibility for toddlers through adolescents

- The parent is responsible for *what, when, where*.
- The child is responsible for *how much* and *whether*.

Fundamental to parents' jobs is trusting children to decide *how much* and *whether* to eat. If parents do their jobs with *feeding*, children do their jobs with *eating*:

Parents' feeding jobs:

- Choose and prepare the food
- Provide regular meals and snacks
- Make eating times pleasant
- Show children what they have to learn about food and mealtime behavior
- Be considerate of children's food inexperience without catering to likes and dislikes
- Not let children have food or beverages (except for water) between meal and snack times
- Let children grow up to get bodies that are right for them

Children's eating jobs:

- Children will eat
- They will eat the amount they need
- They will learn to eat the food their parents eat
- They will grow predictably
- They will learn to behave well at mealtime

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Family Meals

Why they are important

- Meals support food regulation and appropriate growth
- Meals make you a family
- Meals support good parenting
- Meals provide children with social and emotional support
- Meals connect us to our history
- Meals reassure children they will be fed
- Meals teach children to behave well in polite company
- Meals teach children to like a variety of food

From "Your Child's Weight: Helping Without Harming, Birth Through Adolescence" by Ellyn Satter

The basic ingredients

- Food that you enjoy
- A positive atmosphere
- Your children
- And You



Portions



Oversized portions have become so common that we see them as normal. Learning to recognize, estimate and serve reasonable starting portions is a skill that will allow you to pay attention to your own personal hunger/fullness cues.

Tips

Down size dishes: Studies show when dishes are smaller we put 25% less food on our plates.



- Glasses— For juice use a 4 oz. glass (1/2 cup). For water, milk or coffee use an 8 oz. glass.



- Bowls—For dessert use small dessert bowls that hold 1/2 cup and for cereal use a bowl that holds only 1 cup.



- Plates—9 inches across.



- Serving spoons—use soup spoon instead of a large ladle.

Try It!

- Identify place where portions are a problem for your family—restaurants, home, school? Set a goal for addressing this issue.
- At home: measure your dishes to see how much they hold.
- Buy some snack-size baggies for pre-packaging snacks (fresh veggies, crackers or chips)

Family Time

Having Fun

- Family game night Learn and tell jokes
- Talent show Draw, color or paint
- Slumber party in the living room or back yard Go bowling
- Pillow fight

Just Us

- Time alone with a parent Read a book out loud
- Turn off the TV during dinner Swap backrubs
- Teen/child teaches parent how to play a favorite video game or other skill
- Go for a drive or a walk; talk to each other

Moving Joyfully

- Dance together Sign up for a fun run
- Go swimming Try a Volksmarch
- Do an exercise video together Learn a new skill, either at home or in a class
- Play tag Play catch or frisbee

Celebrating Accomplishments

- Make a scrapbook for a sports season or other event
- Have a theme dinner: costumes, all one color, backwards dinner
- Star-for-a-day treatment: choosing activities or foods, special place to sit, etc.

Try It!

- Recognize how important you are to your child/teen by creating planned activities together. Busy families rely on chance to provide moments together; planning for them shows that family time is a priority.
- Set a date and time for a Family Time activity: _____
- Name the activity: _____

Keep it positive

Create a positive atmosphere at your family table. This is accomplished in 2 ways:

- Allow each person to be in charge of their own eating
- Ban criticism and negative talk during the meal

For parents, keeping the atmosphere positive can take self-control—this is not the time for nagging, lecturing or correcting. Protect meals and keep your children engaged; they are learning other important lessons at your table.

What is stopping us?

Committing to protected meal time for your family is difficult—not everyone does it, so others won't understand why you bother; many activities are scheduled right through dinner time; and regular meals require some degree of planning.



But one of the biggest barriers is one we impose on ourselves: we think there is one right way to serve a family meal. If it doesn't look like this, somehow we think it doesn't count.



This is family

There is more to eating than just getting nutritious food into our bodies. Regular, uninterrupted access to parents is equally important to children.

Gathering everyone, even for a short time, reinforces family connections.

Try It!

- Start with what is possible for your family, whether that is one meal a week or seven.
- Family meals can be eaten out of a box or off of fine china, in any room or no room, first thing in the morning or at traditional dinner time, at a table or on the floor.
- Try not to worry about doing it right—just start.

Family Wellness Commitments

We each have a role to play in our health and wellness. Below is the suggested division of responsibilities between parent and teen/child.

Parent

ACCEPTANCE—

- Each person has a unique and beautiful body size and shape.
- Parents can set limits but children have personal responsibility.
- I may have negative feelings that can be changed.
- Weight can be a health risk and its causes are complex.

SUPPORT—

- I will listen to my child's thoughts and feelings.
- I will value my child in words and actions.
- I will follow through consistently.

ACTION—

- I will create a healthy food environment.
- I will plan and participate in family activity.
- I will improve my own health habits.
- I will make use of the supportive resources available in my community.



Teen / Child

I AM—

- I am unique and beautiful at any size.
- I am responsible for my own choices.
- I am not alone—I have a community of support working toward healthy goals.

I WILL—

- I will listen to my body
- I will express my needs and feelings.
- I will make healthy food choices.
- I will find ways to create an active, fun lifestyle.

Balancing

Food Group	Building blocks of most meals and snacks	Additions to <u>some</u> meals and snacks	Treats, extras, sides to complement your other good food
Leader nutrients			
Calorie light ←————→ Calorie dense			
Fruits & Vegetables Vitamin A and C, fiber	Fresh, frozen or canned without added sauce or syrup	Fresh, frozen or canned with added sauce or syrup	French fries or hash-browns, deep-fried vegetables, fruit chews
Breads & Cereals Niacin, thiamin, iron, fiber	Whole grain: bread, rice, pasta, tortillas, pitas, or hot & cold cereals	White, processed, or refined: breads, rice, pasta, tortillas, pitas or cereals	Muffins, sweet rolls, sweetened breakfast cereal, cookies
Meats, Fish, Eggs, Cheese, Beans & Nuts Protein, vitamins B6 and B12, zinc and iron	Beans, split peas, lentils, eggs, tuna in water, meats of all kinds that are baked, broiled, grilled or steamed	Peanut butter and nuts, ham and Canadian bacon, hard cheeses like cheddar and Swiss, yogurt and cottage cheese	Fried meats and fish, high-fat processed meats like hot dogs, pepperoni, and bacon, cream cheese
Milk and Beverages Milk – protein and calcium Hydration	Water, non-fat or low-fat milk	Fruit juice, whole milk	Soda, sweetened drinks like lemonade, iced tea, or sports drinks, hot chocolate, milkshakes
Condiments Sparkle, zing, taste! Not much nutrient value due to small amount used	Ketchup, mustard, vinegar, hot sauce, salsa	Vegetable oil, salad dressings	Butter, margarine, and lard, creamy or cheesy sauces, sour cream, mayonnaise

Try It!

- Aim for balance! Too much “green-go” food can feel restricting, but too much “red-whoa” food doesn’t support good health and growth.
- Think about your pantry, food supplies, and meals. Where can you improve the balance of good foods in your home to allow all 3 groups (Green, Yellow, Red) to be represented appropriately?
- List a change you plan to make: _____

Menu Planning

<u>Menu</u>	
Chili	
Honeydew Melon Slices	
French Bread	
<u>Responsibilities</u>	<u>Recipe Location</u>
Prep: Sister	Betty Crocker, pg 174
Cooking: Dad	
Clean-up: Brother	

Shopping List

- 1lb. Ground Beef
- 15 oz. Cans: Corn, Kidney Beans, Chopped Tomatoes, Tomato Puree
- Beef Broth
- Honeydew Melon
- French Bread

Check Supply

- Oil
- Onion
- Cheddar Cheese

Try It!

- Using your own favorite entrées, make some simple menu cards.
- At home: have a meal-planning meeting where each family member creates 1-2 cards for things they can cook or help to cook.

READY, SET, GO!

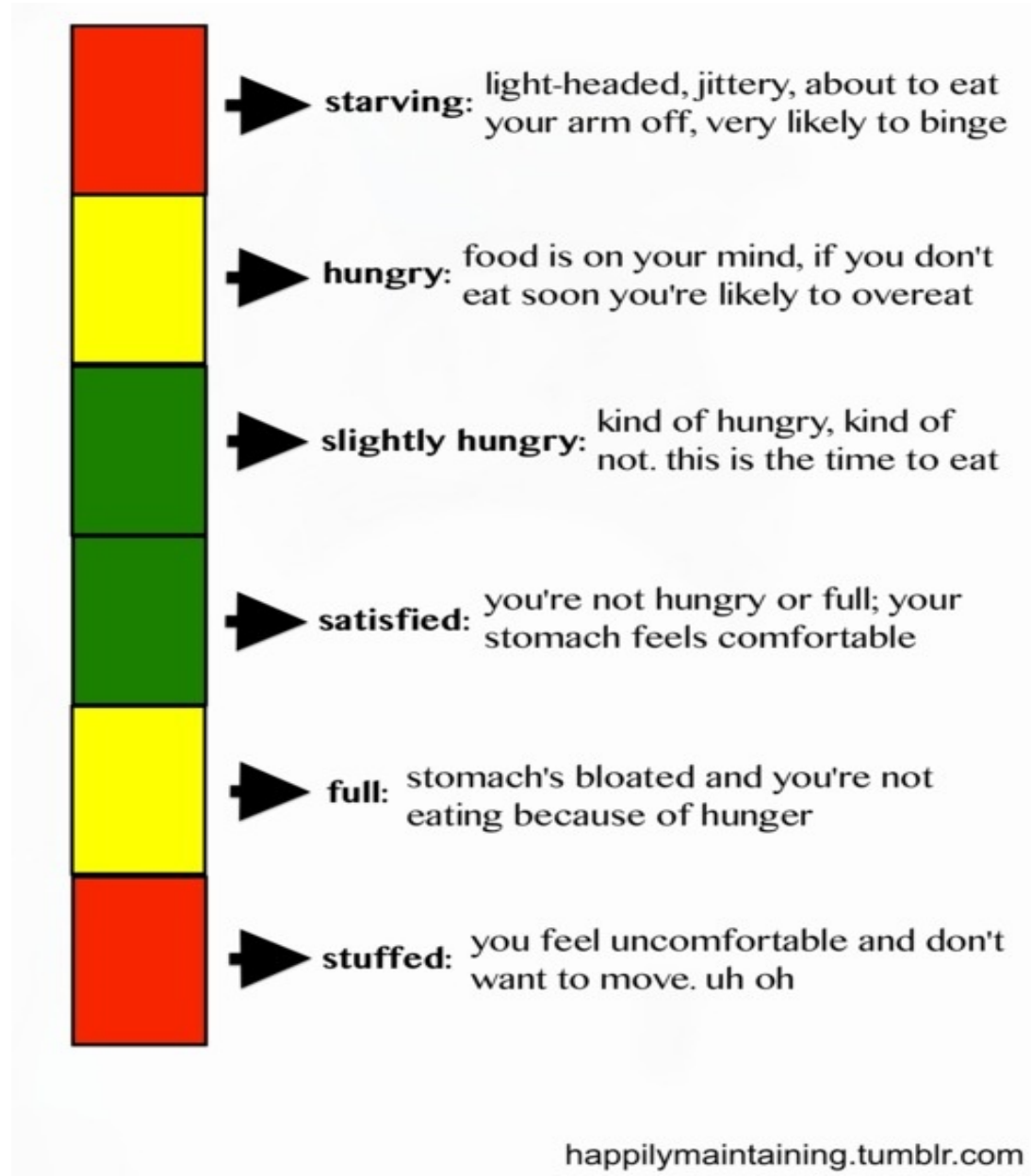
5	<ul style="list-style-type: none"> • Encourage your family to eat 5 or more fruits and vegetables. Eat more fruits and vegetables by serving more. Kids who are served more fruits and veggies and see other family members eating them will eat more. • Add fruit to smoothies, yogurt parfaits, cereal, oatmeal and salad. • Add vegetables to soups, stews, sandwiches, and stir-fry. Use dips for carrots and cucumbers to make it fun. Kids love to dip! • For fruits and vegetables year-round, buy canned or frozen. They cost less than fresh fruit and vegetables and are just as good for you.
2	<ul style="list-style-type: none"> • Limit your screen time to 2 hours or less. • Set limits on screen time for the whole family. Stick with the limits. • Be a role model—if your kids see you following the rules, they'll be more likely to follow. • Turn off the TV during meal time. • Keep the TV, computers, videos and smart phones out of the kids' bedrooms. • Make one day a week a "Turn Off the TV Day" in your home and do something else with the kids—read a book, play a game or take a walk.
1	<ul style="list-style-type: none"> • Get at least 1 hour of physical activity each day. • If you can, walk or bike to your destination. • Get off the bus a stop or two early and walk the rest of the distance. • Park at the end of the parking lot. • Take the stairs whenever possible. • Get the whole family involved in an activity. • Train with your family for a community walking or running event.
0	<ul style="list-style-type: none"> • Drink zero sugary or sweetened beverages. • For a quick, easy, and inexpensive thirst-quencher, carry a water bottle and fill it throughout the day. • Don't stock your fridge with sugar-sweetened beverages. Instead, keep cold water in the fridge in a jug or bottles. • Serve water with meals. • Make water more exciting by adding slices of lemon, lime, cucumber or watermelon.

Try It!

- Circle at least one idea you want to try for each number section above.
- Create your own suggestions here:

5 _____	1 _____
2 _____	0 _____

Hunger Scale



Try It!

- List some “feeling” words for the extremes (Stuffed & Starving). What emotions do you connect with these states?
- Is there a mix of positive and negative associations for each state? What other ways could the emotional needs get met besides food? List your idea here: _____

Menu Schedule

Set meal and snack times: Providing meals and snacks at consistent times and places helps keep hunger satisfied. Plus, it lets you know when to expect to eat again.

Meal	Weekday Times	Weekend Times
Breakfast		
Morning Snack		
Lunch		
Afternoon Snack		
Dinner		
Evening Snack		

Try It!

- Fill in your current meal times—what is realistic given your family’s schedule?
- Identify possible snack times based on family activities and hitting a good mid-point between meals (this might mean 2 scheduled snack times for longer gaps between meals).
- At home: post your schedule and use it for a while—what do you think?