

CH - Fruits and Veggies: Yes, No, Maybe So?

Client-centered nutrition education (CCNE) uses methods like group discussions and activities to engage clients and facilitate learning. Use this template when planning your CCNE to be either in person or virtual.

Developed by: State Agency Staff **Date Developed:** December 2022
Local Agency Name and Number *Month/Year*

Written and Approved by: State Agency Staff
Authors' names, including the Registered Dietitian who approved it.

Planning and Preparation	
CCNE Title	CH- Fruits and Veggies: Yes, No, Maybe So?
Description Provide a brief description that can be used for promoting it to clients.	This lesson includes a discussion about different ways parents and caregivers can encourage their children to eat more fruits and vegetables. Facilitators encourage participation with a game in which clients indicate "Yes, No, Maybe So" to show their levels of interest in trying each strategy. This lesson may be 30-60 minutes in length.
Objectives List what clients should expect to gain from this class.	During the class, clients will: <ul style="list-style-type: none">• Name one way families can prepare or present fruits and vegetables that will increase the likelihood of their children eating them.• Describe one way families can role model healthy eating habits.• Identify one way families can talk about food in a positive way.
Target Audience(s) Who is this class designed for?	Parents and caregivers of toddlers and children up to age five.
Format Indicate how you plan to deliver this class.	<input type="checkbox"/> In person <input type="checkbox"/> Virtual - Live <input type="checkbox"/> Virtual - Pre-recorded <input checked="" type="checkbox"/> Both (Class can be delivered in person or virtually)
Promotion and Registration Indicate how clients will learn about and join the class.	This class will be promoted in the following ways: <input type="checkbox"/> Verbally, such as during counseling <input type="checkbox"/> Promotional push cards, flyers, etc. <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Social Media (give examples in the spaces below) <input type="text"/> <input type="checkbox"/> Website <input type="text"/> <input type="checkbox"/> Other <input type="text"/> Select one:

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	<input type="checkbox"/> This class <i>will</i> require registration. <input type="checkbox"/> This class <i>will not</i> require registration. Describe how clients will register for the class, including links to website or social media. <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
Virtual Platform and Client Engagement If planning a virtual class, indicate which platform and features you will use to engage clients. Local agencies may decide to do the class in person or via a virtual platform of their choosing.	Which platform will you use to deliver your virtual class? (Check one.) <input type="checkbox"/> Facebook Live <input type="checkbox"/> Zoom <input type="checkbox"/> WebEx <input type="checkbox"/> GoToMeetings <input type="checkbox"/> Skype <input type="checkbox"/> Google Meet <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Other <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Which engagement features will you use during your class? (Check all that apply.) <input type="checkbox"/> Group chat <input type="checkbox"/> Private chat or questions <input type="checkbox"/> Poll questions <input type="checkbox"/> Other response feedback (i.e., thumbs up, emoji, raised hand) <input type="checkbox"/> File or screen sharing <input type="checkbox"/> One-way audio with clients (they can hear you, but you cannot hear them) <input type="checkbox"/> One-way video with clients (they can only see you, but you cannot see them) <input type="checkbox"/> Two-way audio with clients (they can hear you and you can hear them) <input type="checkbox"/> Two-way video with clients (they can see you and you can see them) <input type="checkbox"/> Other <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Follow-up Indicate your plans for offering follow-up information or resources to clients after the class is completed. This could be a good place to offer additional classes, gather feedback about the class and provide a certificate of completion.	How will you follow up with clients after the class? (Check all that apply.) <input type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/> Phone call <input type="checkbox"/> Other <div style="border: 1px solid black; height: 20px; width: 100%;"></div> What information or resources do you plan to share with clients when you follow-up after the class? Learn additional fun and healthy activities to do with your children by visiting TexasWIC.org/kids . Check out some additional online classes , including: <ul style="list-style-type: none"> Tips for Feeding 1-2-year olds Tips for Feeding 2-5-year olds Smart Snacks for Children 	

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Staff Describe the role of each member of staff, including whether they are presenting in person, on screen or conducting technical tasks or other roles.	<ul style="list-style-type: none"> Class Educator(s): At least one staff member will facilitate the class. Moderator, if offering the class virtually: This staff member can be on or off-screen, controlling the technical side of this class and helping to answer questions. 																
Location and Set Up Describe the location of your class. What kind of set-up is needed?	<ul style="list-style-type: none"> Family-friendly, comfortable, and safe environment If in person: Chairs arranged in a circle, so clients face one another. Be sure to leave room for strollers between the chairs. The nutrition educator should sit down in the circle with the session participants. 																
Materials and Resources List what you will need for your class (i.e., laptops, projector, flip chart, props, food, audiovisuals, handouts, etc.)	<ul style="list-style-type: none"> Flyer (digital or hard copies to help promote the class) In-person class: flip chart or dry-erase board “Yes, No, Maybe So?” digital or print signs (attached - one set of three signs for each parent/caregiver to use during in-person class; could also be added as visuals during virtual class) If teaching virtually: web camera, computer, microphones, speakers, high-speed internet connection, etc. Optional: Choice of one children’s material and a Zobey Promo Card to be given to each family. Check the Texas WIC catalog to see availability of reinforcements to order. <table border="1" data-bbox="469 1157 1510 1457"> <thead> <tr> <th>Educational Reinforcement</th><th>Stock Number</th></tr> </thead> <tbody> <tr> <td>Let’s Cook Together Cookbook</td><td>13-06-15132</td></tr> <tr> <td>Up, Up it Grows! with Toby</td><td>13-06-14880</td></tr> <tr> <td>Follow the Rainbow with Toby</td><td>13-06-14881</td></tr> <tr> <td>Zobey Superhero Training Camp Book</td><td>13-06-15214 English 13-06-15214A Spanish</td></tr> <tr> <td>Let’s Play Kids Activity Book</td><td>13-06-14882</td></tr> <tr> <td>Zobey & Friends Stickers</td><td>13-06-15721</td></tr> <tr> <td>Zobey YouTube Promo Card</td><td>13-06-15303</td></tr> </tbody> </table>	Educational Reinforcement	Stock Number	Let’s Cook Together Cookbook	13-06-15132	Up, Up it Grows! with Toby	13-06-14880	Follow the Rainbow with Toby	13-06-14881	Zobey Superhero Training Camp Book	13-06-15214 English 13-06-15214A Spanish	Let’s Play Kids Activity Book	13-06-14882	Zobey & Friends Stickers	13-06-15721	Zobey YouTube Promo Card	13-06-15303
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Opening and Introduction Introduce facilitators or guests and the topic. Review any relevant technical details and	<p><i>Welcome! Thank you all for joining! I’m so happy to be with you today. My name is (Facilitator’s Name, Job Title and Agency Name). We’re going to talk about ways to encourage children to eat more fruits and vegetables. While doing this, we’re also going to play a fun game called, “Yes, No, Maybe So!”</i></p>																

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ground rules with clients.	
<p>Icebreaker</p> <p>Anchor the class topic to the clients' lives. Use a visual, do an activity or ask a question to engage with clients.</p> <p>The icebreaker should go beyond where clients are from (location) and their basic demographics.</p>	<p><i>Let's begin by going around the room, introducing yourselves and sharing a little about your family. Please share with the class how you feel it will make a difference in your children's lives if they grow up loving fruits and veggies. [This could be done in a poll or in the chat/comments during a virtual session.] What if I told you that YOU are the most powerful piece in helping your children love healthy foods like fruits and vegetables? You are their biggest influence. You are their role model.</i></p>
<p>Activities and Discussion</p> <p>Make sure to include activities and open-ended questions throughout the class to engage clients.</p> <p>Keep in mind that activities and conversations should enable clients to meet all the learning objectives.</p>	<p><i>Let's play, "Yes, No, Maybe So". I am going to share different ideas or strategies for encouraging children to eat fruits and veggies. You will then get the opportunity to share how likely you are to try each strategy. After I explain the idea, you will decide which sign to hold up. [If facilitating this class virtually, you could ask attendees to type their answers in the chat, comments, or poll tab.] If you are definitely going to use the idea, then hold up your "Yes" sign. If you are thinking about giving the idea a try, then hold up your "Maybe" sign. If you don't think the idea will work for you and your family, then hold up the "No" sign. Feel free to share more ideas. This is a great opportunity for you to share tips with one another.</i></p> <p>This lesson includes six strategies. Select three or four to share with the group and then add more as time permits.</p> <p>Strategy #1: Use positive labels! <i>The first strategy to help your children want to eat more fruits and veggies is to use positive labels. What does that mean to you? [Facilitate group discussion touching on one or more points below.]</i></p> <ul style="list-style-type: none"> <i>Your words have power. Children live up to the labels given to them. How do children feel when they hear someone refer to them as "picky eaters" or "veggie haters"? Do you think they are likely to live up to that label and choose not to eat veggies or a wide variety of foods?</i> <i>How about children labeled as "veggie lovers" or "adventurous eaters" who are always willing to try new foods? Will they be more likely to live up to those healthy labels? How about "curious feeders" or "responsible eaters"? A small change in words can make a big difference. The more we can put a positive spin on labeling, the more likely children will live up to those expectations.</i>

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- *Can you think of any fun and healthy labels you could use for your children to encourage them to be adventurous eaters who try fruits and veggies? [If facilitating in person, write responses on flip chart paper or marker board, giving praise for the great ideas.]*
- *You can think of yourselves as gardeners, and words are like seeds. When you give your children positive words, they go deep into the soil of their hearts and become something important- something that stays with them for life.*
- *Okay, everyone, hold up your sign/type in chat. How do you feel about using positive labels with your children? “Yes, No, Maybe So?”*

Strategy #2: Role model healthy eating habits! *The second strategy is to be a positive role model around food. [Facilitate group discussion touching on one or more points below.]*

- *Children are observant. They often learn from watching the people they love and copying their behavior. If your children see you eating fruits and vegetables, they may want to try them too! Don’t worry if your children don’t follow your lead the first time. They may need to see you do something several times before they copy you. Try replacing less nutritious foods such as candy, chips, and soda with more fruits, vegetables, and water.*
- *Role modeling works well when you eat the same food as your children and enthusiastically talk about enjoying the foods you are eating. Talk about the benefits of eating nutritious foods. “I like blueberries, especially in the summer. They taste so good and refreshing!” You could also say something like, “Do you want to try the peas? They are good for you. I enjoy eating peas!”*
- *Healthy eating habits also include eating together as a family at regular meal times when possible. During snack and meal times, you can model eating mindfully, following your hunger and fullness cues, and trying new foods. Children also learn from other children’s eating behaviors similar to the way they learn from parents and caregivers. Encourage older siblings to be positive role models during family meals. Each member of your family is a special and influential person in your children’s lives.*
- *How do you feel about modeling healthy eating habits for your children? Hold up your sign/type in the chat: “Yes, No, Maybe So?”*

Strategy #3: Focus on “DO” messages! *The third strategy is to tell children what they CAN have rather than what they CAN’T have. [Facilitate group discussion touching on one or more points below.]*

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- *How does it make you feel when someone tells you what you CAN'T do? [Possible answers: angry; resentful; makes you want to do it more]*
- *"Do" messages work better than "don't" messages. For example, how do you think your child would feel if you were to say, "Don't eat that candy"? How about if you were to tell them, "Enjoy this crunchy bunny carrot"?*
- *Children are amazing at remembering things we say and do. They crave independence and often want choices when it comes to mealtimes. You can make a small change in your approach to focus on what they can have, giving options and letting them have some control.*
- *When you tell children why foods are good for them, they will carry your words with them now and in the future.*
- *It's important to keep messages positive." What positive message could you tell your child about peas? How about carrots? Examples: "Peas make your tummy happy and help you grow strong" or "Carrots will give you Superman eyes." Ask if they prefer peas or carrots for dinner that night. When kids have choices, they are more likely to try new things.*
- *How do you feel about focusing on positive "DO" messages for your children regarding eating healthy foods? Hold up your sign/type in the chat: "Yes, No, Maybe So?"*

Strategy #4: Make fruit and veggies fun! *The fourth strategy is to make fruit and vegetables fun by giving them silly names, singing a song, or reading a book about them. [Facilitate group discussion touching on one or more points below.]*

- *Kids are often more likely to try fruits and veggies that have fun names. What are some fun names you have used or can think of? How about for carrots? Instead of carrots, we could call them X-ray vision carrots.*
 - *How about broccoli? Examples: power punch broccoli, tiny, tasty treetops;*
 - *How about fun names for peas? Examples: mini marbles, green pearls;*
 - *Does anyone have any other fun names for veggies to share? Examples: silly-dilly green beans, mini-moons (Brussel sprouts), lettuce have fun, pow-pow peppers, muscle mushrooms, captain corn, Popeye's spinach, squishy squash, or cauliflower hearts. You can even name foods after your different family members' names.*
- *What do you think would happen if you sing a song, make up a silly rhyme or read a book with your child about a fruit and vegetable? [Allow for responses.] The child might laugh and have fun; they will remember the*

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fruit or vegetable because of the rhyme; they might want to try the fruit or vegetable because they heard about it in a song or book; they would be excited to eat what they sang or read about.

- *For those interested in this idea, we have several books: Up, Up it Grows! with Toby and Follow the Rainbow with Toby which are great for young toddlers. We also have Superhero Training Camp featuring Zobey which is great for older kids. We also have LOTS of fun, interactive songs and dances about being healthy with Zobey on TexasWIC.org and our Healthy Texas Kids YouTube channel. We will have more information about this for you at the end of our discussion."*
- *How do you feel about the idea of making veggies fun through names, songs, or books? Hold up your sign/type in the chat: "Yes, No, Maybe So?"*

Strategy #5: The 10-minute rule! *The fifth strategy is to follow the 10-minute rule when shopping for produce. [Facilitate group discussion touching on one or more points below.]*

- *Children only eat fruits and veggies if their parents or caregivers provide them. WIC benefits include canned, frozen, and fresh fruits and veggies. Shoppers who spend ten minutes in the produce section of the grocery store or farmers market are much more likely to buy fruits and vegetables than those who breeze through it.*
- *Let's face it, ten minutes can sometimes feel like a long time when you are grocery shopping with a young child. What are some things you could talk about with your children to make produce shopping fun and engaging? [Allow for responses.] Talk about colors, numbers, why certain fruits and veggies are healthy or what's in season and on sale. Talk with the farmer or produce manager about where the fruits and vegetables come from and how they grow. Let your child help mark produce off your grocery list.*
- *Please hold up your sign again/type in the chat. How do you feel about these ideas to increase the amount of fruits and veggies you have at home - spending at least 10 minutes selecting produce with your children? "Yes, No, Maybe So?"*

Strategy #6: Get creative! *The sixth strategy is to get creative and prepare a fruit or vegetable in a new, adventurous way! [Facilitate group discussion touching on one or more points below.]*

- *I am going to show a cookbook called "Let's Cook Together Cookbook." On page 73 it talks about cauliflower popcorn. What do you think about serving cauliflower popcorn as a family treat?*

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	<ul style="list-style-type: none"> • <i>What do you think about the celery logs or happy crackers on pages 30-31?</i> • <i>How many have heard of riced cauliflower, spaghetti squash or zoodles? What are some ways you have prepared fruits and vegetables?</i> • <i>Sometimes preparing foods in different ways can help get your child interested in trying new things. You'll notice the cookbook is called "Let's Cook Together" - so these are designed to be prepared with your child.</i> <i>If you have them help you prepare the foods, they are more likely to try them AND they will feel like the best little helper in the world.</i> <p><i>Okay, everyone, hold up your sign/type in the chat one last time. How do you feel about serving vegetables in creative ways and encouraging your child to help? "Yes, No, Maybe So?"</i></p>
<p>Closing and Evaluation</p> <p>Review key points and tie in the icebreaker activity.</p> <p>Invite clients to share how they will use what they learned in the future.</p> <p>Let clients know you will follow-up with them via email, text, or other method.</p> <p>Thank everyone for attending and participating.</p> <p>Cover any additional resources or reminders before ending the class.</p>	<p><i>Thank you all for sharing! We came up with some fun and inspiring strategies for increasing the amount of fruits and veggies your children eat and enjoy. Getting your child excited to try new things is a journey and the tips we covered can help you get your child excited about trying new fruits and vegetables. It can take up to 15 food exposures for a child to try a new food, so don't give up!</i></p> <ul style="list-style-type: none"> • <i>Ask the group one or more of the following questions to help summarize the key takeaways and gauge how much they learned from the lesson. What's one way you will prepare or present fruits and vegetables to your children this week?</i> • <i>What's one way your family can role model healthy eating habits?</i> • <i>What's one way you can talk with your children about fruits and vegetables to increase their desire to eat and love them?</i> <p><i>Remember, when families use positive messages around food and model healthy eating habits, they create values that children will carry with them throughout their lives. You are your children's biggest influence.</i></p> <p><i>Thank you for participating today!</i></p>