

Attachment D

OMB Control # 0584-0524
Expiration Date: 03/31/2013

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USDA/FNS Formative Messaging Triad Moderator's Guide (Low-income Mothers of Children 6-10 years of age) Milk and Whole Grain Messages

I. WELCOME AND GROUND RULES (5 minutes)

Welcome everyone. My name is _____. I am an independent marketing researcher. Thank you for coming for this discussion. Before we begin, I'd like to explain a few things about the discussion.

1. First of all, I want everyone to know there are **no wrong answers**. (We want to know your opinions and those opinions might differ. This is fine. We want to know what each of you thinks about the topics we will be discussing.)
2. You have probably noticed the microphones in the room. They are here because we are **audiotaping** the discussion. Afterwards, I have to write a report. I want to give you my full attention and not have to take a lot of notes. Also, because we are taping, it is important that you try to **speak one at a time**. I may occasionally interrupt you when two or more people are talking at once in order to be sure everyone gets a chance to talk and that responses are accurately recorded.
3. Behind me is a one-way mirror. Some of the people working on this project are observing this discussion so that they can hear your opinions directly from you. However, your identity and anything you personally say here will remain confidential. By confidential I mean your names, addresses, and phone numbers will not be given to anyone, and no one will contact you after this group is over. When I write my report, I will not refer to anyone by name.
4. Please turn off your **beepers & cell phones**. The group will last only 90 minutes. Should you need to go to the restroom during the discussion, please feel free to leave, but we'd appreciate it if you would go one at a time.
5. Feel free to say what is on your mind. If you have something negative to say, it is all right. Remember, there are no right or wrong answers. We just want to hear your opinions.

II. INTRODUCTION (5 minutes)

1. Now, first let's spend a little time getting to know one another. Let's go around the table and introduce each of ourselves. Please tell me:
 - First name, and
 - What local area you live in,

- Who you live with (ages of children), pets, plants, etc. and
- A little bit about yourself—such as what you do for a living, a favorite hobby, and...

[MODERATOR: Instruct respondents that when questions in the guide refer to children, they should think of their 6-10 year-old child/ren, even if they have another child in a different age range. REMIND THEM OF THIS THROUGHOUT THE SESSION]

III. WARM UP/HELPING CHILDREN STAY HEALTHY (5 minutes)

1. Let's begin our discussion this evening by discussing how we help **our 6-10 year-old children** eat healthfully.
 - a. What types of foods are important for your children's healthy growth and development? Let's make a list. [MODERATOR WRITE RESPONSES ON EASEL; PROBE: MILK/MILK PRODUCTS, FRUITS & VEGETABLES, WHOLE GRAINS]
 - i. Looking at this list, what would you say is MOST important? What makes you say that?
 - ii. Now, which of these foods do your elementary school kids eat more readily, and which ones do they dislike eating? What makes you say that? [BRIEFLY GO THROUGH LIST AND IDENTIFY WITH RESPONDENTS WHICH THEIR KIDS EAT READILY/WHICH THEY DISLIKE]

IV. FRUITS AND VEGETABLES (5 minutes)

1. Let's focus on your 6-10 year-old child eating fruits and vegetables.
 - a. How important are fruits and vegetables to your good health and your kids?
 - b. When do you usually offer your 6-10 year-old child fruits and vegetables? [PROBE: meals, with snacks]
 - c. Does your 6-10 year old enjoy eating fruits and vegetables? What kinds?
 - d. Do they ever resist doing so?
 - i. [IF APPROPRIATE] What are some things you say/do to try to encourage your 6-10 year old child to eat fruits and vegetables?
 - e. Do you personally eat fruits and vegetables?

V. LOW-FAT MILK/MILK PRODUCTS (10 minutes)

1. Now let's focus on what your 6-10 year-old child drinks.
 - a. What types of beverages do you offer your 6-10 year-old child? [PROBE FOR MILK]
 - b. Let's talk specifically about milk. How often does your 6-10 year-old child drink milk?
 - c. Do you usually buy milk? What type? [IF NECESSARY, PROBE: lowfat, whole, skim, 1%, 2%, flavored vs. plain]. Why do you buy that type of milk?
 - i. [If multiple types] Which type do you offer your 6-10 year-old to drink?

- d. And do you usually buy milk products? What type? [IF NECESSARY, PROBE: cheese, yogurt and probe to assess whether they buy low-fat/fat-free varieties.] Why do you buy those types of milk products?
 - i. Which of these milk products do you offer your 6-10 year-old and/or does your 6-10 year-old child eat?
- e. When do you usually offer your 6-10 year old child milk, cheese or yogurt? [PROBE: specific meals, with snacks]
 - i. Is milk usually the only drink you offer to them, or do you give your 6-10 year old child other drink choices? What are those other choices?
 - ii. Do they drink milk and/or eat cheese or yogurt at school? What kinds?
- f. Does your 6-10 year old enjoy drinking milk or eating cheese and yogurt? What do they like, in particular? [PROBE: MILK WITH SPECIFIC MEALS/SNACKS, SPECIFIC MILK PRODUCTS, ETC.]
- g. Does your 6-10 child dislike drinking milk or eating cheese and yogurt?
 - i. [IF APPROPRIATE] Are there certain situations in which he or she particularly dislikes drinking milk or eating cheese and yogurt?
 - ii. [IF APPROPRIATE] What are some things you say/do to try to encourage your 6-10 year old child to drink milk and/or eat cheese and yogurt? [PROBE: Flavored milks]
- h. Do you personally drink milk at meals or with snacks? Why/why not?
- i. Do you personally eat cheese or yogurt at meals or with snacks? Why/why not?
- j. How important do you think *milk* and/or *milk products* like cheese and yogurt are to your good health and your kids? What makes you say that?
 - i. What are the benefits of drinking milk and/or eating milk products like cheese and yogurt?
 - ii. What is the recommended amount of milk and/or milk products like cheese and yogurt, for kids ages 6-10? [PROBE: Recommendation for kids ages 6-8? Recommendation for kids age 9-10?]
- k. Earlier we talked about what types you buy – for example, lowfat, whole, skim, 1%, 2%.
 - i. Do you think one type is more or less healthy for you and your kids? If so, which one and why?
 - ii. Do you think that the fat in whole milk can be unhealthy for 6-10 year old kids? What makes you say that?
 - iii. Have you changed the type of milk you offer your child since first introducing them to whole milk?
 - 1. [IF APPROPRIATE] When did you make the change, and what made you do so?
 - 2. What was your experience? [PROBE: Did your child notice a difference when you made the switch?]

- iv. How about flavored milk such as chocolate milk? Do you feel that these are more or less healthy than plain milk? Why?

VI. WHOLE GRAINS (15 minutes)

1. Now let's focus on your 6-10 year old child eating whole grain foods.
 - a. What are some whole grain foods that you can think of? [MODERATOR WRITE RESPONSES ON EASEL. PROBE IF NECESSARY: cereal, tortillas, bread, pasta, popcorn, oatmeal, etc.]
 - b. Do you usually buy whole grain foods?
 - i. [FOR THOSE WHO BUY] What type of whole grain foods? [IF NECESSARY, PROBE: bread, pasta, cereal, tortillas, etc.] Why do you buy those foods?
 1. Is it easy or difficult is it to know which foods are whole grains?
 - a. How do you know – what do you look for? [MODERATOR: probe to understand whether they know what to look for]
 - ii. [FOR THOSE WHO DO NOT BUY] What are some of the reasons why you don't buy whole grain foods? [PROBE: PRICE, TASTE, AVAILABILITY, ETC.]
 - c. When do you usually offer your 6-10 year old child whole grain foods? [PROBE: meals, with snacks]
 - i. What types of whole grain foods do you most often offer them? Why these foods?
 - ii. Do they eat whole grains at school? What kinds?
 - d. Does your 6-10 year old enjoy eating whole grains foods? What do they like, in particular? [PROBE: SPECIFIC FOODS SUCH AS DRY CEREALS, TORTILLAS, OATMEAL, ETC.]
 - e. Does your 6-10 year old dislike eating whole grain foods?
 - i. [IF APPROPRIATE] Are there certain situations in which he or she particularly dislikes eating whole grain foods?
 - ii. [IF APPROPRIATE] What are some things you say/do, if anything, to try to encourage your 6-10 year old child to eat whole grain foods?
 - f. Do you personally eat whole grains? Why/why not?
 - g. Generally speaking, how important do you think whole grains are to your good health and your kids? What makes you say that?
 - i. What is the recommended amount of whole grain foods for kids ages 6-10?
 - ii. And, what is the recommended amount of whole grain foods for adults?
 - h. What are the health benefits of whole grains for adults and kids? Let's make a list. [MODERATOR WRITE RESPONSES ON EASEL. PROBE IF NECESSARY: good source of fiber, heart-healthy, reduced risk of some chronic diseases, etc.]

- i. How important are these benefits, in your opinion? What makes you say that?
 - ii. Which would you say are MOST important? What makes you say that?
 - iii. Would you say any of these benefits are more or less important when it comes to your health as compared to that of your kids? What makes you say that?
2. In your opinion, what do you think is the hardest part about being a mom trying to help her 6-10 year old children eat whole grains?

VII. STRATEGIC MILK MESSAGES (10 minutes)

1. As you know, we just discussed trying to get our families to eat healthfully. Now, we are going to read some statements written to help people to get themselves, and their children, to drink low-fat milk and eat low-fat milk products.

So first, we are going to look at a set of statements. Each statement is written on a card. I would like you to sort these cards. Place the card with the statement that you **find to be most convincing** on top. Put the one that does the second-best job underneath that one, and so on and so forth, until you get to the card that did the worst job (which should be on the bottom).

After you have done that, you will notice that each card has a letter in the lower right-hand corner. On **Handout A**, please write the letters of the cards in the order in which you have stacked them. Then, we'll talk about it.

[NOTE TO MODERATOR: To the extent possible, try to get respondents to ignore issues with grammar and/or word choice. The key is to have them focus on the concepts.]

Letter	Message
T	Set the table with low-fat milk, and set the example. You can influence your children’s healthy eating habits. Serve low-fat or fat-free milk (1% fat or less) at meals and snacks. And, drink it yourself.
M	There’s no power like Mom power. You have what it takes to help your kids develop healthy eating habits for life. Offer them low-fat or fat-free milk (1% fat or less) and milk products several times a day.
C	Milk Matters. Children need 2 cups of milk or other milk products every day to build strong bones, teeth and muscles. Serve low-fat or fat-free milk (1% fat or less), cheeses or yogurt at meals and snacks.
O	They’re never too old for milk. Children of every age, and adults, too, need the calcium, protein and vitamin D in milk to build strong bones, teeth and muscles. Serve your kids and yourself low-fat or fat-free milk (1% fat or less) and low-fat or fat-free yogurt and cheese at meals and snacks.
V	Make every sip count. Low-fat or fat-free milk (1% fat or less) has important vitamins and minerals that other beverages don’t. Make it the main drink at meals, and serve it with snacks.
A	Get the good stuff from low-fat milk and milk products. Low-fat or fat-free milk products (1% fat or less) have the same calcium, vitamin D and protein as higher-fat varieties. Your kids get the same nutrition, just without the fat. That’s good stuff to grow on.

[GO AROUND TABLE:] Which one did the best job? The second best job? Take a moment and explain why you selected those as your top two? [PROBE: likes, main idea/takeaway]

- a. [GO AROUND TABLE:] Now, let's look at the other side of the coin. Which **TWO** did not speak to you at all? [IF NECESSARY:] Which **TWO** statements were at the bottom of your stack? Please explain why you thought these statements did a bad job.
- b. Were any of the statements confusing to you? Which one(s)? What about them were confusing?

VIII. STRATEGIC WHOLE GRAIN MESSAGES (10 minutes)

1. Now we'll look at another set of messages. These are about whole grain foods. We'll do the same sorting exercise. Like last time, please place the card with the statement that you think does the best job of helping you **find to be most convincing** on top. Put the one that does the second-best job underneath that one, and so on and so forth, until you get to the card that did the worst job (which should be on the bottom).

After you have done that, you will notice that each card has a letter in the lower right-hand corner. On **Handout B**, please write the letters of the cards in the order in which you have stacked them. Then, we'll talk about it.

[NOTE TO MODERATOR: To the extent possible, try to get respondents to ignore issues with grammar and/or word choice. The key is to have them focus on the concepts.]

Letter	Message
G	Whole grains first. Read the label and choose foods that list whole grains first on the ingredient list. Look for words like whole wheat, rolled oats, brown rice or whole grain cornmeal.
P	Make your house a powerhouse. Bring home whole grains. Stock up on whole grain breads, pastas, tortillas, crackers and cereals. They're packed with B vitamins, minerals and fiber to power your family through the day.
I	Make mealtime whole grain time. It's easy to make meals and snacks healthier when you include whole grains. Packed with B vitamins and fiber, every serving promotes heart health and overall health, too.
H	Give yourself and those you love the goodness of whole grains. Make at least half of your daily bread, pasta and cereals whole grains. They may help control weight, and they're good for your heart and overall health.
B	Start every day the whole grain way. Help your kids get their day off to a healthy start. Serve whole grain cereal, bread, tortillas or waffles at breakfast. They'll feel full for longer and have more energy.
W	Pass along the wisdom of whole grains. Teach your kids to be healthier eaters. Make at least half of your family's daily bread, pasta, tortillas and cereal whole grains. They make hearts healthier, can help control weight and keep you regular.

[GO AROUND TABLE:] Which one did the best job? The second best job? Take a moment and explain why you selected those as your top two? [PROBE: likes, main idea/takeaway]

- a. [GO AROUND TABLE:] Now, let's look at the other side of the coin. Which **TWO** did not speak to you at all? [IF NECESSARY:] Which **TWO** statements were at the bottom of your stack? Please explain why you thought these statements did a bad job.
- b. Were any of the statements confusing to you? Which one(s)? What about them were confusing?

IX. SUPPORTING CONTENT FOR EXISTING MESSAGES (10 minutes)

1. Now we are going to look at some information that has been written to go with different messages than the ones you just read. These messages are about getting kids to eat more fruits and vegetables.

[SHARE MESSAGES ON CARDS, THEN DISTRIBUTE SUPPORTING CONTENT, NARRATIVE PARAGRAPH/HANDOUT C]

First, read these paragraphs written by a mom of a 6-10 year-old. **Circle** any statement, word, or phrase that you particularly like, and **draw a line through** any statement, word, or phrase that you did not like or did not understand.

- a. Before we talk about specifics, what did you think of this paragraph? [PROBE: Interesting? Informative? Boring?]
- b. Did it sound realistic? What makes you say that?

- c. What do you think these paragraphs were trying to tell you? What do you think about the ideas she talks about? Are they believable? Doable?
- d. Would you try these ideas? Which ones? What makes you say that?

[DISTRIBUTE SUPPORTING CONTENT, REMAINING INFORMATION/**HANDOUT D**] Now I am going to show you more information. Again, this information has been written to go with the messages you read on the cards. Don't worry about how they look on the page, for now, just focus on what is written.

I would like for you to take the next few moments to read this information and **circle** any statement, word, or phrase that you particularly like, and **draw a line through** any statement, word, or phrase that you did not like or did not understand. Then, we'll talk about them.

- a. Before we talk about specifics. What did you think of what was written on the pages? [PROBE: Interesting? Informative? Boring?]
- b. [GO AROUND TABLE] What stood out to you? Which TWO or THREE statements, phrases or words did you like best? Take a moment and explain why you chose those. [MODERATOR IDENTIFY WHAT PEOPLE CIRCLED] [PROBE: Helpful, realistic, doable]
- c. Now, let's look at the other side of the coin. Which statements, phrases or words did you cross out because you did not like or did not understand them? Take a moment to explain why you chose those. [MODERATOR IDENTIFY WHAT PEOPLE CROSSED-OUT]
- d. Think about the information you just read about having your kids help you pick fruits and vegetables; is it believable? Does it make getting your elementary school aged child to eat fruits and vegetables seem more doable? What makes you say that?
- e. Would you try these recipes? Which ones? What makes you say that? Are there other recipes you would be more interested in getting?
- f. Let's say that you were creating a brochure and you had to select which of the information you just read to put into it. Since brochures are small, you can't use all of the information you read. What 1 or 2 pieces of information on each page do you think HAVE to be included? Why did you select those?
- g. Can you think of other tips that you have tried at home that would be helpful for other moms to know? What are they?

X. COMMUNICATION TOOLS (10 minutes)

1. Still thinking about the information we just reviewed, where would you expect to see information like this? Where would you look for this type of information if you wanted it?
 - a. Where, specifically, *have you seen* information like this?
2. Is this information that you would be likely to notice or pay attention to? What makes you say that?
3. What are other ways that people have tried to provide you with nutrition or other health information?

- a. Is there an example that stands out to you as being something that you remember as being a really good way to share information like this with you? What about this example makes it stand out to you?
 - b. Are there any other ways you would want to get information about nutrition and health? What ways?
4. Where do you usually get health and nutrition information? [PROBE: Online, doctor's office, kids' school, community, etc.]
5. Do you have a computer and Internet access at home?
 - a. [If yes] Do you go online to search for health and nutrition information? Where do you go online for this information? What types of sites or information have you found to be most helpful?
 - b. [If no access] Do you go anywhere to access the Internet?
6. What information would be MOST helpful to you when it comes to helping your kids eat more healthfully?
 - a. How would you most like to receive this information?

X. FALSE CLOSE (5 minutes)

1. **[BRIEF]** Throughout this evening, we have talked and read about providing you with ways to assist your 6-10 year-old children to drink more low-fat/fat-free milk and/or eat more milk products, and to eat more whole grain foods. Is there anything we missed? In other words, is there something that would aid you in helping your 6-10 year-old children to do so that we haven't discussed so far? What is it?
2. While I step out of the room for a moment to see if I need to cover any additional information, please answer the questions on **Handout E**. [DISTRIBUTE HANDOUT E] The questions on this handout read, "What is the one thing you would tell a friend if you were going to help him/her help their 6-10 year-old children to drink or eat more low-fat or fat-free milk/milk products?" and "What is the one thing you would tell a friend if you were going to help him/her help their 6-10 year-old children to eat more whole grain foods?"

Thank you very much for your participation! Have a great day/evening!

Attachment D1

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First Name: _____
Date: ____/____/2010
Location: _____
Session #: _____

Handout A

Take a look at your stacked cards. Each card has a letter in the lower right-hand corner. Please write the letter of each statement in the blanks below in the order in which you sorted the cards.

Does best job of helping you to help your child eat more
low-fat milk and milk products _____

Does worst job of helping you to help your child eat more
low-fat milk and milk products _____

Attachment D1a

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Please note that the materials to follow will be printed on 3 x 5 index cards.

Set the table with low-fat milk, and set the example. You can influence your children's healthy eating habits. Serve low-fat or fat-free milk (1% fat or less) at meals and snacks. And, drink it yourself.

T

There's no power like Mom power.

You have what it takes to help your kids develop healthy eating habits for life. Offer them low-fat or fat-free milk (1% fat or less) and milk products several times a day.

Milk Matters. Children need 2 cups of milk or other milk products every day to build strong bones, teeth and muscles. Serve low-fat or fat-free milk (1% fat or less), cheeses or yogurt at meals and snacks.

C

They're never too old for milk.

Children of every age, and adults, too, need the calcium, protein and vitamin D in milk to build strong bones, teeth and muscles. Serve your kids and yourself low-fat or fat-free milk (1% fat or less) and low-fat or fat-free yogurt and cheese at meals and snacks.

O

Make every sip count. Low-fat or fat-free milk (1% fat or less) has important vitamins and minerals that other beverages don't. Make it the main drink at meals, and serve it with snacks.

Get the good stuff from low-fat milk and milk products. Low-fat or fat-free milk products (1% fat or less) have the same calcium, vitamin D and protein as higher-fat varieties. Your kids get the same nutrition, just without the fat. That's good stuff to grow on.

A

Attachment D2

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First Name: _____
Date: ____/____/2010
Location: _____
Session #: _____

Handout B

Take a look at your stacked cards. Each card has a letter in the lower right-hand corner. Please write the letter of each statement in the blanks below in the order in which you sorted the cards.

Does best job of helping you to help your child eat more whole grains _____

Does worst job of helping you to help your child eat more whole grains _____

Attachment D2a

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Please note that the materials to follow will be printed on 3 x 5 index cards.

Whole grains first. Read the label and choose foods that list whole grains first on the ingredient list. Look for words like whole wheat, rolled oats, brown rice or whole grain cornmeal.

G

Make your house a powerhouse.
Bring home whole grains. Stock up on whole grain breads, pastas, tortillas, crackers and cereals. They're packed with B vitamins, minerals and fiber to power your family through the day.

Make mealtime whole grain time. It's easy to make meals and snacks healthier when you include whole grains. Packed with B vitamins and fiber, every serving promotes heart health and overall health, too.

Give yourself and those you love the goodness of whole grains. Make at least half of your daily bread, pasta and cereals whole grains. They may help control weight, and they're good for your heart and overall health.

H

Start every day the whole grain way.

Help your kids get their day off to a healthy start. Serve whole grain cereal, bread, tortillas or waffles at breakfast. They'll feel full for longer and have more energy.

B

Pass along the wisdom of whole grains. Teach your kids to be healthier eaters. Make at least half of your family's daily bread, pasta, tortillas and cereal whole grains. They make hearts healthier, can help control weight and keep you regular.

W

Attachment D3a

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Please note that the materials to follow will be printed on 3 x 5 index cards. These are existing messages provided by USDA FNS, and were finalized in prior round of testing. These finalized messages will be provided to participants as additional background for reacting to supporting content in Attachments D3 and D4.

Let your kids be “produce pickers.”
Help them pick fruits and veggies at the store.

They're still growing. Help your kids grow strong. Serve fat-free or low fat milk at meals.

Attachment D3

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Handout C

First Name: _____

Session #: _____

Please turn to the next page.

One Mom's Story

“My kids are more likely to eat fruits and veggies they pick out for themselves. I know kids need a variety of fruits and vegetables to stay healthy. So, I let each of my children pick out a different fruit or vegetable each time we go to the store. They're more likely to eat what they help to pick out. And by becoming more familiar with a wider variety of produce, they are learning to eat a rainbow of colors for good health.”



Low-fat and fat-free milk are healthier than whole. Who knew?



“Milk helps kids grow strong. So it’s important to me that my kids get the milk they need every day. I used to believe that fat-free and low-fat milk were not as healthy as whole

milk. Then I learned that they have the same nutritional value, just less fat. And after age two, kids don’t need that fat. So I’ve started buying fat-free and low-fat milk—that’s milk with 1% or less fat—for my kids and me.”

Attachment D4

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Handout D

First Name: _____
Session #: _____

Please turn to the next page.

Helpful Tips

Q. How can I encourage my child to be a produce picker?

A. Before going to the market, look over the store flyer together and discuss which fruits and vegetables to buy.

- Make up games, poems or stories to add some fun and help your child remember different kinds of fruits and vegetables.
- Challenge your child to see how many colors he or she can include in fruit and vegetable choices. Eating a colorful variety helps them to be healthier.
- Encourage your child to choose from all forms of fruits and vegetables--canned, frozen and fresh. They all taste good and are good for your child's health. You can keep costs down by selecting fresh fruits and vegetables when they are in season and canned or frozen versions when your child's produce choice is out of season.
- Ask your kids to pick a fruit or vegetable for a snack or dessert.



Moms often ask:

Q. Is it important for my elementary child to drink more milk?

A. Like children of all ages, elementary kids are still growing. So it's important they drink and eat the recommended amount of low-fat milk and milk products to grow healthy and strong. For kids ages 9-13, that's about 3 cups each day. And did you know, milk contains nine essential nutrients and vitamins?



Q. How do I increase the amount of milk my child gets?

A. Here are five tips moms can use to get their kids to drink more milk:

- Serve milk at all meals and with every snack.
- Teach by example. Drink milk with your child.
- Put fat-free and low-fat milk at eye level in the refrigerator, so kids can easily see it and grab a glass, or pour some over whole grain cereal.
- Occasionally, let your kids have some flavored low-fat (1% or less) or fat-free milk. It provides all the nutrients of whole milk, but the flavor makes it a “special treat.” Some flavored milks are very high in sugar, so choose ones with the least amount you can find.
- Add milk to some of your child’s favorite foods, such as soups, hot cereals and breads.

Recipe

Caribbean Milk Cooler

You and your kids will have fun making this tasty and healthy snack that's great to share when friends come over.

Serving Size: 1 glass

Yield: 4 servings

Prep time: 10 minutes

Cook time: 5 minutes

Ingredients:

2 cups fat-free or low-fat milk

2 cups unsweetened pineapple juice

1 tablespoon vanilla extract

1 tablespoon coconut extract

2 tablespoons sugar

Ice cubes

Mint sprigs (optional)



Directions:

In a blender container, combine all ingredients except ice cubes and mint and blend on high speed until frothy. Pour into four tall glasses filled with ice cubes. Garnish with mint sprigs if desired.

Note: For a thicker drink, freeze pineapple juice in an ice cube tray. Blend these pineapple cubes with all other ingredients except mint. Do not add the regular ice cubes. Serve in a chilled glass.

Attachment D5

**OMB Control # 0584-0524
Expiration Date: 03/31/2013**

Public reporting burden for this collection of information is estimated to average 2 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research, Nutrition and Analysis, Alexandria, VA 22302 (0584-0524). Do not return the completed form to this address.

First Name: _____
Session #: _____

Handout E

1. What is the one thing you would tell a friend if you were going to help him/her help their 6-10 year-old children to drink or eat more low-fat or fat-free milk/milk products?

2. What is the one thing you would tell a friend if you were going to help him/her help their 6-10 year-old children to eat more whole grain foods?
