

Brenner FIT[®]

Families in Training



Educational Handouts



COOK at home
EAT together
PLAY often
REPEAT

Brenner Children's



Brenner FIT[®] Family Handouts:

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Brenner FIT[®]

Families in Training



COOK at home

HOME Cook more at home

TOGETHER Invite everyone to participate

PLAN Decide what to make in advance

BALANCE Add variety to your meals



EAT together

TOGETHER Eat as a family

SCHEDULE Eat 3 meals and 1-2 snacks at regular times

FOCUS Turn off the electronics

ENJOY Eat foods without guilt



PLAY often

TOGETHER Group play is more fun

OFTEN Take time every day

HEART Keep the blood pumping

MIND Boost your mood



REPEAT

ROUTINE Create a routine for eating and activity

MAKE IT A HABIT Small changes lead us towards building lifelong habits

Brenner Children's

Brenner FIT[®] Goals

Mark where your family falls in each habit. Then, circle or highlight the goal that your family would like to work on first.

When:	Almost Always	Often	Sometimes	Almost Never
I offer 3 meals a day at set times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer 1 to 2 snacks at set times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We only eat at meals and snacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer activity for my children most days of the week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where:	Almost Always	Often	Sometimes	Almost Never
We eat meals together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We eat at a table for meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We eat at a table for snacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We eat meals and snacks without electronics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We cook most meals at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide a place for my children to be active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What:	Almost Always	Often	Sometimes	Almost Never
I provide one meal that everyone can eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We plan ahead for meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We plan ahead for snacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We only drink water and low sugar beverages between meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer options for my children to be active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We spend time together as family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How Much/Whether:	Almost Always	Often	Sometimes	Almost Never
I trust my children to eat the amount they need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I allow my children to experiment and find activities that are right for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust my children to do as much activity as they want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not pressure my children to eat more.	Never Pressure	Sometimes Pressure	Often Pressure	Always Pressure
I do not pressure my children to eat less.	Never Pressure	Sometimes Pressure	Often Pressure	Always Pressure

Satter's Division of Responsibility: **Feeding**

Feeding Children

Mealtime can be frustrating for parents and their children. However, when parents and children know their roles, meals can become more enjoyable, and children learn how to grow into healthy adults.

What do we want for our children?

- To eat the right amount of food for their bodies
- To have a better relationship with food
- To eat a variety of foods during meals and snacks
- To grow into healthy adults



You can help by knowing your role.

Follow Satter's Division of Responsibility in Feeding (sDOR)

Parent's Role

When eating is allowed:

- Offer structured meals on a regular schedule
- Offer structured snacks on a regular schedule

Where eating is allowed:

- Eat together in the same space, facing each other
- Remove distractions
- Create a pleasant mood and conversation

What is provided:

- Worry less about what/how much "should" be eaten
- Provide traditional foods your family enjoys
- Be considerate of likes and dislikes without catering

Child's Role

How Much to eat:

- Children choose how much to eat from the food offered at meals and snacks
- Children may have second helpings, without being required to eat their vegetables or clean their plate

Whether to eat at all:

- Children can choose to eat as much or as little from what is offered
- If children choose not to eat what has been prepared, parents avoid offering a substitute
- Children can sit at the table for an appropriate amount of time, even without eating
- If children choose not to eat, parents will stick to meal/snack schedule

What does Brenner FIT know about feeding children?

When parents **RESTRICT**...

If parents limit the amount of food their children can eat...

If parents NEVER allow child to eat their favorite foods...

When parents **PRESSURE**...

If parents push their children to eat more ("clean your plate" or "finish your vegetables")...

If parents encourage or coax their children to eat a food...

When parents **USE FOOD AS A REWARD**...

If parents reward with food (i.e. "Eat your vegetables and you can have a piece of candy")...

If parents punish children by using food (i.e. "Eat your vegetables, or you can't watch TV")...

When parents **WORRY ABOUT THEIR CHILDREN'S WEIGHT**...

If parents focus on the amount their children eat...

If parents pressure children to eat less...

... children tend to **EAT MORE**.

...then children are hungrier and ask for more food.

...then children eat more of the "forbidden" foods when available.

... children tend to **EAT LESS**.

...then children put up even more of a fight.

...then children pay less attention to signals of hunger/fullness and like foods even less than before.

... children tend to **ADJUST THEIR PREFERENCES**.

...then children learn to like candy and desserts even more.

...then children learn to like vegetables even less.

... children tend to **FEEL PRESSURE**.

...then children focus on what parents think about their eating.

...then children become more focused on food and may sneak or hide food.

What should parents expect when beginning to use sDOR?

1. It takes time to make changes. Parents should be patient and keep practicing.
2. At first, children may eat more than usual. Once parents are no longer the food police and TRUST their children to do their role, parents will begin seeing changes with their eating.
3. Mealtimes will be more enjoyable for everyone, and family relationships around food will improve.
4. Parents will know that sDOR is working when their children:
 - Start to leave food on their plate
 - Try new foods on their own
 - Do not hide or sneak food
 - Do not beg for food as much
 - Follow the meal/snack schedule on their own

Responding to Children in the sDOR Way

Knowing what to say to your child when practicing Satter's Division of Responsibility in Feeding can be tricky at times. Here is some help.

Children may say ...

Parent could say...

"This is nasty. I don't like it."	"You get to choose whether you want to eat it."
"Can I have some more to eat? I am still hungry."	"Yes, you may serve yourself."
"I am not hungry for dinner."	"We all sit at the table at dinner time. You can choose whether you want to eat or just be with us."
"I am hungry right now!"	"Our next time to eat is snack time at 3:00."
"I am hungry. I can't wait for dinner. Can I have a snack right now?"	"Dinner will be ready in 30 minutes. What would you like to do to help get dinner ready -- cut up the salad or set the table?"
"I don't want this. I want macaroni and cheese instead."	"This is what our family is eating tonight. We will be having macaroni and cheese on Tuesday."
"Why can't I make a sandwich for dinner? I don't like what is for dinner."	"Having a family meal together means sharing the same food. You don't have to eat anything if you don't want."
"Why do I have to be home in time for dinner? I can just warm up leftovers."	"Eating together is important for our family. You are an important part of our family."

Parents may say...

Instead, try saying this...

"I've told you a thousand times. Go wash your hands."	"What do you need to do to get ready to eat?"
"Eat your vegetables. They are good for you."	Offer vegetables without commenting.
"You have to clean your plate before you leave the table."	"You may leave the table when you have had enough to eat."
"You must take 2 more bites of your vegetable before you can have more mashed potatoes."	Avoid making rules about what children have to eat at dinner. Offer meal without focusing on what your child eats or does not eat.
"Do you want some more? Are you sure you ate enough? Would you like just a little bit more?"	Offer meal without pressure to eat. Let your child decide how much or whether to eat.
"You cannot possibly be hungry. You ate more than I did!"	Offer meal without pressure to eat a certain amount. Let child decide how much to eat.
"Should you really be eating that?"	Parents provide and children decide. Do your job of the when, where and what of feeding. Let your child do his/her job of eating.
"You can't have dessert until you finish your vegetables."	Offer dessert to everyone regardless of how much or little is eaten.

When: Feeding

Why is eating on a schedule important?

- Reliable meal schedules help us come to meals hungry, but not too hungry
- Children tend to do better with their eating when they know when the next meal or snack will be
- Children become less obsessed with food

How often should we eat?

- Eating every 3 – 4 hours helps you to fuel your body throughout the day
- Brenner FIT recommends 3 meals and 1 – 2 snack times each day
 - For younger children, an additional snack time may need to be offered
- Between eating times, water and sugar-free drinks may be offered
- Avoid allowing kids to graze on food, even if it's fruit
- Mealtime may vary based on evening activities, so adjust the schedule as needed

How to get started:

- Set regular times for eating
- Post the schedule, and let the schedule be the boss
 - Refer to scheduled times when child makes food requests between eating times



Our family would like to:

- ☐ Offer 3 meals a day at set times.
- ☐ Offer 1 to 2 snacks at set times.
- ☐ Eat only at meal and snack times.

Details about your goal:

Sample Eating Schedule

Meal/Snack	Weekday Times	Weekend Times
Breakfast	7:00 am	9:00 am
Lunch	12:00 pm	12:30 pm
Snack	3:30 pm	3:30 pm
Dinner	6:00 pm	7:00 pm
Snack	8:30 pm	9:00 pm

Our Family's Eating Schedule

Meal/Snack	Weekday Times	Weekend Times

Where: Feeding

Why is eating together at a table without distractions important?

- Teaches you to pay attention to your hunger and fullness
- Slows eating pace
- Improves family communication
- Research shows that children who eat with their families 4 or more times a week:
 - Are less likely to be depressed, develop an eating disorder or use drugs, drink alcohol or smoke
 - Are more likely to eat a variety of foods and have better grades in school

How to get started?

- Eat at home more often
- Gather whoever is at home at meal times
- Eat together in the same room, facing each other. Move to a table, if able
- Remove distractions while eating meals and snacks (i.e. phone, tv, tablets, homework, games)
- Create a pleasant mood and conversation
 - Play soft music
 - Discuss highs and lows of the day
 - Get kids involved to set the table or put ice in the glasses
 - Use conversation starters



Our family would like to:

☐ Eat meals together.

☐ Eat at a table for meals.

☐ Eat at a table for snacks.

☐ Eat meals and snacks without electronics.

☐ Eat most meals at home.

Details about your goal:

Meal Conversation Starters

Cut out these conversation starters and use them to spice up your family meals!

What do you want to be when you grow up?	If you could be an animal, what animal would you be and why?	What is your favorite place in the whole world and why?
What super power would you like to have?	If you had to leave the earth on a space ship, what 3 things would you take with you?	If you could eat dinner with someone famous, who would you pick?
Share something nice that someone did for you today!	If you could be any type of food, what would you be and why?	What has been your favorite part about today? Why?
If you were to write a book about yourself, what would the title be?	Describe something you would like your family to do together in the future.	If I won a million dollars I would... _____.
Describe your perfect day, from the time you wake up... until you fall asleep!	If you could ride any animal, which would you choose?	What is your ultimate vacation?
Spring, Summer, Fall, or Winter? Which is your favorite and why?	Name 3 things you can't live without.	If you were a cereal, what kind would you be and why?

Getting Started with Family Meals

Research shows that children who eat with their family:

- Do better in school and on achievement tests¹
- Are less likely to become depressed² or develop eating disorders³
- Are less likely to abuse drugs and alcohol or smoke cigarettes⁴
- Eat fewer fried foods and drink fewer soft drinks⁵
- Eat more fruits, vegetables, lean meats, and milk⁵

We don't have time for family meals!

1. Keep it simple.
2. Create family meals around take out food or going out to eat.
3. Create “no-cook” meals like canned vegetable soup and sandwiches or frozen pizza and a bag of salad mix.

What are the first steps?

1. Start with what you eat now and eat it together at regular and routine times. Try not to get caught up in what you “should” be eating. Just enjoy eating food together as a family!
2. If you cook, make simple recipes that you already know well. Cooking new recipes usually takes more time than your tried-and-true favorites.
3. Gather whoever is at home at meal times. Not every member in the family may be available for every meal. Sit together and face each other to enjoy time together.



**Families that eat together
create life-long memories!**

Research citations:

1 Glanz K, Metcalfe JJ, Foltz SC, Brown A, Fiese B, 2021

2 Agathão BT, Cunha DB, Sichieri R, Lopes CS., 2021

3 Chen Y, Haines J, Charlton BM, VanderWeele TJ, 2019

4 NCASA, The Importance of Family Dinners VIII, 2012

5 Gillman, Rifas-Shiman, Frazier, Rockette, Camargo, Field, Berkey, and Colditz, 2010

What: Feeding

How to know when your family is ready to start making changes to what you eat:

- Meals and snacks are on a schedule
- Meals and snacks are eaten at a table without distractions
- Parent is working towards trusting child with his/her role of eating

How to get started:

- Offer water and sugar-free drinks between meals
- Plan ahead for meals and snacks that your family is already eating
- Provide one meal for the entire family
 - Be considerate to likes and dislikes without catering; include at least one food that everyone can eat.

Ways to progress:

- Add variety to meals by having 3 to 4 food groups at meals
- Make snacks more filling by offering 2 food groups
- Drink mostly water and sugar-free beverages



Our family would like to:

- ☐ Provide one meal that everyone can eat.
- ☐ Plan ahead for meals.
- ☐ Plan ahead for snacks.
- ☐ Only drink water and low sugar beverages between meals.

Details about your goal:

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Meals to Remember

Write down your family’s favorite meals you like to cook. This will make it easier to plan meals for the week.

Entrees:

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Sides:

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Brenner FIT® Meal Planning

Why meal plan?

Eliminate the question “What are we having for dinner?”

Saves Time

- Avoid the stress
- Fewer grocery trips
- Thaw food ahead
- Other family members can begin the cooking

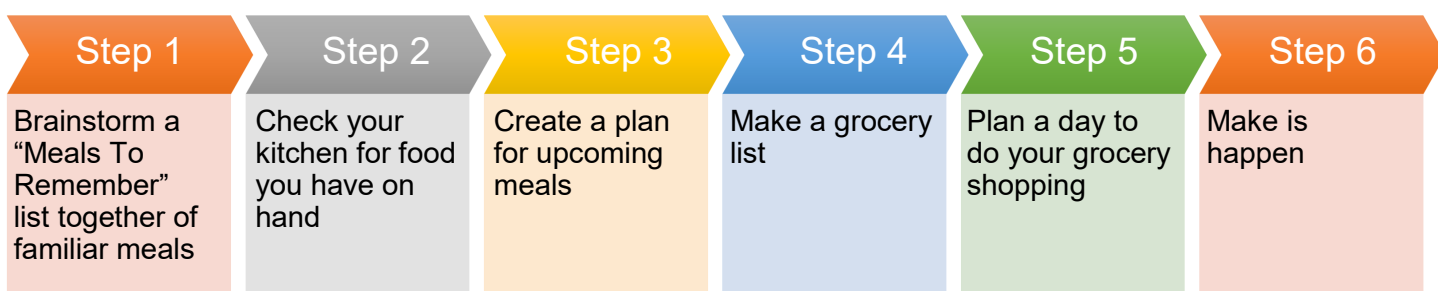
Saves Money

- Stick to your grocery list
- Shop sale items
- Plan for leftovers and getting food out
- Consider online shopping

Adds Variety to Meals

- Meals can include more than 1-2 foods
- Make one meal everyone can eat
- Include familiar foods with new foods

Getting Started:



Sample Weekly Meal Plan:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lasagna with meat sauce Salad Grapes	Leftovers	Frozen Pizza Raw Broccoli and carrots Vegetable dip	Chicken and broccoli stir-fry Brown rice Canned Pineapple	Out to eat	Sloppy Joes Sautéed Asparagus Strawberries	Chicken Fajitas Peppers and onions Mango
Evening Activities:						
Church	Scouts	Soccer		Soccer		

Brenner FIT®

Weekly Meal Planner

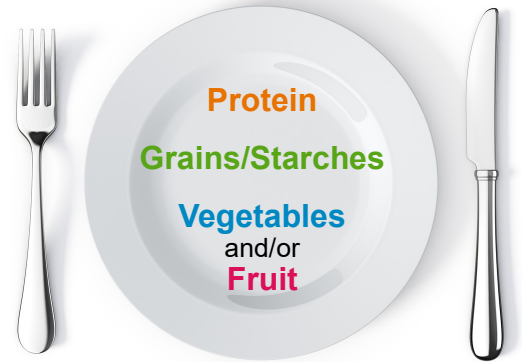
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Evening Activities:						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Evening Activities:						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Evening Activities:						

Balanced Breakfast

- First, start by eating something familiar for breakfast to get your body into the routine.
- Next, aim for **3 food groups** at breakfast to help keep fuller longer and add variety to your meals.
- School breakfast is a good convenient option that includes variety and follows specific nutrition requirements.
- Parent's job is to offer the food and child's job is to decide how much of that food to eat when provided.



Food Group Examples

Foods listed below are only ideas and do not represent all of the food options.

Protein

- Deli meat
- Canadian bacon
- Eggs
- String cheese
- Sliced/cubed cheese
- Cottage cheese
- Cream cheese
- Milk
- Yogurt
- Hummus
- Nuts/Peanut butter

Starch/Grain

- Cereal
- Bagel
- Crackers
- Granola bar
- Oatmeal
- English muffin
- Bread/toast
- Waffles
- Tortilla
- Pita bread
- Grits

Vegetables

- Cucumber
- Broccoli
- Tomato
- Celery
- Carrot
- Onions
- Mushrooms
- Bell peppers
- Spinach

and/or

Fruit

- Apple
- Grapes
- Pineapple
- Banana
- Pear
- Berries
- Orange
- Raisins
- Clementine
- Melon
- Apple sauce

Write down your breakfast ideas

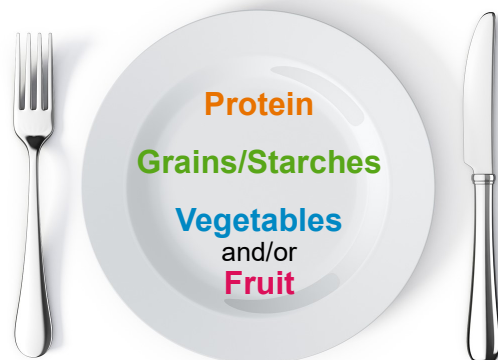
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Balanced Breakfast Ideas

1. Cereal and milk, blueberries
2. Sandwich, banana
3. Granola bar with string cheese, grapes
4. Oatmeal with nuts, dried cranberries
5. Omelet filled with cheese, onions, peppers
6. Deli meat wrapped in tortilla, canned peaches
7. Leftovers

Balanced Lunch

- Build variety at lunch by offering **3 – 4 food groups** to help keep fuller longer and add variety.
- School lunches are a great option that includes variety and follow specific nutrition requirements.
- For packed lunches, the parent's role is to offer a packed lunch that helps their child fill up, and the child's role is to decide how much of it to eat.



Food Group Examples

Foods listed below are only ideas and do not represent all of the food options.

Protein

- Deli meat
- Canned meat: chicken, salmon, tuna
- Pre-grilled chicken pieces
- Dairy: milk, cheese, yogurt
- Nuts, nut butters
- *Beans and legumes
- Hummus
- Eggs

Starch/Grain

- Crackers
- Sliced bread
- Pita bread
- Tortillas or wraps
- English muffins
- Dry cereal
- Pretzels
- Chips
- Granola bars
- *Beans and legumes

Vegetables and/or

- Celery
- Sugar snap peas
- Sliced bell peppers
- Baby carrots
- Broccoli
- Cauliflower
- Grape tomatoes
- Spinach
- Lettuce

Fruit

- Apple slices
- Oranges
- Grapes
- Raisins, raisins
- Applesauce
- Mandarin oranges
- Pears
- Bananas
- Peaches

Write down your lunch ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

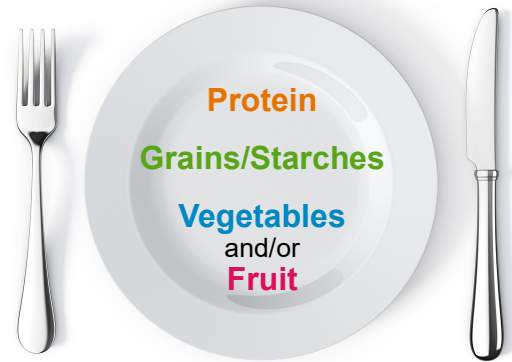
Balanced Packed Lunch Ideas

1. Turkey and cheese on tortilla with lettuce and onions, canned mandarin oranges
2. Trail mix (cereal, pretzels, raisins) with yogurt and celery with ranch
3. Cheese and spinach quesadilla, sliced mango
4. Pasta salad with chicken strips, broccoli, applesauce
5. Crackers and cucumbers with hummus, string cheese, pineapple

Balanced Dinner

Eat what your family enjoys. To build onto your family's favorite meals, consider adding something more to the meal to add variety.

- Aim to include **3 – 4 food groups** at dinner to help keep fuller longer and boost nutrition.
- Offer one meal that everyone can fill up from.
- Once the meal is ready, allow children to serve themselves, decide which parts to eat, and eat until satisfied from what is at the meal.



Food Group Examples

Foods listed below are only ideas and do not represent all of the food options.

Protein

- Meat: beef, pork, poultry, venison
- Seafood
- Nuts/nut butters
- Dairy: milk, cheese, yogurt
- Meat alternatives: tofu, soy
- *Beans and lentils

Starch/Grain

- Tortillas
- Bread
- Cereal
- Pasta/Noodles
- Rice
- Macaroni and cheese
- Starchy vegetables: potatoes, peas, corn, beans and lentils

Vegetables

and/or

Fruit

- All non-starchy vegetables: Carrots, broccoli, Green beans, onion, Collard greens, turnips, Asparagus, cabbage, Salsa, peppers, Summer squash, etc.
- Fresh vegetables
- Canned vegetables
- Frozen vegetables
- All fruit except fruit juice
 - Fresh fruit
 - Fruit cups
 - Canned fruit
 - Dried fruit
 - Frozen fruit
 - Applesauce

Write down your dinner ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Balanced Dinner Ideas

1. Spaghetti (pasta, beef), salad and mandarin oranges
2. Chicken sandwich on a bun, carrot sticks and grapes
3. Beans with rice, roasted asparagus and sliced mango
4. Stir-fry (chicken, broccoli, rice) and strawberries
5. Beef Stew (beef, potatoes, carrots, green peas, onions) and applesauce

Balanced Snacks

- First, set 1 – 2 regular times to eat snacks each day.
- Eat snacks at the table without distractions.
- Offer **2 food groups** to help them fill up.
- Allow children to eat until satisfied to reduce sneaking and hiding of food between eating times.



Food Group Examples

Foods listed below are only ideas and do not represent all of the food options.

Protein

- Deli meat
- Hard-boiled egg
- String cheese
- Sliced/cubed cheese
- Cottage cheese
- Milk
- Yogurt
- Hummus
- Nuts/Peanut butter

Starch/Grain

- Dry cereal
- Crackers
- Granola bars
- Bread/toast
- Tortillas
- Pita bread
- Bagels

Vegetables

- Salsa
- Side salad
- Any fresh vegetables
 - Carrot sticks
 - Sugar snap peas
 - Broccoli
 - Cucumbers
 - Etc..

Fruit

- Fresh fruit
- Fruit cups
- Canned fruit
- Dried fruit
- Frozen fruit
- Applesauce

Write down your dinner ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Balanced Snack Ideas

- Cheese quesadilla
- Crackers and cheese
- Cookies and milk
- Granola bar and fruit cup
- Sandwich
- Hummus and baby carrots
- Banana and peanut butter
- Homemade trail mix (peanuts and dry cereal)
- Pretzels and grapes
- Bagel and peanut butter
- Popcorn and dried fruit
- Applesauce and string cheese
- Hard-boiled egg and cucumber
- Apples with yogurt

Brenner FIT[®] Beverages

- Stay hydrated with water.
- Between meals and snacks, offer only water or low-sugar beverages.
- Parents are in charge of how often sugar-sweetened beverages are offered.
 - If the parent chooses to include sugar-sweetened beverages or milk, only offer during meal or snack times.

Understanding Drink Labels:

1. Review the serving size. Notice that the numbers are for one 8 ounce serving.

2. Review how many servings are in the container. This entire bottle contains 16 oz.

3. Review the sugar. Look at sugar or total sugar.

Every 4 grams is equal to 1 teaspoon of sugar.

One serving of this drink contains 8.5 teaspoons of sugar.

Nutrition Facts	
Serving Size:	8 oz. (240ml)
Servings:	2
Amount per serving	
Calories	160
Total Fat	0g
Sodium	10mg
Total Carbohydrates	40g
Fiber	0g
Total Sugar	34g
	Incl. 34g Added Sugars
Protein	0g

4. To choose more low sugar beverages aim for:

3 grams of sugar or less per 8 ounce serving

High Sugar Drinks

- Regular soda (caffeinated and decaffeinated)
- Sweet tea
- Store bought 100% juice
- Homemade juice
- Juice drinks (Kool-Aid, fruit punch, Capri-Sun)
- Sports drinks (Gatorade)
- Smoothies
- Coffee/tea with sugar
- Flavored milks (chocolate, strawberry, etc.)
- Energy drinks
- Hot chocolate

Low Sugar Drinks

- Water
- Fruit infused water
- Propel
- V8 Splash Diet
- Diet Ocean Spray
- Powerade Zero and Gatorade Zero
- Sugar free liquid water enhancer drink mixes (i.e. MiO)
- Sugar free powdered drink mixes (i.e. Crystal Light, True Lemon)
- Light Hawaiian Punch
- Diet Soda and more...

Brenner FIT[®] Low-Sugar Beverages

There are many different low-sugar beverage options available in the grocery store. Here are just a few examples. Remember to aim for 3 grams of sugar or less per 8 ounce serving.



Crystal Light



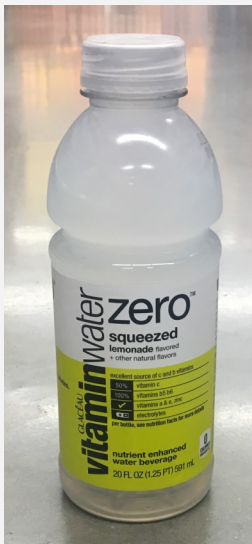
Sparkling ICE



Propel



MiO



**Vitamin Water
Zero**



Powerade Zero



V8 Splash Diet



Diet Ocean Spray

How Much/Whether: Feeding

Why is it important to trust children to eat the amount they need?

- Restricting how much they can eat causes them to eat more
 - More sneaking/hiding food
 - More stress and worry around food
- For picky eaters, pressuring kids to eat more causes them to eat less
- Trusting children to decide allows them to learn to pay attention to their hunger and fullness signals
 - It is normal for appetites to change day to day



By trusting children with their role of how much or whether, children:

- Learn to eat the amount they need for their growing bodies
- Have a better relationship with food and their parents around feeding
- Become more open to trying new foods
- Enjoy being at meals

How to get started:

- Ask the child how much they want on their plate or allow them to serve themselves
- Remove food rules like clean your plate
- Allow seconds without having to eat vegetables
- Avoid discussion around food once the meal is served and giving “the look” while eating

Our family would like to:

- ☐ Practice trusting our children to eat the amount they need.
- ☐ Remove pressure to eat more.
- ☐ Remove pressure to eat less.

Details about your goal:

Satter's Division of Responsibility: **Activity**

Physical Activity

Being physically active on a regular basis can be difficult for anyone. Establishing roles can help decrease the stress around helping children find enjoyable ways to move and be active.

What do we want for our children?

- Find activity that is enjoyable
- Have a better relationship with activity
- Grow into healthy adults



You can help by knowing your role.

Follow Satter's Division of Responsibility in Activity (sDOR)

Parent's Role

When to be active:

- Make activity part of family's schedule
- Set time for family to be screen free

Where to be active:

- Provide a place to be active inside and outside

What activity is provided:

- Offer enjoyable activities (family activities, group sports, free play, etc.)
- Avoid worrying about how much a child "should" be active
- Focus on play rather than exercise

Child's Role

How Much activity:

- From the activity offered, child gets to decide how much effort s/he puts into the activity

Whether they do activity at all:

- Child chooses how much s/he moves.
- Child may choose to sit while family plays

What do we know about activity and children?

When parents **PRESSURE**...

Parents pressure by pushing children to be more active...

Encouraging or coaxing to be active feels like pressure...

When parents **REWARD FOR ACTIVITY**...

"Walk around the block and you can have a piece of candy", "Play outside for an hour, or you can't watch TV" ...

When parents **WORRY ABOUT ACTIVITY**...

Parents worry about how much their children are sweating or being active...

Parents feel pressure to make child try harder...

... children tend to **BE LESS ACTIVE**.

...when children feel pressure, they put up even more of a fight and do less physical activity.

...children are not as active as they would be if they were doing it on their own.

... children **LOSE INTEREST**.

...children learn to only be active for a reward and do not want to be active any other time.

... children tend to **FEEL PRESSURE**.

...children focus on what parent thinks about their weight.

...being pushed to be active is not fun for children.

What should parents expect when beginning to use sDOR?

1. It takes time to make changes. Be patient and keep practicing.
2. At first, your child may push back and resist wanting to be active during set times. TRUST your child to do their role and you will begin to see changes.
3. Activity time will become more enjoyable for everyone. As your child learns what to expect, there will be less of a power struggle particularly around screen-free time.
4. Parents will know that sDOR is working when their children:
 - Have fun when being active
 - Start being active on their own

When, Where, What: Activity

How to get started:

When:

- Create a schedule together
- It usually works best to start out small
 - Schedule activity one to two times a week
 - Split activity up into small chunks of time (i.e. be active for 15 minutes in the morning and 15 minutes in the afternoon)
 - Start with more sedentary activities at first (i.e. playing cards) and move toward activities that require more movement

What:

- Activity does not have to be “exercise”; most children enjoy play
- Take into consideration likes and dislikes of children, while also offering new and unfamiliar activities
- Participate or role model how to do the activity with children
- Provide opportunities to try different group activities (i.e. kickball, soccer, dodgeball league, dance, karate)
- Play together as a family! Start with board games and move to more active play later

Where:

- As a parent, create a safe place for your children to be active
 - This could be a variety of places (i.e. park, YMCA, recreation center, home, friend’s house)
- Parents can set boundaries by limiting electronics during times when activity is offered



Our family would like to:

☐ Offer activity for my children most days of the week.

☐ Provide a place for my children to be active.

☐ Offer options for my children to be active.

☐ Spend time together as a family.

Details about your goal:

Sample Activity Schedule

Time		What we are doing?
Monday	5:30-6pm	Riding bikes
Tuesday	5:30-6pm	Go to the Park
Wednesday		
Thursday		
Friday	7-8pm	Family games inside
Saturday	2-3pm	Go hiking
Sunday		

Our Family's Activity Schedule

Time		What we are doing?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Brenner FIT® Activity Ideas

Place a check mark beside the activities that your family enjoys:

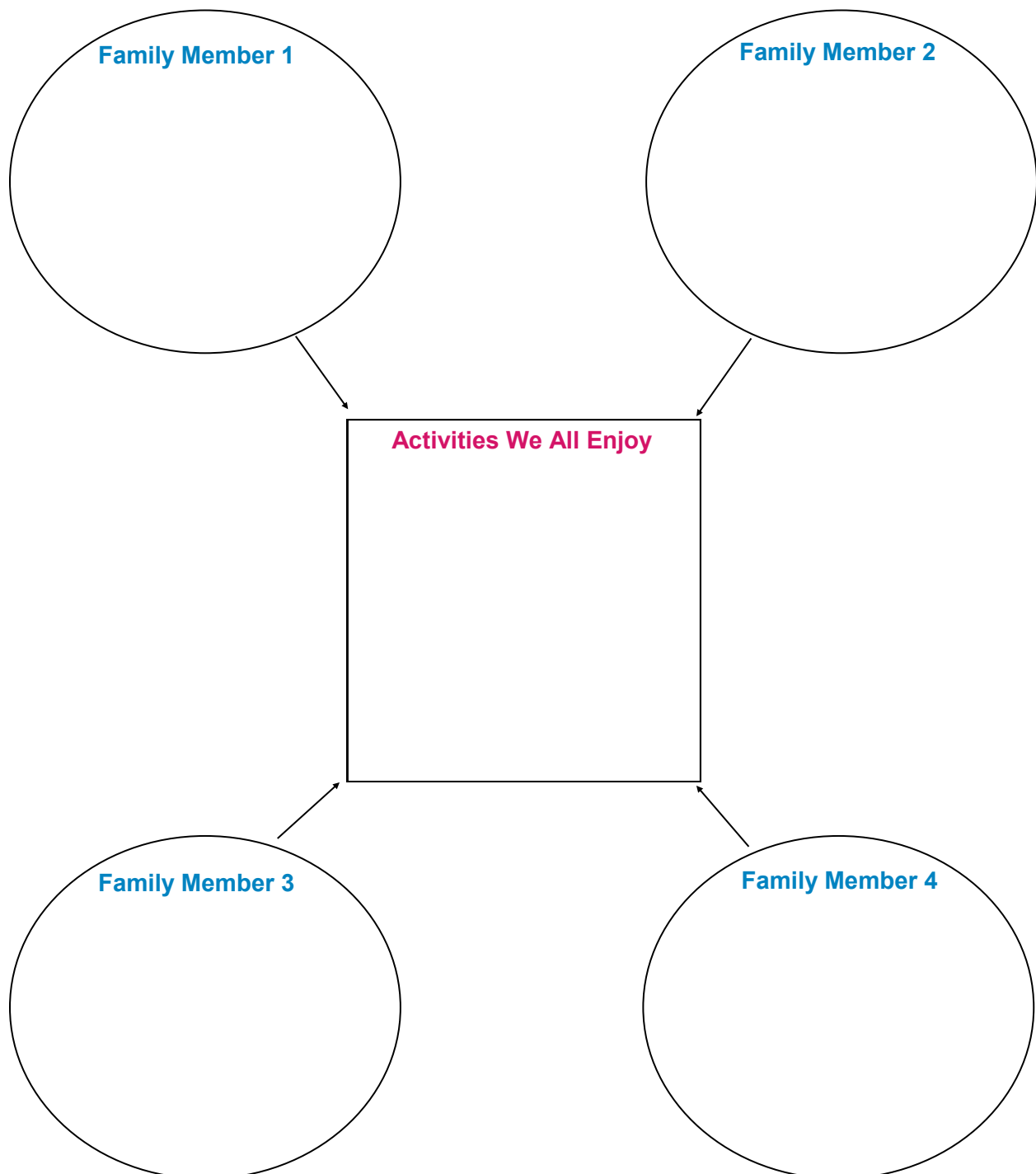
- ☐ Lifting weights, strength training
- ☐ Martial arts
- ☐ Gymnastics
- ☐ Running
- ☐ Dancing
- ☐ Hula hooping
- ☐ Walking in the neighborhood or at a park
- ☐ Playing tag
- ☐ Relay race
- ☐ Obstacle course
- ☐ Playing in the water, swimming laps
- ☐ Arts & crafts
- ☐ Games such as chase, tag, hopscotch
- ☐ Jump rope
- ☐ Playing board games
- ☐ Playing on a playground
- ☐ Riding bikes
- ☐ Skateboarding, skating, rollerblading
- ☐ Playing volleyball
- ☐ Outdoor play, climbing trees, hide & seek
- ☐ Playing soccer
- ☐ Racket sports: badminton, tennis
- ☐ Playing basketball



- ☐ Hiking
- ☐ Bowling
- ☐ Yoga
- ☐ 4 Square
- ☐ Playing football
- ☐ Playing with legos, dolls, cars etc.
- ☐ Playing baseball/softball
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Family Activity Brainstorm Worksheet

1. Have each person in your family write his or her favorite activities in a circle.
2. If you get stuck, use list of activities provided.
3. Find activities everyone enjoys and list in the square.



How Much/Whether: Activity

How Much:

- Parents offer the opportunity to be active, and children decide how active they would like to be
- Every person responds to activity differently, and how much they sweat does not show how active they are
- Long-term goal is for children to be active one hour each day

Whether:

- Children are more likely to be active if it is something they enjoy and if others join in
- Pressuring children to do something they do not enjoy only causes more push-back from the child
 - When children have structure around activity and know what to expect, they are more likely to participate
- Your child may decide not to participate. That is ok, keep offering activities

How to get started:

- Invite child to sit and watch if they don't want to play
- Focus on having fun
- Let your child decide how much they move



Our family would like to:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Allow my children to experiment and find activities that are right for them |
| <input type="checkbox"/> | Trust my children to do as much activity as they want |

Details about your goal:

Talking about Weight

Talking with children and teens about weight can be tricky. Listening is the first step to helping them talk about weight and health. When it is time to talk, check out how to encourage your children and build self-esteem.

Parents may say ...

Instead, try say this...

"This dress makes me look slimmer."	"I look beautiful in this dress."
"These pants make my butt look big."	"I feel good in these pants."
"I need to walk off that cake."	"Let's go for a walk together."
"She looks great. She must have lost weight."	"It was great seeing my friend at the store today."
"My hair is a hot mess."	"My curls have a mind of their own today."
"All you do is lie on the sofa and watch TV. You are so lazy."	"Let's do something together so we both can have time away from electronics."
"Do you think that you need another cookie?"	"Let's talk about some other foods that you can have for snack."
"If you would not eat so much, then you might lose some weight."	"Let's talk about some ways that you can make sure that you can eat lunch. I notice when you skip lunch, you come to dinner very hungry."

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