

## CF-000-31, CCNE: Child Nutrition Top Ten Discussion

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

**Part 1: Planning the Nutrition Education Session** - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

**Part 2: Session Outline** - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

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### **Snapshot of Group Session:**

**CCNE Lesson title:** Child Nutrition Top Ten Discussion

**Developed by:** State Agency staff

**Date Developed:** 07/2012

**Approved by:** Texas State WIC Office

**NE Code:** CF-000-31

**Class Description:** This class uses facilitated discussion to encourage participants to learn about and share common child nutrition concerns. Participants will select at least three out of ten topics to discuss from a bulletin board or poster. Each topic includes suggestions for discussion questions, visual aids, and optional corresponding activities.

**Target Audience:** Parents/caregivers of children

**Type of Learning Activities:** Discussion, optional hands-on activities

## Part 1: Planning the Nutrition Education Session

Lesson: CF-000-31, CCNE: Child Nutrition Top Ten Discussion

| Item   | Notes for Planning the Session   |
|--|--|
| <p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>  | <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• Give and receive support on common issues relating to child nutrition.</li> <li>• Identify one key message from each of the main child nutrition topics discussed.</li> <li>• State one new healthy habit you will try with your child.</li> </ul>   |
| <p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p> | <ol style="list-style-type: none"> <li>1. Each child may experience their own unique feeding challenges.</li> <li>2. Caregivers often share many of the same questions or concerns about child nutrition and feeding their children.</li> <li>3. Through sharing, caregivers can discover tips and resources to help them raise a healthy eater.</li> </ol>  |
| <p><b>Materials</b> – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>              | <ul style="list-style-type: none"> <li>• Top Ten child nutrition topics (attached)</li> <li>• Dry erase board or flip chart and markers</li> <li>• Visual aids and optional activities in a box/container, if desired. (Suggested items are listed in attached Supplemental Information Guide)</li> <li>• Handouts available for participants, if desired. Suggested materials:             <ul style="list-style-type: none"> <li>• “Common Childhood Problems – Constipation” Stock #13-100 (Spanish #13-100A)</li> <li>• “Common Childhood Problems – Diarrhea” Stock #13-125 (Spanish #13-125A)</li> <li>• “Common Infant and Childhood Problems – Food Allergies” Stock #13-127 (Spanish #13-127A)</li> <li>• “Help! My Child is a Picky Eater – Tips to Help Your Child Become a Healthy Eater” Stock #13-18 (Spanish #13-18A)</li> <li>• “Smart Moms Resist the Food Fights and in the End Everyone Wins” Stock #13-06-13783 (Spanish #13-06-13783A)</li> <li>• “Help Your Child Have a Healthy Weight” Stock #13-75 (Spanish #13-75A)</li> <li>• “Keeping Their Spirits Up Helps Keep Their Weight Down” Stock #13-06-13781 (Spanish #13-06-13781A)</li> </ul> </li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• “Top 10 Ways to Grow Happy Kids” Stock #13-06-13782 (Spanish #13-06-13782A)</li> <li>• “Tips for Feeding 1-2 Year Olds” Stock #13-196 (Spanish #13-196A)</li> <li>• “Tips for Feeding 2-5 Year Olds” Stock #13-198 (Spanish #13-196A)</li> <li>• “10 Ways to get Your Child to Eat More Fruits and Vegetables” Stock #13-68 (Spanish #13-68A)</li> <li>• “Common Childhood Problems – Tooth Decay” Stock #13-126 (Spanish #13-126A)</li> </ul> <p>*Note: printed materials may change over time, but feel free to utilize the most current resources available</p>  |
| <p><b>Resources</b> – Review current WIC resources or other reliable resources like WIC Works.</p>   | <p>Texas WIC Child Nutrition Module, Texas WIC brochures, and <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>.</p>  |
| <p><b>Class Flow &amp; Set Up</b> – Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</p> | <p>Arrange classroom with chairs in a circle or semi-circle, if possible, to allow for discussion.</p> <p>Cut out the Top Ten child nutrition topics and affix to a poster or bulletin board. Hang or place in an area where all participants can view it easily.</p> <p>This lesson allows flexibility in discussion, tools and resources. Select the materials and resources that best fit your needs and that will enhance the classroom learning experience.</p> <ul style="list-style-type: none"> <li>• Gather <b>handouts, visual aids or optional activities</b> before class begins. Suggested materials are listed in the Supplemental Information Guide. It is up to the facilitator to decide if they want to use none, some or all of the suggested materials.</li> <li>• During the class, facilitate a short discussion on topics selected by participants, using open-ended questions. Several <u>general</u> questions are available to spark conversation with any of the topics; additional <u>specific</u> questions are available for each individual topic.</li> <li>• For each question, hints on answers are included in the <b>Supplemental Information Guide</b> to help the facilitator either provide background information or redirect misinformation.</li> </ul> <p>The questions and answers in this lesson are intended as a guide, not a script. Remember it is important to allow participants to discuss what is meaningful to them.</p> |

## Part 2: Session Outline

**Lesson:** CF-000-31, CCNE: Child Nutrition Top Ten Discussion

| Item   | Notes for Conducting the Session  |
|--|---|
| <p><b>Introduction:</b> <i>Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</i></p>                    | <p>“Welcome, thank you for being here today. My name is _____. Today’s class is about common child nutrition questions and concerns.</p> <p>This is a discussion style class. Feel free to ask questions and share ideas. Please keep comments positive, as we are here to learn and share from each other.”</p>  |
| <p><b>Icebreaker:</b> <i>Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</i></p>                                      | <p>“Please share your name, how many children you have, and their ages.”</p> <p>or</p> <p>“What is one concern you have about feeding your child or one child nutrition topic that interests you?”</p>  |
| <p><b>Activities:</b> <i>For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</i></p> | <p>“Parents often have questions about what they should do to raise a healthy child. This board shows some of the most common concerns that parents share.”</p> <p><i>Direct attention to the bulletin board or poster display with the Top Ten Child Nutrition concerns. Read the topics aloud.</i></p> <p>“Take a moment to look at the different topics. You will get to decide what we discuss today! Please pick any 3 topics that interest you. If time allows, we can discuss more.”</p> <p><i>Class selects at least 3 topics. It may be helpful to give participants sticky notes to “vote” for the top 3 choices. Facilitator writes down the 3 topics on a dry erase board or flip chart for reference throughout the class.</i></p> <p>“Great, thank you for picking the topics. Let’s get started with _____”</p> <p><i>Facilitator goes through each topic, using the open-ended questions to spark conversation.</i></p> |

| Item | Notes for Conducting the Session   |
|------|--|
|      | <p><b><u>General Questions (for use with any topic):</u></b></p> <p>What specifically are you interested in learning about [<i>insert topic</i>]?<br/> <i>May help to narrow down broad topics and focus on participants' specific areas of concern.</i></p> <p>What questions do you have about [<i>insert topic</i>]?</p> <p>What have you either heard or experienced about [<i>insert topic</i>]?</p> <p><b><u>Specific Questions (for each topic):</u></b></p> <p><b>1) CONSTIPATION AND DIARRHEA</b></p> <p>How do you know if your child is constipated?</p> <p>What are some things that may cause constipation?</p> <p>What can you do to prevent or treat constipation in your child?</p> <p>How do you know if your child has diarrhea?</p> <p>What are some things that may cause diarrhea?</p> <p>What can you do to prevent or treat diarrhea in your child?</p> <p><b>2) FOOD ALLERGIES AND FOOD INTOLERANCES</b></p> <p>Has your child experienced or shown signs of food allergies? What happened?</p> <p>What are some foods that children are commonly allergic to?</p> <p>What should you do if your child shows signs of a food allergy?</p> <p>What have you heard about food intolerances?</p> <p><b>3) PLEASANT MEALTIMES AND PICKY EATING</b></p> <p>What is your job as a parent when it comes to feeding your child?</p> <p>What are some things you can do to make mealtimes pleasant and stress-free?</p> <p>Does anyone have a picky eater? What are some things you have tried to get him/her to eat new foods?</p> <p><b>4) PHYSICAL ACTIVITY</b></p> <p>Besides being at a healthy weight, what are some of the other benefits of physical activity for children?</p> |

| Item | Notes for Conducting the Session  |
|------|---|
|      | <p>What are some activities that your child enjoys doing or that you think he/she might enjoy?</p> <p>What are some ways the whole family can be active together?</p> <p>What are some ideas for ways to get children to watch less TV?</p> <p><b>5) CHILD WEIGHT MANAGEMENT</b></p> <p>Why is it important for children to be at a healthy weight?</p> <p>What do you think are some of the causes of overweight and obesity?</p> <p>What are some things that you and your family can do to be at a healthy weight?</p> <p><b>6) EATING SKILLS</b> (weaning from the bottle, drinking from cup, self feeding)</p> <p>What is one new eating skill your child is able to do now that he might not have been able to do as an infant?</p> <p>What are some signs your child may be ready to try a new food, new texture, or wean from the bottle?</p> <p>How can you encourage your child to feed himself/herself?</p> <p>What are some examples of foods to be careful with because they can cause choking?</p> <p><b>7) GETTING CHILDREN TO EAT FRUITS AND VEGETABLES</b></p> <p>Why is it not a good idea to force children to eat fruits and vegetables?</p> <p>What are some ways you have tried to get your child to try fruits and vegetables?</p> <p>What are some ways you can set a good example for your child during mealtimes?</p> <p><b>8) SMART SNACKING &amp; HEALTHY DRINKS</b></p> <p>Why are snacks important for your child?</p> <p>What are some ideas for healthy snacks that your child enjoys?</p> <p>What affect can lots of sugary drinks have on the body?</p> |

| Item   | Notes for Conducting the Session   |
|--|--|
|  | <p>Why is it important not to offer too much milk or juice to your child?</p> <p><b>9) TOOTH DECAY</b></p> <p>What is tooth decay?</p> <p>What are the causes of tooth decay?</p> <p>What are some ways to help prevent tooth decay?</p> <p><b>10) MAKING A HEALTHY CHILD MEAL</b></p> <p>Have you heard of MyPlate? Can anyone describe the plate?</p> <p>Iron, calcium, fiber, and vitamins A, C, and D are nutrients children sometimes do not get enough of. What are some foods that provide these?</p> <p>How can you help your child learn about listening to his/her body's hunger and fullness?</p> |
| <p><b>Review and Evaluations:</b><br/> <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p> | <p>What is the most useful thing you have gained from this class?</p> <p>What did you learn today that you will try at home?</p> <p><b>Client New Lesson Evaluation Surveys:</b></p> <ul style="list-style-type: none"> <li>• Please collect surveys only during the evaluation period.</li> <li>• Evaluation period: <b>August 2012 – October 2012</b></li> </ul> <p>During the evaluation period, please collect at least 30 new lesson evaluations from clients.</p>  |
| <p><b>Personal Review of Session (afterward):</b> <i>Take a few moments to evaluate the class. What will you change?</i></p>   | <p><b>What went well?</b></p> <p><b>What did not go as well?</b></p> <p><b>What will you do the same way the next time you give this class?</b></p> <p>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at <a href="http://www.surveymonkey.com/s/CSBZ28K">http://www.surveymonkey.com/s/CSBZ28K</a>.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>   |
| <p><b>Supplemental Information –</b><br/> <i>Describe any attachments and include any other needed</i></p>   | <p>The following items are attached to this lesson:</p> <ul style="list-style-type: none"> <li>• Top ten child nutrition topics - can be cut out and attached to</li> </ul>  |

| Item         | Notes for Conducting the Session   |
|--------------|--|
| information. | <p>desired surface (bulletin board or poster) for the lesson.</p> <ul style="list-style-type: none"> <li>Supplemental information sheet - provides suggested answers to questions and additional information that may be useful for teaching this lesson.</li> </ul> |

### Supplemental Information Guide

*Remember, this is a supplemental guide intended to provide the facilitator with background information and to help redirect misinformation. This guide is not intended to be a script.*

## CONSTIPATION AND DIARRHEA

**Resources:** “Common Childhood Problems – Constipation” Stock #13-100 (Spanish #13-100A), “Common Childhood Problems – Diarrhea” Stock #13-125 (Spanish #13-125A)

**Optional Teaching Aids:** Food models or pictures to demonstrate foods / beverages that help prevent or treat constipation or diarrhea.

**Questions:**

**How do you know if your child is constipated?**

Constipation is the passage of firm or hard stools. Pay attention to your child’s usual habits to recognize when your child may be constipated. *Infrequent or irregular bowel movements do not by themselves indicate constipation.* Often constipation occurs along with other symptoms like difficulty passing stools, bloody stools, and abdominal pain.

**What are some things that may cause constipation?**

Healthy children have a range of normal bowel patterns that will be different depending on age and what they are eating. Constipation in children is usually caused by poor toilet habits, not enough fiber or not enough fluids, lack of physical activity, stress, or a combination of these. Also, a medical problem or medication can cause constipation.

**What can you do to prevent or treat constipation in your child?**

Adequate fluids, fiber, regular physical activity, and regular bathroom habits help prevent and treat constipation. Preschool children should drink about 6–8 cups of fluid each day and should eat a variety of fruits, vegetables and whole grains each day in order to get enough fiber. As a child gets more fiber, offer more fluids. At least 60 minutes of moderate physical activity on a daily basis should be encouraged. Also, parents should set regular schedules for taking children to the bathroom.

**[Note to facilitator:** Parents should avoid medications for constipation unless a doctor prescribes them. If vomiting, stomach pains, bloody stools, or poor growth accompany the constipation, or if it doesn't improve by the above-mentioned suggestions, there may be a more serious problem and a physician should see the child.]

### **How do you know if your child has diarrhea?**

A child with diarrhea has an increase in frequency, fluidity, or amount of stools compared to his normal stools. What is normal for healthy children can be different for each child. Young children with severe diarrhea can quickly become dehydrated and, if they aren't treated immediately, the condition can be fatal.

### **What are some things that may cause diarrhea?**

Diarrhea can be caused by sickness or food poisoning. Usually this lasts a short amount of time. Diarrhea that lasts a long time or keeps coming back can be caused by a disorder, infection, or allergy. Also, some young children who drink too much fruit juice can get diarrhea because they aren't able to absorb the types of sugar in some juices.

### **What can you do to prevent or treat diarrhea in your child?**

To prevent diarrhea, practice good food safety:

- Wash your hands and your child's hands with soap and water before preparing and eating meals, before feeding your child, after using the toilet, and after changing diapers, sneezing, or coughing into your hands.
- Wash all fresh fruits and vegetables.
- Put foods that will spoil into your refrigerator right after you use them.
- Cook meats until well done.
- Do not give your child raw milk or juice that has not been pasteurized.
- Limit juice to no more than 4 ounces of juice a day.
- Avoid giving foods that have been contaminated by saliva or food from your mouth, fork, or spoon.

Treating diarrhea – Your child will need extra fluids and electrolytes to prevent dehydration and enough solid foods to stay nourished. You can use store-bought electrolyte solutions such as Pedialyte to help prevent dehydration. Your child should continue to eat foods he normally eats, including meat or fish, eggs, beans, milk products, cooked vegetables, and bananas.

Sports drinks, sodas, fruit juice, sweetened fruit drinks, or sweetened tea can make diarrhea worse because of the amount of sugar in these drinks. If these are the only fluids your child will drink, try diluting them first with water (e.g., a half cup fruit juice mixed with a half cup water).

If symptoms get worse or don't improve, a physician should see your child.

**Optional Activity:** Display a variety of food models/photos. Have participants select which foods are good for preventing or treating constipation or diarrhea.

## FOOD ALLERGIES AND FOOD INTOLERANCES

**Resources:** “Common Infant and Childhood Problems – Food Allergies” Stock #13-127 (Spanish #13-127A)

**Optional Teaching Aids:** Selection of food packages with food labels containing common allergens.

**Questions:**

**Has your child experienced or shown signs of food allergies? What happened?**

Common Signs/Symptoms of Food Allergies versus Food Intolerances

| <b><i>Food Allergy</i></b> | <b><i>Food Intolerance</i></b> |
|----------------------------|--------------------------------|
| Rash or hives              | Gas, cramps, or bloating       |
| Difficulty breathing       | Diarrhea                       |
| Itchy skin                 | Nausea                         |
| Shortness of breath        | Heartburn                      |
| Chest pain                 | Stomach pain                   |
| Anaphylaxis                | Vomiting                       |

**What are some foods that children are commonly allergic to?**

Most food allergies in the United States are caused by 8 foods or food groups. These include: milk, eggs, peanuts, tree nuts (examples: cashews, almonds, pecans, walnuts), soy, wheat, fish, and shellfish.

**What should you do if your child shows signs of a food allergy?**

If your child shows signs of a food allergy, take him to see a doctor. Doctors can use special tests to identify food allergies. Once the suspected foods are identified, the doctor will probably tell you to avoid giving your child those foods for the next for 1 to 2 weeks. Then the foods are sometimes slowly added back to the child's diet to see if they still cause allergic reactions.

The only way to treat a food allergy is to eliminate the food from your child's diet. It's important to learn to read food labels and look for hidden forms of the foods that cause the allergies. Also, be sure to still provide a balanced diet for your child. Most children will outgrow allergies to milk, egg, soy, and wheat, but allergies to peanut or tree nuts are often lifelong.

**What have you heard about food intolerance?**

Food intolerance doesn't involve the immune system (like food allergies do), although with many food intolerances, the *gastrointestinal tract* (stomach, intestines) is involved. Food intolerances can be a result of digestive disorders, such as lactose intolerance. Food intolerances make up the majority of adverse reactions to foods, and people can

sometimes think they have a food allergy when they really have food intolerance. A common food intolerance is lactose intolerance, or when the body cannot break down the lactose found in dairy products.

**Optional Activity:** As a group, practice reading food labels to identify common food allergens.

## PLEASANT MEALTIMES AND PICKY EATING

**Resources:** “Help! My Child is a Picky Eater – Tips to Help Your Child Become a Healthy Eater” Stock #13-18 (Spanish #13-18A), “Smart Moms Resist the Food Fights and in the End Everyone Wins” Stock #13-06-13783 (Spanish #13-06-13783A), Satter, Ellyn. (2005). *Your Child’s Weight: Helping Without Harming Birth Through Adolescence*. Madison, WI: Kelcy Press.

**Optional Teaching Aids:** Note cards and pens for optional activity.

### Questions:

#### **What are your jobs as a parent when it comes to feeding your child?**

You are responsible for feeding your child healthy foods at regular times in a pleasant atmosphere. Your *child* is responsible for whether he eats and how much he eats from the food you provide (Satter, 2005). It’s common for parents to worry about what their child is eating, but keep in mind that a basic part of the feeding relationship is to trust that children know how much to eat, and your role is to provide healthy foods at regular meal and snack times in a comfortable environment.

#### **What are some things you can do to make mealtimes pleasant and stress-free?**

- Set a good example by eating and enjoying a variety of foods.
- Provide healthy meals and snacks on a regular schedule. Children should not graze on foods and drinks between meal and snack times.
- Offer a variety of foods, including new foods. It helps to change up menus and recipes so children get familiar with all kinds of foods.
- Eat family meals together, and don’t make a different meal for your preschooler. Offer the same foods for the whole family. It helps to always include at least one thing your child will eat, like a whole-grain roll or a certain fruit or vegetable.
- Offer foods in a neutral manner, without demanding or bribing. Keep family mealtimes pleasant without arguing, fighting, or scolding. Make sure the TV is off; focus on the meal and each other.
- Do not make your child eat all the food on his plate. Likewise, avoid praising your child when he does clean his plate. Instead,

let your child know that it's okay to only eat as much as he or she wants at that time.

- Do not use food as a reward or punishment. If you tell your child he can't have dessert until he eats his vegetables, he may see vegetables as a punishment and dessert as something extra-special.
- Do not restrict the amounts of food your child eats. It is human nature to want what we can't have, so limiting a food just creates more desire for it. Also, restricting food can interfere with a child's natural ability to understand his own internal processes of hunger, appetite, and satiety. If a child can't tell if he's hungry or full, he can lose the ability to regulate his weight (Satter, 2005).

### **Does anyone have a picky eater? What are some things you have tried to get him/her to eat new foods?**

It's normal for children to reject foods they have never tried before. It can take up to a dozen tries for a child to accept a new food. Here are specific tips:

- Try to offer only one new food at a meal. Be sure to also serve something your child likes along with the new food. If all your child does is look at the new food or just feel or smell it, that is okay; it is a part of learning to accept it.
- Some children like their foods plain and separate, so keep that in mind with new foods. For other kids, it helps to serve a new food mixed in with something familiar.
- Some children prefer cooked vegetables, while others like them raw. Try different forms of the same food.
- Serve very small "try me" portions of new foods.
- Encourage a child to try foods in a positive, neutral manner. Don't lecture or force a child to eat.
- Be a good role model by trying foods yourself.
- Make foods fun, interesting, and easy to eat.
- Stay positive – Being a parent of a picky eater is frustrating, but picky eating is a typical behavior for many preschoolers. As long as a child is growing normally and has plenty of energy, he is most likely getting the nutrients he needs. If parents are concerned that a child's eating behavior has lasted a long time or is very restrictive, they should talk to the child's doctor.

**Optional Activity:** Do any of the statements below remind you of your preschooler?

Write the following statements on index cards and pass the cards out randomly to the class participants. Have participants read the statements out loud. Ask them to share any other behaviors they have experienced.

"Michael won't eat anything green, just because of the color."

"Ebony will only eat peanut butter sandwiches."

"Bananas used to be Matt's favorite food, now he won't even touch them!"

“Maria doesn’t sit still at the table. She can’t seem to pay attention long enough to eat a meal!”

“Emily will eat any food – as long as it’s white.”

## PHYSICAL ACTIVITY

**Resources:** National Association for Sport and Physical Education. (2011). *Active start: A statement of physical activity guidelines for children from birth to age 5*. 2<sup>nd</sup> edition. Retrieved from <http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm>,

National Association for Sport and Physical Education. (2002). *Kids in action: Fitness for children birth to age 5*. Retrieved from <http://www.aahperd.org/naspe/publications/teachingTools/upload/brochure.pdf>

**Optional Teaching Aids:** “Zobey Jungle Jive” DVD (Stock #DV0568)

### Questions:

**Besides being at a healthy weight, what are some of the other benefits of physical activity for children?**

When it comes to health, physical activity is just as important as healthy foods. Physical activity helps children increase their strength and coordination, build self-confidence, maintain a healthy weight, and lower stress. Just like healthy eating habits, being active throughout life can lower the risk of heart disease, high blood pressure, and diabetes.

**What are some of the activities that your child enjoys doing or that you think he/she might enjoy?**

Dancing to music, riding a bicycle or scooter, walking, running, playing ball, swimming, playing hide-and-seek, jumping rope, etc.

**What are some ways the whole family can be active together?**

- Plan family hikes, nature walks, and camping trips.
- Teach kids to swim and bicycle at a young age, and make these routine activities.
- Turn chores, such as raking leaves and gardening, into fun activities.
- Make up fun races and obstacle courses in the park.
- Think of ways to be active indoors: dancing to music, tossing balloons or soft balls, doing yoga and stretching, dancing with kids’ music videos, etc.
- Check to see what sort of recreational programs are available, such as swim lessons, community programs, and city park programs.

### **What are some ways to get your child to watch less TV?**

Most young children have a strong desire to be active. But sadly, watching television and playing video games have replaced hours of running, jumping, and playing active games. You can limit the amount of time your child spends in front of the television by helping him/her choose specific programs to watch for the day. Then it's time to turn off the television and get your child moving. Set a good example by being active yourself. Remember that having fun should always be part of the plan.

**Optional Activity:** Play a few minutes of the "Zobey Jungle Jive" DVD to introduce parents to the concept of an interactive video for children (and parents) that uses dance segments to encourage parents and their children to dance for exercise.

## **CHILD WEIGHT MANAGEMENT**

**Resources:** "Help Your Child Have a Healthy Weight" Stock #13-75 (Spanish #13-75A), "Keeping Their Spirits Up Helps Keep Their Weight Down" Stock #13-06-13781 (Spanish #13-06-13781A), "Top 10 Ways to Grow Happy Kids" Stock #13-06-13782 (Spanish #13-06-13782A)

**Optional Teaching Aids:** Note cards and pens for optional activity.

### **Questions:**

#### **What is it important for children to be at a healthy weight?**

Live a long life, live a life without heart disease, cancer, or diabetes, be happy, be confident, have healthy eating habits, have plenty of energy to play, feel strong, soar with energy, do well in school, live with less stress, have a good memory, build strong bones, sleep better, breathe easily, smile at the mirror, experience life at its fullest, feel good about himself, stay youthful, have a strong heart, love herself, feel healthy, learn how to take care of his body, learn that it feels good to play hard, go on adventures, experience the best life possible

#### **What do you think are some of the causes of overweight and obesity?**

Many factors contribute to childhood obesity - larger portions; easy access to fast foods, high-fat or processed snack foods, and sugary drinks; less time playing outdoors; and more time in front of the computer and TV. Genetics also plays a role. If both parents are overweight, there is a higher chance of the child becoming overweight.

#### **What are some things that you and your family can do to be at a healthy weight?**

- Eating family meals together.
- Cooking more meals at home.
- Eating plenty of fruits and vegetables.

- Eating breakfast each morning.
- Offering appropriate portion sizes.
- Practicing regular physical activity.
- Limiting sugar-sweetened drinks.
- Limiting restaurant visits.
- Cutting back on TV and computer time.

**[NOTE TO FACILLITATOR]**

In many families of obese or overweight children, parents put certain foods off limits and try to control their child's portion sizes. They may have good intentions, but this approach generally doesn't work. Instead, parents need to learn about the division of responsibility - parents are responsible for providing nutritious and appealing food at regular and pleasant times. Once they have done their part, parents need to trust children to choose from what is available and to eat as much or as little as they want (Satter, 2005).

Most importantly, parents need to help their child feel good about himself, no matter what his body size. Parents should not scold a child for being overweight or overeating, but rather help him develop interests and skills in which he can take pride. Praise and unconditional love will help a child feel good about himself. In some cases, it may be helpful to refer the family to another health professional like a psychologist or social worker. Most nutrition educators are not trained to deal with all of the strong psychosocial issues that may be adding to the situation.

**Optional Activity:** Pass out note cards and pens to participants and ask each to write down one reason they help their child have a healthy weight. Encourage participants to display their wish in a place that they can see often.

**EATING SKILLS**

**Resources:** "Tips for Feeding 1-2 Year Olds" Stock #13-196 (Spanish #13-196A), "Tips for Feeding 2-5 Year Olds" Stock #13-198 (Spanish #13-196A)

**Optional Teaching Aids:** Child size utensils and cups.

**Questions:**

**What is one new eating skill your child is able to do now that he might not have been able to do as an infant?**

- Drink from cup
- Use utensils
- Pick up pieces of food and put them in her mouth
- Eat foods with different textures

**What are some signs your child may be ready to try a new food, new texture, or wean from the bottle?**

- Sits without help

- Good head control
- Opens mouth to take in food
- Munches food with jaw
- Can mouth a spoon
- Can keep food in mouth and take swallows.
- Can pick up small soft pieces of food (pincher skills)
- Holds bottle, may want to try helping hold cups

### **How can you encourage your child to feed himself/herself?**

- Expect messes and spills and don't get upset when they happen. One idea is to cover the floor under a child's seat with paper, vinyl, or other plastic and keep a damp cloth handy.
- Offer cups at snack times and with meals. The more often a child practices using a cup the more comfortable he will become with this new skill.
- Serve small soft bite size pieces of food for easy pick up. Cut meat, vegetables, bread, and cheese into bite-sized pieces or small strips that a child can easily pick up and handle.
- Provide child size utensils. Use a spoon and fork with short, straight, broad, solid handles for the child to use. The spoon should have a wide mouth and the fork should have blunt tines.

### **What are some examples of foods to be careful with because they can cause choking?**

Foods most likely to cause choking are:

- round, firm, smooth, or slick, like grapes, peanuts, hard candy, hot dogs, large pieces of fruit with skin, peas, and round candies.
- small, like nuts and seeds.
- dry or hard such as raw carrots, pieces of pretzels, potato chips, popcorn.
- sticky or tough such as peanut butter, raisins, tough meat, and caramel candy.

Young children are still developing their chewing and swallowing skills, so they are at a higher risk of choking while eating. Also, young children's airways are narrower, which adds to the risk of choking.

Parents shouldn't let children of any age "eat on the run." Children should always sit down during meals, either in a booster seat or a high chair.

### **Parents should follow these important tips to help prevent choking:**

- Cook tough foods, like raw carrots, until they are soft.
- Cut foods into small pieces or thin slices that can easily be chewed.
- Cut round foods, like hot dogs or carrots, into short strips rather than round pieces.

- Cut grapes into quarters.
- Remove all bones from chicken, meat, and fish.
- Remove pits and seeds from fruit such as oranges, grapes, watermelon, or plums.
- Serve hamburgers instead of hot dogs.
- Grind or chop nuts.
- Do not give peanut butter to children under 2 years old; for older children, spread a thin layer onto bread or mix it with foods such as jelly or yogurt to make it easier to swallow.
- Children of any age should never be allowed to eat on the run. Children should always sit down at meals time, either in a highchair or booster seat.

**Optional Activity:** Pass around examples of child size utensils and cups.

## GETTING CHILDREN TO EAT FRUITS AND VEGETABLES

**Resources:** “10 Ways to get Your Child to Eat More Fruits and Vegetables” Stock #13-68 (Spanish #13-68A)

**Optional Teaching Aids:** Pass out note cards and pens for participants to write down child-friendly fruit and vegetable recipes.

**Questions:**

**Why is it not a good idea to force children to eat fruits and vegetables?**

- This can lead to disliking vegetables, creating unhappy mealtime, and an unhealthy relationship with food.
- Rather than pleading, bribing, and demanding that your child eat his vegetables, continue to provide vegetables along with other foods, and let your child decide how much to eat and whether or not to eat.
- Offer new foods with some of your child’s favorite foods. Children may need to see a new food 12-15 times before they will try it.
- Do not make your child eat all the food on his plate. Likewise, avoid praising your child for cleaning his plate. Instead, let your child know that it’s okay to eat as much or as little as he wants.

**What are some ways you have tried to get your child to eat/try fruits and vegetables?**

- Soups
- Stir-fry
- Casseroles
- Kabobs
- Hide vegetables in child’s favorite foods by shredding them very small.
- Let your child dip fruit and veggies in a low-fat dip like hummus or ranch.

- Let your child help make a salad or pick out fruits and veggies at the supermarket.

**What are some ways you can set a good example for your child during mealtimes?**

- Set a good example by eating and enjoying a variety of foods. Parents are powerful role models — children will watch and model what they see their parents eating.
- Offer a variety of foods, including new foods. It helps to change up menus and recipes so children get familiar with all kinds of foods.

**Optional Activity:** Ask participants to write down one child-friendly fruit or vegetable recipe and share recipes with the class. What can children do to help with these recipes?

**SMART SNACKING & HEALTHY DRINKS**

**Resources:** “Tips for Feeding 1-2 Year Olds” Stock #13-196 (Spanish #13-196A), “Tips for Feeding 2-5 Year Olds” Stock #13-198 (Spanish #13-198A)

**Optional Teaching Aids:** Pass out note cards and pens for participant to write down snack ideas. Sugar packets or cubes for optional activity.

**Questions:**

**Why are snacks important for your child?**

- Children have small stomachs. They usually need to eat small portions more often so they don’t get too hungry. Parents should schedule 1 or 2 snacks in addition to 3 meals each day. The key is to offer *healthy* snacks so that children learn the difference between nutritious foods and occasional treats.
- Think of snacks like a “mini- meal.” Try to aim for 2-3 food groups, such as crackers and cheese or fruit and yogurt.
- Offer meals and snacks at about the same time each day.

**What are some ideas for healthy snacks your child enjoys? How can you make your child’s favorite snack like a “mini-meal” by including 2 or more food groups?**

Quick bread or muffins..... Make with carrots, zucchini, pumpkin, bananas, or berries.

Corn tortillas..... Spread with beans, sprinkle with grated cheese and broil; top with either low-fat sour cream or yogurt and salsa.

- Whole wheat pita bread..... Place sliced meat, cheese, lettuce, and tomato in open pocket.
- English muffins.....Top with spaghetti sauce, grated cheese, and meats; broil or bake and cut in fourths.
- Yogurt parfait.....Make with yogurt, fruit, and cereal.
- Frozen fruit cubes.....Freeze pureed applesauce or fruit juice into cubes.
- Fruit smoothie..... Blend fresh or frozen fruits (bananas, berries, or a peach) with yogurt, milk or juice, and ice.
- Soft, sliced vegetables.....Serve with a dip of hummus, peanut butter, or low-fat salad dressing.
- Bananas.....Dip in yogurt or spread with peanut butter and roll in cereal.
- Sliced apples\* or crackers.....Serve with cheese or spread with peanut butter
- Whole wheat toast or bagels....Spread with cream cheese or peanut butter and top with chopped bananas, crushed pineapple, or shredded carrots.

**What effects can lots of sugary drinks have on the body?**

Beverages that have a lot of sugar can lead to weight gain and contribute to obesity because they have a lot of extra calories. Soda, fruit drinks, punch, sports drinks, energy drinks, and flavored waters are full of sugar and calories. This means kids can feel full from these beverages and become less interested in trying foods. Also sugary beverages can lead to tooth decay and dental caries.

Water and milk are the best choices for quenching a young child’s thirst.

Water provides the fluid a child’s body needs without extra sugar, caffeine, calories or cost. Milk has vitamin D, calcium, and other nutrients to help keep kids healthy and strong. Toddlers under 2 years old need extra fat and calories in whole milk to support brain development, but starting at age 2 parents can switch to fat-free or 1% milk.

**Why is it important not to offer too much milk or juice to your child?**

Preschoolers need about 2 cups from the milk group each day. When they drink too much milk, they get full quickly and will not want other important foods. The key for preschoolers is to get enough milk but not too much.

Parents should look for 100% fruit juice on the label, as many sweetened drinks *look* like fruit juice, but often contain little or no fruit or nutrients. Also, keep in mind that juice is a concentrated source of sugar and calories, so too much juice might lead to weight gain, as well as diarrhea and tooth decay. **Young children should have no**

**more than 6 ounces of juice a day.** Also, parents should offer *real fruits* more often, which have more fiber than fruit juice.

### **Optional Activity: Re-Think Your Drink**

Show participants how much sugar is in popular beverages by using sugar packets or sugar cubes as visual examples.

#### **1 teaspoon= 1 sugar packet or 1 sugar cube**

1. 12 ounce can of soda= 10 sugar packets or 10 sugar cubes
2. 20 ounce Gatorade= 9 sugar packets or 9 sugar cubes
3. 16 ounce Rockstar energy drink= 17 sugar packets or 17 sugar cubes
4. 20 ounce Vitamin Water= 8 sugar packets or 8 sugar cubes
5. Sunny Delight Drink= 15 sugar packets or 15 sugar cubes
6. 8 ounces of Welch's Grape juice= 10 sugar packets or 10 sugar cubes
7. 8 ounces of Fat Free Milk= 3 sugar packets or 3 sugar cubes
8. Water= 0 sugars!

## **TOOTH DECAY**

**Resources:** "Common Childhood Problems – Tooth Decay" Stock #13-126 (Spanish #13-126A)

**Optional Teaching Aids:** Images of teeth with decay and images of healthy teeth and gums. Food photos or packages of foods needed for optional activity.

### **Questions:**

#### **What is tooth decay?**

Tooth decay, often referred to as cavities, happens when a tooth breaks down, loses strength and may become discolored. Germs, sugary foods and drinks, and poor tooth care can lead to tooth decay. Cavities cannot go away by themselves and need to be fixed by the dentist.

#### **What are the causes of tooth decay?**

- Poor dental care
- Sugary foods and drinks
- Sticky and chewy textures
- Sipping on juice and milk throughout the day
- Acidic foods like; lemons, limes, sour candy, and soda.
- Putting baby to sleep with a bottle
- Sippy cups past 15 months

## What are some ways to help prevent tooth decay?

- Regular dental visits
- Healthy diet - calcium-rich foods, fiber-rich foods, fluoridated water; and fewer sugary, sticky, or chewy foods.
- Good daily oral health care - brushing 2x/day, flossing, cleaning teeth after meals, and not sharing tooth brushes, food or utensils.

**Optional Activity:** Have participants choose a food photo or food object/ packaging. Then ask the participants to go around the room and show the food they selected and tell if they think the food can help lead to a healthy smile. Allow participants to share their thoughts about the food. Photos of the following foods can include:

1. **Lollipop** - contains a lot of sugar that can coat the teeth, if not cleaned can cause cavities to form.
2. **Juice** - contains a lot of sugar that can coat the teeth, if not cleaned can cause cavities to form.
3. **Chips** - starchy carbohydrates can get stuck in your teeth and can cause cavities to form.
4. **Bread** - starchy carbohydrates can get stuck in your teeth and can cause cavities to form.
5. **Raisin** - sticky foods can cling to teeth causing cavities to form.
6. **Chewy granola bar** - sticky foods can cling to teeth causing cavities to form.
7. **Carrots** - crunchy foods do not stick to the teeth and help remove germs. They also stimulate saliva flow, which, next to good home dental care, is your best natural defense against cavities and gum disease.
8. **Yogurt** - contains calcium which helps build strong teeth.
9. **Cheese** - contains calcium which helps build strong teeth.
10. **Water** - or any product that contains fluoride, helps your teeth stay strong and healthy and prevents tooth decay.

**It is important to remember all foods can fit into a healthy balanced diet. However, foods and drinks that have sugary, sticky, or chewy textures should be offered less often than calcium- and fiber-rich snacks**

## MAKING A HEALTHY CHILD MEAL

**Resources:** ChooseMyPlate.gov

**Optional Teaching Aids:** MyPlate diagram

**Questions:**

**Have you heard of MyPlate? Can anyone describe the plate?**

- MyPlate encourages us to eat a balance of foods from the five food groups, with a focus on eating more vegetables, fruits, and whole grains, and choosing lower-fat dairy and protein.



- Vegetables and fruits should make up about half of the plate.
- Offer more **nutrient-dense foods** like fruits and vegetables that have plenty of vitamins, minerals, and fiber, and cut back on **empty-calorie foods** like sweets that are loaded with added sugars,

solid fats, and extra sodium.

- **Portion Sizes** — Small portion sizes are perfect for a young child's small tummy. For example, many preschoolers will only have a ½-cup serving of milk with a meal or snack, or a ¼-cup serving of vegetables as part of dinner. But at the end of the day, these portions should reflect the total daily amounts shown in the table below.
- **Daily Amounts From Each Food Group** — In general, young children need the same variety of foods as older children and adults, but since their body size is smaller, they need smaller amounts. The table below lists the daily amounts of food from each food group that children need. **Note that these amounts are *not* suggested serving sizes; they are total amounts for the day.**

## Daily Amounts from Each Food Group

| Food Group        | 1 –2 Year Olds                 | 2 –5 Year Olds                   | Equivalent Amounts  |
|-------------------|--------------------------------|----------------------------------|---|
| <b>Grains</b>     | 2 –3 ounces of grains each day | 3 –5 ounces of grains each day   | 1 ounce of grains is equal to: <ul style="list-style-type: none"> <li>• 1 bread slice or tortilla</li> <li>• ½ cup rice</li> <li>• 1 cup dry cereal</li> <li>• 5 crackers</li> </ul>  |
| <b>Vegetables</b> | 1 cup of vegetables each day   | 1 –2 cups of vegetables each day | 1 cup is equal to: <ul style="list-style-type: none"> <li>• 1 cup cooked or raw chopped vegetables</li> <li>• 1 cup vegetable juice</li> </ul>  |
| <b>Fruit</b>      | 1 cup of fruit each day        | 1 –1 ½ cups of fruit each day    | 1 cup is equivalent to: <ul style="list-style-type: none"> <li>• 1 piece of raw fruit</li> <li>• 1 cup of 100% fruit juice</li> </ul>   |
| <b>Milk</b>       | 2 cups of milk each day        | 2 cups of milk each day          | 1 cup is equal to: <ul style="list-style-type: none"> <li>• 1½ oz. cheese</li> <li>• 1 cup yogurt</li> <li>• 1 cup milk</li> </ul>  |
| <b>Proteins</b>   | 2 ounces of proteins each day  | 3 –5 ounces of proteins each day | 1 ounce is equal to: <ul style="list-style-type: none"> <li>• ½ chicken leg</li> <li>• ½ hamburger patty</li> <li>• 1 egg</li> <li>• 1 oz. fish</li> <li>• ¼ cup cooked beans</li> <li>• 2 tablespoons peanut butter</li> </ul> |

**Iron, calcium, fiber, and vitamins A, C, and D are nutrients children sometimes do not get enough of. What are some foods that provide these?**

- Iron - beef, chicken, turkey, fish, beans, tofu, iron-fortified cereals, enriched grains, spinach, peanut butter and dried fruit (choking hazard for children under the age of 2)
- Vitamin A - sweet potato, carrots, spinach or kale, vegetable juice, cantaloupe, apricots, papaya, mango
- Vitamin C – red and green peppers, orange and grapefruit juice, oranges, kiwi, grapefruit, strawberries, Brussels sprouts, broccoli, tomato juice, cantaloupe, cabbage, potatoes
- Vitamin D – salmon, tuna, milk, yogurt, orange juice fortified with vitamin D, salmon, and tuna.
- Calcium - milk, calcium-fortified soy milk, yogurt, cheese, tofu, dark leafy greens, orange juice fortified with calcium, ready-to-eat cereal fortified with calcium
- Fiber – fruits, vegetables, beans, bran cereal, oatmeal, whole wheat bread, whole wheat pasta, brown rice

**How can you help your child learn about listening to his/her body's hunger and fullness?**

- Let your child decide when they have had enough to eat. Children are very in tune with their feelings of hunger and fullness.
- Allow children to serve themselves. Parents can teach their children to take small amounts at first and tell them they can get more if they are still hungry.
- Offer smaller servings of new foods and let a child ask for more if he's still hungry.
- Do not force your child to eat or try new foods. This may cause him to feel stressed about cleaning the plate or to eat when not hungry.
- Do not offer food rewards or punishment for not eating.
- Offer meals and snacks at regular times. Children who graze for foods all day long may lose their ability to feel hunger and fullness.

**Optional Activity:** Fill out the MyPlate icon and build a balanced meal for your family.

# Constipation & Diarrhea



# Food Intolerance & Food Allergies



# Pleasant Meal Times & Picky Eating



# Physical Activity



# Child Weight Management



## Eating Skills



# Getting Children to Eat Fruits and Vegetables



## Smart Snacking and Healthy Drinks



# Making a Healthy Child Meal



## Tooth Decay

