



# little bites, big steps

nutrition and fitness for young children



A Guide for Workshop Facilitators  
*Ready for Life*



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# about kera

and ready for life

Since the Texas debut of the documentary **Ready for Life**, KERA has received numerous requests for short video segments of the intimate family scenes shown in **Ready for Life** that could be used by parent educators and others who work directly with families and early childhood educators.

The first curriculum module, **Who is My Child? Understanding Children's Temperaments**, is our first response to those requests. The second curriculum module, **Feeling Loved: Developing Attachment and Socialization**, addresses in-depth issues covered in the documentary. The third module, **Read with Me: Early Literacy**, also addresses the important role of parents and caregivers in raising emotionally healthy children. **Little Bites, Big Steps: Nutrition and Fitness for Young Children** helps parents and adults raise children who are healthy both emotionally and physically.

For **Little Bites, Big Steps**, KERA, in collaboration with Dr. LeAnn Kridelbaugh and Sharon Hirschy, has created materials designed to give parents and caregivers a better understanding of children and their nutrition and fitness needs, and to provide workshop facilitators with all the tools needed to conduct a workshop on this topic. This module consists of print and video materials.

Your input is invaluable to us. As you work with this curriculum, please make note of any questions or concerns you have regarding the material and how to use it. Your feedback will help us improve and modify this workshop in subsequent editions.

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# getting started

## curriculum materials



### Included in this curriculum are:

#### Facilitator's Guide

- An overview of the workshop.
- A complete guide to leading this workshop, including suggested scripts.
  - The suggested scripts are optional. We encourage you to follow the content and objective outline. The information is organized in a sequential manner and presenting it this way will help participants understand and apply the information.
- PowerPoint® Slide masters in English and Spanish.
- A resource section with the latest research and additional ideas for activities and ways to adapt the workshop for your group.
- Information on how to facilitate a session.

#### Participant Guide

- An interactive participant guide, ***Little Bites, Big Steps: Nutrition and Fitness for Young Children*** available in both Spanish and English.

#### Video

- One DVD copy of the video segments to be used during this workshop.
  - This curriculum video is a critical and unique part of the presentation and we urge you to use all of the segments when teaching the workshop.

These materials reinforce and expand on the content presented in this workshop and are excellent take-home materials for your participants. Additional materials may be ordered at **[www.readyforlife.org](http://www.readyforlife.org)**.



# goals

## workshop goals and objectives

### **Overall Goal of Workshop:**

- To help parents and caregivers understand and apply information on nutrition and fitness for children.

### **Overall Workshop Objectives:**

- To provide an overview of basic ideas for feeding children.
- To identify specific methods to provide a developmentally appropriate eating environment.
- To weigh methods and advantages of eating as a family.
- To problem-solve specific eating problems of young children.
- To consider ways families can eat out together in healthy ways.
- To analyze what foods and combinations of foods are best for young children.
- To assess the basic components of a healthy diet.
- To identify an appropriate serving size for a young child.
- To assess how often children should eat.
- To judge appropriate drinks and amounts for young children.
- To analyze appropriate types of snacks for young children.
- To formulate ideas on how to guide children's snacking and drinking behaviors.
- To discover how eating and activity balance for health.
- To recognize how to maintain energy balance.
- To differentiate how to help children maintain energy balance.
- To recognize the importance of young children being active.
- To formulate ways to encourage children to be more active.

# features

## of the trainer's guide



***Little Bites, Big Steps*** is a five-hour training session that can be used as one five-hour session or as individual one-hour sessions. Sessions can also be combined in shorter segments, such as two hours at a time.

Here are a few tips for workshop facilitators to help you manage the curriculum and plan your workshops accordingly.

### **Trainer's Guide:**

- All five hours are included in this workshop. Activities, handouts and slides have continuous numbering throughout the sessions.
- The Trainer's Guide is available on CD in pdf format as well as a bound hard copy.

### **Handouts:**

- English handout masters are located in the curriculum immediately following the trainer's instructions for the activity that includes that handout. Please use this to make copies for your participants as needed.
- Spanish handouts for all five sessions are located in a section at the end of the Trainer's Guide.

### **Slides:**

- Slides for all five sessions are included in one presentation file on the Trainer's CD.
- Save the presentation file to your computer or storage device.
- If you are only teaching one session at a time, you might consider breaking the file into five separate files, with only the slides necessary for that session. Please note, however, that doing this will change your slide numbering from the slide numbers listed in the Trainer's Guide.
- All slides are copyright protected and may not be changed or altered in any way.
- The last slide in the presentation file is available for you to change or use as necessary for your workshop, such as a title page. Use and copy this slide as necessary and insert where needed. Please note, however, that doing this will change your slide numbering from the slide numbers listed in the Trainer's Guide.
- If you do not have access to a laptop and LCD projector for your training, you will need to print the slides to create overhead transparencies.
- Slide overviews for each session are provided at the end of each session.
- An overview of all Spanish slides for all five sessions is provided at the end of the Trainer's Guide.



# graphics

## key

### Graphics Key

Throughout this curriculum, you will see symbols to help you organize your workshop.

The overall workshop is divided into five sessions. Each session is symbolized by a different fruit or vegetable. The Trainer's Guide, Participant Guide and slides for each session will all have the same fruit or vegetable on them.



#### Session One: Feeding Your Child



#### Session Two: What and How Much Do I Feed My Child?



#### Session Three: Snacks and Drinks



#### Session Four: Energy Balance



#### Session Five: Activity and Fitness for Young Children

Other graphics throughout the curriculum will also help you plan your workshops.



#### Workshop Ideas for Parents of Infants

Use these ideas and handouts when you have a large group of parents of infants in your workshops.



#### Workshop Ideas for Early Childhood Educators

Use these ideas and handouts when you have a large group of Early Childhood Educators (ECE), teachers or childcare providers in your workshops.



#### Video Segments



#### One-Minute Fitness Breaks

These are optional activities for you to use to help participants get active and learn fun, simple ways to incorporate fitness into daily life.

# activity overview

session activities



## **Session One: Feeding Your Child (65 minutes)**

Activity #1: Welcome  
Activity #2: *Feeding Your Child* Video Segment  
Activity #3: Tell Me Why  
Activity #4: Family-Style Dining  
Activity #5: Food Challenges  
Activity #6: Healthier Eating at Home and Eating Out  
Activity #7: Closing

## **Session Two: What and How Much Do I Feed My Child? (65 minutes)**

Activity #8: Welcome  
Activity #9: *How Much?* Video Segment  
Activity #10: Serving Sizes  
Activity #11: Food Groups  
Activity #12: Menu Planning/Plate Method  
Activity #13: Food Labels  
Activity #14: Choosing Healthy Foods  
Activity #15: Closing

## **Session Three: Snacks and Drinks (65 minutes)**

Activity #16: Welcome  
Activity #17: *Snack Attack* Video Segment  
Activity #18: Choosing Appropriate Snacks  
Activity #19: Snack Case Studies  
Activity #20: *A Drop to Drink* Video Segment  
Activity #21: Drinks for Young Children  
Activity #22: Closing

## **Session Four: Energy Balance (65 minutes)**

Activity #23: Welcome  
Activity #24: *Energy Balance* Video Segment  
Activity #25: Barriers and Solutions to Maintaining Energy Balance  
Activity #26: Energy Balance Game  
Activity #27: Energy Balance BINGO  
Activity #28: Closing

## **Session Five: Activity and Fitness for Young Children (65 minutes)**

Activity #29: Welcome  
Activity #30: *Move!* Video Segment  
Activity #31: Activity and Fitness Ads  
Activity #32: Screen Time  
Activity #33: Movement Ideas for Children  
Activity #34: Closing and *Baby Steps* Video Segment

## **Curriculum Overview**

Five One-Hour Sessions  
Session One: Feeding Your Child

**little bites, big steps**

nutrition and fitness for young children

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# curriculum overview

five one-hour sessions

session one: feeding your child

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.

## Additional materials needed for Session One:

- Orange (real or plastic)

Page	Topic and Objective	Time	Method	Materials
27	Activity #1: Welcome	10	Mini-Lecture	Pens or Pencils Participant Guide page 1 Handout #1 Slide #1
29	Activity #2: <i>Feeding Your Child</i> Video Segment	10	Video	Video Segment: <i>Feeding Your Child</i> TV DVD Player
31	Activity #3: Tell Me Why	5	Game Discussion	Orange (real or plastic)
33	Activity #4: Family-Style Dining	15	Lecture Individual Work Small Group Work	Samples of child-size tableware Participant Guide pages 2-3 Slides #2-5
35	Activity #5: Food Challenges	10	Case Studies Small Group Work Mini-Lecture	Flip Chart Markers Participant Guide pages 4-5 Handout #2 Slides #6-7
40	Activity #6: Healthier Eating at Home and Eating Out	10	Game Discussion	Participant Guide pages 6-8 Handouts #3-6 Slide #8
48	Activity #7: Closing	5	Discussion Evaluation	Door Prizes (optional) Participant Guide page 8 Slides #9-10 Handout #7

# curriculum overview

five one-hour sessions

session two: what and how much do i feed my child?

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.

## Additional materials needed for Session One:

- 2-4 cereal boxes for each small group (with nutrition labels)
- Cereal bowls
- Measuring cups

Page	Topic and Objective	Time	Method	Materials
54	Activity #8: Welcome	5	Discussion Small Group	Slides #11-12 Participant Guides
56	Activity #9: <i>How Much?</i> Video Segment	5	Video Discussion	Video Segment: <i>How Much?</i> TV DVD Player
57	Activity #10: Serving Sizes	10	Demonstration Group Activity	Bowls Boxes of cereal Measuring cups Participant Guide page 9 Slides #13-14
60	Activity #11: Food Groups	15	Small Group Discussion	Flip Chart and markers Participant Guide pages 10-11 Slide #15
62	Activity #12: Menu Planning/ Plate Method	15	Small Group	Participant Guide pages 12-13 Crayons and markers
63	Activity #13: Food Labels	15	Discussion	2-4 Cereal boxes per group Participant Guide pages 14-15 Slide #16
65	Activity #14: Choosing Healthy Foods	10	Discussion	Handouts #8-9 Participant Guide pages 16-17, 28 Paper bag for each group
70	Activity #15: Closing	5	Individual Work Evaluation	Door Prizes (optional) Handout #10 Slides #17-18

# curriculum overview

five one-hour sessions

session three: snacks and drinks

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.

## Additional materials needed for Session One:

- Empty water bottle
- 12 ounce glass for each group
- Measuring cups
- Boxes or canisters of snacks
- Small pitcher of water or juice for each group

Page	Topic and Objective	Time	Method	Materials
74	Activity #16: Welcome	5	Mini-Lecture	Participant Guide Slide #19
76	Activity #17: <i>Snack Attack</i> Video Segment	5	Video	Video Segment: <i>Snack Attack</i> TV DVD Player
77	Activity #18: Choosing Appropriate Snacks	10	Small Group	Flip Chart Markers Boxes of snacks for each group Participant Guide pages 20-21 Handout #11: (ECE only) Slide #20
80	Activity #19: Snack Case Studies	15	Discussion	Participant Guide page 22 Handout #12
85	Activity #20: <i>A Drop to Drink</i> Video Segment	5	Video Discussion	Video Segment: <i>A Drop to Drink</i> TV DVD Player

# curriculum overview

five one-hour sessions

session three: snacks and drinks

Page	Topic and Objective	Time	Method	Materials
86	Activity #21: Drinks for Young Children	15	Group Discussion Individual or Small Group Work	Flip Chart Markers 100% orange juice in juice boxes Orange drink (such as Tang® or SunnyD®) Orange soda (such as Crush®) Small pitcher of water for each group 12 oz. glass for each group Measuring cups for each group Empty water bottle Participant Guide pages 23-25, 19, 6 Slides #21-24
89	Activity #22: Closing	5	Individual Reflection Evaluation	Handout #13 Participant Guide page 22 Slides #25-26 Door Prizes (optional)

# curriculum overview

five one-hour sessions

session four: energy balance

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.

## Additional materials needed for Session One:

- Decks of playing cards for each group

Page	Topic and Objective	Time	Method	Materials
94	Activity #23: Welcome	5	Discussion	Participant Guides Slide #27
96	Activity #24: <i>Energy Balance</i> Video Segment	5	Video	Video Segment: <i>Energy Balance</i> TV DVD Player
97	Activity #25: Barriers and Solutions to Maintaining Energy Balance	10	Small Group Discussion	Flip Chart Marker Participant Guide pages 26, 28
99	Activity #26: Energy Balance Game	15	Game	Handouts #14 or #15 Playing Cards Participant Guide page 27 Slides #28-29
106	Activity #27: Energy Balance BINGO	15	Game	Participant Guide page 29 Pens or Pencils
108	Activity #28: Closing	5	Individual Reflection Evaluation	Handout #16 Participant Guide page 29 Slides #30-31 Door Prizes (optional)

# curriculum overview

five one-hour sessions

session five: move!

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.

## Additional materials needed for Session One:

- Scarves, balls, empty plastic cans

Page	Topic and Objective	Time	Method	Materials
114	Activity #29: Welcome	5	Mini-Lecture	Slide #32 Participant Guide
116	Activity #30: <i>Move!</i> Video Segment	10	Video	Video Segment: <i>Move!</i> TV DVD Player
117	Activity #31: Activity and Fitness Ads	10	Small Group Presentations	Flip Chart Markers Participant Guide page 30 Slides #33-34
119	Activity #32: Screen Time	15	Individual Work Discussion	Participant Guide pages 31-32 Slides #35-36
122	Activity #33: Movement Ideas for Children	15	Small Groups	Participant Guide pages 33-37 Flip Chart Markers Scarves, balls, empty plastic cans
124	Activity #34: Closing and <i>Baby Steps</i> Video Segment	15	Individual Work Evaluation	Slides #37-38 TV DVD Player Video Segment: <i>Baby Steps</i> Handout #17 Door Prizes (optional)

# curriculum overview

one five-hour session

## Materials needed for ALL sessions:

- Computer and LCD projector (or overhead projector)
- PowerPoint® slides
- TV/DVD Player
- Video Segments for session
- Handouts
- Participant Guides
- Door prizes (optional)
- Name tags
- Orange (real or plastic)
- 2-4 cereal boxes for each small group (with nutrition labels)
- Cereal bowls
- Measuring cups
- Empty water bottle
- Sign-in sheets
- Pens or pencils
- Markers
- Table toys for participants
- Flip chart and marker
- Additional materials may be required for Early Childhood Educators and Infant activities. Those materials are found at the end of each activity.
- Boxes or canisters of snacks
- 12 ounce glass for each group
- Small pitcher of water or juice for each group
- Deck of playing cards
- Scarves, balls, empty plastic cans

This workshop can be conducted as separate one-hour workshops or as an all-inclusive five-hour workshop. Below is a suggested schedule of activities (including breaks) for a trainer to use for a five-hour workshop.

Page	Topic and Objective	Time	Method	Materials
27	Activity #1: Welcome	10	Mini-Lecture	Pens or Pencils Participant Guide page 1 Handout #1 Slide #1
29	Activity #2: <i>Feeding Your Child</i> Video Segment	10	Video	Video Segment: <i>Feeding Your Child</i> TV DVD Player
31	Activity #3: Tell Me Why	5	Game Discussion	Orange (real or plastic)
33	Activity #4: Family-Style Dining	15	Lecture Individual Work Small Group Work	Samples of child-size tableware Participant Guide pages 2-3 Slides #2-5
35	Activity #5: Food Challenges	10	Case Studies Small Group Work Mini-Lecture	Flip Chart Marker Participant Guide pages 4-5 Handout #2: Case Studies Slides #6-7

# curriculum overview

one five-hour session

Page	Topic and Objective	Time	Method	Materials
40	Activity #6: Healthier Eating at Home and Eating Out	10	Game Discussion	Participant Guide pages 6-8 Handouts #3-6 Slide #8
56	Activity #9: <i>How Much?</i> Video Segment	5	Video Discussion	Video Segment: <i>How Much?</i> TV DVD Player
57	Activity #10: Serving Sizes	10	Demonstration Group Activity	Bowls Boxes of cereal Measuring cups Participant Guide page 9 Slides #13-14
60	Activity #11: Food Groups	15	Small Group Discussion	Flip Chart and markers Participant Guide pages 10-11 Slide #15
	<b>Break</b>	<b>15</b>		
62	Activity #12: Menu Planning/ Plate Method	15	Small Group	Participant Guide pages 12-13 Crayons and markers
63	Activity #13: Food Labels	15	Discussion	2-4 cereal boxes per group Participant Guide pages 14-15 Slide #16
65	Activity #14: Choosing Healthy Foods	10	Discussion	Handouts #8-9 Participant Guide pages 16-17, 28 Paper bag for each group
76	Activity #17: <i>Snack Attack</i> Video Segment	5	Video Discussion	Video Segment: <i>Snack Attack</i> TV DVD Player
77	Activity #18: Choosing Appropriate Snacks	10	Small Group	Flip Chart Markers Boxes of snacks for each group Participant Guide pages 20-21 Handout #11: (ECE only) Slides #20

# curriculum overview

one five-hour session

Page	Topic and Objective	Time	Method	Materials
80	Activity #19: Snack Case Studies	15	Discussion	Participant Guide page 22 Handout #12
85	Activity #20: <i>A Drop to Drink</i> Video Segment	5	Video Discussion	Video Segment: <i>A Drop to Drink</i> TV DVD Player
86	Activity #21: Drinks for Young Children	15	Group Discussion Individual or Small Group Work	Flip Chart Markers 100% orange juice in juice boxes Orange drink (such as Tang® or SunnyD®) Orange soda (such as Crush®) Small pitcher of water for each group 12 oz. glass for each group Measuring cups for each group Empty water bottle Participant Guide pages 23-25, 19, 6 Slides #21-24
	<b>Break</b>	<b>10</b>		
96	Activity #24: <i>Energy Balance</i> Video Segment	5	Video Discussion	Video Segment: <i>Energy Balance</i> TV DVD Player
97	Activity #25: Barriers and Solutions to Maintaining Energy Balance	10	Small Group Discussion	Flip Chart Marker Participant Guide pages 26, 27
99	Activity #26: Energy Balance Game	15	Game	Handouts #14 or #15 Playing Cards Participant Guide page 28 Slides #28-29
106	Activity #27: Energy Balance BINGO	15	Game	Participant Guide page 29 Pens or Pencils

# curriculum overview

one five-hour session

Page	Topic and Objective	Time	Method	Materials
116	Activity #30: <i>Move!</i> Video Segment	10	Video	Video Segment: <i>Move!</i> TV DVD Player
117	Activity #31: Activity and Fitness Ads	20	Small Group Presentations	Flip Chart Markers Participant Guide page 30 Slides #33-34
119	Activity #32: Screen Time	10	Individual Work Discussion	Participant Guide pages 31-32 Slides #35-36
122	Activity #33: Movement Ideas for Children	20	Small Groups	Participant Guide pages 33-37 Flip Chart Markers Scarves, balls, empty plastic cans
124	Activity #34: Closing and <i>Baby Steps</i> Video Segment	5	Individual Work Evaluation	Slides #37-38 TV DVD Player Video Segment: <i>Baby Steps</i> Handout #17

**Materials Needed:**

- **Table items: sticky notes, markers, pens or pencils, table toys, name tags**
- **Flip chart, easel, markers**
- **Refreshments, paper goods**
- **Computer and LCD projector OR overhead projector and overheads**

# planning sheet

for facilitators

**Before the workshop:**

- Make copies of all handouts and arrange them in the order that you will use them.
- Make sure your audiovisual equipment is working.
- Make a sign-in sheet.
- Try to have no more than four to six participants at a table or in a group.
- Prepare refreshments.
- Find the location of restrooms and water fountains so that you can direct participants to them.
- Greet participants as they arrive.
- If you notice participants who seem nervous or uncomfortable, spend some extra time talking with them. Ask how old their children are and reassure them that the information they receive will be helpful.



# curriculum

session one through session five



A Guide for Workshop Facilitators  
*Ready for Life*





# session one:

## feeding your child

**Time: 65 Minutes**

### **Session One Objectives:**

- To provide an overview of basic ideas for feeding children
- To identify specific methods of providing a developmentally appropriate eating environment
- To weigh methods and advantages of eating as a family
- To solve specific eating problems of young children
- To consider how families can eat out together in healthy ways

### **Note to Facilitators:**

A script has been created for you to use as an example of what you might say. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable with presenting the information. However, feel free to substitute your own ideas, stories and analogies. The script for each activity can always be found following the instructions for the activity. When playing the video segments throughout the training, leave the room lights on, provided the video can still be seen adequately. This will prevent participants from getting drowsy in a darkened room.

### **Instructions:**

1. Check all equipment to be sure it is working and that the DVD is ready.
2. Show *Slide #1: Feeding Your Child* on the overhead projector or LCD screen. Briefly discuss the goals for the session.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and, if you like, tell something about your family.
4. Give directions to water fountains, restrooms, etc., along with your norms for the workshop. Ask participants to turn off and put away their cell phones.
5. At each table, have paper, pens and markers, quiet toys such as pipe cleaners, stress balls, play dough, sticky notes, candy and water.
6. If you are limited to 60 minutes, you may want to shorten the first activity and leave out having the participants share with neighbors.



### **Materials Needed for this session:**

- Pens or pencils
- Table toys
- Computer and LCD or overhead projector
- TV
- DVD player
- Video Segment
- Slides or overheads
- Handouts
- Orange (real or plastic)
- Sticky notes
- Participant Guide for each participant
- Flip chart
- Markers
- Door prizes (optional)
- Additional materials may be required for Early Childhood Educators and Infant audiences. Those materials are found at the end of each activity.

### **Slide Needed:**

**#1: Feeding Your Child**





# session one:

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### Facilitator Script (Optional)

Welcome to **“Little Bites, Big Steps: Nutrition and Fitness for Young Children.”** During this workshop, we will hear some great ideas on how to give your children foods that are healthy for them, and how to help them to enjoy healthy foods. You will receive many tips on how to eat out in healthy ways; when and how children can use eating utensils and sit at a table; and how family style meals can make children smarter! You will leave here with many new ideas and tools to help your family have a healthy lifestyle.

Please take a few minutes to fill out the healthy eating survey handout. This will help you begin to think about your children’s eating habits and your feelings about them. You can write as I talk and introduce our session.

Make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful to you.

During the workshop, please express your opinions and questions, allow others to express theirs and understand that since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about your question at the break, or later after the session. If you do not wish to be involved in sharing during an activity, you can say “I pass.” However, participating will give you a chance to learn and take home some skills that will help you to provide a healthier lifestyle for your family. At your table you will find a Participant Guide titled **“Little Bites, Big Steps.”** The Guide will be yours to keep and use at home. It includes information and suggestions on how to improve your child’s eating habits and how to help your child be more physically active.

This workshop is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Contact information is provided near the end of your **Little Bites, Big Steps Participant Guide**. During this workshop we will watch a video about how eating habits affect young children’s development and come up with ideas on how you can help your child.

We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.

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# session one:

## feeding your child



### Activity #1: Welcome

**Time: 10 Minutes**

#### **Purpose of Activity:**

- To offer an overview of the session
- To reflect on participants' own views about nutrition and feeding children
- To have participants introduce themselves to at least one person in the group

#### **Instructions:**

1. Have participants get to know their neighbors by sharing their name, ages of their child or children and one way to get their child to eat healthier food. (Introductory activities from other modules can be substituted.)
2. Distribute *Handout #1: Healthy Eating Survey* and ask participants to complete the handout at this time.

#### **Facilitator Script**

*Please turn to your neighbor and share your name, ages of your child or children and one thing you have found helpful in getting your child to eat healthier food. (If they are parents of infants only, ask them to share one new thing they have learned this year about children and nutrition.)*



#### **Workshop Ideas for Parents of Infants**

*Parents of infants are often anxious about what and how to feed their child. We hear many ideas and often they conflict about when, and what foods babies should be fed. We are going to talk about the latest research and recommendations from experts on feeding babies.*

The opening activity can be changed to having the participants introduce themselves to another person and sharing one or two questions they have about infants and eating.



#### **Workshop Ideas for Early Childhood Educators**

Emphasize in the activity how they get children in their program to eat healthy foods.

#### **Materials Needed:**

- Pens or pencils
- Participant Guide page 1
- Handout #1: Healthy Eating Survey





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### Handout #1: Healthy Eating Survey

1. A food jag is:
  - a. a new type of utensil
  - b. a way of measuring food
  - c. wanting to eat the same food for several meals
  - d. none of the above
2. Family-style dining is:
  - a. eating at restaurants on special occasions
  - b. a good time to discuss serious concerns about children's behavior
  - c. an opportunity for children to learn manners and social skills
  - d. none of the above
3. Grazing is usually done by:
  - a. children who are starving
  - b. toddlers
  - c. newborns
  - d. children who are very thin
4. How many times might you need to offer a new food before a child will accept it?
  - a. 2-3 times
  - b. 10-15 times
  - c. 30-40 times
  - d. Only offer it once and then stop
5. Which of the following are good suggestions for parents?
  - a. Help your child learn to control impulses.
  - b. Allow children to take only small portions at first, then allow more if they are still hungry.
  - c. Allow small portions of higher fat foods and snacks, such as chips and then have the child fill up on healthier foods, such as carrot and celery sticks.
  - d. All of the above.
6. Toddlers' blood sugar often dips in the early afternoon.
  - a. True
  - b. False
7. Babies must drink all of their bottles in order to stay healthy.
  - a. True
  - b. False
8. Leaving the TV set on while you are eating will help your family grow closer.
  - a. True
  - b. False



# session one:

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### Activity #2: Feeding Your Child Video Segment

Time: 10 minutes

#### Purpose of Activity:

- To recognize the importance of healthy eating for children
- To assess ideas on how to help children eat better

#### Instructions:

1. Introduce the video segment, *Feeding Your Child*.
2. Play the video segment.
3. Have participants discuss briefly, as a large group, how useful this information could be for their children. Listed below are potential discussion points for this video segment.

#### Video Discussion Points:

- The importance of developing good eating and fitness habits.
- The importance of setting a good example for children.
- Teaching children how to make good food choices.
- Why bribing children to eat is not a good idea.
- Ways to provide healthy foods to eat.
- The hazards of cooking separate meals for children.
- How to deal with picky eaters.
- Signs for introducing new foods.

#### Facilitator Script

*The video we are about to see is about feeding your child. The segment discusses ideas that will help children eat better and enjoy healthy foods. While you watch, think about your family and how you can use the ideas presented in the video. (After the video is finished, ask the participants: What are some important tips that you learned from this segment?)*

*Your Participant Guide will have many tips and suggestions, and you can visit some of the web sites listed in the back of your Guide for additional ideas.*



#### Materials Needed:

- Video Segment: *Feeding Your Child*
- TV
- DVD player





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### Workshop Ideas for Parents of Infants

Briefly discuss how these ideas apply to infants. Remind parents that, while there are specific issues for babies, their child will be a toddler before they know it, and that this information is critical to have BEFORE they need it, so they can feed their child correctly from the beginning, and won't have to go back and re-teach to change habits.



### Workshop Ideas for Early Childhood Educators

Briefly discuss what, during the video, they saw in the child care center regarding children and food. For instance, you can ask: *How do you provide meals? Is it the same as what you saw in the video or different from it? What difficulties do you encounter?*



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### Activity #3: Tell Me Why

Time: 5 minutes

#### Purpose of Activity:

- To assess the importance of healthy eating for your child
- To formulate ideas on how to help children eat better

#### Instructions:

1. Hold up the orange (or another fruit or vegetable that can easily be tossed around). Ask the group: *Why might it be important for a child to eat an orange?*
2. Ask the group for an idea on how to encourage a child who won't touch an orange to try it.
3. Tell the group you will roll, pass or toss the orange to one person. This person will share one reason why healthy eating is important for children.
4. After a few ideas, change the question and ask the participants for one idea to help children eat healthier. Tell them that, if they wish, they can say "Pass!" and toss the orange to someone else.

#### Facilitator Script

*Healthy eating is so important for children's appropriate growth and development. I will pass an orange to one person. When you receive the orange, share one idea on why it might be important for a child to eat an orange. After you have given your answer, pass the orange to someone else to share his or her thoughts. Think about the ideas that you have heard and decide on a couple to try this week.*



#### Workshop Ideas for Parents of Infants

Ask each person to share an idea on ways to get infants to eat well.



#### Workshop Ideas for Early Childhood Educators

Ask each person to share ideas on how to teach children about healthy eating.

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## **One-Minute Fitness Break! (optional)**

Ask the participants to stand and pretend to be different animals that you would see at the zoo. For example, ask them to use their bodies to pretend to be elephants, kangaroos, snakes and birds. Explain that this is just one example of how they can squeeze a bit of fitness into their child's schedule.



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### Activity #4: Family-Style Dining

**Time: 15 Minutes**

#### **Purpose of the Activity:**

- To weigh the benefits of family dining for children
- To identify developmentally appropriate eating utensils and implements, such as cups, spoons, forks or plates, that are easy for small children to use
- To identify specific methods to provide a developmentally appropriate eating environment

#### **Instructions:**

1. Refer participants to *page 2* in their *Participant Guide* as well as *Slide #2*. Discuss that children need to use serving utensils, plates and cups that are designed for them. This will help them be more successful in learning how to eat and manage their food neatly. Pass around the samples to each table.
2. Put up *Slide #3* and discuss the benefits of Family-Style Dining with the group. Refer participants to *page 3* in their *Participant Guide* as well.
3. Ask participants to turn to *page 3* in their *Participant Guide* and look at the list of Dos and Don'ts. Ask them to read over the list and place a check mark by all the items that are Dos and an X through the items that are Don'ts. Encourage them to work with a partner for this activity if they would like to.
4. Discuss as a large group the answers to the activity and talk about ways to incorporate them into their lives. Use *Slide #4* and *Slide #5* as you talk about the answers to the Dos and Don'ts.



#### **Workshop Ideas for Parents of Infants**

Emphasize that even babies and toddlers should be included in the family dining. You can place a high chair close to the table or hold an infant in your lap for part of the meal.

#### **Materials Needed:**

- **Participant Guide**  
pages 2-3
- **Samples of child-size tableware: plate, weighted cup and utensils**

#### **Slides Needed:**

**#2: Children's Tableware**

**#3: Family-Style Dining**

**#4: Family-Style Dining  
Dos and Don'ts**

**#5: Family-Style Dining  
Dos and Don'ts**





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### Facilitator Script

*As we just discussed, healthy eating is very important for children, but to do this, they must have the right tools at the table. Turn to page 2 in your Guide and you will see a picture of some of the types of tools that are helpful for children.*

*Did any of you eat together as a family when you were children? What did you like about it? What does family-style dining mean to you? (Wait for responses from the group.)*

*Turn to page 3 in the Participant Guide and look at the list of Family-Style Dining Dos and Don'ts. I would like for you to work with a partner to determine what each statement is, a Do or a Don't. I'll give you a while to work on this with a partner, and then we will discuss it as a large group.*



### Workshop Ideas for Early Childhood Educators

Discuss the fact that family-style dining also works very well in child care settings, even with older infants and toddlers.

NAEYC requires family-style dining as one of their accreditation standards. Remind the group about the child care program in the video where the children were eating family-style. Have the participants brainstorm – with a flip chart – problems and solutions in using family-style dining with young children. Then have them go through the activity about the utensils.



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### Activity #5: Food Challenges

**Time: 10 Minutes**

#### **Purpose of the Activity:**

- To analyze common concerns and problems that are barriers to healthy eating
- To formulate ideas for eliminating these problems

#### **Instructions:**

1. Show *Slide #6* and briefly discuss. Ask participants what some common eating problems of children are that concern parents. Write them on the flip chart.
2. Photocopy *Handout #2* and cut the case studies apart into strips. Give one case study to each group to discuss. You may want to have them think about some of the concerns that you posted on the chart. Have them use *pages 4-5* in their *Participant Guide*, and brainstorm ideas on how to solve the problem. Then have them write it down.
3. Have each group share their problem and ideas.
4. Possible solutions for each case study are listed for the facilitator after the case study handouts, in case groups need help in discussing their case study.

#### **Facilitator Script**

*Most children experience some issue with eating. Remember in the video segment, Feeding Your Child, one of our experts said that it really takes offering a food 5-10 times before the child may accept it. So keep trying, but don't force. Remember, she also said that when children are bribed or forced to eat something they often end up disliking it. The video also said that, if you offer children only healthy foods and keep mostly healthy food at home, this is the food they will want. You, the parent, do have the power to say "No!" to some foods and to provide your children with only healthy things to eat.*

#### **Materials Needed:**

- Flip chart
- Markers
- **Handout #2: Case Studies**
- **Participant Guide pages 4-5**

#### **Slides Needed:**

**#6: Food Challenges**

**#7: Infant Food Challenges**





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### **Workshop Ideas for Parents of Infants**

Discuss common eating problems of infants, such as spitting up food, food allergies, difficulty swallowing food and learning to drink from a cup. Show *Slide #7*. Then use the case studies for infants.



### **Workshop Ideas for Early Childhood Educators**

Provide case studies from Early Childhood Educators *Handout #2* and follow the activity directions.



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### Handout #2: Case Studies

1. Aaron is three. He only wants peanut butter sandwiches. When you try to give him other foods, he refuses them. You tried making him wait until the next meal, but he cries and cries that he is hungry and still refuses to eat anything but peanut butter sandwiches.
2. Mikayla is four but she insists on a separate plate for every food. She does not like any food in which she can see things "mixed in."
3. Jacob is four years old. He takes forever to eat. Everyone is finished and he still has half of his food on his plate. When you try to remove his food, he cries and says he is still hungry. He seems to be slow with everything he does.
4. Christina is two and every time she is given a new food she starts to gag. The gagging often continues until she throws up everything.



### Infant Case Studies:

1. Alyssa is seven months old. She doesn't seem to like any food given to her and spits it back or gags. She loves her bottle and wants only it.
2. Ryan is six months old. He seems interested in food, but every time food is put into his mouth he tends to gag or push it back out with his tongue.



### Early Childhood Educator Case Studies:

1. You teach two-year-olds. They prefer to eat with their hands. The children refuse to use spoons and make a terrible mess.
2. You teach three-year-olds. You have three children who always refuse to try anything new. The other children are noticing and refusing to try new things also.
3. The four-year-olds like to reach into their neighbor's plate to get food. They also like to open their mouth with it full of food.
4. You are trying to get the three-year-olds to eat family-style. They keep spilling food and grabbing food from the serving plates on the table.





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### Possible Solutions for Case Studies:

Remember, there are many possible solutions to these challenges. It will often depend on the child's temperament and on the situation.

#### Case Study #1: Aaron

- Offer a variety of foods at his meals, and if he refuses them, take them away without fussing and then offer food again at the next meal or snack time.
- Pair a new food or other food with a small peanut butter sandwich so that he may need to eat both to fill up.
- Put peanut butter on other foods such as apples or celery.
- Let him have peanut butter sandwiches for a few days but always offer other foods with it. He will probably start to eat them after a while.

#### Case Study #2: Mikayla

- Get a plate that has dividers so that food will not mix.
- Provide simple foods and avoid gravies, sauces, stews and foods that are mixed.
- Offer a variety of foods and let her serve herself so that she can place the food on her plate the way she wishes.

#### Case Study #3: Jacob

- Recognize that his temperament and body rhythm may be slower. Allow him to begin eating earlier or, eat later.
- Offer smaller servings of food more often.

#### Case Study #4: Christina

- Give her very small bites of food.
- Pair a new food with a food she really likes.
- Try providing dips such as Ranch dip or yogurt dip for the new food.



#### Case Study Infants #1: Alyssa

- Mix formula with the food you are trying to give her.
- Give her very small tastes of the food at first.
- Give her finger foods, such as toast or very small bits of fruit.



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### Case Study Infants #2: Ryan

- Use a smaller spoon.
- Put food to the back of the tongue when feeding.
- Give a very tiny amount at a time.



### Case Study for Early Childhood Educators #1

- Practice using spoons by providing a large bowl of rice and have the children use a spoon to transfer the rice to another container.
- Use books or magazines to point out pictures of children and adults using spoons.
- Ask the parents to help the children practice using spoons at home.
- Provide spoons that are larger at the base so that they hold food with more stability.

### Case Study for Early Childhood Educators #2

- Enlist parents' help by asking them to offer new foods at home.
- Make the foods more interesting by giving them funny names or cutting them into patterns.
- Ask children to count how many pieces of food they eat, or to sort the food by its colors and eat all the green things, etc.

### Case Study for Early Childhood Educators #3

- Have a small group meeting where you develop a few rules for meals. Make rules simple, such as "Hands to yourself!" or "Keep mouth closed with food!" These rules can be put on a chart kept near the table. Be sure to include pictures such as a hand and a closed mouth.
- Be sure that there is a space between children's plates so that it is more difficult to reach over.

### Case Study for Early Childhood Educators #4

- Provide smaller utensils and bowls for the children to serve themselves from the larger dishes.
- Practice passing empty bowls as a game during small group time.
- Have a center activity where the children can practice using large spoons to serve themselves.





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### Materials Needed:

- Participant Guide pages 6-8
- Handout #3: Healthy Eating Ideas Sorting Sheet
- Handout #4: Healthy Eating Idea Cards

### Slide Needed:

#8: Typical Child's Meal

### Activity #6: Healthier Eating at Home and Eating Out

Time: 10 Minutes

#### Purpose of the Activity:

- To consider ways to provide healthier meals
- To evaluate how to choose healthy fast food
- To classify how to get children to choose healthy food

#### Instructions:

1. Ask: *Do any of you have difficulties finding healthy food while you are eating out?* Discuss briefly how difficult it is to eat fast food in healthy ways. Point out that most families eat several meals a week from fast food restaurants, and that most of this food is filled with fat and calories and, often, little nutrition.
2. Show *Slide #8* to illustrate the difference between a typical child's meal eaten out and a healthy meal at home.
3. Refer participants to *pages 6-8* in their *Participant Guide* for ideas on how to eat healthy both at home and while eating out.
4. Photocopy *Handouts #3 and #4*. Cut the Healthy Eating Cards into individual pieces. Make enough for each group to have a set. Make a copy of the sorting sheet for each group as well.
5. Give each group one set of cards and the sorting sheet.
6. Take the cards and keep them face down. Each person in the group will draw a card and read it. The group will decide which category on the sorting sheet the card belongs to and place it there.

#### Facilitator Script

*Eating out is perhaps the most difficult thing to do in a healthy way. Children are drawn to the toys offered in many meals and not to the food. Children also will learn very quickly to prefer high fat, sugary and salty foods with fewer nutrients to those that are healthier for them. Children do not know that a piece of fruit is better for them than a French fry. It is okay to have French fries or hamburgers or ice cream sometimes, but they should not be their regular meals and snacks. Also, there are ways to make things healthier, such as ordering lettuce and tomato on hamburgers, choosing a salad or fruit cup instead of French fries or onion rings and having milk instead of soda. Use your Participant Guide to remind you of ways to make foods and eating out healthier for your child and for you!*



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### Workshop Ideas for Early Childhood Educators

Use the following activity:

#### Child Care Activity: Children and Cultural Issues with Foods

**Time: 5 Minutes**

#### Purpose of the Activity:

- To identify cultural issues that children may bring to child care regarding food
- To review ideas on working with parents on cultural issues regarding food
- To review ideas on how to help children with specific eating issues
- To review ideas on working with parents on feeding issues

#### Instructions:

1. Give each group one set of Child Care and Children's Healthy Eating cards and the sorting sheet.
2. Discuss briefly how child care providers often face cultural issues in feeding children, such as prohibitions against certain types of food. Also, they often find it difficult to work with parents on feeding issues, and they find that each child often brings his or her own unique food problems to the program. This activity will help them explore ideas for working with this issue.
3. Take the cards and keep them face down. Each person in the group will draw a card and read it, and the group will decide which column on the sorting sheet the card belongs to, and place it there.
4. If you will not be using the rest of the modules for this audience, you may want to consider showing them the very short segment, *Baby Steps*. It is a good summary of providing appropriate nutrition and fitness for young children and it only lasts about two minutes.



#### Materials Needed:

- Participant Guide pages 7-8
- Handout #5: Sorting Sheet for Early Childhood Educators
- Handout #6: Healthy Eating Cards for ECE

#### Slide Needed:

**#8: Typical Child's Meal**





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## Handout #3: Healthy Eating Ideas Sorting Sheet

Ways to Make Meals Healthier

How to Eat Healthy Fast Food

How to Get Children to Eat Healthy Food





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## Handout #4: Healthy Eating Idea Cards for Parents – Page One

Ask for grilled instead of fried.	Season with broth instead of bacon or fat.	Avoid foods with sugar or corn syrup listed as the first ingredient.
Ask for fruit, baked potatoes or salads instead of French fries.	Use 1/2 to 1/3 of the sugar called for in a recipe.	Give children under 2 years old whole milk.
Talk to your child before you go out and let her know what foods she can have and not have.	Put salt on the table rather than cooking with it.	Make desserts a healthy part of the meal. Offer fruit, or Jello or yogurt.
Use whole wheat pitas, bread, tortillas and pizza crust instead of food made with white flour.	Broil, bake or steam rather than fry.	Give children small portions.
Add cooked vegetables to spaghetti sauces, casseroles and soups.	Order hamburgers with lettuce and tomatoes and vegetables.	Let children serve their own plates.
Don't super-size your meals – order child-size instead!	Order pizza with a whole wheat crust.	Offer only one new food at a time.
Split a fast food meal with your child so that neither of you gets too much!	Choose low-fat or fat-free dressings.	Call vegetables by fun names (shrubs for broccoli, circles for carrots, etc).



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## Handout #4: Healthy Eating Idea Cards for Parents – Page Two

Provide finger foods as well as foods that need utensils.	Give seconds only when a child asks.	Make mealtime relaxed, and give choices.
Bake foods such as chicken nuggets and tater tots.	Don't bribe, threaten or fuss about messiness during meals.	Be an example! Eat what you want your child to eat.
Keep only healthy snacks and foods around the house.	For children over two years old, give 1% or skim milk.	Let children help prepare the meal with you.



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## **Handout #5: Healthy Eating Ideas Sorting Sheet for Early Childhood Educators**

Cultural/Unique Family Issues with Food

Eating Issues and Challenges

Working with Parents



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### Handout #6: Healthy Eating Idea Cards for Early Childhood Educators – Page One

Call vegetables by fun names (shrubs for broccoli, circles for carrots, etc).	Provide finger foods as well as foods that need utensils.	Provide parents with information on quick and easy healthy foods and snacks.
No sodas or junk food in the classroom!	Let children prepare meals with you and set the table.	When eating practices at home and school seem to conflict, ask for a conference and develop a plan.
Offer only one new food at a time.	Provide foods from other cultures as snacks and parts of meals.	Encourage parents to observe children feeding and serving themselves.
Provide parents with a policy of how you handle meals and snacks, and when and how the children eat.	Ask parents when a child is enrolled if there are any dietary restrictions they follow.	Let children serve their own plates.



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### Handout #6: Healthy Eating Idea Cards for Early Childhood Educators – Page Two

Post a list of food restrictions for children due to allergies, culture and religious prohibitions. Make the cook and substitute helpers aware of these.	Don't bribe, threaten or fuss about messiness during meals.	Provide cooking items from other cultures in dramatic play, such as a tortilla press, rice cooker and wok.
Send home a questionnaire asking about eating practices: where meals are eaten, does the family eat together, what are the child's favorite meals.	Ask new parents about cultural practices related to food, such as how foods are served and how and when certain foods are eaten.	Have days where parents bring a child's favorite foods or snacks for all the children, and let the child share about his food.
Post menus on bulletin boards and provide healthy snack ideas in newsletters.	Have a quiet activity before meals and a transition activity to bring children to the table in a relaxed way.	Ask parents who eat with children at lunch not to bring unhealthy fast food but to eat the center's meal.



**Materials Needed:**

- Participant Guide page 8
- Handout #7: Evaluation
- Door prizes (optional)

**Slides Needed:****#9: Wrap Up****#10: Your Example**

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**Activity #7: Closing****Time: 5 Minutes****Purpose of the Activity:**

- To summarize the workshop and bring closure
- To assess the usefulness and effectiveness of the workshop

**Instructions:**

1. Discuss the questions listed on *Slide #9*. Then, ask participants to turn to *page 9* in the *Participant Guide*. Ask them to list three things they have learned in this workshop that they will do in the coming weeks to create a healthier lifestyle for their child.
2. Distribute the evaluations (*Handout #7*) and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback on the workshop and on what they would like to learn more about on nutrition and fitness for children.
3. Show *Slide #10* and remind participants that children learn from the example we set!
4. Give door prizes, if available.
5. Use the following answers for the evaluations after participants have turned them in. (Do NOT have them grade their own – you are more likely to get accurate answers if you check them yourself).

Answers:

- |      |          |
|------|----------|
| 1. c | 5. d     |
| 2. c | 6. true  |
| 3. b | 7. false |
| 4. b | 8. false |

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## Facilitator Script

*I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful the information we presented in this workshop is for you. Please make sure that I have your evaluations before you leave.*

*Thank you for participating and for all the hard work here today. I would like to leave you with one closing thought, "Children learn to make good choices from their parents' example!"*



## Workshop Ideas for Early Childhood Educators

Emphasize what an important part child care providers play in children learning good eating habits.





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### Handout #7: Evaluation

1. A food jag is:
  - a. a new type of utensil
  - b. a way of measuring food
  - c. wanting to eat the same food for several meals
  - d. none of the above
2. Family-style dining is:
  - a. eating at restaurants on special occasions
  - b. a good time to discuss serious concerns about children's behavior
  - c. an opportunity for children to learn manners and social skills
  - d. none of the above
3. Grazing is usually done by:
  - a. children who are starving
  - b. toddlers
  - c. newborns
  - d. children who are very thin
4. How many times might you need to offer a new food before a child will accept it?
  - a. 2-3 times
  - b. 10-15 times
  - c. 30-40 times
  - d. Only offer it once and then stop
5. Which of the following are good suggestions for parents?
  - a. Help your child learn to control impulses.
  - b. Allow children to only take small portions at first, then allow more if they are still hungry.
  - c. Allow small portions of higher fat foods and snacks, such as chips, and then have the child fill up on healthier foods, such as carrot and celery sticks.
  - d. All of the above.
6. Toddlers' blood sugar often dips in the early afternoon.
  - a. True
  - b. False
7. Babies must drink all of their bottles in order to stay healthy.
  - a. True
  - b. False
8. Leaving the TV set on while you are eating will help your family grow closer.
  - a. True
  - b. False



# session one:

slides



**1 Feeding Your Child**

Our goals for this session:

- Talk about family-style dining and how it can help your family
- Discuss ways to conquer feeding issues
- Discuss how your family can eat out in a healthy way

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**6 Food Challenges**

- **Food jag:** a child wants only one food for a period of time and often will refuse all others
- **Picky eater:** only eats certain foods or small amounts of foods
- **Grazing:** a child will eat small amounts all day long - toddlers often do this and it is normal for them!

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**2 Children's Tableware**

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**7 Infant Food Challenges**

**Spitting up**

- Feed in a quiet place and keep them calm and less active after eating.
- Stop feeding when baby seems to lose interest.

**Learning to drink from a cup**

- Start with cups that have straws so that they gradually learn how.
- Use a small cup with a weighted bottom and put very little in it.

**Food allergies**

- Introduce new foods one at a time.
- Wait several days between new foods.
- Wait until baby is at least four to six months before beginning solid foods.

**Difficulty swallowing food**

- Place food toward the back of baby's tongue.
- Give very tiny bites of food.

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**3 Family-Style Dining**

Family-style dining means that the family is sitting down together for a meal.

**Children who eat most of their meals with their families:**

- Do better in school
- Learn social skills: talking, sharing
- Learn problem solving
- Are closer to their families
- Are less affected by negative peer influence
- Learn manners by adult example
- Are less likely to become involved in drugs and alcohol
- Eat healthier
- Tend to have lower levels of stress

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**8 Typical Child's Meal**

Fast Food	Healthy Home Meal
Small hamburger on a white bun	1/2 lean ground beef patty on whole wheat bun
Catnap and pickle	Lettuce, tomato, catnap and pickle
French fries	Green beans
12 oz. soda	8 oz. skim milk
Ice cream cone	1/4 cup nonfat frozen yogurt
<b>Total Calories: 870</b>	<b>Total Calories: 360</b>
<b>Total Fat: 30 grams</b>	<b>Total Fat: 8 grams</b>

The total daily calories for a child should be:  
1000-1400 for toddlers,  
1200-1800 for preschoolers

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**4 Family-Style Dining Dos and Don'ts**

- ✗ Watching television
- ✓ Letting your child help cook
- ✓ Letting your child help set the table
- ✓ Using easy meals or frozen meals
- ✓ Talking about your child's day
- ✗ Fussing at your child

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**9 Wrap Up**

- What did you learn about family-style dining that you didn't know before?
- Did you hear any tips on how to help your child with food issues that you found helpful?
- What can your family do when eating out to make your meals healthier?

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**5 Family-Style Dining Dos and Don'ts**

- ✓ Model good eating habits
- ✗ Force children to eat a certain food
- ✓ Keep mealtime pleasant
- ✓ Talk about current events and ideas
- ✓ Everyone should stay at the table till all are finished
- ✓ Have serving dishes on the table
- ✓ Allow children to serve themselves

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**10 Children learn to make good choices from your example!**

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# session two:

what and how much do i feed my child?

**Time: 65 Minutes**

## **Session Two Objectives:**

- To analyze what foods and combinations of foods are best for young children
- To assess the basic components of a healthy diet
- To identify an appropriate serving size for a young child
- To assess how often children should eat

**Note to Facilitators:** A script has been created for you to use as an example of what you might say. It will be in italics. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies. Throughout the training, when playing the video segments, leave the room lights on as long as the video can still be seen adequately. This will prevent participants from getting drowsy in a darkened room.

If you are using the modules together as a several-session training, you may want to skip some of the Activity #8 information and icebreaker activity.

## **Instructions:**

1. Check all equipment to be sure it is working and that the DVD is ready.
2. Show *Slide #11: What and How Much Do I Feed My Child?* on the overhead projector or LCD screen. Briefly discuss the goals for the session.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and something about your family if you like.
4. Give directions to water fountains, restrooms, etc. along with your norms for the workshop. Ask all participants to turn off and put away their cell phones.
5. At each table, have paper, pens and markers, quiet toys – such as pipe cleaners, stress balls, play dough, sticky notes, candy and water.
6. If you are limited to 60 minutes, you may want to shorten the first activity, leaving out part of the introduction and sharing.



## **Materials Needed for this session:**

- Pens or pencils
- Table toys
- TV
- DVD player
- Video Segment
- Computer and LCD projector or overhead projector
- Slides or overheads
- Handouts
- 2-4 cereal boxes for each small group (with nutrition labels)
- Cereal bowls
- Measuring cups
- Sticky notes
- Participant Guides
- Flip chart
- Markers
- Door prizes (optional)
- Additional materials may be required for the Early Childhood Educators and Infant activities. Those materials are listed with the activities.

## **Slide Needed:**

**#11: What and How Much Do I Feed My Child?**



**Materials Needed:**

- Pens or pencils
- Participant Guides

**Slides Needed:**

**#11: What and How Much Do I Feed My Child?**

**#12: My Child is Like...**



# session two:

what and how much do i feed my child?

**Activity #8: Welcome**

**Time: 5 Minutes**

**Purpose of Activity:**

- To give an overview of the session
- To have participants introduce themselves to one another
- To contrast their ideas about food in relation to their children

**Instructions:**

1. Have *Slide #11* on the screen as the participants enter.
2. Ask participants to fill out a name tag.
3. Show *Slide #12: My Child is Like* and ask participants to introduce themselves to their neighbors, and share the number and ages of their children.
4. Ask participants to describe one of their children to their neighbors in the following ways:
  - "The vegetable or fruit or other food that best describes my child is a \_\_\_ because he (she)\_\_\_."
  - "The restaurant that best describes my child is \_\_\_ because he (she)\_\_\_."

**Examples:**

- "My child is most like broccoli because broccoli makes a person feel good and my child's laugh makes people feel good."
- "My child is most like Taco Bell® because he is fast and gives you a lot of variety."
- "My child is most like McDonald's® because he is so busy it seems like he is everywhere you look!"

**Facilitator Script (Optional)**

If more than one module is being used as part of a longer training, you may wish to skip all or part of this script.

Welcome to **"Little Bites, Big Steps, What and How Much Do I Feed My Child?"** During this workshop, we will learn exactly what foods are best for young children and how much they need. Make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful to you.

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# session two:

## what and how much do i feed my child?



*During the workshop, please express your opinions and questions, allow others to express theirs, and understand that, since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about your question at the break or later after the session. If you do not wish to be involved in sharing during an activity, you can say "I pass." However, participating will give you a chance to learn and take home some skills that will help you provide a healthier lifestyle for your child.*

*At your table, you will find a Participant Guide titled **Little Bites, Big Steps**. The Guide will be yours to keep and use at home. It includes information and suggestions on how to improve your child's eating habits and how to help your child be more physically active.*

*This workshop, is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Contact information is provided near the end of your **Little Bites, Big Steps** Guide. During this workshop, we will watch a video about how eating habits affect young children's development, and pick up ideas about how you can help your child.*

*We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.*



### **Workshop Ideas for Parents of Infants**

Parents of infants are often anxious about what and how to feed their child. It is important to reassure them and encourage them to ask their pediatrician if they have any concerns. Tell them that this workshop will teach them how to help their children be healthier now and in the future – and how starting now to understand and provide good nutrition and fitness will help them give their child the best chance for good health. Beginning now to practice the things the workshop teaches will be much easier than trying to change habits and practices later when the child is older.



### **Workshop Ideas for Early Childhood Educators**

Ask what fruit or vegetable best describes their class and why.

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**Materials Needed:**

- TV
- DVD player
- **Video Segment:**  
**How Much?**

# session two:

what and how much do i feed my child?

**Activity #9: How Much? Video Segment****Time: 5 Minutes****Purpose of Activity:**

- To recognize how much food is appropriate for a child
- To analyze information about how much food you should give young children
- To recognize a serving size of food for a toddler and a preschooler

**Instructions:**

1. Show the video segment, *How Much?*
2. Ask participants if they feel they know the right size portion of food for themselves, and for their children.

**Video Discussion Points:**

- Breast milk is the best food for the first six months of life.
- When children become toddlers, they are often picky eaters.
- Food jags are just a phase many children go through.
- Children's stomachs are the size of a fist.

**Facilitator Script**

*It is so difficult to know how much food children need. When we give children a hamburger, macaroni and cheese or soup, how much do we give them? Children's portions should be much less than those given to adults. It often takes only a couple of tablespoons to equal a serving size. If we can remember that children's stomachs are only the size of a fist, it might help us think more realistically about their serving sizes.*

*One of the important points brought out by the video is that breast milk is the best food for babies under six months. While there are often reasons that mothers cannot nurse their babies and while we have some very good formulas, there are many benefits that only nursing can provide for children. Therefore, if at all possible, moms should nurse their babies.*

*Food jags and picky eating are a common complaint of parents of young children. But remember: this is a normal part of growing up. If you are patient with your child and don't make these phases a big deal, your child will soon grow out of them.*



# session two:

what and how much do i feed my child?

## Activity #10: Serving Sizes

Time: 10 Minutes

### Purpose of Activity:

- To recognize how much food is appropriate for children
- To analyze information on how much food you should give young children
- To construct a serving size of food for a toddler and for a preschooler

### Instructions:

1. Give each group a bowl, cereal and a measuring cup.
2. Ask the group to decide on and pour the appropriate serving size for a toddler from one of the cereal boxes without measuring.
3. When they're done, show them the correct amount, and ask each group to measure out 1/4 cup (the appropriate amount for a toddler) and pour it into the second bowl.
4. Discuss whether they thought that it would be more and ask if this demonstration would change how much they give their child.
5. Show *Slide #13* and have participants turn to *page 9* in their *Participant Guide*. Discuss serving sizes for young children, based on the chart.
6. Ask participants whether they think this serving size will fill up their child. How could they make sure their child gets the right amount of servings of all foods? Suggest that they can offer a greater variety of foods in smaller amounts, rather than large helpings of only one or two foods.
7. Review *Slide #14: Typical Child's Meal* and discuss the fact that fast food is usually very high in fat and calories and doesn't provide enough of the important food groups. Ask participants which food groups are represented in each of the meals.

### Note to Facilitators:

The amounts of food that should be served can be very difficult to determine when you are not measuring exactly every time you feed your children. Review the slides and also the *Participant Guide* to become familiar with the typical sizes using your thumb, finger, fist and hand as guidelines. You will also want to review *Slide #14*:



### Materials Needed:

- Participant Guide page 9
- Boxes of cereal
- 2 cereal bowls for each table
- 1 measuring cup for each table

### Slides Needed:

#13: Serving Size

#14: Typical Child's Meal





# session two:

what and how much do i feed my child?

*Typical Child's Meal* to remind yourself of the total calories and fat needed by toddlers and preschoolers. Remind parents that this is only one meal out of all the meals and snacks a child will eat during the day.

## Facilitator Script

*It isn't always easy to figure out how much of each food group children need. Sometimes children will get more than the usual portion of a food group at a meal but at the next meal they will get less and it will balance out. We have to be aware of what they eat so that we can provide the foods that let them balance their diet. Be sure that you look at menus from school and child care and that you ask, if possible, what your child is eating. It will help you plan.*

*This activity will teach us more about what a serving size really is. Our Food Guide says a child needs two servings of milk a day, but what is a serving? Next time you are serving your children, use the guidelines in this session to determine how much to serve. When you get used to serving by using these guidelines, you will provide children with a more accurate serving size.*

*We have learned a lot about what a serving is, and about how easy it is to feed children too many calories in food that doesn't give them the vitamins and minerals they need to grow strong. It is important that we think every day about what our children are eating. An occasional fast food meal is fine, but fast food several times a week will mean that several days a week your child may not be getting foods that are healthy. Substituting healthier foods will make a big difference.*

*You can be creative in modifying children's calorie intake. If you decide to eat out, split a small hamburger with your child and split the French fries – you just reduced the calories by half! Order a small milk to drink and, if dessert is needed, order applesauce, fruit or a small fat-free yogurt to complete the meal. Your child will eat a lot fewer calories and receive a lot more nutrition!*



# session two:

what and how much do i feed my child?



## Workshop Ideas for Parents of Infants

Refer to *page 19* in the *Participant Guide* and discuss with participants what appropriate serving sizes are for infants.



## Workshop Ideas for Early Childhood Educators

Recognizing appropriate amounts of food is important for early childhood educators. This will allow them to assist children who are having difficulty with portion control and to recognize that if these children are not eating at child care, they may need to ask the parent what and how much they eat at home. Some children will eat little at child care but make up for it before and after!

The participants should discuss how much they normally give to the children when they provide a snack. Is it really the appropriate amount? If children serve themselves, how can teachers be sure of the amount? Reassure them that when young children serve themselves, they usually make good choices on amounts. But to be sure, guidelines such as one spoon of each food can be given.



**Materials Needed:**

- Pens or pencils
- Participant Guide pages 10-11
- Flip chart
- Markers

**Slide Needed:****#15: Food Pyramid**

# session two:

what and how much do i feed my child?

**Activity #11: Food Groups****Time: 15 Minutes****Purpose of Activity:**

- To analyze the basic food groups and the number of servings appropriate for young children
- To develop menus for children
- To consider what the basic foods are that young children need daily for healthy growth

**Instructions:**

1. Show the Food Pyramid in *Slide #15*. Tell participants that this information is also found on *page 10* in their *Participant Guide*. Point out the following information:
  - Servings for each food group
  - How large the grains food group is and the importance of choosing the right grains – whole grain versus white flour, etc. Also, remind participants that grains include items such as bread, corn tortillas and rice, among others.
  - Five-servings-a-day rule on fruits and vegetables
2. Ask participants to turn to *page 11* in the *Participant Guide*. As a small group, they should brainstorm and list or draw foods that are healthy for children under each area.
3. Divide a sheet of chart paper into six columns with Grains, Vegetables, Fruits, Dairy, Meat and Beans, Fats and Oils at the top of each.
4. Have each group share one or two foods from their lists.
5. Write the ideas that the groups share in the appropriate boxes on the flip chart.



# session two:

what and how much do i feed my child?



## Facilitator Script

*You probably remember the Food Pyramid from school. It showed us which foods and how much of them to include in our diet. The new Food Pyramid is much the same, but it emphasizes exercise and healthy foods as being vital to good health. It is important that children eat their food the way the Food Guides show by having mostly grains (and they should be whole grains), then lots of fruit and vegetables. Dairy products are critical to young children's health but should be low-fat for children over two, and should be given only in the serving sizes appropriate for their age, so children don't fill up on milk and miss out on other nutrients their bodies need! Providing a variety of foods each day will help children have healthy bodies!*



## Workshop Ideas for Parents of Infants

Infants need breast milk or formula to meet their nutritional needs during the first six months. These are complete foods for them, and they don't need other foods. During the next six months, they are still receiving their complete meals of formula and breast milk, but it is time to slowly introduce other foods in preparation. Knowing the Food Guide Pyramid can help you provide the best food choices. Fruits and vegetables, meats and whole grains should be introduced during this time. As you plan towards your child's first birthday, begin to provide meals using the Food Guide to help you recognize how much to give your child.



## Workshop Ideas for Early Childhood Educators

Ask participants to use the Food Guide Pyramid to plan meals for one day for their classroom. Encourage them to evaluate these meals for providing appropriate servings of the food groups needed by the children.



## One-Minute Fitness Break! (optional)

Ask the participants to use their bodies to pretend to be baby trees. Then, ask them to "make their tree grow tall and full" by reaching their arms up high and standing on their toes. Finally, ask them to pretend to be a tree on a very windy day by shaking their arms above their heads. Explain that this is just one example of the many activities they can use to squeeze a bit of fitness into their child's schedule.



**Materials Needed:**

- Participant Guide pages 12-13
- Crayons or markers for each table

# session two:

what and how much do i feed my child?

**Activity # 12: Menu Planning/Plate Method**

**Time: 15 Minutes**

**Purpose of Activity:**

- To practice providing appropriate portions of food for children
- To evaluate an appropriate child's meal

**Instructions:**

1. Ask participants to turn to *page 13* in the *Participant Guide*.
2. Explain that on this page, they will find a plate that is divided according to the approximate amount of food a child should have for each meal.
3. Encourage them to examine the plate and to ask themselves if the amount of food listed on *page 12* for each food group is similar to the amount they serve to their child.
4. Assign each group either lunch or dinner and have them brainstorm ideas for creating a meal on the plate in their *Participant Guide*. Ask them to write or draw their menu ideas on the plate.
5. Remind participants that foods that are combined, such as burritos, would count in more than one food group.
6. Ask the groups to share some of the menu ideas that they came up with as a group.

**Facilitator Script**

*We have discussed serving sizes and how much to feed children and also what to feed children. This activity will help us see how a plate of food for our child would look if it included the appropriate amounts of the food groups. Whenever you plan a meal, try to remember to provide about equal amounts of fruits/vegetables and grains. Remember that protein should be the smallest portion of the foods served, and that the food groups include no sugars and very little fat. It is also important to remember that many of the foods we serve children are in more than one food group and that each part of the food needs to be counted as a serving. For instance, for a toddler, half of a bean burrito would provide a serving each of grain (tortilla), protein (beans) and dairy (cheese). What it would be missing is a fruit or vegetable.*



# session two:

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## Activity #13: Food Labels

**Time: 15 Minutes**

### Purpose of Activity:

- To use a food label to identify healthy foods for children
- To assess the basic structure of a food label
- To contrast food labels to identify healthy foods for their child

### Instructions:

1. Have participants turn to *page 14* in their *Participant Guide*: Reading Food Labels.
2. Review *Slide #16: Nutrition Label*. Participants may also see this same information on *page 14* in their *Participant Guide* and follow along there or using the slide. Note to participants the following common items found on food labels:
  - a. Serving size: Because this is not a food specifically created for children, the serving size listed is for an adult. Participants will need to serve a child less than the amount stated on the label.
  - b. Calories: Try to pick foods that are lower in calories per serving.
  - c. Fat: Food should be low in saturated fat (less than 3 grams) and have no or very little trans fat.
  - d. Ingredients: Food labels are required to list ingredients in order of their amount in the food. This means a food contains the largest amount of the first ingredient and the smallest amount of the last ingredient.
  - e. Nutrients: The nutrients are the vitamins and minerals listed on the label, such as vitamin C, calcium and iron. Foods should have as much of these nutrients as possible.
3. Discuss the following questions aloud with the group:
  - "Is this a healthy food?"
  - "Do you think this food should be served to your child?"
  - "What does it need more or less of?"
4. Give two to four cereal boxes to small groups. Be sure that one to two of them are high in sugar, and one to two are low in sugar content and high in fiber. If at all possible, give each group the same cereals as this will help with discussing which one might be the best choice for a child.

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### Materials Needed:

- Pens or pencils
- 2-4 boxes of cereal for each group (some healthy and some not)
- Participant Guide pages 14-15

### Slide Needed:

**#16: Nutrition Label**





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5. Have participants refer to the label rubric in their *Participant Guide* on page 15. Ask them to label each column with a name of a cereal they have been given, and then to answer the questions and compare the cereals using the chart. Discuss as a group which are better for children and why. Emphasize the importance for children of avoiding empty calories, that is, food that provides calories but no nutrition.
6. Remember not to push one cereal or another, but to let them use the food label rubric to decide on their own which cereals are healthier.

## Facilitator Script

*It is often hard to know if our children are getting the right kinds of foods. We can be smart shoppers by reading labels and choosing foods that are lower in fats and sugars and higher in nutrients. Even cereals can vary between healthy and non-healthy, so it is important that we read our labels.*



## Workshop Ideas for Parents of Infants

Give each group boxes of infant cereal and regular cereal and have them compare. Also have them compare jars of baby food, such as pure fruits and fruit desserts, or meats and meat dinners to see the difference in ingredients and the nutrition labels. Encourage participants to provide their infants with foods that have no additives, especially salt or sugar. The baby won't know the difference and these foods are healthier. Also, remind them that they can make their own baby food by mashing fresh, cooked vegetables or pureeing them in a blender.



# session two:

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## Activity #14: Choosing Healthy Foods

**Time: 10 Minutes**

### Purpose of Activity:

- To consider how to make healthy food choices
- To develop ways to substitute healthy for less healthy foods

### Instructions:

1. Photocopy *Handout #8: Food Substitutions*, and cut the sheets into strips. Make one set for each group.
2. Place strips in a paper bag and give one to each group.
3. Have the group members take turns drawing a strip out and describing what they could substitute or change about this food to make it healthier. For example, they could substitute yogurt for ice cream, or milk for a milk shake. Ideas for substitutions are provided in the handouts. Also, remind them that often a food is chosen because it is creamy, crunchy, salty, cold or sweet, and that their substitutions should provide similar textures and tastes.
4. After the activity ask participants if they or someone in their group has come up with healthy substitutions for foods.
5. Remind them that the most important things they can do are to substitute foods lower in fat and sugar; and to provide more foods with lots of nutrients, such as apples, as opposed to those with few nutrients, such as sugar cookies.

### Facilitator Script

*It isn't always easy to get our children to eat healthy foods. But today, there are so many foods available that are nutritious and fun to eat! Sometimes we can substitute foods that are healthy and taste just as good, for higher fat and sugar foods – it just takes a little thought! Our activity will give you a chance to think about some of the ways we can substitute healthier foods.*

*We came up with many ideas on how to change a less healthy food into a healthy one without giving up the crunchiness, creaminess or sweetness of the food we wanted. Next time your child asks for a food with less*



### Materials Needed:

- Pens or pencils
- Participant Guide pages 16-17 (only for parents of infants)
- Participant Guide page 28 (only if teaching Early Childhood Educators)
- Paper bag for each group
- Handout #8: Food Substitutions: Cut into strips and placed in paper bag for each group
- Handout #9: Case Studies (use this only if teaching Early Childhood Educators)





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*nutritional value, try substituting something that will provide those textures and tastes in a healthier way. You may begin by asking your children if they are in the mood for something salty, creamy, or crunchy, so that they can begin to think about just what they want and how to describe it.*



## Workshop Ideas for Parents of Infants

Ask parents of infants what foods are most appropriate for their babies. Remind them that foods we often eat as adults, such as spicy foods, foods with gravies and fried foods are inappropriate for infants, as they can lead to food allergies, and contain too many calories with little nutrition. Also, tell parents how important it is to introduce new foods one at a time and leave a few days between each new food to give time in case a food allergy is going to develop. If a baby shows a food allergy or a food doesn't agree with him, wait a few weeks and try again. Refer parents to *pages 16-17: Tips for Parents of Infants* in the *Participant Guide*, and have them mark the one they will work on during the next month.



## Workshop Ideas for Early Childhood Educators

Often there are cultural issues surrounding eating, as well as parents' ideas about what is appropriate and not appropriate for their children. Use this activity instead of #1:

1. Give each table a paper bag with slips of paper cut from *Handout #9: Case Studies*.
2. Have each group pull out a situation and, using their *Participant Guide, page 28, What about School?*, identify the right and responsibility that it matches.

## Possible Substitution List:

- **Fried Chicken Nuggets:** baked chicken nuggets, chicken sandwiches
- **Hot Dogs:** low-fat hot dogs, lean ground beef shaped like a hot dog, egg salad made with low fat mayonnaise and put in hot dog bun
- **Potato Chips:** baked chips, whole wheat crackers, Cheerios®, Wheat Chex® or other crunchy low-sugar cereal



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- **Boxed Macaroni and Cheese:** homemade macaroni and cheese, pasta with cheese melted on it
- **Bacon:** Canadian bacon, ham slices
- **Fried Eggs:** scrambled eggs, boiled eggs or eggs fried in a nonstick skillet with no grease
- **Sugared Cereal:** non-sugared cereals, such as Cheerios® if sweetness is desired, consider a small amount of honey, which is usually sweeter.
- **Flavored Noodle Soup:** make your own quickly using noodles and chicken broth
- **Fried Tator Tots:** baked tots, or sliced potatoes, sprayed with cooking spray and baked
- **Canned Fruit in Syrup:** use fresh or frozen fruit or fruit canned in juice
- **Ice Cream:** non-fat frozen yogurt, frozen juice pops, pudding made with low-fat milk and then frozen





# **session two:**

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## **Handout #8: Food Substitutions**

Fried Chicken Nuggets

Hot Dogs

Potato Chips

Boxed Macaroni and Cheese

Bacon

Fried Eggs

Sugared Cereal

Flavored Noodle Soup

Fried Tator Tots

Canned Fruit in Syrup

Ice Cream



# session two:

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## Handout #9: Case Studies for Early Childhood Educators

### Case Study #1

John is three years old and has recently joined the three-year-old classroom. His mother has informed the program that it is against their faith for him to eat beef or pork. But John always begs at mealtimes when the other children eat hamburgers or tacos. Couldn't you just give him a little and not tell? What rights/responsibilities for teacher and parent are involved? What else can you do?

### Case Study #2

Annie often says she is hungry during her first hour of class. Annie is a little overweight and the teacher isn't always sure if she ate before she came, as she always says she hasn't, but sometimes acts full. The parent usually drops her just by the door and hurries away, so there is no chance to discuss the situation. What rights/responsibilities for teacher and parent are involved? What can you do?

### Case Study #3

Emma is five and she seems to get a stomach ache every time she eats peanuts. You haven't mentioned it to her parents. You realize that you have never talked about food allergies or any dietary issue with them. What rights/responsibilities for teacher and parent are involved? What can you do?

### Case Study #4

Jake is 18 months old. He comes to school with a bottle and his mother insists it is important for him to still be given his bottle. You decide that rather than argue with her, you will tell her you give it to him, pour out the milk during the day and then give him regular food with the other children. He doesn't seem to mind. What rights/responsibilities for teacher and parent are involved? What else can you do?



**Materials Needed:**

- **Handout #10: Evaluation**
- **Door prizes (optional)**

**Slides Needed:****#17: Wrap Up****#18: Your Example**

# session two:

what and how much do i feed my child?

**Activity #15: Closing****Time: 5 Minutes****Purpose of the Activity:**

- To analyze the workshop and bring closure
- To evaluate the usefulness and effectiveness of the workshop

**Instructions:**

1. Remind participants that they can use their *Participant Guides* to help them think about how much food their child needs.
2. Discuss the questions listed on *Slide #17*. Then, ask them to look at the *Participant Guide* and mark three ideas from your discussion that they can use in the coming week.
3. Show *Slide #18* and remind participants that they are the most important component in their child's health.
4. Distribute the evaluations (*Handout #10*) and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback on the workshop, and what they would like to learn more about on nutrition and fitness for children.
5. Give door prizes, if available.
6. If you will not be using the rest of the modules for this audience, you may want to consider showing them the very short segment, *Baby Steps*. It is a good summary of providing appropriate nutrition and fitness for young children and it only lasts about two minutes.
7. Collect the evaluations and check the answers using the key below.

1. a	5. c
2. c	6. True
3. d	7. False
4. d	8. False

**Facilitator Script**

*I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful the information we presented in this workshop is for you. Please make sure that I have your evaluations before you leave.*

*Thank you for participating and for all the hard work here today. I would like to leave you with this closing thought: "Children learn to make good choices from their parents' example!"*

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# session two:

what and how much do i feed my child?



## Handout #10: Evaluation

1. "Five-a-day" refers to:
  - a. eating five fruits or vegetables a day
  - b. drinking five glasses of water a day
  - c. exercising five minutes each day
  - d. none of the above
2. Toddlers and preschoolers need \_\_\_\_\_ of milk each day.
  - a. 4 cups
  - b. 1/2 cup
  - c. 2 cups
  - d. 8 cups
3. A healthy diet should include:
  - a. fats
  - b. vegetables
  - c. grains
  - d. all of the above
4. The Food Pyramid includes:
  - a. oils
  - b. exercise
  - c. milk
  - d. all of the above
5. Ingredients listed on food nutrient labels are
  - a. in order of how nutritious they are
  - b. only include a few of the ingredients in the food
  - c. are listed in order of the amount of them in the product
  - d. none of the above
6. Foods with artificial sweeteners are a better alternative for parents, than foods with lots of sugar.
  - a. True
  - b. False
7. Because they are growing so fast, children need more food than adults.
  - a. True
  - b. False
8. Children's diets should consist of at least 50% of foods high in fat.
  - a. True
  - b. False





# session two:

## slides

### 11 What and How Much Do I Feed My Child?

Our goals for this session are to:

- Practice using the five food groups to plan balanced meals for my family
- Discuss the benefits of reading food labels
- Learn what a serving size should look like for my child



### 12 My Child is Like...

- Introduce yourself to your neighbor.
- Tell the number and ages of your children.
- Describe one of your children in the following ways:
  - The vegetable, fruit or other food that best describes my child is a \_\_\_\_\_ because he \_\_\_\_\_
  - The restaurant that best describes my child is \_\_\_\_\_ because \_\_\_\_\_



### 16 Nutrition Facts

Serving Size: 4 Cookies (20g)  
Servings Per Container: About 10

Amount Per Serving	% Daily Value*
<b>Calories 150</b> <small>Calories from Fat 60</small>	
<b>Total Fat</b> 7g	11%
Saturated Fat 2g	10%
Trans Fat 2g	
<b>Cholesterol</b> less than 5mg	1%
<b>Sodium</b> 100mg	4%
<b>Total Carbohydrate</b> 15g	6%
Dietary Fiber less than 1g	3%
Sugars 5g	
<b>Protein</b> 2g	
Vitamin A 20% • Vitamin C 20%	
Calcium 20% • Iron 20%	

\*Percent Daily Values are based on a diet of other people's secrets. This food label may be higher or lower than the actual amount.

**Ingredients:** Enriched flour (wheat flour, niacin, reduced iron, thiamin mononitrate, riboflavin, folic acid), semisweet chocolate (sugar, chocolate, cocoa butter, soy lecithin, natural flavor), sugar, partially hydrogenated soybean and/or cottonseed oil, contains two percent or less of molasses, salt, egg, baking soda, natural and artificial flavor, etc.

**CONTAINS WHEAT, SOY, EGG AND MILK INGREDIENTS. MAY CONTAIN TRACES OF TREE NUTS.**



### 13 What is a Serving or Portion Size?

**Size Estimates:**

- 1 cup (8 ounces) of food = a large handful or a small adult fist
- 1 tablespoon (tbsp.) = the tip of your thumb from the last crease
- 1 teaspoon (tsp.) = the tip of your little finger from the last crease
- 1 oz. (cheese) = size of thumb
- 3 oz. (meat) = the size of the palm of a woman's hand



### 17 Wrap Up

- Are there any food groups that you think your child might not be getting enough of?
- What are some of the things that you'll now be looking for when reading food labels?
- Did you learn anything surprising about serving sizes for children?



### 14 Typical Child's Meal

Fast Food	Healthy Home Meal
Small hamburger on a whole wheat bun	1/2 lean ground beef patty on whole wheat bun
Catsup and pickle	Lettuce, tomato, catsup and pickle
French fries	Green beans
12 oz. soda	8 oz. skim milk
Ice cream cone	1/2 cup nonfat frozen yogurt
<b>Total Calories: 870</b>	<b>Total Calories: 360</b>
<b>Total Fat: 30 grams</b>	<b>Total Fat: 8 grams</b>

The total daily calories for a child should be:  
1000-1400 for toddlers,  
1200-1800 for preschoolers



### 18 Children learn to make good choices from your example!



# session three:

## snacks and drinks

**Time: 65 Minutes**

### Session Objectives:

- To judge which drinks, and what amounts of them, are appropriate for young children
- To decide which types of snacks are appropriate for young children
- To formulate how to guide children's snacking and drinking behaviors

### Note to Facilitators:

A script has been created for you to use as an example of what you might say. It will be in italics. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies. Also, throughout the training, leave the room lights on when playing the video segments, as long as the video can still be seen adequately. This will prevent participants from getting drowsy in a darkened room.

If you are using the module as part of a several-session training, you may want to skip some of the *Activity #16* information and icebreaker activity.

### Instructions:

1. Check all equipment to be sure it is working and that the DVD is ready.
2. Show *Slide #19: Snacks and Drinks* on the overhead projector or LCD screen. Briefly discuss the goals for the session.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and something about your family if you like.
4. Give directions to water fountains, restrooms, etc., along with your norms for the workshop. Ask all participants to turn off and put away their cell phones.
5. At each table have paper, pens and markers, quiet toys – such as pipe cleaners, stress balls, play dough – sticky notes, candy and water.
6. If you are limited to 60 minutes, you may want to shorten the first activity, leaving out part of the introductions and sharing.

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### Materials Needed for this session:

- Pens or pencils
- Table toys
- TV
- DVD player
- Video Segments
- Computer and LCD or overhead projector
- Slides or overheads
- Handouts
- Sticky notes
- Participant Guides for each participant
- Flip chart
- Markers
- Empty water bottle
- Boxes or canisters of snacks
- Door prizes (optional)
- 12 ounce glass for each group
- Small pitcher of water or juice for each group
- Additional material may be required for Early Childhood Educators and infant audiences. Those are found at the end of each activity.

### Slide Needed:

**#19: Snacks and Drinks**



**Materials Needed:**

- Pens or pencils
- Participant Guide

# session three:

## snacks and drinks

**Activity #16: Welcome****Time: 5 Minutes****Purpose of Activity:**

- To provide an overview of the session
- To have participants introduce themselves to someone else in the group

**Instructions:**

Have participants get to know their neighbors by sharing their names, ages of children and an idea about how to get a child to eat healthier snacks. (Introductory activities from other modules can be substituted.)

**Facilitator Script (Optional)**

If more than one module is being used as part of a longer training, you may wish to skip all or part of this script.

Welcome to **“Little Bites, Big Steps: Snacks and Drinks.”** During this workshop, we will pick up some great ideas about providing healthy drinks and snacks for our children. Make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and to keep your hands busy if this is helpful to you.

During the workshop, please express your opinions and questions, allow others to express theirs, and understand that, since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about your question at the break or later after the session. If you do not wish to be involved in sharing during an activity, you can say “I pass.” However, participating will give you a chance to learn and take home some skills that will help you provide a healthier lifestyle for your child.



# session three:

## snacks and drinks



*At your table, you will find a book titled **Little Bites, Big Steps**. This guide will be yours to keep and use at home. It includes information and suggestions on how to improve your child's eating habits and how to help your child be more physically active.*

*This workshop is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Contact information is provided near the end of your **Little Bites, Big Steps** Participant Guide. During this workshop, we will watch a video about how eating habits affect young children's development, and pick up ideas about how you can help your child.*

*We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.*



**Materials Needed:**

- TV
- DVD player
- Video Segment:  
*Snack Attack*



# session three:

## snacks and drinks

**Activity #17: *Snack Attack* Video Segment****Time: 5 Minutes****Purpose of Activity:**

- To identify snacks and snack amounts appropriate for children
- To gain new snack ideas

**Instructions:**

1. Show the video segment, *Snack Attack*!
2. Discuss with the large group the importance of appropriate snacks. Remind them that children need snacks, but that snacks must contain vitamins and minerals and have fewer calories. Listed below are possible discussion points based on the video segment.

**Video Discussion Points:**

- Snacks can provide a steady supply of energy throughout the day.
- Snacks can help curb overeating.
- Snacks should be healthy – not just empty calories.
- Read labels for healthy snacks.
- Plan ahead and take healthy snacks with you.
- Avoid unlimited grazing throughout the day.
- Avoid snacks an hour or two before mealtime.

**Facilitator Script**

*How often have you heard that snacking is bad and that we shouldn't snack? Well, our video lets you know that snacks can be very important to young children and to good nutrition. We just have to make sure they are the right types of snacks! Does that mean children should never have a sugary snack such as a candy bar, or a high-fat snack such as potato chips? No. But it does mean that these should be served sparingly, and that most snacks should offer lots of nutrition and have fewer calories and fat. The right kind of snacks can actually help children avoid overeating and can provide a steady supply of energy.*

*Be sure to read labels, plan ahead and take snacks with you when you will be away, and avoid snacks an hour or so before mealtimes. What other ideas did you gain from this video?*

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# session three:

## snacks and drinks



### Activity #18: Choosing Appropriate Snacks

**Time: 10 Minutes**

**Purpose of Activity:**

- To compare snacks and snack amounts appropriate for children
- To produce new snack ideas

**Instructions:**

1. Give each group several boxes or canisters of snacks. Choose three to five healthy snacks such as low-sugar cereals, fruit pieces, low-fat yogurt, cheese and wheat crackers and goldfish crackers; and three to five unhealthy snacks, such as fruit gel snacks, candy bars and chips. Make sure they all have the nutrition label on them. Hand out copies of the nutrition labels and ingredients from each kind of snack to each group.
2. Using the chart on *page 20* in the *Participant Guide*, discuss which snacks would be the best for preschoolers. How much of one kind would be appropriate for a toddler? For a preschooler? Ask them to choose the snacks they would prefer for their children. Show *Slide #20* as an example of what the participants are to do in this activity.
3. Ask participants to turn to *page 21* in their *Participant Guide* and look at the list of healthy snack ideas and then circle the ideas that they would like to try with their children.
4. Ask participants to share as a large group some of the snacks that they would like to try with their children.

**Facilitator Script**

*Snacks are an important part of young children's nutrition. It is hard for those small stomachs to wait until meals, so they need their snacks. But remember, they don't need very many calories per day. So make sure your snacks are healthy and that they provide some of the nutrients they need. Providing snacks from different food groups throughout the week, such as cheese, apple slices or yogurt will help your children get all the nutrients they need! And if their small stomachs are full of junk food, there won't be room for healthy foods!*

**Materials Needed:**

- Flip chart
- Markers
- Several boxes or canisters of snacks: healthy and unhealthy with the nutrition label on them. Make copies of the ingredients list and food labels for each group.
- Participant Guide pages 20-21
- Handout #11: Snack Centers (for Early Childhood Educators only)

**Slide Needed:**

**#20: Choosing Appropriate Snacks**





# session three:

## snacks and drinks



### Workshop Ideas for Parents of Infants

Use the activities, but emphasize that with infants, nutrition labels are even more important and that foods should not contain sugar, salt or large amounts of fats. Emphasize that babies under six months don't need snacks, as feeding them by breast or bottle when they are hungry is enough. It is also important to remember that when a baby is full and pulls away, a parent should not continue to try to get him or her to eat. Babies older than six months and toddlers may want finger foods, such as chopped fruits and cooked vegetables, small pieces of unsweetened cereal such as Cheerios® or teething biscuits. It is important that babies and young toddlers not be given large pieces of food, such as a hotdog or a whole apple, to bite or chew on, as they may get bites that are large enough to choke them.



### Workshop Ideas for Early Childhood Educators

Distribute *Handout #11: Snack Centers* and discuss how a snack center might be set up in a classroom setting.



# session three:

## snacks and drinks



### Handout #11: Snack Centers



A recent article for the National Association for the Education of Young Children outlined a concept that many child care facilities now follow: having a snack center as one of the play centers children can choose during their center time. This becomes a place where children can make choices, practice many skills and it provides flexibility as to when they can choose a snack. You can try it using the following guidelines.

1. Set up your center with a table and chairs so that three to six children can use the center at one time.
2. The center should be on floors that can be easily cleaned if there are spills, and near water.
3. Provide a shelf nearby where plates, napkins, cups and utensils are kept.
4. Snacks can be prepackaged or pre-measured and can be placed in the center. You can also provide pictures showing the steps a child can follow to use the provided ingredients to create his own snack.
5. Pictures should be posted to remind children to wash their hands before beginning.
6. Introduce your new center in a group time during which you discuss rules, including how much food children should take, how to wash hands before and after eating and how it is important to use good manners while eating, such as sitting at the table and not touching other children's food. You may want to post these rules in the center with illustrations as reminders.
7. Expect the children to clean up after themselves so that other children can enjoy this center.

Adapted from: *NAEYC Smart Snacks for Children in Child Care* Bernath, P. and Masi, W. (2006). *Smart School Snacks. Young Children. 61*(3), 20-25.





#### Materials Needed:

- Participant Guide page 22: Snack Solutions
- Handout #12: Snack Case Studies

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### Activity #19: Snack Case Studies

**Time: 15 Minutes**

#### Purpose of Activity:

- To recommend strategies to guide children's food choices
- To consider methods of guiding children's behavior in relation to food

#### Instructions:

1. Ask participants to briefly read *page 22: Snack Solutions* in the *Participant Guide*.
2. Photocopy *Handout #12: Snack Case Studies*. Cut the case study sheets into strips and give one to each group. Give each group several minutes to discuss their case study and then share solutions as a large group.
3. Possible solutions for each case study are listed, following the case study handouts, for the facilitator to use in case groups need help in discussing their case studies.

#### Facilitator Script

*One of the most difficult things about snacking is finding a balance between children's wants and their needs. Children will often cry, whine or nag because they want a certain food that may not be healthy for them. How do you control snacks in your home?*

*Read the case study at your table, then discuss the case with your small group. How can you handle the situation now and in the future? Choose a spokesperson to share your view with the other groups.*

*Remember, be consistent. Decide what to allow, and keep structure and routine. It is okay to occasionally have a snack of chips or cola, but make it very occasional and don't make a big deal about it so that it becomes "special" in your child's mind. We want our children to think that a snack of celery covered with peanut butter is special, too!*



#### Workshop Ideas for Early Childhood Educators

Use the case studies for Early Childhood Educators on *Handout #12*.



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### Handout #12: Snack Case Studies

- 1. Joey:** Joey is three and he is with you at the store. He sees candy at the checkout line and keeps picking up candy bars and telling you he wants one. You say, "No," and then he starts to scream and cry. What can you do now? What can you do to prepare for next time?
- 2. Ellen:** Ellen is four. Whenever you offer her a snack, she says she isn't hungry. Thirty minutes later, she is ready, but it is getting close to dinner time. What can you do now? What can you do to prepare for next time?
- 3. Ann:** Ann is two and doesn't want you helping her with her banana snack. She wants to fix and eat it herself. What can you do now? What can you do to prepare for next time?
- 4. Alex:** Alex is three and only likes apples for snacks. Every time you offer him anything else, he refuses. What can you do now? What can you do to prepare for next time?
- 5. Eddie:** Eddie is four and has been staying at his Dad's house over the weekend. When he comes home, he begs for chips and cookies for snacks and tells you that Daddy always lets him have them. What can you do now? What can you do to prepare for next time?



### Early Childhood Educators Case Studies

- 1. Mealtime:** Every time the children sit down for snacks, they grab each other's food, chew with their mouths open to show the other children and make a mess. What can you do?
- 2. Two-year-old classroom:** The children in the two-year-old classroom are having trouble staying at their table during snack time. What can you do?
- 3. Preschoolers:** The preschoolers often get hungry before it is snack time and ask for food. What can you do?





# session three:

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### Handout #12: Snack Case Studies (cont.)

4. **Maya:** Maya can't drink milk, and some of the other children are saying they don't want milk either. What can you do?
5. **Four-year-old classroom:** The four-year-olds' classroom tends to be hot. The children often ask for water and there is no fountain in the room. What can you do?



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### Possible Solutions for Snack Case Studies

#### Case Study #1: Joey

- Talk with Joey before you go to the store and set rules as to what you will and won't buy.
- Ignore his behavior and, when you get home, let him know that next time he will stay home with someone while you go to the store. (Make sure you follow through.)
- Make sure he eats before you go and tell him you will get him a snack when you get home.
- Offer him a choice of two healthy snacks.

#### Case Study #2: Ellen

- Give her a glass of water and tell her dinner will be soon.
- Give her a small snack.
- Tell her that snack time is over but that you will eat soon, and enforce this consistently.

#### Case Study #3: Ann

- Let her help you cut the banana into pieces or let her put the banana slice on top of a cracker.
- You can supervise her and let her prepare it.
- Offer snacks that she can prepare herself.
- You can prepare the messy part first and then let her finish it.

#### Case Study #4: Alex

- Offer him apples prepared in different ways.
- Offer a small bit of apple with something else.

#### Case Study #5: Eddie

- Talk with his father and, in a non-accusatory way, let him know that you are concerned about his snack behavior. Ask whether you can develop a plan together.
- Tell Eddie that there are different rules in Dad's house and yours, just like there are different rules at school and at home. Talk to him in positive terms about why you set these rules.
- You may also want to make your snacks more fun.





# session three:

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### Possible Solutions for Early Childhood Educators Snack Case Studies

#### Case Study #1: Mealtime

- Focus on table manners or meals as a theme for the week.
- Provide activities and talk about appropriate table manners.

#### Case Study #2: Two-year-olds' classroom

- Make snack time shorter.
- Offer snacks that are quick.
- Read to the children to occupy their time while they eat.

#### Case Study #3: Preschoolers

- Set up a snack center!

#### Case Study #4: Maya

- Talk to the children about why Maya can't have milk.
- Talk to the children about how milk helps them grow.

#### Case Study #5: Four-year-old classroom

- Bring in a cooler with a push spout and explain how to use it.
- Have the children bring water bottles.



#### One-Minute Fitness Break! (optional)

Music and movement go hand in hand, so before you begin the next activity, lead the participants in one of your favorite songs from childhood that requires motions. For example, do the "Hokey Pokey," and exaggerate the movements to help the participants get into it. As a modification, sing or play a very familiar childhood song and ask the participants to create their own moves until the song stops. Explain that this is just one example of an activity that they can use to squeeze a bit of fitness into their children's schedule.



# session three:

## snacks and drinks



### Activity #20: A Drop to Drink Video Segment

Time: 5 Minutes

#### Purpose of Activity:

- To recognize the importance of appropriate drinks for children

#### Instructions:

1. Introduce the video segment, *A Drop to Drink*
2. Play the video segment.
3. After viewing, discuss with the group some of the things that they learned from this video segment. Listed below are possible discussion points based on the video segment.

#### Video Discussion Points:

- Three servings of milk per day will help children get the calcium they need.
- Whole milk for ages one to two; it has the most fat.
- Reduced fat or fat-free milk after age two; it has less fat and calories.
- Four to six ounces (3/4 cup) of juice per day is all that a child needs.
- Water is always great!

#### Facilitator Script

*Drinking is a vital part of children's healthy nutrition. What they drink can determine how they grow and whether or not they become overweight. Drinks should be low in sugar and additives. Water is the drink of choice for healthy toddlers and preschoolers. Did you know that whole milk is only recommended for ages one to two? It is very important at that age, but should be reduced to low-fat or fat-free milk after age two. Also, four to six ounces (1/2 - 3/4 cup) of juice is a lot less than many of us think children should have. What else did you learn from the video?*



#### Materials Needed:

- TV
- DVD player
- Video Segment:  
*A Drop to Drink*





# session three:

## snacks and drinks

### Activity #21: Drinks for Young Children

**Time: 15 Minutes**

#### **Purpose of Activity:**

- To recognize the importance of appropriate drinks for children
- To analyze why children need liquids in their diet
- To categorize appropriate liquids for children
- To recognize that certain drinks create problems and concerns for children

#### **Instructions:**

1. Review *Slide #21* with the group.
2. Ask the group to brainstorm about liquids that parents often buy and give to children. Write their answers on a flip chart. (Some might name liquids that may not be appropriate so be sure to talk about parents in general and not this group of parents.) Review the list and add these items if the group has not named them already: sports drinks (Gatorade®, etc.), soft drinks, juice boxes, tea, coffee and Pedialyte®.
3. Show *Slide #22: Sugar Drinks* and discuss briefly as a large group.
4. Have participants open their *Participant Guides* to *page 23: Facts About Drinks* and highlight some key facts.
5. Give each group one each of the following: a juice box with 100% orange juice, an orange drink and a can of orange soda. Ask the group to compare nutrition labels, looking at portion size, sugar content and calories. Which drink is better for children? Using the rubric on *page 24* in the *Participant Guide: Which Drink is Best?*, discuss which would be the best drinks for preschoolers. How much of any one would be appropriate for a toddler? For a preschooler? Ask them to choose the ones they would prefer for their child. Show *Slide #23* as an example of what the participants are to do here.
6. Place a small pitcher of water and a large glass (12 oz. or more) at each table. Ask each group to pour what they think is an appropriate serving of juice for a three-year-old. Pour 3/4 cup into the same size glass. Have each group hold up their amount and compare. Tell the group that this is all the juice recommended for a child for one day.

#### **Materials Needed:**

- Flip chart
- Markers
- 100% orange juice in juice boxes
- Orange drink (such as Tang® or SunnyD®)
- Orange soda (such as Crush®)
- Small pitcher of water for each group
- 12 oz. glass for each group
- Measuring cups
- Empty water bottle
- Participant Guide pages 23-24, 19, 6

#### **Slides Needed:**

**#21: Water**

**#22: Sugar Drinks**

**#23: Which Drink is Best?**

**#24: Milk**



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Discuss with the group the concerns about children getting too much juice—that it has too many calories and not enough nutrients; it can cause diarrhea; and too much juice may mean that they are not getting enough milk and calcium. Refer to the section about juice in the *Participant Guide*, on page 23.

7. Show *Slide #24: Milk*. Refer to page 25 in the *Participant Guide*.  
Discuss the different ways that children can get their dairy products. Note: some children are lactose intolerant or have allergies to milk. Remind parents that if that is the case, they should speak to their pediatrician to make sure their child is getting adequate calcium. Also, remind them that children can get calcium and vitamin D from other sources, including juices, breads, soy, sardines, figs, rhubarb, nuts, oranges and beans.
8. Ask participants to take one minute to discuss with their group some ideas for getting children to drink more water. Children should drink anywhere from four to six cups of water a day.
9. Pick up the empty water bottle. Tell participants you are going to throw it and whoever catches it should share one idea with the whole group about how to get children to drink more water. They are not to repeat an idea they have already heard.
10. Discuss sugar-free drinks. Refer to page 6 in the *Participant Guide* and the information about sugar substitutes. Remind them that natural drinks are the best.

### Facilitator Script

*Parents often feel that children need more liquid – and often they do. However, if the children are receiving liquids such as sodas, Kool-Aid® or juice, they are getting lots of calories and very little, if any, nutrition. How many times does your child say he is full and yet he hasn't eaten anything? If you check, it may be that he has had soda, Kool-Aid® or juice and they have filled him up! And if Kool-Aid® or other sweetened drinks are served, perhaps those that are sweetened with things other than sugar would be better. But remember, a natural drink such as water is always the best drink for young children.*





# session three:

## snacks and drinks



### Workshop Ideas for Parents of Infants

Introduce the activity as stated, having them pour 1/2 cup (the amount of juice per day for a six-month-old infant) and proceed as outlined above. Refer to *page 19* in the *Participant Guide: Infant Serving Sizes*, about juice and milk amounts. Emphasize that juice is not necessary for babies and often provides many calories with little nutrition. Point out that it is critical that babies not be given juice in a bottle nor that they be allowed to carry around bottled juice – or sleep with it. This often leads to dental problems.

Pour formula into a pitcher and demonstrate how much formula a baby at different ages needs per day. Use the handout as a guideline. Turn to the *Participant Guide* section on *Facts About Drinks* and emphasize that babies under age one should not be given cow's milk, and that they need whole milk from ages one to two.



### Workshop Ideas for Early Childhood Educators

Discuss what to do if a child cannot have milk. How do you deal with the other children who don't understand? How do you provide meals that don't include cheese, milk or yogurt? Use the activities described above with an emphasis on how to get children to drink more water.



# session three:

## snacks and drinks

### Activity #22: Closing

**Time: 5 Minutes**

#### **Purpose of the Activity:**

- To summarize the workshop and bring closure
- To evaluate the usefulness and effectiveness of the workshop

#### **Instructions:**

1. Remind participants that they can find more ideas about appropriate snacking and about helping their child drink the right kinds of fluids in their *Participant Guides*.
2. Briefly discuss the question listed on *Slide #25*. Then, have participants open the *Participant Guide* to *page 22: Snack Solutions*. Ask them to mark two of the ideas on guiding their children's behavior that they are willing to try this week
3. Show *Slide #26*. Hand out the evaluations and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback about the workshop and about what they would like to learn more about on nutrition and fitness for children.
4. Give door prizes, if available.
5. If you will not be using the rest of the modules for this audience, you may want to consider showing them the very short segment, *Baby Steps*. It is a good summary of providing appropriate nutrition and fitness for young children and it only lasts about two minutes.
6. Collect the completed evaluations and check the answers, using the key below.

1. b	5. False
2. d	6. False
3. c	7. True
4. c	8. False



#### **Materials Needed:**

- Pens or pencils
- Handout #13: Evaluation
- Participant Guide page 22
- Door prizes (optional)

#### **Slides Needed:**

**#25: Wrap Up**

**#26: Your Example**





# session three:

## snacks and drinks

### Facilitator Script

*This workshop gave us a lot of information about the appropriate use of snacks and drinks for children. We know that snacks can be an important part of a child's nutritional needs, but that they need to be healthy ones that provide lots of nutrients and have fewer calories and sugar. Drinks are also critical to children's growth and development. Water is always the perfect drink for healthy toddlers and preschoolers. It does not take away calories that nutritious foods can provide, and it is something that is inexpensive and easily accessible. Remember, when children ask for food, they are often thirsty, not hungry. When you get home, plan to write down an idea or two you would like to try this week to improve snacks and drinks for your child, and post it on your refrigerator.*



# session three:

## snacks and drinks



### Handout #13 Evaluation

1. The liquid preschool children should drink the most is:
  - a. milk
  - b. water
  - c. Pedialyte®
  - d. Gatorade®
2. The most important nutrient for a child's body is:
  - a. calcium
  - b. carbohydrates
  - c. protein
  - d. water
3. The maximum amount of juice a preschooler should have each day is:
  - a. 2 cups
  - b. 1 cup
  - c. 3/4 cup
  - d. as much as he or she wants
4. Children that are 1 1/2 years old should only be given:
  - a. formula
  - b. breast milk
  - c. whole cow's milk
  - d. 2% cow's milk
5. Children should not be given choices when snacking, as it is important that they learn to eat the healthy food their mother provides.
  - a. True
  - b. False
6. Soft drinks with caffeine are okay for preschool children.
  - a. True
  - b. False
7. Research has shown a direct link between sugar-sweetened drinks and obesity.
  - a. True
  - b. False
8. Electrolyte replacement drinks such as Pedialyte® are a good choice any time a child is really thirsty.
  - a. True
  - b. False





# session three:

## slides

**19 Snacks and Drinks**

Our goals for this session:

- To learn some important things to consider when choosing snacks
- To talk about what and how much young children should drink

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**23 Which Drink is Best?**

Drink	Sugar	Fat	Calories	Fiber	Vitamins
100% Orange juice					

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**20 Choosing Appropriate Snacks**

Snack	Sugar	Fat	Calories	Fiber
Cookies	23 g	11 g	270 g	2 g

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**24 Milk**

- Critical for strong bones and teeth.
- Whole milk is very high in fat and calories.
- Skim milk has all the nutrients of whole milk with no fat and fewer calories.
- Toddlers and preschoolers need two cups of milk or milk products a day - not too much or too little.
- Milk for those over two should be skim or 1%.
- Milk for one to two-year-olds should be whole milk.
- No milk for babies under one - just formula or breast milk!

KERA ready for life

**21 Water**

- The most important nutrient for the body.
- You can live much longer without food than without water.
- The body is mostly water and it uses water up quickly.
- Liquids of all types have water as their basis.
- All liquids are not equal.
  - Some drinks take liquid away.
- Water is the drink of choice for healthy toddlers and preschoolers.

KERA ready for life

**25 Wrap Up**

What are some important things to think about when deciding which snacks and drinks to feed your family?

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**22 Sugar Drinks**

- There is a direct link between sugar drinks and childhood obesity.
- Sports drinks have lots of sugar and little else.
- Soda has nothing but calories from sugar.
- Soda tends to dehydrate a person.
- Caffeinated sodas are linked to:
  - Inattention
  - Hypersensitivity
  - Sleeplessness
- Caffeinated sodas are addictive.
- Many juices are really sugar-sweetened drinks with only a small portion of juice or none at all. The label must say "100% juice" for it to have no added sugar.

KERA ready for life

**26 Children learn to make good choices from your example!**

KERA ready for life



# session four:

## energy balance

**Time: 65 Minutes**

### **Session Objectives:**

- To discover how eating and activity balance for health
- To recognize how to maintain energy balance
- To differentiate how to help children maintain energy balance

### **Note to Facilitators:**

A script has been created for you to use as an example of what you might say. It will be in italics. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies. Also, when playing the video segments throughout the training, leave the room lights on, provided the video can still be seen adequately. This will prevent participants from getting drowsy in a darkened room.

If you are using the modules together with the others as a several-session training, you may want to skip some of the *Activity #23* information and icebreaker activity.

### **Instructions:**

1. Check all equipment to be sure it is working and that the DVD is ready.
2. Show *Slide #27: Energy Balance* on the overhead projector or LCD screen. Briefly discuss the goals for the session.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and, if you like, something about your family.
4. Give directions to water fountains, restrooms, etc. along with your norms for the workshop. Ask all participants to turn off and put away their cell phones.
5. At each table, have paper, pens and markers, quiet toys such as pipe cleaners, stress balls, play dough, sticky notes, candy and water.
6. If you are limited to 60 minutes, you may want to shorten the first activity and leave out having the participants share with neighbors.



### **Materials Needed for this session:**

- Pens or pencils
- Table toys
- TV
- DVD player
- Video Segments
- Computer and LCD or overhead projector
- Slides or overheads
- Handouts
- Sticky notes
- Participant Guides
- Flip chart
- Markers
- Door prizes (optional)
- Additional materials may be required for Early Childhood Educators and Infant audiences. Those are found at the end of each activity.

### **Slide Needed: #27: Energy Balance**



**Materials Needed:**

- Pens or pencils

**Slide Needed:****#27: Energy Balance**

# session four:

## energy balance

**Activity #23: Welcome****Time: 10 Minutes****Purpose of Activity:**

- To recognize what it means to maintain energy balance
- To identify what a portion size is
- To create strategies for helping children balance their energy and control their weight

**Instructions:**

1. Have *Slide #27* on the screen as the participants enter the room.
2. Ask them to share with each other one type of exercise that families could do together. Introductory activities from other modules can be substituted.

**Facilitator Script (Optional)**

If more than one module is being used as part of a longer training, you may wish to skip all or part of this script.

*Welcome to “**Little Bites, Big Steps: Energy Balance!**” During this workshop, we will learn how to help children maintain a balance of energy so that they can maintain an appropriate weight and good health. Make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful to you.*

*During the workshop, please express your opinions and questions, allow others to express theirs and understand that since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about your question at the break or later after the session. If you do not wish to be involved in sharing during an activity, you can say “I pass.” However, participating will give you a chance to learn and take home some skills that will help you provide a healthier lifestyle for your child.*



# session four:

## energy balance



*At your table, you will find a Participant Guide to keep and use at home. It includes information and suggestions on how to improve your child's eating habits and how to help your child be more physically active.*

*This workshop is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Contact information is provided near the end of your **Little Bites, Big Steps** Participant Guide. During this workshop we will watch a video about how eating habits affect young children's development and come up with ideas on how you can help your child.*

*We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.*



**Materials Needed:**

- **Video Segment:**  
*Energy Balance*
- **TV**
- **DVD player**

# session four:

## energy balance

**Activity #24: Energy Balance Video Segment****Time: 5 Minutes****Purpose of Activity:**

- To identify the importance of maintaining energy balance in children
- To gain strategies to help children maintain balance

**Instructions:**

1. Show the video segment, *Energy Balance*.
2. Discuss the video segment using the video discussion points.

**Video Discussion Points:**

- Height and weight should grow at about the same pace.
- If weight is gaining more than height, she should stop gaining until her height catches up.
- Maintaining weight is about health – about avoiding diabetes and other health problems.
- Heavy children should not be put on diets. Rather, help them achieve energy balance each day.
- Replace high calorie foods with healthier ones.
- Cut back on fast food or choose healthy items on the menu.
- Children need a full hour of exercise each day.
- Be active with your children – set an example!

**Facilitator Script**

*This video has lots of ideas on how to help children balance their energy. It can be dangerous to try to put young children who are overweight on diets. But by balancing their intake of food and exercise, they can get and maintain the appropriate weight for their height without dieting! What are some points that the video brings up that we should remember? (Refer to Discussion Points above.)*



# session four:

## energy balance



### Activity #25: Barriers and Solutions to Maintaining Energy Balance

**Time: 10 Minutes**

#### Purpose of Activity:

- To contrast concerns and barriers to maintaining energy balance
- To analyze the challenges participants find in maintaining energy balance with their children

#### Instructions:

1. Post two charts: Barriers to Maintaining Children's Energy Balance and Solutions to Maintaining Children's Energy Balance.
2. Ask participants to share barriers/challenges a parent faces in maintaining energy balance. Examples you offer them can include:
  - Children who stay in front of the TV when they get home, eating a snack and then dinner.
  - Being so tired when you pick up the children from child care that you only have enough energy for fast food and no time or energy to take them to the park or for active play.
3. Ask the group to brainstorm solutions and write them on the "Solutions" chart. Some solutions for the above challenges include:

First barrier:

  - Set limits on the amount of TV children can watch.
  - Require the TV to be off when children are eating.

Second barrier:

  - Prepare meals on weekends and freeze for easy preparation.
  - Buy foods that are quick to prepare and nutritious, such as bean burritos, fruit salad and cheese, or low-sodium vegetable soup in a can and cheese toast.
  - Decide that you will walk to the end of the block with your children every day after dinner, even if you are tired. You will probably find that after a while your energy will increase.
  - Put on music you like and dance for five or ten minutes with your children after your meal or before bed time.
4. Refer participants to *page 26* in the *Participant Guide: Energy Balance* for more ideas.

#### Materials Needed:

- Flip chart
- Markers
- Participant Guide  
pages 26, 28





# session four:

## energy balance

### Facilitator Script

*You want to help children be active and eat well. But there are so many barriers to it. We are going to examine some of the things that keep us from helping our children maintain an energy balance, and then we can identify some solutions. (Give participants ideas by writing the barriers and solutions listed above on a flip chart.)*



### Workshop Ideas for Early Childhood Educators

Discuss barriers that Early Childhood Educators face in helping children in child care maintain energy balance, such as, children who only want to sit and do little, or children who want extra portions of food at every serving. Refer participants to *What About School?* on page 28 in the *Participant Guide*.



### Workshop Ideas for Parents of Infants

Inform parents that babies who are breastfed are less likely to have weight problems than babies fed only formula. We also know that babies are very good at telling parents how much they need. They naturally know when they are full. There is a lot of evidence that parents often push bottle fed babies to finish their bottle, even if they are not hungry. When this happens babies can lose their ability to decide when they are full, and that can result in their overeating. The answer is not to limit their formula, but let baby decide when he has had enough, to be careful of other foods given to babies. Get them out of the infant seat and swing, play with them and give them time on the floor so that they can move around and be more active.



### One-Minute Fitness Break! (optional)

Before you begin this activity, play a quick game of "Follow the Leader" as a group. You begin the activity as the leader by doing a series of large movement activities (for example, hop on one leg, make small arm circles, make large arm circles, touch your toes, etc.) If time permits, pick a few participants to come to the front and lead the group in a few movements. Explain that this is just one example of an activity that they can use to squeeze a bit of fitness into their child's schedule.



# session four:

## energy balance



### Activity #26: Energy Balance Game

**Time: 20 Minutes**

#### **Purpose of Activity:**

- To consider the concept of receiving and spending energy
- To formulate ideas on how to help children balance their energy

#### **Instructions:**

1. Make photocopies of *Handout #14* if working with parents or *Handout #15* if working with Early Childhood Educators. Make enough sets of cards for each group to have one set.
2. Distribute a set of Energy Balance Cards and a deck of playing cards to each group.
3. Show *Slides #28 and #29* about calories and briefly discuss. Tell participants that this information is also in their *Participant Guide* on *page 27*.
4. Explain to participants that we will be playing a card game of Energy Balance. The idea of the game is to keep the same number of cards that you began with and thereby maintain energy balance!

#### **Energy Balance Card Game:**

1. Give each small group a deck of cards. Ask someone to serve as dealer and be willing to read the Energy Balance Cards. (If you have a lower literacy group that may be uncomfortable reading, the dealer can just deal and all participants can read their own cards.)
2. Using a regular deck of cards, the dealer deals out seven cards face down to each person. The remaining cards are placed face down in a deck.
3. Each person takes turns in turning over an Energy Balance Card. The dealer or the person whose turn it is reads it aloud. The person either loses the number of cards specified on the Energy Balance Card by putting their playing cards in a pile face down with all other discarded cards, or takes a card from the remaining ones in the deck.

#### **Materials Needed:**

- **Handout #14: Energy Balance Cards**
- **Handout #15: Energy Balance Cards for Early Childhood Educators**
- **1 deck of playing cards for each table**
- **Participant Guide page 27**

#### **Slides Needed:**

**#28: What is a Calorie?**

**#29: Calorie Info**





# session four:

## energy balance

4. When either deck of cards is used up, the discards may be stacked and used. Participants who lose all of their cards are out of the game. The game is over when time is called. The one with the number of cards he or she started with (or closest to it) is the winner.
5. Take a couple of minutes and ask if there are any statements on the cards that participants did not understand, and clarify those concepts for them. Point out again that if your physical activity is equal to the number of calories you take in, you are in balance.
6. Briefly discuss the fact that our behavior with other people's children makes a difference. You may take sugar cookies to preschool for a snack because you think, "one sugary snack won't hurt them," since you are only taking it once. But if the neighbor gives them a cookie that afternoon thinking the same thing, and the babysitter gives them another, the children receive unhealthy portions of a sugary snack. It is important to be concerned about other people's children as well.

### Facilitator Script

*Calories are the way our body gets energy. But too many calories lead to weight problems, and too few means we have energy problems and not enough weight. Balancing energy is probably a new way for many of us to think about weight control. We are really interested in keeping the balance of energy coming in, which we call calories, with energy going out, which is activity. By maintaining an appropriate balance, children will be ensured of feeling healthy and strong!*

*Remember to think about all the children you may be feeding, and not just your own, when you give snacks. This activity will provide you with ideas on how to maintain balance.*



### Workshop Ideas for Early Childhood Educators

Use the Energy Balance Cards (*Handout #15*) for Early Childhood Educators.





# session four:

## energy balance

### Handout #14: Energy Balance Cards – Page One

**Directions:** Photocopy these pages and cut out cards. Make enough sets of cards for each group to have one.

Child eats fast food burger and fries for dinner and then a bowl of ice cream. <i>Draw 2 cards.</i>	The family eats in front of the TV and watches until bedtime. <i>Draw 3 cards.</i>	You put on a video for your child that has music and encourage her to dance along. <i>Keep or discard 2 cards.</i>
Your child had only one serving of fruits and veggies during the day, so prepare a fruit salad with yogurt for dinner. <i>Lose 1 card.</i>	Your child only wants to watch videos and you agree so he won't whine. <i>Draw 2 cards.</i>	Your child can watch TV as long as he walks a round the couch during commercials. <i>Keep or discard 1 card.</i>
You give your neighbor's child 2 sodas because he asked for them. <i>Take 2 cards from the person at your left.</i>	The doctor said that your child is a little overweight. You immediately put him on a strict diet. <i>Lose 4 cards.</i>	Your child is much heavier than other children his height and age. You just say he is big-boned. <i>Draw 1 card.</i>
You take your children on a walk around the block several nights a week after dinner. <i>Give the person to your right 2 cards.</i>	Your child is throwing a tantrum in the grocery store. You offer him a candy bar if he will stop crying. <i>Draw 1 card.</i>	You bring gummy bears for snack for your child's nursery at church. <i>Everyone gives you 1 card of theirs.</i>



# session four:

## energy balance



### Handout #14: Energy Balance Cards – Page Two

<p>Your child is overweight. You now give only healthy foods and increase his exercise. <i>Keep if you have 7 cards or give away 2 cards.</i></p>	<p>You only eat fast food out once a week and cook the rest of the time. <i>Keep, draw or discard to give you 7 cards.</i></p>	<p>It is raining and you make an obstacle course with cushions, chairs and sheets. <i>Give a card to the person to your right.</i></p>
<p>The children are lying on the floor playing video games. You offer to play hide and seek with them. <i>Keep or give away 2 cards.</i></p>	<p>Your baby is always grabbing your food and you give it to him since it is so cute! <i>Gain 2 cards from person to your left.</i></p>	<p>Your child has been playing outside for an hour and is sweating. You offer him soda. <i>Draw 2 cards.</i></p>
<p>You exercise regularly with your child. <i>Give 2 cards to one person.</i></p>	<p>Your child eats a higher fat meal, so you take him to the park to run and play. <i>Keep or draw or discard enough to give you 7.</i></p>	<p>You and your children parked at the end of the row rather than next to the store. <i>Keep, draw or discard to give you 7 cards.</i></p>
<p>You have found that the baby stays quieter if you give him a bottle of juice to carry around and drink. <i>Draw 2 cards.</i></p>	<p>Every Saturday you ride bikes or walk to the park with your child. <i>Discard 2 cards.</i></p>	<p>You go shopping and your child walks and helps you get things from shelves. <i>Give 2 cards to the person on your left.</i></p>





# session four:

energy balance

## Handout #14: Energy Balance Cards – Page Three

<p>Your son has been playing and runs in hungry. You give him a glass of water and tell him to see if he is still hungry. <i>Keep your cards as they are.</i></p>	<p>You have cake for dessert and then go in the backyard and play ball. <i>Keep, draw or discard to give you 7 cards.</i></p>	<p>Your child has watched you eat vegetables and dip for snacks. <i>Keep, draw or discard to give you 7 cards.</i></p>
<p>Your child and 2 of his friends are hungry. You offer fruit and nonfat yogurt dip. <i>Keep, draw or discard to give you 7 cards.</i></p>	<p>You buy fried chicken, mashed potatoes and gravy, and fried okra for dinner and then put the children to bed. <i>Draw 3 cards.</i></p>	<p>Your child joins a local soccer team. <i>Discard 2 cards.</i></p>



# session four:

## energy balance



### Handout #15: Energy Balance Cards for Early Childhood Educators – Page One

**Directions:** Photocopy these pages and cut out cards. Make enough sets of cards for each group to have one.

<p>You brought sugar cookies and gave them to the children just before lunch. <i>Draw 2 cards.</i></p>	<p>You take your class on a walk around the block several days a week. <i>Keep, draw or discard to give you 7 cards.</i></p>	<p>The children want to watch a video. Instead, you put on a CD with lively music for dancing. <i>Give the person to your right 1 card.</i></p>
<p>You saw that the meals lately have not had very many green vegetables and you asked the cook for more vegetables for the children. <i>Give away 1 card.</i></p>	<p>You put on a video every afternoon so you can clean up and get planning done. <i>Get 2 cards from person on your right.</i></p>	<p>The children have been playing quiet games for an hour. You play tag with them outside. <i>Keep, draw or discard to give you 7 cards.</i></p>
<p>One child whines that he is hungry. You give him cookies just to quiet him. <i>Get from the person to your right 2 cards.</i></p>	<p>A three-month-old baby looks like he is getting fat so you limit his formula even though he seems still hungry. <i>Get 1 card from every person.</i></p>	<p>On field trip days when children eat fast food, you take them to the park and get them to run and play more. <i>Discard 2 cards.</i></p>
<p>A child came in from running outside saying he was hungry. You first gave him a glass of water before you offer food. <i>Keep your cards.</i></p>	<p>You promise the children in your class M&amp;Ms if they will put away the toys. <i>Draw 2 cards.</i></p>	





# session four:

energy balance

## Handout #15: Energy Balance Cards for Early Childhood Educators – Page Two

<p>You plan activities outside that involve running and jumping. <i>Keep, draw or discard to give you 7 cards.</i></p>	<p>You bring in fast food and a soda every day for your lunch and eat it while the children eat their food. <i>Draw 2 cards.</i></p>	<p>You are tired at the end of the day and you turn on the TV and insist children sit there or do quiet things. <i>Draw 3 cards.</i></p>
<p>You bring gummy bears for snack for the children. <i>Get 1 card from every person.</i></p>	<p>You give the children junk food every day because you think as long as they are healthy it won't matter. <i>Get 1 card from each person.</i></p>	<p>You turn on music before the end of centers and start dancing, encouraging the children to join you. <i>Discard 1 card.</i></p>
<p>You ask the cook to provide low-fat and healthy foods for all of the class and increase the physical activities you provide for a child who is overweight. <i>Keep your cards.</i></p>	<p>It is raining and you set up an obstacle course in the room so the children can use up energy. <i>Keep your cards.</i></p>	<p>You let the children paint the fence with water using large paintbrushes and a small amount of water. <i>Give the person at your left 1 card.</i></p>



**Materials Needed:**

- Participant Guide page 29
- Pens or pencils

# session four:

## energy balance

**Activity #27: Energy Balance BINGO****Time: 15 Minutes****Purpose of Activity:**

- To construct ideas for children who are struggling with maintaining proper balance of taking in energy and spending it
- To develop ideas for modifying diet and exercise for appropriate weight

**Instructions:**

1. Have each participant turn to *page 29* in the *Participant Guide*, Energy Balance BINGO.
2. Participants will take the Energy Balance BINGO page and go around the room finding someone who can write the requested idea in the square along with their initials. A participant may only write in one square on someone's card. The first person to fill up a card wins. You may want to have a prize for the first three winners.
3. Remind participants that they can find ideas in their *Participant Guide*.

**Facilitator Script**

*We are going to go around the room and play BINGO as we collect ideas on helping children maintain balance. You can use the ideas from the BINGO game to help children who are struggling to maintain a balance of eating and activity. Some children are more naturally active than others. Those children who aren't as active will be encouraged by parents who are active with them. Children are usually willing to walk, play ball and be active when a parent makes it fun and joins them!*



# session four:

## energy balance



### **Workshop Ideas for Parents of Infants**

Parents of infants need to be aware of these ideas so that, as their children grow, they know how to provide them with the healthiest environment possible.



### **Workshop Ideas for Early Childhood Educators**

Remind participants that these ideas apply to children in child care settings as well. Even if they do not decide on the menu, they can influence it by providing feedback to the cook and director, and by being sure that parents are encouraged to bring only nutritious snacks.





# session four:

## energy balance

### Activity #28: Closing

**Time: 5 Minutes**

#### **Purpose of the Activity:**

- To summarize the workshop and bring closure
- To evaluate the usefulness and effectiveness of the workshop

#### **Instructions:**

1. Remind participants that they can use their *Participant Guides* to help them think about how much food their children need.
2. Discuss the question listed on *Slide #30*. Then, ask them to look at *page 29* in the *Participant Guide* at their *BINGO* game. Ask them to write at the bottom of the page one new thing they will try this week to help their children maintain their energy balance.
3. Distribute the evaluations and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback on the workshop and on what they would like to learn more about on nutrition and fitness for children.
4. Give door prizes, if available.
5. If you will not be using the rest of the modules for this audience, you may want to consider showing the very short segment, *Baby Steps*. It is a good summary of providing appropriate nutrition and fitness for young children, and it only lasts about two minutes.
6. Show *Slide #31* and remind participants that children learn from their example!
7. Collect the completed evaluations and check them, using the key below.

1. d	5. False
2. b	6. True
3. c	7. False
4. b	8. False

#### **Materials Needed:**

- **Participant Guide**  
**page 29**
- **Handout #16:**  
**Evaluation**
- **Door prizes (optional)**

#### **Slides Needed:**

**#30: Wrap Up**

**#31: Your Example**



# session four:

## energy balance



### Facilitator Script

*I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful the information we presented in this workshop is for you. Please make sure that I have your evaluations before you leave.*

*Thank you for participating and for all the hard work here today. I would like to leave you with this closing thought: "Children learn to make good choices from their parents' example!"*





# session four:

## energy balance

### Handout #16: Evaluation

1. Calories:
  - a. come from the food we eat
  - b. are used by the body as energy
  - c. are stored as fat in the body when not used
  - d. all of the above
2. Children's eating should be balanced by:
  - a. higher fat foods
  - b. exercise
  - c. lots of snacks
  - d. none of the above
3. Energy balance is best kept by balancing:
  - a. healthy with sugared and high fat foods
  - b. water and good food
  - c. healthy food and activity
  - d. none of the above
4. The best way to control weight in children is by dieting.
  - a. True
  - b. False
5. Limiting active play will provide more rest and keep children healthier.
  - a. True
  - b. False
6. Taking walks with children will help keep energy balance.
  - a. True
  - b. False
7. It is important to keep children active enough to use up more than the daily calories they eat.
  - a. True
  - b. False
8. Excess calories are washed away by the body if a person drinks lots of water.
  - a. True
  - b. False



# session four:

slides



27

## Energy Balance

Our goal for this session:  
To discover how achieving a balance of exercise  
and diet is essential for good health – that's  
energy balance



31

**Children learn to  
make good choices  
from your example!**



28

## What is a Calorie?

- Calories come from the food we eat.
- Calories are used up by our body as energy.
- The more active you are, the more calories you burn.
- Games such as tag for one half hour will burn around 100 calories.
- When we don't use up all the calories we take in, they are stored in the body as fat.



29

## Calorie Info

- When you take in more calories than you use up, you gain weight.
- When you take in fewer calories than you use up, you lose weight.
- The goal is balance: using up all the calories you take in, but not more!



30

## Wrap Up

What can you do to help your family better  
balance their diet and exercise?





# session five:

## activity and fitness for young children

**Time: 65 Minutes**

### **Session Objectives:**

- To recognize the importance of young children being active
- To formulate ways to encourage children to be more active

### **Note to Facilitators:**

A script has been created for you to use as an example of what you might say. It will be in italics. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies. Also, throughout the training, when playing the video segments leave the room lights on as long as the video can still be seen adequately. This will prevent participants from getting drowsy in a darkened room.

If you are using the modules together as a several-session training, you may want to skip some of the *Activity #29* information and icebreaker activity.

### **Instructions:**

1. Check all equipment to be sure it is working and that the DVD is ready.
2. Show *Slide #32: Activity and Fitness for Young Children* on the overhead projector or LCD screen. Briefly discuss the goals for the session.
3. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and something about your family if you like.
4. Give directions to water, restrooms, etc., along with your norms for the workshop. Ask all participants to turn off and put away their cell phones.
5. At each table, have paper, pens and markers, quiet toys such as pipe cleaners, stress balls, play dough, sticky notes, candy and water.
6. If you are limited to 60 minutes, you may want to shorten the first activity, leaving part of the introductions and sharing.

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### **Materials Needed for this session:**

- Pens or pencils
- Table toys
- Computer and LCD or overhead projector
- TV
- DVD player
- Video Segments
- Slides or overheads
- Handouts
- Sticky notes
- Participant Guides
- Flip chart
- Markers
- Door prizes (optional)
- Additional materials may be required for Early Childhood Educators and Infant audiences. Those are found at the end of each activity.

### **Slide Needed:**

**#32: Activity and Fitness for Young Children**





**Materials Needed:**  
• Participant Guide

**Slide Needed:**  
**#32: Activity and Fitness for Young Children**



# session five:

## activity and fitness for young children

### Activity #29: Welcome

**Time: 5 Minutes**

#### **Purpose of Activity:**

- To consider the benefits of physical activity

#### **Instructions:**

1. Have *Slide #32* on the screen as the participants enter.
2. Have participants get to know their neighbors by sharing their names, ages of children and one benefit they feel children can receive from being physically active. (Introductory activities from other modules can be substituted.)

#### **Facilitator Script (Optional)**

*If more than one module is being used as part of a longer training, you may wish to skip all or part of this script.*

Welcome to **“Little Bites, Big Steps: Activity and Fitness for Children!”** During this workshop, we will develop some great ideas on how to help your child to be more active! Make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful to you.

*During the workshop, please express your opinions and questions, allow others to express theirs and understand that since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about your question at the break or later after the session. If you do not wish to be involved in sharing during an activity, you can say “I pass.” However, participating will give you a chance to learn and take home some skills that will help you provide a healthier lifestyle for your child.*

*At your table, you will find a book titled **Little Bites, Big Steps**. This Guide will be yours to keep and use at home. It includes information and suggestions on how to improve your child’s eating habits and how to help your child be more physically active.*

# session five:

## activity and fitness for young children



*This workshop is part of the **Ready for Life** project produced by **KERA**. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Contact information is provided near the end of your **Little Bites, Big Steps** Guide. During this workshop, we will watch a video about how eating habits affect young children's development and gather ideas on how you can help your child.*

*We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you get to know one another.*



### **Workshop Ideas for Parents of Infants**

Share one idea for helping your infant to be more active, such as, allowing older infants to play in the bath longer, with parent supervision, or putting them on the floor, etc.



### **Workshop Ideas for Early Childhood Educators**

Share one idea for getting young children in your program to be physically active, such as having an indoor activity center that encourages crawling, hopping or some other movement.





**Materials Needed:**

- **Video Segment: *Move!***
- **TV**
- **DVD player**



# session five:

activity and fitness for young children



**Activity #30: *Move!* Video Segment**

**Time: 10 Minutes**

**Purpose of Activity:**

- To develop a better understanding of fitness and ideas for staying fit
- To investigate fitness and young children
- To recognize the basics of how to get children to move

**Instructions:**

1. Show the video segment, *Move!*
2. Ask the participants to share with the group a few of the ideas they got from the video.

**Video Discussion Points:**

- Turn the TV off and the radio on and let children dance.
- Go to the park and play.
- Be creative and find ways to be active inside or outside.
- Create an indoor environment where children can be active.
- Sweating is okay - it means a child's body is keeping her cool.
- Take water breaks when hot or thirsty.
- Work exercise into everyday life.
- Physical activity helps children and adults relax and relieve stress.

**Facilitator Script**

*This video segment has lots of ideas on how to help children be physically active, both indoors and out. Sometimes, children are not able to go outside to be physically active, and we will see some ideas of how children can stay active indoors in simple and creative ways. We will also look at some of the benefits of exercise and physical activity for both adults and children, such as relieving stress. Be sure to look for ideas that you can incorporate into your own daily life with children.*

# session five:

activity and fitness for young children

## Activity #31: Activity and Fitness Ads

**Time: 20 Minutes**

### Purpose of Activity:

- To construct a better understanding of fitness and ideas for staying fit
- To develop more ideas about how to help children be more fit
- To recognize basics of how to get children to move

### Instructions:

1. On index cards, write one of the following headings:
  - Benefits of exercise
  - Active children
  - Promoting children's activity
2. Divide participants into small groups and give each group an index card. You might have more than one group that has the same card, depending on your number of participants.
3. Ask participants to turn to *page 30* in the *Participant Guide* and find the heading on that page that matches their index card.
4. Explain that each group will be using the information in that section to create a skit, a print ad, a commercial/advertisement, a song, a jingle, poem, rap, etc., that they will share with the entire group to help them understand the given concept.
5. Each group will have 15 minutes to create their presentation and one minute to present their "ad" to the entire group.
6. Before the first group presentation, show *Slides #33 and 34* and briefly discuss and provide participants with an overview. Then invite each group to give their presentation.



### Materials Needed:

- Flip chart
- Markers
- Participants Guide page 30

### Slides Needed:

**#33: Benefits of Exercise and Energy Balance for Children**

**#34: Promoting Children's Activity**





# session five:

activity and fitness for young children

## Facilitator Script

*In this activity, each of you will get the chance to use your creativity to show the group the benefits of balancing eating with activity. You will work with your group to create a skit, a commercial/advertisement, a song, a jingle, a poem, rap, etc., to help the group absorb new information about movement. Each group will be given the information for one of three topics. For fifteen minutes, you will work on your presentation. Then, each group will be given one minute to explain what they've created.*

*Some children are just naturally active and move constantly. Others prefer quiet activities and tend to be slower in their movements. All children need to be active and learn how to enjoy activities that get them to move. Our job as parents is to help them develop an enjoyment of being active so that we set the stage for a lifetime of healthy activity!*



# session five:

## activity and fitness for young children

### Activity #32: Screen Time

**Time: 10 Minutes**

#### **Purpose of Activity:**

- To weigh concerns about media and children's activity
- To recognize the concerns regarding media and activity
- To strategize how to involve children in activity while using media

#### **Instructions:**

1. Ask participants to turn to *page 31, Screen Time*, in their *Participant Guide*. Show *Slide #35: Screen Time*, and briefly discuss.
2. After the discussion, ask participants to turn to *page 32* in their *Participant Guide*. Explain that they are to use the Hours of the Day chart to think about how much time their children spend in front of a screen, i.e., watching television, playing video games or being on the computer. Ask that they use their pens to color in each block of time that their child spends using media. Then, ask them to go back and use a pencil to fill in the blocks of time that their child is active.
3. Each participant should calculate the total amount of screen time their children have and the total amount of activity.
4. Remind the group that the American Academy of Pediatrics recommends that children under two have NO screen time and that children over two should have no more than two hours a day (as stated in the Facilitator's Script). Ask participants to look at their charts and see if their children's habits fall within the guidelines.
5. Discuss with the group that although excessive screen time can be detrimental to a child, media can be used as a way to incorporate activity into a child's life. Show *Slide #36* regarding the effects of screen time on children.
6. Problem-solve: How do you get children to be active while using media? Have participants share a few of their ideas out loud. Ask the participants to jot down some suggestions from their *Participant Guide* that they would be willing to try to get their children moving while using media.



#### **Materials Needed:**

- **Participant Guide**  
pages 31-32

#### **Slides Needed:**

**#35: Screen Time**

**#36: Screen Time Effects**





# session five:

activity and fitness for young children

## Facilitator Script

*The world today is full of information and entertainment, thanks to technology! But technology and the different media around us can either help or harm our children. It is critical that we be aware of how our children use media and how we can help them balance it with activities that involve moving and exercise. Screen time is a critical issue in the development of obesity in children, and excessive screen time has been linked to lower performance in school and other concerns. The American Academy of Pediatrics recommends that children under two have NO screen time, and that children over two should have no more than two hours a day. The habits they develop today will last a lifetime! This activity will help you think about how much time your child spends in front of a screen, and it'll show you new ways of making that time more active.*



## Workshop Ideas for Parents of Infants

Encourage parents of infants to not use television and video as a means of babysitting. They can use songs and music and move and dance with the baby. They can read a book and act out things. Have them think up ways of using media appropriately with babies, and caution them against using TV and video very often, if they have to use it at all.



## Workshop Ideas for Early Childhood Educators

Discuss with ECE how they can use media effectively. Point out that there are movement videos, radio and CDs that can provide music and movement opportunities for the children in the classroom. Ask the ECE to think about how much screen time is scheduled at their facility and to find ways to make that time more active.



# session five:

activity and fitness for young children



## **One-Minute Fitness Break! (optional)**

Movement can be combined with learning to help add even more benefit to exercise. Before you begin this training activity, ask the participants to stand up. As you call out a letter of the alphabet, ask them to use their body to make the shape. For example, ask them to make an "O", an "I", an "F", a "T", a "V", a "Y" or a "C". If time allows, continue adding shapes and numbers. Explain that this is just one example of an activity that they can use to squeeze a bit of fitness into their children's schedules.



**Materials Needed:**

- Participant Guide pages 33-37
- Flip chart
- Markers
- Scarves, balls, empty plastic cans

# session five:

## activity and fitness for young children

**Activity #33: Movement Ideas for Children****Time: 20 Minutes****Purpose of Activity:**

- To formulate ideas on how to create active experiences for children
- To develop strategies for providing active experiences for young children

**Instructions:**

1. Refer participants to *pages 33-36: Move! and Activity Ideas for Infants, Toddlers and Preschoolers* in the *Participant Guide*. Discuss briefly.
2. Give each group a piece of flip chart paper and assign them the topic of either Indoor or Outdoor Activities for Children.
3. Ask each group to appoint someone to write for them and have the group brainstorm as many ideas as they can and write them on the flip chart. When they have finished, have them post the flip chart on the wall.
4. Give each group a different prop, such as a scarf, ball, a formula can with beans in it and the lid glued on tight. Ask them to brainstorm all of the different ways the prop might be used for indoor and then outdoor play. Then, have each group share (or demonstrate) their ideas.
5. What about children who don't want to be active? What do we do? Brainstorm briefly. Remind participants that children usually model their parents. Also remind them that it is okay for a parent to turn off the TV and insist that children do something active!
6. Encourage participants to record any new ideas they hear in the "notes" section on *page 37*.

**Facilitator Script**

*Children who do not like activity may feel unsuccessful at running, throwing balls and climbing. Some children seem to naturally know how to do these things, but other children need to be taught. Take time to play with your children and teach them how to catch a ball, help them by running with them. Some children also just prefer the*



# session five:

## activity and fitness for young children



*quiet indoors and are more passive. Encourage them to take quiet walks with you at night and talk about the stars and about things they hear. There are movement activities that can meet every child's interests and abilities.*



### **Workshop Ideas for Parents of Infants**

Have the charts labeled Activities for Movement, one for zero to six months and one for 6-12 months. Have participants brainstorm ways to help their infant be more active. Give them objects or pictures to brainstorm different ways to get babies to be active, such as rattles, things that make sounds, blankets, mobiles babies can touch, etc.



### **Workshop Ideas for Early Childhood Educators**

Ask participants to identify games or activities for children in child care that encourage movement. You may also want to put up a chart for ideas on how to teach children the importance of exercise and movement.



**Materials Needed:**

- Handout #17: Evaluation
- Video Segment: *Baby Steps*
- TV
- DVD player
- Door prizes (optional)

**Slides Needed:**

**#37: Wrap Up**

**#38: Your Example**



# session five:

activity and fitness for young children

**Activity #34: Closing and *Baby Steps* Video Segment**

**Time: 5 Minutes**

**Purpose of the Activity:**

- To summarize the workshop and bring closure
- To evaluate the usefulness and effectiveness of the workshop

**Instructions:**

1. Briefly discuss the question listed on *Slide #39*.
2. Show the final video segment, *Baby Steps*.
3. Remind participants that their *Participant Guides* can help them think about how much food a child needs. Remind them that there are simple meal and snack ideas, books and web site references for them as well in the *Participant Guide*.
4. Hand out the evaluations and ask each participant to complete one and return it to the facilitator. Encourage participants to provide feedback on the workshop and on what they would like to learn more about on nutrition and fitness for children.
5. Show *Slide #38* and remind participants that children learn from their examples!
6. Give door prizes, if available.
7. Collect completed evaluations and check using the key below.

1. d	5. True
2. c	6. False
3. b	7. False
4. b	8. True

**Video Discussion Points:**

- Improving your family's health and eating habits is worth the effort.
- Make changes one at a time, until it becomes a habit, then add another change.
- Celebrate your successes!
- Every child is a reason to try!

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# session five:

activity and fitness for young children



## Facilitator Script

*I have passed out an evaluation form that I would like you to complete. It is very important that we know how useful the information we presented in this workshop is for you. Please make sure that I have your evaluations before you leave. Thank you for participating and for all the hard work here today. I would like to leave you with this closing thought: "Children learn to make good choices from your example!"*





# session five:

## activity and fitness for young children

### Handout #17: Evaluation

1. Children who have a good balance between eating and activity:
  - a. are healthier
  - b. are more socially able
  - c. are more emotionally able
  - d. all of the above
2. The American Academy of Pediatrics recommends that children under two watch how much TV per day?
  - a. It doesn't matter as they are too young for it to affect them.
  - b. 2 hours
  - c. no TV
  - d. 4 hours
3. The American Academy of Pediatrics recommends that children over two spend no more than how many hours on TV, video games and computers per day?
  - a. 4 hours
  - b. 2 hours
  - c. It doesn't matter as long as they are learning.
  - d. no TV
4. Children with more screen time are more likely to be:
  - a. smarter
  - b. obese
  - c. more active
  - d. none of the above
5. The more active you are, the more calories you burn.
  - a. True
  - b. False
6. Infants should be kept from moving very much in order to keep them safe.
  - a. True
  - b. False
7. Toddlers do not need to be active except once a day for a short period.
  - a. True
  - b. False
8. Children who have regular physical activity are less anxious and depressed.
  - a. True
  - b. False



# session five:


## activity and fitness for young children



**32 Activity and Fitness for Young Children**


Our goals for this session are to:

- Better understand how important activity is for young children
- Discuss new ideas on how to get children moving

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**36 Screen Time Effects**

- By kindergarten, children see 4,000 hours of TV.
- Children spend more time watching TV than in any other activity besides sleeping.
- 96% of food ads on children's TV are for sugar cereal, candy, cookies and junk food.
- Children do not distinguish between commercials and TV shows.
- They do not recognize that commercials are trying to sell them something.
- Children who watch more TV want more toys and eat more advertised food than those who don't watch as much.

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**33 Benefits of Exercise and Energy Balance**

- Helps children build healthy bones
- Decreases blood pressure
- Can reduce depression and anxiety
- Can improve fitness and weight in overweight children
- Is related to higher self-esteem
- Is related to improvement of cognitive function
- Children are healthier
- Improves social skills when group sports and activities are done
- Can lessen symptoms of diseases in children such as asthma and cardiovascular problems
- Children are emotionally and socially more capable.
- Children maintain a healthy weight

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**37 Wrap Up**

- Name one new idea for helping your family become more active that you picked up in this session.
- What are some reasons why activity is so important for your family?

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**34 Promoting Children's Activity**

**Infants**

- Should explore their world and develop skills by interacting with caregivers and moving
- Need to be put in safe places where they can move and not be restricted for long periods

**Toddlers**

- Need at least 90 minutes per day of active play throughout the day

**Preschoolers**

- Need at least 90 minutes per day of active play throughout the day
  - 60 minutes of structured play

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**38 Children learn to make good choices from your example!**

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**35 Screen Time**

- Media or screen time means anything that children look at or use that is electronic and involves no large muscle movement.
  - Computers
  - TV
  - Video Games
  - DVD Players
- Children who have higher screen time are more likely to be obese and to be less healthy.

Encourage children to be active and limit screen time!

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# spanish handouts

nutrition and fitness for young children



A Guide for Workshop Facilitators  
*Ready for Life*





# session one:

## handout 1

### Handout #1: Encuesta Solore Comida Saludable

1. Una comida para picar es:
  - a. un nuevo tipo de utensilio
  - b. una manera de medir la comida
  - c. deseo de comer el mismo plato en varias comidas
  - d. nada de lo anterior
2. El estilo de una familia para comer es:
  - a. comer en un restaurante en ocasiones especiales
  - b. un buen momento para discutir preocupaciones serias sobre la conducta de los niños
  - c. una oportunidad para que los niños aprendan buenas maneras y buen comportamiento
  - d. nada de lo anterior
3. Frotarse con los adultos generalmente es hecho por:
  - e. niños que están hambrientos
  - f. niños que comienzan a caminar
  - g. recién nacidos
  - h. niños que son muy delgados
4. ¿Cuántas veces hay que ofrecer a un niño una nueva comida antes de que el niño la acepte?
  - e. 2-3 veces
  - f. 10-15 veces
  - g. 30-40 veces
  - h. Sólo una vez y nunca más.
5. ¿De las siguientes sugerencias cuáles son buenas para los padres?
  - a. Ayude a su niño a aprender a controlar sus impulsos.
  - b. Primero, permita que los niños tomen porciones pequeñas, luego permitir más si todavía tienen hambre.
  - c. Permita porciones pequeñas de bocaditos y comidas grasosas, como los chips y luego deje que el niño se llene con comidas más saludables, como zanahorias y tallos de apio.
  - d. Todo lo anterior



# session one:

handout 1



6. El azúcar en la sangre del bebé a menudo disminuye temprano en la tarde.  
a. Verdad      b. Falso
7. Los bebés deben tomar toda la mamadera para mantenerse saludables.  
a. Verdad      b. Falso
8. Tener la TV prendida mientras están comiendo ayudará a que su familia sea más unida.  
a. Verdad      b. Falso





# session one:

## feeding your child

### Handout #2: Casos para Estudiar

1. Aarón tiene tres años. El sólo quiere sándwiches con manteca de maní. Cuando uno quiere darle otras comidas, él las rechaza. Usted trata de hacerlo esperar hasta la próxima comida, pero llora y llora diciendo que tiene hambre pero sigue rechazando todo lo que no sea sándwiches con manteca de maní.
2. Micaela tiene cuatro años e insiste en comer cada comida en un plato separado. No le gusta ninguna comida donde ve cosas que "están mezcladas."
3. Jacobo tiene cuatro años. Se demora mucho tiempo en comer. Todo el mundo ha terminado y él todavía está en la mitad de su plato. Cuando uno trata de retirar su comida, llora y dice que todavía tiene hambre. Parece que es lento para todo lo que hace.
4. Cristina tiene dos años y cada vez que se le da de comer algo nuevo empieza a tener náuseas. A menudo las náuseas continúan hasta que vomita todo.



### Casos de Infantes para Estudiar:

1. Alisa tiene siete meses. Parece que no le gusta ninguna comida que le dan, la escupe o hace arcadas. Le gusta la mamadera y es lo único que quiere.
2. Ryan tiene seis meses. Parece que la comida le interesa, pero cada vez que se le pone comida en la boca tiende a hacer arcadas o a empujarla hacia afuera con la lengua.



### Casos de Estudio para el Educador de la Niñez Temprana:

1. Usted enseña a niños de dos años. Ellos prefieren comer con la mano. Rechazan usar las cucharas y ensucian todo.
2. Usted enseña a niños de tres años. Tiene tres niños que siempre rechazan probar algo nuevo. Los otros niños ven esto y también rec hazan probar cosas nuevas.



# session one:

feeding your child



## Handout #2 (cont):

3. A los niños de cuatro años les gusta comer la comida de los que están al lado de ellos. También les gusta abrir la boca cuando la tienen llena de comida.
4. Usted está tratando de que los niños de tres años coman al estilo familiar. Ellos continúan agarrando y derramando la comida de las fuentes en la mesa.





# session one:

## handout 3

### **Handout #3: Hoja con Ideas para Comer Saludablemente**

Cómo hacer las comidas más saludables

Cómo comer comida rápida saludable

Cómo lograr que los niños coman comidas saludables





# session one:

handout 4

## Handout #4: Tarjetas Para Padres con Ideas Para Comer Saludablemente – Página Uno

En lugar de frito pida a la parilla.	Sazone con caldo en lugar de tocino o grasa.	Elija salsas bajas en grasa o sin grasa.
Pida fruta, papas al horno o en ensalada en lugar de papas fritas.	Use un rociador para que la comida no se pegue en lugar de aceite.	En lugar de frito pida a la parilla.
Antes de ir a comer afuera hable con su niño sobre las comidas que puede comer y las que no puede.	Use de 1/2 a 1/3 de azúcar de lo que pide la receta.	Pida fruta, papas al horno o en ensalada en lugar de papas fritas.
Use pitas, pan, tortillas, masa para pizzas hechas con harina de trigo entero en lugar de harina blanca	Ponga sal en la mesa en lugar de cocinar con sal.	Antes de ir a comer afuera hable con su niño sobre las comidas que puede comer y las que no puede
Agregue vegetales cocidos a la salsa de fideos, comidas al horno y sopas	En lugar de freír, cocine a la parilla, al horno o al vapor.	Evite comidas con azúcar o jarabe de maíz indicados como el primer ingrediente.
¡No coma demasiado – en su lugar, pida una orden para niños!	Ordene hamburguesas con lechuga, tomates y vegetales.	Haga que los postres sean una parte saludable de la comida. Ofrezca frutas, gelatina o yogur.
¡Comparta una comida rápida con su niño para que ninguno de ustedes dos coman demasiado!	Ordene pizza con la masa hecha de harina de trigo entero.	Ofrezca solamente una comida nueva por vez.



# session one:

handout 4



## Handout #4: Tarjetas Para Padres con Ideas Para Comer Saludablemente – Página Dos

Cocine al horno pollo en pedacitos y papas pequeñas.	Deje que los niños preparen la comida con usted.	Provea bocaditos para comer con las manos y también comida con la que deban usar los utensilios.
No soborne, amenace o se queje por la suciedad durante las comidas.	Sólo si el niño pide déjelo repetir el plato.	Para niños mayores de 2 años sirva leche con 1% de grasa o desnatada.
Haga que el tiempo de comer sea placentero y ofrezca comidas para elegir.	Sirva leche completa a los niños menores de 2 años.	Deje que los niños se sirvan su propio plato.
Deje que los niños ayuden a elegir el menú.	¡Ofrezca por lo menos cinco frutas y vegetales por día!	Sirva porciones pequeñas a los niños.
¡Sea un ejemplo! Coma lo que quiere que su niño coma.	Ponga nombres graciosos a los vegetales (arbolitos para el brócoli, o redondelitos para las zanahorias, etc).	Tenga solamente comida y bocaditos saludables en la casa.



# session one:

handout 5



## **Handout #5: Hoja con Ideas para los Cuidadores de Niños para Comer Saludablemente**

Asuntos Exclusivamente Familiares y Culturales relacionados con la Comida

Asuntos y Desafíos con la Alimentación

Trabajando con los Padres



# session one:

handout 6



## Handout #6: Tarjetas con Ideas para Comer Saludablemente para los Cuidadores de Niños – Página Uno

¡Dé el ejemplo! ¡Coma con los niños!	Ofrezca solamente una nueva comida por vez.	Provea comida de otras culturas en forma de bocaditos y como parte de las comidas.
Deje que los niños se sirvan sus propios platos.	No use comida para premiar o castigar.	Elija días en que los padres traen la comida favorita del niño o bocaditos para todos los niños, y deje que el niño les hable sobre su comida.
Ponga nombres graciosos a los vegetales (arbolitos para el brócoli, o redondelitos para las zanahorias, etc).	Deje a los niños preparar a comida con usted y poner la mesa.	Pregunte a los padres nuevos sobre prácticas culturales relacionadas a las comidas, cómo se sirven y cuándo se comen ciertas comidas.
¡No sodas o comida que no es saludable en la sala de clase!	Provea comidas de otras culturas que son impactantes como una plancha para tortillas, una arrocera y la sartén china.	Envíe preguntas a la casa sobre las costumbres de comer: dónde comen las comidas, si la familia entera come junta, cuáles son las comidas favoritas del niño.





# session one:

handout 6

## Handout #6: Tarjetas para los Cuidadores de Niños con Ideas para Comer Saludablemente – Página Dos

Provea bocaditos para comer con las manos y comida para usar utensilios.	Pregunte a los padres cuando inscriben a un niño si tiene alguna restricción en la dieta que ellos siguen.	Ponga los menús en los tableros de noticias y provea ideas para preparar bocaditos saludables en los boletines.
No soborne, amenace o se queje por la suciedad durante las comidas	Estimule a los padres a observar a los niños cuando se sirven y alimentan entre ellos.	Antes de las comidas realice una actividad de transición tranquila para que los niños vengán calmados a la mesa.
Pida a los padres que comen con el niño en el almuerzo no traer comida rápida no saludable, es preferible que coman la comida que ofrece el centro.	Provea a los padres las reglas sobre cómo prepara las comidas y bocaditos, y cuándo y cómo comen los niños.	Provea información a los padres sobre comidas y bocaditos saludables fáciles y rápidos.
Haga una lista de restricciones en las comidas para los niños debido a alergias, cultura y prohibiciones religiosas. Avise al cocinero y a los ayudantes sustitutos sobre esto.	Cuando hay conflicto entre las prácticas de comer en la casa y la escuela, pida una reunión para desarrollar un plan.	Deje que los niños se sirvan sus propios platos.





# session one:

## evaluación

### Handout #7: Evaluación

1. Una comida para picar es:
  - e. un nuevo tipo de utensilio
  - f. una manera de medir la comida
  - g. deseo de comer el mismo plato en varias comidas
  - h. nada de lo anterior
2. El estilo de una familia para comer es:
  - e. comer en un restaurante en ocasiones especiales
  - f. un buen momento para discutir preocupaciones serias sobre la conducta de los niños
  - g. una oportunidad para que los niños aprendan buenas maneras y buen comportamiento
  - h. nada de lo anterior
3. Frotarse con los adultos generalmente es hecho por:
  - e. niños que están hambrientos
  - f. niños que comienzan a caminar
  - g. recién nacidos
  - h. niños que son muy delgados
4. ¿Cuántas veces hay que ofrecer a un niño una nueva comida antes de que el niño la acepte?
  - e. 2-3 veces
  - f. 10-15 veces
  - g. 30-40 veces
  - h. Sólo una vez y nunca más.
5. ¿De las siguientes sugerencias cuáles son buenas para los padres?
  - e. Ayude a su niño a aprender a controlar sus impulsos.
  - f. Primero, permita que los niños tomen porciones pequeñas, luego permitir más si todavía tienen hambre.
  - g. Permita porciones pequeñas de bocaditos y comidas grasosas, como los chips y luego deje que el niño se llene con comidas más saludables, como zanahorias y tallos de apio.
  - h. Todo lo anterior
6. El azúcar en la sangre del bebé a menudo disminuye temprano en la tarde.
  - a. Verdad
  - b. Falso
7. Los bebés deben tomar toda la mamadera para mantenerse saludables.
  - a. Verdad
  - b. Falso
8. Tener la TV prendida mientras están comiendo ayudará a que su familia sea más unida.
  - a. Verdad
  - b. Falso



# session two:

handout 8



## Handout #8: Substituciones para la Comida

Pedacitos de Pollo Frito (Nugets)

Perros Calientes (Panchos)

Chips de Papa

Macarrones con Queso Envasados

Tocino

Huevos Fritos

Cereales Azucarados

Sopa de Fideos Sazonada

Papitas Fritas

Fruta Enlatada en Jarabe

Helado





# session two:

## handout 9



### Handout #9: Casos de Estudio para el Educador de la Niñez Temprana

#### Caso para Estudiar #1

John tiene tres años y recientemente empezó a asistir a la clase de los niños de 3 años. Su madre ha informado al programa que es contra la fe de ellos que él coma carne de vaca o de cerdo. Pero a las horas de la comida John siempre pide cuando los otros niños comen hamburguesas o tacos. ¿Podría darle un poquito sin decir nada? ¿Cuáles son los derechos y responsabilidades del maestro y de los padres involucrados? ¿Qué más puede hacer usted?

#### Caso para Estudiar #2

Annie dice que tiene hambre a menudo durante su primera hora de clase. Annie es un poquito gordita y la maestra no está segura si comió antes de venir, porque ella siempre dice que no comió, pero algunas veces actúa como que está llena. Generalmente la madre la deja justo en la puerta y se va rápidamente y no hay oportunidad de hablar sobre la situación. ¿Cuáles son los derechos y responsabilidades del maestro y de los padres involucrados? ¿Qué más puede hacer usted?

#### Caso para Estudiar #3

Emma tiene cinco años y parece tener dolor de estómago cada vez que come maníes. Usted no ha mencionado esto a los padres. Usted se da cuenta que nunca ha hablado con ellos sobre las alergias a las comidas o cualquier asunto dietético. ¿Cuáles son los derechos y responsabilidades del maestro y de los padres involucrados? ¿Qué más puede hacer usted?

#### Caso para Estudiar #4

Jake tiene 18 meses. Viene a la escuela con una mamadera y su madre insiste en que es importante para él que todavía reciba su mamadera. Usted decide que en lugar de discutir con ella, le va decir que se la da, vacía la leche durante el día, y luego le da comida regular con los otros niños. Parece que al niño no le importa. ¿Cuáles son los derechos y responsabilidades del maestro y de los padres involucrados? ¿Qué más puede hacer usted?



# session two:

## handout 10



### Handout #10: Evaluación

1. "Cinco-por-día" se refiere a:
  - a. comer cinco frutas o vegetales por día
  - b. beber cinco vasos de agua por día
  - c. hacer ejercicios cinco minutos por día
  - d. nada de lo anterior
2. ¿Cuánta tazas \_\_\_\_\_ de leche por día necesitan los niños preescolares y los que recién empiezan a caminar?
  - a. 4 tazas
  - b. 2 taza
  - c. 2 tazas
  - d. 8 tazas
3. Una dieta saludable debe incluir:
  - a. grasas
  - b. vegetales
  - c. semillas
  - d. todo lo anterior
4. La pirámide de comida incluye:
  - a. aceites
  - b. ejercicios físicos
  - c. leche
  - d. todo lo anterior
5. Los ingredientes indicados en las etiquetas de nutrientes de la comida:
  - a. están en orden de importancia de acuerdo a su poder nutritivo
  - b. incluyen sólo unos cuantos de los ingredientes de la comida
  - c. están listados en el orden de la cantidad que hay en el producto
  - d. nada de la anterior
6. Para los padres las comidas con edulcorantes artificiales son las mejores alternativas, en lugar de comidas con mucha azúcar.
  - a. Verdad
  - b. Falso
7. Debido a que están creciendo muy rápido, los niños necesitan más comida que los adultos.
  - a. Verdad
  - b. Falso
8. La dieta de los niños debe consistir por lo menos del 50% de comidas altas en grasa.
  - a. Verdad
  - b. Falso





# session three:

## handout 11



### Handout #11: Centro de Bocaditos

Un artículo reciente de la Asociación Nacional para la Educación de los Niños Pequeños (National Association for the Education of Young Children) presentó un concepto que ahora siguen muchas instituciones de cuidado de niños: tener un centro para bocaditos como uno de los centros de juegos que los niños pueden elegir durante la hora de los centros. Este se convierte en un lugar donde los niños pueden elegir, practicar sus habilidades y les da la flexibilidad de poder elegir un bocadito. Puede tratar de hacerlo siguiendo las siguientes instrucciones.

1. Organice el centro con una mesa y sillas para que tres a seis niños puedan usar el centro al mismo tiempo.
2. El centro debe estar sobre pisos que pueden ser limpiados fácilmente por si algo se derrama y debe estar cerca del agua.
3. Provea un estante para guardar platos, servilletas, tazas y utensilios.
4. Los bocaditos pueden ser medidos y empaquetados previamente y colocados en el centro. También puede proporcionar figuras que muestren los pasos que un niño debe seguir para usar los ingredientes proporcionados para hacer su propio bocadito.
5. Debe colocar figuras para recordar a los niños que tienen que lavarse las manos antes de empezar.
6. Presente su centro nuevo durante la hora de los centros y hable sobre las reglas, incluyendo cuánta comida pueden tomar, cómo lavarse las manos antes y después de comer y qué importante es tener buenas costumbre mientras se come sentado a la mesa sin tocar la comida de otros niños. Puede poner estas reglas con ilustraciones en el centro para que las recuerden.
7. Espere que los niños limpien el centro después de usarlo para que otros niños puedan disfrutar este centro.

Adaptado de: NAEYC *Smart Snacks for Children in Child Care*  
Bernath, P. and Masi, W. (2006). Smart School Snacks. *Young Children*. 61(3), 20-25.



# session three:

## handout 12



### Handout #12: Casos de Bocaditos para Estudiar

- 1. Joey:** Joey tiene tres años y está con usted en la tienda. Ve caramelos en la fila para pagar y continuamente agarra las barras de caramelo diciéndole que quiere una. Usted dice, "No," entonces él empieza a gritar y llorar. ¿Qué puede hacer ahora? ¿Qué puede hacer para prepararse para la próxima vez?
- 2. Ellen:** Ellen tiene cuatro años. Cada vez que le ofrece un bocadito ella dice que no tiene hambre. Treinta minutos más tarde ella está lista, pero la hora de la comida está cerca. ¿Qué puede hacer ahora? ¿Qué puede hacer para prepararse para la próxima vez?
- 3. Ann:** Ann tiene dos años y no quiere que usted le ayude con su bocadito de plátano. Ella misma quiere prepararlo y comérselo. ¿Qué puede hacer ahora? ¿Qué puede hacer para prepararse para la próxima vez?
- 4. Alex:** Alex tiene tres años y solo quiere bocaditos de manzana. Cada vez que le ofrece algo diferente lo rechaza. ¿Qué puede hacer ahora? ¿Qué puede hacer para prepararse para la próxima vez?
- 5. Eddie:** Eddie tiene cuatro años y ha pasado el fin de semana en casa de su papá. Cuando regresa a casa, pide chips y bizcochitos como bocaditos y dice que su papá siempre le deja comerlos. ¿Qué puede hacer ahora? ¿Qué puede hacer para prepararse para la próxima vez?



### ECE Casos para Estudiar

- 1. Hora de la Comida:** Cada vez que los niños se sientan para los bocaditos, se quitan la comida entre ellos, mastican con la boca abierta para mostrar a los otros niños y ensucian. ¿Qué puede hacer?
- 2. Salón para niños de dos años:** Los niños de dos años en el salón de clase están teniendo problemas para permanecer en sus mesas durante la hora del bocadito. ¿Qué puede hacer?
- 3. Preescolares:** A menudo los preescolares tienen hambre antes de la hora del bocadito y piden comida. ¿Qué puede hacer?
- 4. Maya:** Maya no puede tomar leche y otros niños también están diciendo que no quieren leche tampoco. ¿Qué puede hacer?
- 5. Salón para niños de cuatro años:** El salón para los niños de cuatro años tiende a ser caluroso. A menudo los niños piden agua y no hay una fuente de agua en el salón. ¿Qué puede hacer?





# session three:

## handout 13

### Handout #13: Evaluación

1. El líquido que los preescolares deben tomar más es:
  - a. leche
  - b. agua
  - c. Pedialyte®
  - d. Gatorade®
2. El nutriente más importante para el cuerpo del niño es:
  - a. el calcio
  - b. los carbohidratos
  - c. las proteínas
  - d. el agua
3. La cantidad máxima de jugo que un preescolar debe tomar cada día es:
  - a. 2 tazas
  - b. 1 tazas
  - c.  $\frac{1}{2}$  de taza
  - d. todo lo él o ella quiera tomar
4. Los niños que tienen un año y 1 $\frac{1}{2}$  deben recibir solamente:
  - a. fórmula
  - b. leche de pecho
  - c. leche completa de vaca
  - d. leche de vaca al 2%
5. Cuando se trata del bocadito, los niños no deben tener que elegir, lo importante es que aprendan a comer la comida saludable que las madres les ofrecen.
  - a. Verdad
  - b. Falso
6. Las bebidas gaseosas con cafeína son buenas para niños preescolares.
  - a. Verdad
  - b. Falso
7. La investigación muestra que hay una conexión directa entre las bebidas azucaradas y la obesidad.
  - a. Verdad
  - b. Falso
8. Las bebidas que reemplazan los electrolitos como el Pedialyte® son una buena elección cada vez que un niño tiene sed.
  - a. Verdad
  - b. Falso





# session four:

handout 14

**Handout #14: Tarjetas para Equilibrar la Energía – Página Uno**  
**Direcciones:** haga fotocopias de estás páginas y corte las tarjetas. Haga suficientes juegos de tarjetas como para que cada grupo tenga uno.

El niño come una comida rápida de hamburguesa con papas fritas para la cena y luego un helado. <i>Saque 2 tarjetas.</i>	Su hijo sólo quiere mirar videos y usted acepta para que no proteste. <i>Saque 2 tarjetas.</i>	Su niño es más pesado que otros niños de su tamaño y edad. Usted dice que es porque tiene huesos grandes. <i>Saque 1 tarjeta.</i>
En todo el día su niño comió sólo una porción de frutas y vegetales. Por eso, para la cena prepare una ensalada con yogur. <i>Pierde 1 tarjeta.</i>	El medico dice que su niño tiene un poco de sobrepeso. Inmediatamente lo pone en una dieta estricta. <i>Pierde 4 tarjetas.</i>	Usted lleva ositos masticables como bocaditos a la guardería de su niño en la iglesia. Reciba <i>1 tarjeta de todos.</i>
Usted da al niño de su vecino 2 refrescos porque él se los pidió. <i>Reciba 2 tarjetas de 1 a persona a su izquierda.</i>	Su niño está armando un berrinche en la tienda. Usted le ofrece una barr de caramelo si deja de llorar. <i>Saque 2 tarjetas.</i>	Usted come una torta de postre y luego va al jardín y juega a la pelota. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i>
Su hijo entra con hambre después de jugar. Usted le da un vaso de agua y pregunta si todavía tiene hambre. <i>Guarde sus tarjetas como están.</i>	Usted pone un video con música para su niña y la anima a que baile con el video. <i>Guarde o descarte 2 tarjetas.</i>	Para la cena compra pollo frito, puré de papas, salsa y abelmosco (M) [okra (US)] frita y luego pone a los niños a dormir. <i>Saque 3 tarjetas.</i>
Después de la cena usted lleva a sus niños a caminar alrededor de la cuadra varias noches por semana. <i>Entregue 2 tarjetas a la persona a su derecha.</i>	Su niño puede mirar TV siempre que en los comerciales camine alrededor del sillón. <i>Guarde o descarte 2 tarjetas.</i>	Todos los sábados montan bicicleta o caminan en el parque con su niño. <i>Descarte 2 tarjetas.</i>



# session four:



## handout 14

### Handout #14: Tarjetas para Equilibrar la Energía – Página Dos

<p>Su niño tiene sobrepeso. Ahora sólo le da comida saludable y aumenta sus ejercicios. <i>Guarde sus tarjetas si tiene siete o descarte 2 tarjetas.</i></p>	<p>Su niño ha estado jugando afuera y está sudando. Usted le ofrece una soda. <i>Saque 2 tarjetas.</i></p>	<p>Su niño lo vio comer vegetales y salsa como bocaditos. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i></p>
<p>Los niños están echados sobre el suelo jugando juegos de video. Les ofrece jugar a las escondidas con ellos. <i>Guarde o regale 2 tarjetas.</i></p>	<p>Usted sólo come comida rápida una vez a la semana y cocina el resto del tiempo. <i>Guarde, saque o descarte lo suficiente hasta tener 7 tarjetas.</i></p>	<p>Usted hace ejercicios regularmente con su niño. <i>Entregue 2 tarjetas a una persona.</i></p>
<p>Usted se dio cuenta que el bebé se queda más quieto si le da una botella de jugo para tenerla y tomarla. <i>Saque 2 tarjetas.</i></p>	<p>Su bebé siempre agarra la comida suya y usted lo deja porque ¡es tan gracioso! <i>Reciba 2 tarjetas de la persona a su izquierda.</i></p>	<p>Su niño entra a un equipo local de fútbol. <i>Descarte 2 tarjetas.</i></p>
<p>La familia come enfrente de la TV y mira hasta la hora de dormir. <i>Saque 3 tarjetas</i></p>	<p>Va de compras y su niño camina y le ayuda a sacar las cosas de los estantes. <i>Entregue 2 tarjetas a la persona que está a su lado.</i></p>	<p>Su niño y sus 2 amigos tienen hambre. Usted les ofrece fruta y una salsa de yogur desgrasado. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i></p>
<p>Está lloviendo y usted hace una fila de obstáculos con almohadones, sillas y sábanas. <i>Entregue 1 tarjeta a la persona a su derecha.</i></p>	<p>Usted y sus niños estacionan al final de la fila en lugar de cerca de la tienda. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i></p>	





# session four:

handout 14

## Handout #15: Tarjetas para Equilibrar la Energía para Educadores de niños pequeños – Página Uno

**Direcciones:** haga fotocopias de estas páginas y corte las tarjetas. Haga suficientes juegos de tarjetas como para que cada grupo tenga uno.

Usted trajo bizcochitos dulces y les dio a los niños antes del almuerzo. <i>Saque 2 tarjetas.</i>	Cada tarde pone un video para poder limpiar y hacer sus planes. <i>Reciba 2 tarjetas de la persona a su derecha.</i>	Usted planea actividades afuera para correr y saltar. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i>
Últimamente ha visto que las comidas no han incluido varios vegetales verdes y pidió más vegetales al cocinero para los niños. <i>Regale 1 tarjeta</i>	Un bebé de tres meses parece que está engordando entonces limita su fórmula aunque le parece que todavía tiene hambre. <i>Reciba 1 tarjeta de cada persona.</i>	Usted trae ositos masticables como bocaditos para los niños. <i>Reciba 1 tarjeta de cada uno.</i>
Un niño reclama que tiene hambre. Le dio bizcochitos para calmarlo. <i>Reciba 2 tarjetas de la persona a su derecha.</i>	Usted promete M&Ms a los niños en su clase si arreglan sus juguetes. <i>Saque 2 tarjetas.</i>	Usted pide al cocinero que cocine comidas saludables y bajas en grasa para toda la clase y aumenta las actividades físicas para un niño que tiene sobrepeso. <i>Guarde sus tarjetas.</i>
Un niño entra corriendo de afuera y dice que tiene hambre. Le da un vaso de agua antes de ofrecerle comida. <i>Guarde sus tarjetas.</i>	Los niños quieren mirar un video. En su lugar pone un CD con música rítmica para bailar. <i>Entregue 1 tarjeta a la persona a su derecha.</i>	Los niños han estado jugando tranquilos por una hora. Usted juega afuera con ellos a la mancha. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i>
Usted lleva a su clase a caminar alrededor de la cuadra varios días a la semana. <i>Guarde, saque o descarte hasta tener 7 tarjetas.</i>	Usted deja que los niños pinten la cerca con agua usando cepillos grandes y poca cantidad de agua. <i>Entregue 1 tarjeta a la persona a su izquierda.</i>	Usted da a los niños comida rápida todos los días porque piensa que si siguen estando saludables, no importa. <i>Reciba 1 tarjeta de cada persona.</i>



# session four:



handout 15

## Handout #15: Tarjetas para Equilibrar la Energía para Educadores de niños pequeños – Página Dos

<p>Cada día trae comida rápida y una gaseosa para su almuerzo y come mientras los niños comen su comida. <i>Saque 2 tarjetas.</i></p>	<p>En los días de excursión, cuando los niños comen comida rápida, usted los lleva al parque para que corran y jueguen más. <i>Descarte 2 tarjetas.</i></p>	<p>Antes de terminar la hora de los centros, pone música y empieza a bailar y estimula a los niños que lo acompañen. <i>Descarte 1 tarjeta.</i></p>
<p>Está lloviendo y usted hace una fila de obstáculos en la sala para que los niños puedan usar su energía. <i>Guarde sus tarjetas.</i></p>	<p>Al fin del día está cansado y prende la TV e insiste que los niños se sienten allí o jueguen sin hacer ruido. <i>Saque 3 tarjetas.</i></p>	



# session four:

handout 16



## Handout #16: Evaluación

1. Calorías
  - a. vienen de las comidas que comemos
  - b. son usadas por el cuerpo como energía
  - c. cuando no son usadas son almacenadas en el cuerpo como grasa
  - d. todo lo anterior
2. La comida de los niños debe ser equilibrada con:
  - a. grasa más alta en la comida
  - b. ejercicio
  - c. muchos bocaditos
  - d. nada de la anterior
3. El equilibrio de energía es mejor equilibrando:
  - a. comidas saludables con azúcar y alta grasa
  - b. agua y buena comida
  - c. comida saludable y actividad
  - d. nada de lo anterior
4. La mejor manera de controlar el peso en los niños es con una dieta.
  - a. Verdad
  - b. Falso
5. Limitando el juego activo proporcionará más descanso y mantendrá a los niños más saludables
  - a. Verdad
  - b. Falso
6. Caminando con los niños ayudará a mantener el equilibrio de la energía
  - a. Verdad
  - b. Falso
7. Es importante mantener a los niños suficientemente activos como para gastar más calorías de las que comen cada día
  - a. Verdad
  - b. Falso
8. Las calorías excesivas son eliminadas por el cuerpo si la persona toma mucha agua.
  - a. Verdad
  - b. Falso





# session five:

## handout 17

### Handout #17 Evaluación

1. Los niños que tienen un buen equilibrio entre la comida y la actividad:
  - a. son más saludables
  - b. tienen mejor disposición social
  - c. tienen mejor disposición emocional
  - d. todo lo anterior
2. ¿Cuánto tiempo recomienda la Academia Americana de Pediatría que los niños menores de 2 años miren la TV por día?
  - a. No importa porque son muy pequeños y no les afecta
  - b. 2 horas
  - c. nada de TV
  - d. 4 horas
3. ¿Cuál es el número de horas recomendadas por la Academia Americana de Pediatría que no deben sobrepasar los niños de más de 2 años cada día cuando miran TV, juegan con videos o con la computadora?
  - a. 4 horas
  - b. 2 horas
  - c. No importa, siempre que aprendan.
  - d. nada de TV
4. Los niños con más tiempo frente a la pantalla probablemente son:
  - a. más inteligentes
  - b. obesos
  - c. más activos
  - d. nada de la anterior
5. Cuanto más activo eres, más calorías quemas
  - a. Verdad
  - b. Falso
6. Hay que evitar que los infantes se muevan mucho para mantenerlos seguros.
  - a. Verdad
  - b. Falso
7. Los niños que ya comienzan a caminar no necesitan ser activos excepto una vez al día por un periodo corto
  - a. Verdad
  - b. Falso
8. Los niños que tienen una actividad física regular están menos ansiosos y menos deprimidos
  - a. Verdad
  - b. Falso





# spanish slides

nutrition and fitness for young children



A Guide for Workshop Facilitators  
*Ready for Life*





# session one:

## slides

**1 Alimentando a Su Niño**

Nuestras metas para esta sesión:

- Hablar sobre el estilo de comer de la familia y cómo esto puede ayudar a su familia
- Cómo superar los problemas de la alimentación
- Cómo la familia puede comer afuera de una manera sana

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**6 Desafíos para la Comida**

- **Comida fija:** un niño quiere sólo una comida por un periodo de tiempo y a menudo rechaza todas las demás
- **El exigente:** sólo come ciertas comidas o pequeñas cantidades de comida
- **El repetidor:** un niño comerá todo el día pequeñas cantidades, los niños pequeños hacen esto y es normal para ellos

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**2 Utensilios de los Niños**



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**7 Ideas para Alimentar a Infantes**

**Escupir**

- Alimentarlos en un lugar tranquilo y manténgalos calmados y menos activos después de comer.
- Deje de alimentarlo si parece que el bebé perdió el interés.

**Alergia a las comidas**

- Presente las comidas nuevas una a la vez.
- Espere varios días entre las nuevas comidas.
- Espere hasta que el bebé tenga por lo menos de cuatro a seis meses antes de empezar la comida sólida.

**Aprendiendo a tomar de una taza**

- Empezar con tazas que tienen sorbetes para que aprendan gradualmente.
- Use una taza pequeña con base pesada y póngale muy poquito líquido.

**Difficultad de ingerir la comida**

- Coloque la comida hacia el final de la lengua del bebé.
- Déle porciones muy pequeñas de comida.

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**3 Estilo de Comer de la Familia**

El estilo de comer de la familia quiere decir cuando toda la familia está sentada a la mesa para comer.

**Los niños que comen la mayoría de las comidas con la familia:**

- Ríen mejor en la escuela
- Aprenden buenas costumbres: conversar, compartir
- Aprenden a resolver problemas
- Son más unidos con sus familias
- Les afecta menos la influencia negativa de los compañeros
- Aprenden del ejemplo de los adultos
- Tienen menos probabilidad de usar drogas y alcohol
- Comen más saludablemente
- Tienen a tener niveles más bajos de estrés

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**8 Comida Típica de los Niños**

Comida Rápida	Comida Casera Buena
Hamburguesa pequeña en un pan blanco	1/2 hamburguesa de carne sin grasa molida en pan de grano entero
Catsup y pickle	Lechuga, tomate, catsup y pickle
Papas fritas	Habichuelas verdes
12 oz. de gaseosa	8 oz. de leche desgrasada
Helado	1/2 de taza de yogurt desgrasado congelado
<b>Calorías Totales : 870</b>	<b>Calorías Totales : 360</b>
<b>Grasa Total : 30 gramos</b>	<b>Grasa Total : 8 gramos</b>

El total de calorías diarias es:  
1000-1400 para niños pequeños,  
1200-1800 para preescolares

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**4 Estilo de Comer de la Familia**

**Qué Hacer y No Hacer**

- ✗ Mirar la televisión
- ✓ Dejar que el niño ayude a cocinar
- ✓ Dejar que el niño ayude a poner la mesa
- ✓ Usar comidas fáciles o comidas congeladas
- ✓ Conversar sobre las actividades del niño
- ✗ Irritar a su niño

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**9 Repaso**

- ¿Qué aprendió sobre el estilo de comer de la familia que no sabía antes?
- ¿Encontró algunas ideas útiles para ayudar a su niño en asuntos de alimentación?
- ¿Qué puede hacer su familia para comer saludable cuando comen afuera?

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**5 Estilo de Comer de la Familia**

**Qué Hacer y No Hacer**

- ✓ Dar ejemplo de buenas costumbres
- ✗ Forzar al niño a comer ciertas comidas
- ✓ Hacer agradable el momento de comer
- ✓ Hablar sobre eventos e idcas actuales
- ✓ Todos deben estar en la mesa hasta que todos terminen de comer
- ✓ Tener las fuentes de servir en la mesa
- ✓ Permitir que ellos mismos se sirvan

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**10**

**Los niños aprenden a elegir bien con su ejemplo!**

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# session two:

## slides



**11**

### ¿Con Qué y Con Cuánto Alimento a mi Niño?

Nuestras metas para esta sesión son:

- Practicar el uso de los 5 grupos de comida y planear comidas equilibradas para mi familia
- Discutir los beneficios de leer las etiquetas de las comidas
- Aprender a reconocer el tamaño de una porción para mi niño

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**15**

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**12**

### Mi Niño es Como...

- Preséntese a su vecino.
- Diga cuántos niños tiene y sus edades.
- Describa a uno de sus niños de la siguiente manera:
  - La fruta, el vegetal u otra comida que mejor describe a mi niño es \_\_\_\_\_ porque él \_\_\_\_\_.
  - El restaurante que describe mejor a mi niño es \_\_\_\_\_ porque él \_\_\_\_\_.

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**16**

### Etiqueta de Nutrición

**Datos de Nutrición**  
Porción: 1 taza (240 ml) | Servicios: 1 | Calorías: 100

	% Daily Value*
Total Fat	2%
Sodium	5%
Total Sugar	10%
Total Protein	2%
Fiber	5%
Calcium	10%
Iron	5%
Vitamin A	10%
Vitamin C	10%

\*Percent Daily Values are based on a diet of other people's secrets.

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**13**

### ¿Cuánto es una Porción?

**El Tamaño Estimado:**

- 1 taza (8 onzas) de comida = una mano grande llena o un puño pequeño de un adulto.
- 1 cucharada = del tamaño de la punta de su pulgar (desde el pliegue).
- 1 cucharita = el tamaño de la punta del dedo meñique (desde el pliegue).
- 1 oz. (de queso) = tamaño del pulgar
- 3 oz. (de carne) = tamaño de la palma de una mano de mujer

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**17**

### Repaso

- ¿Hay algún grupo de comidas que usted cree que su niño no está consumiendo lo suficiente?
- ¿Qué cosas buscará ahora cuando lea las etiquetas de las comidas?
- ¿Aprendió algo que le sorprendió sobre el tamaño de las porciones para los niños?

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**14**

### Comida Típica de un Niño

Comida Rápida	Comida Casera Buena
Hamburguesa pequeña en un pan blanco	1/2 hamburguesa de carne sin grasa molida en pan de grano entero
Catsup y pickle	Lechuga, tomate, catsup y pickle
Papas fritas	Habichuelas verdes
12 oz. de gaseosa	8 oz. de leche desgrasada
Hielito	1/2 de taza de yogur desgrasado congelado
Calorías Totales: 870	Calorías Totales: 360
Grasa Total: 30 gramos	Grasa Total: 8 gramos

El total de calorías diarias es:  
1000-1400 para niños pequeños,  
1200-1800 para preescolares

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**18**

### Los niños aprenden a elegir bien con su ejemplo!

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# session three:

## slides

**19**

### Bocaditos y Bebidas

Nuestras metas para esta sesión:

- Aprender algunas cosas importantes para considerar cuando elegimos los bocaditos
- Hablar sobre qué y cuánto deben beber los niños pequeños

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**23**

### ¿Cuál es la mejor Bebida?

Bebida	Azúcar	Grasa	Calorías	Fibra	Vitaminas
100% jugo de naranja					

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**20**

### Eligiendo los Bocaditos Apropriados

Bocadito	Azúcar	Grasa	Calorías	Fibra
Bizcochos	23 g	11 g	270 g	2 g

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**24**

### Leche

- La leche es vital para tener huesos y dientes fuertes.
- La leche completa tiene mucha grasa y muchas calorías.
- La leche desgrasada tiene todos los nutrientes de la leche completa pero sin la grasa y tiene menos calorías.
- Los toddlers y preescolares necesitan 2 tazas de leche o productos de la leche por día – no demasiado ni muy poco.
- Para los mayores de dos años se debe usar la leche desgrasada o al 1%.
- Para aquellos de uno a dos años se debe usar la leche completa.
- Para los menores de un año nada de leche – sólo se debe usar fórmula o leche de pecho!

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**21**

### Agua

- Es el nutriente más importante del cuerpo.
- Uno puede vivir más tiempo sin comida que sin agua.
- El cuerpo es mayormente agua y usa el agua rápidamente.
- La base para todos los tipos de líquidos es el agua.
- Todos los líquidos no son iguales.
  - Algunas bebidas sacan el líquido.
- Para beber, elija el agua por niños.

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**25**

### Repaso

¿Cuáles son las cosas importantes que hay que tener en cuenta cuando hay que decidir qué bocaditos y bebidas usará para alimentar a la familia?

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**22**

### Bebidas con Azúcar

- Hay una relación directa entre las bebidas con azúcar y la obesidad infantil.
- Las bebidas deportivas tienen mucha azúcar y casi nada más.
- Las gaseosas sólo tienen calorías del azúcar.
- Las gaseosas tienden a deshidratar a la persona.
- Las gaseosas con cafeína están conectadas a:
  - La falta de atención
  - La hiperactividad
  - La somnolencia
- Las gaseosas con cafeína son adictivas.
- Muchos jugos son bebidas endulzadas con azúcar y una pequeña porción o nada del jugo natural. Para no tener azúcar adicional la etiqueta debe decir "100% jugo".

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**26**

### Los niños aprenden a elegir bien con su ejemplo!

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# session four:

slides



27

## Equilibrio de la Energía

Nuestra meta para esta sesión:  
Descubrir cómo lograr el equilibrio entre la dieta y el ejercicio, lo cual es esencial para la buena salud – eso es Equilibrio de la Energía



31

## Los niños aprenden a elegir bien con su ejemplo!



28

## ¿Qué son las Calorías?

- Las calorías vienen de lo que comemos.
- Las calorías son usadas por nuestro cuerpo para obtener Energía.
- Cuanto más activo es, mas calorías quema.
- Juegos como la mancha por media hora queman alrededor de 100 calorías.
- Cuando no usamos todas las calorías, son guardadas en el cuerpo como grasa.



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## Información sobre las Calorías

- Cuando uno ingiere más calorías de las que usa, uno gana peso.
- Cuando ingiere menos calorías de las que usa, uno pierde peso.
- La meta es el equilibrio: usar todas las calorías que se ingieren, pero no más!



30

## Repaso

- Qué puede hacer usted para ayudar a su familia a equilibrar mejor la dieta y el ejercicio?





# session five:

## slides

### 32 Actividades y Ejercicios para Niños Pequeños

Nuestras metas para esta sesión son:

- Entender mejor qué importante es la actividad para los niños pequeños
- Discutir ideas nuevas sobre cómo hacer para que los niños entren en movimiento



### 36 Efectos de la Hora de la Pantalla

- Al llegar al jardín de infantes, los niños ya han visto 4,000 horas de TV.
- Los niños pasan más tiempo mirando TV que con cualquier otra actividad además de dormir.
- 96% de las comidas que se ven en la TV para niños son cereales con azúcar, dulces, bizcochos y comidas nocivas.
- Los niños no distinguen entre los comerciales y los programas en la TV.
- No se dan cuenta de que los comerciales están tratando de venderles algo.
- Los niños que miran más TV quieren más juguetes y comidas como las que ven en la publicidad que aquellos que no miran tanta TV.



### 33 Beneficios del Ejercicio y del Equilibrio de la Energía

- Ayuda a los niños a crecer con huesos saludables
- Reduce la presión arterial
- Puede disminuir la depresión y la ansiedad
- Puede mejorar la condición física y el peso de los niños obesos
- Está relacionado con la valoración de uno mismo
- Está relacionado con mejorar la función del conocimiento
- Los niños son más saludables.
- Las costumbres sociales mejoran cuando las actividades y deportes se hacen en grupo
- Puede reducir los síntomas en niños con asma y problemas cardiovasculares
- Los niños son socialmente y emocionalmente más capaces.
- Los niños mantienen un peso saludable.



### 37 Repaso

- Mencione una idea aprendida en esta sesión que ayude a su familia a ser más activa.
- ¿Cuáles son algunas de las razones por las que la actividad es muy importante para su familia?



### 34 Estimule la Actividad en los Niños

#### Infantes

- Deben explorar su mundo y desarrollar habilidades por medio de la actividad y el cuidado de los cuidadores
- Necesitan estar en lugares seguros donde pueden moverse sin restricción por periodos largos

#### Toddlers

- Necesitan por lo menos 90 minutos de juego activo por día a lo largo del día

#### Preescolares

- Necesitan por lo menos dos horas de juego activo a los largo de todo el día



### 38 Los niños aprenden a elegir bien con su ejemplo !



### 35 Hora de la Pantalla

- Hora de la pantalla significa cualquier medio al que los niños miran o usan, que sea electrónico y que no requiere mover los músculos grandes.
  - Computadoras
  - TV
  - Toca DVDs
  - Juegos de Video

- Los niños que usan más tiempo frente a la pantalla tienden a ser obesos y menos saludables.

Estimule a los niños a que sean activos y limite el tiempo de la pantalla!





# facilitating your workshop



nutrition and fitness for young children



A Guide for Workshop Facilitators  
*Ready for Life*





# facilitators

adapting little bites, big steps  
for specific audiences

This workshop may be taught for specific populations. The workshop may be composed of a mixed audience where several of the participants have special needs. Adapting to meet the needs of each participant is critical to the success of the workshop.

## **Participants Who Have Lower Literacy Skills**

**Little Bites, Big Steps** includes activities that involve reading and writing. If you suspect that some of the participants will have difficulty with reading or writing, you will want to read aloud all of the information that is in written form.

For example, take participants through the handouts by making them into charts or overheads and pointing to each one as you read it. This will allow those who cannot read to identify their choices on paper.

Always ask for volunteers for reading. Never ask a specific participant to read anything out loud or to comment on something that has not been read to them.

The video segments will be especially helpful for those participants with low literacy skills. You may want to use only the videos to convey information and then discuss what participants have seen.



### **Tips:**

- **Read activities and overheads aloud**
- **Ask for volunteers to read**
- **Use all Video Segment**



**Tips:**

- **Use the Video Segments**
- **Use cartoons and posters**
- **Have them apply information to their peers**

# facilitators

adapting little bites, big steps  
for specific audiences

## **Teen Parents**

Teen parents can be a challenging audience. Helping them learn to apply the information and plan ahead can be particularly difficult.

Keep their interest. Maximize the use of the videos. Also, use cartoons from the newspaper or bright posters about children and attachment.

Ask teens to apply the nutrition and fitness information to themselves and their friends. After they apply it with their peers, ask them how to apply the information with their children.

Focus on the here and now and on situations they are currently experiencing.

# facilitators

adapting little bites, big steps  
for specific audiences

## **Participants Who Are Court Mandated or Who Are Reluctant to Attend**

Some participants may be attending against their will. Courts may require attendance or a spouse may have insisted on their coming. They may be resentful about being required to attend parenting workshops.

Ask the participants to write down their frustrations at the beginning of the workshop. Or ask them to share them verbally. Offer them suggestions about things that might be bothering them such as, “having to find a sitter, not having enough time for dinner.” If they are writing suggestions, invite them to write whatever bothers them about being here. Let them know that they are not to put their names on their comments so that it will be anonymous. You may decide not to share the comments with the group. But read them to yourself so you know what their frustrations are.

Tell participants, *“Although many of you had frustrations about coming, since you are here, we want to make this worth your time. There are things about raising children that are hard. Knowing about nutrition and fitness for children could make your life easier.”*

Share the goals of the workshop with them. Ask them to think about some ways that this workshop could be helpful to them in their interactions with their children.

If a participant is being very difficult, antagonistic or distracting, call a break and quietly go to the person and ask if you can speak with him in private. Tell him that other people are here to learn about their child and that you need his cooperation.

State the behavior that you need him to change (less distracting) and be specific (lessen the anger in the voice, etc). Ask him to please refrain from that behavior. Tell the participant that he is welcome to leave if he would rather do so. You may also find that other participants will stop the person’s comments or behavior for you if you give them the opportunity.

Some of these parents may lack basic communication and guidance skills. You may find that you will need to include additional information and skill development on these areas in your workshop.



### **Tips:**

- **Have them write down their frustrations**
- **Share the workshop goals**
- **Use roleplays**

**Tips:**

- **Demonstrate respect for customs and traditions**
- **Accept suggestions for doing things differently**
- **Offer classes in other languages**
- **Hold workshops in the neighborhood**

# facilitators

adapting little bites, big steps  
for specific audiences

**Participants from Diverse Cultures**

The way that nutrition and fitness are handled in a family can be heavily influenced by culture. Foods that are offered commonly and activities that families do together may vary in different ethnicities, cultural or religious backgrounds. While generalizations about cultures do not apply to all individuals, there are commonalities among parents of specific cultures that tend to influence parenting practices.

At the outset, it will be important to validate the many different family structures found today. In some cultures, the family includes aunts, uncles, grandparents, cousins and close friends. In others, elders and respected community members are important in establishing norms, solving conflicts and playing other important family roles.

Just as important will be your approach to the workshop itself. Whether you are working with one ethnic or cultural group or several, it is important to demonstrate your respect for their customs and traditions. Don't imply that the approach you are introducing is the only way. Emphasize continually that it is one way of dealing with nutrition and fitness. Incorporate a broad array of culturally diverse food choices into your workshop that are healthy alternatives for families to try. Accept suggestions for doing things differently. Your behavior will convey the most important message you need to communicate: that you are sensitive to the needs of the group and that you are listening.

If you have a large group of participants who represent a different culture and language, consider offering a class just for them in their own language. If that is not possible, having a translator available will help to attract and involve those of other cultures. Holding a workshop in a facility close to a neighborhood that is of primarily one culture will also assist people in feeling more comfortable. Consider churches, community centers, apartment clubhouses and local schools.

# facilitators

adapting little bites, big steps  
for specific audiences



If you are aware that parents from cultures with which you are uncomfortable or unfamiliar will be attending, read more about the culture, especially child-rearing practices. A good resource is *Multicultural Parenting*, edited by Stephen J. Bavolek, and available from Family Development Resources, Inc. at 1-800-688-5822. You can also ask your local library to order it for you through interlibrary loan.

People sometimes feel uncomfortable speaking in front of a group if English is not their first language. Tell everyone at the beginning that it is okay to pass if they are uncomfortable speaking in their group.

Encourage parents of differing cultures to share how things are done within their culture or how certain behaviors are perceived.



# facilitators

## working with adult learners

This guide is designed for the facilitator leading the **Little Bites, Big Steps** workshops. It is a tool to help you lead the entire workshop. As the workshop facilitator, you will be responsible for conveying information to your participants and for providing opportunities for them to ask questions and develop ways to use this information in their families.

You may already be an experienced facilitator. If that is the case, you may have already developed your own methods for setting up and conducting workshops. If you are a new facilitator, or if you just want to review some helpful information, this section can help you. You will find helpful information on everything from engaging your audience to marketing your workshop.

If you are working with a co-facilitator, you will want to review the curriculum outline together and decide how to divide the presentations, discussions and activities between you.

### When facilitating your workshop think “PARENTS!”

#### Preparation

**A**dult learning basics

**R**ole as facilitator

**E**ngage your participants

**N**eeds of the participants

**T**ranslate knowledge into practice

**S**etting (Room Arrangement)

#### **P = Preparation**

Use the Facilitator’s Planning Sheet provided with your handouts.

Check your equipment: microphones, charts, DVD player, TV, projection machine, chart stands, screen, etc. Are they in working order? If something goes out, do you have a backup? You may want to have an extra bulb or prepare a few copies of your overheads in case your overhead projector develops problems. Can you be heard from the back of the room? If not, plan on having a microphone and test it before the workshop.

# facilitators

## working with adult learners



Know your building and room. Visit the building and room for your presentation beforehand if possible. This will allow you to better plan room setup. Find out where the bathrooms, water and telephones are. Be sure to provide this information (you may want to make a chart) for participants.

Have all materials and copies needed before your workshops.

### **A = Adult Learning Basics**

Adults have different learning styles. Some learn better by doing. Some need to hear things to learn. Some learn best by seeing and others by talking about concepts. Provide learning activities that emphasize all of these learning styles. Adults also bring previous experience and knowledge to the learning setting.

### **R = Role as Facilitator**

Your role as facilitator is to help your participants understand the information you have to present and to provide opportunities for them to develop skills.

### **Some tips to keep in mind:**

- Your participants are responsible for their own learning.
- See yourself as a partner in the learning process and treat participants as equals.
- Recognize your participants' expertise as well as your own and encourage them to share it in appropriate ways.
- Create a learning environment that is safe and comfortable and encourages sharing and learning.
- Remember that research has shown that people must be involved in the training in new ways about every 8 to 10 minutes to maintain interest.



# facilitators

working with adult learners

## **E = Engage Your Participants**

- Provide materials at each table for participants to play with, such as markers, sticky notes, PlayDoh® and pipe cleaners.
- Be friendly and show concern for participants.
- Ask for opinions and allow participants time to respond.
- Leave plenty of time for questions. If you do not know the answers, it's okay! Let participants know that you will find out and bring or send them the answer.

## **N = Needs of the Audience**

Your participants learn best when they are comfortable. Provide refreshments, water and comfortable seating. Be aware of the changing moods of participants. If people seem to be getting bored or tired, have them move around, stand up or do a different type of activity. The audience needs to feel successful as parents, as caregivers and also as participants. Thank them for comments and reinforce when they share an example of good parenting. Participants need permission to move around during the workshop if needed.

They also need permission to pass or "Go Fishing." There are times when parents may not wish to share in small or large group discussions. Let them know up front they can pass if they choose. Also, let them know that everyone occasionally daydreams, begins to think about other things and does not hear what is said. If that happens, and they have been asked something, they can say, "Sorry, I went fishing!" It is a fun and non-threatening way to admit inattention.

# facilitators

working with adult learners



## **T = Translate Knowledge into Practice**

Throughout the workshop, ask how the concepts can be applied in participants' lives. One goal of the facilitator is to make sure the information from the workshop gets carried back to daily interaction. By continually reinforcing the practical application of the information, you are reinforcing the need to begin to incorporate this information into the family. Some ways to do this include:

- When a participant asks a question, see if others have the same problem and ask how they deal with it.
- Review, review, review! Content must be revisited in some form (through discussion, activities, video, writing) about six times for it to be remembered and applied.
- Make it fun and use activities to review.
- Revisit the information at another time. If you have the opportunity to contact these participants later or have them in another workshop, ask if they have used the ideas presented previously and how they have worked. This will provide an opportunity to review the application.
- Encourage participants to pull out their materials once a week for the next month and review them. They will be more likely to apply it in their lives.

## **S = Setting: Arranging the Room**

The way the room is set up and arranged is critical to the learning process. A room with stadium seating where the seats are small and leg room is cramped will encourage participants to think about how uncomfortable they are instead of the content of the workshop. Avoid last-minute frustrations by knowing your room and its arrangement ahead of time.

### **Good Room Setup:**

- Be sure the room has adequate lighting, comfortable seating and lots of leg room.
- Ask ahead of time how the room will be set up and request that you be given a room that has tables and chairs to give participants more space, and to allow them to write, prop their arms, lean and to have a place for their hands.



# facilitators

## working with adult learners

- Room setups that are most conducive for this type of workshop include using small tables on two sides of the room in short, angled rows with an aisle between (also called a chevron shape, or U shape).
- Set up tables for four to six participants at each table.
- Be sure there is a table in the front just for your things. Standing to the side of a table can be an effective means of facilitation that allows you to move around and interact with the audience.
- Arrange a table at the back of the room for refreshments and another for any display that you wish to set up.
- If you do not have tables, arrange chairs in semi-circles. Materials that will be needed by participants can be placed on the floor in front of each semi-circle.
- If you do not have tables, you can provide hard-backed notepads or even books for writing surfaces.
- If you have fixed seating such as stadium seating, encourage groups of three to turn toward each other and form a group.
- Check the room's lighting and windows. Will the sunlight reflect and cause problems?
- Ask if charts can be posted on walls.
- Check to see where audiovisual equipment can be located.

# facilitators

planning, recruiting and  
marketing the workshop



## **Where Do I Begin?**

Marketing your workshop means that you will create and adapt to the needs of your audience—your customers—the participants! There are several things you need to do in order to reach your audience and make it easy for them to attend.

## **Identify Your Target Audience**

Try to identify a specific audience, such as parents of toddlers or Hispanic parents, rather than any or all parents. A workshop that is focused for parents of school-age children or one for teen parents can use the same curriculum but might use different images on promotional flyers and address different issues during the workshop. Then, design your information and your marketing for that audience. Who has the greatest need or what population should you target given your funding, or the interest that has been shown?

## **Plan Your Workshop Based on Parent Needs and Interests**

As you begin to plan the workshop, ask participants to identify the best time of day and week for the workshop. Plan your workshop around their time rather than yours.

Ask some parents or caregivers, “What can I tell you about this workshop that would motivate you to come?” Then use that information to develop your promotional materials for the workshop.

Use themes, slogans and graphics in your marketing that will connect your audience to the topic you are covering. Be consistent in your use of those images. Participants will begin to identify your programs by these images.



# facilitators

planning, recruiting and  
marketing the workshop

## **Where Should I Hold My Workshop?**

The best place to hold your workshop is where the parents are.

Try lunchtime workshops at large businesses. Employers will usually welcome such programs but they will probably have to fit within an allocated lunch period. Consider partnering with a child care center and offering your workshop in the evening. Ask the center to provide child care.

## **Other ideas for locations include:**

- Meeting rooms at community centers
- Local housing offices in areas near your target population
- Churches
- School PTA programs
- Head Start parent programs
- Health clinics, pediatricians' offices or local social service agencies
- Local libraries
- Community centers or cultural centers

Some parents are more likely to attend when they are involved in the planning and preparation for the program. Involve parents and caregivers by asking them to assist in contacting other potential participants, bringing refreshments or by setting up before the workshop.

# facilitators

planning, recruiting and  
marketing the workshop



## **How Can I Inform Parents?**

Remember that “word-of-mouth marketing” is usually more successful than advertising. Talk with parents, teachers and other professionals, and ask them to share information about your program with others.

Provide the local media—especially weekly newspapers and radio stations—with a packet of information on this workshop, and let them know they can call you for quotes or information about parenting or other family topics. When you post fliers and information, be sure to put them where they will be seen by the audience you want to attract.

## **Ways to get the word out about your workshops:**

- Give out fliers or brochures everywhere you go!
- Post posters or fliers at grocery stores, apartment laundromats and mail centers.
- Establish a telephone tree that can call parents in the area and/or other professionals.
- Send news releases to local newspaper, cable TV and radio.
- Ask local churches to announce your workshop or allow you to post materials on a bulletin board.
- Send information to local courts, social service agencies, libraries and local cooperative extension offices.
- Contact your local school and child care centers and provide them with fliers to give to parents.
- Provide fliers to health centers and pediatricians’ offices.



# facilitators

## removing barriers

### **What About Barriers to Attendance?**

It is often difficult for participants to attend workshops such as these. Work hours, child care, transportation and feeling uncomfortable with the surroundings can all prevent parents from attending. Ask yourself and a few potential participants, “What would keep people away?” Families may not have child care or transportation. Court-ordered parents may feel uncomfortable attending a workshop provided in a social service office. Shift workers may not be able to attend at night. Identify the barriers that will face the group you are targeting and then develop strategies to remove those barriers.

### **Possible barriers and solutions could include:**

#### **Families Often Need Child Care**

##### **Solutions:**

- Parents can be charged for on-site child care.
- The cost of child care can be included in the cost of the workshop if there is a fee at all.
- If parents cannot afford child care, ask teen youth groups, such as service organizations at high schools or church youth groups, to provide care. Often, youth leaders are willing to oversee this process.
- Offer the workshop on two different nights and ask parents to trade child care.
- If the workshop is at a child care center, ask the director if it would be possible for her to provide child care. Offering the workshop and providing child care can become a business deduction from business taxes and a marketing strategy for the center.

#### **Transportation**

##### **Solutions:**

- Provide transportation by bus or by van to the program.
- Provide bus passes for participants.
- Plan your program within walking distance of your target population.
- Arrange for groups to walk together or for those in unsafe areas to be accompanied to the workshop.
- Offer workshops in apartment clubhouses or in housing authority offices.

# facilitators

removing barriers



## **Language Barrier**

### **Solutions:**

- If most of the people in your target population speak another language, secure a facilitator that speaks their language.
- Ask someone to translate for you as you facilitate.
- Provide written materials and media in the languages of your participants.
- When you send out information on your program, prominently display the fact that there will be translation.
- Plan two workshops: one in English and the other totally in the spoken language.



# facilitators

## offering incentives

### Solutions:

- Provide incentives such as healthy snacks and door prizes to encourage attendance at workshops.
- Ask participants or sponsors to assist with meals and snacks. They can provide potluck dishes or take turns providing the snacks.
- Volunteers or service organizations can be asked to provide meals or refreshments.
- Donations can be requested for snacks from local grocery stores.
- Give certificates that verify attendance and the number of hours of the workshop.
  - Certificates for completion of the workshop provide parents with a sense of completion and accomplishment.
  - Parents who are required to attend parenting classes by the judicial system will need the certificate for verification of attendance.
  - Certificates can also be given to child care providers who use them to verify state-mandated training hours.
- Door prizes are great incentives for reluctant, at-risk and teen participants, and a nice bonus for all who attend the workshop.
  - Distribute tickets (available at discount and many variety stores) for participants to place in drawings for prizes. Participants can write their names on the back of the tickets and deposit in a basket. Tickets can become an effective reward for returning from breaks on time, to honor those who share great ideas and fun rewards for races and activities during the workshop. You should be sure that everyone gets at least one ticket.
- Local businesses will usually provide discounts or freebies such as passes to movies, skating, bowling, books for and about children or games or toys that encourage interaction with children.
- You can obtain pamphlets, booklets and free information about children from local health departments, Cooperative Extension Offices, Red Cross and associations such as the American Heart or American Lung Association.
- Samples of products from companies are also great incentives for parents. If you have a local company that produces items that parents might use, call and see if they will provide samples.



# research

nutrition and fitness for young children



A Guide for Workshop Facilitators  
*Ready for Life*





# research

overview by dr. leAnn kridelbaugh, m.d.



Within the first few minutes after a baby is born, he or she is ready to eat. In the best case, the healthy newborn is put to mother's breast in the delivery room. The new parents begin to look at their baby while he looks back and takes his first food. This is the start of bonding between parents and child, and it takes place as the baby eats. Eating is important to us. It is a time to give our bodies the "fuel" we need and a time to be close with friends and family all through our lives. Parents can make mealtime a special time to be close to their child and to bond with him during all of his early years. Today, we will talk about not only what and when to feed your child, but how to make mealtime family fun time and not a battle ground. Along with food for "fuel" for growing bodies, those bodies need to be active to use the energy that food gives them. We will talk about safe ways to help your naturally active child burn the "fuel" in his body while growing strong and healthy.

## **The First Year:**

All experts agree – breast is best for the first several months of a baby's life. Why? Because that milk is made just for your baby! It has special proteins and fats that are easy to digest. It also has some acids that are important to help the baby's eyes and brain grow better. From the first feeding after birth, the mother gives protection from disease to her baby when he or she nurses. Babies who get breast milk do not have as many sicknesses such as colds, ear infections and diarrhea as babies who are not breastfed. Breastfed babies may also have less chance of being overweight (even after they are older) and have less allergic skin problems and other medical disorders. Sometimes mothers and babies have to work a little harder to get breastfeeding started in the first few weeks, but soon it is easy for everyone. There are no bottles to wash and no formula to buy. Almost every mother can breastfeed her baby without problems and help from experts is there if it is needed. More than expert help, mothers need the support of their family to breastfeed the new baby. Fathers, grandmothers and other family should help with other chores, and praise the mother's choice to give her baby breast milk. Babies should get only breast milk for the first six months if possible.



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For lots of reasons, some families choose to bottle-feed. There are good formulas in the store that will give baby all the nutrition he needs.

Whether you choose breast or bottle, it is very important to give your baby only breast milk or formula, not plain cow's milk, for the first year of his life. These milks have extra fat and other nutrients that growing brains and bodies need.

It is also very important to hold baby in your arms when he is eating, even if it's from a bottle. This is special time to love and bond with baby, and also puts him in just the right position to take his milk. Never put a bottle in bed with your baby, as this can cause both medical and sleep problems for him.

From the first weeks of life, babies send messages to their parents about when they want to eat. They may suck on their fists, turn their faces to "root" for the breast or simply become more active and slightly fussy. Crying for food is a late sign that baby is hungry, and parents should not ask him to cry for every meal. In fact, experts now recommend that baby sleep in the same room with mother during the first weeks of breastfeeding so she can hear when he wakes up and may want to eat. Babies also like to suck for comfort and pleasure, even when they are not hungry. Parents should watch to see how baby shows his own signs of being hungry and not feed him when he simply wants to suck. Babies sometimes eat more and sometimes less. With breastfeeding, there is no worry about how much baby took. He will eat until he is ready to stop. Bottle-fed babies will not take the same number of ounces of formula every time. This is normal and not a sign of a problem. As long as baby is happy after feedings and seems to be growing, he is fine.

Not so long ago, babies started eating solid foods very early in the first year. Now, we know that there is no need for any other food until about six months of age. This is sometimes hard for grandparents and other family to accept. Why don't we give solid foods earlier? Studies have shown that babies grow just fine with nothing but breast milk or formula, and get all the nutrition they need. They are not able to eat from a spoon and swallow solids until at least four months of age, so experts say to wait until some time between four and six months of age to start

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them. Most people start with a powdered cereal, such as rice, which is mixed with formula or breast milk and given with a spoon. Why not mix the cereal in the bottle? Baby needs to learn to use his mouth muscles to eat from a spoon and swallow, so there is no reason to mix his food in his bottle. You may hear that starting food early will help baby sleep through the night, but there is no evidence it will help.

After baby starts taking cereal from a spoon, parents may add other baby foods to his or her diet. These should be made at home or may be purchased, but they should not have any sugar, syrup, salt or other seasonings added. One new food is given every few days so parents can watch for any allergies or reaction. There is no study that says what order to give new foods. It is a good idea to slowly start a variety of different foods. In this way, baby learns to love all kinds of fruits, vegetables and meats. Breastfed babies may try new foods more easily than formula babies. Breast milk tastes different every meal, so breast babies are used to new tastes. Make sure all these early foods are very soft, not chunky. Even if baby reaches for the food on the table, don't give it unless it is mashed up and safe.

Be sure to continue to pay attention to your baby's signals about when he is hungry. Don't use food or the bottle or breast for comfort when he is upset, use it only when he is hungry. Calm your baby by cuddling, talking, singing or rocking him, not with food! This will start him out with good food habits from the very first year of his life. What about water, juice and vitamins? Babies get plenty of fluid in the breast milk or formula and don't need extra water. Juice has many calories and not much nutrition, so don't give more than four to six ounces a day, and never give it in a bottle. This can be a challenge because babies (and older kids) love juice! Here is the first time that the parent has to make a choice to keep baby on the right path with eating.... no more than four to six ounces of juice a day! Also, never give juice in a bottle; it leads to drinking too much and is more likely to cause tooth problems. Juice is a good way to start baby cup drinking around eight or nine months of age. In general, babies don't need vitamins, but breastfed babies do need some extra vitamin D, so doctors give them vitamins until they start solid foods. If your baby starts taking solids foods, especially baby cereal with added iron by six months, there is no need for other vitamins.



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By eight or nine months, baby has learned to use her hands well and wants to start feeding herself. That is fine as long as what you give her is safe. She can't have small pieces like raisins, nuts, grapes, or things that she can bite off like hot dogs or hard raw fruits. Give her teething biscuits made for babies, or things that become soft in her mouth like Cheerios®. Please don't start giving baby salty snack foods like chips, or sugary drinks such as sodas or fruit flavored drinks. These don't have nutrition; they are just calories and fat that will take away your baby's appetite for the healthy foods you want her to eat.

### Good Nutrition for Infants

Breastfeed only for the first 4-6 months of life.
No juice until at least 6 months of age. Use 100% juice, and 4-6 ounces a day. Give juice only from a cup
Do not overfeed. Do not force child to eat. Know that intake changes from meal to meal.
Give healthy foods and keep offering over and over. Do not give "junk" food.

*Adapted from Gidding, et al American Heart Association 2006*

In general, during the first year of life, babies have a big appetite and will eat almost anything they are offered. Toward the end of the first year though, baby may resist being fed by the parents and will want to feed herself. This is very normal, and very messy! Let baby make those messes, because this is an important part of her development. By the end of the first year, the baby can join the family at the table for meals in a high chair and eat most of what the family is eating as long as the food is given in small, soft pieces.

At one year of age, it is time to stop giving baby formula and start cow's milk (unless baby is allergic, then soy milk may be used). If baby is still breastfeeding, she can have milk in a cup at meals and nurse less often. It is fine to continue to give breast milk as long as mother and baby want, though. Until two years old, your child needs the whole or 2% milk with more fat, not low-fat milk products. Buy your baby whole or 2% milk and the rest of the family low-fat milk during the time between one and two years of age.

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### Feeding Your Toddler

Shortly after the first birthday, most parents notice that their baby doesn't want to eat nearly as much food. That big appetite that he had the first year is gone and parents worry that something is wrong with their child. What is really happening is that baby is no longer growing as fast, so he doesn't need as much "fuel" for his little body. During the first year of life, your baby tripled his or her birth weight, and that took a lot of calories from milk and food. During the second year and until he or she is a teenager, your child will not be growing so fast. During these years, your child has a very good sense of how much "fuel" his or her body needs, and they will turn away when they have had enough. Don't worry about how much your child eats...pay more attention to what he eats! Offer your child healthy foods; whole grain breads and cereals, fruits, vegetables, meats and whole milk. Then let him decide how much of it to eat. This may mean that some meals he takes only one or two bites of food. Don't worry! Even though parents want to see their child eat more food, children will not starve themselves, they'll eat what they need.

Sometimes, feeding problems start at this time. Parents may try to force the toddler to eat, or may start only giving favorite foods they know he will always eat. This can cause struggles in the family and make meals a battle instead of a special time together. Parents should remember their job—offering healthy foods—and let the child decide how much to eat. Also, remember that a full serving of food for a toddler is only one or two tablespoons full. Many parents notice that every two or three days their child wants to eat a lot. This is also very normal. Some days he won't eat much and others he'll eat all day!

When the toddler seems done with the meal, don't ask him or force him to eat more. Simply let him go back to playing while the family finishes their meal. This is also a time when you may notice that the child doesn't want some of the foods he ate during the first year. Suddenly, green peas or squash that were baby's favorites are only smeared on the plate or thrown on the floor by the 18-month-old. Keep offering these and other healthy foods, though, because some day you might see some go in his mouth and not on the floor! You may have to offer that vegetable 10 or 15 times before your child will eat it, and show him how good it is by eating it yourself. Some children go through phases

**little bites, big steps**

nutrition and fitness for young children  
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where they only want one or two foods. Parents may want to make those foods for their child every meal because they know the child will eat them. This will lead to a very unbalanced diet. Offer favorite foods one or two times a week, not at every meal. Children can't live on macaroni and cheese alone!

### Parent/Caregiver Responsibility for Children's Nutrition

Choose breastfeeding for first feeding, try to continue for 12 months.
Control when food is available and when it can be eaten. (meals, snacks, type of food and amount)
Provide social stimulation with food. (family meals, food in social setting)
Teach about healthy food at the grocery store and when cooking.
Correct wrong information about food seen or heard in the media.
Teach babysitters and family what you want your child to eat.
Be an example of healthy eating and activity.
Get regular daily physical activity.

*Adapted from Gidding et al American Heart Association 2006*

How much food does your toddler really need? A two-year-old needs three ounces of grains or cereals a day, one cup of vegetables, one cup of fruit, and two ounces of meat or beans. We will do some exercises today to help you see how much food this is for a day. You may be surprised to find that the food for a whole day for your child is less than you think! Your child's stomach is very small, about the size of his fist. With this small stomach, he really can't eat much food at one time. He will need to eat more often than an adult, though. He should eat the three major meals (breakfast, lunch and dinner) but he'll need some snacks between meals to keep him from running out of "fuel" for his active play. These should be small portions of healthy foods to give him part of his total day's vitamins. Good choices for snacks are fruit, yogurt or cheese, or healthy grains or cereals like graham crackers. High sugar foods like cookies or candy will give a quick burst of energy that won't likely last until the next mealtime.

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What about milk, juice and water now? Toddlers need only two cups (16 ounces) of milk a day. If your young child is drinking more than this amount of milk, he will get too many calories from milk and want even less food. Even though milk is healthy, too much of it is not a good thing. Children who drink large amounts of milk will get anemic and not have the right amount of vitamins in their diet. By the first birthday, parents should begin to put some of their child's milk in a cup. Gradually, more and more of the milk should be in a cup until baby is off the bottle by 15 to 18 months of age. It is fine to use cups with lids to prevent spills, but not a bottle with a nipple at this age, please! When your toddler turns two, it is time to stop giving him higher fat milk and switch to low-fat milk (skim or 1%) with the rest of the family. The juice rule is the same for your one-to two-year-old as your baby. No more than four to six ounces a day. Make sure the juice is 100% juice with no added sugars or corn syrup. Water is now a good idea. You can offer a cup of water with meals or when your child asks for something to drink during the day. Please, please don't offer your child soda or other "adult" drinks. These drinks are not healthy, but they do taste good, and your child will like them. This can be the beginning of bad habits for a lifetime.

As your child grows from a baby to a toddler, he or she wants to be more and more in control of things. His favorite word at this age may be "no" and he will use it often at mealtimes. Remember not to force him to eat, but do stay in control of what you offer him. Children don't know what foods are healthy, but they do know what foods taste good. If you put cookies and broccoli on his plate at the same time, he'll likely choose the cookies! Filling up on sweet foods and drinks will only make your child eat less of the healthy foods you'd like him to eat. Cookies, candy and chips are foods that you should decide when and how much to offer. The best way to control how much he has of these things is to keep them out of his sight and out of his reach. Better yet, don't have them in the house, and offer them only sometimes when you are out. Parents will have to set the example and follow this rule, too. You won't be able to eat chips and drink soda in the room with your child and not share with him!



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### **Food for Your Preschooler**

In general, the feeding of a three-to five-year-old child is much like the toddler age. Children in this age group will still not be big eaters, but may eat a little more than they did at one to two years. By now, your child is eating the same foods as the rest of the family, and it is a good idea for the family to try to eat together as many meals as possible. When the family sits down to eat, turn off the TV and talk together.

Your child will want to tell you about his or her day and this can be a very important time to bond together. Be sure that the adults at the table set a good example of healthy eating for the children! Your preschooler still needs the same variety of foods that he needed as a toddler; whole grains and cereals, vegetables, fruits, meats and milk. He will continue to need a mid-morning and mid-afternoon snack if he is very active, but be sure to make these snacks healthy, such as fruit, yogurt or graham crackers.

By now, many children are in child care or preschool for part of the day and are eating some meals away from home. Be sure to find out what your child eats away from home, and let the people who feed him or her know that you want your child to eat healthy meals and snacks! Your child is also probably watching some television and seeing commercials for foods, too. He may ask for foods that he sees on TV or eats away from home. Make sure you help your child understand that some foods (candy, soda, salty snacks and high-fat foods) are not everyday foods, but “special day” foods. Teach your child there are no “bad” foods, but some things we don’t eat all the time, even if we like them! This will help him learn good habits that will last a lifetime.

### **Food in Our Lives**

Food is the fuel we need to keep our bodies going, as we’ve learned today. But food is also important to us in other ways. Every group of people in the world has traditions about food, foods for special occasions, and foods that are unique for their culture. Think about how Americans eat turkey every Thanksgiving and many cultures celebrate birthdays with cake. You may eat tamales on Christmas Eve or lamb for Passover; there are even food traditions that go along with our religious holidays. We teach our children about these food traditions from the first year of

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their lives. These traditions often gather us together to be close with friends and families and are very special to us in many ways. It is important for children to learn about food as part of their unique culture, but we also need to be sure we use food traditions in the right way. Food for celebrations is part of our lives, but we should be careful to learn to celebrate in other ways, too. When your child does a good job, think about rewarding him with a special activity that does not involve food. Dad or Mom can take him to the park to play instead of to the store to buy candy for a special treat. When your child is sad or unhappy, spend time talking or reading with him, don't give him a food "treat" to make him feel better. In these ways, you show your child healthy food habits.

We hear food messages around us everyday, and so do our children. Did you know that millions of dollars are spent every year on advertising to children? The ad companies know that children will ask their parents to buy what they see on these ads. Most of this advertising is for toys, cereal, candy and fast food restaurants. That's a lot of messages about food, and it's often not for healthy food. Which do you see more, ads for-candy and snack foods or for bananas and broccoli? It is sometimes hard to say "no" when your child asks for something he heard about on TV, but remember that it's your job to provide healthy food for him.

Making healthy food choices can be extra hard when you eat out. Fast food restaurants may have special meals that have toys or favorite TV characters advertising them, and they are often meals high in fat and calories and low in fruits, vegetables and other healthy foods. Studies show that on days children eat fast food, they don't get enough fruit, vegetables, milk or fiber. Try to look for good choices like salads and fruits when you eat away from home. If you look for them, you'll likely find something that's a good choice to offer your child when you eat out.



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Why are healthy food habits and choices important? Because while food is good, too much of it can lead to problems. Have you ever heard that being “chubby” means your child is healthy? Well, this is really not true. Being overweight is actually very unhealthy, and can cause serious problems for a lifetime. More and more children and adults in our world are overweight, and this may lead to a shorter life for many people. How do you know if your child (and you) are the right weight? Ask your doctor. Your child’s doctor should check his height and weight at regular check ups, and will use a special chart to tell you if he is growing and gaining weight in a healthy way. Be sure to ask your doctor!

The right weight comes from balance; a balance between how much food we eat and how we use that food in our bodies. We call this “energy balance.” The more active we are, the more food we need for “fuel.” If we are not very active, we don’t need as much food to keep the energy scale balanced. This is true for children and for adults. We’ve talked a lot today about the food side of the energy scale. Now, let’s talk about the activity side.

### **Healthy Activity for Your Child**

From the first weeks, your baby will begin using his muscles and moving around. Although a newborn mostly eats and sleeps, soon he will start to wave his arms and kick his legs. This is his very first exercise! As your baby grows and learns to control his body more, he will be more and more active as he learns to sit, then stand. By not too long after his first birthday, he will be walking! A parent’s job is to allow this normal active process to happen. Young children don’t usually have a problem with too little activity unless we stop them from moving.

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Your baby will like to kick and move when he is undressed for bath or changing. Give him a little time to lie on his back and kick in a safe place. By two months of age, it is time to start “tummy time.” Put a blanket or mat on the floor with baby face down on it. Watch him first turn his head side to side and raise up his legs, then by four months, begin doing “baby push-ups” with his hands. Soon, he will work and push until he begins rolling over, first one way then the other. All of these new “tricks” take lots of energy and burn the fuel he’s getting with each feeding. He is also burning fuel just growing bigger and bigger every day.

As the first year goes by, parents should continue to put baby on the floor every day to let him naturally learn to do new things. If baby spends all day in a carrier, swing or other seat he won’t have a chance to see what he can do with just his own body. Once he learns to move around the house, parents need to make changes to keep things safe for him. Do not trap him in a playpen or crib all day to prevent accidents. Crawling, standing up, walking around the furniture and even falls are normal and important exercises for baby.

By about 16 months, almost every child is walking and very, very active. Most toddlers want to be on the go all day long! Your child will naturally get plenty of healthy exercise just practicing walking. He won’t be able to go far, though, so you may use a stroller sometimes if you are going to walk a long way with him. Be sure to let him walk part of the way instead of spending all his time in the stroller.

As he grows and learns new things, parents need to continue to encourage activity. Children from 1 1/2 to 3 will learn to run and jump and climb, and sometimes you think they will never stop moving! Parents’ job is to understand that all this movement is normal and important. Let your child be active! Give him toys that help him learn new activities, like a ball to throw and catch. It can be hard for families to find space for all this running, jumping and ball throwing. Think about safe places you can find for exercise. Is there a park nearby? Is there a school with a playground for evening or weekend use? Going to places near your home to let your children run and play can be a great way for your family to spend time together. Walk together as a



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family around your neighborhood or on an errand. If you can't be outside, clear a little space and put on the music and watch your child dance around. The main point is to think of ideas to help your child find new ways to play actively.

All children are different, and some like more activity than others. Your child needs at least 60 minutes of active play most days of the week for his health. If he doesn't naturally get this much exercise, you can help by taking him outside to play. Family play and family walks are good for the parents, too! You may need to set some limits on how much TV your child is allowed to watch each day so that he has plenty of time to be active. Teach your child that exercise is fun and good for him and he will continue to have the healthy habit of exercise for a lifetime!

Don't forget to ask about play time and activity when your child is away from home. If he is in day care or pre-school, make sure that there is plenty of time for active play. Tell your babysitter how much TV or video time your child is allowed. Most experts say no more than two hours of TV a day. It is also best if children under two don't watch television at all. When the TV is off, your child is more likely to get up and play actively. If children spend all day sitting, they likely won't make up for it in the evening at home. Remember, they need at least an hour of active play most days.

Older children may be on organized sports teams, but your preschool child won't be ready for the rules of team sports. He may enjoy running games, tag or hide and seek with other children his age, though. These group games are another way for your family to play together at the park or in your neighborhood, too. If you pay attention, you will find ways to let your child be active to burn the "fuel" he took in with his meals. This active play keeps his energy scale balanced. You now may know more about what and how much to expect your

# research

## overview



child to eat. You also may have some new ideas about ways to help him be active. One of the most important things you have heard today is that you, the parents, need to set a good example for your child. Your job is to show him healthy habits with your eating and your activity. If you have healthy habits, your child will follow.

Remember not to force your child to eat or to be active. A parent's job is to provide healthy food and the child's job is to decide whether to eat it or not. You also need to find space for your child to be active, and let him choose how much activity is right for him. Most children will naturally choose a good balance of food and activity if they are given a chance—and a good example!



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