

CF-000-27, CCNE: Help Your Child Have a Healthy Weight

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

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

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

Snapshot of Group Session:

CCNE Lesson title: Help Your Child Have a Healthy Weight

Developed by: State WIC NE Staff

Date Developed: 09/2011

Approved by: Texas State WIC Office

NE Code: CF-000-27

Class Description: This class uses group discussion and emotion-based visual aids to emphasize the importance of a healthy childhood weight and provides ways to help families prevent and treat overweight/obesity. Participants will learn how to teach and model healthy eating and activity habits and how to help their children make good food choices.

Target Audience: Adults

Type of Learning Activities: Discussion, emotion-based visual aids

Part 1: Planning the Nutrition Education Session

Lesson: CF-000-27, CCNE: Help Your Child Have a Healthy Weight

Item	Notes for Planning the Session
<p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Explain two health risks of excess weight in childhood. • Identify three changes in eating and physical activity habits that participants can make along with their child. • List three ways participants can help their child make healthy food choices.
<p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. Excess childhood weight leads to heart disease, type 2 diabetes, poor self esteem, and several other health problems. 2. Lifestyle changes should be do-able and enjoyable. Both eating behaviors and physical activities need to be modified for children to be at a healthy weight. These changes should be adopted by the entire family, not just the overweight child. 3. Small changes can be made in one’s diet that will promote a healthy weight. Once parents are aware of healthier options, they can choose those that are right for their family.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Whiteboard or flip-chart and markers • Fitness Cube, scissors, and tape or glue (This will need to be cut out, folded, and assembled into a cube before class. Cut out the shape along the perimeter and fold along the solid lines to form a cube. Tape or glue the gray flap with the triangle to the back of the “leg lifts” panel.) • Handout: Stock #13-06-13781, <i>Keeping Their Spirits Up Helps Keep Their Weight Down</i>, from Pam McCarthy / Massachusetts WIC (Spanish – Stock #13-06-13781(A)) • Handout: Stock #13-06-13782, <i>Top 10 Ways to Grow Happy Kids</i>, from Pam McCarthy / Massachusetts WIC (Spanish – Stock #13-06-13782(A))
<p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p>USDA’s 10 Tips Nutrition Education Series, available at http://www.choosemyplate.gov/tipsresources/tentips.html for more information:</p>

	<p>Kid-Friendly Veggies and Fruits, DG TipSheet No. 11, June 2011</p> <p>Be a Healthy Role Model for Children, DG TipSheet No. 12, June 2011</p> <p>Cut Back on Your Kid's Sweet Treats, DG TipSheet No. 13, June 2011</p> <p>Texas Department of State Health Services, Nutrition Services Section. <i>Help Your Child Have a Healthy Weight</i>. Stock no. 13-75 (English) and 13-75A (Spanish).</p> <p>For more tips on how to effectively counsel to help overweight children, visit the Weight-control Information Network at http://win.niddk.nih.gov/publications/over_child.htm</p>
<p><i>Class Flow & Set Up</i> – Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</p>	<p>Arrange chairs in a circle or semi-circle. Leave room for baby carriers and strollers. Set up a whiteboard or flip-chart for use with group activities and to record key points during session.</p>

Part 2: Session Outline

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<p><i>Introduction:</i> Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>After introducing yourself, consider starting the session with the following:</p> <p>Did you know that 1 in 3 children are obese or overweight before their 5th birthday? Child overweight has tripled in the last three decades, and more and more children are developing obesity-related health problems at a very young age. Overweight children may become overweight adults – they do not always “grow out of it.”</p> <p>The good news is, making small changes to your family’s diet and activity can have a big effect on your child’s weight. Everyone in the house needs to make the same changes, even those who are at a healthy weight.</p> <p>Today we are going to talk about the health risks of child overweight and obesity. We will identify changes in eating and exercise habits that you can make along with your family. We will also discuss ways to help our children make healthy food choices.</p>
<p><i>Icebreaker:</i> Anchor the topic to the participants’ lives. Use a question or activity likely to</p>	<p>Possible Icebreaker: After participants introduce themselves and give the name and age of their children, pass out pre-assembled “Fitness Cubes.” Have each participant roll the cube to determine the physical activity the group will do, and then have them roll the cube a second time to determine</p>

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<p><i>bring out positive but brief comments; Can be done as a group or partners.</i></p>	<p>how many times to do the activity. Have the group do the activity. Have the next person roll the cube, and repeat the process. Go around the room until everyone has rolled an activity for the group to do. Or, play the game for a certain amount of time, such as 5 minutes.</p>
<p>Activities: For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p>Activity #1: Keeping Their Spirits Up Helps Keep Their Weight Down photograph activity</p> <ol style="list-style-type: none"> 1. Pass out copies of the Pam McCarthy photograph handout “Keeping Their Spirits Up Helps Keep Their Weight Down” (Top 10 Ways to Help Your Child Combine Fitness and Fun) 2. Have someone volunteer to read the title of the photograph. 3. Ask another volunteer to share his/her thoughts or feelings about the photo message and image. 4. Let the class have a 5-10 minute conversation about ways to help your child combine fitness and fun by asking discussion questions. Possible discussion questions (choose 2 – 3 questions): <ul style="list-style-type: none"> • What does the photograph make you think about or feel? [Physical activity can be fun, physical activity is important for my child’s health and for weight management, activity may keep my child happy and healthy, you play a role in encouraging your child to be active] • What benefits do you see when your children are physically active? [Physical and mental development, muscle coordination, weight control, stress and energy release, sleep better, better behaved, improved concentration, feels good, fun] • How much activity should children get each day to stay healthy? [Children and adolescents should do 60 minutes (1 hour) or more of physical activity each day.] • What are the health risks associated with excess weight in children? [High blood pressure, high cholesterol, type 2 diabetes, bone and joint problems, not feel good about himself, have a hard time making friends, not want to join other children in play or physical activities] • How can you get your child to be physically active? [Turn off the TV and computer and join your child in fun activities, role model being physically active, make activities fun] • What activities can you do together with your child? [Walking, swimming, biking, running, jumping rope, playing

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	<p>ball, dancing, playing hide and seek, visit the playground, walk instead of driving, build an obstacle course, encourage games with other kids, run races together, hop like a bunny or jump like a frog, simple chores that make them active but feel grown up]</p> <ul style="list-style-type: none"> • How do you role model good physical activity behaviors for your family? [Park car farther away, walk daily, do activities together with your child, find an activity you enjoy, exercise with friends, speak positively about being active, make it fun.] <p>Activity #2: Top 10 Ways to Grow Happy Kids photograph activity</p> <ol style="list-style-type: none"> 1. Pass out copies of the Pam McCarthy photograph handout “Top 10 Ways to Grow Happy Kids” 2. Have someone volunteer to read the text on the photograph. 3. Ask another volunteer to share his/her thoughts or feelings about the photo message and image. 4. Let the class have a 10-15 minute conversation about ways to adopt healthy eating behaviors by asking discussion questions. Possible discussion questions (choose 2 – 3 questions): <ul style="list-style-type: none"> • What does the photograph make you think about or feel? [Happy children playing outside, family or friends, our unique children, growing lush green grass] • What are some ways you can help your child have a healthy weight? [Note to facilitator: this is a list of potential responses, not all need to be covered.] <ul style="list-style-type: none"> ○ Division of Feeding Relationship: <ul style="list-style-type: none"> - You decide what foods to offer and when, and let your child decide how much to eat. ○ Positive Parenting Behaviors: <ul style="list-style-type: none"> - Be a good role model. - Have three meals with healthy snacks in between. - Find out what snacks and drinks your child is getting during the day. - Use mealtimes to strengthen family ties. - Encourage and praise your child’s efforts. ○ Negative Parenting Behaviors: <ul style="list-style-type: none"> - Try not to use food as a reward or punishment. - Try not to overly restrict foods or force your child to eat everything on his plate. ○ Feeding Behaviors:

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	<ul style="list-style-type: none"> - Teach your child to drink water instead of soft drinks, fruit drinks, juice, or lots of milk. - Offer a fruit or vegetable at each meal. - Serve low-fat (1%) or skim milk to children over the age of 2. <ul style="list-style-type: none"> • What are some healthy eating behaviors you could role model? [Note to facilitator: this is a list of potential responses, not all need to be covered.] <ul style="list-style-type: none"> ○ Practice Good Nutrition Habits: <ul style="list-style-type: none"> - Eat a balanced diet based on “My Plate,” and make half your plate fruits and vegetables. - Keep portion sizes small. - Bake, broil, or grill foods instead of frying or cooking in large amounts of oil. - Give healthy snacks such as whole grain crackers, pretzels, popcorn without butter (over age 3), whole grain muffins, low-fat cheese, low-fat yogurt, and unsweetened cereals. ○ Foods to Avoid: <ul style="list-style-type: none"> - Limit fried potatoes, French fries, and chips. - Limit soft drinks, fruit drinks, sports drinks, and nectars. ○ Foods to Choose: <ul style="list-style-type: none"> - Switch to fat-free (skim) or low-fat (1%) milk. - Choose low-fat dairy treats such as pudding and yogurt. - Make at least half your grains whole grains (choose whole wheat bread and pasta, brown rice, oatmeal, and unsweetened cereal). - Offer broiled or baked chicken, lean meats, eggs, fish, lean turkey, boiled eggs, beans, and small amounts of nuts. - Choose fresh fruits and 100% juices (no more than 6 ounces juice per day). • Why is it important to offer water instead of sugar-sweetened beverages, such as sodas, fruit drinks, and juice, and no more than 2 cups of milk per day? [Sodas, fruits drinks, sports drinks, nectars, and even fruit juice can contain large amounts of sugar. Sugar-sweetened beverages may promote weight gain. Large amounts of milk and other drinks may fill up children’s tummies so they are not hungry for other nutritious foods.] • When you eat meals together with your family, what are

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	<p>some of the positive things you notice? [Family meal times promote bonding, sharing, and connecting and allow family members to learn from one another; family meals can be nutritious; kids from families who eat meals together generally have healthier diets.]</p> <ul style="list-style-type: none"> • What do you think would happen if we always rewarded or punished our children with food? [Rewarding with food may cause children to eat when they are not hungry; encourages overconsumption of unhealthy foods; interferes with child learning to eat in response to hunger and fullness cues; increases preferences for sweets] • What are some ways you have rewarded your child without using food? [A hug, kiss, small toy, sticker, read a book, play a game, play together] • If you could set one realistic, short-term goal with your child, what would it be? [For example, limit television viewing to 1 hour a day, take a 30 minute walk each day, eat a vegetable at lunch and dinner, or keep a diet or activity log. Set diet and exercise goals weekly; write them down; reward and praise your child when he meets his goals; and make behavior changes positive and fun.] • Why is it important for the entire family to make healthy changes in diet and exercise, not just the overweight child? [Obesity is not just the child's problem. It is a problem that the whole family should be involved in solving. The child lives within a family environment. Singling out the child may make them feel bad. And, someone else in the family may have also struggled with weight. They may be able to offer help and support in setting goals. Stay positive and look for opportunities for change.] <p>[Optional Discussion: Tips for parents of overweight children, from the Weight-control Information Network, retrieved from http://win.niddk.nih.gov/publications/over_child.htm</p> <ul style="list-style-type: none"> • Tell your child that he or she is loved, special, and important. Children's feelings about themselves are often based on how they think their parents feel about them. • Accept your child at any weight. Children are more likely to accept and feel good about themselves when their parents accept

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	<p>them.</p> <ul style="list-style-type: none"> • Listen to your child’s concerns about his or her weight. Overweight children probably know better than anyone else that they have a weight problem. They need support, understanding, and encouragement from parents.]
<p>Review and Evaluations: <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>Question/Activity</p> <p>Summarize 2 – 3 “good” or “standout” ideas the group came up with and ask the following:</p> <ol style="list-style-type: none"> 1. What is one health risk your child can avoid by keeping a healthy weight? 2. Name one thing you want to try to help your child be physically active. 3. Name one thing you want to try to help your child eat more healthfully.
<p>Personal Review of Session (afterward): <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p>
<p>Supplemental Information – <i>Describe any attachments and include any other needed information.</i></p>	<p>Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (2011). <i>Obesity Among Low-Income Preschool Children</i>. Retrieved from http://www.cdc.gov/obesity/downloads/PedNSSFactSheet.pdf</p> <p>Texas Department of State Health Services, Nutrition Services Section. (2004, December). <i>Help Your Child Have a Healthy Weight</i> [Stock No. 13-75].</p> <p>U.S. Department of Agriculture. (2011, May). <i>Ten Tips Nutrition Education Series</i>. Retrieved from http://www.choosemyplate.gov/tipsresources/tentips.html</p> <p>[Note to facilitator: When counseling to prevent and treat child overweight/obesity, emphasize that the entire family needs to make the changes. Do not single out the overweight child. Try to minimize using negative words such as “overweight” and “obese” and use supportive language such a “healthier growth” and “growing into his/her weight” instead. Also, try to present the problem as temporary. For example, “Sierra’s weight is a little high right now, but I am sure we can give you</p>

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	some help to move her in the right direction.”]