

IF-000-24, CCNE: Fun and Feeding for 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: Fun and Feeding for a Healthy Weight

Developed by: Texas WIC State Agency

Date Developed: June 2012

NE Code: IF-000-24

Class Description: This class is a group discussion about promoting healthy weight in infancy and throughout life. Parents and caregivers will discuss hunger and fullness cues, healthy infant feeding practices such as limiting juice and appropriately starting solids, and ways to incorporate physical activity from birth to 24 months.

Target Audience: Parents of infants

Type of Learning Activities: Discussion, group activity

Part 1: Planning the Nutrition Education Session

Lesson: IF-000-24: CCNE Fun and Feeding for 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 be able to:</p> <ul style="list-style-type: none"> • Identify infant hunger and fullness cues and why they’re important for promoting a healthy weight. • Describe two healthy infant feeding practices to help achieve and maintain a healthy weight. • Identify one way to be active with their infant.
<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. Parents can help their children form a healthy relationship with food by learning to recognize and react to their infant’s hunger and fullness cues. 2. Infant feeding practices such as breastfeeding, limiting juice and appropriately starting solids help to promote a healthy weight. 3. Parents can encourage a healthy and active lifestyle by finding ways to play and be active with infants, even during the first year.
<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"> • Flip Chart/ Board • Markers • Pens/Pencils • Visual aid- 4 ounce cup (or a cup with the 4 ounce line marked) • Attached handout: “Hunger and Fullness-Baby Talk” • Attached handout: “Many Ways to Play” <p>Additional materials: The materials listed below are handouts that you may find helpful to review and have available to provide to parents if they would like more information.</p> <ul style="list-style-type: none"> • “Common Infant Problems- Crying” stock # 13-122 (Spanish: 13-122A) • “Common Infant Problems- Spitting Up” stock # 13-128 (Spanish: 13-128A) • “Let’s Eat” stock # 13-168 (Spanish: 13-168A) • “Watch Me Grow In My First Year” stock # 13-202 (Spanish: 13-202A)

<p>Resources – Review current WIC resources or other reliable resources like WIC Works.</p>	<p>Texas WIC- Infant Nutrition Module</p> <p>USDA Infant Feeding Guide: http://wicworks.nal.usda.gov/infants/infant-feeding-guide</p> <p>Ellyn Satter- Feeding relationship information and handouts: http://www.ellynsatter.com/</p>
<p>Class Flow & Set Up – 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 whiteboard or flip-chart for use with group activities, and to record key points during the session.</p>

Part 2: Session Outline

Lesson: IF-000-24: CCNE Fun and Feeding for a Healthy Weight

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>After welcoming participants and introducing yourself, say something like, “Today we’re going to talk about ways to help your infant grow at a healthy rate, and what you can start doing now in order to set the stage for healthy habits that will last a lifetime.”</p>
<p>Icebreaker: Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Say something like, “Let’s start by going around the room and sharing your name, your baby’s name and how old your baby is. If you would like, you may also share the weight and length of your baby at birth.”</p> <p>“As you can see, babies are born at many different lengths and weights. Every baby is different and your doctor will help you know if your baby’s weight gain is on the right track. Today, we’ll talk about some general things you can do to help your baby grow at a healthy rate.”</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><u>Activity #1: Baby Talk: Identifying Signs of Hunger and Fullness</u></p> <ul style="list-style-type: none"> • An important part of feeding your infant is noticing and responding to signs that your baby is hungry or full. Why is it important to listen to your baby’s signs of hunger and fullness? Help your baby learn to trust their own hunger and fullness, have a good relationship with food in order to maintain a healthy weight now and as they get older, feed your baby just the right amount for their growth, avoid overfeeding/underfeeding. <p>Pass out the handout titled “Hunger and Fullness- Baby Talk”. Describe the handout and have parents place check marks next to the cues they’ve noticed with their infants.</p> <p>Say something like: “Would anyone like to share what they’ve checked?” “Is there anything else that you’ve noticed that’s not listed here?”</p> <p>Point out that crying is listed as a hunger cue, but that crying is often a late sign of hunger, and not an early sign. Try to notice hunger cues before crying begins.</p> <ul style="list-style-type: none"> • Does crying always mean your baby is hungry? What else could it mean? Tired, uncomfortable, bored. Do not feed every

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	<p><i>time your baby cries. Give your baby other comforts that are not food.</i></p> <ul style="list-style-type: none"> • How else can we give comfort besides feeding? <i>Hugs, a favorite toy, singing, talking to baby, playing with baby.</i> • What is a feeding relationship? <i>A feeding relationship is the way that you and your infant act and communicate with your infant about when to eat and how much to eat.</i> • How do we create a positive feeding relationship with infants? <i>Notice and respond to your baby's hunger and fullness cues, avoid force feeding or overfeeding, do not use food as reward or comfort for your baby.</i> <p><u>Activity #2: True/False- Healthy Infant Feeding Practices: Breastfeeding, Juices and Starting Solids</u></p> <p>Directions for this activity-</p> <ol style="list-style-type: none"> 1. Read each statement listed below 2. Ask participants to share whether they think a statement is true or false (either by a raise of hands, or as a group). 3. Provide the correct answer. 4. Ask the group if they know why that is the correct choice. 5. Provide a brief explanation if needed. <ul style="list-style-type: none"> • True or False? Studies have shown that breastfeeding decreases the risk of obesity. <i>[TRUE: Some reasons for this are: it's harder to overeat at the breast, breast milk always has the proper amount of calories and nutrients, you don't have to worry about improper mixing, it contains special nutrients that help decrease the risk of obesity and other illnesses.]</i> <p>Say something like: <i>If you didn't breastfeed, or weren't able to breastfeed for as long as you'd like, there are still many other things you can do to help your child be at a healthy weight. We'll talk about these things throughout this class.</i></p> <ul style="list-style-type: none"> • True or False? Not starting solids until your baby is ready can decrease the risk of future obesity <i>[TRUE: studies have shown a connection between starting solids too early and higher body fat and weight in childhood. How do you know when your baby is ready to start solids? <i>Baby controls head and sits up with support, opens mouth for spoon, draws lip in around spoon, holds most food in mouth.]</i></i> • True or False? Feeding cereal in a bottle can help your baby sleep through the night. <i>[FALSE: Many parents may think this, but</i>

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	<p><i>putting cereal in a bottle can cause choking, overfeeding, too much weight gain, and allergies. Solids can be started with a spoon when your baby shows signs of readiness, usually around 4-6 months of age.]</i></p> <ul style="list-style-type: none"> • True or False? Parents who want to give juice should wait until an infant is at least 6 months of age to give juice, and should give no more than 4 ounces of 100% juice per day. <i>[TRUE: If you want to give juice, wait until your infant is at least 6 months of age, limit to 4 oz/day of only 100% juice. You can dilute juices with water. Juice is not required for growth. Juices do provide some nutrients but are also high in sugar. Choosing fruits and vegetables that are at the proper consistency for their baby's age provides more nutritional benefits than juice.]</i> <p>Show the visual aid of the 4 ounce cup.</p> <ul style="list-style-type: none"> • True or False? Juice can be given in a bottle, a cup, or a sippy cup. <i>[FALSE- Juice is not required for growth, but if you plan to give juice, it should only be given in a cup without a lid. Bottles and cups with lids encourage drinking too much juice, and can also lead to dental problems.]</i> <p><u>Activity #3- Being Active With Your Infant</u></p> <ul style="list-style-type: none"> • Why is it important for infants to be active? <i>[Helps maintain a healthy weight throughout childhood, helps your child develop important social and motor skills.]</i> • How can you encourage your baby to be active, even if your baby can't sit up, or walk yet? <i>[Let him/her roll, crawl, or walk during the day, limit the amount of time in the infant carrier or playpen, provide toys and encourage your infant to move to get them, gently bounce, sway, or turn your infant, help your infant stand, remember that the American Academy of Pediatrics recommends that children under 2 not watch TV at all.]</i> • What activities could you encourage your child to participate in when they get older? <i>[Examples- dance, basketball, tennis, etc.]</i> <p>Say something like, "Did you know that encouraging activity as an infant actually helps your baby develop brain and muscle connections that help their skills and enjoyment of physical activity later in life? The first steps to your child's active life starts now."</p> <p>Provide the attached handout "Many Ways to Play". Have parents review the handout and talk either in pairs or as a whole group about ways that</p>

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	<p>they play with their infant and identify a new activity that they'd like to try. Have parents write this in the space provided on the handout. Parents can get ideas from each other about ways to play.</p> <p>Ask volunteers, or all parents (depending on class size) to share their ideas with the class. If a parent has difficulty coming up with an idea, ask the group if they have ideas they can share with that parent.</p>
<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>Say something like, “<i>Today we’ve talked about some things that you can do to help your infant grow at a healthy weight both now and to help set the stage for a healthy weight throughout the rest of their lives. What’s one thing we talked about that you found interesting or that you’re going to try doing?</i>”</p> <p>Client New Lesson Evaluation Surveys:</p> <ul style="list-style-type: none"> • Please collect surveys only during the evaluation period. • Evaluation period: [July, 2012] – [September, 2012] • During the evaluation period, please collect at least 30 new lesson evaluations from clients.
<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>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at http://www.surveymonkey.com/s/CSBZ28K.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p>Supplemental Information – <i>Describe any attachments and include any other needed information.</i></p>	