

## IF-000-26, CCNE: Baby Bingo

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

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

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

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### Snapshot of Group Session:

**CCNE Lesson title:** Baby Bingo

**Developed by:** Texas WIC State Agency

**Date Developed:** June 2014

**NE Code:** IF-000-26

**Class Description:** This lesson utilizes the game Bingo to help the instructor facilitate a discussion about infant feeding. Parents and caregivers will discuss basic guidelines when introducing solid foods to infants.

**Target Audience:** Caregivers of infants

**Type of Learning Activities:** Group discussion, game

## Part 1: Planning the Nutrition Education Session

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Item	Notes for Planning the Session
<p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• List three signs of developmental readiness that show a baby is ready to try solid food.</li> <li>• Understand basic guidelines when introducing solid foods to infants.</li> </ul>
<p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> <li>1. It is important to wait to offer solid foods until an infant is developmentally and physiologically ready, usually around 6 months.</li> <li>2. Baby’s first foods do not have to be offered in any specific order. Baby’s first food choice should be a single ingredient food and not a combination of foods.</li> <li>3. When your baby starts to move food around in her mouth, she is learning how to control the position of food in her mouth and is beginning to learn how to chew. She is ready to begin slightly thicker and lumpier foods.</li> </ol>
<p><b>Materials</b> – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> <li>• Bingo game: list of bingo cards and bingo card responses for WIC staff to read aloud (attached)</li> <li>• Playing markers/beans</li> <li>• Prizes (stickers, magnets, etc.)</li> <li>• <i>Let’s Eat</i> (stock no. 13-168)</li> <li>• <i>After a Year, It’s Time to Use Those Bottles for Something Else</i> (stock no. 13-06-12896)</li> </ul>
<p><b>Resources</b> – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<ul style="list-style-type: none"> <li>• WIC Infant Feeding Module</li> <li>• <i>Let’s Eat</i></li> <li>• <i>After a Year, It’s Time to Use Those Bottles for Something Else</i></li> <li>• Baby Bingo discussion guide attached.</li> </ul>
<p><b>Class Flow and Set Up</b> – <i>Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</i></p>	<p>Arrange chairs and tables in a way that allows for the group to play a game. As much as possible, leave room for other family members to join in the game. Plan to sit with the group, acting as the card dealer.</p> <p>You may find it useful to set up a white board, chalkboard, or easel with paper to write down key concepts as the class progresses.</p>

## Part 2: Session Outline

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Item	Notes for Conducting the Session
<p><b>Introduction:</b> Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>Example: "Bienvenidas. Mi nombre es _____. Hoy vamos a hablar sobre cómo darle de comer a su bebé. También nos vamos a divertir. Hemos preparado un juego para la clase de hoy. Antes de empezar, quisiera repasar algunos anuncios y reglas básicas..."</p> <p>Consider displaying ground rules or class basics on a flipchart – these might include: freedom to speak, respect others’ opinion, one person asking at a time, confidentiality, etc.</p>
<p><b>Icebreaker:</b> 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>Ask your participants to share their names and use the icebreaker below or one of your own.</p> <p>¿Cuál es su experiencia más memorable de alimentar a sus niños cuando eran bebés?</p> <p>¿Qué es una cosa que esperan con entusiasmo de su bebé?</p>
<p><b>Activities:</b> 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>	<ol style="list-style-type: none"> <li>1. Distribute bingo cards and playing markers/beans to the participants.</li> <li>2. Using the facilitator’s playing cards, call out infant feeding tips as they appear on the cards. Let them know these are being read from a baby’s perspective.</li> <li>3. Prompt participants to cover each feeding tip with a playing marker/bean if it appears on the game card.</li> <li>4. When all squares are covered (or if you have previously assigned a pattern – diamond, double bingo, corner blocks, frame, etc.) the participant with the winning card will shout, “¡Bingo!”</li> <li>5. Ask the participant with the winning card to read each tip back to you. This is a good opportunity to get the class involved in a discussion about why each tip is recommended. After each tip is read, ask participants if they have any questions or concerns about it.</li> <li>6. Award prize(s). Play again, as time permits.</li> </ol>
<p><b>Review and Evaluations:</b> 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</p>	<p>The facilitator can go around the room or ask for volunteers to answer:</p> <p>“¿Quién me puede hablar de un consejo para la alimentación del bebé, relacionado con lo que platicamos en esta clase?”</p> <p>“¿Qué es algo nuevo o sorprendente que aprendieron acerca de la alimentación de su bebé?”</p>

Item	Notes for Conducting the Session
<p><i>this. List any community or other resources for clients.</i></p>	<p><b>Client New Lesson Evaluation Surveys:</b></p> <ul style="list-style-type: none"> <li>• Please collect surveys only during the evaluation period.</li> <li>• Evaluation period: <b>July 2014 – March 2015</b></li> <li>• During the evaluation period, please collect at least 30 new lesson evaluations from clients.</li> </ul>
<p><b>Personal Review of Session (afterward):</b> Take a few moments to evaluate the class. What will you change?</p>	<p><b>What went well?</b></p> <p><b>What did not go as well?</b></p> <p><b>What will you do the same way the next time you give this class?</b></p> <p>After teaching this lesson a few times, please complete the <b>Staff Online Lesson Evaluation Survey</b> at <a href="http://www.surveymonkey.com/s/CSBZ28K">http://www.surveymonkey.com/s/CSBZ28K</a>.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p><b>Supplemental Information –</b> Describe any attachments and include any other needed information.</p>	