

I. Identification

- A. **Name and Title of Presenter; Date of Presentation:** Mariel Gross - Student Dietitian at Framingham State University; December 5, 2012
- B. **Name of organization/agency:** Mary Read / Brockton High School / (508) 580-7494 / maryread@bpsma.org
- C. **Goal Statement:** To increase young parents' knowledge about child nutrition in order to promote safe and healthy feeding practices.
- D. **Title:** Feeding Frenzy
- E. **Audience and Physical Set Up:**

Description of the learners:

Known and assumed knowledge: Due to their previous experiences in the young parents class, it is assumed that many participants will have a baseline knowledge about feeding their children. Participants will have varying degrees of nutrition knowledge based on their personal interests, preferences, and influences from family and friends.

Skills and attitudes about topic of presentation: The participants may or may not be cognizant of the fact that the decisions that they make now about feeding their children will affect their children later on in life. With the vast quantity of health and nutrition information out there, participants may feel overwhelmed with the amount of things to remember. Since the participants are young parents, they may not have the resources available or support systems in place to put important nutrition information into practice. Since teenagers can be argumentative and stubborn, some participants may be uninterested in the lesson or unwilling to change.

Language, proficiency: The participants will be able to read, write, and communicate in English. The participants will likely have a 9th grade reading level.

Instructors' assumptions about audience:

- Many participants may encourage their children to clean their plates at every meal.
- Many participants may offer sweets as a reward for good behavior.
- Many participants may offer their toddlers too many snacks throughout the day.
- Many participants may offer their toddlers too many liquid calories, like juice.
- Many participants may allow their children to go to bed with a bottle.

Age, ethnicity, gender, interest level, previous exposure: There will be six female participants who range in age from 14 - 20. Participants have children ranging in age from 8 weeks to 3 years old. Participants will have varied ethnic backgrounds. Their interest level in the presentation will vary depending on their personal interests and motivation to feed their children in a healthy way. Participants' previous exposure includes health messages from the media as well as various health presentations in the Project Grad program.

Physical Setup: The presentation will take place in the Project Grad classroom at Brockton High School. There will be a table in the front of the room to display props, the students will sit at tables, and there will be a projector and screen to display a PowerPoint presentation.

F. **Time allotted:** Approximately 40 minutes.

II. Performance Objective(s) / Learning Objective

Performance Objectives:

Cognitive: After participating in *Feeding Frenzy*, all participants will be able to verbally state one child-feeding strategy that they plan to use more often.

Psychomotor: After participating in *Feeding Frenzy*, participants will be able to apply the principles of GAP (the feeding partnership) by solving three common feeding problem scenarios as a group with 100% participation.

Cognitive: After participating in *Feeding Frenzy* and given a post-lesson evaluation form, all participants will be able to identify the correct answers for 3 out of 3 questions about child nutrition.

Learning Objectives:

- The participants will learn the three keys to a healthy feeding partnership – GAP.
- The participants will learn child-feeding strategies.
- The participants will learn about food groups and proper portion sizes for their children.
- The participants will learn about how to introduce new foods to their children.
- The participants will learn about appropriate juice intake for children.
- The participants will learn about preventing dental caries in their children.

III. Content, Sequence, and Learning Activities

- **Introduction:** “Hi everyone! My name is Mariel and I am a nutrition student at Framingham State University. I am here today to talk with you about child nutrition and how to deal with child feeding issues. *Go to Agenda slide.* On our agenda for today is:
 - Myth Busters: uncovering the truth about child nutrition
 - Nice to *Meat* You: introducing solid foods to your infant
 - The Kids Table: MyPlate, food groups, and portion sizes for toddlers
 - Fall Into The GAP: the 3 keys to a healthy feeding partnership
 - Feed Me!: child feeding strategies

I just want to explain how this session will work. Everyone will have a chance to participate if they want to. I hope that everyone will talk and share their experiences. That is what makes it fun, and that is how we learn – from each other! To start, let’s introduce ourselves. Please tell me your name, and the name of your child and how old they are.

Thank you for sharing. Let’s get started!”

- **Pre-assessment:** What does the audience know about child nutrition and feeding their children?
 - Who here has taken a class about child nutrition before?
 - What are some of the tips that you learned?
 - What challenges or difficulties have you experienced with feeding your children?

- **Key learning activities:**

1. **Myth Busters** - Uncovering the truth about child nutrition

“There is a lot of information out there about what, when, where, and how you should be feeding your child. Let’s play a game called Myth Busters to figure out the truth about some myths regarding child nutrition.”

- *Play Myth Busters game using PowerPoint presentation.*
- Explain the rationale for each uncovered myth.
 - My baby can drink cow’s milk beginning at 3 months. (Answer: 12 months)
 - My child can drink as much juice as desired each day as long as it is 100% fruit juice. (Answer: 4 oz)
 - It is okay to put my child to bed with a bottle, because it soothes him/her to sleep. (Answer: No, nursing bottle syndrome)

2. Nice to Meat You – Introducing new foods to your child

“Although developmental stages may vary from child to child, there are some general guidelines to keep in mind when it comes to starting your child on solid foods or introducing them to new foods.

- How do I know when my infant is ready for solid foods?
 - Sits up with support
 - Holds head steady
 - Puts fingers or toys in mouth
 - Closes lips over a spoon
 - Shows that food is not wanted by turning head
 - Is able to keep food in mouth and swallow it

- Solid foods should be given when your child is between 4 and 6 months.
 - Your pediatrician can help determine when your infant is ready.
- Introduce infant cereals; strained or pureed vegetables; fruits; and meats, egg yolk, and legumes.
 - Rice cereal has a low risk for allergies.
 - Vegetables before fruits so they don't get used to the sweet taste and refuse vegetables.

- Recommendations for introducing solid foods:
 - Infant should not be overly tired or hungry
 - Use small spoon with shallow bowl
 - Allow infant to open mouth & extend tongue
 - Place spoon on front of tongue with gentle pressure
 - Avoid scraping spoon on infant's gums
 - Pace feeding to allow infant to swallow
 - First meals may be 5-6 spoons over 10 minutes
 - Space new foods five days apart

- These are some guidelines for portion sizes for infants. There are no strict rules or MyPlate specifications for children under 2 years, but the following recommendations may be helpful.

<u>4-6 months</u>	<u>6-8 months</u>	<u>8-12 months</u>
<ul style="list-style-type: none"> ▪ Can swallow pureed foods <ul style="list-style-type: none"> ➤ Early introduction of lumpy foods may cause choking ▪ 1-2 T of each food per day: <ul style="list-style-type: none"> ➤ iron-fortified infant cereals ➤ strained or pureed cooked vegetables ➤ fruits ➤ meats, egg yolk, and legumes 	<ul style="list-style-type: none"> ▪ Can swallow very soft, lumpy foods ▪ 4-6 T per day of iron-fortified infant cereals ▪ 3-4 T per day of strained or pureed cooked vegetables ▪ 3-4 T per day of fruits ▪ 1-2 T per day of meats, egg yolk, and legumes 	<ul style="list-style-type: none"> ▪ Can eat soft mashed foods ▪ 4-6 T per day of iron-fortified infant cereals or hot cereals ▪ 3-4 T per day of plain pureed, mashed, or chopped cooked vegetables ▪ 3-4 T per day of fruits ▪ 1-3 T per day of pureed or chopped lean meat, poultry, fish, egg yolk, cheese, yogurt, or mashed legumes

- If you have a family history of food allergies, delay introducing your child to these foods:
 - Peanuts
 - Tree nuts (ex. walnuts, almonds, hazelnuts, cashews, pistachios)
 - Eggs
 - Milk
 - Soy
 - Wheat
 - Fish
 - Shellfish
- AVOID these foods! They may cause choking in children:
 - Popcorn
 - Peanuts
 - Raisins
 - Hard candy
 - Grapes
 - Hot dogs
 - Marshmallows

“Why do you think these are choking hazards?” *Small size, round shape, gummy texture.*

3. The Kids Table – MyPlate, food groups, and portion sizes

“Has everyone seen or heard of MyPlate before? MyPlate is an image of what your plate should look like for each meal. This includes meals that you feed your children! *Hold up child MyPlate.* Let’s take a look at the food groups included on MyPlate.

- First up, we have the fruit group and vegetable group. Half of your child’s plate should be made up of fruits and vegetables.
- Next, we have the grains group. This includes things like rice, cereal, and pasta. One quarter of the plate should contain grains. If possible, choose whole grains like oatmeal and brown rice, because whole grains contain more fiber, vitamins, and minerals than white refined grains do.
- Next, we have the protein group. This includes things like meat, beans, and eggs. One quarter of the plate should contain protein foods.
- Finally, we have the dairy group. This includes things like milk, yogurt, and cheese. Children younger than 2 years old should be drinking whole milk. Children older than 2 should drink 1% or skim milk.

You may be wondering how much food from each food group your child should be eating. Well, this depends on how old your child is. *Review chart in PowerPoint slides.* The handout that I will give you at the end of the lesson also provides this information.”

Food Group	2 years	3 years	4-5 years	Serving & Examples
Fruits	1 cup	1 – 1 ½ cups	1 – 1 ½ cups	<u>½ cup fruit</u> 4-5 strawberries; ½ med banana
Vegetables	1 cup	1 ½ cups	1 ½ - 2 cups	<u>½ cup veg</u> 1 cup raw leafy greens; ½ cup veg juice
Grains	3 ounces	4-5 ounces	4-5 ounces	<u>1 ounce grains</u> 1 slice bread; ½ cup cooked pasta
Protein	2 ounces	3-4 ounces	3-5 ounces	<u>1 ounce protein</u> 1 oz cooked meat; 1 T peanut butter
Dairy	2 cups	2 ½ cups	2 ½ cups	<u>½ cup dairy</u> ½ cup milk; 4 oz yogurt

“So now I know how much to feed my toddler, but meal time can be so stressful! Why is that?”

- Toddlers go through growth spurts, so they may not be as hungry when they are not growing as fast.
- They are exploring and learning lots of new things, so they may not be as interested in food.
- They discover that they are individuals and like to prove it by saying “NO!”

4. Fall Into The GAP - The 3 keys to a healthy feeding partnership

“The three keys to remember are GAP:

- **G** stands for Growth rate slows. Even though your child is active, they will probably be less interested in food.
- **A** stands for Always remember that your child is watching you! They watch, listen, and imitate you, so be a good role model by eating healthy yourself.
- **P** stands for Partnership is key. Feeding your child is a partnership, and both you and your child have an important role.
 - As a parent, you are responsible for *what, when, and where* food is served.
 - Your child is responsible for *how much* and *whether* they eat the food.”
- Roles in the Feeding Partnership
 - “Okay, let’s determine if the following roles belong to the parent or child.”
 - *Use PowerPoint slide for guessing game.*
 - Choosing and buying the food (Parent)
 - Deciding what food to eat on the plate (Child)
 - Deciding whether to eat (Child)
 - Making and serving meals (Parent)
 - Deciding when to serve meals (Parent)
 - Deciding how much to eat (Child)
- *Do the three GAP Scenarios in the PowerPoint presentation.*
- “Now we are going to be discussing some scenarios involving GAP. Let’s do the first scenario together as a class.
 - **Scenario #1: Justin, age 3, wants to snack all the time and refuses to eat the meals that his mother makes.**
 - **G (Growth)**
 - Justin’s growth is slowing down, so he isn’t as hungry for big meals and would rather eat snacks. Just make sure they are healthy snacks.

- **A (Always remember...child is watching)**
 - Justin might see his parent (role model) snacking often. He is trying to be just like them.

- **P (Partnership)**
 - It is the parent's job to decide what foods to offer and when to offer them.
 - Does Justin have regular meal and snack times?
 - Are the foods given at meal time easy for him to handle?
 - Are meal times relaxed and pleasant? If you try to push your child to eat at meals, they may rebel.
 - **If it really looks like your child is not hungry at meal time, that's okay. It is the child's choice whether to eat and how much to eat. Ask them to keep you company at the table.**

- Now I'm going to divide you into small groups. Half of you will be given scenario #2 and half of you will be given scenario #3. I will give you a little while to discuss the scenario in your groups. I want you to figure out how GAP explains these scenarios.”
 - **Scenario #2: Ava, age 2, likes to play with her food instead of eating it.**

 - **G (Growth)**
 - Ava's growth could be slowing down, so she might be more interested in the textures, colors, and smells of her food, rather than eating it!
 - **A (Always remember...child is watching)**
 - This might be one of those times that Ava is NOT watching you. She is too busy playing with her food! Continue to set a good example, anyway.
 - **P (Partnership)**
 - One of your roles as parent is to set behavior guidelines for the table. Mixing food is one thing, but if she starts throwing her food, you may want to excuse her from the table until she is really ready to eat.
 - Do you have regular meal and snack times so Ava is ready to eat and hungry at meal time?
 - Are the foods served at meals easy enough for her to eat?
 - Are you allowing her to decide how much and whether to eat? She might be playing with her food as a way of refusing to eat!

- **Scenario #3: Mason, age 4, only likes a couple of foods – peanut butter sandwiches and macaroni. He wants them all the time and will only eat these foods.**
- **G (Growth)**
 - Only liking a couple of foods is called a **food jag**. These are normal and most toddlers go through them. It might have to do with a decreased appetite, or with a fear of trying new foods.
 - *Ask yourself, are these foods part of a healthy diet?*
 - *Are there other reasons that he only wants these foods? (Other foods served are too hard to chew, etc.)*
- **A (Always remember...child is watching)**
 - This is very important! Be a good role model by letting Mason see you eat a variety of foods!
- **P (Partnership)**
 - Don't make food jags an issue! Remember – children will eat when they are hungry, so offer a variety of healthy foods. We are all programmed to want variety, so Mason will eventually eat other things.
- Play Feeding Frenzy BINGO.

“Everyone has a different BINGO board. I will randomly choose a card, read what it says, and as a class, you will decide if that role is the responsibility of the parent, the child, both, or neither. Once we decide, write the answer in that square and put a check mark in the square to keep track of which boxes you get. Your goal is to get four boxes in a row, either horizontally, vertically, or diagonally.”

5. Feed Me! – Child feeding strategies

“So, as we discussed, feeding your children can be a difficult task. Let's take a look at some effective feeding strategies and tips for easier and less stressful meal times.”

Refer to Child Feeding Strategies portion of PowerPoint.

- Be a good role model by eating and drinking healthy foods and beverages.
- Let your child help with meals – they can choose a vegetable or fruit to use, help to set the table, or carry a lightweight dish to the table.
- Do NOT force your child to eat a food that they have rejected, but DO continue to serve it.

- Try to make meals interesting for your child – use fun plates, make smiley faces out of the food, etc.
- Set up a regular meal and snack schedule for your child. Being consistent helps.
- Give your child healthy foods and beverages at snack time.
- Serve your child small portions and let him or her ask you for more.
- Make sure that the food you serve is in bite-sized portions, at the proper temperature, and kid-friendly.
- Try to make meal time as pleasant as possible.
- Turn the TV off during meal time.
- Set standards for behavior at the table, and excuse your child if he or she misbehaves.
- Let your child decide whether or not to eat and how much food to eat.
- Avoid using foods or beverages (especially sweets or dessert) as bribes or rewards.

“Can we go around the room and let everyone state one feeding strategy that you plan to use more often?”

- **Conclusion:**

“We covered a lot of information today! I hope that everyone has learned something new and has gained some useful tips and strategies for feeding your children. Are there any questions about any of the information that we went over?”

Thanks again for your participation and attention today. I am going to pass out an evaluation form. Please complete it to the best of your ability and I will collect it when you are done.”

IV. Materials and Resources

A. Research for instruction plan:

- <http://www.gerber.com/AllStages/slideshow.aspx?gcid=77e675f1-1167-4081-a8bb-9a1d2044e3de>
- <http://www.choosemyplate.gov/preschoolers.html>
- <http://www.cdph.ca.gov/programs/NutritionandPhysicalActivity/Documents/MO-NUPA-InfantFeedingGuidelines.pdf>
- <http://wicworks.nal.usda.gov/wicworks/Topics/infantfeedingtipsheet.pdf>
- Toddler Tango, Choices: Steps Towards Health developed by UMass Extension Nutrition Education Program, 2012.
- *Infant Nutrition* PowerPoint, Janet Schwartz, Framingham State University, 2012.

B. Materials needed for learning activities:

- Feeding Frenzy handouts (6)
- Feeding Frenzy BINGO boards (6)
- Evaluation forms (6)
- Feeding responsibility cards (16)
- PowerPoint
- BINGO prizes (Gerber baby food, water bottles, pedometers)
- MyPlate poster and plate
- Food props (various fruits, vegetables, grains, milk, protein, juice)

V. Evaluation

A. Performance Evaluation: formal and informal tools that the instructors will use to ascertain how well participants have achieved all performance objectives.

- Make note if every participant shares one child-feeding strategy that they plan to use more often.
 - All six participants shared one child-feeding strategy that they plan to use more often. Among the most popular choices were: turning off the TV, setting more behavior guidelines, and encouraging their children to help in the kitchen when they are older.
- Note if the participants can apply the principles of GAP (the feeding partnership) by solving three common feeding problem scenarios as a group with 100% participation.
 - Five out of six participants contributed to the class discussion for scenario #1 and all participants worked in their small groups to solve scenarios #2 and #3. I was very impressed with many of the explanations that they came up with, and was happy to see them working together to figure out the answers. They demonstrated their understanding of the GAP by coming up with correct answers, and even adding in some points that were not in my answers. They also did a great job asking me questions and running ideas by me before we went over them together as a class.
- Correct evaluation forms to determine if participants were able to identify the correct answers for 3 out of 3 questions about child nutrition.
 - All six participants got 3 out of 3 questions correct on their post-lesson evaluation form. They were surprised by the nutrition myths during the lesson and seemed very appreciative for the information, particularly about juice intake and nursing bottle syndrome.

B. Instructional Strengths Evaluation: formal and informal tools that the instructors will use to assess presenters' instructional strengths and weaknesses.

- **Formal:** Use ratings on evaluation form to determine if the presenter seemed knowledgeable about the topic, what they liked about the lesson, and what they disliked about the lesson.
 - All six participants circled “yes” when answering, “The presenter appeared knowledgeable about this topic.”
 - When asked, “What did you like about this lesson?” some of the participants responded, “BINGO game,” “Props,” and “Group activities.”
 - When asked, “What did you dislike about this lesson?” some of the participants responded, “A little long,” or “Nothing.”
- **Informal:** Observe body language of participants, number/quality of questions asked, eye contact during presentation.
 - The majority of participants exhibited positive body language (uncrossed arms, relaxed posture, nodding in agreement) throughout the presentation. Many of them asked very good questions (particularly during the GAP scenarios) or participated with helpful comments and the sharing of their experiences. As noted above, I was very impressed with the questions that they asked and the answers that they came up with for the GAP scenarios. The participants' eye contact was pretty good. There were a few times that I noticed a couple of the girls looking down at their cell phones, however.

C. Written evaluation after presentation describing recommended changes:

- Did I try to cover too much information?
 - Given the wide age range of the participants' children, as well as the desired topic list that I was given from the Project Grad teacher, I think that I did very well at covering just the right amount of information. I did my best to touch upon the most important topics related to child nutrition, and worked hard to make sure that all participants would find the information useful and applicable.
- Did the presentation fit within the allotted time frame?
 - The presentation *just* fit within the allotted time. We had to start a little late because we were waiting on some participants to arrive, so I felt slightly rushed at the very end but managed to cover everything.

- Was the presentation executed smoothly?
 - I thought that I did a good job at executing the presentation smoothly. I practiced out loud several times, which really seemed to help because I felt familiar and comfortable with the presentation. The one thing that could have gone better was the lighting in the room/color scheme of the PowerPoint. Since some parts of the PowerPoint had white font displayed on light green boxes, it was hard to see. I couldn't turn the lights off in the classroom, because then the room was too dark to see the props or work on the activities. Next time, I would choose better colors or ask the teacher ahead of time what the lighting situation in the room is like.

D. Evaluation Write-Up:

Overall, I thought that this lesson went very well. I was nervous going into it, because I am by no means an expert on child nutrition. I thought that it would be tough to talk to a group of young parents about feeding their children, especially since it was coming from someone who doesn't have children. I was pleasantly surprised about how well the presentation went. The participants contributed to the discussion, seemed receptive to the material, and performed very well on all of the learning activities.

One change that I would make would be to use different colors for the PowerPoint presentation. Some of the slides (green boxes with white font) were difficult to see. I thought that I would be able to turn off some of the lights, but there was just one light switch for the whole room, and this would have made it too dark for the participants to see the props and have adequate lighting to do the activities. Another change that I would make is to give clearer instructions about the bingo game. Some participants thought that they had to get four "child" squares or four "parent" squares in a row, instead of just four squares in general.