

Lesson Plan H

Course: Practical Nutrition

Module III: Nutrition as the Child Grows

Lesson H: To Grow a Healthy Child

Lesson Length: 30 minutes

Lesson Equipment and Materials

Equipment

Computer and LCD Projector
Flip Chart with markers

Supplies

Flip Chart with markers
Brown paper lunch sack-one per participant
Empty pop cans, candy and snack food wrappers
Dairy Council Food Models

Visual Aids

PowerPoint Slides 1-23

Participant Materials

H-H1 *Characteristics of Age Groups*
H-H2 *Why Do I Eat What I Do?*
H-H3 *Yes You Can...Influence Children's Food Choices*

Lesson Preparation

1. Read the entire **Lesson Plan H**.
2. **Reproduce all Participant Materials** for handouts.
3. Prepare brown paper sack for each participant. Include in each sack empty cans or wrappers of non-nutritious foods kids would eat. For more information see Setting the Stage.
4. Prepare brown paper bags for each participant for the **breakfast activity found on slide 19**.
5. Post **Performance Standards** for participants.

Lesson Outcome

On completion of this course, the learner will demonstrate knowledge and skills needed to incorporate the principles of sound nutrition into the Child Nutrition Program based on the following **performance standards**:

- Develop ideas that can be used in school foodservice to positively influence children's food choices in the cafeteria.

Lesson Instruction

◆ **Setting the Stage**

Focus learner's attention.

- Distribute to each participant a brown (lunch size) paper bag that contains non-nutritious foods for lunch. Examples could include: Empty pop cans, candy or snack food wrappers. Optional: If Dairy Council Food Models are available select foods that are low in nutrients.
- Ask participants to open their lunch sack and look at the nutrient label on each food. Which nutrients are supplied in the greatest quantity?
- This demonstrates that if a child eats nothing for breakfast, and then snacks on candy and cokes gets nothing but calories. The chances that their nutrient needs will be met by any meal at night, no matter how good, are slim to none.

◆ **Relate to Past Experience**

- The foods children eat give them the power to do the two things that children do best: **grow and go**. Just ask the parents who buy their clothes if children are growing!
- The most important part of “go” is energy for play and work. In school a child’s work is learning.
- A child’s ability to do school work depends on good nutrition.
- Ask participants- “How many of you have a childhood recollection of going to a family member’s home, such as a grandparent’s, for a special meal?”
- A social gathering of family and friends is one way we associate food (Social). Food can also fulfill the need for security and relieve the tensions and anxieties brought on by hunger (psychological). Food also provides the necessary nutrients that our body needs to work, grow and develop (physiological). These influences can help us to understand the reason why we eat as we do.

- ◆ **In Today's Lesson...**
 - We will identify factors that influence food choices.
 - We will explore ideas that you can use to help children make good food choices.
 - You will see that there are different energy and nutrient needs of the children you serve in the cafeteria.

- ◆ **You Will Be Able To...**
 - Develop ideas that can be used in school foodservice to positively influence children's food choices in the cafeteria.

- ◆ **Identify the Purpose**
 - For many children, school meals make a significant contribution to their total day's nutrient intake. School meals need to offer a variety of foods to meet the changing needs of growing children.

Performance Standard

The learner will:

- Develop ideas that can be used in school foodservice to positively influence children's food choices in the cafeteria.

LESSON CONTENT

Slide 1: To Grow a Healthy Child

- Title page

Slide 2: Lesson Objectives

- Review session objective with participant
- Focus the learner's attention with the Setting the Stage activity as described above.

Slide 3: What We Know About Kids...

- Children continue to grow and develop physically, cognitively and emotionally during the childhood and adolescent years in preparation for the physical and emotional changes of adolescence.
- Hand out and discuss **H-H1 Characteristics of Age Groups**.

Activity

- Age is a major factor influencing food selection. Each age group has characteristics that influence how and what they eat. Discuss briefly these characteristics, especially those related to food and eating. It is apparent that age affects the way food is served. Younger children prefer food served at lukewarm temperatures; adults prefer their foods piping-hot or well-chilled.

Slide 4: What We Know About Kids...

- ▶ Children continue to develop eating and physical activity behaviors that affect their current and future states of health.

Slide 5: What We Know About Kids...

- ▶ Although children’s families continue to exert the most influence over their eating and physical activity habits, external influences, such as teachers, coaches, peers, schools, and the media begin to have more impact on children’s health habits.

Slide 6: What We Know About Kids...

- ▶ With increasing independence, children begin to eat more meals and snacks away from home and need to be equipped to make good food choices.

Slide 7: Infants

- ▶ Infants learn to ask for food and are fed on demand and self regulate intake. They learn to ask for food (crying/fussing/etc)
- ▶ Eventually infants learn to ask for food as a way of satisfying attention instead of hunger.

Slide 8: What Influences What You Eat?

Activity

- ▶ Read slide and allow participants to reflect and share reasons.
- ▶ Use flip chart and markers to list participant’s responses.

Slide 9: Reasons

Activity

- ▶ We eat for a variety of reasons: Social, Psychological, Physiological reasons
- ▶ Distribute **H-H2 *Why Do I Eat What I Do?*** Have participants write five to ten different foods they like to eat. Have them determine the reasons for choosing certain foods by placing a check in the appropriate column. Allow 3-5 minutes to complete. Ask participants to think about the following:
 - What is the biggest influence on your food choices?
 - How did this become important to you?

Slide 10: Why Kids Eat What They Eat

- ▶ Kids eat for similar reasons...
- ▶ Kids eat what tastes good.
- ▶ Cost and convenience influence what is served to children.
- ▶ Family and traditions play a large role. Kid's food choices are similar to what parents eat. Traditions are handed down from generations...what do you eat on Christmas Eve for example? New traditions can also be made...like what might be eaten for a bedtime snack.
- ▶ Culture and religion play a role in food choices. Culture and ethnicity may bring traditional foods from other lands to the table. In addition, many religions have food practices that are a part of the religion that affect foods eaten.
- ▶ Children are influenced by parents, siblings, friends, teachers, daycare providers, and many others.
- ▶ Health and nutrition influence intake, as well as age.
- ▶ During periods of growth, a child's appetite and intake increase to accommodate increased needs during growth.
- ▶ TV is a huge influence in what is eaten...

Slide 11: How Does Television Affect the Health of Children?

Slide 12: Effects of Mass Media

- ▶ Kids spend more time watching TV than any other activity in a week
- ▶ Most kids average 22-25 hours per week
- ▶ They are exposed to over 20,000 TV commercials in a year

Slide 13: Television

- ▶ TV encourages
 - Sedentary lifestyles
 - BMR is less than that of sleeping
 - Encourages snacking
 - Kids are vulnerable to snacking
 - It is more important to teach kids how to snack than not to snack...most kids need snacks between meals.

Slide 14: School-Age Children

- ▶ School age children have more of a routine than preschoolers
- ▶ They have more influences on food choices as they are exposed to the school environment (peers, other adults, school foodservice, etc.)

Slide 15: School-Age Children

- ▶ The main nutrients that are lacking in school-age children include calcium, iron, Vitamin B6, Vitamin A, and Vitamin C.
- ▶ Those who are at highest risk nutritionally are
 - kids from tough family situations,
 - those who have poor appetites and poor eating habits,
 - vegetarians, and
 - Adolescents who are pregnant.

Slide 16: Percentage Consuming LESS Than the Minimum Recommended Number of Pyramid Servings

- ▶ This slide illustrates that kids are not doing well with eating from the food pyramid. Review slide.

Slide 17: Percentage of Individuals Not Meeting the RDA for Specific Nutrients

- ▶ This slide illustrates most people (all ages) are not eating adequate nutrients (based on the RDAs). Review slide.

Slide 18: Eating Issues

- ▶ In a positive light, most school aged kids have fewer feeding problems than preschoolers.
- ▶ They also have an increased appetite, especially in times of growth.
- ▶ They also have an increased influence of peers and other adults...this can be both positive and negative.
- ▶ They are eating more meals away from home and in many cases are responsible for their own food choices and intake.

Slide 19: Children Who Eat School Breakfast

- ▶ Breakfast makes a difference...
- ▶ Using paper bags and Dairy Council Food Models prepare bags using the following criteria:
 - Leave 1/3 of the bags empty (representing the 1/3 of kids who eat no breakfast)
 - Fill 1/3 of the bags with an inadequate breakfast or a poor breakfast (chips, pop, or only 1 or 2 food groups) {again representing the 1/3 of kids who eat a poor breakfast}
 - Fill 1/3 of the bags with an adequate breakfast/healthy breakfast (having at least 3 of the 5 food groups).
 - Distribute the bags randomly to participants and have them wait to look until everyone has a bag. Have participants open

Activity

the bag and discuss their “breakfast” that is provided and if what category it would fit into.

- ▶ 1/3 of kids eat no breakfast
- ▶ 1/3 eat a poor breakfast, and
- ▶ Only 1/3 eat a healthy breakfast (having at least 3 of the 5 food groups).
- ▶ Kids are not ready and have problems learning when they don't have breakfast.
- ▶ School breakfast is essential in schools.
- ▶ Children who eat breakfast show a:
 - Decreased child-reported depression
 - Decreased parent-reported psychosocial symptoms
 - Decreased teacher-rated hyperactivity
 - Improved math grades
 - Decreased absences
 - Decreased tardiness on school records

Slide 20: Childhood Overweight

- ▶ Increasing numbers of kids are becoming at risk for overweight and are overweight. Obese kids tend to become obese adults. Teasing, self esteem issues, etc have a huge effect on kids and adults. 60% of girls and 39% of boys in the 4th grade want to be thinner. It starts really young.
- ▶ About 2- 5 yr: 10% overweight
- ▶ About 6-19 yr: 15% are overweight (3 times that seen in 1980) and 15% were “at risk” for being overweight
- ▶ Leads to adult obesity

Slide 21: How Can You Change Children's Food Choices

- ▶ Offer new foods
- ▶ Be an example
- ▶ Make the cafeteria an enjoyable setting
- ▶ Provide tasty food
- ▶ Promote nutrition
- ▶ Include local favorites
- ▶ Involve kids in menu planning
- ▶ Provide accurate nutrition information

Slide 22: Maintaining Healthy Weight in Children

- ▶ All children need calories to develop and grow normally. Energy

needs during active growth may range from 1300-3900 calories!

- ▶ Weight reduction through low calorie diets is not usually recommended for children.

Slide 23: Putting It All Together

- ▶ Focus on the kids
- ▶ Make gradual changes over time
- ▶ Be a good role model
- ▶ Get involved in your school wellness policy
- ▶ Provide tasty and interesting food choices
- ▶ Integrate the foodservice program with the entire school
- ▶ Promote child nutrition programs in the school and with parents in the community
- ▶ Set small goals and work to achieve them

◆ **PERFORMANCE CHECK**

Activity

- ▶ Divide participants into small groups. Distribute **H-H3 *Yes You Can...Influence Children's Food Choices*** worksheet. Have groups brainstorm ideas that they can do in their school meal programs to positively influence children's eating habits. Have each group share one different idea with the class. Have each participant record and share one idea they would like to implement in their school.

◆ **Closure**

- ▶ Simple changes, taken one at a time, can add up to a lifetime of better eating habits. The key is to make changes that are right for you and your customers, so all children can **grow and go**.
- ▶ The most powerful reinforcement in influencing good eating habits involves the administrators, teachers, parents, and school foodservice personnel as role models who make wise food choices for good health each day.

◆ **Independent Practice**

- ▶ N/A