



IDAHO DEPARTMENT OF HEALTH & WELFARE
DIVISION OF PUBLIC HEALTH

Idaho WIC Training **Child Nutrition**

Trainer



Module 1: Introduction to Child Nutrition



Activity 1

COMPETENCIES:

1. Learner is able to describe physical activity recommendations for children ages 1-5.
2. Learner is able to identify three ways to promote physical activity for children ages 1-5.

Brainstorming is a great counseling tool when a WIC participant shows interest in a topic. Brainstorming may help WIC participants think differently and more creatively and help participants develop possibilities for a better future. Brainstorming is a way to accomplish goals by generating lots of new ideas and solutions.

During a brainstorming session, probing is used to encourage participants to engage in the discussion and share more information. Examples include: “uh-huh, go on, yes, I see, tell me more, what else?, keep going, mm-hmm, and nodding your head in agreement.” During brainstorming, encourage participants to generate as many ideas as possible and then allow the participant to determine which idea, or ideas, is the best solution.

1. The parents of a WIC child ask you about physical activity. What do you tell them about the Dietary Guideline’s recommendations for physical activity for children? (Module 1, Slide 18)
 - **Promote at least 60 minutes of play or activity per day.**
 - **At a minimum, 30 minutes of moderately-intense physical activity per day.**
 - **Another option...encourage six, 10 minute periods or four, 15 minute periods of activity to meet the daily 60 minute requirements.**
 - **Provide plenty of time for active free play. Children can walk, run, roll, climb, slide, pull, push, throw, and jump until they’re tired.**
 - **Encourage parents to be active together with their child.**
 - **As a parent, set a good example. Let the child see the parent walking, running, biking, dancing, climbing, or playing ball.**
2. With your trainer and/or other learners in training, practice brainstorming *outdoor* physical activity ideas for children for when the outdoor weather is comfortable.

TRAINER NOTE: Consider yourself the facilitator of this brainstorming session. Begin the brainstorming session by clearly defining the task. Emphasize there are no bad ideas. Try to build on the ideas. Use probes throughout the brainstorming session.

Possible responses:

- **Splash pad**
- **Ride a bike**
- **Play Tag**
- **Kickball**
- **Red Rover**
- **Hide and Seek**
- **Swing**

- Hopscotch
- Jump Rope
- Skateboard
- Go to the park
- Kick the soccer ball around
- Play catch with a nerf football, baseball, tennis ball, etc.
- Swim
- Games (Red Light, Green Light, Simon Says, etc.)
- Nature walk
- Sack Races
- Water Balloon Toss

3. With the trainer and/or other learners in training, practice brainstorming *indoor* physical activity ideas for children.

Possible responses:

- Scavenger Hunt around the house
- Build a fort
- Hide and Go Seek
- Follow the Leader
- Twister board game
- Jump Rope
- Hula Hoop
- Dancing
- Walk around the mall
- Play area at the mall
- Balloon game; blow up a bunch of balloons and see how many the kids can keep from touching the ground.
- Dress up relay; sock, hats, etc. on different sides of the room; run to dress up and then run back.
- Play a children's exercise DVD that teaches yoga, Tae Bo, aerobics, kick-boxing, etc.
- Traditional Games (Ring around the Rosie, Duck Duck Goose, Hokey Pokey)
- Drums with pots, pans, and wooden spoons
- Collect empty water bottles to fill with varied amounts of water and use as weights

4. What handouts which discuss children's physical activity are available in your WIC agency?
Varies by agency

Module 2: Beyond Basics



Activity 2

COMPETENCY:

1. Learner is able to identify three ways to promote good oral health in children.

Instructions: Discuss causes of tooth decay and dental habits to prevent tooth decay for babies and children. For additional information about children’s oral health, refer to the American Academy of Pediatrics website: www.healthychildren.org. Once on the website, click on the “Healthy Living” tab along the top of the website and scroll down to the “Oral Health” option.

TRAINER NOTE: Write the following equation on a chalkboard, flipchart, piece of paper, or dry erase board: $PLAQUE + SUGAR + TOOTH ENAMEL = DECAY$. Review the equation with the learner(s).

Discussion Questions:

1. How do plaque and sugar lead to tooth decay? Pause for discussion.
(Module 2, Slides 18 and 19 and AAP website given above)

Possible responses:

- **Plaque is the soft, sticky layer of bacteria (germs). It is the #1 cause of tooth decay (cavities). The germs from the plaque mix with sugar to make acid and destroy the tooth enamel, causing cavities.**
 - **Your child’s teeth are protected by an outer coating called enamel. Tooth decay happens when germs in the mouth mix with sugar in foods and drinks. The germs then make acids that break down the enamel. Cavities are holes in the enamel caused by tooth decay.**
2. What are some ways to reduce the amount of sugar that comes in contact with an infant or child’s teeth? (Module 2, Slides 18 and 19, AAP website given above, WIC Works Resource Center)

Possible responses:

- **If the infant/child falls asleep during breastfeeding, gently remove your infant/child from the breast so the breast milk will not pool around the teeth (clean mouth by wiping away breast milk.)**
- **Wipe the infant’s gums and teeth from birth to one year with a soft, clean wash cloth once per day.**
- **Never coat a pacifier with syrup or honey because the front teeth stay in constant contact with the sugar.**
- **Avoid sugar-containing liquids in the bottle, such as Kool-Aid, sports drinks, soda, fruit juice, flavored drinks and teas, lemonade, and milk. Fill the bottle with water instead.**
- **If the child or baby must have a sleep time bottle, fill it with water only.**
- **If your infant/child drinks from a sippy cup, fill it only with water when it is not mealtime.**
- **Start weaning infants from the bottle to the cup any time after 6 months. Aim to have the baby off the bottle by 12-14 months.**
- **Avoid sweet, sticky foods and snacks.**

- **If your child asks for a sugary snack, offer it during mealtime because sweets cause fewer problems during mealtimes than those eaten throughout the day.**
 - **Clean the child's teeth soon after every meal or snack, and especially before sleep time.**
 - **Brush a child's teeth twice a day by age two.**
 - **Teach a child how to brush their own teeth and assist the child until they learn to do it themselves.**
3. What ideas do you have for helping a baby/child wean from a bottle to a cup?
(refer to oral health handout(s) in your WIC agency, AAP website given above, WIC Works Resource Center)

Possible responses:

- **Start early! Introduce the cup as early as six months old.**
- **To prevent your baby or child from growing too attached to the bottle, don't let him crawl, walk around, or go to bed with it. Because nighttime feedings can be the most difficult to give up for both parent and child, try replacing them with new bonding habits, such as reading a book.**
- **Provide other forms of comfort like singing, reading and playing.**
- **Develop other bedtime routines like a warm bath, massage, and cuddling with a book. Children like routine.**
- **If the child is old enough to show preferences, go to the store and let the child pick out a special cup – the cup they will use instead of the bottle.**
- **Allow the child to throw the bottle in the garbage herself. Remind her that the bottle is gone if she asks for it again.**
- **Tell a story or sing to divert the child's attention whenever the child asks for the bottle.**
- **To make the cup more interesting or exciting, serve beverages in the cup with fun straws.**
- **Introduce the cup at a midday meal.**
- **If the child is used to cuddling while bottle feeding, continue to cuddle your child while offering the cup.**
- **Try different sippy cups. Although sippy cups are still the favored cup for the weaning transition, there are dozens of styles. Some have short, wide spouts or straws; some have handles, others don't. You and your infant/child can only discover which one she prefers through trial and error.**



Activity 3

COMPETENCY:

1. Learner is able to identify three healthy snacks to offer children.

Mock Scenario: A mom, Lisa, is in your office for a nutrition education appointment for her 3 year old. Lisa is interested in snack ideas to feed her child.

1. What is the purpose of eating snacks? (Module 1, Slide 13)
 - **Children have smaller stomachs than adults and need to eat more frequently throughout the day.**
2. With your trainer and other learner(s), practice brainstorming healthy snack options.

Possible responses:

Fruits and Veggies:

- Carrots and Celery with hummus for dipping
- Cut, raw vegetables and a slice of cheese
- Baked sweet potato French fries
- Celery sticks with peanut butter
- Fruit salad
- Fruit Kabob with cheese
- Frozen pop: blend fruit, such as cantaloupe, in a blender. Pour into an ice tray with a stick and freeze.
- Vegetable soup
- Applesauce sprinkled with cinnamon

Grains:

- A bowl of whole grain cereal with nonfat/1% milk
- Dry cereal and fruit slices
- Crackers with peanut butter
- Light, microwave popcorn
- 100% whole wheat English muffin topped with tomato sauce and cheese
- 100% whole wheat toast with a slice of cheese
- 100% whole wheat toast with peanut butter
- 100% whole wheat toast with cream cheese topped with slices of strawberries and blueberries

Proteins:

- Hard-boiled egg with fruit
- Slices of turkey and/or ham with melon
- Unsalted peanuts, almonds, walnuts, or cashews
- Quesadilla with black beans, chopped tomatoes, and avocado
- Peanut butter with pretzels

Dairy:

- Yogurt topped with fruit
- Yogurt parfait: fruit, yogurt and cereal layered in a cup
- Strawberry yogurt with cool whip
- Cottage cheese
- String cheese with fruit
- Nonfat/1% milk with fruit

3. What handouts with snack ideas are available in your WIC agency, if any?
 - **Varies by agency**



Activity 4

Juice

COMPETENCY:

1. **Learner knows the recommendations for daily juice intake for children.**

Where can WIC learners make a big difference? By educating parents/caretakers on the hazards of soft drinks and other sweetened beverages. Scientific evidence concludes that drinking soda and other sugar-sweetened beverages increases a person's risk of being overweight or obese.

Mock Scenario: Sarah has brought her 3 year old daughter, Lily, into the WIC clinic for a certification appointment. Sarah tells you Lily eats about 3 meals per day and snacks in between meals. Lily reportedly drinks 12 ounces of 1% milk per day and 16 ounces of apple juice per day. Sarah says Lily also drinks Capri Sun and Kool-Aid daily. From a staff perspective, a red flag has been raised based on the reported quantity of sweetened beverages Lily drinks daily.

Here is information about the sweetened beverages Lily consumes *every day*:

- 16 oz. apple juice: 120 calories per 8 ounce serving
- 1 Original Capri Sun: 60 calories per pouch
- 1 pouch of Kool-aid Jammer: 90 calories per pouch

1. How many calories per day does Lily drink from sweetened beverages? **390 calories (120 calories x 2 + 90 calories + 60 calories)**
2. If Lily continues to drink this number of calories every day for one week, how many calories per week will she consume? **2730 calories over 7 days (390 calories x 7 days)**

DID YOU KNOW? It takes 3500 extra calories per week to gain one pound of body weight. At this rate, Lily is gaining 0.78 pounds per week, or about $\frac{3}{4}$ pound, simply from drinking sweetened beverages (2730 calories / 3500 calories).

3. What are the recommendations for daily juice intake for children six years old and younger? (Module 2, Slide 4) **No more than 4-6 ounces of juice per day**

DID YOU KNOW? 4 oz. of apple juice contains the same number of calories as one small apple. If Lily drinks 16 oz. of apple juice, this is equivalent in calories to eating 4 small apples! Here are additional benefits to eating the whole fruit versus juice:

- **More fiber**
- **More antioxidants**
- **More phytochemicals**
- **Biting and chewing an apple stimulate the production of saliva in your mouth, reducing tooth decay by lowering the levels of bacteria.**

4. What are the Dietary Guidelines recommendations for fluid and children? (Module 2, Slide 2)
The Dietary Guidelines do not provide a specific quantity, and recommend children “drink to thirst” and increase fluid intake when exposed to heat or exercise.

5. To learn more about calories and sugar in various sweetened beverages, review Table 1, “Drink Comparison Chart.” Calculate the number of teaspoons of sugar Lily consumes *every day* from sweetened beverages.

16 oz. Treetop apple juice: **13 tsp. sugar**
1 Original Capri Sun: **4 tsp. sugar**
1 pouch of Kool-aid Jammer: **6 tsp. sugar**
Daily *total* for teaspoons of sugar: **23 tsp.**

6. If Lily eliminated her intake of the Capri Sun and Kool-Aid, and decreased her apple juice intake to 4 ounces per day, how many teaspoons of sugar would she consume every day from sweetened beverages?

3¼ tsp. sugar; With all the changes in sweetened beverage intake, Lily would consume about 20 tsp. less per day. 20 tsp. is equivalent to about 7 Tablespoons. 7 Tablespoons is almost ½ cup of sugar!

Table 1

Drink Comparison Chart

* The serving size on this chart is not necessarily equivalent

Drink	Size (oz. = ounces)	Total Calories	Grams (g) and Teaspoons (tsp.) of sugar
Apple Juice (100% Juice)			
Langers & Treetop	8 oz.	120	26g = 6 ½ tsp.
Seneca & Shurfine	8 oz.	110	26g = 6 ½ tsp.
Western Family	8 oz.	110	28g = 7 tsp.
Old Orchard	8 oz.	120	27g = 6 ¾ tsp.
Grape Juice (100% Juice)			
Langers, Grape & White Grape	8 oz.	160	36g = 9 tsp.
Welch's	8 oz.	140	36g = 9 tsp.
Shurfine, Western Family, Old Orchard	8 oz.	160	40g = 10 tsp.
Grapefruit Juice (100% Juice)			
Simply Grapefruit	8 oz.	90	18g = 4 ½ tsp.
Orange Juice (100% Juice)			
Simply Orange	8 oz.	110	22g = 5 ½ tsp.
Tree Top, Old Orchard	8 oz.	120	25g = 6 ¼ tsp.
Pineapple Juice (100% Juice)			
Langers	8 oz.	130	30g = 7 ½ tsp.
Tomato Juice (100% Juice)			
Campbell's	8 oz.	50	7g = 1 ¾ tsp.
Soft Drinks			
Coke, Pepsi, & Sprite	8 oz.	100	27g = 6 ¾ tsp.
Mountain Dew	8 oz.	110	31g = 7 ¾ tsp.
Other Sweetened Drinks			
Agua Fresca (fresh squeezed fruit + sugar)	2 Tablespoons sugar	96	24g = 6 tsp.
Capri Sun – Original	1 pouch	60	16g = 4 tsp.
Capri Sun – 100% Juice	1 pouch	80-100 (varies by flavor)	18-21g = 4 ½ - 5 ¼ tsp.
Gatorade, Powerade	8 oz.	50	14g = 3 ½ tsp.
Kool-aid Burst – Cherry, Grape, Tropical Punch	6.75 oz. bottle	100	23g = 5 ¾ tsp.
Kool-aid Jammers – all flavors	1 pouch	90	24g = 6 tsp.
Nestle's Nesquik, powdered, chocolate & strawberry	2 Tablespoons	60	14g = 3 ½ tsp.
Nestle's Nesquik, syrup, chocolate & strawberry	1 Tablespoon	50	12-13g = 3 tsp.
Sunny Delight	8 oz.	60	14g = 3 ½ tsp.
Tampico Flavored Punch	8 oz.	130	30g = 7 ½ tsp.
Sweetened Teas			
Arizona Sweet Tea – Original, Raspberry, and Lemon	8 oz.	90	23g = 5 ¾ tsp.
Nestea Sweet Tea, powdered	8 oz. (1 1/3 Tbsp powder)	60	15g = 3 ¾ tsp.
Nestea Iced Tea – Lemon	8 oz.	80	22g = 5 ½ tsp.



Activity 5

COMPETENCIES:

- 1. Learner is able to identify four responsibilities of the parent in the feeding relationship.**
- 2. Learner is able to identify two responsibilities of the child in the feeding relationship.**

WIC employees have an opportunity to create an environment where parents feel safe disclosing the struggles they may be having with feeding or with their child's eating, and where families can receive developmentally appropriate information and support to help them provide both love and structure for their young child.

This activity focuses on Ellyn Satter's Division of Responsibility in Feeding (Module 2, Slide 7 and 8).

1. What is your initial reaction to the ideas presented in Ellyn Satter's Division of Responsibility in Feeding?
 - **(Answer will vary depending on the learner's personal background and feelings – there is no right or wrong answer)**
2. What are the parent's four responsibilities in the feeding relationship?
 - **Choose and prepare food**
 - **Provide regular meals and snacks**
 - **Have family meals**
 - **Trust child's decision about how much to eat**
3. What are the child's two responsibilities in the feeding relationship?
 - **Eat amount of food they want**
 - **Decide if they want to eat at all**
4. How might Ellen Satter's Division of Responsibility in Feeding apply in the WIC setting?
Example Answer: Staff can listen to participant feeding concerns/questions, discuss the Division of Responsibility in Feeding as a strategy that has worked for other families, offer helpful feeding tips, and let the participant identify how they will use the information with their own family.
5. Ask your trainer which nutrition education handout(s) in your WIC agency might be helpful to use when counseling a WIC participant about Division of Responsibility in Feeding? Locate the handout(s) and use a highlighter to highlight the sections you think relate to the concept of Division of Responsibility in Feeding.
 - **Varies by agency**

Child Nutrition Post Test

1. Why are healthy eating habits important for children one to four years of age? (Select all that apply.) [2 pts.]
 - a. Helps children develop fine motor skills and independence
 - b. Healthy eating habits last a lifetime
 - c. Eating healthy allows children to exercise less
 - d. Easier to teach young children good eating habits

2. The resource MyPyramid for Preschoolers explores ways to help preschoolers: (Select all that apply.) [2 pts.]
 - a. Try new foods.
 - b. Grow up healthy.
 - c. Have less physical activity.
 - d. Shows where to buy fruits and vegetables.
 - e. Lists the calories in all the foods.

3. What should be the parent's response when a one-year-old child wants to clumsily spoon-feed himself? [1 pt.]
 - a. Punish the child
 - b. Let the child eat with his fingers instead
 - c. Let the child try to feed himself so that he will learn
 - d. Gently take the spoon back and feed the child with it

4. Young children who drink more than 16 ounces of milk a day are more likely: [1 pt.]
 - a. To be thinner than children who drink less.
 - b. To get more iron.
 - c. To also drink more juice.
 - d. To feel full at mealtimes and unable to eat other nutritious foods sometimes leading to anemia.

5. Which of the following are characteristic of iron deficiency anemia in children? [1 pt.]
 - a. It rarely develops in those with high milk intakes
 - b. It appears more frequently in children four to five years old
 - c. Symptoms include fatigue, irritability, pale appearance and loss of appetite
 - d. Increases brain and nervous system development

6. Which of the following is NOT a source of lead poisoning? [1 pt.]
 - a. Certain types of glazed pottery
 - b. Old paint before 1978
 - c. Older plastic baby bottles
 - d. Home remedies like Azarcon and Greta

7. Which of the following foods are common causes of allergens? [1 pt.]
- Eggs, peanuts, and milk
 - Bananas, apple juice, and cola
 - Apples, noodles, and rice
 - Pears, oatmeal, and chocolate
8. What is the most common reason that toddlers appetites decrease? [1 pt.]
- They tend to not like to try new foods.
 - They sleep more hours a day
 - They are less active physically
 - Their rate of growth slows down after infancy
9. What is the suggested serving size of food for children one to three years old? [1 pt.]
- Half the serving size of an adult
 - One tablespoon of food item for each year of age
 - ¼ cup of each food item
 - Larger servings for meat and vegetables than for fruit, milk or bread
10. Choose good feeding tips for children. (Select all that apply.) [2 pts.]
- Schedule three meals and two snacks a day
 - Insist they eat everything on their plate
 - Give small portions for new foods
 - Let the child have the food until he has eaten it all
11. What are some ways to help prevent choking in children? (Select all that apply.) [2 pts.]
- Remove all bones, pits, and seeds from foods
 - Cut hot dogs in circles
 - Leave grapes whole so they can hold onto them better
 - Serve cheese in one inch squares
 - Cut fruits and vegetables in small bite sizes
12. Which statement(s) are true about children drinking juice? (Select all that apply.) [2 pts.]
- Increases chances of tooth decay
 - Limit to four to six ounces a day
 - Helps decrease children's calorie intake
 - Better than eating whole fruits
13. What is the recommendation for preschooler's physical activity? [1 pt.]
- Two hours of intense physical activity each day
 - No recommendation for this age group
 - 60 minutes of play or activity with 30 minutes of it being moderately intense each day
 - 10 to 15 minutes every day

14. To lower the risk of obesity in children, which of the following practices are recommended that parents try for their children? [1 pt.]

- a. Serve them more beverages and less solid foods
- b. Serve them 3 meals a day without dessert
- c. Parents decide what , when, and where to eat and the child decides how much and whether to eat (Satter's Model)
- d. Do not allow snacks between meals

15. Which of the following tips for mealtime is helpful? (Select all that apply.) [2 pts.]

- a. Make the child sit at the table until he/she has cleaned his/her plate
- b. Avoid cooking different foods for children at a meal
- c. Don't let the child help prepare the meals
- d. No food should be forbidden (moderation)
- e. Use child sized plates and utensils

16. What are some of the rules to avoid the risk of food borne illnesses? (Select all that apply.) [2 pts.]

- a. Food should be kept at a temperature between 40 degrees and 140 degrees
- b. Defrost food in the refrigerator or microwave
- c. Reheat leftovers to 120 degrees
- d. Use separate cutting boards for meats and other foods
- e. Wash hands often under running water for at least 20 seconds

17. Which of the following statements is NOT a normal development for children one to five years old? [1 pt.]

- a. Most children feed themselves between one and two years old
- b. At 12 to 24 months children like eating with their hands
- c. Two to three year old children usually like all foods
- d. Four years olds are influenced by their peers