

FINAL LESSON PLAN

Title: Feeding During Infancy		Methods Used: Graffiti Sorting	
Target Audience: WIC infant (0-12month) parents			
Class Size: 25			
Terminal Objective: By the end of this lesson, parents will be able to identify developmental milestones and explain which solid foods should be incorporated at each age.		Terminal Concept: As babies develop they learn new feeding skills, which allow parents to incorporate different solid foods.	
Domain: Cognitive	Taxonomic Level: Analysis		
References: http://www.fns.usda.gov/sites/default/files/feeding_infants.pdf			
Preparation: Large poster with graffiti questions, developmental milestones on paper for sorting activity, markers, download PowerPoint, feeding infants handout			
Pre-assessment: Pre-screening: Select mothers are encouraged to attend through WIC based on her child's age.		Introduction: Graffiti: Post 3 questions around the room on large posters. 1. When should you start feeding your infant solid foods? 2. What solid foods can your baby eat? 3. What concerns do you have about feeding your baby solid foods? Have the audience walk around and write their responses on each poster. Time: 5 min	
Time (if in class): 0 min			
Supporting Objectives	Content Outline	Time	Learning Experiences
Parents will be able to describe signs that indicate baby is ready to start eating solid foods.	Each child develops at his or her own pace. Children usually develop certain skills by certain ages. Certain developmental milestones signal that your child is ready to each solid food. Underlined milestones are those which indicate your baby is ready for	6 min	Sorting Activity: Audience will participate in sorting activity by matching developmental milestones to the appropriate age group. Highlight developmental milestones that might indicate your baby is ready for solid foods.

<p>Parents will be able to identify which foods to incorporate into an infant's diet.</p>	<p>solid foods.</p> <p>0-3 months: can follow objects with eyes, starts gurgling, suck/swallow.</p> <p>4-6 months: <u>Can sit with support, good control of head and neck</u>, can roll, <u>can grab things and put them in mouth</u>, turns towards sounds.</p> <p>7-9 months: <u>Can feed themselves finger foods, moves food to sides of mouth</u>, imitate sounds, <u>can sit by self</u>.</p> <p>10-12 months: <u>Can hold spoon but needs help feeding, drinks more from a covered cup</u>, starts to say one or two words, can pull self into standing position.</p> <p>Solid foods can gradually be incorporated into an infant's diet when ready.</p> <p>0-3 months: Liquid only, breast milk or formula</p> <p>4-6 months: Add semisolid foods: rice cereal with iron, pureed foods</p> <p>7-9 months: mashed and soft fruits & vegetables, finger foods like pasta, teething crackers, cereals, small amounts of protein, cheese and yogurt. Introduce a cup.</p> <p>10-12 months: finger foods such as</p>	<p>8 min</p>	<p><u>PowerPoint slide 2</u></p> <p><u>PowerPoint slide 3</u></p> <p><u>PowerPoint slide 4</u> <i>What does it mean when your baby starts moving foods to the sides of his or her mouth?</i></p> <p><u>PowerPoint slide 5</u> <i>Discussion Question: From your own personal experience, how did you know your baby was ready to start solid foods?</i></p> <p>Parents will go through the ages and slides. Name foods that are age appropriate. <u>Give handouts.</u></p> <p><u>PowerPoint slide 6</u></p> <p><u>PowerPoint slide 7</u></p> <p><u>PowerPoint slide 8</u></p> <p><u>PowerPoint slide 9</u></p>
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<p>Parents will be able to explain one feeding tip about feeding infants solid foods.</p>	<p>toasted bread, pasta, more table foods, and fruit juice.</p> <p>Foods not for babies: Cow's milk, honey, choking hazards</p> <p>Feeding tips: Active/playful, not tired Let the infant determine the pace Introduce foods one at a time to rule out any allergies Meals small & short Proper positions Utensils: small spoons, shallow bowl</p>	<p>5 min</p>	<p><u>PowerPoint slide 10</u></p> <p><i>How confident do you feel about incorporating solid foods into your infant's diet?</i></p> <p><i>What questions do you have about feeding you baby solid foods?</i></p> <p><u>PowerPoint slide 12</u> Share feeding tips with parents.</p> <p><i>Discussion Question: What struggles do you have when feeding your baby solid foods?</i></p> <p><i>Discussion Question: What other tips can you share with a parent who is starting to give their baby solid foods for the first time?</i></p>
<p>Assessment: Give audience a case study: Sally is a six-month-old baby. She is very vocal and turns toward sounds. Sally can sit with support and has complete control over her neck. Anytime she is placed on her tummy she rolls right onto her back. Identify the developmental milestones that might indicate Sally is ready for solid foods. What foods would you recommend feeding Sally?</p> <p>Time: 6 min</p>			
<p>Closure: Ask parents to share something about their plans for feeding solid foods to their baby.</p>			

FINAL LESSON PLAN

Title Feeding Toddlers	Methods Used Phillips "66" Discussion Illustrated Instruction
Target Audience WIC toddler (1-5) parents	
Class Size 25	

Terminal Objective Parents will be able to describe the eating habits of their toddler and will be able to apply basic principles of Ellyn Satter's division of responsibility and quick tips at home.		Terminal Concept Toddlers control if and how much they eating. Parents control what, when, and where they eating while encouraging exploration of food and promoting safety.
Domain Cognitive	Taxonomic Level Analysis	

References http://ellynsatterinstitute.org/hf/11to36months.php http://www.utahcountyonline.org/dept/healthwic2/site/

Preparation downloading feeding toddlers PowerPoint, 3 bananas, feeding toddlers handout

Pre-assessment Pre-screening: Select mothers are encouraged to attend through WIC based on her child's age. Time (if in class): 0 min.	Introduction Welcome mothers to class. Introduce educators and a brief overview of the objectives of the class. Time: 1 min.
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Supporting Objectives	Content Outline	Time	Learning Experiences
Parents will be able to summarize their feelings and concerns about the eating habits of their toddler.	As children reach their toddler years, there are new concerns and questions that all parents are facing. Encourage everyone's participation within the group. Listen to their concerns and respond to each group. Explain what will be covered in the lesson today.	6 min.	Phillips "66" : Divide the class into groups of six (or as close to six as possible) with limited movement. <u>PowerPoint slide 2</u> Mothers will discuss question in their groups. <i>What are concerns you have about your toddlers eating habits?</i> <u>PowerPoint slide 3</u> Each group of six will report back to the group what they discussed. The parent with the longest hair will

<p>Parents will be able to explain how their toddler is growing.</p>	<p>From month to month, adult's weight stays relatively the same. However, toddlers are experiencing a ½ inch increase in height and a ½ lbs. increase in weight every month. They need all the nutrients of a healthy diet in order to reach their optimal grow.</p>	<p>2 min.</p>	<p>be the spokesperson. <u>PowerPoint slide 4</u>: Parents will discuss how their toddler grows.</p>
<p>Parents will be able to describe different nutrients and their importance.</p>	<p>Nutrients are sources of energy that make up food. Carbohydrates, protein, fat, vitamins, and minerals are all fuel that helps our bodies grow and stay healthy. Toddlers need these nutrients to grow big and strong.</p>	<p>1 min.</p>	<p><u>PowerPoint slide 5</u>: Discuss five nutrients to parents.</p>
<p>Parents will be able to calculate how much their toddler should be eating at meal times.</p>	<p>The recommendation is one tablespoon of each food for every year of their life. Provide an example. If unsure what this looks like, measure it next time to get a better idea.</p> <p>Most importantly, letting toddlers decide if and how much they eat will help them listen to their hunger cues and will help them listen to what their body needs to feel healthy. How much and whether they eat is decided by the toddler.</p>	<p>2 min.</p>	<p><i>Discussion Question: How often have you wondered if you child is getting enough to eat? Give handout.</i> <u>PowerPoint slide 6</u>: Discuss the toddler's role in eating.</p>
<p>Parents will be able to explain whose role is it to decide what, when, and where their toddler</p>	<p>Mothers are in charge of deciding what they should be eating, where, and when.</p>	<p>6 min.</p>	<p><u>PowerPoint slide 7</u>: Discuss the parent's role in eating.</p>

<p>should be eating and how this should be done.</p>	<p>Have parents discuss in their groups of six ideas they have to fulfill their role.</p> <p>Listen to their ideas and respond back to every group.</p> <p>Ideas of fulfilling the parents role:</p> <ul style="list-style-type: none"> • Have set family meal times • Consistently eat at the table • Follow the guidelines of <i>Choose MyPlate</i> to include all their needed nutrients • Limit sugar to avoid your child from filling up on less nutritious foods • Encourage trying new foods and expose a child to new foods. Toddlers may take up to 15-20 times before they decide they like a food. 	<p>2 min.</p>	<p>Phillips “66”: Ask question. <i>What are some ideas you have to help fulfill your role of deciding what, where, and when your toddler eats?</i></p> <p>Each group of six will report back to the group what they discussed. The parent with the shortest hair will be the spokesperson.</p> <p><u>PowerPoint slide 8:</u> Ideas to fulfill the parent’s role.</p>
<p>Mothers will be able to describe what new feeding skills their toddler is beginning to develop and how they can help.</p>	<p>Toddlers want to become more independent as they grow older. They start to use spoons, forks, and cups. Although this may be messy at times, it is important to let them practice to develop their coordination skills.</p> <p>Advice:</p> <ul style="list-style-type: none"> • Be patient—there will be a few guaranteed spills • Don’t help your toddler feed themselves unless they need it • Have your child further develop 	<p>2 min.</p>	<p><u>PowerPoint slide 9:</u> Parents will further learn how their child is developing and how they should respond.</p>

<p>Mothers will be able to explain ways their toddlers can become involved in the kitchen.</p>	<p>their skills by helping you clean up</p> <p>This is common for children this age. They are curious and want to explore. It is important to let them help, but the key is safety.</p> <p>Ways toddlers can help in the kitchen:</p> <ul style="list-style-type: none"> • Set the table • Spread foods • Knead dough • Peel foods • Mash with a fork • Count and separate foods • Measure ingredients • Use a plastic knife • Wash fruits and vegetables <p>Show banana illustration of how toddlers can be involved in the kitchen.</p>	<p>2 min.</p> <p>2 min.</p>	<p><u>PowerPoint slide 10</u> <i>Discussion Question: How many of you have curious children who are fascinated by the kitchen and want to help when you are preparing foods?</i></p>
<p>Mothers will be able to explain how toddlers eat better when they have helped prepare the meal and if the meal is visually appealing.</p>	<p>Toddlers are more likely to eat foods they help prepare. Encourage their help, but be careful of sharp, hot, and other dangerous objects. It will discourage picky eating and encourage an overall healthier diet for your toddlers.</p>	<p>2 min.</p>	<p><u>PowerPoint slide 11</u> Illustrated Instruction: Show mothers there are three ways they can teach their toddlers how to peel bananas.</p> <ol style="list-style-type: none"> 1. Normal (start from the top) 2. Monkey style (peel from the bottom) 3. Ninja style (say hi-yah and snap the banana in half) <p><u>PowerPoint slide 12:</u> Further discuss how to improve a toddler's eating and wiliness to try new foods.</p>

	<p>Toddlers (as all of us) eat with their eyes first. They will have fun eating food that is visually appealing and will be more willing to accept and try new foods.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Add color—the more the better • Make fun animals, plants, or places out of food with them. 	2 min.	<p><i>Discussion Question: Out of these ideas, what is one activity your child would be excited to help with? Has this sparked ideas of your own?</i></p>
<p>Assessment Ask for parents' questions on anything that may be unclear. Evaluate parents' knowledge of toddler feeding by their responses to basic overview question.</p>			
<p>Closure Quick oral review over toddler feeding. Remind parents that it is the toddler's role to determine if and how much to eat while it is their role to decide when, where, and what. Toddlers may be messy, but they are developing their skills. Encourage their help in the kitchen, it will create fun memories and help them become accepted of more foods.</p>			