

Lesson Plans for Look at Me / Mirame

Hop-A-Lot's First Steps to Fitness

Dianne Warren / Oasis Publications

Goal: To educate the parent/care-giver/teacher about how diet, exercise and sleep routines affect weight gain. This will also serve as an introduction to the child about the importance of healthy choices.

Objectives for Parents:

1. To provide scheduled, pleasant meal and snack times.
2. To understand the benefits of new food recommendations. (New WIC food packages and MyPlate).
3. To play, exercise and/or move with my child everyday.
4. To establish healthy sleep habits.
5. To involve my child in food choices and meal preparations.
6. To set good eating and exercise examples for a healthy weight.
7. To recognize risk factors associated with unhealthy weight gain.

Objectives for Child:

8. To eat new foods each week.
9. To play outside everyday.
10. To get enough sleep each night.

Lesson Plan Set-up:

There are different ways to use **Look at Me** / **Mirame**. It is a teaching tool for both the mother and the child, so depending upon the situation it will be used differently.

- Small groups of mothers can be directed through the book by a staff member using the lesson plan.
- Use one objective each time the group gathers. There is a lot of background information tied to each book page and many related activities. You will find some points are repeated.

- Use what works. Mothers need to see how easy and “do-able” this is.
- You may begin by allowing each mother to choose an entry in the **Parent’s Corner** and share what it means to her. It is very interesting to see how this varies within groups and what the mothers learn from one another.
- Each numbered objective in the lesson plan will be followed by numbers in parenthesis that relate to the verse page in the book. There are 7 verse pages. Make sure everyone’s on the same page. All illustrations and information are the same for both English and Spanish sides.
- Mothers will read the book to their children and talk to them about the topics being covered. Have mothers share their children’s responses with the group.

Activities to Accomplish Objectives:

1. (Page 1) To provide scheduled, pleasant meal and snack times.

1. **A.** Serve breakfast, snacks, lunch and dinner at the same time everyday. The same mealtimes each day build food security in your child and prevent over-eating. **It allows your child to regulate his appetite.**
1. **B.** Child-sized plates, cups, utensils and special placemats mark your child’s spot at the table. The same place at the family table and child-sized eating utensils help children become comfortable at the table.
1. **C.** Join your child at the table. When you are at the table, your child is relaxed, which gives him the confidence to try new foods and develop new skills.
1. **D.** Talk to your child while you eat. Talk about the foods’ color, taste, shape, texture and health benefits. Ask about his day. Talking helps you eat slowly and stop when you are full.
1. **E.** Create a pleasant mood at the table. Share an enjoyable time with your family.
1. **F.** Do not watch TV while you eat. We pay less attention to how much

we eat when distracted by the television and this leads to unwanted weight gain.

2. (Page 2) To understand what makes food and drinks healthy.

2. A. The foods we eat have health consequences. Recent changes that many health organizations (see new WIC food packages) recommend are:

- whole grains vs. refined, white products to increase fiber, vitamins and minerals in the diet
- wider variety of fresh fruits and vegetables to increase fiber, vitamin and mineral intake are key to improved health
- more fish selections to increase brain-building omega-3 oils and protein
- fewer sugar-sweetened juices that add extra calories and lead to dental cavities
- low-fat or nonfat dairy products to reduce saturated fats that lead to heart damage and unwanted weight gain. Serve to all children over 2 years of age.
- eliminating partially hydrogenated fats (trans-fats) that contribute to heart disease. Try to replace them with olive, canola, flaxseed, peanut or other vegetable oils.

2. B. Learning to read food labels helps you make healthier choices.

- Pay attention to serving sizes. All information on labels applies to one serving and serving sizes are usually smaller than you think.
- Ingredients are listed in order of amounts used in the product. Most used food item is listed first.
- Sugar comes in many forms: white sugar, brown sugar, cane sugar, honey, molasses, corn syrups & sweeteners, dextrose, lactose, fructose & glucose to name a few. It is easy to see how they can add up to extra weight gain. Sugars are empty calories with no nutrients. Honey and molasses contain nutrients.
- Salt also comes in many forms: salt, sodium chloride, MSG & others.
- Watch the amount and kind of fats you eat. Healthy fats are found in olives, olive & canola oils, nuts, avocados and fish.

Saturated fats from meat, poultry and whole milk dairy products are to be eaten with care. Trans-fats / partially hydrogenated oils (mostly found in packaged foods, restaurant and fast foods) are to be avoided. These fats are being replaced by many restaurants and food producers because of their health risks.

2. C. Demonstrate sugar content, **seeing is believing!**

- Have the mothers bring in their favorite drink.
- Show label and point out sugars. They will be measured in grams. 4 grams = 1 teaspoon.
- Measure out each teaspoon of sugar, or use sugar packets (equaling 1 teaspoon) to clearly show sugar content of drink. This is really effective when showing amounts used in Big Gulps and other drinks from convenience stores and restaurants.

2. D. Read ***Carlos and Clarice Mooove to Lowfat Milk!***

Books and lesson plans in Spanish and English are available through

www.doh.state.fl.us/family/wic/index.html

Scroll down to Carlos and Clarice Mooove to Lowfat Milk box.

3. (Page 3) **I will play, exercise or move with my child everyday.**

3. A. Movement or activity on a daily basis is important for mental, physical and emotional health. Daily movement is important because:

- appetites improve
- energy increases
- strong lungs, heart and bones are developed
- sleep improves
- immune systems are strengthened
- chances of over-weight and diabetes are reduced
- movement leads children to learn new skills
- skills learned today are improved and further developed

tomorrow

- physical successes result in good feelings about yourself.

3. B. Children need up to 60 minutes a day of guided physical activity.

Make sure the demands of the activity meet the abilities of the child or chances of injury and disappointment increase. Build as many activities as possible into your day.

- Walk the dog
- Walk to the store or park in the farthest space from the door
- Eat lunch at the park
- Wash the car
- Clean the house
- Rake leaves
- Sweep the sidewalk
- Take the stairs
- Join (or create) a “Mommy and Me” play group.
- There are many ways to increase movement each day. Get creative and share your ideas with the group.

3. C. Bad weather days still require physical activity.

- Dance
- Play “Simon Says”
- Play Hide and Seek
- Play balloon volleyball
- Build forts
- Ice skate on paper plates
- Get out the dress-up box and role play
- Exercise, such as jumping jacks and running in place, are good indoor options.

3. D. Building healthy sleep habits help prevent unnecessary weight gain.

Factors affecting infants that studies show contribute to obesity:

- Formula fed infants
- Introduction of solid foods before 4 months
- Infants watching TV

- Not enough sleep at night.

3. E. Not enough sleep is associated with:

1. Inability to concentrate and/or losing interest quickly.
2. Increased accidents due to sleepiness or lack of attention.
3. Memory problems:
 - Plentiful sleep is necessary for memory development. The brain must rest long and deeply enough to move newly acquired information from temporary to long-term memory.
 - 50% of new information can be lost by lack of sleep that night. This particularly damages the repetitive skills of elementary learning used in teaching reading, spelling, math and other memory drills.
 - Just one hour less sleep a night can influence a child's school success, putting them at the level of a child two years younger.
4. Loss of energy = less physical activity = fewer calories burned.
5. Increased confusion, frustration and short tempers.
6. Weight gain:
 - Deep, restful sleep produces a growth hormone linked to lean tissue. Studies show less sleep means more fat.
 - Structured, regular sleep patterns are necessary for the development of fully functioning metabolism and endocrine systems, especially during the formative years of early childhood.
 - Inadequate sleep disrupts levels of hormones ghrelin and leptin which regulate hunger and appetite.
 - Insufficient, interrupted, and irregular sleep routines interfere with glucose and insulin regulation. When these two hormones are out of balance they are closely associated with heart disease, diabetes and weight gain.
 - Cortisol, a hormone that regulates how the body uses energy, is elevated during times of reduced

sleep and increased stress. Higher cortisol levels are linked to higher BMI levels.

3. F. What the studies correlating sleep and weight gain show:

- Infants getting less than 12 hours of sleep/day were twice as likely to be obese by age three as those getting the recommended amount.
- Three year olds getting less than ten and a half hours of sleep had a 45% higher risk of being obese by age seven.
- Each hour of reduced sleep in childhood was associated with a 50% risk of obesity by age 32.

3. G. What constitutes enough sleep? The general consensus is:

- Infants 0-2 months = 12-18 hours/day
- Infants 3-11 months = 14-15 hours/day
- 1-3 year olds = 12-14 hours/day
- 3-5 year olds = 11-13 hours/day
- 5-10 year olds = 10-11 hours/day
- 10-17 year olds = 8.5-9 hours/day
- adults = 7-9 hours/day

Napping is not a substitute for the missed recommended nighttime sleep.

3. H. SIDS (sudden infant death syndrome) is every parent's worst nightmare.

Tips to help prevent it:

- Put babies on their backs to sleep, both at night and at nap times.
- Place babies on a firm sleeping surface. Too many pillows, blankets, quilts and coverlets cause over 900 suffocation deaths a year.
- Fans in sleeping areas have been shown to reduce SIDS deaths.

3. I. How to get your child to sleep:

- Set up consistent sleep and wake-up schedules, including weekends.
- Don't feed a child large meals close to bedtime. Avoid caffeine within 6 hours of bedtime.
- Wind down all stimulating activities after the last meal. This includes scary TV shows, books, games, etc.
- Once only, let a child know that bedtime is in 5-10 minutes. Give the child a chance to wrap-up what s/he's doing.

- Establish a relaxing, familiar bedtime routine: bath, book, bed or whatever works for your particular situation, just keep it consistent.
 - Put your child in bed to sleep, not in your arms. Use a favorite stuffed animal, piece of clothing, book, blanket or other object to use as a sleep association.
 - Make the environment sleep-worthy: cool, dark, quiet and comfortable. Too many pillows, blankets, quilts and/or comforters pose a risk to young sleepers. Make sure the covers aren't too constricting so the child can move easily in sleep.
 - If your child calls out after you have left the room, wait a while before returning. The object is to get the child to self-soothe back to sleep.
 - A child who worries about the dark, being alone, monsters or missing out on what's happening elsewhere may need some tools to aid the sleep process. Provide a small flashlight, temporary nightlight, stuffed "guard" animal for protection, a fan or music to muffle noise so the child knows he is not alone.
 - Create a system to reward good sleep habits. For example, let the child place a sticker, draw a star or make an X on the calendar for each good night's sleep. When you have 3-5 in a row, reward the sound sleeper with an agreed upon treat.
 - Google "sleep strategies for young children". You will find a wealth of ideas on this topic.
-

4. (Page 4) To involve my child in food choices and meal preparations.

4. A. Involving your child in selecting and preparing foods increases his openness to new foods.

- Picking out new fresh fruits and vegetables is one of the easiest ways to involve your child in food choices. Take your child to the produce section of your grocery store or your local Farmers' Market.
- Let them choose a new fruit or vegetable to try that week. Many stores have dieticians or knowledgeable staff to help you with preparation ideas and health benefits.
- Even young children can help with meal preparation. Let them put out napkins, scrub carrots, wash produce, dry spoons, spin and tear lettuce.

4. **B.** Let child build their own meals.
 - Gather old magazines and newspapers.
 - Have child (or you) cut out pictures of food they want to try.
 - Search for new or unusual fruits and vegetables.
 - Glue pictures of food onto paper plates to create new meals.

4. **C.** Play **Farmers' Market** with your children. Talk about how produce is grown and why it is good for us. Available at www.fitness4kidz.com.

4. **D.** When choosing prepared, packaged or canned foods, make sure you read the labels. Check the salt, fat and sugar contents. Refer to **2. B.**

4. **E.** Read about fruits and vegetables. The book, **VegetableSoup/ The Fruit Bowl** is available at www.fitness4kidz.com.

4. **F.** Read **The Best Me / El Mejor YO** the 5th book in the **Hop-A-Lot's First Steps to Fitness** series. It deals with making healthy food & drink choices.

4. **G.** Fruits and vegetables that are colorful contain many vitamins and minerals.
 - All major health organizations tell us to eat at least 5 servings of fruits and vegetables each day.
 - Make a color chart with columns marked red, yellow, orange and green at the top.
 - Place a sticker, make a check or draw the food in the correct column for each fruit and veggie eaten that day.

4. **H.** A bowl of clean, prepared fruits and vegetables on the counter or in the refrigerator is very handy. Foods that are easy to reach, easy to eat and age-appropriate get eaten more often.

5. **(PAGE 5) I will set good eating and exercise examples to maintain a healthy weight.**

5. **A.** When one parent is overweight, the chances of a child becoming overweight increase. If both parents are overweight, the chances are even greater that the child will be, too.

5. **B.** Children will mimic their parents. They will do what you do, not what you say. It is very important for both your health and theirs, that you model the behavior you want your children to follow.

- Do you smoke?
- Do you drink? Sodas? Alcohol?
- Do you make healthy diet choices?
- Do you eat healthy portions?
- Do you exercise on a regular basis?
- Do you get enough sleep?
- Do you wear your seatbelt at all times?
- Do you treat others with respect?
- Do you sit at the table and eat meals?

5. **C.** Have mothers share how they see their children copy their behaviors.

5. **D.** Review Ellyn Satter's parents' feeding and children's eating responsibilities in **Child of Mine & How to Get Your Kid to Eat.... But Not Too Much.**

- Parents decide what, when and where meals are served.
- Children decide whether and how much to eat.
- When we stray into each other's responsibilities there is conflict.
- Serve child-sized portions. Let your child ask for more.
- Forcing a child to eat overrides his ability to regulate his appetite and can lead to eating disorders as well as over or underweight conditions.
- Limiting food before a child is full can cause a child to overeat when given the chance.
- Appetites will vary everyday depending upon activity levels, growth cycles, moods, distractions and food served.
- Forcing a child to clean his plate can also lead to weight problems.
- Trust the child's internal signals.

5. **E.** To build an understanding of overweight, have mothers measure their body mass index (BMI). This is used to determine their body's make-up, how bones, muscles and fat contribute to their body weight to help determine health risks. Are they normal, overweight or obese?

- Determine your height in inches (5'7" = 67") and multiply that number times itself ($67 \times 67 = 4489$).
- Divide the above number into your weight in pounds. ($136 \div 4489 = .03$).
- Take that final number and times it by 703 ($.03 \times 703 = 21.09$).
- Normal = 18.5 – 24.9 / Over-weight = 25 – 29.9 / Obese = 30 - 39.9

5. F. Here are some interesting websites to use if trying to lose weight.

1. Sparkpeople.com is an online community of people trying to lose weight. Easy recipes, fitness videos, personal success stories and fun quizzes help keep users motivated.
2. Activelog.com adds competition to the mix. Members can challenge each other to meet various weight loss goals and track your results.
3. FitDay.com creates a food library based on your daily food consumption. Charts and graphic tools show you the source of your calories.
4. ChooseMyPlate.gov provides Daily Food Plan and Super Tracker to help in meal planning and tracking the results of those choices.

5. G. To figure your child's BMI (body mass index):

1. Go to www.cdc.gov
2. Find Tools and Resources (bottom right corner)
3. Click on BMI Calculations
4. Click on Child and Teen BMI
5. Insert your numbers.

6. (Page 6) The child will try at least one new food each week.

6. A. A child is more open to trying a new food she has helped choose or prepare. **Refer to 4. A.**

6. B. When introducing a child to new foods:

- Give him small servings in bite-sized pieces. Serve with familiar foods.
- Many foods have to be re-introduced up to 20 times before they will be accepted.
- Don't force your child to eat. Patience and repetition are the keys to

success.

- Children will play with their food as they get used to the new experience. Keep it under control, but don't discourage it.
- Eat the new food and let your child see you and other family members enjoying it.
- Create a place where child can hang up pictures of the new foods he is eating.

6. C. Your child will copy what you do, say and eat.

- As your child watches you in the kitchen, he will want to "help". Make sure his "job" is appropriate to his age and developmental level.
 - Encourage your child's interest in helping and thank him. This builds a sense of accomplishment and shows him the fun of team work.
 - When conditions are right, let the child serve himself.
 - The more involved a child is in the whole eating process, the more open he will be to trying new foods.
-

7. (Page 3) Children are born to move.

7. A. A child's lack of activity is to be discussed with his doctor.

7. B. Children learn about the world through movement and exploration. It is very important to maintain clean, safe, supervised areas for your child to explore.

7. C. Children like and need to be challenged. This is how they expand the skills they have already learned. Keep challenges appropriate to age and developmental level of the child.

7. D. Fresh air, sunshine and a safe, supervised area provide the necessary ingredients for a happy, active, growing child.

7. E. Read **Born to Move / Nacido para Moverme**, a bilingual book on the importance of daily physical activity. It is the 3rd book in the **Hop-A-Lot's First Steps to Fitness** and is found at www.fitness4kidz.com.

7. F. Refer to 3. A through 3. C.

(Page 7) Summary / Weight Control

- The health and well being of your child is a family affair.
 - Serve child-sized portions geared to their ages.
 - Serve low fat foods and dairy products.
 - Prepare a wide variety of healthy foods.
 - Eat fresh foods every day. Fresh fruit is great for snacks & dessert.
 - Don't single out an overweight child with special diet and exercise plans. Healthy choices shared by all family members improve everyone's health and quality of life.
 - Make sure you are involved in physical activity with your child every day.
 - Don't panic about an overweight child. With healthy foods, portion control, a regular eating schedule and plenty of physical activity, he should grow into his weight.
 - Use common sense when preparing or ordering meals. You don't need advanced training or a special degree to feed your child right.
 - Model what you want your child to do. **Your example is the best teacher of all !!**
-

8. Recognizing the risk factors associated with weight gain.

8. A. Risk factors for children one year old and younger:

- Mother is overweight before pregnancy
- Mother smokes during pregnancy
- Baby is born with a high birth weight
- Rapid weight gain in infancy
- Formula fed babies seem to experience more overweight in later life than breastfed babies
- Infants fed solid foods before 4 months of age
- Not enough sleep each night.

9. B. Risk factors for children 1-6 years old:

- Frequent soda, fruit juice and fruit drink consumption
- Eating too much processed, packaged and fast food
- Not eating the recommended amounts of fruits, vegetables and whole grains
- Eating in front of screens (TV, computer, phones)
- Skipping breakfast which increases hunger and the appeal of high calorie foods making one eat more of less healthy foods
- Not enough sleep
- Lack of exercise
- Not regularly eating family meals.

Oasis Publications

2344 Cambridge Drive * Sarasota, FL 34232

941-371-2223 / Phone * 941-371-4309 / Fax

dianne@fitness4kidz.com * www.fitness4kidz.com