

**“Children and Weight”**  
**HCE Young Family Program**  
**2004 Leadership Institute**  
**September 2004**

**Leader’s Guide**

Learner Outcomes:

- Recognize the trends of increased weight among children and adults in America
- Identify concerns related to obesity and overweight for children and adults
- Become familiar with the roles of adults when feeding children
- Identify specific actions learners are willing to take regarding children and weight

Preparation:

- Obtain a copy of the teaching module, “Parents and Children Sharing Food Tasks” through your local UWEX office. There is a copy available for borrowing from the Media Collection. The item number is 18527. Do this at least 2-3 weeks before you plan to teach the lesson.
- Make a copy of the two handouts, “Weight and Health” and “Feeding Young Children” for each learner.
- Become familiar with the information by thoroughly reading the handouts, and preview the videotape “Parents and Children Sharing Food Tasks.”
- Read the attached fact sheet, “Does My Child Have a Weight Problem?”
- Before teaching the lesson you may wish to read parts of the book, “How to Get Your Kid to Eat...But Not Too Much” by Ellyn Satter. Chapters two, three and four describe the Division of Responsibility. This is available at most libraries and many UWEX offices.
- Optional: Obtain a copy of the book, “Twist with a Burger, Jitter with a Bug” by Linda Lowery. This is a children’s book available at most libraries.
- Read through the teaching outline and think through how you will do each activity.

Resources Used:

- Bright Futures in Practice: Nutrition, National Center for Education in Maternal and Child Health, Georgetown University.

- Bright Futures in Practice: Physical Activity, National Center for Education In Maternal and Child Health, Georgetown University.
- Feeding Young Children Lessons, Mary Novak, Family Living Educator, UW-Extension, Kewaunee County, Wisconsin.
- “How to Get Your Kid to Eat...But Not Too Much” by Ellyn Satter, Ellyn Satter Associates.
- Nibbles for Health, Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service.
- Nutrition and Obesity Issues for Children, Families, Schools and Communities, October 2003 PowerPoint presentation by Susan Nitzke, Nutritional Sciences, UW-Madison/Extension.
- The Michigan Team Nutrition Booklist, Michigan Team Nutrition Family and Consumer Sciences, Michigan State University Extension, E-2835.
- Wisconsin Families Where They Live and Work: Weight and Health, UW-Extension, Family Living, <http://www.uwex.edu/ces/flp/demographics>.

*Lesson created by Barbara Roder and Shelley Tidemann, UW-Extension, Fond du Lac County and Char Honold, Wisconsin HCE Young Family Chairperson. June 2004*

Lesson Outline:

Distribute learner handouts.

Introduction—

Paraphrase: *“You are in the Young Family workshop on Children and Weight. This workshop will include information on the trend of increasing weight among*

*people of all ages, the roles adults play in feeding young children and some specific actions each of us can do to promote healthy eating and activity.”*

Introduction -- Quiz for Children and Weight:

*“To begin our time today, let’s take a couple of minutes to check our knowledge of weight and health issues facing the United States as a whole. For the following questions answer either True or False. Our discussion to follow will address these questions.”*

*T or F Obesity has reached epidemic proportions.*

*T or F Nearly 1/3 of American adults are obese.*

*T or F The percent of young people who are overweight has more than doubled in the last 20 years.*

*T or F BMI (Body Mass Index) is a calculation using weight and height.*

*T or F Individuals are confronted with many food choices.*

*(All answers are true.)*

*In reference to the handout “Weight and Health” turn to page one and note on this page it gives statistics on trends in weight and an explanation of Body Mass Index and why BMI does matter.*

What can we do?

*“So what can we do about it?” There is no easy answer. This trend is very complex, and must be addressed on many levels—the health profession, communities, etc. But one thing you can do as an adult in the life of a child, overweight or not, is to understand some guidelines in feeding children.*

Introduce the Division of Responsibility.

Refer to the member handout, “Feeding Young Children.”

*“Lets get to know some guidelines in feeding young children—your children, grandchildren, etc. Do you agree that hunger is a naturally occurring desire for food?” YES*

*“Do you also agree that adults can trust children sense when they’ve had enough to eat?” YES*

*“Do you agree that adults get in the way when they bribe, prod and give children extra attention by preparing special foods for them?” YES*

*“In the handout, “Feeding Young Children,” the division of responsibility is given. As you can see, the adult’s responsibility is to decide:*

*What to eat--what foods are in the house, what is served as a meal or snack,*

*When to eat—regular meal and snack times and*

*Where to eat--at the table, in front of the TV, in the car, walking around the house.*

*It is the child who decides: Whether to eat and how much to eat.”*

*“Picky behavior and dislike of new foods are common. Making an issue to these only reinforces the dislike. Ignoring these behaviors helps to minimize them.”*

*“Having regular set meal and snack times as well as sharing meals together in a pleasant and relaxed manner builds healthful eating habits.”*

Give participants a chance to see this division of responsibility explained by playing the 11 minute video tape, “Parents and Children Sharing Food Tasks.”

Play Tape.

Discussion: *What did you hear?*

Summarize by asking volunteers to read one of the “shapes” on the handout.

What will we do? Action Cards Activity

Review and summarize the entire lesson by giving participants the opportunity to identify specific things they can do to offset the trends toward increased weight—especially for children in their lives.

Divide into groups of 3 or 4. Each group is given a playing board and a set of action cards. As a group they are to go through each action card, discuss it and decide if the action is something they

already do, something they will try start doing, or something that is not practical for them to do. Create three piles of cards by placing the card on the appropriate box.

Allow as much time as possible for groups to sort through the cards. Call time. Ask each group to share one action they already do. In a second go-round, ask each group so share one action they will *try* or *will start* to do. If possible, write these items on a black board or flip chart to summarize the actions the group will start to do.

Conclusion:

*There is **one** more thing you can do to encourage being active:  
Have fun reading a book with a child and acting out the story.*

Ask participants to stand and act out the words as you read:  
“Twist with a Burger, Jitter with a Bug” by Linda Lowery.