

Nutrition Instructional Packet

TECA 1318 – Wellness of the Young Child

Caroline Hunt

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Project Instructions

1

Develop an instructional packet ([PowerPoint](#)) that could be used to train a new employee in understanding the concept of nutrition as it relates to young children.

2

Utilize a minimum of one article (professional journal) and one book (not text book) and one website that ends in .edu, .gov or .org. A minimum of 3 resources.

3

Specify the age group with which the employee will work. [Pre-school 3 to 4 year olds.](#)

Training – Nutrition Instruction

Pre-school (3 to 4 years old)

April 26, 2017

Family Influences – Feeding practices, Special dietary, Cultural considerations

1. Teacher needs to understand the child's diverse background in order to understand the family feeding practices. Example – typical eating arrangement. Does the family eat together?
2. Teacher needs to understand the child's special dietary requirements. Such as religious dietary restrictions such as vegetarianism.
3. Teacher needs to understand the child's culture in order to better understand the nutritional nature of a balanced diet. Such as the balanced diet of an Asian culture.

Social Aspects— Feeding practices, Special dietary, Cultural considerations

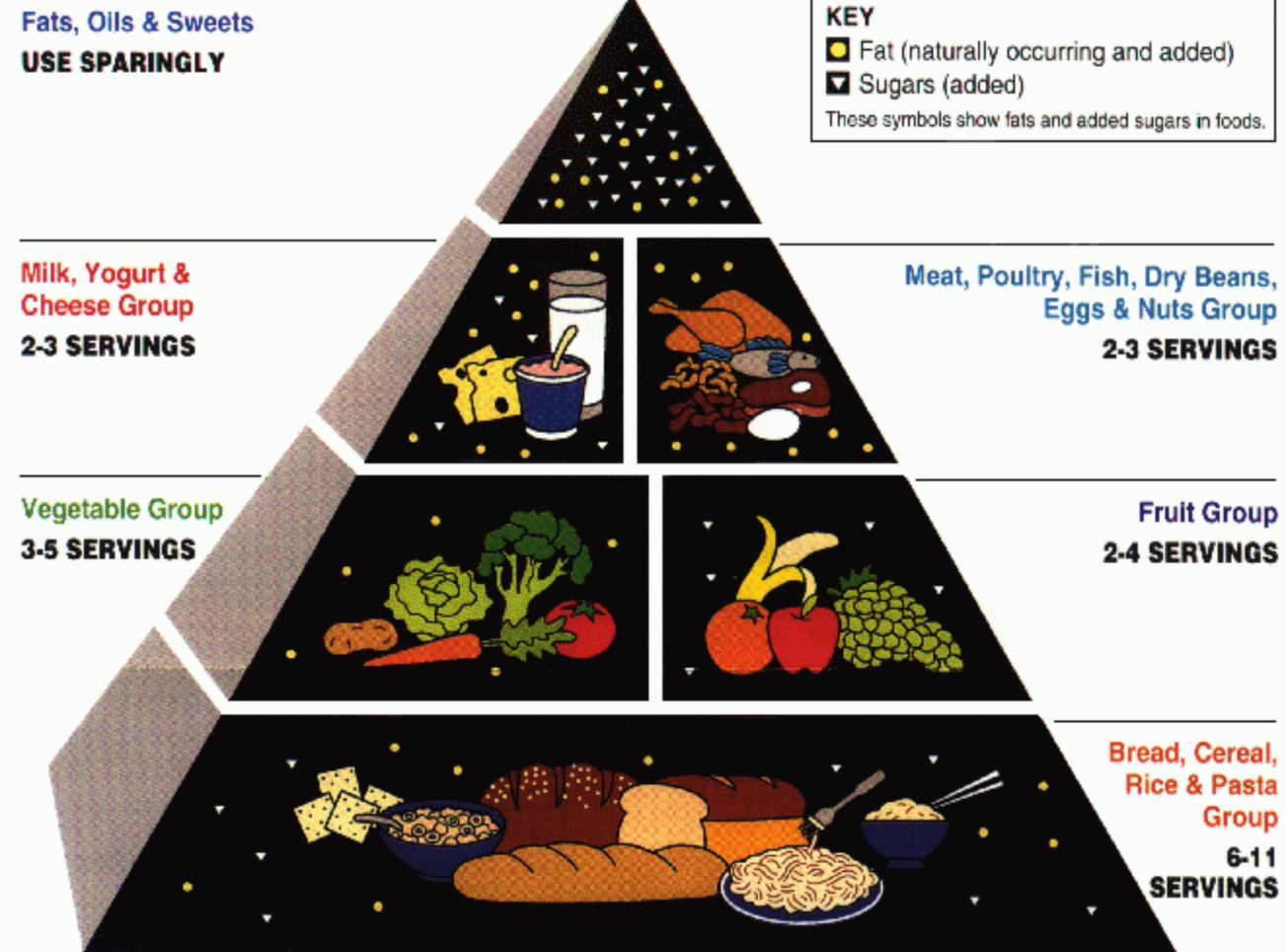
1. Ethnic food choices and culture can drive food choices of parents
2. A child's feeding practice can be influenced by social interactions with other peers or family. Such as frequent feeding practices that can lead to obesity.
3. Protein and vegetarian choices should be considered as part of cultural considerations.

Food Guide Pyramid – Applies to these nutritional needs

The food pyramid
shows parents and
teachers the proper
nutrition children
need

The food pyramid
helps teachers and
parents steer children
away from junk food

Teaching healthy
eating habits early on



TX Dept. of Family Protective Services

Minimum Standards – Applies to these nutritional needs

- Selected TDFPS Minimum Standards are (Medium to High Requirements):
 - You must serve all children ready for table food regular meals and morning and afternoon snacks
 - A child must not go more than three hours without a meal or snack being offered, unless the child is sleeping
 - You must ensure a supply of drinking water is always available to each child and is served at every snack, mealtime, and after active play in a safe and sanitary manner.
 - You must not serve beverages with added sugars, such as carbonated beverages, fruit punch, or sweetened milk except for a special occasion such as a holiday or birthday celebration
 - You must not use food as a reward
 - You must not serve a child a food identified on the child's food allergy emergency plan
- 1. The children eat snack in the morning before they go out to the play ground
- 2. The children have a water glass through out the day
- 3. At lunch time the children eat the right amount of healthy foods each day

Developmentally Appropriate Practices (DAP) - Feeding

1. All food and beverages brought from home must be labeled with students name
2. Make sure that foods requiring refrigeration are kept cold until time to eat
3. Food is provided by the school to supplement food brought from home if the student's food isn't adequate.
4. Food that comes from home for sharing among the children must be either whole fruits or prepared foods in factory-sealed packaging.

Appropriate Feeding Practices – Examples for Families (i.e. community resources, cultural feeding practices, parent-child relationships and social-economic implications)

1. Parent child relationship – Encourage your children to try new healthy foods without disturbing any cultural or family dietary restrictions. Parents can positively and negatively influence eating practices by modeling eating behaviors.
2. Social-economic situations can drive healthy and unhealthy eating habits. Teachers should watch for trends that should be tactfully addressed.
3. A resource, such as aap.org can be used to help educate families regarding proper nutrition. Information includes: *Healthy Beverages, Healthy Snacking, Picky Eaters and Parent Provides – Child Decides*

Nutritional Affects of Developmental Domains – Social, Emotional, Cognitive and Physical

1. **Social** – Preschoolers should eat the same healthy meals as their family. They should be encouraged to self feed and to regulate how much they eat.
2. **Emotional** – Children have an innate ability to self regulate their food intake. Three areas that promote excess weight gain:
 1. Feeding in response to emotional distress
 2. Using food as a reward
 3. Excessive prompting or encouragement to eat
3. **Cognitive** – Children need optimal nutrition for brain growth and development
4. **Physical** – Good nutrition and feeding children whole foods gives young children the energy they need to have a successful day. Then need healthy beverages like water and mild, two healthy snacks daily , a variety of good healthy food to pick from at meal times.

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The Food Friends: Encouraging Preschoolers to try new foods.