

Curriculum Information

Welcome to *Teen Parents*, a nutrition curriculum for pregnant and parenting teens. Eating healthy foods and maintaining a healthy weight are critical for pregnant teens because they are still growing and developing. *Teen Parents* focuses on how to be healthy during pregnancy and how to deliver a healthy baby. Other important topics covered include special nutrient needs for pregnant teens and the harmful effects of drugs and alcohol on the growing fetus. Fun, interactive activities will help teens learn to make important feeding decisions for their infants and young children, plan meals, shop for food, keep food safe, and access community resources.

Pilot testing

Teen Parents was pilot tested by Family Nutrition Education Program (FNEP) nutrition educators in classrooms and other special settings in Missouri. Suggestions for improvements were received and integrated into the curriculum. A special thank-you is extended to all nutrition educators who provided feedback to improve the curriculum. Additional comments are always welcome. Please use the Curriculum Feedback form provided on page I-8.

Lesson components

Knowledge and Behavioral objectives: Clear, concise objectives of what students should know and be able to do after completing each lesson.

Supplies needed: A general supply list for the lesson or activity. Each activity includes a separate supplies needed list.

Teacher references: Background information to be reviewed as needed before teaching each lesson.

Advance preparation: Directions for preparations needed before teaching the lesson, such as copying materials, ordering materials and assembling supplies. Activities within each lesson also include advance preparations needed.

Core activities: Activities that directly reinforce the knowledge and behavioral objectives. It is suggested the core activities be used each time the lesson is taught.

Student handouts: Lists handouts that pertain to the general lesson. Handouts that go with the activities are listed on the separate activity sheets. All handouts can be found at the end of the *Teen Parents* curriculum.

Review of the previous lesson: Each lesson (except Lesson 1) contains a built-in review of the major concepts of the previous lesson.

Doing the lesson: A general outline to follow while teaching the lesson. Core activities are built into doing the lesson.

Review of the lesson: A review of major concepts from the lesson.

Additional activities: To be used as time permits after core activities have been completed.

Materials furnished with curriculum

A complete copy of the 12-lesson curriculum is included.

Materials needed to teach the curriculum

Items that need to be obtained from an outside source are noted by an asterisk in each lesson. Ordering information is noted below.

Videos needed can be found on the table, *Video Cross Reference for the Teen Parents Curriculum*, page I-8. Each unit has a set of videos for checkout.

American Dietetic Association's Complete Food and Nutrition Guide, Minneapolis: Chronimed Publishing, 2002. ISBN: 1565610989. Each nutrition educator has a copy.

MyPyramid Poster (N943), available from Extension Publications.

Order online at: extension.missouri.edu/explore/order.htm, or by phone toll-free at: (800) 292-0969.

Teen Parents Newsletters (N700-N709), available from Extension Publications.

How Much Should I Eat? Wallet Card (N863), available from Extension Publications.

Make Room for Snacks (N900), available from Extension Publications.

MyPyramid for Pregnancy Handout (N944), available from Extension Publications.

Take a Taste for You and Your Baby Recipe Cards and *Recipe Boxes* (N714), available from unit coordinators. Each lesson in the curriculum includes recipes. These cards incorporate the lesson recipes and additional recipes. Recipe boxes and a complete set of recipes are usually given to participants who complete a series of lessons.

Teaching tip

Please remember that all activities, including tasting, are strictly voluntary. It is acceptable for students not to participate or for activities to be modified

Ordering information:

To order additional copies of this curriculum (publication SMN902), or to order copies of another grade level in the Show Me Nutrition series, visit extension.missouri.edu/explore/order.htm.

Curriculum feedback

We are interested in ways to improve this curriculum, so your input is greatly appreciated. Please use the *Curriculum Feedback* form on page I-8.

National Health Education Standards

National Health Education Standards improve student learning across the nation by providing a foundation for curriculum development, instruction, and assessment of student performance. The goal of the National Health Education Standards is improved educational achievement for students and improved health in the United States. Standards in health education help students achieve the education goals set in *America 2000: An Educational Strategy* (U.S. Department of Education, 1991) and the health goals in *Healthy People 2000: National Health Promotion and Disease Prevention Objectives* (U.S. Department of Health and Human Services, 1990).

Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

Performance Indicators: Students analyze how behavior can impact health maintenance and disease prevention. They can explain the impact of personal health behaviors on the functioning of body systems.

Health Education Standard 2

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Indicators: Students demonstrate the ability to access school and community health services for themselves and others.

Health Education Standard 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Indicators: Students analyze the role of individual responsibility for enhancing health. They analyze the short- and long-term consequences of safe, risky and harmful behaviors.

Health Education Standard 4

Students will analyze the influence of culture, media, technology and other factors on health.

Performance Indicators: Students evaluate the effect of media and other factors on personal, family and community health.

Health Education Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Performance Indicators: Students demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.

Health Education Standard 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Performance Indicators: Students predict immediate and long-term impacts of health decisions on the individual, family and community.

Health Education Standard 7

Students will demonstrate the ability to advocate for personal, family and community health.

Performance Indicators: Students express information and opinions about health issues. They utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues. They demonstrate the ability to influence and support others in making positive health choices.

State of Missouri Education Standards

Lesson 1: My Community Resources

The first lesson gives an overview of the program and introduces students to community resources. Proper hand washing is emphasized. (Show-Me Standards IB: 3a)

Lesson 2: What Should I Eat?

Students discuss MyPyramid and food groups. (Show-Me Standards IIB: 1a, 3)

Lesson 3: Have a Healthy Baby

Teens learn the importance of weight gain during pregnancy. (Show-Me Standards VA: 3a)

Lesson 4: Special Nutrient Needs

Because nutritional needs change during pregnancy, students learn the benefits of choosing foods rich in iron, folate, calcium and protein during pregnancy. (Show-Me Standards IIB: 2a, 3a, 6a)

Lesson 5: If It's Not One Thing, It's Another

Common physical discomforts during pregnancy are discussed and the class discovers the importance of physical activity. (Show-Me Standards VA: 3a)

Lesson 6: Take Care of Your Baby's Health

Students learn that risks associated with using tobacco, drugs, alcohol and caffeine are especially high during pregnancy. (Show-Me Standards IA: 1a, IB: 3a, IIIA: 10, IIIC: 1a, 1b, 4a)

Lesson 7: Fast Food and Healthy Snacks

To help teens make the best diet decisions, this lesson explains the importance of eating breakfast, how to make healthy fast-food choices, and when to use ingredient substitutions when cooking. (Show-Me Standards IIB: 1a, IIC: 3a)

Lesson 8: Decisions for Feeding Your Baby

Teens explore the benefits of breast-feeding and compare breast-feeding to bottle-feeding. (Show-Me Standards IIB: 6a)

Lesson 9: Introducing Solid Foods

Students learn when to introduce solid foods and how to prepare baby food at home. (Show-Me Standards IIB: 6a)

Lesson 10: Feeding Older Babies and Toddlers

The responsibilities of parents and children in the feeding relationship are outlined for students. They also learn the importance of child-size portions. (Show-Me Standards: IIB: 6a)

The State of Missouri Educational Standards are a set of 73 rigorous standards that define what students should know and be able to do by the time they graduate from Missouri's public high schools.

Lesson 11: Get the Most for Your Money

This lesson shows students how to get the best value by comparing the nutritional value of foods using food label information. They also learn to calculate and use unit pricing. (Show-Me Standards: IIB: 8a)

Lesson 12: Keeping Food Safe to Eat

Students learn how to protect themselves and their babies by preventing foodborne illness. (Show-Me Standards: IIB: 4a)

Video Cross-Reference for the Teen Parents Curriculum

Teen Parents lesson	Video title
Lesson 1: My Community Resources	None
Lesson 2: What Should I Eat?	Pregnant and Growing*
Lesson 3: Have a Healthy Baby	Pregnant and Growing*
Lesson 4: Special Nutrient Needs	Pregnant and Growing*
Lesson 5: If It's Not One Thing, It's Another	Being Active During Pregnancy
Lesson 6: Take Care of Your Baby's Health	The Fabulous F.A.S. Quiz Show
Lesson 7: Fast Food and Healthy Snacks	None
Lesson 8: Decisions for Feeding Your Baby	Giving You the Best that I've Got
Lesson 9: Introducing Solid Food	None
Lesson 10: Feeding Older Babies and Toddlers	None
Lesson 11: Get the Most for Your Money	The Food Label and You
Lesson 12: Keeping Food Safe to Eat	None

* The old USDA Food Guide Pyramid is shown briefly.

Curriculum Feedback

Please complete this form after you teach a series of lessons from the *Teen Parents* curriculum.

Submit to: FNEP, University of Missouri, 301 Gwynn Hall, Columbia, MO 65211 or e-mail to: nutritioned@missouri.edu

Content/Audience Response	Yes	No (explain)	Explanation/Comments
Do the lessons cover what teens need to know? If not, please list additional topics needed.			
Did students understand the lessons?			
Are activities age-appropriate?			
Are activities effective in teaching lesson objectives?			
Are activities fun for students?			
Do students read lesson handouts?			
Is the reading level appropriate on handouts?			
Once students start the program, do they want to continue?			

How was audience response?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Fair <input type="checkbox"/> Poor
What do students like the most? (Check all that apply)	<input type="checkbox"/> Activities <input type="checkbox"/> Tasting <input type="checkbox"/> Videos <input type="checkbox"/> Other _____ (please explain)
Student comments about the program – likes, dislikes, ideas for improvement:	

How do the lessons work for you as an educator?	Yes	No (explain)	Explanation/Comments
Lessons are easy to read			
Lessons flow in a logical order			
Lessons provide enough guidance for someone new, but not too much for someone with experience			
Lessons provide the right amount of material for the amount of time I usually have to teach			
Suggestions for improvement?			

Please use the back of the page for additional comments as needed.

References

- Duyff, Roberta Larson, 2002. *American Dietetic Association Complete food and nutrition guide, 2nd edition*. New Jersey: John Wiley & Sons, Inc.
- Dietary Guidelines for Americans 2005*. U.S. Department of Health and Human Services, U.S. Department of Agriculture.
- Feeding infants: A guide for use in the child nutrition programs*. U.S. Department of Agriculture, 2002.
- MyPyramid Food Guidance System*. U.S. Department of Agriculture, 2005.
- Kaiser, Lucia L. and Allen, Lindsay, October 2002. Nutrition and lifestyle for a healthy pregnancy outcome. *Journal of the American Dietetic Association* 102 (10):1479-1490.
- Stang, Jamie and Story, Mary, 2000. *Nutrition and the pregnant adolescent: A practical reference guide*. Center for Leadership, Education and Training in Maternal and Child Nutrition.
- Butte, N., Cobb, K., Dwyer, J., Graney, L., Heird, W., and Rickard, K., March 2004. Start healthy feeding guidelines for infants and toddlers (ages 6 to 24 months). *Journal of the American Dietetic Association* 104 (3):442-454.



Lesson 1

My Community Resources

Knowledge objectives

Students will recognize community resources that are available and relevant to their situation.

Behavioral objectives

Students will list at least one community resource relevant to their situation.

Doing the lesson

Introduce yourself and explain that you will be teaching about ways to have a healthy baby and stay healthy during pregnancy. Congratulate everyone for coming to the class. Hand out the *Let Me Introduce Myself* handout and give students a few minutes to complete it.

Do *Who Are You?* activity

Community resources

Say to students: right now, you may be worried about how you are going to make ends meet. I want you to know that there are many resources in this community to help you.

If you are having a guest speaker, introduce the speaker now and tell students that the guest represents one of the community resources available.

Give each student a copy of the *Community Resource Guide* handout. Work with the students to fill in the phone numbers. Ask them what other resources they know of and add those to the list.

Do *Take a Taste for You and Your Baby* activity

The theme is enjoying food with your friends. Suggested foods for tasting include Check It Out Cheese Tray and Two-Plus Fruit Salad.

Supplies needed

(also see activities for supplies needed)

- *Participant Attendance Record* (H-9)

Core activities

- *Who Are You?*
- *Take a Taste for You and Your Baby*

Student handouts

- *Let Me Introduce Myself* (H-1)
- *Community Resource Guide* (H-2)

Teacher references

- March of Dimes Web site: <http://www.marchofdimes.com>
- *Suggested Guest Speakers*

Advance preparation

- Make copies of the student handouts for each student.
- Optional: Contact a guest speaker from WIC program or other community resource.

Additional activity

- *What Am I?*

Review of Lesson 1

Ask students to name a community resource available to them and tell how to contact the resource.

Core activity

Who Are You?

- 1** *Who Are You?* is an icebreaker for the first lesson. Give each student a copy of the *Who Are You?* handout.
- 2** The object of this game is for students to get to know each other by asking questions. Give the students a few minutes to read over the questions. Then explain that they are to find students in the class that have the characteristics listed in the questions on the sheet.

Tell them: when you find a student that fits one of the questions on your sheet, have that student sign your sheet.
- 3** Give students five minutes to complete the activity. If time permits, have them share some of the interesting things they found out about each other.

Purpose

Helps students get to know each other.

Student handout

- *Who Are You?* (H-3)

Advance preparation

- Make a copy of the handout for each student.

Core activity

Take a Taste for You and Your Baby

Food can be fun to prepare and taste with friends, and still give you lots of the nutrients you need to have a healthy baby.

Check-it-Out Cheese Tray

Equipment:

- sharp knife
- toothpicks
- cutting board
- small serving plates
- large platter (optional)

Ingredients:

- Pick out several different types of cheeses to taste. You will need 2 to 3 ounces for each student. Suggestions: Swiss, Gouda, Cheddar (mild or sharp), Colby, Brick or Monterey Jack.

Instructions:

1. Unwrap cheeses, saving the labels.
2. Cut cheeses into bite-size chunks.
3. Place cheeses on plates or a platter with labels visible so that students can see what types of cheese they are trying. Have toothpicks available.

Two-Plus Fruit Salad

(Makes enough for eight students to taste)

Equipment:

- large bowl
- sharp knife
- cutting board
- large spoon
- measuring cup
- small serving bowls

Ingredients:

- 2 cups fruit, of at least two different kinds (such as: apple, banana, pear, orange, grapes, kiwi, pineapple)
- ¼ cup orange juice

Instructions:

1. Wash fruit and cut into bite-size pieces.
2. Put fruit in bowl and add juice, stirring gently.
3. Refrigerate until serving time.

Used with permission from *Simply Good Eating*, University of Minnesota Extension Service.

Teacher reference

Suggested Guest Speakers

A guest speaker is optional. Here are some suggestions if you choose to invite a guest speaker to class. You will most likely know of other appropriate speakers in your community.

- WIC nutritionist
- OB/GYN nurse
- Prenatal health-care provider
- Parents as Teachers provider
- Welfare caseworker
- Well baby immunization provider
- Local health center representative
- Women's shelter representative
- Mentoring Mother representative
- Building Strong Families presenter
- Family planning representative
- Breast-feeding or lactation consultant
- La Leche League representative
- Role model from peer group
- Day-care provider
- Neonatal nurse/NICU nurse
- Childbirth educator

Additional community resources:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Additional activity

What Am I?

Purpose

Helps students get to know each other.

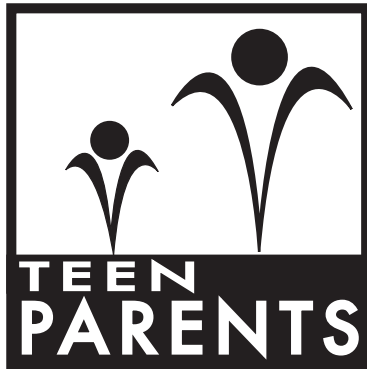
Supplies needed

- *What Am I?* pictures (H-4 to H-8)
- blank 3 by 5-inch index cards
- pins
- glue or tape

Advance preparation

- Make enough copies of the *What Am I?* pictures for each student to have one picture.
- Glue or tape each picture to an index card.

- 1** Pin an index card with a picture of a cooking utensil or equipment on each student's back.
- 2** Students are to guess which cooking utensils or equipment are pinned to their backs by asking yes-or-no questions. For example: "Do I have a handle?" "Can you put me in a hot oven?"
- 3** A student may keep questioning the same person until she or he gets a "yes" answer. After getting a "yes" answer, the student must question someone else until the student has figured out what utensil or equipment is on her or his back.



Lesson 2

What Should I Eat?

Knowledge objectives

Students will identify food groups on MyPyramid and know they need to eat food from each group daily.

Behavioral objectives:

Students will plan healthy meals and snacks based on MyPyramid.

Review of Lesson 1

Ask the class to name some of the community resources discussed during the last class. Make a list on the chalkboard or flip chart. Ask if any of the students have accessed any of the resources. What did they find out? Did they get the help they needed?

Doing the lesson

MyPyramid

Point to the *MyPyramid Poster* and say:

- Today, we are going to talk about MyPyramid and how eating foods from the five food groups can help you deliver a healthy baby and look and feel your best while you are pregnant.
- MyPyramid gives us advice about what we should eat every day. It emphasizes foods from five food groups: Grains, Vegetables, Fruits, Milk and Meat & Beans.
- Each of the five food groups provides some, but not all of the nutrients we need each day. To have a healthy baby, you need them all.
- In a later lesson, we will talk more about the different roles each nutrient plays in helping you deliver a healthy baby. In this lesson, we will concentrate on planning meals and snacks that include foods from all the food groups.

Supplies needed

- *MyPyramid Poster**
- foods, food models or everyday objects (see Advance preparation)
- measuring cups
- deck of cards
- optional: *Pregnant and Growing** video (note: the old Food Guide Pyramid is shown briefly)

Core activities

- *Group Think: Plan a Day's Worth of MyPyramid Menus*
- *Take a Taste for You and Your Baby*
- *MyPyramid Challenge*

Student handouts

- *MyPyramid for Pregnancy Handout**
- *What Should I Eat? Wallet Card**

Teacher references

- *Nutrients in Food Groups*
- *Nutrient Functions*

Advance preparation

- Use the two student handouts to guide you

in assembling foods, food models and everyday objects to help students visualize recommended amounts of food.

Additional activity

- Watch *Pregnant and Growing* video.

Teaching tip

Lesson 4, *Special Nutrient Needs*, contains more in-depth information about nutrients and their functions. If students want more information at this time, use the *Nutrients in Food Groups* and *Nutrient Functions* teacher references to answer questions.

MyPyramid recommends that we eat foods from each of the five food groups daily. How much food we eat depends on our gender, age and activity level (how active we are). You will need extra calories and food during your pregnancy to support your needs and the needs of your developing baby. Ask your health-care provider to help you plan how much food is right for you.

Give each student a copy of the *MyPyramid for Pregnancy Handout*.

Discuss:

- How amounts of food are measured for each food group.
- The mini-messages and tips for each food group.
- The recommended amounts of food. (These are general guidelines. Teens and very active women may need more. Remind students that they should talk to their health-care providers about what amounts are right for them.)
- The information on physical activity during pregnancy.

Give each student a copy of the *What Should I Eat? Wallet Card*. Suggest that students carry it with them to help them visualize amounts of food.

Grains

Say to students:

- Grains are an important source of fiber, iron and several B vitamins, such as folate. Eating grains fortified with folate before and during pregnancy helps prevent neural tube defects in your developing baby.
- *Make half your grains whole.* Whole grains contain more fiber and minerals than refined grains. (Ask the students for some ideas of how they could include more whole grains in their meals and snacks. For example: use whole-wheat bread for sandwiches and toast, try brown rice or whole-wheat pasta, have oatmeal for breakfast, snack on whole grain cereals.)
- Use food labels to help you find whole grains:
 1. Make sure one of these is listed first on the ingredient list: brown rice, bulgur, graham flour, oatmeal, whole-grain corn, whole oats, whole rye, whole wheat, wild rice.
 2. Foods labeled with the words multi-grain, stone-ground, 100 percent wheat, cracked wheat, seven-grain or bran are usually not whole-grain products. Remember, bread can be brown because of molasses or some other added ingredient. Read the ingredient list to see if it is a whole grain.

Vegetables

Say to students:

- Vegetables are important sources of many nutrients, like vitamins A and C, potassium, and fiber. Like grains, vegetables also give us folate, the B vitamin that reduces the risk of neural tube defects like spina bifida.
- *Vary your veggies.* Many of us don't get enough dark-green veggies like broccoli, spinach and other dark leafy greens.
- We also need to eat more orange vegetables like carrots, sweet potatoes and acorn squash.
- Dry beans and peas, like pinto beans, kidney beans and lentils, are also vegetables we should eat more often.

Fruits

Say to students:

- Fruits are important sources of many nutrients, like vitamin C, potassium, fiber and folate.
- *Focus on fruits* by eating a variety of fresh, frozen, canned and dried fruit.
- Make most of your choices whole or sliced fruit because they contain more fiber than juice.
- Vary your fruit choices to get the most nutrients. For example, have orange juice with breakfast, sliced bananas for a snack, and a slice of melon for dessert.
- Choose canned fruits in 100 percent fruit juice or water rather than syrup.

Milk

Say to students:

- *Get your calcium-rich foods* from the Milk Group. Besides calcium, foods in the Milk Group are important sources of potassium, vitamin D and protein.
- It's important for pregnant teens to get enough calcium because they are still building bone and their babies also need calcium to form strong bones and teeth.
- Teens who drink soft drinks daily usually have lower calcium intakes than teens who don't drink soft drinks.
- Go low-fat or fat-free when choosing milk, yogurt or cheese. Low-fat products contain the same nutrients as whole milk without the fat and calories.
- If you can't drink milk because you get gas or cramps, choose lactose-free products or other calcium sources, like fortified foods and beverages.

Meat & Beans

Say to students:

- Foods in the Meat & Beans Group are important sources of nutrients like protein, iron, B vitamins, vitamin E, zinc and magnesium.
- *Go lean with protein.* Choose low-fat or lean meats and poultry.
- Use low-fat cooking methods like baking, broiling and grilling.
- Vary your protein routine by choosing more fish, beans, peas, nuts and seeds instead of meat or chicken.

When talking about ounce equivalents from the Meat & Beans Group, show students a deck of cards and say: Most people eat more than 1 ounce of meat, fish or poultry at a time. A deck of cards show us the size of about 3 ounces of meat, which is a good guideline for how much to eat at one time.

Choose foods wisely

As we choose foods from each group, it's important to make wise choices. This means we should choose foods that are high in nutrients and low in added fat and sugars.

Point to the *MyPyramid Poster* and say: Pyramids are shapes that are wide at the bottom and narrow at the top. The wide bottom of a pyramid is what makes it strong.

The wide bottom of MyPyramid stands for foods with little or no added solid fats* or sugars. These foods give us lots of nutrients without a lot of calories. The meals and snacks we eat should come mostly from foods at the bottom of MyPyramid. If we do this, our bodies will be strong like a pyramid because we are eating foods with a lot of nutrients.

*Teaching tip

Explain that we need some fat in our diet to keep us healthy.

Most of our fat should come from nuts, oils in fish, and vegetable oils.

We should go easy on solid fats and foods that are high in solid fat. Solid fats are ones that are solid at room temperature. Examples are butter, stick margarine, fat on meat, shortening and lard.

Let's go through each food group and name some of the foods at the bottom of MyPyramid:

- Grains: whole-grain breads and cereals
- Vegetables: any fresh, frozen or canned vegetable without added fat
- Fruits: any fresh, frozen, canned or dried fruit without added sugar
- Milk: skim or low-fat milk, cheese or yogurt
- Meat & Beans: extra-lean ground beef, lean cuts of meat, poultry with skin removed

The narrow top of MyPyramid (point to poster) stands for foods that have more solid fat and sugar added. They still give us a few nutrients, but with a lot of calories from fats and sugars.

As long as we pick most of our foods from the base of MyPyramid, we can fit a few high-calorie, low-nutrient foods into our meals and snacks. Let's go through each food group and name some high-calorie, low-nutrient foods:

- Grains: biscuits, sweetened cereal, cake, donuts, cookies, sweet rolls, pastries
- Vegetables: french fries, onion rings
- Fruits: fruits in heavy syrup or with sugar added
- Milk: whole milk, sweetened yogurt, cheese sauce, ice cream
- Meat & Beans: sausage, fried chicken with skin, bologna, hot dogs

Some foods don't fit in any food group. Let's call them extras. They contain lots of solid fats and/or sugars and provide few, if any, nutrients. These are high-calorie, low-nutrient foods and we should limit the amount we eat. Can you name some of these foods? (*Regular soda, fruit punch, candy, butter, stick margarine, cream cheese, sour cream, whipped cream, dessert toppings, gravy, jam, jelly*)

What about water?

Say to students: Women who are pregnant need about 10 cups of fluid each day. To help you get your 10 cups a day, drink at least 8 cups of fluid like water, low-fat milk and 100 percent juice, and eat plenty of fruits and vegetables. Instead of drinking soft drinks, tea or coffee, drink a glass of water. Drink a glass of water with each meal. Don't drink alcoholic beverages during pregnancy.

Planning meals and snacks

Say to students: Let's use what we've learned about MyPyramid and the five food groups to plan some meals and snacks.

Do **Group Think: Plan a Day's Worth of MyPyramid Menus** activity

Do **Take a Taste for You and Your Baby** activity

The theme is quick lunches. Suggested foods for tasting include Veggie Pockets and Loaded Eggs.

Review of Lesson 2

Do **MyPyramid Challenge** activity

Core activity

Group Think: Plan a Day's Worth of MyPyramid Menus

Purpose

- Helps students plan meals and snacks based on MyPyramid.

Student handout

- *Group Think: Plan a Day's Worth of MyPyramid Menus (H-10)*

Advance Preparation

- Make a copy of the handout for each group.

- 1** Have the class break up into small groups. Give each group a copy of the handout to complete.
- 2** Give the groups 10 minutes to plan menus following the directions on the handout.
- 3** Come back together and ask each group to share one meal or snack that it planned.

Core activity

Take a Taste for You and Your Baby

Lunches that pack lots of nutrients for you and your baby don't have to take a lot of time to prepare.

Loaded Eggs

Makes 4 servings

Equipment:

- mixing bowl
- wire whisk or fork
- skillet
- spatula
- cutting board
- sharp knife
- small bowls
- serving plates
- plastic spoons and forks

Ingredients:

- 4 eggs
- ¼ cup skim milk
- dash of salt and pepper
- 1 teaspoon margarine
- Prepare several fillings for the students to choose from. Some ideas: chopped cooked turkey or ham, shredded cheese, chopped bell pepper, chopped onion or chopped mushrooms.

Instructions:

1. Beat eggs until frothy. Add milk, salt and pepper. Mix.
2. Heat margarine in skillet over medium heat until melted.
3. Pour in egg mixture. With a spatula, gently lift edges until top is firm, not runny.
4. Sprinkle ½ cup filling on half of the omelet and fold in half.
5. Turn eggs onto plate and serve.

Veggie Pockets

Makes 4 servings

Equipment:

- sharp knife
- cutting board
- bowl
- spoon
- measuring cup
- serving plates

Ingredients:

- 1 cup cauliflower or broccoli
- 2 carrots
- 1 green, red or yellow bell pepper
- 4 whole-wheat pita pockets
- Italian salad dressing (have a regular and a light version for students to try)

Instructions:

1. Wash the vegetables and cut into bite-size pieces.
2. Mix vegetables together in a serving bowl and toss with salad dressing.
3. Cut pitas in half and stuff with vegetable mixture.
4. Place pitas on a serving platter.

Core activity

MyPyramid Challenge

Purpose

Helps students identify foods in each food group on MyPyramid.

Supplies needed

- optional: MyPyramid Challenge Board (see *Advance preparation*)
- optional: poster board, paper, markers, scissors, glue
- *MyPyramid Challenge Questions* (H-11 to H-13)
- PowerPoint CD-ROM game (a copy has been provided to each unit coordinator)

Teacher references

- *MyPyramid Challenge Sample*
- *MyPyramid Challenge Q&A*

Advance preparation

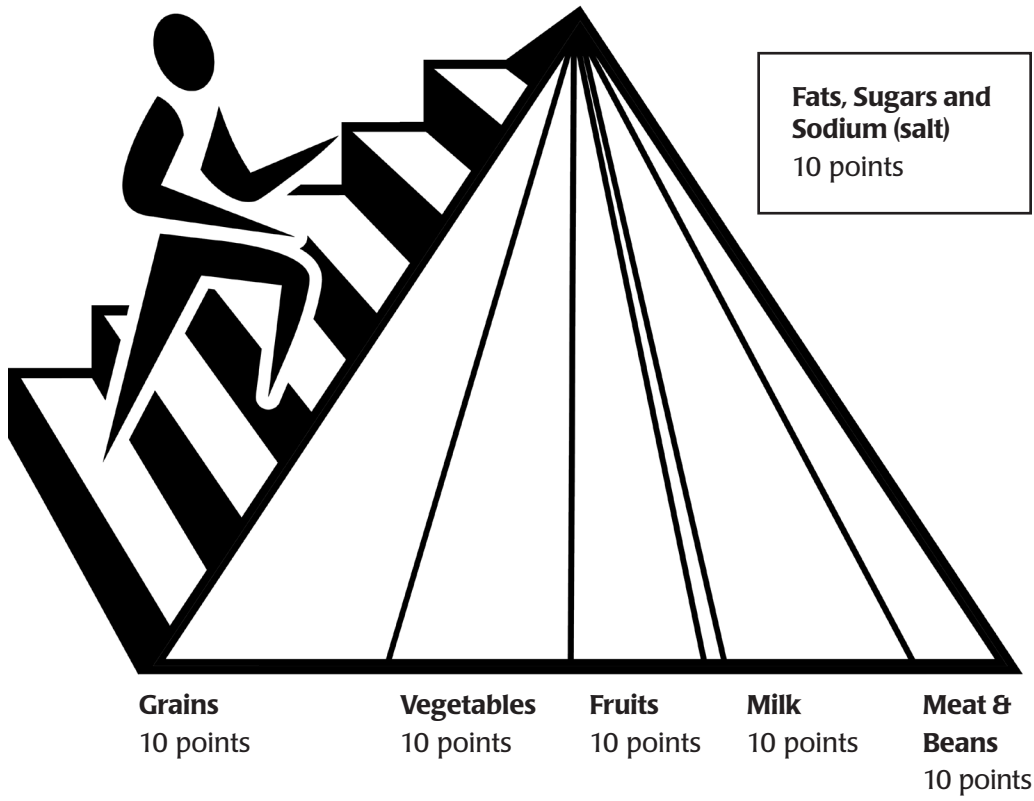
- To play this game, you will need to prepare a MyPyramid Challenge Board by drawing an outline of MyPyramid on the chalkboard or making a poster. Refer to the *MyPyramid Challenge Sample* furnished with this lesson to help you. If you make a poster, laminate it so it can be reused.
- Copy and cut out the *MyPyramid Challenge Questions*. Sort them by food groups.

- 1** This game is played like the game Jeopardy. Divide the class into two teams. Let the teams take turns choosing a category for questions.
- 2** Points are assigned on the MyPyramid Challenge Board for the team that answers correctly. If a team misses, give the other team a chance to answer. If the second team also gives an incorrect answer, tell both teams the correct response.
- 3** The team with the highest score at the end of the allotted time wins.

Adapted from University of Georgia Cooperative Extension Service.

Teacher reference

MyPyramid Challenge Sample



Teacher reference

MyPyramid Challenge Q&A

Grains Group = 10 points

We should eat more of these foods from the Grain Group.

What are whole grains?

The amount of food from the Grain Group that counts as 1 ounce.

What is one slice of bread?

What is one (6-inch) tortilla?

What is 1 cup of breakfast cereal?

(or any other equivalent from the Grain Group)

Whole-wheat bread is part of this food group.

What is the Grain Group?

Oatmeal, popcorn and whole-wheat bread have this in common.

What are some whole-grain foods in the Grain Group?

Vegetable Group = 10 points

Sweet potatoes are part of this food group.

What is the Vegetable Group?

The amount of raw leafy greens that counts as 1 cup from the Vegetable Group.

What is 2 cups of raw leafy greens?

The amount of pinto beans that counts as 1 cup from the Vegetable Group.

What is 1 cup of pinto beans?

We should eat more of these orange and dark green vegetables.

What are broccoli, spinach, carrots and sweet potatoes?

Fruit Group = 10 points

Foods from this group naturally contain sugar.

What is the Fruit Group?

The amount of 100 percent fruit juice that counts as 1 cup in the Fruit Group.

What is 1 cup of juice?

Choose from these forms of fruit each day.

What is fresh, frozen, canned or dried fruit?

Kiwi fruit, orange juice, raisins and strawberries belong to this food group.

What is the Fruit Group?

Milk Group = 10 points

The type of milk that is lowest in fat.

What is skim (or fat-free) milk?

Other foods in the Milk Group that count as 1 cup of milk.

What is an 8-ounce container of yogurt?

What is 1½ ounces of hard cheese?

What is 1 cup of frozen yogurt?

(or any other equivalents from the Milk Group)

The major nutrient the Milk Group provides.

What is calcium?

A low-fat milk dessert.

What is frozen, low-fat yogurt?

Meat & Beans Group = 10 points

Chicken without the skin, black bean soup and 95 percent lean ground beef have this in common.

What are lean or low-fat choices from the Meat & Beans Group?

Other foods in the Meat & Beans Group that count as 1 ounce of meat.

What is ¼ cup of cooked dry beans?

What is one egg?

What is 1 tablespoon of peanut butter?

(or any other 1-ounce equivalent from the Meat & Beans Group)

Ways to vary the protein foods you eat from the Meat & Beans Group.

What is choose more fish, beans, peas, nuts and seeds?

Methods of cooking meat that cut down on fat content.

What are baking, broiling or grilling?

Fats, Sugars and Salt (sodium) = 10 points

The wide bottom of MyPyramid stands for this.

What are foods with little or no added solid fats or sugars?

Most of the fat we eat should come from these sources.

What are fish, nuts and vegetable oils?

We should choose food and beverages that are low in this added ingredient.

What are sugars?

Check the Nutrition Facts label to keep these low in the foods we eat.

What are saturated fats, trans fats, sugars and sodium?

These fats are solid at room temperature.

What are butter, stick margarine, fat on meat, shortening and lard?

Teacher reference

Nutrients in Food Groups

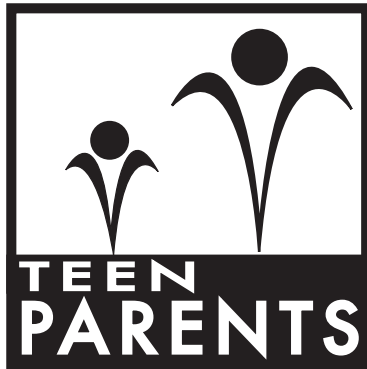
Food Group	Nutrients	Comments
Grains	Fiber, B vitamins (thiamin, riboflavin, niacin and folate), minerals (iron, magnesium and selenium)	Whole grains are good sources of dietary fiber; most refined grains contain little fiber. Whole grains also contain more magnesium and selenium than refined grains.
Vegetables	Potassium, fiber, folate, vitamins A and C	
Fruits	Potassium, fiber, folate, vitamin C	
Milk	Calcium, potassium, vitamin D (if milk is fortified), protein	
Meat & Beans	Protein, B vitamins (niacin, thiamin, riboflavin, B-6, B-12), vitamin E, iron, zinc and magnesium	

Teacher reference

Nutrient Functions

Nutrient	Function	Comments
Fiber	Fiber helps reduce blood cholesterol levels and may lower the risk of heart disease, promotes proper bowel function, helps reduce constipation and diverticulosis.	
B vitamins (thiamin, riboflavin, niacin, and B-6) also see folate and vitamin B-12	B-vitamins play a key role in metabolism — they help the body release energy from protein, fat and carbohydrates. They are also essential for a healthy nervous system and help build tissues.	
Folate	Folate is a B vitamin that helps the body form red blood cells and reduces the risk of neural tube defects (spina bifida and anencephaly during fetal development)	
Vitamin B-12	Vitamin B-12 helps prevent megaloblastic anemia.	
Iron	Iron is a mineral that carries oxygen in the blood.	Vitamin C-rich foods improve the absorption of iron from plant sources like whole-grain and enriched refined grain products.
Magnesium	Magnesium is a mineral used in building bones and releasing energy from muscles.	
Selenium	Selenium is a mineral that protects cells from oxidation and helps keep the immune system healthy.	

Nutrient	Function	Comments
Potassium	Potassium is a mineral that may help to maintain healthy blood pressure.	
Vitamin A	Vitamin A keeps eyes, skin and internal organs healthy and helps to protect against infections	
Vitamin C	Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy, important for growth and repair of all body tissues.	Aids in iron absorption.
Calcium	Calcium is a mineral used for building bones and teeth and in maintaining bone mass. It also helps blood clot and keeps nerves and muscles functioning properly.	
Vitamin D	Vitamin D maintains proper levels of calcium and phosphorous, thereby helping to build and maintain bones.	The best sources of vitamin D are sunlight, fortified milk and milk products, and fortified breakfast cereal. Few foods contain vitamin D naturally.
Protein	Proteins function as building blocks for bones, muscles, cartilage, skin and blood. They are also building blocks for enzymes, hormones and vitamins.	
Vitamin E	Vitamin E is an antioxidant that helps protect vitamin A and essential fatty acids from cell oxidation.	



Lesson 3

Have a Healthy Baby: Weight Gain During Pregnancy

Knowledge objectives

Students will understand why weight gain is important during pregnancy.

Behavioral objectives

Students will chart weight gain throughout pregnancy and modify recipes to help manage weight gain.

Review of Lesson 2

Ask students: What are some ways MyPyramid can help us make healthy choices? (*Eat foods from all the food groups on MyPyramid, choose foods from the base of MyPyramid that give us lots of nutrients without a lot of calories*)

What are some grain foods from the base of MyPyramid? (*Ask about each food group*)

Doing the lesson

Why is weight gain necessary? Eating healthy foods and gaining enough weight during pregnancy is important for your health and for the proper growth of your baby.

If you do not gain enough weight, your baby may be born small. Small babies, also called low birth weight babies, have a greater chance of health problems.

You can also gain too much weight, in which case your baby may grow too big. This may cause problems during pregnancy and delivery.

How much weight should I gain?

Your health-care provider will determine how much weight you should gain based on how much you weighed before pregnancy. If you were

Supplies needed

(also see individual activities for supplies needed)

- optional: *Pregnant and Growing** video (note: the old Food Guide Pyramid is shown briefly)
- chalkboard or flip chart and markers

Core activities

- *Growing Together, Month by Month*
- *Where does the Weight Go?*
- *Take a Taste for You and Your Baby*
- *I Can Still Have Chocolate?*

Student handout

- *Teen Parents Newsletter: Have a healthy baby (N700)**

Additional activity

- Watch *Pregnant and Growing* video

underweight before pregnancy, you may need to gain a little more weight. If you were overweight before pregnancy, you may need to gain a little less. The extra pounds for mom add up to a healthier, stronger baby.

Give students the ***Have a healthy baby*** newsletter. Direct their attention to page 4, *Have a healthy baby*. Discuss the section about gaining weight. Pregnancy is *not* the time to lose weight, and skipping meals during pregnancy is not recommended.

If your health-care provider says that you need to slow down weight gain, use the tips on the right side of the page. Discuss these tips.

Do ***Growing Together, Month by Month*** activity

The weight you need to gain during pregnancy helps your body support your growing baby in many ways.

Do ***Where Does the Weight Go?*** activity

We can see how important it is to gain enough weight during pregnancy to support your own health and the growth and development of your baby. But many women worry about gaining too much weight during pregnancy. They are afraid they will not be able to lose the weight after their baby is born.

If your health-care provider tells you to slow down weight gain, you can still enjoy the foods you love to eat by learning a few tricks to make them healthier. One trick is to modify recipes by substituting lower-fat, lower-calorie ingredients in recipes. Let's look at some examples.

Direct students' attention to pages 4 and 5 of the newsletter. Ask them what changes they would like to make in their meals and snacks.

Do ***Take a Taste for You and Your Baby*** activity

The theme is nutrient-dense snacks. Suggested foods for tasting include Power-Up Bars and Yo Baby Pudding.

Do ***I Can Still Have Chocolate?*** activity

Review of Lesson 3

Ask the students to give some reasons why it is important to gain enough weight while they are pregnant. (*To support their own health, to support the growth and development of their babies, to prevent low birth weight babies*)

Ask them to name three ways to manage weight gain during pregnancy. (*Anything from Have a healthy baby.*)

Core activity

Growing Together, Month by Month

- 1 Direct students' attention to pages 2 and 3 of the newsletter, *Growing together, month by month* Discuss how the baby grows and develops each month. Each month, they should enter the amount of weight they gain on this chart. Their health-care providers should help them determine their appropriate weight gain.
- 2 Teach the students how to chart their monthly weight gain on page 3:
 - In the first column, each student should enter her pre-pregnancy weight.
 - In the Month 1 column, enter the amount of weight gained during the first month in the bottom row. Then put a mark in the column above next to the amount in pounds.
 - In the Month 2 column, add the amount of weight gained during the second month to the amount gained in the first month. Enter this amount in the Month 2 field and put a mark in the column above next to the amount in pounds.
 - Continue through the ninth month. The amount of weight in the Month 9 field is the total weight gained during the pregnancy. Make a chart by connecting the marks in each column.
- 3 Follow-up activity: Ask students to bring their charts to class so you can check progress from time to time and make sure everyone understands how to chart their progress.

Purpose

Teens learn about fetal development and how to chart their monthly weight.

Student handout

- *Teen Parents Newsletter: Have a healthy baby**

Core activity

Where does the Weight Go?

Purpose

Helps expectant moms understand why it is important to gain weight during pregnancy by demonstrating how weight is distributed in their bodies.

Supplies needed

- *Maternal Weight Gain Puzzle Pieces* (H-14)
- *Maternal Weight Gain Template* (H-15)
- small plastic ziplock bags
- scissors

Teacher references

- *Pregnancy Apron Instructions*
- optional: *Pregnancy Apron Pattern* (ask your unit coordinator for a copy)
- *Maternal Weight Gain Solution*

Student handouts

- *Teen Parents Newsletter: Have a healthy baby**

Advance preparation

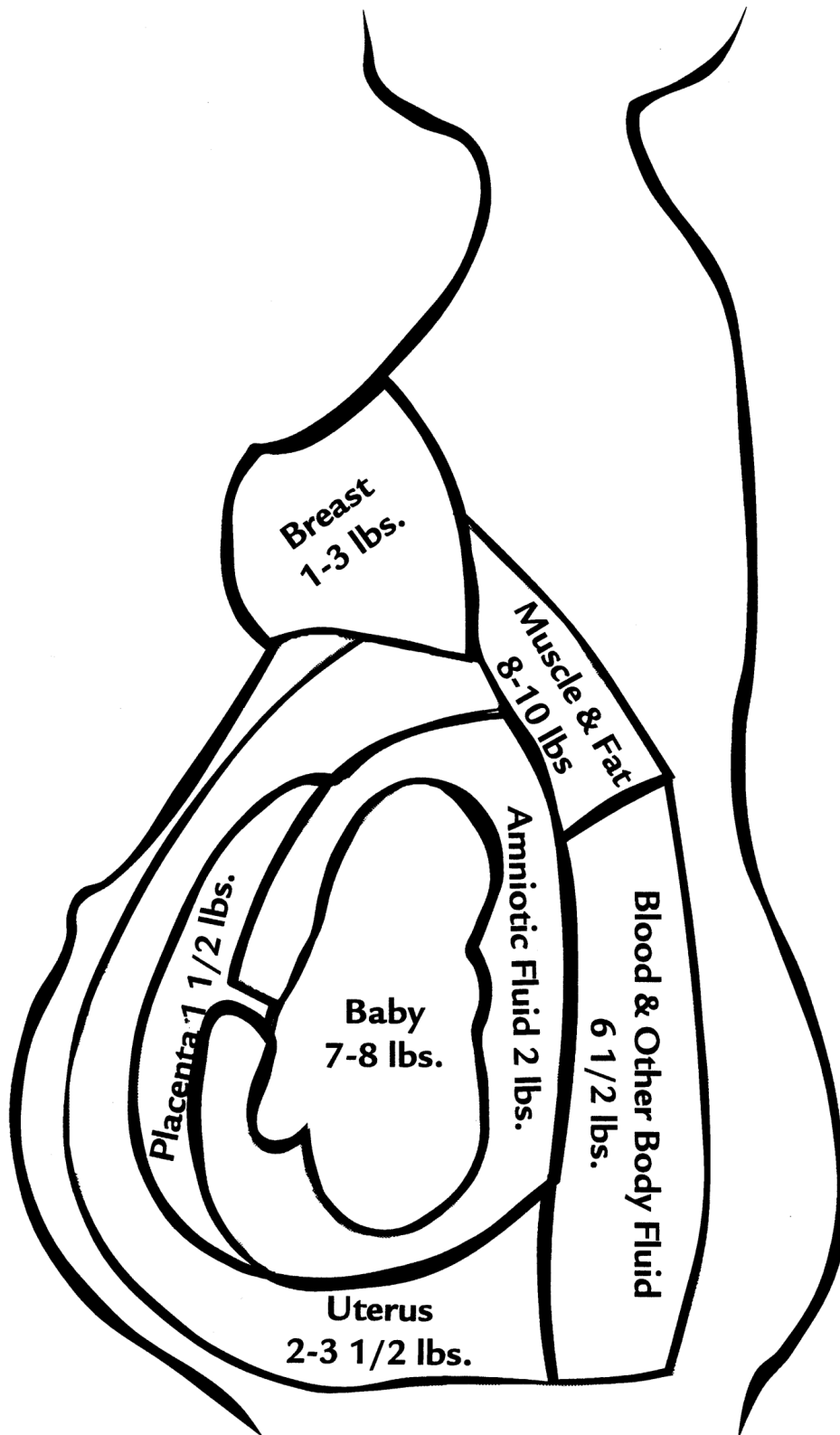
- Make a copy of the puzzle pieces and template for each student.
- Cut out the puzzle pieces and place each set in a ziplock bag.
- Optional: Make pregnancy apron using the furnished instructions.

- 1** Give each student a copy of the puzzle pieces and template handout. Talk about where added weight goes during pregnancy. Ask if they are surprised about any of the sources of weight gain.
- 2** Have the students place the puzzle pieces as you discuss weight gain. (See the extended activity below.)
- 3** Ask the students if this activity helps them understand why they feel tired all of the time. Tell them they can refer to page 1 of the *Have a healthy baby* newsletter for a reminder of where the weight goes.

Extend the activity

Use the pregnancy apron to help demonstrate where the weight is distributed. Ask a volunteer to put on the apron. As you explain where the weight goes, have another volunteer slip lead shot into the apron pockets. Have teen dads and non-pregnant teen girls wear the apron to help them understand what the weight gain of pregnancy feels like.

Maternal Weight Gain Solution



Teacher reference

Pregnancy Apron Instructions

Materials needed

- *Pregnancy Apron Pattern* (ask your unit coordinator for a copy)
- 2 yards heavy fabric (like denim, poplin or canvas), 60 inches wide
- 4 packages ½-inch, extra-wide, double-fold bias tape
- heavy-duty thread (like upholstery thread) in color that matches fabric
- scissors
- needle for basting
- straight sewing pins
- sewing machine
- pencil or tailor's chalk to mark fabric
- 32 pounds #6 lead shot (available at sporting goods stores)
- scale to weigh lead shot
- plastic freezer bags - 12 pint-size and 6 quart-size

Moderate sewing skills are needed to complete this project.

Cutting and sewing instructions

1. Cut out pattern pieces along solid outer line.
2. Mark right and wrong sides of fabric if not obvious.
3. Fold fabric lengthwise (along 2-yard length) with the wrong sides together. Pin pattern pieces to fabric and cut out around outer edges of pattern.
4. Leave pattern pieces pinned on fabric until needed to make identifying the pieces easier.
5. Mark top front pocket placement lines, belt placement, and pocket stitching lines on right side of appropriate fabric pieces.
6. Sew bias tape to top and bottom of top front pocket.
7. Pin top front pocket to apron front along placement line and stitch bottom only of pocket to apron front.
8. Baste side seams of top front pocket close to the edges of the apron front to hold in position.
9. Stitch top front pocket to apron front along single stitching line to divide pocket into two sections.
10. Sew bias tape to top only of bottom front pocket.
11. Pin bottom front pocket to apron front; making sure bottom edges are even. Baste side and bottom edges to hold pocket in position. Make sure the basting is close to the edges.
12. Stitch on two stitching lines of bottom front pocket to divide pocket into three sections.
13. Sew bias tape to top only of bottom back pocket.
14. Pin bottom back pocket to apron back; making sure bottom edges are even. Baste side and bottom edges to hold pocket in position. Make sure the basting is close to the edges.
15. Stitch bottom back pocket to apron back along single stitching line to divide pocket into two sections.
16. With right sides of fabric together, sew apron front and back together at shoulder seams with a ⅝ inch seam. Press seams open.
17. Sew bias tape to side, bottom and neckline edges. This will finish all raw edges of the apron. Note: The front and back apron sections are not sewn together at the sides.

Sewing and attaching belt

- Fold the 60- by 4-inch belt pattern piece in half lengthwise with right sides together. Sew down the long raw edge with a ½-inch seam. Leave both short

ends open. Trim seam to ¼ inch and turn belt right side out. Tip: Fold short edges over a ruler or pencil to help turn belt inside out. Tuck edges of short ends under ½ inch and topstitch to finish raw edges. Attach belt to apron at belt placement line on back of apron, just above center of the bottom back pocket.

Bagging lead shot

- Weigh shot and place into plastic freezer storage bags as noted below. Seal bags.

Double-bag in pint-size bags: <ul style="list-style-type: none">• 2 pounds = Amniotic fluid• 1½ pounds = Placenta• 1½ pounds = Breast (make two)• 3½ pounds = Uterus• 6½ = Blood and other body fluids	Triple-bag in quart-size bags due to excessive weight: <ul style="list-style-type: none">• 7 pounds = Baby• 10 pounds = Muscle and body fat stores
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Core activity

Take a Taste for You and Your Baby

Snacks are a great way to fit in the extra nutrients you and your baby need.

Power-Up Bars

Makes 18 bars

Equipment:

- large mixing bowl
- medium pan
- large spoon
- measuring cups
- measuring spoons
- 9- by 13-inch baking pan
- cooking spray

Ingredients:

- 2½ cups toasted rice cereal
- 2 cups uncooked quick-cooking oatmeal
- ½ cup raisins
- ½ cup firmly packed brown sugar
- ½ cup light corn syrup
- ½ cup peanut butter
- 1 teaspoon vanilla

Instructions:

1. Spray baking pan with cooking spray.
2. Measure rice cereal, oatmeal and raisins into a large mixing bowl. Stir well.
3. In a medium pan, mix together brown sugar and corn syrup. Cook, stirring constantly, over medium heat until mixture boils. When mixture boils, remove from heat.
4. Stir peanut butter and vanilla into the brown sugar mixture and blend until smooth.
5. Pour the brown sugar mixture over the cereals and raisins in the large bowl and mix well.
6. Press mixture into baking pan and cool.
7. When cool, cut into 18 bars.

Yo' Baby Pudding

Makes 4 large or 8 small servings

Equipment:

- mixing bowl
- large spoon
- measuring cups
- small serving bowls
- plastic spoons

Ingredients:

- ¼ cup low-fat milk
- 1 (3½-ounce) package of pudding
- 2 cups low-fat yogurt (any flavor)
- 1 cup fruit pieces

Instructions:

1. Add milk to the pudding and stir until smooth.
2. Add yogurt and stir.
3. Refrigerate until ready to serve. Serve over fruit pieces.

Core activity

I Can Still Have Chocolate?

- 1 Have students work in small groups. They are to modify the ***Cream Cheese Brownie Recipe*** to cut down on fat, sugar and calories. They should use *How to save calories through ingredients* list (page 5 in the newsletter) to help them make modifications. Tell students that not all ingredients in the recipe need to be changed.
- 2 Allow five to 10 minutes to complete the recipe modifications.
- 3 Have each group share its ideas. Make notes on the chalkboard or flip chart recipe as the groups give their ideas. Use the ***Brownie Recipes*** teacher reference to help lead the discussion. Be sure to talk about what changes made a difference. Tell students that substituting applesauce for cream cheese and cutting down on sugar and eggs is only one way to modify the recipe.

Ask students: Where do you think the brownie made from the modified recipe would fit on MyPyramid? (*At the top of the Grain Group*)

How often should we eat the modified brownie? (*Even though the modified brownie is lower in calories, fat and sugar than the regular brownie, it is still a high-calorie food because of the solid fat and sugar it contains. We should only eat the modified brownies once in a while.*)

Extend the activity

If you have time and cooking facilities, divide students into two groups. Have group #1 make the regular brownie recipe. Have group #2 make a modified version based on the ideas developed in class. Have a blind* taste test. Which version did they like best?

If you don't have cooking facilities, students can bake both recipes at home for family members and have a blind taste test. At the next class, have them tell the class which recipe their family liked best.

Purpose

Helps students learn how to make modifications or substitute ingredients in recipes to lower the amount of fat and calories.

Supplies needed

- chalkboard or flip chart and markers

Student handouts

- *Teen Parents Newsletter: Have a healthy baby**
- *Cream Cheese Brownie Recipe (H-16)*

Teacher reference

- *Brownie Recipes*

Advance preparation

- Make a copy of the *Cream Cheese Brownie Recipe* for each group. Copy it on the chalkboard or flip chart.

* A blind taste test is one in which participants taste two products without knowing which version they are tasting.

Teacher reference

Brownie Recipes

Here is one example of how to reduce fat, sugar and calories in the brownies by altering the ingredients:

Cream cheese brownie recipe

Makes 16 bars

- ¾ cup (1½ sticks) butter, melted
- 2½ cups sugar
- ½ teaspoon baking powder
- ¼ teaspoon baking soda
- ¼ teaspoon salt
- 3 eggs
- 1¼ cups flour
- 4 squares unsweetened chocolate
- 1 (8-ounce) package cream cheese

Modified brownie recipe

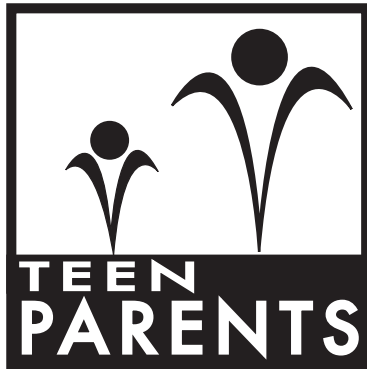
Makes 16 bars

- ½ cup (1 stick) butter, melted
- 1½ cups sugar
- ½ teaspoon baking powder
- ¼ teaspoon baking soda
- ¼ teaspoon salt
- 1 egg, plus 4 egg whites
- 1¼ cups flour
- 4 squares unsweetened chocolate
- ½ cup applesauce

Nutrient analysis* of recipes:

Nutrients per serving	Original recipe	Modified recipe	Modified version has:
Calories	320	200	120 fewer calories
Calories from fat	160 (50 percent)	80 (40 percent)	10 percent fewer calories from fat
Total fat	17 grams	9 grams	8 grams less total fat
Saturated fat	6 grams	2.5 grams	3.5 grams less saturated fat
Cholesterol	55 milligrams	15 milligrams	40 milligrams less cholesterol
Sodium	150 milligrams	70 milligrams	80 milligrams less sodium
Total carbohydrate	41 grams	31 grams	10 grams less total carbohydrates
Dietary fiber	<1 gram	<1 gram	no change
Sugars	34 grams	23 grams	11 grams less sugars

* Nutrient analysis done using Food Processor software



Lesson 4

Special Nutrient Needs

Knowledge objectives

Students will identify the benefits of nutrients during pregnancy, including iron, folate, calcium and protein.

Behavioral objectives

Students will choose foods that are good sources of iron, folate, calcium and protein.

Review of Lesson 3

Distribute the short *Lesson 3 Quiz* to review weight gain during pregnancy. Have students work individually or in small groups.

Doing the lesson

Growing a healthy baby is like building a house. Good materials make a strong house; the right nutrients make a strong, healthy baby. Today we are going to talk about some nutrients that are very important during pregnancy.

Do *How Do You Get Your Nutrients?* activity

All nutrients are important for a healthy pregnancy, but four are worth special mention: iron, folate, calcium and protein. Let's zero in on each of them.

Iron

Iron is a very important nutrient for teens. Your iron needs increase during the teen years because of the increase in lean body mass (muscle) and red blood cell mass. The menstrual cycle also increases iron needs for females. Iron needs are increased even more during pregnancy because of the growth of the fetus and placenta, and because the mother's blood volume increases.

If you don't get enough iron, your growing baby will use the iron in your blood. That's a problem because it could make you feel weak and tired. Make sure you get enough iron for both of you!

Supplies needed

- (also see activities for supplies needed)
- optional: *Pregnant and Growing** video (note: old Food Guide Pyramid is shown briefly)

Core activities

- *How Do You Get Your Nutrients?*
- *Take a Taste for You and Your Baby*

Student handouts

- *Lesson 3 Quiz* (H-17)
- *Teen Parents Newsletter: Special nutrient needs* (N701)*

Teacher references

- *Lesson 3 Quiz Answer Key*
- *American Dietetic Association's Complete Food and Nutrition Guide**, Chapters 4 & 21

Advance preparation

- Make copies of the handout for each student.

Additional activities

- Watch “Pregnant and Growing” video
- Lab Experiment with Iron

Direct students’ attention to pages 4 and 5 in the *Teen Parents Newsletter*, *Iron: How to pump up your intake*. Read and discuss each of the questions. Be sure to cover why iron is needed, iron supplements and iron absorption.

Look at page 5, *Counting iron in food*. Talk about the combinations at the bottom of page 4. Brainstorm some combinations the students would like to try.

Pregnant teens need about 30 milligrams of iron a day. It’s hard to get this amount from food. This is why your health-care provider will probably recommend taking an iron supplement.

Folate

How many of you have heard of folate? You may have also heard it called folic acid or folacin. Direct students’ attention to pages 6 and 7, *Give your baby a boost with folate* and *Plan your meals with folate*.

Discuss the questions and the foods that are good sources of folate. Using the space provided on page 7, have the students work individually or in groups to plan a meal containing at least 150 micrograms of folate.

Folate and Neural Tube Defects (NTDs)

In the first 4 to 6 weeks of pregnancy, the neural tube forms in the developing baby and then closes. The neural tube later becomes the baby’s spinal cord, brain and skull.

A neural tube defect (NTD) occurs when the neural tube fails to close properly, leaving the developing brain or spinal cord exposed to the amniotic fluid. The two most common NTDs are:

- Anencephaly, when the baby is born without a brain. Babies with this condition usually are miscarried, stillborn or die shortly after birth.
- Spina bifida, when the lower end of the neural tube fails to close. The spinal cord and backbone do not develop properly. Disabilities associated with spina bifida include paralysis of the infant’s legs, loss of bowel and bladder control, water on the brain, and learning disabilities.

NTDs are very serious conditions. Isn’t it amazing that you can reduce your baby’s risk of developing an NTD by taking folic acid? Although folic acid is important throughout pregnancy, it’s especially important to get plenty of folic acid before you become pregnant and early in your pregnancy.

Calcium

You need enough calcium during pregnancy to grow strong, healthy bones for you and your baby. If you don’t get enough calcium, your growing baby will use the calcium in your bones. This will make your bones weaker.

Getting enough calcium while you are pregnant will make sure that your bone mass is protected while your baby’s skeleton develops. If you don’t get enough calcium while you are pregnant, calcium will be drawn from your bones to meet your baby’s needs. This will weaken your bones and can lead to osteoporosis (brittle bones) when you are older.

High-calcium foods will keep your bones strong and help your baby grow a strong skeleton. To make sure you get enough calcium for you and your baby, be sure to include low-fat milk, yogurt and cheese in your meals and snacks.

Skim or 1 percent milk contain the same amount of calcium as higher-fat milk. Yogurt, cheese and pudding made with milk can also help you meet your calcium needs.

Other sources of calcium include calcium-fortified foods like orange juice, cereal and some breads. Broccoli, dried beans and peas, leafy greens like spinach, and fish with edible bones also contain calcium.

Caffeine and other substances in coffee, tea and soft drinks interfere with calcium absorption. Teens who drink soft drinks every day have lower calcium intakes because they tend to drink soft drinks instead of milk. Your health-care provider may prescribe a calcium supplement if you consume inadequate amounts of calcium because of lactose intolerance, a vegetarian diet or other reasons.

Lactose intolerance

Direct students' attention to the last page of the newsletter, *What if I'm lactose intolerant?* Discuss the questions and answers. Ask students:

- Has anyone been diagnosed with lactose intolerance?
- Do you use any of the suggestions on the handout to make sure you get enough calcium?
- What are some other techniques you use?

Protein

Protein foods have grow power. Protein needs increase during pregnancy. You need enough protein to support growth and development for you and your baby. To help you get enough protein for you and your developing baby, have meals and snacks each day that include lean meats, lean fish, lean poultry, eggs, milk, yogurt, cheese, dried beans and peas, and peanut butter and other nuts and seeds.

Do *Take a Taste for You and Your Baby* activity

The theme is calcium-, folacin-, protein- and iron-rich foods. Suggested foods for tasting include Banana Shake-Up, Tex-Mex Bean Dip and Tuna Wraps.

Review of Lesson 4

Break the class into small groups of three to four students. Have each group plan a meal that contains a good source of iron, folate, protein and calcium. Tell the groups to choose foods they enjoy eating and know how to prepare. Come back together and share the meal ideas.

Teacher reference

Lesson 3 Quiz Answer Key

Circle True or False:

1. True False You should try to lose weight while you are pregnant.
2. True False Your health-care provider will determine how much weight you should gain during pregnancy
3. True False It is okay to skip meals while you are pregnant.
4. True False If you do not gain enough weight, your baby may be born small and have a greater risk for health problems.
5. True False If you need to slow down weight gain, you can substitute low-fat ingredients for high-fat ingredients in recipes.

Core activity

How Do You Get Your Nutrients?

- 1** Direct students' attention to pages 1 to 3 of the newsletter. Tell the class that all of these nutrients are important, whether they are pregnant or not. Briefly discuss each nutrient.
- 2** Then, toss each student a bean bag. Start the game by saying: Name a function or food source of: (*name of a nutrient*).
- 3** The student with the matching bean bag then tosses the bean bag into the box and names a food source or function of the nutrient. Continue until you have covered all nutrients and all the bean bags are in the box.
- 4** Summarize this activity by asking the students what they think is the best way to make sure they get all of the nutrients. Accept all their answers, making notes on the chalkboard or flip chart. Be sure to stress that eating a variety of foods from each food group on MyPyramid is a great way for the students to get all the nutrients they need to have a healthy baby.

Purpose

Teaches students the functions and food sources of various nutrients needed during pregnancy.

Supplies needed

- bean bags, one per student
- permanent markers
- poster board
- food pictures
- large box
- chalkboard or flip chart and markers

Student handouts

- *Teen Parents Newsletter: Special nutrient needs**

Advance preparation

- You will need one bean bag per student. Be sure to have enough bean bags for each student to have one. Write the name of each nutrient on a bean bag.
- Make a poster for each nutrient on the handout. List the nutrient's functions and best food sources. Collect pictures of some of the best food sources and attach them to the posters. Food models displayed with each poster will also add color. Display the posters in prominent places around the room.

Core activity

Take a Taste for You and Your Baby

All nutrients are important for you and your developing baby. Calcium, folate, iron and protein are especially important during pregnancy.

Tex-Mex Bean Dip

Makes 3 cups, about 12 servings

Equipment:

- blender or food processor (optional)
- fork
- cutting board
- knife
- measuring spoons
- measuring cups
- microwave-safe serving bowl

Ingredients:

- 1 (15-ounce) can black beans, drained
- $\frac{3}{4}$ cup salsa
- $\frac{1}{4}$ cup chopped onion
- $\frac{1}{8}$ teaspoon garlic powder
- $\frac{1}{4}$ cup grated cheese
- baked taco chips

Instructions:

1. Blend all ingredients except cheese and taco chips in a blender or food processor. Or, mash with a fork. Pour into microwave-safe serving bowl.
2. Heat in a microwave oven on medium (50 percent power) for 2 to 3 minutes. If not warm, heat 1 to 2 minutes more.
3. Sprinkle with cheese and cover. Let stand until cheese melts.
4. Serve with baked taco chips.

Banana Shake-Up

Makes 1 serving

Equipment:

- blender
- measuring cups
- measuring spoons
- small cups

Ingredients:

- 1 cup low-fat milk
- 4 ice cubes
- 1 teaspoon vanilla (optional)
- 1 banana

Instructions:

1. Blend all ingredients until smooth.

Tuna Wraps

Makes 4 large or 8 small servings

Equipment:

- mixing bowl
- measuring cups
- knife
- cutting board
- plates

Ingredients:

- 1 (9-ounce) can tuna packed in water, drained
- $\frac{1}{4}$ cup light mayonnaise
- $\frac{1}{2}$ cup chopped tomatoes
- $\frac{1}{2}$ cup chopped cucumber
- 2 green onions, chopped
- 2 tablespoons sweet pickle relish
- salt and pepper to taste
- 4 whole-wheat tortillas

Instructions:

1. Mix first seven ingredients.
2. Spread tuna mixture thinly on tortillas. Roll tortillas and cut in half if desired.

Additional activity

Lab Experiment with Iron

- 1 Have the students gather around the table. Tell them that if the juice contains iron, the tannic acid in the tea will combine with the iron in the juice and the mixture will become cloudy.
- 2 Pour about 1 inch of the strong tea into each glass of juice. Observe the change in the mixtures. (Note: It may be hard to observe this change in some juices.)
- 3 Tell the students that prune juice, apple juice and pineapple juice contain more iron than most fruit juice. Look at the labels on the juice containers and see the chart below. Ask students if this is what the class observed.

What can we conclude from our experiment? (If they don't mention it, be sure to mention that this experiment shows that tea decreases the body's ability to absorb iron. So, it's best not drink tea with iron-rich foods.)

1 cup juice	milligrams of iron
prune	2.5
apple	0.9
pineapple	0.7
grape	0.6
cranberry	0.4
orange	0.2

Purpose

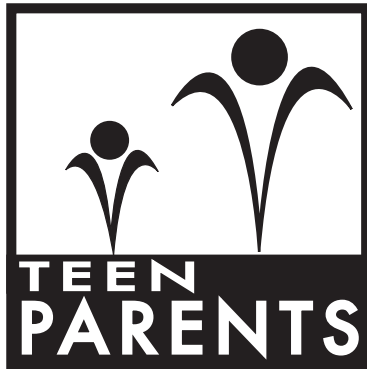
Shows students the effects of tea on iron absorption in our bodies.

Supplies needed

- ½ cup of six different fruit juices (orange, apple, grape, prune, pineapple and cranberry)
- 6 clear glasses, one for each juice
- 2 cups strong tea
- chalkboard or flip chart and markers

Advance preparation

- Prepare the juice glasses by pouring juice into each to fill about 1 inch of the glass. Write the juice names on tape and label each glass.
- Prepare the tea by placing 4 tea bags in 2 cups of hot water. Let the tea steep for five minutes.
- Put the glasses of juice and the juice containers on a table where everyone can see them.



Lesson 5

If It's Not One Thing, It's Another

Knowledge objectives

Students will recognize physical discomforts common in pregnancy and understand the importance of physical activity during pregnancy

Behavioral objectives

Students will choose acceptable methods for relieving discomfort and will incorporate 30 minutes or more of moderate-intensity physical activity on most, if not all, days of the week (in the absence of medical or obstetric complications).

Review of Lesson 4

Have students work with a partner. Give them three minutes to write down as many responses as they can to one of these statements:

- Iron is important because ...
- Folate is important because ...
- Calcium is important because ...
- Protein is important because ...

As a group, have the students share some of their responses for each nutrient.

Doing the lesson

Ask the students to share some of the discomforts they have experienced during pregnancy. Some physical discomforts are common during pregnancy. Today we will talk about some ways to help you deal with these discomforts. Give each student a copy of the *If it's not one thing, it's another* newsletter.

Nausea and vomiting

Ask if anyone has had nausea or vomiting. No one knows exactly what causes this. Doctors think that anxiety and hormonal changes that happen during pregnancy may cause nausea and vomiting.

Supplies needed

- optional: *Being Active During Pregnancy** video
- chalkboard or flip chart and marker

Core activities

- *Discomfort Remedy Charades*
- *Take a Taste for You and Your Baby*

Student handout

- *Teen Parents Newsletter: If it's not one thing, it's another (N702)**

Teacher reference

- March of Dimes Web site: <http://www.marchofdimes.com>

Additional activity

- Watch *Being Active During Pregnancy* video.

Nausea and vomiting usually begin around the eighth week of pregnancy, peak at 10 to 16 weeks and go away by the 20th week. Nausea and vomiting usually occur in the morning and improve during the day — this is why it is sometimes called “morning sickness.”

Talk about remedies on the handout for easing nausea and vomiting. Ask if anyone has tried any of these remedies.

Teaching tip

During your discussion of common discomforts, some students may suggest remedies that are questionable or possibly even harmful. In a respectful way, tell the students that doctors and nurses suggest _____ to help _____. Suggest that students check with their health-care providers before trying the remedies they are suggesting.

Heartburn

Heartburn is a burning feeling at the top of the stomach — it does not actually involve the heart. It happens when food mixed with stomach acid is pushed back up the esophagus (the tube leading from your throat to your stomach).

Heartburn during pregnancy is often caused by the baby putting pressure on the mother’s stomach. It is most common during the second and third trimesters.

Talk about the remedies on the handout for minimizing heartburn. Ask if anyone has tried any of these remedies.

Constipation

Constipation is defined as two or less bowel movements a week or hard, difficult-to-pass stools. Many women experience constipation during the first and last trimesters of pregnancy.

Constipation is usually caused by a combination of:

- hormonal changes during pregnancy
- increased pressure of the growing baby on your intestines
- decreased fluid or fiber intake
- iron supplements
- decreased physical activity

Talk about remedies on the handout for easing constipation. Ask if anyone has tried any of these remedies.

Leg cramps

Leg cramps are common during the last two months of pregnancy. The exact cause is unknown, but they may be related to your baby's need for more calcium. Also, as your baby grows, it causes increased pressure, which can cause poor circulation to your legs.

Talk about remedies on the handout for relieving leg cramps. Ask if anyone has tried any of these remedies.

Backaches

Backaches are most common during the last few months of pregnancy. They are often the result of poor posture and muscle strain as your back muscles support the extra weight of the baby.

Moderate activity, such as walking, can relieve leg and back pain. It can also help your posture, help you sleep better, prepare you for labor, and help you look and feel your best.

Talk about remedies on the handout for relieving backaches. Ask if anyone has tried any of these remedies.

Do *Discomfort Remedy Charades* activity

Tell the students to be sure to tell their health-care providers about any discomforts they are having.

Do *Take a Taste for You and Your Baby* activity

The theme is increasing fiber in your meals and snacks. Suggested foods for tasting include R&B Muffies and Snack Attack Mix.

Food cravings and aversions during pregnancy

Has anyone had a craving for or an aversion to a food since you have been pregnant? Food cravings and aversions are common during pregnancy. The exact cause is unknown, but it is probably related to hormonal changes. Unless you avoid an entire food group, aversions to food are harmless.

Cravings are usually harmless too, unless the foods you crave take the place of other more nutritious foods — this could cause nutrient deficiencies. Your tastes will usually return to normal after the first trimester or, in some cases, after your baby is born.

Caution: Pica can be dangerous!

Pica is an abnormal craving resulting in regular, compulsive ingestion of inappropriate substances. Items consumed range from food items like cornstarch to highly toxic substances like mothballs. Ice, freezer frost, laundry starch and cornstarch are the mostly frequently consumed items.

It is mistakenly believed that eating these odd substances may decrease nausea, promote a healthy baby or ease delivery.

In fact, eating odd substances does not help, and it can be harmful for you and your baby. Talk to your health-care provider right away if you crave or eat unusual items.

Physical activity during pregnancy

Unless your health-care provider advises against it, you should get 30 minutes or more of moderate-intensity physical activity on most, if not all, days of the week. Avoid activities with a high risk of falling or abdominal trauma. Examples of moderate-intensity activities are brisk walking, dancing, gardening and yard work. Benefits of physical activity include:

- Fewer physical discomforts, such as fatigue, nausea, leg cramps and constipation
- Shorter labor
- Improved sleep
- Lower stress and anxiety levels
- Increased infant birth weight
- Improved self-esteem and body image
- Improved level of fitness
- Less likelihood of excessive weight gain
- Fewer stretch marks
- Better posture
- Quicker recovery after giving birth

Review of Lesson 5

Ask the students to tell you one or more remedies for each discomfort of pregnancy (nausea and vomiting, heartburn, constipation, leg cramps, backache). As a group, develop a definition for pica and write it on the chalkboard or flip chart. Then talk about examples of moderate-intensity physical activities they would like to try.

Core activity

Discomfort Remedy Charades

- 1** Before playing charades, agree on simple rules and make a list on the chalkboard or flip chart. An example of a rule might be: You can't say or write the actual name of a discomfort or remedy.
- 2** Have the students take turns selecting a Discomfort or Remedy card from the baskets.
Have each student act out a discomfort or remedy while the rest of the class tries to guess what it is.
- 3** When the students have correctly guessed a discomfort, ask them to tell you a remedy.
When they have correctly guessed a remedy, ask them what discomfort goes with it.

Purpose

Helps students become familiar with ways to relieve the discomforts of pregnancy.

Supplies needed

- *Discomfort Remedy Charade Cards* (H-18 to H-23)
- 2 baskets or other containers to hold cards
- chalkboard or flip chart and markers

Advance preparation

- Make a copy of the *Discomfort Remedy Charade Cards* and laminate them if desired. Cut the cards apart. Separate Discomfort cards from Remedy cards and put into separate baskets.

Core activity

Take a Taste for You and Your Baby

Being active for 30 minutes every day and eating plenty of fiber-rich foods will help ease the constipation that can occur during pregnancy.

Snack Attack Mix

Makes 6 cups

Equipment:

- large bowl
- mixing spoon
- measuring cups
- napkins for serving

Ingredients:

- 1 cup nuts, unsalted
- 2 cups cereal (oat squares or Wheat Chex are good sources of fiber)
- 1 cup small pretzel twists
- 1 cup raisins (or dried cranberries)
- 1 cup semisweet chocolate chips

Instructions:

1. Mix all ingredients in a large bowl. Store leftovers in an airtight container at room temperature.

R&B Muffins

Makes 12 muffins

Equipment:

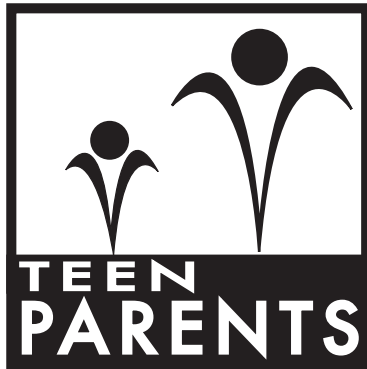
- medium mixing bowl
- mixing spoon
- measuring cups
- measuring spoons
- 12-cup muffin tin

Ingredients:

- 1 cup All-Bran cereal
- 3/4 cup buttermilk
- 1 cup applesauce
- 1 egg, beaten
- 1/4 cup firmly packed brown sugar
- 2 tablespoons vegetable oil
- 2 teaspoons baking powder
- 1/2 teaspoon cinnamon
- vegetable oil cooking spray
- 1 1/4 cups flour
- 1 cup raisins
- 1/4 teaspoon salt

Instructions:

1. Preheat oven to 375 degrees. Spray muffin tin with vegetable oil cooking spray.
2. Mix cereal and buttermilk in a medium bowl and let stand for 5 minutes. Add brown sugar, applesauce, oil and egg. Mix well.
3. In a large bowl, mix flour, raisins, baking powder, cinnamon and salt. Make a well in the center and add the cereal mixture. Stir until moist.
4. Spoon batter into muffin tin until cups are three-fourths full. Bake 20-25 minutes, until lightly browned.



Lesson 6

Take Care of Your Baby's Health

Knowledge objectives

Students will understand the risks of using tobacco, drugs, alcohol and caffeine during pregnancy.

Behavioral objectives

Students will discuss alternatives to taking drugs, drinking alcohol or smoking cigarettes when pressured by peers and develop a plan to cut back on caffeine.

Review of Lesson 5

Have a sharing session with the students. To get the discussion started, ask the students: How many of you have experienced morning sickness, backaches, leg cramps, heartburn or constipation in the past week? Describe what you did to relieve the discomfort. What are some other remedies you could try to relieve the discomfort?

Doing the lesson

Your blood passes through every organ in your body. It goes through the placenta and into the circulatory system of your unborn baby. Why is this important to know? (*It means that your baby shares any substances you take into your body*)

Many substances you consume can harm your baby and should be avoided. Ask students what they think some of these harmful substances might be. Make notes on the flip chart. Be sure that drugs, alcohol, cigarettes and caffeine are mentioned. Drugs include prescription drugs, over-the-counter drugs and illegal (street) drugs.

Today we are going to talk about the effects of alcohol, cigarettes, drugs and caffeine on babies before and after they are born.

Supplies needed

(also see activities for supplies needed)

- optional: *The Fabulous F.A.S. Quiz Show** video
- chalkboard or flip chart and markers

Core activities

- *Take a Taste for You and Your Baby*
- *How Much Caffeine Am I Consuming?*
- *As the Real World Turns*

Student handouts

- *Teen Parents Newsletter: Take care of your baby's health (N703)**

Additional activity

- Watch *The Fabulous F.A.S. Quiz Show* video.

Alcohol

Write this statement on the chalkboard or flip chart: *Alcohol and pregnancy don't mix.*

Women who consume alcohol during pregnancy, even as little as one drink a day, may miscarry or deliver low birth weight babies. If you drink alcohol while you are pregnant, your baby may be born with serious physical and mental birth defects. Fetal Alcohol Syndrome (F.A.S.) is the term used to describe this condition.

F.A.S. can occur when you consume as little as 2 ounces of alcohol a day during the first trimester. (A standard drink, like a 12-ounce beer or a 10-ounce wine cooler, contains about ½ ounce of alcohol). There is no known safe level of alcohol consumption during pregnancy, so for your baby's sake, don't drink while you are pregnant.

Women of child-bearing age should also avoid drinking alcoholic beverages because they may become pregnant and not know it until damage has occurred to the fetus.

Teaching tip

If time permits, show *The Fabulous F.A.S. Quiz Show* video at this point.

Cigarettes

Write this statement on the chalkboard or flip chart: *When you smoke, your baby smokes too.*

Nicotine in cigarettes cuts off the oxygen and nutrient supply to your developing baby. If you smoke while you are pregnant, complications may include:

- Increased risk for miscarriage
- Low birth weight baby
- Increased maternal blood pressure
- Premature labor
- Bleeding during pregnancy
- Increased risk for birth defects like cleft lip and palate
- Increased risk of infant death in the first 28 days of life

Babies exposed to smoke after delivery are at higher risk for ear infections, respiratory illnesses, asthma and colds.

Give each student a copy of the *Take care of your baby's health* newsletter. Ask students if they have any questions about smoking during pregnancy.

Drugs

Write this statement on the chalkboard or flip chart: *Taking drugs during pregnancy can be harmful to you and your baby.*

Ask the students to name some drugs they think could be harmful during pregnancy. Write the names of the drugs on the chalkboard or flip chart. Make sure nicotine, cocaine, heroin, marijuana and crack are mentioned.

The first 12 weeks of pregnancy are critical because your baby's body is developing. Drugs taken during this time could affect your baby's development and cause physical and/or mental damage. Some drugs can cause your baby to be born with a drug addiction.

The effects of drugs on your baby differ depending on which drug you take, the amount you take, and the stage of pregnancy you are in when you take the drug.

Ask the students if they think prescription drugs or over-the-counter drugs (like aspirin or cold medicine) could also be harmful if taken during pregnancy. (Yes)

This warning includes all drugs. Check with your health-care provider before taking any drug.

Direct students' attention to page 1 of the newsletter, *Say no to drugs*. Ask if students have any questions or concerns.

Do ***Take a Taste For You and Your Baby*** activity

The theme is meatless main dishes. Suggested foods for tasting include Cheesy Taters and Jumpin' Jack Stack.

Caffeine

Write this statement on the chalkboard or flip chart: *Caffeine — Caution during pregnancy.*

Caffeine comes from plants used to make coffee, tea and cocoa. It is also added to many soft drinks and medicines. Caffeine, like all substances taken during pregnancy, is transferred to your unborn baby through the placenta.

The effects of caffeine take a long time to wear off. Studies have shown that high intakes of caffeine are associated with low birth weights. Try to limit your caffeine intake to no more than 150 milligrams per day. Let's do an activity to help you find out how much caffeine you are consuming each day.

Do ***How Much Caffeine Am I Consuming?*** activity

Review of Lesson 6

Do ***As the Real World Turns*** activity

Core activity

Take a Taste for You and Your Baby

Meatless meals are a good way to save money. They can be just as nutritious as meat-based meals.

Cheesy Taters

Makes 8 servings

Equipment:

- knife
- measuring cups
- cutting board
- measuring spoons
- medium bowl
- mixing spoon
- baking sheet (microwave-safe if needed)

Ingredients:

- 4 medium potatoes, baked and still warm
- 1 cup low-fat cottage cheese or low-fat Ricotta
- 4 teaspoons skim milk
- 2 tablespoons chopped green onion (optional)
- ¼ teaspoon paprika

Traditional oven instructions:

1. Preheat oven to 350 degrees.
2. Slice each potato in half lengthwise. Scoop out potato pulp with a spoon, leaving ¼-inch thick shells.
3. Combine cheese, milk and onion. Add potato pulp and mix until smooth.
4. Fill potato shells with mixture.
5. Arrange on a baking sheet and sprinkle with paprika.
6. Bake in preheated oven for 10-15 minutes or until completely heated.

Microwave oven instructions:

1. Prepare potatoes as above, steps 2-4.
2. Place on a microwave-safe baking dish, sprinkle with paprika, and cover with waxed paper.
3. Heat on high (100 percent power) for 5 minutes, rotating the dish a quarter turn halfway through heating.

Jumpin' Jack Stack

Makes 6 servings

Equipment:

- medium saucepan
- aluminum foil
- measuring spoons
- serving plate
- measuring cups
- knife
- 9-inch pie pan or baking pan

Ingredients:

- 2 (16-ounce) cans tomato sauce
- 4 teaspoons chili powder
- ¼ teaspoon garlic powder
- 12 soft flour tortillas
- 1 cup (4 ounces) shredded Monterey Jack cheese

Instructions:

1. Preheat oven to 350 degrees.
2. In a medium saucepan, combine tomato sauce, chili powder and garlic powder.
3. Spread ¼ of the sauce in the bottom of the baking pan. Top with a tortilla.
4. Spread tortilla with 2 tablespoons of sauce and 1 rounded tablespoon cheese.
5. Repeat, layering tortillas, sauce and cheese.
6. Cover with aluminum foil. Bake until hot and cheese is melted, about 25-30 minutes.
7. Heat remaining sauce over medium heat.
8. Remove tortilla stack to a serving plate. Cut into wedges. Serve with sauce.

Core activity

How Much Caffeine Am I Consuming?

- 1 Direct students' attention to the back side of the newsletter. Have them work in pairs to complete the *How much caffeine am I consuming?* work sheet and figure out how much caffeine they consume on an average day.
- 2 Then, each pair should think of two or more ways they would be willing to cut back on caffeine. Remind them that their goal is to consume 150 milligrams or less of caffeine each day.
- 3 Have each pair share their ideas for cutting back on caffeine with the group. Make a list on the chalkboard or flip chart.

Purpose

Helps students learn how much caffeine is in popular products and develop a plan for cutting back on the amount they consume.

Student handout

- *Teen Parents Newsletter: Take care of your baby's health**

Teaching tip

Make sure these ideas are mentioned in your discussion:

- Cut back on the amount of coffee, tea and soft drinks in your diet.
- Drink decaffeinated coffee and tea.
- Switch from caffeinated soft drinks to those without caffeine, such as 7-UP, Sprite, Slice, Ginger Ale, Root Beer and Fresca.
- Read labels on medicines for caffeine content. (Check with your health-care provider before taking any medicine.)

Remind the students that even caffeine-free soft drinks, tea and coffee should be used in moderation. Ask them why they should go easy on these beverages:

- They are not a source of nutrients.
- They take the place of healthy beverages like milk, water and juice.
- Coffee and tea can interfere with iron absorption.

Core activity

As the Real World Turns

Purpose

Gives students an opportunity to practice methods of saying no to peer pressure to use alcohol, tobacco or other drugs.

Supplies needed

- *As the Real World Turns Cast Descriptions (H-24)*

Teacher reference

- *As the Real World Turns Scenarios*

Advance preparation

- Make a copy of the cast descriptions and cut them out.

1 Select three pairs of students to act out the three scenarios. Give each pair the cast descriptions for the scenario they will be acting.

2 Read the situation for Scenario #1 to the class. Then have the students act out Scenario #1 as realistically as possible.

3 When they have finished, ask the class:

- What else could have been done?
- What are some helpful suggestions you have?

Use the discussion questions on the teacher reference to get the conversation started if necessary. Repeat for Scenario #2 and #3.

Extend the activity

Have the students develop additional scenarios based on situations they have encountered.

Teacher reference

As The Real World Turns Scenarios

Scenario #1

Situation: Tammy and Karen are at a party given by Tammy's boyfriend. Most of their friends are there. Tammy and Karen usually have a few drinks at these parties. Karen just found out that she is three months pregnant. Tammy does not know this.

Cast:

Tammy

- You and your best friend, Karen, are at a party given by your boyfriend.
- Most of your friends are there and most of the time you have a few drinks at these parties, as does Karen.
- Try to persuade Karen to have a drink.

Karen

- You and your best friend, Tammy, are at a party given by her boyfriend.
- Most of your friends are here and most of the time you have a few drinks at these parties, as does Tammy.
- You just found out that you are three months pregnant.
- You have not told Tammy.
- Using what you know, how do you keep from having a drink, or do you?
- Do you tell Tammy you are pregnant?

Discussion questions:

1. What things could Karen do or say to keep from taking that first drink?
2. What would you tell Karen to do the next time she is asked to a party where there will be drinking?
3. Should she just sit home and be bored?

Scenario #2

Situation: Roberta is a regular smoker. Everyone in her family smokes, including her boyfriend, Todd, and her best friend, Erin. Roberta is four months pregnant and has heard that smoking may be bad for her baby, but she is under a lot of stress and wants to smoke.

Cast:

Roberta

- You are a regular smoker and are four months pregnant.
- Everyone you know smokes, including your boyfriend, Todd, and your best friend, Erin.
- You have heard that smoking may be bad for your baby, but you have been under a lot of stress and want to smoke.
- Talk with Erin about this.

Erin

- Your best friend, Roberta, is four months pregnant.
- Both of you are regular smokers, as is the rest of Roberta's family and her boyfriend, Todd.
- Roberta is concerned about smoking and its effects on her baby, but also feels she wants to smoke.
- What can you do to help her, or can you?

Discussion questions:

1. Is there anything that Erin can do to help Roberta? (*Perhaps refer her to a stop smoking clinic, go with her, be partners together, etc.*)
2. Given the stress she is under, should Roberta even try to quit smoking?
3. What could Roberta say to Todd and her family if she decides to quit smoking?

Scenario #3

Situation: Crystal is four months pregnant and has been using cocaine for almost a year. She has heard that it can harm her baby, but she isn't sure she wants to stop. Carl, her boyfriend, is her main supplier of cocaine.

Cast:

Carl

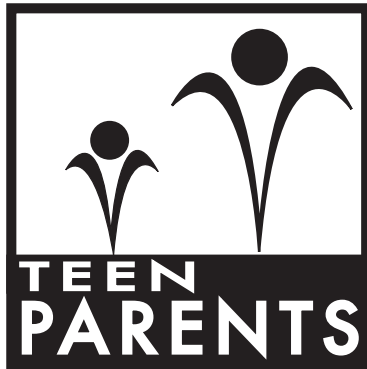
- Your girlfriend, Crystal, is four months pregnant and has been using cocaine for almost a year.
- You are the one who gets the drugs for her.
- She has heard that it can harm the baby, but she isn't sure she wants to stop.
- Try to convince her that it won't harm the baby, and that everything is fine.

Crystal

- You are four months pregnant and have been using cocaine for almost a year.
- Your boyfriend, Carl, is your main supplier for the drugs.
- You have heard it is harmful to the baby.
- You want to have a healthy baby, but you are not sure you want to stop using cocaine.
- Talk to Carl.

Discussion questions:

1. How could Crystal get help?
2. Is it too late for Crystal's baby if she were to stop using drugs soon?
3. If it comes to choosing between her baby and Carl, what would you tell her?



Lesson 7

Fast Food and Healthy Snacks

Knowledge objectives

Students will understand the importance of eating breakfast and identify high-calorie, low-nutrient foods.

Behavioral objectives

Students will plan a healthy fast-food meal, breakfast and snack.

Review of Lesson 6

Divide the class into three groups. Assign one of the following questions to each group:

- When you smoke during pregnancy, your baby smokes too. What are some of the health problems for babies who are born to moms who smoke?
- Drinking alcohol during pregnancy may cause F.A.S. What is F.A.S and what are the characteristics of a baby born with it?
- If you choose to use drugs while you are pregnant, your baby could be born with serious health problems. What are some of these health problems?

Give students three minutes to discuss the answer to their questions. Then, have each group read its question and answer to the class. Be sure to ask the class if they have any other information to add.

Doing the lesson

How many of you like to eat at fast-food restaurants? How many times a week do you eat at fast-food restaurants? What are some of your reasons for eating fast foods? (*Convenient, quick, cheaper than other restaurants*)

With busy lifestyles and no time to cook, we all eat out once in a while. Fast food can be high in calories from fat and sugar and high in sodium (salt). Fast food can also be low in some nutrients and fiber.

Supplies needed

(also see activities for supplies needed)

- chalkboard or flip chart and markers
- menus from local fast-food restaurants
- *MyPyramid Poster**

Core activities

- *Healthy Fast-Food Choices*
- *Take a Taste for You and Your Baby*
- *PANIC ... Ingredient Substitutions*

Student handout

- *Teen Parents Newsletter: Fast food and healthy snacks (N704)**
- *Make Room for Snacks (N900)**

Advance preparation

- Hang the *MyPyramid Poster* and refer to it as you teach this lesson.

Additional activity

- *PANIC ... Measurement Equivalents*

Give each student a copy of the *Fast food and healthy snacks* newsletter and say: Let's talk about some ways to boost nutrients and cut down on fat, sugar and salt (sodium) in fast-food meals. (Make notes on the chalkboard or flip chart. Be sure to ask students to share other ideas and write them on their handouts.)

Grains:

- Choose whole grains whenever possible.
- Skip high-fat croissants, sweet rolls and biscuits. Instead, have a bagel.
- Check the fat in muffins – some are high in fat.
- Ask for whole-wheat crust for your pizza.

Vegetables, fruits and salad:

- Add lettuce and tomato to your sandwich.
- Have a side salad or carrot sticks with your meal instead of french fries.
- Order low-fat or fat-free salad dressing.
- Have fresh fruit or a fruit cup for dessert instead of a fried pie.
- Limit high-fat coleslaw, potato salad and pasta salad.
- Pile extra veggies on pizza.

Milk and other beverages:

- Drink low-fat milk, water or 100 percent fruit juice instead of tea or soft drinks.
- Add cheese to your sandwich or pizza.
- Have a carton of yogurt with your meal.
- Order milk shakes made with skim milk and low-fat ice cream or frozen yogurt.

Meat & Beans:

- Skip fried items and ask for baked or broiled meat, fish and chicken.
- Try a bean burrito.
- Order lean ground beef.
- Remove skin from chicken.
- Go for lean toppings like Canadian bacon and ham for pizza. Skip high-fat, high-sodium meats like pepperoni and sausage.

Condiments

- Skip high-fat mayonnaise and sauces on sandwiches. Instead, opt for ketchup or mustard.

Do **Healthy Fast-Food Choices** activity

Take time for breakfast

Ask the class: How many of you start the day with breakfast? How many don't eat breakfast? What are some of the reasons you don't eat breakfast? Make a list of reasons on the chalkboard or flip chart. Make sure these ideas are included:

- Not hungry in the morning

- Short on time
- Don't like traditional breakfast foods

Pregnant teens may experience nausea in the morning. Ask students to review the *Easing the discomforts of pregnancy* newsletter from Lesson 5. Remind them that long periods without eating may increase nausea.

As a group, think of some reasons why it's important to take time for breakfast. Again, make a list on the chalkboard or flip chart. Be sure to include the following points:

- Before babies are born, they need to eat regularly. The only way they can get food is from you.
- It's easier to get all the nutrients you need every day if you stretch meals and snacks out over the entire day.
- You will have more energy for school, work or socializing with your friends if you eat breakfast.
- You won't be starving and tempted to overeat if you have something to eat first thing in the morning.

Tell students that studies show that breakfast eaters tend to eat less fat during the day than people who skip breakfast.

Let's go back to the list we made of reasons for skipping breakfast. Let's think of some ways to keep from skipping breakfast. (Make notes on the chalkboard or flip chart. Be sure to address all the reasons for skipping breakfast.)

Say to students: Don't worry if you occasionally have a fast-food breakfast. With a little planning, you can choose a healthy fast-food breakfast. Here are some tips:

- Watch out for breakfast sandwiches like sausage biscuits – most are high in calories, fat, cholesterol and salt (sodium).
- Instead, have a healthy breakfast sandwich made from a bagel or English muffin, lean ham and a slice of cheese. Add fruit and yogurt or milk.
- Or, have a veggie omelet wrap with low-fat milk.
- Whole-grain cereal topped with fruit and low-fat milk is always a good choice.
- Pancakes are a low-fat choice, especially if served with yogurt and fruit instead of sausage and bacon.

Ask students what ideas they have for choosing a healthy fast-food breakfast.

Direct students' attention to page 2 of the newsletter, *Take time for breakfast*. As a group, discuss reasons students skip breakfast. Then, have an information exchange. For example, if a student skips breakfast because they don't have time, find out if someone else in the class has figured out a solution to this problem. Students can write any ideas they would be willing to try on their newsletters.

Do *Take a Taste for You and Your Baby* activity

The theme is fast food, snacks and breakfast. Suggested foods for tasting include Skinny Shakes, Break-the-Fast Burrito and Shake 'n' Bake Fries.

Healthy snacks

Ask students if they think it's okay to snack during pregnancy. (*Yes, eating healthy snacks is a great way for you to get some of the nutrients that are important for you and your baby*)

Snacks have gotten a bad reputation because we often snack on high-fat, high-calorie foods. Snacks can be an important part of our daily food plan if we choose wisely and include foods from the five food groups on MyPyramid (refer to *MyPyramid Poster*). We can think of snacks as mini-meals.

Direct students' attention to page 3 of the newsletter. After students have looked over the suggestions, have them each write down 10 snacks they would enjoy eating. Make sure each snack contains foods from at least two food groups on MyPyramid. Give students a copy of the *Make Room for Snacks* publication.

Cooking substitutions

Ask students if this has ever happened to them: You are preparing dinner. Everyone is hungry. Oops! You don't have an ingredient you need for your recipe. What can you do?

Tell them you are going to do an activity that will help them learn to make ingredient substitutions when they are cooking.

Do *PANIC ... Ingredient Substitutions* activity

Review of Lesson 7

Divide students into four groups. Their assignments are:

- Group 1: Plan a healthy fast-food meal
- Group 2: Plan a quick and healthy breakfast from home
- Group 3: Plan a healthy fast-food breakfast
- Group 4: Plan a healthy snack that includes foods from at least two food groups on MyPyramid

Tell group members they should be prepared to:

- Tell the class what their group's meal or snack includes
- Tell the class why their group's meal or snack is healthy

Core activity

Healthy Fast-Food Choices

- 1 Give each student a copy of the handout. Have students work in pairs to complete it. They should compare the food choices and decide which food is best, which food is good and which food is worst in terms of fat content.
- 2 Come back together and discuss the choices they made and why. Review the correct answers using the teacher reference.

Purpose

Helps students learn to compare foods at fast-food restaurants and make lower-fat choices.

Student handout

- *Healthy Fast-Food Choices*

Teacher reference

- *Healthy Fast-Food Choices Answer Key*

Advance preparation

- Make a copy of the handout for each student.

Teacher reference

Healthy Fast-Food Choices Answer Key

Hamburgers

Best — Regular hamburger

Okay — Quarter-pound hamburger

Worst — Quarter-pound hamburger w/bacon

Why? A regular hamburger has less fat and calories than a quarter-pound burger. Adding bacon adds even more calories and fat.

Chicken fingers

Best — 6 chicken fingers & side salad

Okay — 6 chicken fingers & small fries

Worst — 9 chicken fingers & super-size fries

Why? Smaller servings of fried foods are best, especially when combined with a side salad instead of fries.

Tacos

Best — Soft-shell taco

Okay — Nachos

Worst — Taco salad

Why? Soft taco shells are not fried. Taco salads have fried shells and other high-fat, high-calorie ingredients like sour cream.

Chicken

Best — Broiled chicken sandwich w/lettuce & tomato

Okay — Broiled chicken sandwich w/mayonnaise

Worst — Fried chicken sandwich

Why? Broiling chicken instead of frying cuts down on fat. Veggies are a better choice than mayonnaise as a condiment.

Breakfast

Best — Three pancakes

Okay — Three pancakes w/sausage patty

Worst — Bacon, egg & cheese biscuit

Why? Pancakes are low in fat, especially if served with yogurt and fruit instead of sausage. Breakfast sandwiches are usually high in calories, fat, cholesterol and sodium.

Core activity

Take a Taste for You and Your Baby

You can make healthy fast foods at home — and they taste great!

Skinny Shakes

Makes 1 serving

Equipment:

- blender
- measuring cups
- measuring spoons

Ingredients:

For Choco-Banana shake:

- 1 cup low-fat milk
- 1 frozen banana
- 1 tablespoon peanut butter
- 1 teaspoon chocolate syrup

For Strawberry-Banana shake:

- 1 cup low-fat milk
- 1 frozen banana
- 3 large frozen strawberries
- ½ teaspoon sugar

Instructions:

1. Put all ingredients in a blender and blend until smooth.

Shake 'n' Bake Fries

Makes 6 servings

Equipment:

- knife
- cutting board
- nonstick baking sheet
- measuring spoon
- spatula or pancake turner

Ingredients:

- 3 medium potatoes
- 2 tablespoons olive oil
- paprika, to taste

Traditional oven instructions:

1. Preheat oven to 400 degrees F.
2. Scrub potatoes but don't peel them. Cut each potato lengthwise into eight strips.
3. Arrange potatoes in a single layer on a non-stick baking sheet.
4. Pour olive oil over potatoes and toss to coat well. Sprinkle with paprika.
5. Bake 30 to 40 minutes, tossing fries several times during baking.

Break-the-Fast Burritos

Makes 4 servings

Equipment:

- large frying pan
- wire whisk
- measuring spoons
- cutting board
- paper towels
- mixing bowl
- measuring cups
- knife
- spatula
- serving plates

Ingredients:

- vegetable cooking spray
- 4 eggs
- 1 bell pepper (green or red), chopped
- 2 green onions, finely chopped
- 1 tablespoon chopped fresh cilantro
- 4 flour or corn tortillas

- ½ cup grated sharp cheddar cheese
- salt and pepper to taste
- salsa

Instructions:

1. Crack eggs into a mixing bowl and beat with a wire whisk until frothy.
2. Spray frying pan with cooking spray. Heat over medium heat.
3. Add onions and peppers and stir-fry for 2 to 3 minutes until vegetables are tender but crisp.
4. Add eggs to vegetables. Reduce heat to low. Cook and stir until eggs are firmly set. Sprinkle with cilantro.
5. Wrap tortillas in a paper towel and microwave on high for 1 minute, or until warm.
6. Spread tortillas on plates and put one-fourth of the egg mixture on each. Sprinkle with cheese and salsa. Roll up and serve immediately.

Core activity

PANIC ... Ingredient Substitutions

Purpose

Helps students learn emergency ingredient substitutions in cooking.

Supplies needed

- blank 3- by 5-inch index cards
- permanent markers

Student handouts

- *Teen Parents Newsletter: Fast food and healthy snacks**

Advance preparation

- You will need 37 index cards for each set of PANIC cards you make. Each group (2 to 6 players) needs a complete set of cards.
- Using the *PANIC... Ingredient substitutions* list (back page of newsletter), print each ingredient on an index card and each substitution on a separate index card. Make one PANIC card for each set.

1 This game is played like the card game Old Maid. The object of the game is to get rid of all of your cards by finding pairs of ingredients and substitutions and discarding them.

For example: 1 cup skim milk could be paired with 1 cup reconstituted nonfat dry milk.

Try not to end up with the PANIC card.

2 Direct students' attention to the last page of the newsletter and go over the pairs of ingredients and substitutions. Then have the students put their lists out of sight or collect them until the end of this activity.

3 Divide the class into groups of two to six students. Each group needs a complete set of cards. One person from each group should shuffle the cards and deal them to the group members until all are distributed.

4 Players then look at their cards. If they have any ingredient and substitution pairs, they should place them in the center of the table, face up, in a pile. These pairs are out of the game.

The dealer draws a card from the player on her or his right side. If the dealer can make a pair, she or he does so and discards the pair. If not, she or he keeps the card that was drawn.

5 The next player draws, and so on. The game proceeds until all pairs are matched, leaving the PANIC card in one player's hand.

Additional activity

PANIC ... Measurement Equivalents

- 1** This game is played like the card game Old Maid. The object of the game is to get rid of all of your cards by finding pairs of measurements and equivalents and discarding them.
For example: 3 teaspoons = 1 tablespoon
Try not to end up with the PANIC card.
- 2** Direct students' attention to the back page of the newsletter and go over the pairs of measurements and equivalents. Then have the students put their lists out of sight or collect them until the end of the activity.
- 3** Divide the class into groups of two to six students. Each group needs a complete set of cards. One person from each group should shuffle the cards and deal them to the group members until all are distributed.
- 4** Players then look at their cards. If they have any measurement and equivalent pairs, they should place them in the center of the table, face up, in a pile. These pairs are out of the game.
The dealer draws a card from the player on her or his right side. If she or he can make a pair, she or he does so and discards the pair. If not, she or he keeps the card that was drawn.
- 5** The next player draws, and so on. The game proceeds until all pairs are matched, leaving the PANIC card in one player's hand.

Purpose

Helps students learn recipe measurement equivalents.

Supplies needed

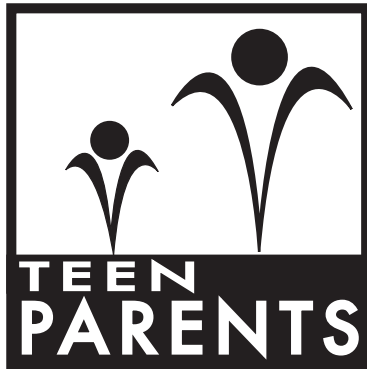
- blank 3- by 5-inch index cards
- permanent markers

Student handouts

- *Teen Parents Newsletter: Fast food and healthy snacks**

Advance preparation

- You will need 39 index cards for each set of PANIC cards you make. Each group of 2 to 6 players needs a complete set of 39 cards.
- Using the *PANIC ... Measurement equivalents* list (back page of newsletter), print an ingredient on one index card and its substitution on a separate card. Be sure to make a PANIC card for each set.



Lesson 8

Decisions for Feeding Your Baby

Knowledge objectives

Students will understand the benefits of breast-feeding, compare breast-feeding to bottle-feeding, and know how to safely handle breast milk and infant formula.

Behavior objectives

Students will practice preparing infant formula correctly.

Review from Lesson 7

Do *Moments of Our Lives* activity

Doing the lesson

Before your baby is born, you will be making a very important decision. You will decide whether to breast-feed or bottle-feed your baby. Let's discuss both methods of feeding so you will be able to make an informed choice.

Teaching tip

If you have invited a breast-feeding or lactation consultant to the class, this is a good time for the speaker to make her/his presentation. Prior to the class, discuss what information your speaker will present so you do not duplicate information. How to breast-feed and how often to breast-feed or feed infant formula are good topics for the speaker to include. Make sure there is enough time for students to ask questions.

Supplies needed

- (also see activities for supplies needed)
- optional: *Giving You the Best That I've Got** video

Core activities

- *Moments of Our Lives*
- *Preparing Baby's Formula*
- *Take a Taste for You and Your Baby*

Student handout

- *Teen Parents Newsletter: Decisions for feeding your baby (N705)**

Teacher reference

- *The American Dietetic Association's Complete Food and Nutrition Guide**, Chapter 15

Advance preparation

- Invite a certified breast-feeding or lactation consultant to make a presentation on breast-feeding. WIC personnel may be able to make the presentation.

Additional activity

- Watch *Giving You the Best That I've Got* video

Breast-feeding

Benefits of breast-feeding

Breast milk is the best food for your baby. Medical and nutrition experts recommend breast-feeding for at least one year. The first several weeks are especially important.

If you choose to breast-feed, it is best to start as soon as possible after giving birth, usually within an hour. Let your baby nurse as often as she or he desires (on demand). Newborns may need to nurse as often as every two hours. This is a general guideline; every mother and baby are different.

Breast-feeding benefits for babies:

- Meets all your baby's nutritional needs for 6 months.
- Changes composition to meet your baby's changing needs.
- Is best for your baby's growth and brain development.
- Protects your baby from allergies and other common illnesses.
- Is easier to digest than cow's milk.
- Requires more sucking than bottle-feeding – this helps strengthen and develop baby's jaw.
- Helps develop a strong, nurturing relationship between you and your baby.

Breast-feeding helps your baby experience a variety of flavors from the foods you eat because these flavors are transferred to your breast milk. This teaches your baby about the foods your family likes and helps increase the likelihood that she or he will accept new foods when you start feeding solid foods. Be sure to eat a variety of foods from all the food groups while you are breast-feeding to help your baby experience a variety of flavors.

Caution: If you have a family history of food allergies, talk to your health-care provider before eating nuts or peanut butter while breast-feeding.

Breast-feeding benefits for mom:

- Always clean and convenient — no bottles to prepare.
- Gives you and your baby special, quiet time together.
- Helps you regain your pre-pregnancy figure quicker by stimulating your uterus to contract and become smaller, causing your tummy to trim down more quickly.
- Producing breast milk uses 200 to 500 calories a day, which helps you lose extra weight from pregnancy.
- Protects you from anemia due to iron loss by delaying the return of your period. **Breast-feeding does not prevent pregnancy.**
- Reduces your risk for pre-menopausal breast and ovarian cancer and

osteoporosis.

- Promotes a sense of pride and accomplishment.

Breast-feeding benefits for the family:

- Reduces costs because you don't have to purchase infant formula.
- Often reduces health-care costs for your baby.
- You may miss less work or school because your baby is healthier.
- Dads and other family members can enjoy feeding the baby breast milk that you have pumped. They can also bathe, change and cuddle the baby.

Remember to take care of yourself

Rest as often as you can. Take a nap when your baby does. Ask for help from family and friends. And eat well:

- Aim for at least 3 cups of milk or other high-calcium foods like yogurt and cheese daily.
- Drink at least eight glasses of liquid each day. Water, low-fat milk and 100 percent juice are the best choices.
- Avoid alcohol, caffeine and other drugs. They will go into your breast milk and could harm your baby.
- If you need to lose weight, moderate weight loss is safe and does not affect your baby's weight gain.
- Regular exercise does not affect your ability to breast-feed your baby.

Returning to work or school while breast-feeding

Breast-feeding moms who return to school or a job often express, or pump, breast milk so their babies can have breast milk when they're away. Find a place at school or work where you can relax and be free of interruptions while you express breast milk. Before you return to school or work, help your baby learn to take expressed breast milk from a bottle.

Select a caregiver who is supportive of breast-feeding and is close to your school or workplace. Develop a schedule based on when your baby will be fed bottles of breast milk and when you will breast-feed. If your schedule permits, stop by during the day and breast-feed your baby. Let your caregiver know when you will arrive so your baby is not fed too close to this time.

To keep your milk supply up, breast-feed your baby regularly. Try breast-feeding before school or work, soon after you get home, and during the evening.

Safe handling of breast milk

Just like formula and cow's milk, breast milk can spoil. Handle breast milk safely to keep your baby healthy.

Direct students' attention to *Keeping breast milk safe for your baby* (page 2 in the newsletter) and discuss the following points about breast milk:

Expressing breast milk:

- Wash your hands before expressing milk.
- Buy plastic bags that are made especially for storing breast milk. Check sections of stores where other baby products are sold to find them.

Protective properties of breast milk are retained best in plastic.

- Allow room in the container for breast milk to expand in the freezer.

Storing breast milk:

- After expressing milk, seal and date the container and refrigerate or freeze it promptly.
- Breast milk that you will use in one to two days can be stored in the refrigerator. For longer storage, freeze breast milk.

Freezing breast milk:

- Put breast milk in the back of the freezer, not in the door where temperatures are higher.
- It is best to freeze small amounts of milk (2 to 4 ounces) to avoid waste and to decrease thawing time.
- Rotate your supply of breast milk in the freezer by using the oldest first.
- You can safely store breast milk in the freezer for up to three months.

Thawing breast milk:

- Thaw breast milk overnight in the refrigerator.
- If quicker thawing is necessary, place the container of frozen breast milk in a cup under cold, running water.
- Use thawed breast milk within 24 hours and never refreeze it.

Using expressed breast milk

Because breast milk is always changing to meet your baby's needs, it is best to use breast milk within a week or two after pumping.

You can feed breast milk to your baby cold, at room temperature, or slightly warm. For babies who prefer a warm bottle, hold the bottle under warm (not hot) running water immediately before feeding. Sprinkle a few drops on your wrist before feeding your baby — the milk should feel slightly warm. Because breast milk separates into two layers when it is stored, gently shake the bottle before feeding.

Never heat breast milk on a stove or in a microwave oven. Heating damages the protective properties in breast milk. Microwave warming is dangerous. Hot spots, which can burn your baby's mouth and throat, can form during microwave heating. Bottles may feel cool even when the breast milk is too hot for your baby. Steam buildup inside a bottle can cause it to explode, causing serious burns to your baby and you.

Throw out any leftover breast milk after feeding. Bacteria from your baby's mouth can contaminate breast milk left in the bottle and cause serious illness if reused. Clean bottles and their parts before reusing them. (Refer to *Preparing baby's formula* on page 4 of the newsletter.)

Bottle-feeding

If you decide breast-feeding is not for you, commercially prepared infant formulas are a healthy alternative for your baby. Bottle-feeding also develops a strong, nurturing relationship between you and your baby. Others can also share the responsibility of feeding your baby.

Infant formulas are nutritionally similar to breast milk, although they do not contain the factors that protect babies from allergies and other illnesses. Infant formula can give babies all the nutrients and calories they need until solid food is introduced.

Don't force your baby to finish the bottle at each feeding. Forcing food can cause feeding problems and lead to obesity when your baby is older.

Infant formula

Infant formulas are sold in three forms:

- Dry powder (mix with water)
- Liquid concentrate (mix with water)
- Ready-to-feed (measure into bottles)

Ready-to-feed formula is convenient because you don't have to dilute it, but it is also the most expensive form. If you don't have a refrigerator, use dry powder and mix one bottle at a time. Use formula by the date marked on the container.

Always use iron-fortified formula. Iron is a key nutrient for forming red blood cells to carry oxygen throughout the body and for brain development. Your health-care provider can help you decide which formula is best for your baby.

Do *Preparing Baby's Formula* activity

Storing formula

- Refrigerate prepared bottles until you're ready to use them. Store bottles in the back of the refrigerator, where it is coldest.
- Formula can spoil, so don't let it stand at room temperature. Refrigerate immediately.
- Use prepared bottles or opened cans of liquid concentrate within 48 hours. Throw out refrigerated formula that is not used within 48 hours.
- Don't freeze infant formula.

Warming formula:

- Formula can be fed to your baby cold, at room temperature, or slightly warm. For babies who prefer a warm bottle, hold the bottle under warm (not hot) running water immediately before feeding. Sprinkle a few drops on your wrist before feeding your baby — the milk should feel slightly warm.
- Never use a microwave oven to heat baby bottles. This is dangerous. Hot spots, which can burn your baby's mouth and throat, can form during microwave heating. Bottles may feel cool even when the formula inside is too hot for your baby. Steam buildup inside the bottle can cause it to explode, causing serious burns to your baby and you.
- Throw out any leftover formula after feeding. Bacteria from your baby's mouth can contaminate formula left in the bottle and cause serious illness if reused. Clean and sanitize bottles and their parts before reusing them (refer to newsletter, *Preparing baby's formula*).

What should be in baby's bottle?

Bottles are for breast milk or formula. Only breast milk or infant formula belong in your baby's bottle. Don't add these beverages or foods to baby's bottle:

- Soda or sweetened fruit drinks – they have no nutritional value. Their high sugar content can decay teeth and reduce your baby's interest in formula.
- Tea – it has no nutritional value and can darken teeth. Tannins in tea reduce absorption of iron in formula.
- Honey or corn syrup – it's very dangerous to give honey and corn syrup to babies. They can contain a toxic bacteria that can be fatal to babies less than a year old.
- Cereal – it is too thick to be put in a bottle and can cause choking. Don't thin cereal to help it go through a nipple. If your baby is too young to eat cereal with a spoon, he or she is also too young to drink it from a bottle. It is not true that cereal helps babies sleep through the night. Besides, young babies need to eat eight to 12 times in each 24-hour period!

Ask students if they have ever heard of putting something other than formula or breast milk in a baby's bottle. If students tell you that a relative or friend has recommended some of the discouraged practices, respectfully tell them that people have used these methods in the past, but we now know that it's best not to put these foods in bottles for babies.

Teaching tip

Summarize your discussion about the decision to breast-feed or bottle-feed by saying:

- Both breast-feeding and bottle-feeding can provide adequate nourishment and the strong emotional bond that growing babies need.
- If you aren't sure which method is right for you, consider starting with breast-feeding. Talk to a certified breast-feeding or lactation consultant if you need help making a decision. (See Lesson 1 *Community Resource List*)
- If breast-feeding doesn't work for you, you can always switch to bottle-feeding. However, starting with bottle-feeding and trying to switch to breast-feeding is very difficult.

What about water?

Breast milk and infant formula contain enough water for babies until they are at least 7 months old. There is no need to give your baby extra water before then.

Babies can get too much water, which can cause a serious illness called water intoxication. The most common signs of water intoxication are sleeping

more than usual, being hard to wake up, seizures, brain damage or death.

After seven months, you can offer your baby 4 to 8 ounces of water a day. Don't add sugar, honey, corn syrup, soda or tea to the water to encourage your baby to drink.

See *Water intoxication: Too much water can harm your baby* on page 3 of the newsletter. Discuss it and make sure all questions are answered.

Do ***Take a Taste for You and Your Baby*** activity

The theme is easy meals for busy days. Suggested foods for tasting include Beats-A-Pizza and Better Things To Do Stew.

Preventing baby bottle tooth decay

Baby bottle tooth decay occurs when a baby's teeth are exposed to formula, breast milk, cow's milk, fruit juice or other sweet drinks for long periods of time. Bacteria in the mouth use sugars in these liquids as food. Bacteria produce acids that attack teeth. Direct students' attention to page 3 of the newsletter, *Preventing baby bottle tooth decay*, and discuss how to prevent tooth decay.

Make time to play with your baby

Just like us, your baby needs time to move and be active every day. Daily physical activity will help your baby's muscles develop and will promote the development of motor skills like crawling and walking.

- Younger babies: Find a safe place on the floor, on a carpet or blanket, and give your baby the freedom to wave his or her arms and kick for long periods of time. To help develop visual skills, place your baby face up and playfully move a toy or finger puppet where he or she can see it.
- Older babies: Help your baby learn to crawl by placing a favorite toy in front of her or him, just out of reach. Encourage your baby to move toward the toy.
- Toddlers: Give your toddler toys he or she can ride, push, pull, throw, catch and balance on.

Be sure to spend time each day in active play with your baby or toddler.

Review of Lesson 8

Divide students into four groups: breast-feeding, formula-feeding, water and baby bottle tooth decay. Give the groups five minutes to talk about their topics. Each group should choose two tips to give to a friend about its topic. Have each group share its tips with the class.

Core activity

Moments of our Lives

Purpose

To review objectives learned in Lesson 7.

Supplies needed

- *Moments of our Lives Skits* (H-26)

Advance preparation

- Make a copy of the *Moments of our Lives Skits* for each student actor.

- 1** For each skit, read the cast description and choice of answers to the entire class. Ask two students to act the parts in the skit.
- 2** After the students have acted the skit, let the rest of the class discuss the choice of answers. The class should come to a consensus on which answer is best.

Core activity

Preparing Baby's Formula

Demonstrate how to prepare the three types of formula using the steps below and the label instructions. While you are demonstrating, tell the students:

- 1** Instructions on formula labels should be followed carefully. Use boiled or bottled water until your baby is 4 to 6 months old. In most cases, it's all right to use tap water after your baby is 6 months old. If you add too much water, your baby may get water intoxication. If you add too little water, the formula will be too concentrated. This can be hard on your baby's kidneys and he or she can become dehydrated. Do not add water to ready-to-feed formula.
- 2** Nursery or bottled water products are very expensive and not recommended. If used, they must be refrigerated after opening. Bacteria can grow in nursery water left at room temperature, which can in turn make your baby sick. Warm bottles made with cold nursery water by holding the bottle under warm (not hot) running water immediately before feeding your baby. Sprinkle a few drops of formula on your wrist before feeding; it should feel slightly warm. **Never use a microwave oven to heat baby bottles – it is dangerous.**
- 3** If you use disposable plastic bottle liners, dispose of the bags after one use. Before opening any formula can, wash the lid with soap and clean water. Rinse to remove dirt that could contaminate the formula. Before using, wash can openers with soap and hot water. Rinse well.

Purpose

Teaches students how to properly prepare the three types of infant formula for bottle-feeding.

Supplies needed

- iron-fortified infant formula: dry powder, liquid concentrate and ready-to-feed
- water
- pan or tea kettle for sterilizing water
- pan for boiling bottles, nipples, caps and rings
- bottle and nipple brushes
- tongs
- can opener
- bottles and nipples for demonstration and student use
- measuring utensils
- bleach/water solution to sanitize work area
- table(s) on which to practice measuring and mixing formula
- warm water, soap and paper towels

Student handout

- *Teen Parents Newsletter: Decisions for feeding your baby**

Advance preparation

- Prepare a sanitizing solution of 1 tablespoon bleach and 1 gallon cool water.
- Set up the table(s) for demonstration and practice.

Preparing Baby's Formula, continued

Then, have the students work in groups to practice preparing the three types of formula using these steps:

- 1** Wash arms and hands (especially under fingernails) very well with soap and warm running water. Rinse thoroughly and dry with a paper towel.
- 2** Clean and sanitize work area with bleach/water solution.
- 3** Wash bottles, nipples, caps, rings and any other utensils in hot, soapy water. Rinse thoroughly. Squeeze clean water through nipple holes to be sure they are open. Let everything air dry. This step can also be done in a dishwasher.
- 4** Depending on the type of formula, students should follow the label directions to prepare one bottle of formula.

Core activity

Take a Taste for You and Your Baby

Make one of these *quick* meals to have more time to spend with your babies!

Beats-a-Pizza

Makes 6 servings

Equipment:

- 2 baking sheets
- measuring cups
- measuring spoons
- cutting board
- fork
- knife
- can opener

Ingredients:

- 1 (16-ounce) can kidney beans
- ½ cup chopped onion
- 1 (8-ounce) can tomato sauce
- ¼ cup green chiles (optional)
- ¼ teaspoon ground cumin
- 6 (10-inch) flour tortillas
- 2 cups (8 ounces) shredded cheese
- 1 green pepper, thinly sliced
- vegetable cooking spray

Instructions:

1. Preheat oven to 425 degrees.
2. Drain beans and set aside ½ cup. Mash the remaining beans with a fork.
3. Cook and stir onion in oil until tender. Stir in mashed beans, tomato sauce, chiles (optional) and cumin.
4. In a skillet over medium heat, cook and stir bean mixture for 5 minutes. Remove from heat.
5. Spray baking sheets with vegetable cooking spray. Place tortillas on baking sheets and spread with hot bean mixture.
6. Sprinkle 1 cup shredded cheese on top. Layer green peppers, reserved whole beans and remaining 1 cup cheese on top.
7. Bake 10 minutes.

Recipe used by permission from *Simply Good Eating*, University of Minnesota Extension Service.

Better Things To Do Stew

Makes 4 servings

Equipment:

- large frying pan with lid
- cutting board
- measuring spoons
- knife
- can opener
- measuring cups

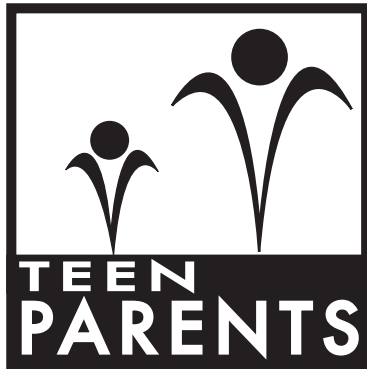
Ingredients:

- ½ pound lean ground beef or turkey
- ⅛ teaspoon salt
- ⅛ teaspoon pepper
- 1 (10¾-ounce) can condensed tomato soup
- 1 soup can of water
- 3 cups sliced carrots (6 medium carrots)
- 2 cups sliced potatoes (2 medium potatoes)

Instructions:

1. Brown meat and drain the fat.
2. Stir in tomato soup, can of water, salt, pepper, carrots and potatoes.
3. Bring to a boil; reduce heat and simmer, covered, about 25 minutes or until vegetables are tender.
4. Remove from heat and let stand, covered, for 10 minutes to thicken.

Recipe used by permission from *Simply Good Eating*, University of Minnesota Extension Service.



Lesson 9

Introducing Solid Foods

Knowledge objectives

Students will recognize developmental signs that show when babies are ready to eat solid foods; understand how to handle and prepare baby food; and know how to prepare baby food to minimize choking risk.

Behavioral objectives

Students will practice preparing baby food.

Review from Lesson 8

Remind students that baby bottle tooth decay occurs when a baby's teeth are exposed to formula, breast milk, cow's milk, fruit juice or other sweet drinks for long periods of time. Ask students what they think of each of these situations and what they would recommend:

- Situation #1: Your best friend tells you that she puts her baby to bed at night with a bottle of formula. She thinks this will keep her baby from waking up to be fed and she will be able to get more sleep.

Acceptable answer: It's better to hold your baby when he or she is drinking from a bottle. Falling asleep with a bottle means that your baby will have formula in his or her mouth for long periods at night. This could lead to tooth decay. Young babies need to eat every three to four hours.

- Situation #2: Your cousin's toddler carries a bottle of juice around with her all the time.

Acceptable answer: Sipping from a bottle (or cup) of juice all day can cause tooth decay because your baby's teeth are exposed to sweet liquids for long periods of time. When your baby is old enough for juice (about 6 months), give her 2 to 4 ounces of baby juice with added vitamin C each day. Offer juice in a cup, not a bottle. Give your baby her juice with a meal or snack.

Supplies needed

- (also see activities for supplies needed)
- small microwave-safe feeding bowl
 - long-handled baby spoon
 - commercial baby food and infant cereal samples
 - optional: *NASCO Infant Stomach Model*, product # WA16941HR, available for \$15.80 each at: enasco.com.

Core activity

- *Take a Taste for You and Your Baby*

Student handout

- *Teen Parents Newsletter: Introducing your baby to solid foods (N706)**

Teacher references

- http://www.kidsnutrition.org/consumer/nyc/vol_2004_3/guidelines_ADA.pdf

Advance preparation

- Optional: Invite a local health-care provider to

instruct the students in choking prevention.

- Make sure you have samples of the best commercial baby foods to buy, such as plain meats, vegetables and fruits, rather than combinations. Look for jars with #1 on the label. Purchase single grain iron-enriched infant cereals like rice, barley and oatmeal.

Additional activities

- Watch *First Foods: Lily Feeds Her Baby* video.
- Because new mothers often worry that their babies aren't eating enough, show the NASCO Infant Stomach model and describe an infant's stomach size at birth, 2, 4 and 6 months. Feeding recommendations are on the back of each flip chart page.

- Situation #3: A friend tells you that her baby has his first tooth. She is wondering if she needs to brush the tooth.

Acceptable answer: When baby's first tooth appears, begin brushing it with a small, soft toothbrush. Toothpaste isn't needed. Clean and massage gums in the areas that remain toothless.

Doing the lesson

Feeding your baby healthy foods promotes normal growth, helps your baby form healthy eating habits for life, and may prevent obesity and other health problems. Around the middle of your baby's first year, she or he will be ready to start solid foods. Starting solids helps your baby learn eating skills, appreciate new tastes and textures, and gives your baby important nutrients.

When are babies ready for solid foods?

The right time to feed solids is based on more than just age. It's also based on developmental signs. Your baby may be ready to begin solid food if she or he does **all** of the following:

- Has good control of the head and neck.
- Sits with support.
- Has doubled his or her birth weight and weighs 13 or more pounds.
- Is hungry after 8 to 10 breast-feedings or 32 ounces of formula in one day.

These signs usually occur around the middle of your baby's first year, but keep in mind that every baby is an individual. These are general guidelines, so be sure to discuss when to feed solids with your health-care provider.

Teaching tip

Some students may tell you that friends or relatives have advised feeding solids before these developmental stages are reached. Respectfully tell them that this was a practice used in the past, but now we know that food allergies and choking can occur when babies are fed solids before they are developmentally ready. Remind them that it is not safe to feed solids in a bottle or infant feeder because it can cause choking.

Start with iron-fortified cereal

When you and your health-care provider decide it is time for solids, start with single-grain, iron-fortified infant cereal.

To feed cereal:

- Mix cereal to a very thin consistency by mixing 1 tablespoon single-grain cereal with about 4 tablespoons breast milk or formula.
- Using a spoon, put the cereal to your baby's lips, not in his mouth, so he can use his sucking skills.

- As your baby gets older, decrease the amount of liquid to make the texture thicker.

Offer just one new food at a time. Wait at least two days before starting another new food. This makes it easy to watch for food sensitivities and allergies. Stop feeding the food and contact your health-care provider right away if you notice vomiting, diarrhea, wheezing or a skin rash.

Adding other foods

After cereal, introduce single-ingredient pureed fruits and vegetables. The order that you introduce fruits and vegetables doesn't matter. Just be sure to feed new fruits and vegetables 2 to 4 days in a row before starting a new variety. Once your baby has tried single-ingredient fruits and vegetables, you can introduce combinations. Recent research shows that infants who are fed a variety of fruits and vegetables early in life are more likely to choose a variety of fruits and vegetables later on when they are making their own food choices. After fruits and vegetables, introduce pureed meats.

Caution:

Don't feed spinach, beets, carrots, turnips and collard greens to babies younger than 6 months. This applies to both homegrown and commercially prepared products. For babies 6 months and older, as a general precaution, feed only one to two teaspoons of homegrown or commercially prepared spinach, beets, carrots, turnips or collard greens. These vegetables may contain too much nitrate, which can cause serious health problems.

If your health-care provider has said your baby is sensitive to high nitrate levels, don't serve homegrown spinach, beets, carrots, turnips or collard greens, even after she or he is 6 months old.

More on allergies

Babies with a family history of food allergies should be breast-fed as long as possible, and solid foods should not be given before six months of age. Foods like cow's milk, egg whites, wheat and soy should not be introduced until well after the first birthday. Do not give citrus fruits or juice to babies less than one year of age. Allergic reactions to some foods, like peanuts, tree nuts, fish and shellfish, can be life-threatening. Check with your health-care provider before introducing them, especially if there is a family history of food allergies.

Tips for feeding babies who can sit without help

- Babies who can sit up without help may be ready for thicker pureed foods and soft mashed foods without lumps.
- At this stage of development, your baby will pull his head downward and press his upper lip to draw food from a spoon.
- Babies at this stage of development can usually drink from a cup with help.

- Continue to give your baby breast milk and/or formula, infant cereals, a variety of fruits and vegetables, and meats.
- Small amounts of baby juice with added vitamin C can also be given in a cup; limit amount to 2 to 4 ounces each day.

Establishing a healthy feeding relationship

Successful feeding sets the stage for lifetime healthy eating habits and may prevent future problems like overweight and obesity. A healthy feeding relationship is a division of responsibility between the parent and the child.

The parent is responsible for:

- Creating a pleasant environment
- Offering a variety of healthy foods

The child decides:

- Which foods to eat
- How much to eat
- Whether to eat at all

Babies have small stomachs and need small, frequent feedings. Begin with a teaspoon of food and gradually give more as your baby accepts it. To avoid over- or under-feeding your baby, it's important that you learn to recognize his or her hunger and fullness cues.

Have an interactive discussion with students. Ask them what cues they have noticed babies giving when they are hungry. Make notes on the chalkboard or flip chart. Make sure to mention the following:

How babies say “I’m hungry”

Babies

- Cry or fuss*
- Wave arms and legs excitedly
- Smile and coo
- Gazes at caregiver during feeding
- Open mouth and move forward to reach spoon
- Swipe food toward mouth

Toddlers

- Point at foods or beverages
- Reach for foods or beverages
- Ask for foods or beverages

Talk about the cues or signs infants or toddlers may give when they are full:

How babies say “I’m full”

Babies

- Spit out nipple or stop sucking
- Fall asleep while nursing or eating

*Be sure to mention that crying is not always a sign of hunger. It could mean that your baby needs a diaper change, is too cold, needs to be burped, etc.

- Become fussy during feeding
- Refuse spoon or push spoon away
- Close mouth as spoon approaches

Toddlers

- Slow pace of eating
- Become distracted and want to leave table
- Shake head to say “no more”
- Play with food
- Throw food
- Don’t eat all food on plate

What if babies reject a new food?

The best advice is to try again at a later time. It may take your baby at least 10 times to decide if she or he likes a new food. Usually babies are just reacting to an unfamiliar taste. Here are some tips:

- Try a new food along with a familiar food. For example, if they like bananas, introduce applesauce by mixing them together.
- Don’t apply pressure to get your baby to eat; not even positive pressure.
- Set a good example. Your baby will notice if you refuse to eat certain foods.

Commercially prepared baby food

Commercially prepared baby foods are safe and nutritious. Many forms are available, from thin pureed foods to thicker pureed foods for older babies and toddlers. Show items and demonstrate as you discuss the following concepts.

When buying baby food, look for:

- Look for #1 on the label.
- Use-by date – if the date has passed, don’t buy the food.
- Clean jars that don’t have a broken vacuum seal – safety button should be pushed in.
- Single-ingredient foods, like plain meat, plain vegetables and plain fruits.
- Ingredient list – avoid foods with added salt and sugar.
- Don’t buy desserts like baby puddings and cobblers because they are high in sugar.

Serving commercially prepared baby food:

- Wash your hands. Then, wash the jar and lid before opening baby food.
- Listen for the pop when you open the lid.
- Never tap or bang a jar to open – you could break glass chips into the food.
- Remove enough food for one feeding and place it in a small microwave-safe bowl, or in a small pan to heat on the stove.
- Don’t feed your baby directly from the jar. Bacteria from your baby’s mouth can get into the jar and cause leftover food to spoil.

- If more food is needed, use a clean spoon to remove it from the jar.

Warming commercially prepared baby food:

It's not necessary to warm the food before serving. Baby food can be served cold, at room temperature or slightly warm. If your baby prefers warm food, heat it in the microwave or on the stove.

For microwave heating:

- Place a small amount in a microwave-safe dish.
- Heat 10 to 15 seconds on high. Higher-fat foods, like meat or eggs, warm faster.
- Remove food from microwave and let it sit for several minutes. Stir to distribute the heat.
- Always test the temperature before feeding it to your baby. Food should be slightly warm.
- Never warm jars of baby food in the microwave. Even if the jar feels cool, hot spots may have formed, which can burn your baby's mouth.
- Throw away any leftover food in the dish. Don't put it back in the jar.

Storing commercially prepared baby food

- Store unopened jars of baby food in a cool, dry place, such as a kitchen cabinet or pantry.
- Rotate stored jars so you use the oldest jars first. Always check to make sure the use-by date has not passed.
- After removing food from the jar for feeding, replace the lid and write the date on it. Store it in the refrigerator right away. Use vegetables and fruits within two days and meat and egg yolks within one day.
- Always refrigerate open jars of baby food right away. Babies can get sick from eating food that has been left at room temperature for more than two hours.

Home-prepared baby food

Home-prepared baby food can be just as nutritious and more economical than commercially prepared baby food. You have more control over the ingredients and texture than with commercial baby food.

Do Take a Taste for You and Your Baby activity

The theme is making baby food at home.

Prevent choking

Infants and young children are the most likely to choke on food. As they learn to chew and swallow better, their risk for choking decreases at about age 4.

Direct students' attention to page 2 of the newsletter, *Keep your child from choking*. Take turns reading through the information. Encourage students to ask their health-care providers to show them what to do if their baby or child chokes. If you have invited a health-care provider to the class, have him or her instruct the students about choking prevention and what to do if their baby or child chokes.

Review of Lesson 9

Have the class work in small groups of three or four students. Assign each group one of the following questions. Give groups five minutes to work on the answer. Tell students to pretend that their best friend is asking for advice. What would they say to her or him? Yes or no answers are not enough; they must give a reason. Each group will share its answer with the class:

- How do I know when my baby is ready for solid foods?
- When my baby is ready for solid foods, what should I feed him first?
- Should I heat my baby's food before feeding her?
- I accidentally left an open jar of strained meat out of the refrigerator all night. It's still okay to use it, right?

Core activity

Take a Taste for You and Your Baby

Purpose

Helps students learn to prepare, store and serve baby foods.

Supplies needed

- steamer
- baby food grinder, blender, strainer or fork
- supplies for groups (see *Advance preparation*)
- small paper plates and plastic spoons for tasting

Student handouts

- *Home-Prepared Baby Food* sheets (H-27 to H-29)
- *Teen Parents Newsletter: Introducing your baby to solid foods**

Advance preparation

- If you have the time and facilities, divide the class into five groups to prepare baby food. Use the preparation sheets to assemble supplies for each group. Set up stations for each group. If it's not possible for students to prepare baby food, you can demonstrate how to prepare one or more foods.
- Make copies of the *Home-Prepared Baby Food* sheets for each student.

- 1 Explain the process of preparing baby food while showing students the necessary equipment.

It's easy to make baby food at home. You will need a steamer to cook vegetables and fruit. You will also need something to make the food smooth, like a strainer, baby food grinder, blender or fork. This is called *pureeing*.

Take extra care to keep everything safe. Wash your hands carefully before preparing baby food. Wash all equipment, such as cutting boards and utensils for cooking, preparing and storing food, with hot, soapy water. Rinse well and air dry. Babies are especially at risk for getting sick from dirty hands, dirty equipment, or unsafe food.

Here are some guidelines for making baby food at home:

- Choose high-quality fresh foods.
 - If you use canned food, don't use outdated cans or cans that are dented, rusted, bulging or leaking. Use canned fruits without sugar and canned vegetables without salt. Don't use food from cans or jars without labels.
 - Never use home-canned foods to make baby food.
 - Prepare foods for your baby right before you use them. Don't use leftovers.
 - Cook foods until they are just soft enough to mash. Use a steamer to help preserve nutrients.
 - Use a baby food grinder, blender, strainer or fork to puree food.
 - Baby's first foods should be smooth and not too thick.
 - Don't add seasonings, sugar, syrup, honey, or fats such as butter, lard or fat drippings, to baby's food. If you are using food prepared for a family meal, take out baby's portion before adding seasonings.
 - Never feed honey to children less than a year old because it can cause a very serious illness called infant botulism.
- 2 Divide the class into five groups. Assign a different food to each group. Give each student a *Home-Prepared Baby Food* sheet for each of the following: vegetables, meats and poultry, beans, fruit and egg yolk. After the groups prepare the food, come back together and taste the food.
 - 3 Discuss the proper way to store and serve home-prepared baby food.

To serve freshly cooked food right away, allow it to cool for 10 to 15 minutes so it does not burn your baby's mouth. Taste the food to make sure it is not too hot. Use a clean spoon to feed your baby. For longer storage, home-prepared baby food can be stored in the refrigerator or freezer.

Don't let baby food sit at room temperature for more than two hours.

Harmful bacteria can grow in the food and make your baby sick.

Storing home-prepared baby food in the refrigerator:

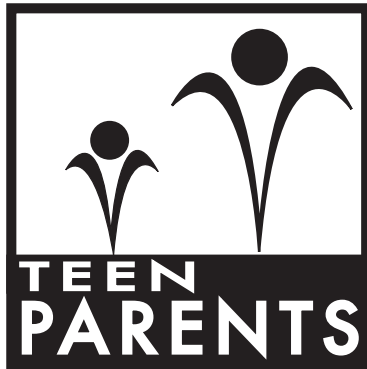
- Put home-prepared baby food in clean, shallow containers and place in the refrigerator immediately after preparing. Cover the container when food is cold.
- Use fruits and vegetables within two days. Use meat, poultry and egg yolks within one day.

Storing home-prepared baby food in the freezer

- Pour cooked, pureed food into sections of a clean ice cube tray.
- Cover tray and place in freezer.
- When frozen solid, place cubes in plastic freezer bags.
- Label and date bags and store them in the freezer.
- Use frozen home-prepared baby foods within one month.
- Thaw frozen cubes in the refrigerator or as you heat them.
- Use fruits and vegetables within two days of removing from freezer. Use meats or poultry within one day.
- Don't refreeze baby food cubes that have thawed.

To reheat home-prepared baby food

- To warm home-prepared baby food that has been refrigerated or frozen, place a small amount in a microwave-safe dish.
- Heat 10 to 15 seconds on high power.
- Remove food from microwave and let it sit for several minutes. Stir to distribute the heat.
- Test the temperature before feeding it to your baby. Food should be slightly warm.



Lesson 10

Feeding Older Babies and Toddlers

Knowledge objectives

Students will recognize developmental signs that show when older babies and toddlers are ready for new textures and tastes; understand the responsibilities of parents and children in a healthy feeding relationship; and know how to prepare foods to minimize the risk of choking.

Behavioral objectives

Students will prepare healthy snacks.

Review of Lesson 9

Ask for two volunteers to act out each of the following situations in front of the class. Each pair should include information from Lesson 9 in its performance.

- Cory feeds her 9-month-old child whole hot dogs.
- Tanya gives her 3-month-old son cereal in his bottle to help him sleep through the night.
- When Dion opens a new jar of baby food to feed his daughter, the lid does not pop.
- Sarah feeds her daughter directly from the baby food jar and then stores it in the refrigerator until the next feeding.
- Tony heats jars of baby food in the microwave to feed his son.
- Justin feeds his daughter lots of baby food desserts because she likes the sweet taste.

Doing the lesson

Your baby's first two years are a time of remarkable growth and change from crawling, to learning to walk, to finally becoming an independent toddler. During this period, your child will progress from being fed to feeding herself or

Supplies needed

(also see activities for supplies needed)

- chalkboard or flip chart and markers
- *MyPyramid Poster**
- optional: foods for optional child-size portions activity

Core activities

- *Take a Taste for You and Your Baby*
- *Pick an Egg Review*

Student handout

- *Teen Parents Newsletter: Feeding older babies and toddlers (N707)**

Teacher references

- www.kidsnutrition.org/consumer/nyc/vol_2004_3/guidelines_ADA.pdf
- *Pick an Egg Review Answer Key*

Advance preparation

- Optional: Contact guest speaker from WIC program or other community resource.

himself. It's important for you to understand your child's developmental signs so you can understand his or her readiness for new textures and tastes.

Give each student a copy of the *Feeding older babies and toddlers* newsletter and refer to the chart *Developmental Signs for Feeding Older Babies and Toddlers*. Ask if they have noticed any of these behaviors. What are some other behaviors they have noticed? What tips do they have for feeding older babies and toddlers?

Mealtime responsibilities for parents and children

Your role as a parent continues to be critical in helping your child develop healthy eating habits for life. Attitudes and behaviors children develop about food will last a lifetime. It's important that we learn to recognize and respect the differences between our responsibilities and children's responsibilities at mealtime.

Parents' responsibilities:

- Offering a variety of healthy foods
- Setting a regular time and place for meals and snacks
- Creating a pleasant mealtime environment

Children's responsibilities:

- Choosing which foods to eat
- Deciding how much to eat, or whether to eat at all

Parents are *not* responsible for:

- How much a child eats
- Which foods a child eats

Teaching tip

These ideas may be new to some of your students. Many people still believe it's important for children to "clean their plates." Ask the class what habits children might develop if they are required to eat everything on their plates. For example:

- Eat when they're not hungry
- Ignore body clues that indicate they're full
- Refuse to eat certain foods

These habits could lead to overeating, obesity and other eating problems.

Remember to set a good example. Your child learns to eat by watching and imitating you. What are some ways you could model healthy eating behaviors for your toddler?

Be sure these points are mentioned:

- Eat a variety of foods from all the food groups
- Be willing to try new foods
- Drink milk
- Eat fruits and vegetables at meals and snacks
- Sit down for meals as a family without the TV or phone
- Show your child how to use a spoon or fork; then let her or him try it alone

Child-size portions

Adult-size portions can overwhelm young children. Young children need the same variety of foods as adults but they need smaller portions. To make sure your young child gets the nutrients he or she needs to grow and develop properly:

- Serve a variety of healthy foods at each meal. (Point to the *MyPyramid Poster* and go through the five food groups.)
- Offer regular meals and snacks (three meals and two or more snacks a day).
- Offer small portions of food and let your child ask for more food if she or he is still hungry.

All of us want our children to be healthy so we may worry that they are not getting enough to eat. It helps to remember that:

- Older babies and toddlers have tiny tummies; they can't eat large amounts at one time.
- It's normal for children to eat small amounts of food some days and larger amounts on other days.

If you continue to offer a variety of healthy foods at regular meals and snacks, your child will get the nutrients he or she needs over time. Children do best with a routine, so serve meals and snacks at about the same time every day.

Limit high-calorie, low-nutrient foods like cookies and sugary drinks. If your child fills up on these foods, he or she won't have room for more nutritious choices. Don't offer young children food or juice between regular meals and snacks. Learning what hunger and fullness feels like may help your child avoid overeating, which can lead to obesity.

It's normal for toddlers to go through periods where they reject certain foods or only eat a few foods. Don't force your child to eat. Let him or her decide whether to eat or how much to eat. Just keep offering a variety of healthy foods, including foods you know your child likes.

If you are worried that your child is eating too little or too much, talk with your health-care provider. Refer students to *Help your child form healthy eating habits* on page 4 of the *Feeding older babies and toddlers* newsletter.

Optional activity: Child-size portions

Your students may find it helpful to see examples of how much food to offer older babies and toddlers. If you choose to do this activity in your class, assemble foods from each food group and let students practice serving amounts of food onto paper plates. Talk with the class about whether or not they think this is an appropriate amount. Use the general guideline of about a tablespoon of food for each year of age. Toddlers may eat about one-fourth of an adult portion, such as $\frac{1}{4}$ slice of bread or $\frac{1}{4}$ piece of fresh fruit. It's very important that students understand that these are only guidelines. A child's hunger is the best guide for how much food to offer. Offer a small amount of food and let children ask for more food. This will help them learn to eat to satisfy their appetite and help them achieve a healthy weight that is just right for them.

What about milk?

If you are breast-feeding, continue as long as you and your baby desire. If you are feeding formula, your health-care provider will probably tell you to switch to whole milk after your baby's first birthday. Be sure to use whole milk until your baby turns two. Babies and toddlers need the fat and calories that whole milk provides for growth and brain development.

What should older babies and toddlers be eating?

In addition to breast milk or formula, older babies and toddlers should now be eating a variety of healthy foods from MyPyramid. (Point to each food group on the *MyPyramid Poster*.) This will ensure that your baby gets the vital nutrients he or she needs. Refer to the *Nutrients Older Babies and Toddlers Need* chart in newsletter.

Say to students:

- No one food or food group supplies all the nutrients older babies and toddlers need.
- How many food groups are represented on this chart? (*All five*)

What about water?

Ask students if they have heard that it is important to drink plenty of water. This is also true for young children. It's important for them to learn to drink water when they are thirsty. You can help by making water available. Here are some tips:

- Offer your child water when she or he wakes up from a nap and after you change her or his diaper.
- Let your child take a cup of water to bed. Plastic cups with tops that won't leak are readily available.

- Put a glass of milk and water on the table for meals so your child can drink water for thirst and milk for hunger.

Prevent choking

Infants and young children are the most likely age groups to choke on food. They remain at risk until about age 4, when they are able to chew and swallow better. Review choking information from Lesson 9 if necessary.

Never leave your child alone when he or she is eating or drinking. You need to be right there to help if your child gags or chokes while learning to eat lumpier foods. Encourage your child to eat slowly and not put too much food in her or his mouth at one time.

Reduce the risk of food allergies

Continue to watch for allergic reactions like rash, diarrhea, upset stomach or difficulty breathing when introducing new foods. If you notice any of these symptoms, contact your health-care provider right away. Remember, these are the main foods that cause food allergies: eggs, wheat, citrus fruits and citrus juices, fish, shellfish, milk, soy, peanuts, and tree nuts (like walnuts or pecan).

Get fit with your child

Just like healthy eating, it's important that you model an active lifestyle for your child. Being active helps your older baby or toddler develop thinking and communication skills and develop self-confidence. Set aside at least 30 minutes a day to play actively with your child. Here are some appropriate physical activities based on your child's stage of development. What are some other physical activities you like to do with your baby or toddler?

Crawler:

- Let your baby crawl all over you.
- Play peek-a-boo and hide-and-seek while crawling around.
- Move favorite toys around the room and encourage your baby to crawl after them.

Beginning to walk:

- Play "head, shoulders, knees and toes" to encourage flexibility, to help your baby identify body parts and learn the concepts of high, low, up and down.
- Play chase to enhance movement skills and increase your child's understanding of how to play with others.

Toddler

- Take family walks.
- Walk on your tip toes and encourage your child to do the same; this helps with balance.
- Play horse by encouraging your toddler to gallop.
- Play follow the leader; walk, hop, skip, jump, march.

Do *Take a Taste for You and Your Baby* activity

The theme is snacks for kids. Suggested foods for tasting include PB Fruit Dip and Yo-Pops.

Review of Lesson 10

Do *Pick an Egg Review* activity

Core activity

Take a Taste for You and Your Baby

Think of your child's snacks as mini-meals. Snacks are a good way for you and your children to get the nutrients you need each day.

PB Fruit Dip

Makes 1 ¼ cups

Equipment:

- mixing bowl
- measuring cups
- small serving cups
- large spoon

Ingredients:

- ½ cup creamy peanut butter
- ¼ cup frozen unsweetened orange juice concentrate, thawed
- ½ cup plain, low-fat yogurt
- assorted fresh fruits

Instructions:

1. Beat together first three ingredients until fluffy.
2. Cover and chill.
3. Prepare fruit for tasting (wash, peel and slice fruit into bite-size pieces).
4. Spoon PB Fruit Dip into small cups for each student.
5. Serve with assorted fresh fruits for dipping.

Caution: Don't give to children under one year of age or with a family history of food allergies. Make sure fruit pieces are large enough to bite and chew – small pieces can cause choking.

Yo-Pops

Makes 8 small popsicles

Equipment:

- mixing bowl
- large spoon
- popsicle molds or paper cups
- small plastic spoons

Ingredients:

- 2 cups low-fat plain yogurt
- 1 teaspoon vanilla
- 6 tablespoons (half of a 6-ounce can) frozen orange juice concentrate, thawed

Instructions:

1. Mix all ingredients together.
2. Pour into popsicle molds or paper cups. Put in the freezer.
3. When partially frozen, insert a plastic spoon into each popsicle.
4. Finish freezing and serve.

Core activity

Pick an Egg Review

Purpose

Helps students review Lesson 10.

Supplies needed

- plastic eggs (one for each student)
- basket to hold eggs
- *Pick an Egg Review Questions* (H-30)

Teacher reference

- *Pick an Egg Review Answer Key*

Advance preparation

- Purchase the plastic eggs.
- Make a copy of the review questions. Cut the questions apart and put one in each egg.
- Put the plastic eggs in the basket.

- 1** Pass the basket of eggs to each student. Ask students to pick an egg. One at a time, ask them to read their questions out loud and give the answers. Classmates can help if the student cannot answer the question.
- 2** Continue until all eggs have been opened and all questions successfully answered.

Teacher reference

Pick an Egg Review Answer Key

1. What is the parent's responsibility when feeding a child?

Parents are responsible for offering a variety of healthy foods, setting a regular time and place for meals and snacks, and creating a pleasant mealtime environment.

2. What is the child's responsibility when eating?

Children are responsible for choosing which foods to eat and deciding how much to eat or whether to eat at all.

3. What is one way to have a happy and positive mealtime with your child?

Anything from the *Help your child form healthy eating habits* list in the newsletter.

4. Should a child have skim milk at 1 year of age? Why or why not?

No. Children 1 to 2 years old need to drink whole milk. After the second birthday, low-fat milk is fine.

5. True or False: Children should be forced to eat everything on their plates because they need to eat foods from all of the food groups.

False. Forcing children to eat can lead to overeating, obesity and other eating problems.

6. True or False: Young children need the same variety of foods as adults, but they need smaller portions.

True.

7. True or False: It's normal for toddlers to go through periods where they reject certain foods or only eat a few foods.

True

8. Make sure your child gets at least _____ minutes of physical activity each day.

30

9. What kind of habits will children develop if we force them to clean their plates?

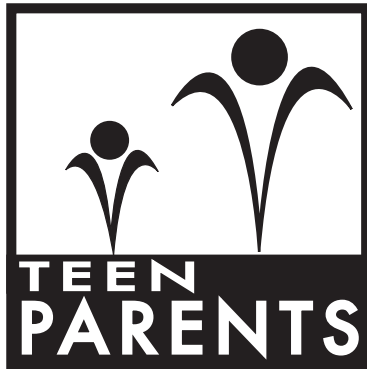
They may eat when they are not hungry, ignore body cues that tell them when they are full, or refuse to eat certain foods.

10. Why are hot dogs dangerous for young children?

They can cause choking.

11. True or False: A good time to offer a new food is at the beginning of the meal when children are hungry.

True.



Lesson 11

Get the Most for Your Money

Knowledge objectives

Students will understand how to use the food label, choose healthy foods, and calculate and use unit pricing.

Behavioral objectives

Students will compare the nutritional value of foods using food labels, compare serving sizes on labels to the amounts they and their children eat, and compare prices of different products using unit pricing.

Review of Lesson 10

Have the class form three groups to discuss the following questions:

- What are some ways to make mealtimes positive?
- What are parents' and children's responsibilities at mealtimes?

Give students three minutes to discuss the questions. Then, discuss answers to each of the questions as a class.

Doing the lesson

Choosing healthy food for you and your baby begins at the grocery store. We can learn a lot from reading the information on food labels. Food labels have up to four different types of nutrition and health information (write on chalkboard or flip chart):

- 1) the Nutrition Facts panel,
- 2) the ingredient list,
- 3) nutrient content claims (such as low fat or high fiber), and
- 4) health claims.

Let's learn how to use this information to help us make healthy food choices at the grocery store. We will also talk about how to use unit pricing to

Supplies needed

(also see activities for supplies needed)

- optional: *The Food Label and You** video
- sample food packages with Nutrition Facts panels and ingredient lists (at least one per student, make sure some have nutrient content claims and health claims)
- chalkboard or flip chart and markers
- *MyPyramid Poster**

Core activities

- *Let's Compare*
- *Take a Taste for You and Your Baby*
- *Finding the Best Buy*

Student handout

- *Teen Parents Newsletter: Get the most for your money (N708)**

Teacher references

- *The American Dietetic Association's Complete Food and Nutrition Guide**, Chapter 11

Additional activity

- Show *The Food Label and You* video

help us get the best buy.

The Nutrition Facts panel

Give each student a food package. Ask students to find the *Nutrition Facts panel*. The Nutrition Facts panel appears on almost every packaged food in the grocery store. Many fresh foods like fruits, vegetables and meats voluntarily carry nutrition information on their packages or on posters at the store. We can get a lot of information about the nutritional value of a food by learning to use the Nutrition Facts panel.

Give students copies of the *Get the most for your money* newsletter. Direct their attention to page 2, *How to read Nutrition Facts panels*. Have students look at their newsletters and food packages as you discuss each item.

Serving size

Have students find the *serving size*. Serving sizes on food packages are based on the amounts people typically eat. It may not be the same amount you eat. Serving sizes are given in familiar units, like cups or pieces. Ask students to tell you what units of measure they see on their food packages. Nutrition information on the Nutrition Facts panel is based on one serving of food.

So, if a serving is 1 cup and you eat 2 cups, you will consume twice the calories and other nutrients listed on the this panel. Ask students:

- If you eat two servings of the food in your package, how much will you eat?
- How many calories will you get if you eat two servings?

List several of their examples on the chalkboard or flip chart.

Do *Let's Compare* activity

Calories

Ask the students to find *calories* and *calories from fat*. Calories are a measure of how much energy you get from a food. Calories from fat tells us how many of the calories in the food are from fat.

Teaching tip

Explain to students:

- Calories are a way to measure energy.
- Energy needs are high during the teen years and even higher if you are pregnant or breast-feeding.
- Ask your health-care provider to help you estimate your calorie needs.
- You can use MyPyramid to help you choose healthy foods from all five food groups.

For example, if a serving of food contains 250 calories and 110 calories come

from fat, almost half (or 50 percent) of the calories are from fat. This is high. It is recommended that we get 30 percent or fewer of our daily calories from fat.

Percent Daily Value

Have the students find *Percent Daily Value*. Use these percentages to see if a food has a little or a lot of a nutrient. The Percent Daily Value shows you how much of the recommended daily amount is in one serving. These percentages tell us how much one serving contributes to a 2,000-calorie diet (2,000 calories a day is the reference amount used for calculating Percent Daily Value). You may not know how many calories you eat in one day or how many you need. You may need more or less than 2,000 calories a day, but you can still use Percent Daily Value as a guideline.

The Percent Daily Value also makes it easy to compare foods. We can compare one product or brand to a similar product. It's easy to see which food has less or more of a nutrient because serving sizes are usually the same for similar types of food. Ask two students with similar food products to read the Percent Daily Value for dietary fiber and tell the class which food has more dietary fiber.

Simple tips for using the Percent Daily Value:

- For total fat, saturated fat, cholesterol and sodium, choose foods with a low Percent Daily Value — 5 percent or less is low. Our goal is to consume less than 100 percent of our Daily Value of these nutrients each day.
- Look for foods containing little or no trans fat.
- For nutrients we need to consume in greater amounts (fiber, vitamins and minerals, etc.) look for foods with a high Percent Daily Value — 20 percent or more is considered high. Our goal is to reach 100 percent of our Daily Value of these nutrients each day.
- Eat a variety of healthy foods from the five food groups on MyPyramid each day to achieve these goals.

Daily Values Footnote

Have the students find the *daily values footnote*. The bottom of the Nutrition Facts panel shows the maximum recommended amount of total fat, saturated fat, cholesterol and sodium you should consume in one day. For example, if you need around 2,000 calories a day, your goal would be to eat foods containing less than 65 grams of total fat and less than 20 grams of saturated fat for the entire day. Recommended daily amounts for total carbohydrates and fiber are also listed. Two calorie levels are listed, 2,000 calories and 2,500 calories. Depending on your energy needs, you may need more or less. This footnote is the same on every food label.

Do *Take a Taste for You and Your Baby* activity

The theme is let's make soup. Suggested foods for tasting are Le Creme Carrot Soup and Tortilla Soup.

Baby food labels are different

Direct students' attention to the baby food label and adult food label on page 2 of the newsletter so they can see the differences between baby foods and

other foods. They can also look at labels on the baby food containers you have provided. The Nutrition Facts panel on baby foods is different from other foods.

Calories from fat are not listed because fat should not be restricted for babies. Babies need fat to grow and develop properly.

Also, the Nutrition Facts panel on baby food does not show the Percent Daily Value for fat, sugar and sodium, as these percentages are only determined for children over age 4 and for adults. Baby food labels show the actual amounts of these nutrients so you can compare various foods.

On baby foods, the Percent Daily Value for some nutrients is shown for two different ages because nutrient needs differ for different ages.

Ingredient list

Have students find the *ingredient list* on their food packages. The ingredient list, like the Nutrition Facts panel, helps us learn whether or not a food is healthy. The ingredient list is like a recipe for what is in the food. By law, any food with more than one ingredient must have an ingredient list.

Ingredients are listed in descending order by weight. That means that ingredients that weigh the most and are present in the largest amounts are listed first. Write this example on the chalkboard or flip chart and ask the students which product contains more meat:

- Beef Stew #1: beef stew meat, potatoes, carrots
- Beef Stew #2: potatoes, carrots, beef stew meat
(*Stew #2 has less meat than Stew #1.*)

The ingredient list contains helpful information for people with special food needs for religious or health reasons. Examples are:

- People who avoid pork or other food for religious purposes.
- People with food allergies to specific foods like peanuts or to ingredients like artificial coloring.

Ask if anyone has an ingredient list on his or her food package that contains a food or ingredient he or she is trying to avoid.

Nutrient content claims

Have you ever noticed phrases like “high in fiber” or “reduced fat” on food packages? These are examples of nutrient content claims. They give you a general idea of the amount of nutrients, cholesterol, fiber or calories in one serving of a food. For the exact amount in one serving, refer to the Nutrition Facts panel.

Have the students find some of the nutrient content claims on their food packages. Claims are usually on the front of the package where they can be used for quick comparisons. Only specific claims can be used, and you can be sure they are true because they are strictly regulated.

Direct students’ attention to page 3, *Understanding nutrient content claims*. Read through the list together. This is a list of nutrient content claims that the government allows on food packages. They mean the same thing no matter what food they are used on.

If a food says “low fat” on the label, it means that it is a low-fat food if you eat one serving. If you eat three servings instead of one, you will be getting three times the fat listed. Ask students if they still think this would be a low-fat food. Don’t worry — there is no need to learn all these definitions. Just notice that key words follow the same pattern for each nutrient.

Health claims

Health claims on food labels are another way to get nutrition information about food. They explain the connection between foods or ingredients in foods and a lowered risk for some chronic diseases, like cancer or heart disease. Health claims are regulated by the United States Food and Drug Administration (FDA).

Unit pricing

Do *Finding the Best Buy* activity

Tips for buying healthy food at the grocery store

Shopping for food can be confusing. There are so many choices! A good general guideline is to choose most of your food from the five food groups on MyPyramid. Ask students to fill in the blanks on the back page of the newsletter, *Supermarket sense*, as you read the statements on *Supermarket Sense Answer Key*.

Teaching tip

This exercise isn’t so much to test students’ knowledge as it is to keep them involved as you go over this material.

Review of Lesson 11

Ask students to name two ways to get nutrition information from the food label. (*Nutrition Facts panel, ingredient list, health claim, nutrient claim*)

Ask students to describe how to calculate unit price.

Core activity

Let's Compare

Purpose

Students learn to compare the amounts of food they eat to the serving sizes listed on food labels.

Supplies needed

- cereal
- juice
- bag of potato chips
- milk
- measuring cups
- plates, bowls and glasses

Student handout

- *Let's Compare* (H-31)

Advance preparation

- Purchase cereal, juice, chips and milk. Base your amount on the number of students in the class. Pour juice into a pitcher.
- Assemble measuring cups, plates, bowls and glasses.
- Make a copy of the handout for each student.

1 Give each student a copy of the *Let's Compare* handout to complete.

2 For each food, have the students pour the amount they usually eat into a plate, bowl or cup.

Then, use measuring cups to measure the amount for each food. Write this on the work sheet. Foods are not to be eaten. Have students pour food back into the original food package after measuring it.

3 Have students find the serving size for the cereal, juice, chips and milk on the original food package and record it on the work sheet.

Compare the amounts they usually eat to the serving size on the food package and record this information on the work sheet.

4 Then, pick one of the foods and calculate the calories and fat in the students' portions to see how it differs from the amount in one serving as listed on the label.

5 Spend time discussing what they learned and how this will help them eat healthfully.

Teaching tip

Examples are given on the handout. Students may need help with the calculations.

Core activity

Take a Taste for You and Your Baby

Soups are easy to make and can furnish lots of the nutrients you need for you and your developing baby.

Le Creme Carrot Soup

Makes 6 servings

Equipment:

- large saucepan
- cutting board
- grater or food processor
- measuring spoons
- long-handled spoon
- knife
- measuring cups
- small cups/bowls

Ingredients:

- 1 tablespoon butter or margarine
- ½ cup finely chopped onion
- 1 pound carrots (8-10 carrots)
- 1 pound potatoes (3-4 potatoes)
- 6 cups water
- 3 chicken bouillon cubes
- ½ teaspoon white sugar
- ¼ teaspoon pepper
- 1½ cups low-fat milk
- 1½ cups (6 ounces) shredded Cheddar cheese

Instructions:

1. Melt margarine in large saucepan. Add onion and cook, stirring, until limp.
2. Peel and grate the carrots and potatoes. Add grated vegetables, water, bouillon cubes and seasonings to saucepan.
3. Simmer 15 to 20 minutes, until vegetables are tender.
4. Add milk and cheese. Stir over low heat until cheese is melted.

Tortilla Soup

Makes six (¾-cup) servings

Equipment:

- 3-quart saucepan
- knife and fork
- long-handled spoon
- measuring spoons
- plastic spoons
- small paper cups or bowls for serving
- stove or hot plate
- cutting board
- measuring cups
- can opener
- ladle

Ingredients:

- 2 (14½-ounce) cans ready-to-use chicken broth
- 1 cup water
- ½ cup mild salsa or 1 (8-ounce) can stewed tomatoes
- 1 teaspoon chili powder
- 1 (5-ounce) can chicken in water
- 3 green onions
- 1 large tomato
- 2 ounces Monterey Jack cheese
- 4 ounces baked tortilla chips

Instructions:

1. Combine chicken broth, water, salsa (or tomatoes) and chili powder in a saucepan.
2. Heat to boiling, then reduce heat and simmer.
3. Drain water off canned chicken. Using a fork, break the chicken into small pieces.
4. Wash green onions and tomato. Slice thinly.
5. Cut cheese into ¼-inch cubes.
6. Divide chicken, onions, tomatoes and cheese evenly among six soup bowls.
7. Ladle hot broth into each bowl. Crumble tortilla chips and sprinkle over soup.

Core activity

Finding the Best Buy

Purpose

Helps students understand how to compare prices using unit pricing and gives them practice calculating the unit price of food items.

Supplies needed

- chalkboard or flip chart
- calculators (one for every small group of 3 to 4 students)
- 1 small can peaches, 1 large can peaches

Teacher reference

- *Finding the Best Buy Answer Key*

Student handouts

- *Teen Parents Newsletter: Get the most for your money**
- *Finding the Best Buy (H-32)*

Advance preparation

- Make a copy of the handout for each student.

- 1** Show students a small can of peaches and a large can of peaches. Ask them: How do you know which size is the best buy?

The larger size is not always the best deal. One way to find out which size is the best buy is to use unit pricing. The unit price is the cost of an item per unit of measure.

- 2** Direct students' attention to the front page of the newsletter and talk about the units of measure they may see on food packages. What is the unit of measure used on the sample shelf tag for green beans? (*ounce*)

Most of the time a grocery store will do the calculations for you. If the store doesn't, you can learn to calculate the unit price.

On the chalkboard or flip chart write the calculation for the unit price of the orange juice:

$$\text{Total Price} \div \text{Number of Units} = \text{Cost per Unit}$$

- 3** Give each student a copy of the *Finding the Best Buy* handout. Have the class break into groups of three to four students to complete the handout. Give each group a calculator. Circulate to make sure everyone understands how to do the calculations.
- 4** Come back together and go over the correct answers.

Teacher reference

Finding the Best Buy Answer Key

Circle the best buy in each of the examples. To find the best buy, calculate the unit price using this formula:

$$\text{Total Price} \div \text{Number of Units} = \text{Cost per Unit}$$

Example #1 – Corn Flakes

1a)
12-ounce box for \$3.60
Unit price per ounce: \$0.30

1b)
10-ounce box for \$3.50
Unit price per ounce: \$0.35

Example #2 – Milk (Hint: how many quarts are in a half-gallon?)

2a)
1 quart for \$0.85
Unit price per quart: \$0.85

2b)
1 half-gallon for \$1.50
Unit price per quart: \$0.75

Example #3 – Flour

3a)
5 pounds for \$1.00
Unit price per pound: \$0.20

3b)
2 pounds for \$0.60
Unit price per pound: \$0.30

Example #4 – Ham

4a)
2 pounds for \$5.00
Unit price per pound: \$2.50

4b)
1 pound for \$3.00
Unit price per pound: \$3.00

Example #5 – Oranges (Hint: how many oranges make a dozen?)

5a)
10 oranges for \$3.00
Unit price per orange: \$0.30

5b)
One dozen oranges for \$3.25
Unit price per orange: \$0.27

Teacher reference

Supermarket Sense Answer Key

Fruits and vegetables section

Go for fruits and vegetables that are rich in vitamins A and C.

Fresh fruits and vegetables that are in season are usually a better buy.

Don't buy wilted produce. The freshest produce contains the most nutrients.

Meat, poultry and deli case

To buy the leanest cuts of beef, look for the words loin and round.

Shop for ground beef that is at least 85 percent lean.

Use the Nutrition Facts panel to find the leanest hot dogs, lunch meats and sausage patties.

Chicken and turkey are usually economical and they are usually very lean.

Read the Nutrition Facts panel before buying turkey hot dogs, turkey ham or turkey bologna. They may or may not be low in fat.

Dairy case

Buy skim or 1 percent milk to cut your fat intake. But don't forget that children need whole milk until they are at least 2 years old.

Buy sharp Cheddar cheese instead of mild. You will get more flavor from less cheese.

Yogurt is a high-calcium, high protein food. If you don't drink much milk, try yogurt.

Buy plain low-fat yogurt or nonfat sour cream to use in place of mayonnaise and sour cream.

Butter and margarine have the same amount of fat and calories. Buy soft tub, liquid or squeeze margarines because they have less saturated fat than butter and less trans fat than stick margarine.

Breads, grains and cereals aisles

Grain products are a good source of fiber if they have at least 2.5 grams per serving.

Check the ingredient list and make sure it says whole-wheat or whole grain first. Just because it's called wheat bread doesn't mean it's whole grain.

Make at least half your grains whole.

Freezer aisle

Frozen juice concentrate is usually the cheapest way to buy juice.

Cut back on fat by choosing plain frozen vegetables instead of those with sauces.

Buy fish, poultry and vegetables without breeding to cut down on fat.

Look for frozen vegetables and fruit in loose-pack plastic bags. You can pour out what you need and store the rest in the freezer.

For best quality and nutrients, avoid loose-pack fruits and vegetables that are frozen into a solid chunk. That means they have thawed and been refrozen.

Grocery aisle

Don't buy dented or rusted cans.

Water-packed tuna has less fat and calories than tuna packed in oil.

Edible bones of canned salmon are a good source of calcium.



Lesson 12

Keeping Food Safe to Eat

Knowledge objectives

Students will define foodborne illness and identify methods to prevent it. They will understand the special risks of foodborne illness to pregnant mothers and their unborn babies.

Behavioral objectives

Students will wash hands correctly and will practice thinking critically about methods of preventing foodborne illness.

Review of Lesson 11

Ask students: How many of you went to the grocery store last week? Will someone give us an example of how they used the Nutrition Facts panel? What did you find out when you used unit pricing to compare prices?

Doing the lesson

What is foodborne illness? Have you ever had stomach cramps, headache, diarrhea, vomiting, fever and body aches? Did you think you had the flu? Could it have been foodborne illness?

Symptoms of foodborne illness are similar to the flu, but foodborne illness is caused by eating or drinking harmful microorganisms (bacteria, parasites, viruses) or chemical contaminants found in some foods or drinking water.

Microorganisms are a lot like us: they need food, water and a mild temperature to thrive. They grow best in protein- and water-rich foods, like eggs, meat, seafood, poultry, milk and other dairy products. These are called perishable foods. Handle them carefully — they spoil quickly!

Mold, odor, color and texture changes can be signs of spoiled food that can cause foodborne illness. But some spoiled foods look, smell and taste just fine. If you think food is spoiled, don't even taste it. Wrap it carefully and dispose of it

Supplies needed

(also see activities for supplies needed)

- soap, warm water and paper towels

Core activities

- *Take a Taste for You and Your Baby*
- *Foodborne Risks for Pregnant Women*
- *Food Safety Trivia*

Student handouts

- *Which Lunch is Safe to Eat? (H-33)*
- *Clean, Separate, Cook, Chill Match-Up (H-38)*
- *Teen Parents Newsletter: Keeping food safe to eat**

Teacher references

- <http://www.cfsan.fda.gov/pregnancy.html>
- *Clean-Cook-Chill-Separate Match-Up Answer Key*
- *Which Lunch is Safe to Eat? Answer Key*
- *Germ and Food Poisoning Answer Key*
- *Taking Care of Leftovers Answer Key*

Advance preparation

- Make copies of the student handouts.

Additional activities

- *Germs and Food Poisoning*
- *Taking Care of Leftovers*
- *Are You a Food Safety Sleuth?*

so that humans and animals cannot get to it.

Anyone can contract foodborne illness, but for some people, it can be very serious. You and your unborn baby are at high risk from some foodborne illnesses because your immune system is weakened while you are pregnant. This makes it harder for you and your unborn baby to fight off harmful foodborne microorganisms. For both mother and baby, foodborne illness can cause serious health problems, even death. Good sanitation and safe food handling can prevent most foodborne illness.

Tell students there are four simple steps to food safety: Clean, Separate, Cook, Chill. Give everyone a copy of the newsletter and refer to pages 1 and 2. Discuss each step.

When you are talking about handwashing, read the three critical handwashing steps while a student demonstrates handwashing. Tell students that handwashing is the number one way to prevent the spread of germs:

3 Critical Handwashing Steps:

1. Wet your hands thoroughly with warm water and add soap.
2. Thoroughly scrub your hands, wrists, fingernails, and in between fingers for at least 20 seconds.
3. Rinse, then dry hands with a clean cloth towel or use a paper towel so the germs are thrown away.

Ask students to think of some ways to make sure they wash their hands for at least 20 seconds.

After the discussion, give each student a copy of the ***Clean, Separate, Cook, Chill Match-up*** work sheet. Give them directions: On the right are examples of unsafe practices that could lead to foodborne illness. Draw a line to the word(s) on the left that describes the type of unsafe practice. Have them work individually or in pairs to complete the work sheet. Go over the correct answers.

Tell students that certain foodborne diseases can be harmful – even fatal – to pregnant women and their unborn babies.

Do ***Foodborne Risks for Pregnant Women*** activity

Do ***Take a Taste for You and Your Baby*** activity

The theme is desserts that are good for you, and baby too. Suggested foods for tasting include Apple Crisp Sundaes and Guiltless Chocolate Peanut Butter Dip.

Store food safely

Refer to the refrigerator and freezer storage chart on page 3 of the newsletter. Suggest that students hang this chart in their kitchens to remind them of how long foods should be stored. Storing food correctly helps prevent foodborne illness. Perishable foods (like meat, seafood, poultry, dairy products and eggs) must be kept cold to keep bacteria from growing and dividing.

Foods you should store in a freezer at 0 degrees: frozen juices; frozen fruits and vegetables; meat, fish, chicken and turkey; ice cream; and extra bread, flour, nuts and dried fruit.

Foods you should store in a refrigerator at 40 degrees or less: milk, cheese, butter or margarine; eggs; fresh fruits and vegetables; lunch meat; fresh and cooked meat, fish, chicken, turkey; leftover cooked food; and opened condiments such as salad dressing and ketchup.

Foods you should store in a cool, dry place: cereal, flour, sugar, spices, canned food, dry beans and peas, spaghetti, noodles, macaroni, bread, crackers, dry milk, potatoes, onions, and canned foods.

Keep food safe away from home

Ask students if they like to pack a lunch to bring to school or work. Refer to page 2 in the newsletter, *Safe food – to go!* Read the page together. After each section, ask the students if they have other suggestions or tips. Encourage them to write additional tips on the page.

Which lunch is safe to eat?

Give each student a copy of the *Which Lunch is Safe to Eat?* work sheet. Have students work in pairs to complete it. As a group, discuss the correct answers using the *Which Lunch is Safe to Eat? Answer Key*.

Review of Lesson 12

Do *Food Safety Trivia* activity

Teacher reference

Clean, Separate, Cook, Chill Match-Up Answer Key

- Using the kitchen sponge to wash your child's face. (*Separate, Clean*)
- Thawing food on the kitchen counter. (*Chill*)
- Waiting more than two hours after shopping to store groceries properly. (*Chill*)
- Leaving leftovers at room temperature to cool. (*Chill*)
- Using the same plate for raw and grilled meat when you barbecue. (*Separate, Clean*)
- Cooking eggs only until yolks are runny. (*Cook*)
- Using the same cutting board for meat and vegetables without washing it between uses. (*Separate, Clean*)
- Marinating meat at room temperature. (*Chill*)
- Stirring food and then tasting from same spoon. (*Separate, Clean*)
- Eating hamburgers that are still pink inside. (*Cook*)
- Eating Easter eggs that have been hidden for more than two hours. (*Chill*)
- Preparing food without washing hands first. (*Clean*)
- Leaving "doggie bags" full of leftovers from a restaurant at room temperature overnight. (*Chill*)

Core activity

Take a Taste for You and Your Baby

You can prepare desserts that taste great and are packed with nutrients for you and your baby.

Guiltless Chocolate Peanut Butter Dip

Makes 8 servings

Equipment:

- medium saucepan
- measuring spoons
- knife
- serving bowl
- platter
- large spoon
- measuring cups
- cutting board
- toothpicks

Ingredients:

- 2 medium bananas
- 16 large strawberries
- 1/3 cup unsweetened cocoa powder
- 1/3 cup sugar
- 1/3 cup low-fat milk
- 3 tablespoons corn syrup
- 2 tablespoons peanut butter
- 1/2 teaspoon vanilla

Instructions:

1. Wash and prepare fruit.
2. Mix cocoa, sugar, milk, corn syrup and peanut butter in saucepan.
3. Cook and stir over medium heat until hot.
4. Remove from heat and stir in vanilla.
5. Pour into a serving bowl. Serve warm with bananas and strawberries for dipping.

Apple Crisp Sundaes

Makes 4 servings

Equipment:

- knife
- mixing bowl
- measuring cups
- 1-quart baking dish
- cutting board
- large spoon
- measuring spoons

Ingredients:

- 3 cups peeled and sliced apples (3 medium)
- 1/3 cup old-fashioned oatmeal, uncooked
- 1 tablespoon brown sugar
- 2 tablespoons water
- 1 teaspoon cinnamon

For topping:

- 4 ounces low-fat vanilla yogurt
- 1/4 teaspoon cinnamon
- 1/8 teaspoon nutmeg
- 3/4 cup light whipped topping

Instructions:

1. Mix apples with oats, brown sugar, water and cinnamon in baking dish. Bake in conventional oven or microwave oven using directions below.
 - *Microwave oven:* Stir ingredients together in a microwave-safe baking dish. Cover with wax paper and microwave on high (100 percent power) 5 to 7 minutes, rotating a quarter turn halfway through cooking.
 - *Conventional oven:* Stir ingredients together in an oven-safe baking dish. Bake at 350 degrees for 25 minutes.
2. In a separate bowl, stir seasonings into yogurt. Fold in whipped topping. Keep chilled until ready to use.
3. Serve warm with a spoonful of chilled topping.

Teacher reference

Which Lunch is Safe to Eat? Answer Key

Lunch #1: Yum — The turkey sandwich is frozen and packed with a frozen gel pack, which should help keep the milk cold.

- Frozen turkey sandwich packed with a frozen gel pack
- Carrot sticks
- Apple
- Cookie
- Cold carton of milk

Lunch #2: Yum — The peanut butter sandwich and juice box don't need to be kept cold, but the yogurt was frozen and will keep celery sticks cold.

- Peanut butter sandwich
- Carton of yogurt (frozen)
- Celery sticks
- Plum
- Juice box

Lunch #3: Yuck — The pizza should be frozen and a frozen gel pack should be included. A cold juice box isn't enough to keep the pizza safe to eat.

- Leftover pizza
- Applesauce
- Green pepper slices
- Cold juice box

Lunch #4: Yum — The meat sandwich was frozen and the frozen juice box also helps keep it cold.

- Frozen roast beef sandwich
- Chips
- Orange
- Frozen juice box

Lunch #5: Yuck — The meatloaf sandwich should have been frozen and packed with a frozen gel pack. A container of cold peaches isn't enough to keep the meat safe until lunch.

- Leftover meatloaf sandwich
- Small container of cold peaches
- Lettuce and tomato slices
- Cookies
- Juice box

Core activity

Food Safety Trivia

- 1** Divide the class into two teams. Give each team a bell or clicker and have each team pick someone to sound the bell/clicker.
- 2** When you read a food safety trivia question, each team should consult and sound its bell/clicker when the team thinks it knows the correct answer.
The first team to sound the bell/clicker gets the first chance to answer the question. If the first team answers correctly, it receives one point.
- 3** If the team answers incorrectly, the other team gets a chance to answer the question. If the other team answers the question correctly, it earns two points.
- 4** If time permits, continue playing until all questions have been answered.

Teaching tip

Scoring is optional. It's not necessary to keep score for the students to have fun playing *Food Safety Trivia*.

Purpose

Students will review safety issues that prevent foodborne illness.

Supplies needed

- *Food Safety Trivia Questions* (H-34)
- Two bells or clickers (see *Advance preparation*)

Teacher reference

- *Food Safety Trivia Answer Key*

Advance preparation

- Purchase bells or clickers. It's best not to use whistles, as they need to be sanitized after each game.
- Optional: Copy the *Food Safety Trivia Questions*, laminate them and cut them apart.

Teacher reference

Food Safety Trivia Answer Key

Temperatures between 40 and 140 degrees F. are called the Danger Zone for food.	Symptoms of a foodborne illness are like the flu.
The number one way to prevent the spread of germs is hand washing .	True: Bacteria are everywhere including on your hands and everything you eat and touch.
False: You don't need to wash your hands before and after handling food.	Wash your hands in warm water for at least 20 seconds.
Meat, seafood, poultry, milk, butter, eggs, fresh fruits and vegetables should be stored in the refrigerator at 40 degrees F.	Cereal, flour, sugar, canned foods and pasta should be stored in a cool and dry place.
True: You can't see, smell or taste the bacteria that cause foodborne illness.	False: Eggs freeze well.
Add a frozen gel pack to keep cold food cold in a lunch box.	Foods should not be left out at room temperature for more than 2 hours .
True: Moms-to-be and babies are at a higher risk from foodborne illness.	Microorganisms need warmth, moisture and food to grow and multiply.
Most foodborne illness can be prevented by good sanitation and safe food handling.	The safest ways to thaw frozen meat are in the refrigerator and microwave .
To keep food safe, keep your freezer at 0 degrees F.	True: Unopened containers of fruit or pudding do not need to be kept cold in a packed lunch.

Teacher reference

Germ and Food Poisoning Answer Key

Mary made baked custard at noon. She used milk, eggs, sugar, vanilla and raisins. She wants to serve the custard warm at dinner tonight. What should she do?

- Cover the custard and put it in a warm place in the kitchen until dinner.
- **Refrigerate the custard and warm it up completely right before eating it.**

Darren made a large pot of beef stew in the afternoon and wants to serve it at dinner tonight. What should he do?

- **Turn the heat to low and let the stew simmer until dinner.**
- Just turn off the heat and let the stew set. Right before dinner, heat it up.

Jana made banana cream pies for a church dinner. She needs to run some errands and it will probably be several hours before she gets the pies to her church. What should she do?


- Cover the pies and sit them on the car floor to keep them out of the sun.
- **Put ice in the bottom of an ice chest and sit the pies on top of the ice before putting them in the car.**

Tony came into the kitchen and found groceries he forgot to put away when he got home three hours ago. The bag contained cereal, apples, hamburger, milk, lettuce and cheese. What should he do?

- Throw away the hamburger and milk. The other food should be okay.
- **Throw everything away.**

Latisha forgot to put the spaghetti with meatballs in the refrigerator after dinner. She found it on the kitchen table three hours later. What should she do?

- **Throw the spaghetti away.**
- Put it in the refrigerator. Chilling the spaghetti will kill any germs that have grown.



This one is tricky! It's true that the cereal and apples would not spoil; however, it's likely that blood from the raw hamburger has dripped on them. There's no way to make them safe to eat, so everything must be thrown out. It's an expensive les-

Teacher reference

Taking Care of Leftovers Answer Key

Jolene cooked a big pot of chili so she would have enough for several meals. Should she:

- Let the chili cool on the counter before she puts it in the refrigerator.
- Put the pot of chili in the refrigerator right away.
- **Divide the chili into small, shallow containers and put it in the refrigerator or freezer right away.**

Sam cooked a wonderful Thanksgiving dinner of turkey and stuffing and all the trimmings. All the guests enjoyed the meal and left the table feeling stuffed. Should Sam:

- Cover everything with a clean towel and leave it on the table.
- **Divide all of the food into small containers and refrigerate right away.**
- Relax and put his feet up. If no one is hungry in a few hours, he can put the food away.

Teaching tip

This is a good time to talk about the 2-hour rule and how it includes time at the grocery store, preparation time and meal time. It all adds up!

Denise made spaghetti last week. There was a lot left over, so she stored it in the refrigerator. She found it today. Should she:

- **Throw it out. These leftovers are too old to be safe.**
- Heat the spaghetti up until it is really hot and serve it.

Henry made enough meat loaf for two meals. He froze the leftovers. He wants to serve the leftover meat loaf for dinner tonight. Should he:

- Go ahead and thaw it on the kitchen counter since it was cooked before he froze it.
- **Thaw it in the refrigerator to keep germs from growing. If it isn't completely thawed by dinner, he can heat it a little longer.**

Core activity

Foodborne Risks for Pregnant Women

- 1** Have the class divide into three groups: Listeria, Methylmercury and Toxoplasma. Give each group five minutes to discuss its foodborne illness using the chart on page 4 of the newsletter.
- 2** Groups should each select a member (the one with the closest birthday) to make notes to report the class. Notes should include:
 - Name of the foodborne illness
 - Where it is found
 - How it can be prevented
- 3** Groups should report to the class about their foodborne illnesses. After each report, ask students if they think they are at risk for this type of foodborne illness. If they say yes, ask them why. What are some steps they can take to prevent the illness?

Purpose

Helps students recognize and take precautions against special foodborne illness risks that affect moms-to-be and their unborn babies.

Supplies needed

- *Teen Parents Newsletter: Keeping food safe**

Additional activity

Are You a Food Safety Sleuth?

Purpose

Students will practice critical thinking about common food safety mistakes.

Supplies needed

- *Food Safety Situations* (H-37)
- basket or other suitable container

Teacher reference

- *Food Safety Situations Answer Key*

Advance preparation

- Make a copy of the food safety situations. Cut them apart and put them into a basket or other container.

- 1** Divide the class into two teams. Toss a coin to see which team will read a food safety situation first.

The team winning the coin toss should pick a student to draw a food safety situation from the basket and read it aloud to the other team.

- 2** The other team should consult and tell what it thinks should happen to the food. If the team picks a correct answer, it earns a point. If the team doesn't answer correctly, give the other team a chance to answer.

If the first team answers correctly, it earns two points and takes another turn reading a food safety situation. If the first team does not answer correctly, the other team then takes a turn reading aloud a food safety situation.

- 3** Play continues in this manner until all situations have been read and answered. The team with the most points wins.

Teacher reference

Food Safety Situations Answer Key

<p>Tuna salad sandwich made last night and kept in the refrigerator. Safe to eat</p>
<p>Tuna salad sandwich made last week and kept in the refrigerator. Throw it out</p>
<p>Carton of yogurt, left on the kitchen counter for four hours. Throw it out</p>
<p>Unwashed carrots kept in the refrigerator. Can be washed and eaten</p>
<p>Peanut butter sandwich left on the kitchen counter all day. Safe to eat</p>
<p>Carrots left on the kitchen counter all day. Throw them out</p>
<p>Cheese sticks left on the kitchen counter for three hours. Throw them out</p>
<p>Unwashed grapes left on the kitchen counter for five hours. Can be washed and eaten</p>
<p>Turkey sandwich left in a lunch bag with no freezer pack for four hours. Throw it out</p>
<p>Glass of milk left on the kitchen counter for 15 minutes. Safe to drink</p>
<p>Leftover ham sandwich brought home from school in backpack. Throw it out</p>

Let Me Introduce Myself

My name: _____

My age: _____ Grade in school: _____

My favorite activities and hobbies are: _____

Check all that apply:

I am receiving health care. Where? _____

I am not receiving health care.

I am in the WIC program.

My baby is due: _____

These are some diet and nutrition questions I hope to have answered in class:

Check all that apply:

My diet has changed since I became pregnant. How? _____

My diet has not changed since I became pregnant.

Other things I want you to know about me:

How did you find out about this class?



Community Resource Guide

Instructor: _____

American Dietetic Association hotline:

- (800) 366-1655

Breast-feeding/lactation consultant:

- _____

County Extension office:

- _____

County health department:

- _____

Division of Family Services (DFS):

- Local _____
- Futures _____

Doctor:

- Your baby's doctor _____
- Your doctor _____

Friends and family members:

- _____
- _____
- _____
- _____

Hospital:

- _____

Hospital classes:

- _____

La Leche League:

- Local _____
- (800) LA LECHE

Nurse:

- _____

ParentLink:

- (800) 522-8522

Parents as Teachers:

- _____

Poison Control Hotline:

- (800) 366-8888

Public library:

- _____

Suicide Prevention hotline:

- _____

TEL Link:

- (800) 835-5465

Youth Crisis and Runaway:

- (800) HIT HOME

WIC:

- _____

Women's shelter:

- _____

Additional resources:

- _____

- _____

- _____

- _____

- _____

Good books for new parents:

- *Child of Mine: Feeding with Love and Good Sense* by Ellyn Satter.
- *Breastfeeding: Getting Breastfeeding Right for You* by May Renfrew, Chloe Fisher and Susanne Arms.
- *The Womanly Art of Breastfeeding* by La Leche League
- *Nursing Your Baby* by Karen Pryor and Gayle Pryor



Who Are You?

Find the following people among the group and:

- If the person is right-handed, have her/him sign the sheet left-handed.
- If the person is left-handed, have her/him sign the sheet right-handed.

Try to find a different person to sign each line.

1. Someone wearing the same color dress, shirt or pants as you:

2. Someone who wears the same size shoe as you:

3. Someone who has a birthday in the same month as you:

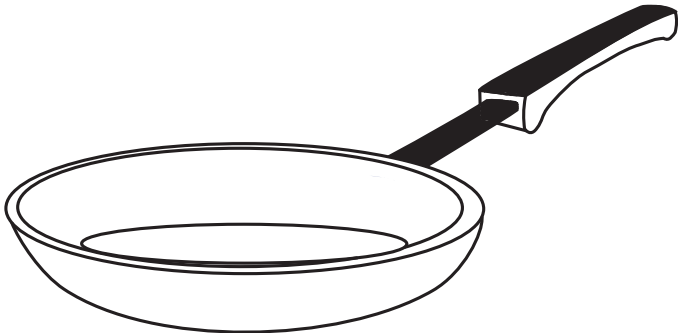
4. Someone who has the same hobby as you:

5. Someone who has the same color hair as you:

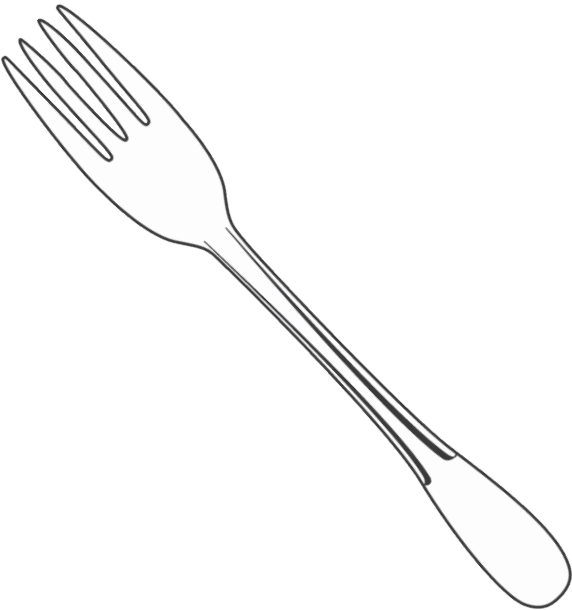
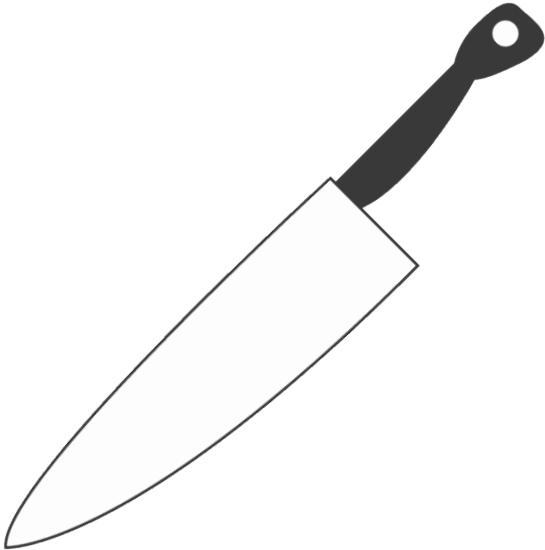
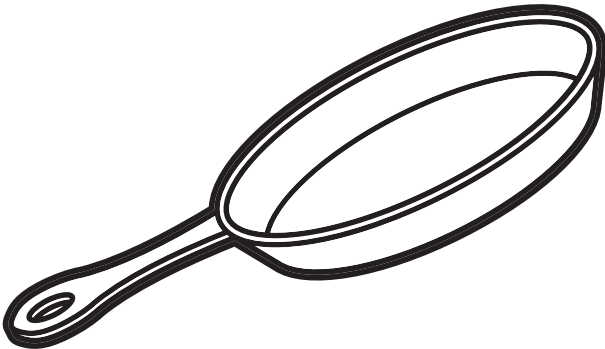
6. Someone who has the same number of brothers and sisters as you:



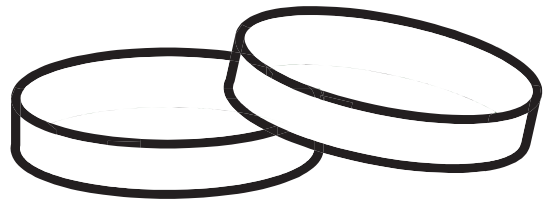
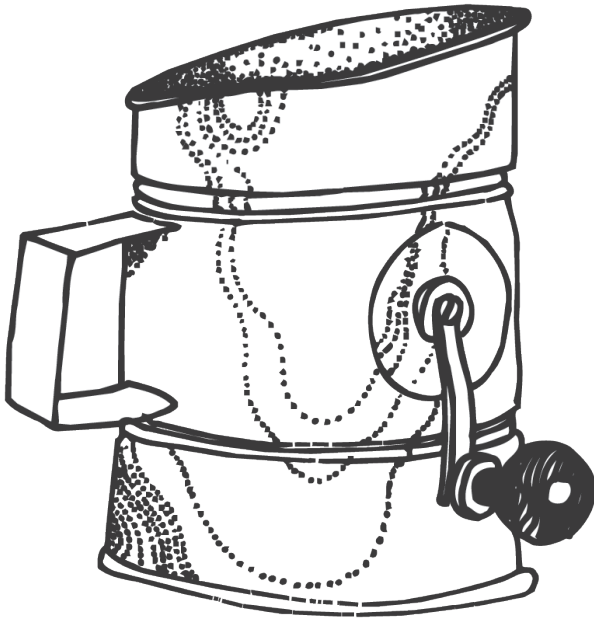
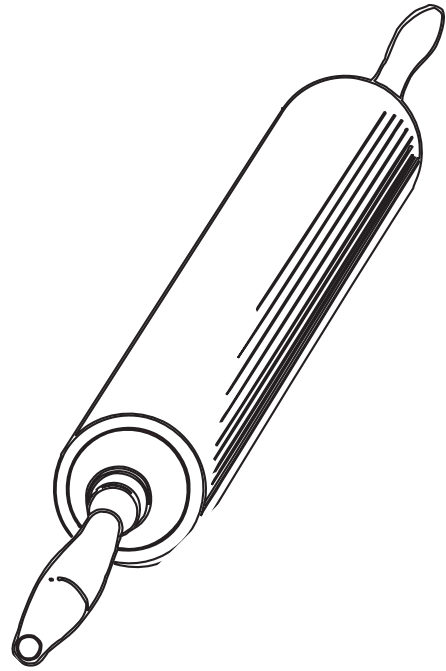
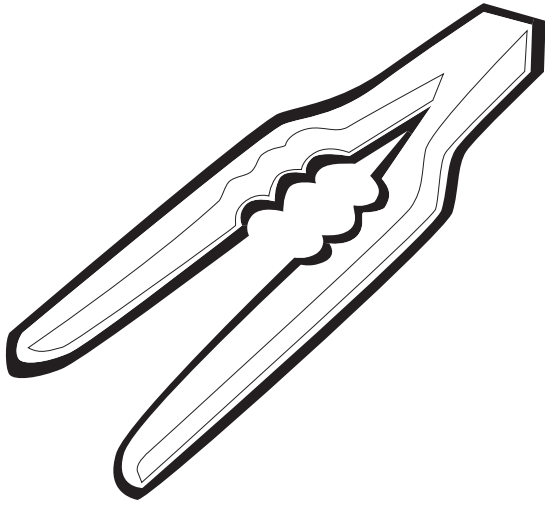
What Am I?



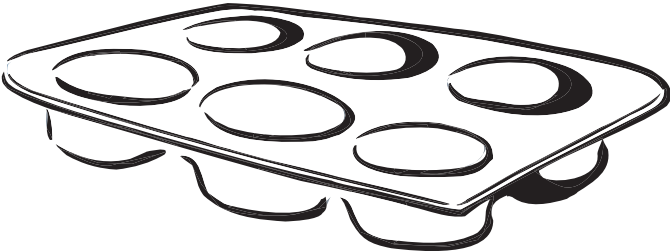
What Am I?



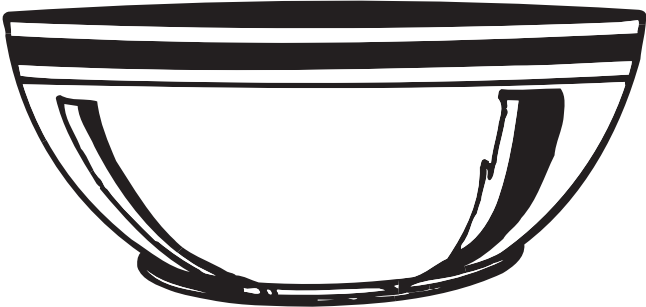
What Am I?



What Am I?



What Am I?



Participant Attendance Record

Instructor name: _____

Instructor's office phone number: _____

Site name: _____

Address: _____

Phone number: _____

Participant name & phone number	Meeting dates								Due date



Group Think: Plan a Day's Worth of MyPyramid Menus

Plan one day's worth of menus using the chart below. Menus should:

- Include foods from all five food groups
- Be quick and easy to make (use only a few ingredients)
- Be foods you like to eat
- Include whole grains
- Include a variety of foods from the Meat & Beans group
- Include dark green or orange vegetables
- Include low-fat milk, cheese or yogurt, or other calcium-rich food

Breakfast

Mid-morning snack

Lunch

Mid-afternoon snack

Dinner

Evening snack



MyPyramid Challenge Questions

Make a copy of the questions and cut them apart. Sort into groups.

We should eat more of these foods from the Grain Group.

The amount of food from the Grain Group that counts as one ounce.

Whole-wheat bread is part of this food group.

Oatmeal, popcorn and whole-wheat bread have this in common.

Sweet potatoes are part of this food group.

The amount of raw leafy greens that counts as one cup from the Vegetable Group.

The amount of pinto beans that counts as one cup from the Vegetable Group.

We should eat more of these vegetables.



MyPyramid Challenge Questions

Foods from this group naturally contain sugar.

The amount of 100 percent fruit juice that counts as one cup in the Fruit Group.

Choose from these forms of fruit each day.

Kiwi fruit, orange juice, raisins and strawberries belong to this food group.

The type of milk that is lowest in fat.

Other foods in the Milk Group that count as one cup of milk.

The major nutrient the Milk Group provides.

A low-fat milk dessert.



MyPyramid Challenge Questions

Chicken without the skin, black bean soup or 95 percent lean ground beef have this in common.

Other foods in the Meat & Beans Group that count as one ounce of meat.

Ways to vary the protein foods you eat from the Meat & Beans Group.

Methods of cooking meat that cut down on the fat content.

The wider base of MyPyramid stands for this.

Most of the fat we eat should come from these sources.

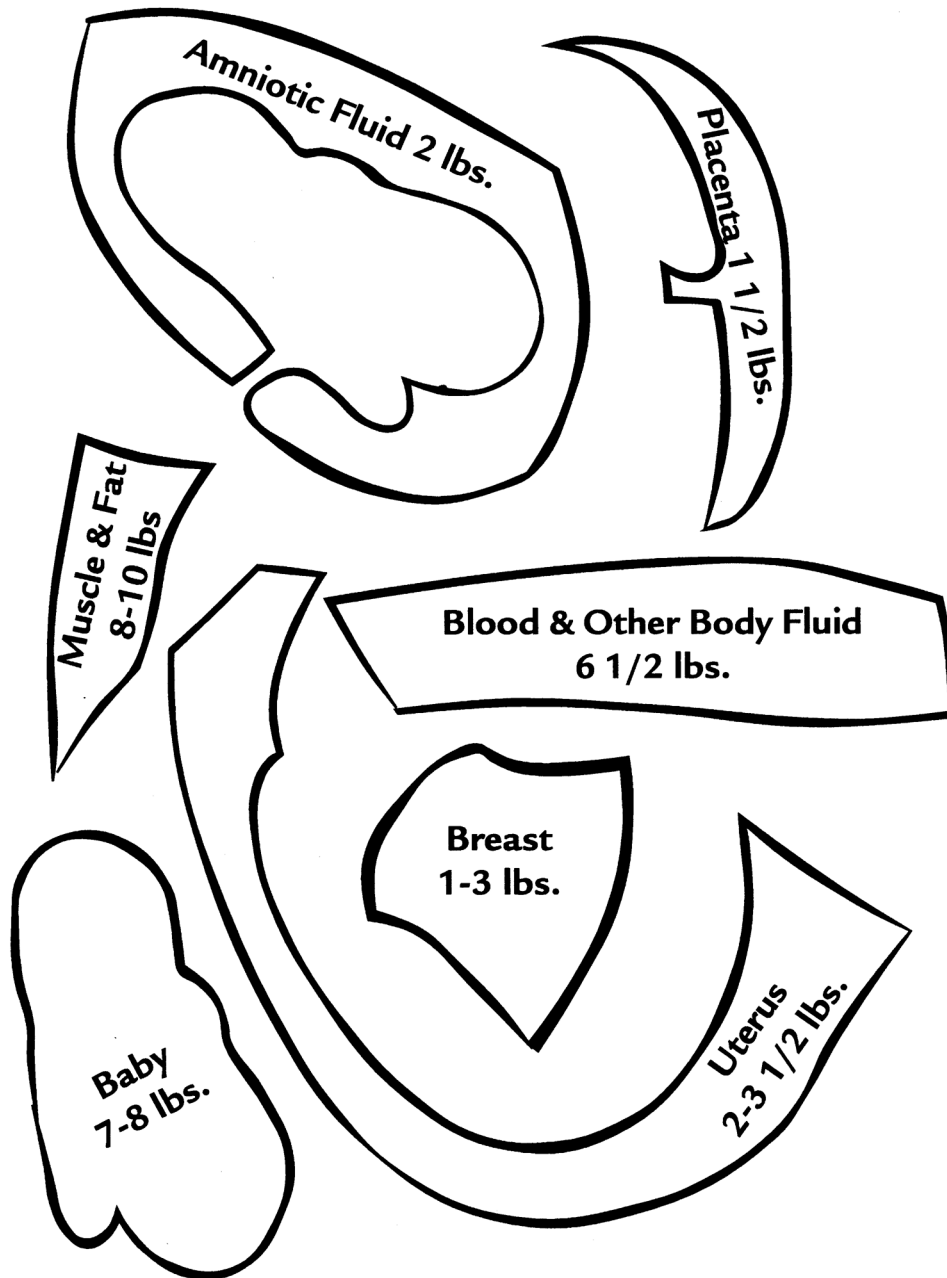
We should choose food and beverages that are low in this added ingredient.

Check the Nutrition Facts label to keep these low in the foods we eat.

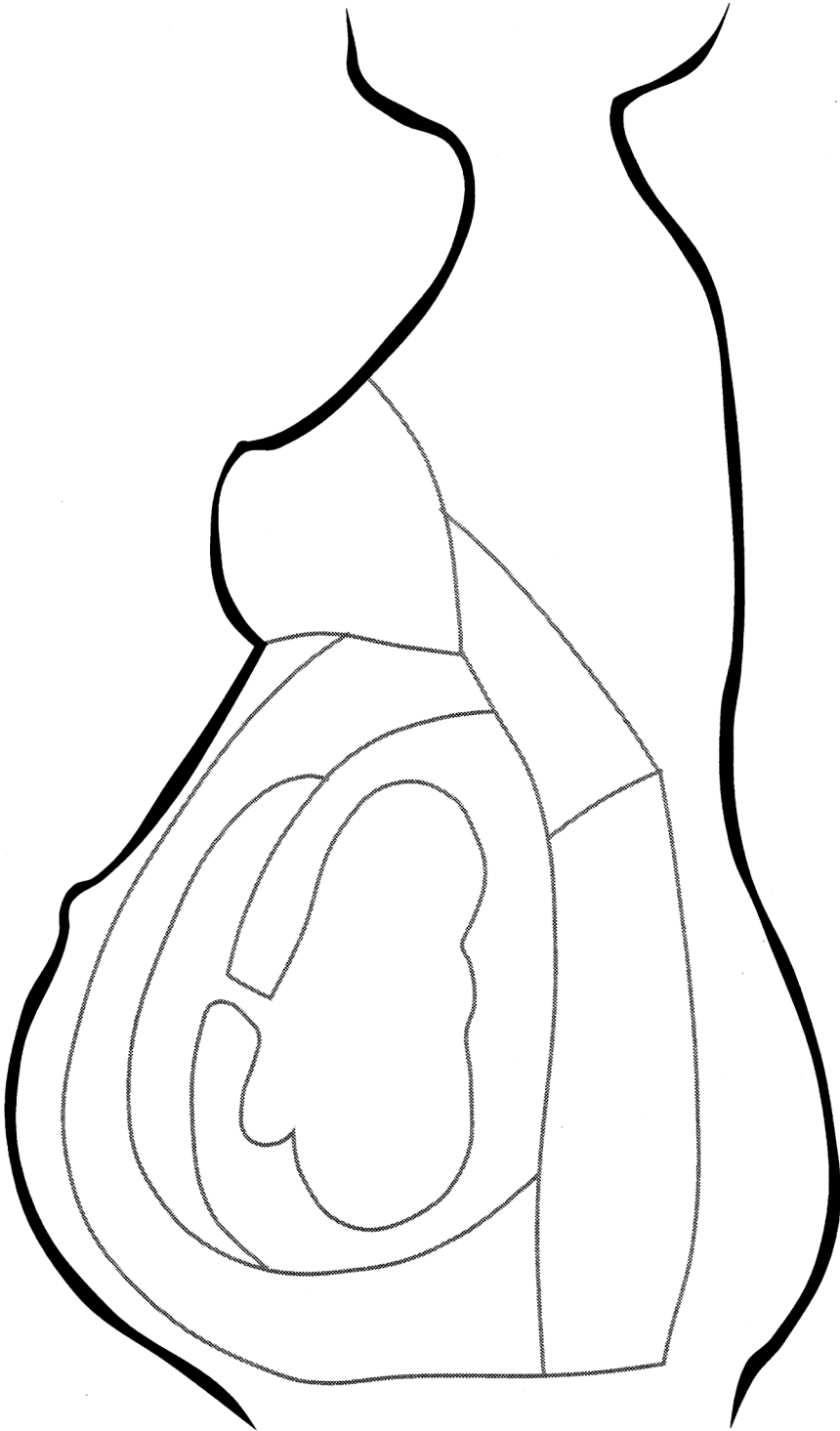
These fats are solid at room temperature.



Maternal Weight Gain Puzzle Pieces



Maternal Weight Gain Template



Cream Cheese Brownie Recipe

How would you modify this original brownie recipe to cut down on fat, sugar and calories?

Cream cheese brownie recipe

Makes 16 bars

- $\frac{3}{4}$ cup (1½ sticks) butter, melted
- 2½ cups sugar
- $\frac{1}{2}$ teaspoon baking powder
- $\frac{1}{4}$ teaspoon baking soda
- $\frac{1}{4}$ teaspoon salt
- 3 eggs
- 1¼ cups flour
- 4 squares unsweetened chocolate
- 1 (8-ounce) package cream cheese

1. Preheat the oven to 350 degrees. Grease a 9 × 9-inch baking pan.

2. Microwave the chocolate and butter together on high for 2 minutes. Stir in 2 cups of sugar and blend well. Stir in 2 eggs and 1 cup flour. Spread the mixture in the greased pan.

3. Beat cream cheese and gradually add the remaining ingredients: $\frac{1}{2}$ cup sugar, 1 egg, $\frac{1}{4}$ cup flour. Mix well.

4. Spoon cream cheese mixture over batter in pan. Swirl together lightly, stirring with knife to create a marble-like pattern.

5. Bake for 40 minutes or until a toothpick comes out with pieces of fudge on it. Be careful not to overbake.

6. Cool in pan and cut into 16 bars.

Modified brownie recipe

Ingredients:



Lesson 3 Quiz

Circle True or False:

1. True False You should try to lose weight while you are pregnant.
2. True False Your health-care provider will determine how much weight you should gain during pregnancy.
3. True False It is okay to skip meals while you are pregnant.
4. True False If you do not gain enough weight, your baby may be born small and have a greater risk for health problems.
5. True False If you need to slow down weight gain, you can substitute low-fat ingredients for high-fat ingredients in recipes.



Discomfort Remedy Charade Cards

Nausea and vomiting

Eat small, high-carbohydrate, low-fat meals like pasta, rice and toast every 2 to 3 hours.

Nausea and vomiting

Eat dry crackers, pretzels or cereal before getting out of bed in the morning.

Nausea and vomiting

Eat fruit ices, popsicles, sherbet and lemon drops.

Nausea and vomiting

Avoid long periods without eating.

Nausea and vomiting

Separate the intake of liquids and solids by about an hour.

Nausea and vomiting

Avoid cigarette smoke, alcohol and caffeine.



Discomfort Remedy Charade Cards

Nausea and vomiting

Avoid greasy, high-fat or fried foods.

Nausea and vomiting

Avoid heavily seasoned or spicy foods.

Nausea and vomiting

Avoid strong odors like cooking smells,
cigarette smoke and perfume.

Nausea and vomiting

Get plenty of fresh air and moderate exercise,
such as walking.

Nausea and vomiting

Avoid brushing your teeth early in the
morning.

Nausea and vomiting

Drink caffeine-free carbonated beverages or
lemonade.



Discomfort Remedy Charade Cards

Nausea and vomiting

Chew peppermint gum.

Nausea and vomiting

Get plenty of sleep and rest.

Heartburn

Eat small meals every 2 to 3 hours.

Heartburn

Avoid lying down or bending over after eating.

Heartburn

Limit foods that are heavily seasoned, rich and/or fatty.

Heartburn

Reduce the amount of fluids you drink with meals.



Discomfort Remedy Charade Cards

Heartburn

Avoid tobacco and alcohol.

Heartburn

Cut down on caffeine —
coffee, tea and soft drinks.

Heartburn

Sleep with your head elevated.

Heartburn

Avoid eating 2 to 3 hours before bedtime.

Heartburn

Walk after you eat.

Heartburn

Wear loose, comfortable clothing.



Discomfort Remedy Charade Cards

Constipation

Eat more high-fiber foods.

Constipation

Eat regular meals & snacks.

Constipation

Drink at least 8 cups of fluid daily.

Constipation

Drink a warm beverage when
you get up in the morning.

Constipation

Limit tea, coffee and colas with caffeine —
caffeine causes dehydration.

Constipation

Get regular exercise.



Discomfort Remedy Charade Cards

Leg cramps

Wear flat shoes

Leg cramps

Avoid standing for long periods of time.

Leg cramps

Continue to eat the recommended amount of high-calcium foods.

Leg cramps

Put your legs up several times during the day.

Backache

Make time for 30 minutes of moderate-intensity activity daily.

Backache

Maintain good posture.



As the Real World Turns Cast Descriptions

Make a copy and cut descriptions apart.

Scenario #1

Tammy: You and your best friend, Karen, are at a party given by your boyfriend. Most of your friends are there and most of the time you have a few drinks at these parties, as does Karen. Try to persuade Karen to have a drink.

Scenario #1

Karen: You and your best friend, Tammy, are at a party given by her boyfriend. Most of your friends are here and most of the time you have a few drinks at these parties, as does Tammy. You just found out that you are three months pregnant. You have not told Tammy. Using what you know, how do you keep from having a drink, or do you? Do you tell Tammy you are pregnant?

Scenario #2

Roberta: You are a regular smoker who is four months pregnant. Everyone you know smokes including your boyfriend, Todd, and your best friend, Erin. You have heard that smoking may be bad for your baby, but you have been under a lot of stress and want to smoke. Talk with Erin about this.

Scenario #2

Erin: Your best friend, Roberta, is four months pregnant. Both of you are regular smokers as are the rest of Roberta's family and her boyfriend, Todd. Roberta is concerned about smoking and its effects on her baby, but also feels she wants to smoke. What can you do to help her, or can you?

Scenario #3

Carl: Your girlfriend, Crystal, is four months pregnant and has been using cocaine for almost a year. You are the one who gets the drugs for her. She has heard that it can harm the baby, but she isn't sure she wants to stop. Try to convince her that it won't hurt the baby, and that everything is fine.

Scenario #3

Crystal: You are almost four months pregnant and have been using cocaine for almost a year. Your boyfriend, Carl, is your main supplier for the drugs. You have heard it is harmful to the baby. You want to have a healthy baby, but you are not sure you want to stop using cocaine. Talk to Carl.



Healthy Fast-Food Choices

	Best	Okay	Worst
Hamburgers:			
Regular hamburger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quarter-pound hamburger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quarter-pound hamburger with bacon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why:</i>			

Chicken fingers:			
9 chicken fingers & super-size fries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 chicken fingers & side salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 chicken fingers & small fries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why:</i>			

Tacos:			
Nachos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taco salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft-shell taco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why:</i>			

Chicken:			
Broiled chicken sandwich with mayonnaise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fried chicken sandwich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broiled chicken sandwich with lettuce and tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why:</i>			

Breakfast:			
Three pancakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bacon, egg & cheese biscuit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three pancakes with sausage patty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why:</i>			



Moments of Our Lives Skits

Skit One

Description: Tanya and her friend are at their favorite fast-food restaurant. Tanya is six months pregnant.

Tanya (to imaginary checker): I'll have a cheeseburger, fries and orange juice.

Friend: Orange juice?

Tanya: Yeah, I haven't had any fruit today.

Friend: I don't know why you are always worrying about what you eat. I ate whatever I wanted when I was pregnant and my baby is fine.

Tanya's answers:

1. I guess you are right. Make that a soda instead.
2. Yeah, your baby sure is cute. But I don't want to take any chances. I just feel better not having to worry about it.
3. Why don't you mind your own business? I didn't tell you what to eat when you were pregnant!
4. Well, I think I'll stick with orange juice.

Skit Two

Description: Brianna and Danielle are at a fast-food restaurant. Brianna has a 10-month-old son and Danielle has a 2-year-old son.

Brianna: I'm ordering a cheeseburger, fries and diet soda.

Danielle: I'll try a chicken sandwich. And I'll get my son a kid's hamburger meal.

Brianna: Oh, the toys in those meals are so cute.

Danielle: Why don't you get one of the meals for your son, too? He's old enough.

Brianna's answers:

1. That's a good idea. I'll do that
2. I like that idea. The meal includes a soda. I get tired of putting formula in his bottle. I'll just put the soda in there.
3. I don't think he's ready for that yet. He needs more fruits and vegetables at his age. I brought along some food for him.
4. I fed him before we came. That way I can enjoy my meal. I brought some cereal for him to snack on.



Home-Prepared Baby Foods

Preparing Strained Vegetables

Equipment and supplies:

- fresh, frozen or canned vegetables, like green beans, peas, squash, white potatoes or sweet potatoes.
- steamer
- pan with lid, or microwave-safe container
- baby food grinder, blender, strainer or fork
- small bowl
- warm water, soap and paper towels
- stove, hot plate or microwave
- hot pads

CAUTION: Don't feed home-prepared carrots, spinach, collard greens, turnips or beets to babies under 6 months of age.

Instructions:

1. Wash your hands with soap and warm running water. Rinse well and dry with a paper towel.
2. Wash fresh vegetables under cold running water to remove dirt. Peel if necessary.
3. Cook fresh or frozen vegetables until just soft enough to be pureed using one of the following methods:
 - boil in a covered pan with a little water
 - cook in a steamer in a covered pan
 - microwave in a covered container with a small amount of water
4. Canned vegetables are soft enough to puree without cooking. Drain off the liquid and save.
5. Puree vegetables with liquid until smooth.
6. Don't add salt or other seasonings to baby food.

Preparing Strained Fruits

Equipment and supplies:

- fresh fruit, frozen fruit without sweeteners, or fruit canned in its own juice
- steamer
- pan with lid or microwave-safe container
- baby food grinder, blender, strainer or fork
- small bowl
- warm water, soap and paper towels
- stove, hot plate or microwave
- hot pads

Instructions:

1. Wash your hands with soap and warm running water. Rinse well and dry with a paper towel.
2. Wash fresh fruits under cold running water to remove dirt. Peel and remove pits and seeds if necessary.
3. If cooking is needed to soften fresh fruit (apples, etc.), use one of these methods:
 - boil in a covered pan with a little water or juice
 - cook in a steamer in a covered pan
 - microwave in a covered container with a small amount of water or juice
4. If using frozen fruit, thaw it in the refrigerator and save the liquid.
5. If using canned fruits, drain and save liquid.
6. Puree fruit with liquid until smooth.
7. Don't add sugar, honey or other sweeteners or seasonings to baby food.



Home-Prepared Baby Foods

Preparing Strained Meats and Poultry

Equipment and supplies:

- fresh or frozen lean meat or poultry
- infant formula or breast milk
- pan with lid or roasting dish
- baby food grinder or blender
- meat thermometer
- sharp knife
- cutting board
- small bowl
- warm water, soap and paper towels
- stove or hot plate
- hot pads

CAUTION: Always thaw meat and poultry in the refrigerator or microwave. If thawed in a microwave, cook the food immediately because it will be warm. Never thaw meat or poultry at room temperature. Germs grow rapidly as food thaws at room temperature.

Instructions:

1. Wash your hands with soap and warm running water. Rinse well and dry with a paper towel.
2. Remove all fat, gristle, skin and bones from meat and poultry before cooking.
3. Meat and poultry should be cooked until well done by broiling, baking, roasting, stewing or poaching. Use a meat thermometer to make sure meat and poultry are cooked to a safe temperature – red meat to at least 160 degrees, white meat poultry to 170 degrees, and dark meat poultry to 180 degrees.
4. After cooking, remove any remaining bone, skin or fat.
5. Cut meat or poultry into small pieces and puree in a blender or baby food grinder. Use cooking water, formula or breast milk to add moisture.
6. Don't add salt, gravy, lard, sauces or fat drippings to baby food.

Preparing Pureed Egg Yolk

Equipment and supplies:

- clean, uncracked eggs
- infant formula or breast milk
- pan with lid
- fork
- small bowl
- warm water, soap and paper towels
- stove or hot plate
- hot pads

CAUTION: Wait until babies are one year old before serving egg whites to avoid allergic reactions. Don't serve commercial foods containing eggs to babies less than one year old because they may contain egg whites.

Instructions:

1. Wash your hands with soap and warm running water. Rinse well and dry with a paper towel.
2. Cook eggs until the yolk and white are firm.
3. Place eggs in a single layer in pan and cover with cold water to about 1 inch above eggs. Cover and quickly bring to boiling. Turn off heat.
4. Remove pan from burner and let eggs stand, covered, in the hot water for about 15 minutes. Drain.
5. Immediately run cold water over eggs and let stand until completely cooled.
6. To remove shell, crack it all over by tapping gently. Roll egg between hands to loosen shell. Peel, starting at the large end, under cold running water.
7. Separate the yolk from the white. Puree the yolk and mix with infant formula or breast milk until smooth and moist.
8. Don't add salt or other seasonings to baby food.



Home-Prepared Baby Foods

Preparing Strained Beans

Equipment and supplies:

- dry or canned beans (kidney, pinto, navy, etc.)
- infant formula or breast milk if using canned beans
- pan with lid
- sieve or strainer, fork
- small bowl
- warm water, soap and paper towels
- stove or hot plate
- hot pads

Instructions:

1. Wash your hands with soap and warm running water. Rinse well and dry with a paper towel.
2. Cook dry beans according to package directions until soft. Save cooking liquid.
3. If using canned beans, drain the salty water and rinse beans under running water before pureeing.
4. Put cooked or canned beans through a sieve or strainer to remove skins. Mix with cooking water, infant formula or breast milk until smooth and moist.
5. Don't add fat, salt or other seasonings to baby food.



Pick an Egg Review Questions

Copy questions and cut them apart. Put one question in each plastic egg.

1. What is the parent's responsibility when feeding a child?
2. What is the child's responsibility when eating?
3. What is one way to have a happy and positive mealtime with your child?
4. Should a child have skim milk at 1 year of age? Why or why not?
5. True or False: Children should be forced to eat everything on their plates because they need to eat foods from all of the food groups.
6. True or False: Young children need the same variety of foods as adults, but they need smaller portions.
7. True or False: It's normal for toddlers to go through periods in which they reject certain foods or only eat a few foods.
8. Make sure your child gets at least _____ minutes of physical activity each day.
9. What kinds of habits will children develop if we force them to clean their plates?
10. Why are hot dogs dangerous for young children?
11. True or False: A good time to offer a new food is at the beginning of the meal when children are hungry.



Let's Compare

- Pour the amount of each food you usually eat or drink into a bowl, plate or glass.
- Measure the amount of your portion and record it below.
- Compare the amount you usually eat to the serving size on the food package.

Complete this chart:

Food	My portion size	Serving size on package	How do they compare?
Example: <i>Cereal</i>	<i>2 cups</i>	<i>1 cup</i>	<i>My portion is twice the amount on the package.</i>
Cereal			
Juice			
Chips			
Milk			

Calculate the amount of calories and fat:

Pick one of the foods above and calculate the amount of calories and fat in your portion.

Food	Calories in one serving	Total fat in one serving	Calories in my portion	Total fat in my portion
Example: <i>Cereal</i>	<i>210</i>	<i>2.5 g</i>	<i>420</i>	<i>5 g</i>

What did you find out?



Finding the Best Buy

Circle the best buy in each of the examples. To find the best buy, calculate the unit price using this formula:

$$\text{Total Price} \div \text{Number of Units} = \text{Cost per Unit}$$

Example #1 – Corn Flakes

1a)

12-ounce box for \$3.60

Unit price per ounce: _____

1b)

10-ounce box for \$3.50

Unit price per ounce: _____

Example #2 – Milk (Hint: how many quarts are in a half-gallon?)

2a)

1 quart for \$0.85

Unit price per quart: _____

2b)

1 half-gallon for \$1.50

Unit price per quart: _____

Example #3 - Flour

3a)

5 pounds for \$1.00

Unit price per pound: _____

3b)

2 pounds for \$0.60

Unit price per pound: _____

Example #4 - Ham

4a)

2 pounds for \$5.00

Unit price per pound: _____

4b)

1 pound for \$3.00

Unit price per pound: _____

Example #5 – Oranges (Hint: how many oranges make a dozen?)

5a)

10 oranges for \$3.00

Unit price per orange: _____

5b)

One dozen oranges for \$3.25

Unit price per orange: _____



Which Lunch is Safe to Eat?

The Cold Facts

You and your friends are going to pack lunches for school so you can eat outside together. You pack your lunch at about 7:30 in the morning, but lunch isn't until 11:30 a.m. You need a lunch that will be safe to eat in about four hours (there is no refrigerator). Which of the lunches listed below do you think will be safe to eat?

Write *Yum* if you think the lunch is safe. Write *Yuck* if you think the lunch could make you sick.

Lunch #1 _____

- Frozen turkey sandwich packed with a frozen gel pack
- Carrot sticks
- Apple
- Cookie
- Cold carton of milk

Lunch #2 _____

- Peanut butter sandwich
- Carton of yogurt (frozen)
- Celery sticks
- Plum
- Juice box

Lunch #3 _____

- Leftover pizza
- Applesauce
- Green pepper slices
- Cold juice box

Lunch #4 _____

- Frozen roast beef sandwich
- Chips
- Orange
- Frozen juice box

Lunch #5 _____

- Leftover meatloaf sandwich
- Small container of cold peaches
- Lettuce and tomato slices
- Cookies
- Juice box



Food Safety Trivia Questions

Temperatures between 40 and 140 degrees are called the _____ for food.	Symptoms of a _____ illness are like the flu.
The number one way to prevent the spread of germs is _____.	True or False: Bacteria are everywhere, including on your hands and everything you eat and touch.
True or False: You don't need to wash your hands before and after handling food.	Wash your hands in warm water for at least _____ seconds.
Meat, seafood, poultry, milk, butter, eggs, fresh fruits and vegetables should be stored in the refrigerator at _____ degrees.	Cereal, flour, sugar, canned foods and pasta should be stored in a _____ and _____ place.
True or False: You can't see, smell or taste the bacteria that cause foodborne illness.	True or False: Eggs freeze well.
Add a _____ to keep cold food cold in a lunch box.	Foods should not be left out at room temperature for more than _____.
True or False: Moms-to-be and babies are at a higher risk from foodborne illness.	_____ need warmth, moisture and food to grow and multiply.
Most foodborne illness can be prevented by good sanitation and safe _____ handling.	The safest ways to thaw frozen meat are in the _____ and _____.
To keep food safe, keep your freezer at _____ degrees F.	True or False: Unopened containers of fruit or pudding do not need to be kept cold in a packed lunch.



Germ and Food Poisoning

Circle the correct answer to each question:

Mary made baked custard at noon. She used milk, eggs, sugar, vanilla and raisins. She wants to serve the custard warm at dinner tonight. What should she do?

- Cover the custard and put it in a warm place in the kitchen until dinner.
- Refrigerate the custard and warm it up completely right before eating it.

Darren made a large pot of beef stew in the afternoon and wants to serve it at dinner tonight. What should he do?

- Turn the heat to low and let the stew simmer until dinner.
- Just turn off the heat and let the stew set. Right before dinner, heat it up.

Jana made banana cream pies for a church dinner. She needs to run some errands and it will probably be several hours before she gets the pies to her church. What should she do?

- Cover the pies and sit them on the car floor to keep them out of the sun.
- Put ice in the bottom of an ice chest and sit the pies on top of the ice before putting them in the car.

Tony came into the kitchen and found groceries he forgot to put away when he got home three hours ago. The bag contained cereal, apples, hamburger, milk, lettuce and cheese. What should he do?

- Throw away the hamburger and milk. The other food should be okay.
- Throw everything away.

Latisha forgot to put the spaghetti with meatballs in the refrigerator after dinner. She found it on the kitchen table three hours later. What should she do?

- Throw the spaghetti away.
- Put it in the refrigerator. Chilling the spaghetti will kill any germs that have grown.



Taking Care of Leftovers

What should happen next? Circle your answers.

Jolene cooked a big pot of chili so she would have enough for several meals. Should she:

- Let the chili cool on the counter before she puts it in the refrigerator.
- Put the pot of chili in the refrigerator right away.
- Divide the chili into small, shallow containers and put it in the refrigerator or freezer right away.

Sam cooked a wonderful Thanksgiving dinner of turkey and stuffing and all the trimmings. All the guests enjoyed the meal and left the table feeling stuffed. Should Sam:

- Cover everything with a clean towel and leave it on the table.
- Divide all of the food into small containers and refrigerate right away.
- Relax and put his feet up. If no one is hungry in a few hours, he can put the food away.

Denise made spaghetti last week. There was a lot left over, so she stored it in the refrigerator. She found it today. Should she:

- Throw it out. These leftovers are too old to be safe.
- Heat the spaghetti up until it is really hot and serve it.

Henry made enough meat loaf for two meals. He froze the leftovers. He wants to serve the left-over meat loaf for dinner tonight. Should he:

- Go ahead and thaw it on the kitchen counter since it was cooked before he froze it.
- Thaw it in the refrigerator to keep germs from growing. If it isn't completely thawed by dinner, he can heat it a little longer.



Food Safety Situations

Tuna salad sandwich made last night and kept in the refrigerator.

Tuna salad sandwich made last week and kept in the refrigerator.

Carton of yogurt, left on the kitchen counter for four hours.

Unwashed carrots kept in the refrigerator.

Peanut butter sandwich left on the kitchen counter all day.

Carrots left on the kitchen counter all day.

Cheese sticks left on the kitchen counter for three hours.

Unwashed grapes left on the kitchen counter for five hours.

Turkey sandwich left in a lunch bag with no freezer pack for four hours.

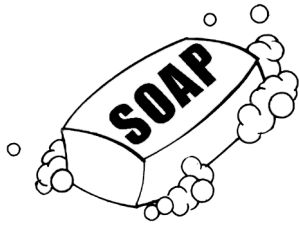
Glass of milk left on the kitchen counter for 15 minutes.

Leftover ham sandwich brought home from school in backpack.

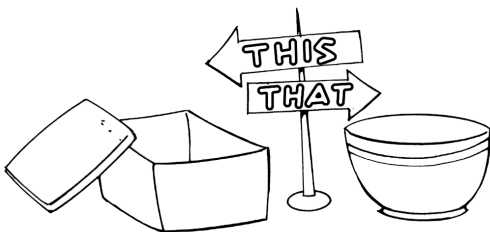


Clean, Separate, Cook, Chill Match-Up

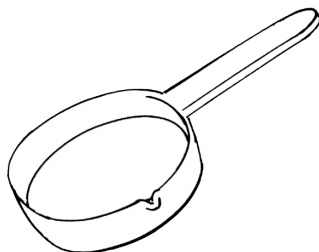
Clean



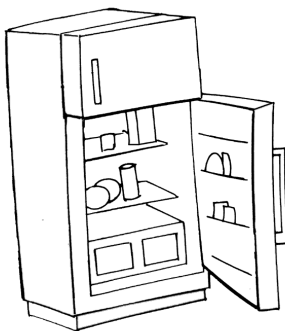
Separate



Cook



Chill



- Using the kitchen sponge to wash your child's face.
- Thawing food on the kitchen counter.
- Waiting more than two hours after shopping to store groceries properly.
- Leaving leftovers at room temperature to cool.
- Using the same plate for raw and grilled meat when you barbecue.
- Cooking eggs only until yolks are runny.
- Using the same cutting board for meat and vegetables without washing it between uses.
- Marinating meat at room temperature.
- Stirring food and then tasting from same spoon.
- Eating hamburgers that are still pink inside.
- Eating Easter eggs that have been hidden for more than two hours.
- Preparing food without washing hands first.
- Leaving "doggie bags" full of leftovers from a restaurant at room temperature overnight.