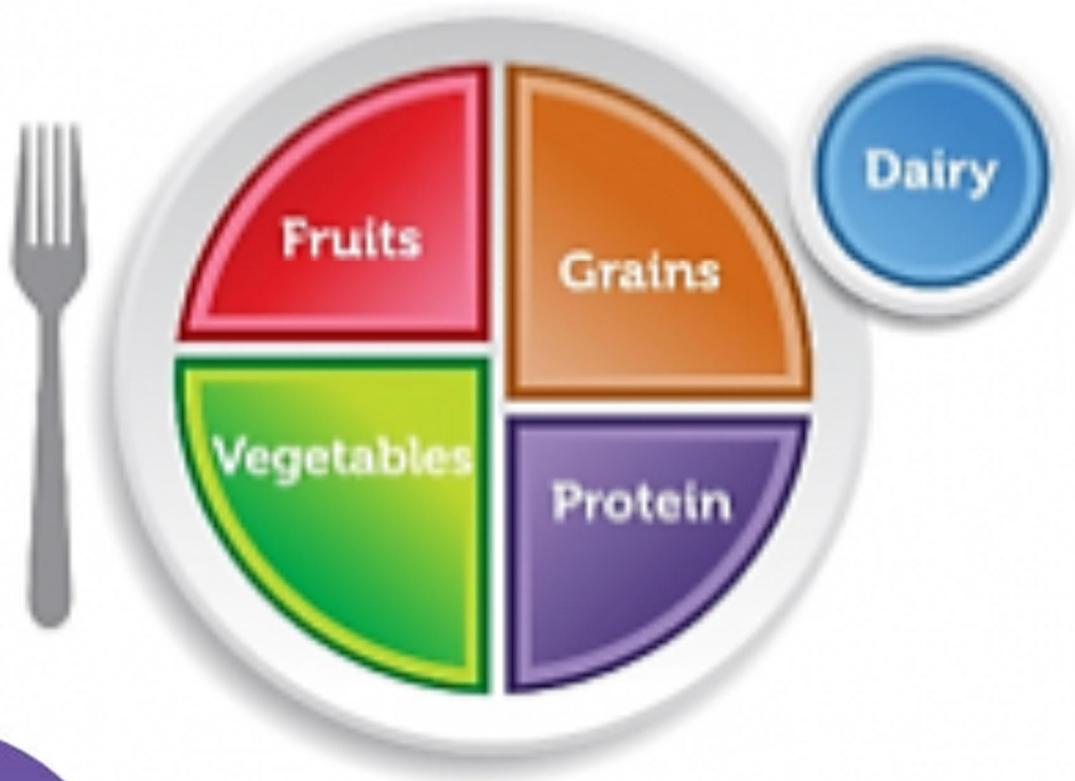




Idaho WIC Training
Basic Nutrition
Trainer



IDAHO DEPARTMENT OF
HEALTH & WELFARE
DIVISION OF PUBLIC HEALTH

WIC is an equal opportunity provider.

What Will They Learn?

This course will help the learner understand that basic nutrition is a powerful way to make a difference in the WIC participants' lives. They will be able to help WIC participants make choices to help them achieve their goals for better health.

Instruction Level

Prerequisite for taking the Basic Nutrition course: None

Items Needed for this Course

The Idaho WIC website wic.dhw.idaho.gov houses all the online materials for staff under the Staff training page.

- Definitions and acronyms (located under the policy manual area)
- State of Minnesota WIC Basic Nutrition modules:
<https://www.health.state.mn.us/people/wic/index.html>
- Access to the website www.choosemyplate.gov (required to complete activity #6)
- Please access the National Heart, Lung, and Blood Institute and use the [BMI Calculator](#)

Recommended Time

- Approximate time it takes to complete the Basic Nutrition course: 2-3 hours
- Approximate time it takes to complete the face-to-face activities and discussion: 2-3 hours

Module 1: Introduction to Basic Nutrition

Go to <https://www.health.state.mn.us/people/wic/index.html>

1. Under Information for Local Agencies click Local Agencies
2. Then click Training Resources for Local Agencies

m1 DEPARTMENT OF HEALTH

Women, Infants, and Children (WIC) Program

WIC Home

WIC Families - Welcome to WIC!

WIC Success Stories

Am I Eligible?

WIC Agency Directory

Breastfeeding & You

Recipes

Shopping for WIC Foods

WIC Grocery Store Search

Información en Español

Af Soomaali

Civil Rights

Information for:

Local Agencies

Grocery Stores & Pharmacies

Health Care Providers

Reports & Data

Additional Links

WIC Works

USDA Food and Nutrition Service

More Links...

MDH Text4baby

Information for Local Agencies

WIC Program

Coronavirus (COVID-19) - WIC Memos

[Finance & Program Management](#)

[Nutrition Resources](#)

[Food Package](#)

[Breastfeeding](#)

[Communications & Outreach](#)

[WIC Information System](#)

[Reports & Data](#)

[Training Resources for Local Agencies](#)

[Participant Centered Services](#)

3. Then click [Nutrition Training Resources](#)
4. Then click [Nutrition Modules](#)

Nutrition Training Resources

MNV

Training Resources for Local Agencies



[Nutrition Training Resources](#)



[Breastfeeding Training Resources](#)



[Program Management Training Resources](#)



[Information System Training](#)

MN WIC Program

[Continuing Education Assessment, Planning and Documentation](#)

[Nutrition Continuing Education Resources](#)

[Nutrition Modules](#)

[New Staff Training](#)

[Baby Behavior Training and Tools](#)

[PCS Training and Tools](#)

[PCS Diet Assessment Tools](#)



Activity 1

The learner will be asked to identify food sources of saturated, polyunsaturated, monounsaturated, and trans-fat (Refer to Module 1, Slides 26, 28, 29, and 30).

Food Source	Type of Fat(s)
Ex. Olives	Ex. mono
Whole Milk and Cheese	sat
Stick Margarine	trans
Fried foods such as French fries	trans
Canola oil	mono (contains omega-3's)
Nuts	mono
Beef and Pork (certain cuts)	sat
Fatty Seafood (ie: salmon and tuna)	poly (contains omega-3's)
Avocado	mono
Butter and cream	sat
Peanut Butter (non-hydrogenated type)	mono
Baked goods such as cookies and crackers	trans
Soybeans	poly (contains omega-3's)

- When talking to a WIC participant, what are some suggestions for starting a conversation about dietary fat intake?

Possible responses:

- What have you heard about consuming dietary fat?
- If dietary fat is mentioned, what information or questions come to mind?

- What are your thoughts about fat intake for you or your child?
 - Can you tell me a little bit about mealtime at your home? What foods do you typically eat? Probing questions: What about meats and sides? What about snacks?
 - Some moms have told me they were able to make small changes in food choices that made a big difference in their family's health. They said they were surprised at how easy it was to cut fat in some places. May I share those tips with you? What do you think?
2. What can a WIC participant do to keep fat in the diet at an acceptable level (Module 1, Slide 36 and 37)?

Possible responses:

- Use lean meats (removing visible fat) and skim or low-fat dairy products.
- Use liquid, unsaturated vegetable oils, like olive oil or canola oil for cooking instead of lard, shortening, butter or margarine.
- Read nutrition labels on food packages to check for kinds and amounts of fat. Look for 'low-fat' or 'lean' on labels.
- Enjoy fish or beans as a main dish.
- Watch portion sizes. Consume high fat foods in moderation.
- Bake, broil, steam, and grill, rather than frying.
- Eat plenty of fruits, vegetables, and whole grains, the foods naturally low in total fat.
- Limit egg yolks
- Add flavor using herbs and spices instead of fat.



Activity 2

The learner will be asked to create a sample Breakfast and Lunch meal for a 3-4 year old. Both meals shall be well-balanced and include at least one high fiber, carbohydrate containing food, and at least one protein containing food.

Ex. Lunch	Turkey/Cheese Quesadilla: 1 slice turkey breast, 1 slice cheese, 2 small whole wheat tortillas (6" diameter), 1/4 cup chopped tomatoes. Carrots Sticks with Dip: 1/2 cup carrot sticks and Tbsp. low fat ranch dip. Drink: 1 cup of low-fat milk or ½ cup juice.
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Once the learner has finished creating the sample meals, here are possible questions to assist in assessing their competency of the activity.

- How did you go about creating your meals?
- What made you choose those particular foods for the breakfast meal? The lunch meal?
- What are your fiber choices in each meal? What are your protein choices in each meal?

1. What does "well-balanced" mean to you?

Possible response: A well-balanced diet means getting the right types and amounts of foods and drinks to supply nutrition and energy for maintaining body cells, tissues, and organs, and for supporting normal growth and development.

2. Why is it important to include fiber in the diet regularly? (Refer to Module 1, Slide 21-23)
 - Insoluble fiber reduces constipation, hemorrhoids, diverticulosis, and may help prevent diseases, such as colorectal cancer.
 - Soluble fiber helps lower blood cholesterol and glucose levels. A high fiber diet increases a person's feeling of fullness, resulting in less food eaten and chances of obesity.

3. Why is it important to include protein in the diet regularly? (Refer to Module 1, Slide 39)

Protein builds and maintains body tissue, is a part of enzymes and hormones, repairs cells, helps transport nutrients and oxygen through the body, and provides energy when there are not enough carbohydrates and fat available.

Module 2: Micronutrients and Water



Activity 3

The learner will be asked to identify whether each food contains Vitamin C, Vitamin A, Folic Acid, or none of the three after analyzing the eating pattern for a pregnant WIC participant. Some food items have more than one or no answers.

Meal	Foods Eaten	Vitamin C	Vitamin A	Folic Acid
7:30am	Oatmeal prepared with skim milk		x (milk)	x (oatmeal)
	1 Egg		x	
	Orange slices	x		x
10:00am	1 slice Whole Wheat bread			x
	1 Tbsp. Peanut butter			x
	½ c. Mango	x	x	
	Water			
12:00pm	Turkey sandwich made with: Whole wheat bread			x
	Turkey			
	Cheddar cheese			
	Spinach leaves		x	x
	1 c. Yogurt			
	1 c. Strawberries	x		
	Water			

3:30pm	Handful of Almonds			X
	1 c. Skim Milk		X	
6:30pm	2 Corn Tortillas			X
	Pinto Beans			X
	Shredded Chicken			
	Sautéed Green and Red Peppers	X	X	
	Brown Rice			X
	Water			

1. What are the benefits of including Vitamin A in your diet? (Refer to Module 2, Slide 6)
Helps the body resist infection and keeps the eyes, skin, and internal organs healthy.
2. What are the benefits of including Vitamin C in your diet? (Refer to Module 2, Slide 22)
Helps the body resist infection, increase iron absorption, helps heal wounds, gives structure to blood vessels, and helps mend broken bones.
3. What are the benefits of including Folic Acid in your diet? (Refer to Module 2, Slide 18)
Helps your body make new cells, helps form hemoglobin, protects against heart disease, and reduces the risk of neural tube birth defects.



Activity 4

The learner will be asked to list at least three foods rich in each nutrient in the table below. They should try to avoid listing foods already reviewed in Activity 3 (Refer to Module 2, Slides 6, 22, 26, and 35).

Calcium	Iron	Vitamin A	Vitamin C
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Calcium-fortified foods (ie: orange juice, soy milk, bread) Milk products (milk, cheese, yogurt) Corn tortillas (made with Calcium) Salmon and small fish eaten with bones Tofu (processed using calcium) Leafy green vegetables (spinach, collard greens) Broccoli Dried beans/peas	Poultry, seafood, meats Dried beans/peas Peanut butter Dried fruit Leafy Green vegetables (spinach, swiss chard, turnip greens) Iron-fortified bread, cereal, rice, pasta Peas	Orange-red vegetables (carrots, yams, peppers, sweet potatoes) Dark green vegetables (spinach, collards, kale, broccoli) Orange fruits (mango, papaya, apricot, cantaloupe) Butter Milk Cheese Egg yolk	Citrus fruits (orange, grapefruit, lemon) Citrus juices Broccoli Strawberries Kiwi Cantaloupe Guava Mango Papaya Cabbage Snow peas Peppers
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Activity 5

The learner will be asked to review the Mock Scenario and answer the following questions. Please refer to the Mock Scenario provided in the Activities Workbook.

1. What iron containing foods does this child eat? (Refer to Module 2, Slide 35).
 - Iron fortified WIC cold cereal
 - Green peas

2. What factors put this child at risk for iron deficiency? (Refer to Module 2, Slide 34).

Possible responses:

- Low intake of heme-iron containing foods (ie: meat, poultry, fish, and seafood).
- Consumption of more than 24 ounces of cow's milk daily (iron binds with calcium).
- Frequent consumption of iron-poor foods, such as chips, cookies, sweetened beverages, and candies, which replace iron-rich foods in the diet.
- Low intake of foods rich in Vitamin C.
- Child is a picky eater, which may lead to restricted eating and therefore a low iron intake.
- Child is possibly experiencing rapid growth.

3. What is the relationship between calcium intake and iron absorption? (Refer to Module 2, Slide 35).

Possible responses:

- Calcium interferes with iron absorption when the two minerals are consumed together.
- Toddlers who consume more than 24 ounces of cow's milk daily may have irritation to the stomach lining, causing blood loss.

NOTE: Access to the website www.choosemyplate.gov is required in order to complete activity #6.

Module 3: Energy Balance and Metabolism



Activity 6

ChooseMyPlate.gov Scavenger Hunt

The learner will be asked to navigate to the website www.choosemyplate.gov to find the answers below and encouraged to bookmark the website on their computer to share with participants later or use as a resource.

1. Name three tips for eating healthy on a budget.

Possible responses:

- | | |
|---|--|
| Stick to your list | Purchase items on sale |
| Use coupons | Buy in bulk when items are on sale |
| Buy store brands | Buy foods in-season |
| Plant your own food | Buy frozen or canned food so it lasts longer |
| Cook from scratch rather than purchase convenient versions of the same food (ie: oatmeal, beans, rice, pasta) | |

2. Name three tips for helping picky eaters try new foods (preschoolers section).

Possible responses:

- Offer new foods many times
- Offer small portions of new foods
- Parents should be a good role model by trying new foods themselves
- Offer only one new food at a time
- Serve a favorite food alongside a new food
- Offer new foods first, at the beginning of a meal, when your child is the hungriest
- Serve food plain if that is important to the child

3. What foods are examples of whole grains?

Possible responses:

100% whole wheat breads, tortillas, English muffins	Oatmeal
100% whole wheat crackers	Brown rice
Shredded wheat cereal	Whole grain pasta
Whole wheat bulgur	

4. What are three tips for parents to cut back on their child's sweet treats?

Possible responses:

Serve small portions of sweets	Make nutrition foods fun
Drink non-sugar beverages	Encourage kids to invent new snacks
Choose not to offer sweets as rewards	Make fruit the everyday dessert
Use the check-out lane that does not display candy	Offer low-sugar cereals

5. What is the recommended intake for vegetables for a preschooler?

1 cup

Module 4: Special Considerations



Activity 7

The learner will be asked to review the Mock Scenario and answer the following questions. Please refer to the Mock Scenario provided in the Activities Workbook.

1. What is the participant's current BMI weight status? (Refer to Module 3, Slide 4 and 5).
Overweight

2. If the WIC participant asks for suggestions to promote weight loss, what are some possible responses? (Refer to Module 3, Slides 9).

Possible responses:

- Increase water intake
- Increase vegetable intake
- Educate about sweetened beverages (ie: juice, soda, and Kool-Aid)
- Decrease fast food intake
- Replace sweets with alternative, healthier choices