



Nutrition for Family Living

Susan Nitzke, Nutrition Specialist; susan.nitzke@ces.uwex.edu
Sherry Tanumihardjo, Nutrition Specialist; sherry.tan@ces.uwex.edu
Amy Rettammel, Outreach Specialist; arettamm@facstaff.wisc.edu
Gayle Coleman, Nutrition Specialist; gayle.coleman@ces.uwex.edu
Heather Harvey, Nutrition Specialist; heather.harvey@ces.uwex.edu

November, 2005 Topics

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WIC Changes Formula Provision in January 2006

By Mary Jane Getlinger

The Wisconsin WIC Program will soon be making several major changes in the provision of infant formula. **WIC continues to actively promote and support breastfeeding as the norm for infant feeding.** The advantages of breastfeeding are irrefutable and include nutritional, immunological, and psychological benefits to both infant and mother. However when a mother decides to breastfeed partially, or not to breastfeed, WIC provides infant formula.

Effective **January 1, 2006:**

- WIC will routinely provide the following Nestle® standard formulas:
 - Good Start® Supreme DHA & ARA
 - Good Start® Supreme Soy DHA & ARA
- Upon caregiver's request WIC will provide the following Nestle® formula
 - Good Start® Supreme
 - Good Start® Essentials

In order to ease the transition, WIC will go ahead and begin offering these formulas to infants who are born in November and December.

Under the new contract, WIC will no longer provide standard infant formulas from other companies under any circumstances.

WIC will require both ICD-9 codes (indicating a medical diagnosis) and prescriptions in order to provide WIC-authorized special formulas and medical foods for infants and children (e.g. prematurity, congenital heart disease, etc). In November and December, local WIC agencies will distribute revised WIC Medical Referral forms which include instructions for formula/medical food prescriptions and coding.

Food cost savings that result from these new formula contracts will be used to enroll additional women, infants and children into the WIC program.

WIC supports the American Academy of Pediatrics' statement encouraging mothers to breastfeed their babies exclusively for at least six months and continue for at least the first year of life and beyond, for as long as mutually desired by mother and child. Local WIC agencies have staff that can assist WIC mothers with breastfeeding or make appropriate referrals.

WIC is asking the cooperation of local healthcare providers and other educators/advisors to promote and support breastfeeding and to be encouraging of WIC families as they adjust to using these WIC contract formulas.



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Review of MyPyramid for Kids materials

By Gayle Coleman on behalf of the WNEP Youth Work Group

The USDA, Center for Nutrition Policy and Promotion, released MyPyramid for Kids materials on September 28, 2005. These materials are designed to be used with children between the ages of 6 and 11 years. They are available on the MyPyramid.gov web site along with the adult MyPyramid materials. Although the materials were tested with children to ensure that they are age-appropriate and kid-friendly, a description of the testing results is not available at this time.

The WNEP Youth Work Group reviewed some of the new MyPyramid for Kids materials. Susan Nitzke and Amy Rettammel tried the Blast Off game. Our comments on the poster with educational messages, Tips for Families handout, classroom lessons and Blast Off game follow. These comments are intended to help colleagues who are considering how to incorporate these materials into their teaching.

Posters

There are actually two sides to the MyPyramid for Kids poster. One side of the poster, for younger children (i.e. grades 1-2), highlights a simplified MyPyramid for Kids graphic. The other side, for older children (grades 3-6), features both the MyPyramid for Kids graphic and healthy eating and physical activity messages. In general we like the graphics and the variety of activities shown. The caption, "Eat Right. Exercise. Have Fun." has a nice ring to it. We question whether the educational messages on the poster are appropriate for the entire age range for which they were designed. For example, the message under the Milk Group says "Get your calcium-rich foods," and the message under the Meat and Beans Group says "Go lean with protein." Our opinion is that the nutrient-focused messages for these two groups might be OK for older children (9 to 11 years) but are too advanced for younger children (6 to 8 years).

Handout

The Tips for Families handout is attractive and easy to read. We look forward to using the variety of positive messages with learners and their families.

Classroom lessons

We have mixed reactions to the classroom materials. Although we like the fact that there are three levels of lessons – Level One for grades 1 and 2, Level Two for grades 3 and 4, and Level Three for grades 5 and 6 – we believe each lesson attempts to cover too many concepts for one lesson. Our preference is to focus on one of the key messages in each lesson rather than try to cover the entire MyPyramid for Kids in just three lessons. Some of the activities in the lessons could be improved to better apply to real-life situations. For example, the second lesson in Level Two focuses on planning meals and snacks for an entire day. Since most children this age do not plan a full day of meals and snacks, we think a better application to a real life situation for children would be to plan a snack or meal that they might actually have control over planning such as breakfast. Other specific concerns we have with the lessons are:

- Level One, Lesson 1 encourages kids not to eat too much sugar and fat. Since children this age are concrete thinkers and see things as "good" or "bad," we suggest omitting this concept from the lesson. We see value in focusing on eating lots of different kinds of foods. However, spending time on the specific colors for each wedge on MyPyramid seems unnecessary and could be confused with the concept of eating different colors of vegetables and fruits.



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- One activity in Lesson 2 in Level One has kids looking for “whole grain” on the ingredient label. Although we value focusing on the message to “Make half your grains whole,” the label-reading activity seems too advanced for early readers. Our advice is to work with children to explore whole grains using their senses of taste, look and feel instead of label reading.
- Level One, Lesson 2 also includes a work sheet, “Eat Smart with MyPyramid for Kids,” that seems too cluttered and confusing. An alternate activity might be to use the food picture cards used in the Go Fish classroom activity (see <http://teamnutrition.usda.gov/resources/mypyramidclassroom.html> and click on cards to download). Print one or more pages of these cards and have children identify pictures of foods in the food group that you plan to cover.
- Level Two, Lesson 1 includes a statement that seems to promote disordered eating. The statement is... *a donut is a high-fat and a high-added-sugar choice. I only eat these on special occasions. Then I run up and down the stairs of MyPyramid for Kids a bunch of times!* We suggest omitting this concept since it puts physical activity in a negative light, as a sort of “payment” for eating something “bad.” Children can enjoy eating all kinds of foods from time to time, without having to somehow make up for eating higher fat, higher added sugar foods. Encourage children to be physically active because it is fun and it makes our bodies feel good rather than focus on being active to make up for eating foods with fat and sugar.
- Level Three, Lesson 3 includes the concept of percent Daily Value but does not explain this concept for students. The worksheet for the lesson, *What is the Score?*, has several confusing questions. The question, “what percent of calcium in one serving?” in the chart at the top of the worksheet is confusing because it does not specifically say percent Daily Value. The first question on the lower half of the page also seems confusing because it does not specifically ask for the answer in terms of percent Daily Value. We suggest using the label reading lesson, “Are You Label Able,” in *The Power of Choice* in place of this lesson.

The Blast Off game is designed to be fun, and to reinforce the concepts of eating the recommended amounts of foods from all the food groups and get the recommended amount of physical activity. Children choose foods for meals and snacks to load their fuel tanks, one fuel tank for each food group. Children can choose the foods they actually eat or make creative choices. They also choose physical activities to load the battery. As children make their food choices, they periodically get messages of encouragement or warnings depending on what they choose. If they achieve the recommendations for all the food groups and get at least 60 minutes of physical activity, then they are able to blast off and reach the target. A mission report tells children why they succeeded or what changes they would need to make in order to blast off if they weren't able to.

Overall, we think the MyPyramid for Kids poster and Tips for Families will fit nicely with WNEP education but think the lessons will need some adjusting in order to be useful. The Blast Off game could be a fun activity for children to do outside of the classroom to reinforce the messages taught in the classroom. We encourage you to contribute your thoughts about how these new resources could or should be used in WNEP. Sharing our collective wisdom will help us identify the best ways to use these materials. Youth workgroup members are: Theresa Wimann, Wilma Johnson, Lori Ballantine, Pamela Warren-Armstrong, Cindy Busch, Gerry Berg-Sutten, Mary Krisco, Laurie Bauer, Bev Phillips, Shirley Crowe, Joyce Roberts, and Gaby Anaya.



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New Resources on School Health and Childhood Obesity Prevention

By Susan Nitzke

Action for Healthy Kids (AFHK) workshop and resources. A statewide workshop for educators and stakeholders in Wisconsin will be held in Middleton on November 30, 2005. AFHK's *What's Right for Kids — Improving the School Nutrition and Physical Activity Environments* workshop for school teams focuses on the process to develop and implement a School Wellness Policy. A brochure for the workshop and other resources are available at <http://dpi.wi.gov/ne/tn.html>.

AFHK coalitions are working at the national and state level to support schools and communities that are trying to provide healthier environments for children. A recent AFHK survey of parents of school-aged children found a significant gap between what parents believe is happening and what is actually happening in terms of nutrition and physical activity in America's schools. The report is online at http://www.actionforhealthykids.org/special_exclusive.php. A profile of data on health promotion in Wisconsin schools is available at:

<http://www.actionforhealthykids.org/filelib/stateaction/profiles/Wisconsin.pdf>

Obesity Fact Sheets. The U.S. Centers for Disease Control and Prevention (CDC) has issued a set of state-specific Obesity Fact Sheets. These fact sheets contain results from the Youth Risk Behavior Survey (YRBS) and School Health Profiles related to the obesity epidemic among youth. The YRBS results describe the problem by identifying the percent of high school students who are overweight, engage in unhealthy dietary behaviors, or are physically inactive. The School Health Profiles results describe characteristics of health education, physical education, opportunities for physical activity, and the school environment among middle/junior and senior high schools that may help address the problem. To view our state's fact sheet, go to <http://www.cdc.gov/healthyyouth/obesity/facts.htm> and click on Wisconsin.

School Health Awards. Governor Doyle's office has announced a new School Health Award for schools that are working to:

- promote healthy nutritional choices
- get students active
- have policies in place to address staff and student wellness
- have a committee to address wellness efforts in your school
- prevent alcohol, tobacco, and drug use
- actively involve parents

Awards will be available at gold, silver and bronze levels. For more information, go to <http://www.schoolhealthaward.wi.gov/>.

Note: It's too late to apply for this year's certificate, but it's not too late to start working with your school's wellness council and/or your local nutrition or obesity-prevention coalition to apply next year.

Implications for Extension Educators: These data sets and resources are new additions to a building collection of materials that inform and support local and state educators and community advocates in their work to promote health and reduce child obesity. For more information, see <https://www.uwex.edu/ces/flp/apps/flrc/team/eating/resource/wellness.cfm> (requires FL login).



Breakfast and BMI: 2 new studies 'weigh' in

By Heather Harvey

Two studies published in the September issue of the Journal of the American Dietetic Association add more data to the ongoing debate about the influence of breakfast on weight. Each study looks at the association of breakfast consumption and weight, but also looks at cereal consumption separately from other breakfast foods. These two studies suggest that what you eat for breakfast may be an important consideration in weight management.

The first study by Song et al. looked at whether or not breakfast as well as ready-to-eat cereal consumption is associated with body mass index (BMI) in US adults. They used data from the NHANES 1999-2000 study to answer this question. Initially they observed that breakfast eaters shared a number of other healthy habits. Breakfast eaters tended to exercise and to be non-smokers, and were trying to control their weight. They also tended to be older and female. Compared to non-consumers of breakfast, people who ate breakfast consumed less fat and more fiber. However, when cereal eaters were separated out from other breakfast eaters, they found that people eating cereal for breakfast had a lower percentage of calories from fat and more fiber in their daily diets, than non-cereal eaters. Finally, when BMI was considered, breakfast eating was associated with BMI in women, but not in men. In this study, women breakfast eaters had a lower BMI than women who did not eat breakfast. However, once cereal consumption was taken into account, they found that cereal eating was and breakfast eating was not associated with a lower BMI in women. It is worth noting that this study looked at breakfast and cereal consumption at a single point in time. While women who ate cereal may have had a lower BMI, it is impossible to tell whether or not cereal eating caused their lower BMI. The authors called for more studies to look at this question.

The second study by Barton et al. looked at continuous data from 9 to 19 year olds who participated in the National Heart, Lung, and Blood Institute Growth and Health Study. The girls who were part of the study began at age 9 or 10 and were followed for 10 years. This study looked at whether breakfast and cereal consumption impacted the girls' BMI and nutrient intakes. As expected, breakfast and cereal eating decreased with age. Cereal eaters had higher intakes of fiber, calcium, iron, folic acid, vitamin C and zinc, as well as less fat and cholesterol over the course of a day. Cereal eating, but not breakfast eating, also predicted BMI in these girls when energy intake and physical activity were controlled variables. "As girls matured through adolescence...cereal eaters were leaner than girls who did not eat cereal, regardless of age." Like the study described previously, this study looked at cereal eating and BMI at a single point in time. However, the researchers looked at this over consecutive years. While this study does not prove that breakfast or cereal eating causes people to have healthier BMIs, it does suggest that the relationship between cereal eating and BMI is consistent over the adolescent years.

Implications for Extension Educators

There are a number of studies that outline the benefits of eating breakfast. Recently, research has been focusing on the content of breakfasts and benefits associated with particular types of breakfasts. These two studies make a case that cereal has particular benefits over other breakfast foods. This makes sense given that most cereals are fortified grain products, low in fat, and eaten with milk, and accompanied by a glass of juice. This breakfast pattern was reflected in the higher quality nutrient intakes seen in cereal eaters in both studies. As educators, it is important to help our learners not only understand the benefits of certain foods or behaviors, but also to help them



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incorporate these foods and behaviors into their lives. Cereal is a quick and convenient breakfast food that might appeal to individuals without much time for breakfast in the morning.

References:

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