30th Annual National CACFP Conference
April 21-23, 2016
Orlando, Florida

Child Nutrition Workshop

Presented By:

Cynthia Snyder
Childcare Specialist
Novick Brothers
At Novick Brothers we consider ourselves your partner in helping you provide the best program possible for your children and families. Your goals are our goals, and we wish you much success in the years to come.

We applaud and support your efforts to advance childhood nutrition, and look forward to working together with all of you to implement this program. It is our hope that this training will contribute to your program offerings and help to provide for the healthy future of our children.

Kind regards,

Your Novick Brothers Team
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Meet the Novick Brothers Childcare Support Team

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Section 1: Portioning & Serving

**Objective:** Learn how to calculate portions of food for all age groups

**Why Measure Serving Sizes for Children?**

1. The USDA requires programs that are getting reimbursed to accurately measure portion sizes.
2. Any program that claims to have a USDA menu must follow the USDA guidelines for that menu.
3. The earlier a child is taught to eat appropriate portion sizes, the better their chances are of maintaining a healthy weight throughout their lifetime.
4. Serving sizes that are posted on manufacturer labels are adult portion sizes meant for children 6 years and older. For a child in the preschool age group, portion size is ½ of that amount.
   
   **Example:** If package reads that 30 grams is a serving, ½ of that (15 grams) would be a serving for a child through age 5. This is important when serving snacks in particular.
5. When serving with a device such as a spoodle, make sure that you are using level measurements, not a heaping spoonful (see pg. 7 for diagrams).
6. The CACFP program will charge back your organization if it conducts an audit and discovers that measurements and portions are not being followed. The inspector will be comparing your invoices to your menus and enrollment to make sure you are ordering and purchasing the food that you were scheduled to serve on any given day. If changes are made at the last minute to the standard menu, adjustments must be written in for that meal or snack for that day*.

   *This is extremely important to insure that your program will not have to give back your reimbursement. Charge backs can be detrimental to the budget of any program, especially if they are substantial and not accounted for ahead of time.
## Section 1: Portioning & Serving

### CHILD AND ADULT CARE FOOD PROGRAM (CACFP) • MEAL PATTERN FOR CHILDREN

<table>
<thead>
<tr>
<th>CACFP Meal Pattern</th>
<th>Ages 1 and 2</th>
<th>Ages 3–5</th>
<th>Ages 6–12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, fluid&lt;sup&gt;3&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¾ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1 cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetable(s) and/or fruit(s) or Full-strength fruit or vegetable juice or An equivalent quantity of any combination of the above vegetables and fruits</td>
<td>¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¾ cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Grains and Breads&lt;sup&gt;5&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal&lt;sup&gt;6&lt;/sup&gt; or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of the above grains and breads</td>
<td>½ slice ½ serving ¼ cup&lt;sup&gt;4&lt;/sup&gt; or ½ ounce ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ slice ½ serving ¼ cup&lt;sup&gt;4&lt;/sup&gt; or ½ ounce ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1 slice 1 serving ¼ cup&lt;sup&gt;4&lt;/sup&gt; or 1 ounce ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Snack (Supplement)&lt;sup&gt;7&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, fluid&lt;sup&gt;3&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¾ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1 cup&lt;sup&gt;4&lt;/sup&gt;</td>
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<tr>
<td>Vegetable(s) and/or fruit(s) or Full-strength fruit or vegetable juice or An equivalent quantity of any combination of the above vegetables and fruits</td>
<td>¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¾ cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Grains and Breads&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal&lt;sup&gt;6&lt;/sup&gt; or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of the above grains and breads</td>
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<td>1 slice 1 serving ¼ cup&lt;sup&gt;4&lt;/sup&gt; or 1 ounce ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt; ¼ cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Meat and Meat Alternates**

| Lean meat or poultry or fish<sup>8</sup> or Alternate protein products<sup>9</sup> or Cheese or Cottage cheese or Eggs or Cooked dry beans or peas or Peanut butter or sonnut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds<sup>10</sup> or Yogurt<sup>11</sup>, plain or flavored, unsweetened or sweetened or An equivalent quantity of any combination of the above meat and meat alternates | ½ ounce ½ ounce ¼ cup<sup>4</sup> ½ large egg 1 tablespoon ½ ounce | ½ ounce ½ ounce ¼ cup<sup>4</sup> ½ large egg 1 tablespoon ½ ounce | 1 ounce 1 ounce ¼ cup<sup>4</sup> ¼ large egg 2 tablespoons 1 ounce |

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<sup>1</sup> Connecticut State Department of Education • September 2011 • Page 1 of 2

<sup>2</sup> Children with medical or developmental needs who receive special meals or snacks under the USDA special diet regulations. This table includes these special needs meals/snacks in addition to the regular meals/ snacks.

<sup>3</sup> One cup of milk is 8 fluid ounces, and is equivalent to 2% fat milk served as follows: complete milk, regular buttermilk or evaporated milk. In some circumstances, 1% milk can be used for children under 2 years of age. 1% milk is 7.9 fluid ounces, and 0% milk is 8 fluid ounces.

<sup>4</sup> One cup is 8 fluid ounces.

<sup>5</sup> Grains and Breads includes any combination of the following: bread, cornbread, biscuits, rolls, muffins, pancakes, waffles, tortillas, crackers, cookies, cereals, pasta and rice products, and any combination of the above.

<sup>6</sup> Cold dry cereal includes any combination of the following: bran, flakes, flax, groats, oats, and wheat, as well as any combination of the above. Cold dry cereal includes any combination of the following: bran, flakes, flax, groats, oats, and wheat, as well as any combination of the above.

<sup>7</sup> Serve any two of the following four components (must be two DIFFERENT components).

<sup>8</sup> In the mean time, meet the need.

<sup>9</sup> Including只要单选n, chicken, turkey, beef, fish, shellfish, eggs, and meat substitutes.

<sup>10</sup> Including only nuts, seeds, and peanut or tree nut products.

<sup>11</sup> Including only single or double strength milk.
### Section 1: Portioning & Serving

#### CHILD AND ADULT CARE FOOD PROGRAM (CACFP) • MEAL PATTERN FOR CHILDREN

<table>
<thead>
<tr>
<th>CACFP Meal Pattern</th>
<th>Ages 1 and 2</th>
<th>Ages 3–5</th>
<th>Ages 6–12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lunch and Supper</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, fluid&lt;sup&gt;2&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1 cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Vegetables and Fruits&lt;sup&gt;12&lt;/sup&gt;</td>
<td>¼ cup total&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¼ cup total&lt;sup&gt;4&lt;/sup&gt;</td>
<td>¼ cup total&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Grains and Breads&lt;sup&gt;5&lt;/sup&gt;</td>
<td>½ slice</td>
<td>½ slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>Bread or Combread, biscuits, rolls, muffins, etc. or Cooked pasta or noodle products or Cooked cereal grans or An equivalent quantity of any combination of the above grains and breads</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>Meat and Meat Alternates</td>
<td>1 ounce</td>
<td>1 ½ ounces</td>
<td>2 ounces</td>
</tr>
<tr>
<td>Lean meat or poultry or fish&lt;sup&gt;4&lt;/sup&gt; or Alternate protein products&lt;sup&gt;2&lt;/sup&gt; or Cheese</td>
<td>1 ounce</td>
<td>1 ounce</td>
<td>2 ounces</td>
</tr>
<tr>
<td>Cottage cheese or Eggs or Cooked dry beans or peas or Peanut butter or soy nut butter or other nut or seed butters or Peanuts or soy nuts or tree nuts or seeds&lt;sup&gt;10&lt;/sup&gt; or Yogurt&lt;sup&gt;11&lt;/sup&gt;, plain or flavored, unsweetened or sweetened or An equivalent quantity of any combination of the above meat and meat alternates</td>
<td>1 ½ large egg</td>
<td>½ cup&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1 large egg</td>
</tr>
<tr>
<td>Yogurt&lt;sup&gt;11&lt;/sup&gt;, plain or flavored, unsweetened or sweetened or An equivalent quantity of any combination of the above meat and meat alternates</td>
<td>2 table spoons</td>
<td>3 table spoons</td>
<td>4 table spoons</td>
</tr>
</tbody>
</table>

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1. The meal pattern chart shows the minimum amounts of each component that must be made available to each child by the CACFP facility to claim reimbursement for the meal. Children may be served larger portions but not less than the minimum quantities specified.
2. Emergency shelters can serve CACFP meals to residents ages 18 or younger and to children of any age who have disabilities. At-risk afterschool care centers can serve CACFP snacks to students ages 18 or younger.
3. For children younger than 2, only whole milk can be served. For ages 2 and older, only low-fat (1%) or fat-free milk can be served.
4. A cup means a standard measuring cup (8 fluid ounces).
5. Bread, pasta or noodle products and cereal grains must be whole grain or enriched. Combread, biscuits, rolls, muffins and other breads must be made with whole-grain or enriched flour or meal. Breakfast cereals must be whole grain, enriched or fortified. Bran and germ are credited the same as enriched or whole-grain meal or flour. All products must meet the minimum serving sizes specified in “Serving Sizes for Grains/Breads in the CACFP” (see Nutrition Policies and Guidance: Crediting Foods — Grains/Breads at http://www.sde.ct.gov/sde/cwp/view.asp?ap=26268&q=322326).
6. One serving must meet the requirements for either measure (cups) or weight (ounces), whichever is less. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.
7. A supplement (snack) must consist of two food items, each from a different food component. For example, fruit juice and carrot sticks would not meet the requirements as both items are from the vegetable/fruit component. Juice cannot be served when milk is the only other snack component.
8. Edible portion of cooked lean meat, poultry or fish as served, e.g., cooked lean meat without bone.
10. Tree nuts and seeds that may be used as meat alternates include almonds, Brazil nuts, cashew, filberts, macadamia nuts, peanuts, pecans, walnuts, pine nuts, pistachios and soy nuts. Children younger than 4 are at the highest risk of choking. The USDA recommends that any nuts or seeds served to young children are in a prepared food and are ground or finely chopped. At lunch or supper, no more than half the requirement shall be met with nuts or seeds. Nuts or seeds must be combined with another nutrient alternate to fulfill the requirement. One ounce of nuts or seeds equals one ounce of cooked lean meat, poultry or fish.
11. To increase nutrient variety, yogurt should not be served when milk is the only other snack component.
12. Serve two or more different kinds of vegetables and/or fruits, i.e., two vegetables, two fruits or one vegetable and one fruit. Full-strength 100 percent vegetable or fruit juice may be counted to meet not more than half of this requirement, i.e., counts as one of the two required servings.

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Section 1: Portioning & Serving

Serving Utensil Diagram

### Scoops (Dishers)

| Size/No. | Level Measure | Color Code
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2/3 cup</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1/2 cup</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/8 cup</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1/3 cup</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1/4 cup</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3-1/3 Tbsp</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>2-2/3 Tbsp</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>2 Tbsp</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>1-2/3 Tbsp</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>3-3/4 tsp</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>3-1/4 tsp</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>2-3/4 tsp</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>2 tsp</td>
<td></td>
</tr>
</tbody>
</table>

*Scoops are left or right hand or squeeze type that can be used for both hands. Number on the scoop indicates how many level scoops fit make one quart. For example, eight No. 8 scoops = 1 quart.

*Use colored dots matching the brand-specific color coding of scoop sizes.

### Ladles

#### Portion Servers

<table>
<thead>
<tr>
<th>Ladle 1/2 oz</th>
<th>Approx Measure</th>
<th>Portion Server 1/2 oz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oz</td>
<td>1/8 cup</td>
<td>1 oz</td>
</tr>
<tr>
<td>2 oz</td>
<td>1/4 cup</td>
<td>2 oz</td>
</tr>
<tr>
<td>3 oz</td>
<td>3/8 cup</td>
<td>3 oz</td>
</tr>
<tr>
<td>4 oz</td>
<td>1/2 cup</td>
<td>4 oz</td>
</tr>
<tr>
<td>6 oz</td>
<td>3/4 cup</td>
<td>6 oz</td>
</tr>
<tr>
<td>8 oz</td>
<td>1 cup</td>
<td>8 oz</td>
</tr>
<tr>
<td>12 oz</td>
<td>1-1/2 cups</td>
<td>—</td>
</tr>
</tbody>
</table>

*Ladles and portion servers (measuring-serving spoons that are volume-standardized) are labeled "oz." "Fl oz" would be more accurate since they measure volume, not weight.

Use ladles for serving soups, stews, creamed dishes, sauces, gravies, and other liquid products.

Use portion servers (solid or perforated) for portioning solids and semi-solids such as fruits and vegetables, and condiments.

### Cooking or Serving Spoons

#### Solid Spoons

#### Perforated Spoons

#### Slotted Spoons

Spoons vary in length (11", 13", 15", 18", 21") for ease of use in cooking or serving. Spoons can have plastic handles that are heat-resistant. Level scoops, ladles, and portion servers provide more accurate portion control than serving spoons that are not volume-standardized measure.

### Specialty Spoons

A thumb notch on a server or spoon handle prevents the spoon from slipping into the pan and prevents hands from sliding into the food. Triple-edge (solid or perforated) spoons have a flat edge that increases the area where the spoon touches the bottom of the pan when stirring.
Section 1: Portioning & Serving

Reading a Food Label

1 Serving Size
This section is the basis for determining number of calories, amount of each nutrient, and %DVs of a food. Use it to compare a serving size to how much you actually eat. Serving sizes are given in familiar units, such as cups or pieces, followed by the metric amount, e.g., number of grams.

2 Amount of Calories
If you want to manage your weight (lose, gain, or maintain), this section is especially helpful. The amount of calories is listed on the left side. The right side shows how many calories in one serving come from fat. In this example, there are 250 calories, 110 of which come from fat. The key is to balance how many calories you eat with how many calories your body uses. Tip: Remember that a product that's fat-free isn't necessarily calorie-free.

3 Limit these Nutrients
Eating too much total fat (including saturated fat and trans fat), cholesterol, or sodium may increase your risk of certain chronic diseases, such as heart disease, some cancers, or high blood pressure. The goal is to stay below 100%DV for each of these nutrients per day.

4 Get Enough of these Nutrients
Americans often don't get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets. Eating enough of these nutrients may improve your health and help reduce the risk of some diseases and conditions.

5 Percent (%) Daily Value
This section tells you whether the nutrients (total fat, sodium, dietary fiber, etc.) in one serving of food contribute a little or a lot to your total daily diet.

The %DVs are based on a 2,000-calorie diet. Each listed nutrient is based on 100% of the recommended amounts for that nutrient. For example, 18% for total fat means that one serving furnishes 18% of the total amount of fat that you could eat in a day and stay within public health recommendations. Use the Quick Guide to Percent DV (%DV): 5%DV or less is low and 20%DV or more is high.

6 Footnote with Daily Values (DV)
The footnote provides information about the DVs for important nutrients, including fats, sodium and fiber. The DVs are listed for people who eat 2,000 or 2,500 calories each day.

- The amounts for total fat, saturated fat, cholesterol, and sodium are maximum amounts. That means you should try to stay below the amounts listed.
Concerned Over Toddlers Not Eating?

Don’t Panic! Most toddlers will only eat between 1 and 2 “meals” per day.

If you think that your toddler should be eating a full meal at each mealtime, take heart – your toddler won’t eat 3 “full” meals...and doesn’t need to! What your toddler does need is at least 1000 calories per day, according to the American Academy of Pediatrics (AAP).

You will also notice that your toddler becomes less and less hungry as the day progresses. Rest assured, this is common. Toddlers may eat very well at breakfast, “ok” at lunch, and very little at dinner. Again, this is normal and perfectly healthy behavior. They are still in a stage of slow-then-rapid-then-slow growth, so their eating may not be as regular as that of an older child.

You should prepare balanced meals and healthy snacks for your toddler. Well balanced offerings (using the chart below) will help you to overcome the inevitable lack of food intake during a meal.

For example, if your toddler does not drink all of his milk at breakfast, give him cheese for a snack. If he refuses to eat his meat at lunch, give him tofu bites dusted with Cheerios or granola crumbs for a snack. This means that snacks can help you make up for food that wasn’t eaten during the normal mealtime.

The AAP recommends that children age 1 to 3 years receive roughly 40 calories per inch of height per day.

Translation: your 32 inch toddler should eat roughly 1300 calories per day for normal growth and weight gain. These calories should come from the following:

- **Fruits & Veggies:** 4 servings per day
- **Protein (meat, eggs, etc.):** 2 servings per day
- **Dairy:** 16-24 ounces per day
- **Grains (bread, cereal, rice, etc.):** 4 servings per day

When planning and serving meals to your toddler, try to have them consume the following on a daily basis:

- 2 to 3 cups of calcium (from milk, yogurt, cheese or other calcium-rich foods).
- 4 servings of fruits and vegetables (servings size: 1 tablespoon per year of age). One serving should be high in vitamin C and another in vitamin A.
- 4 servings of grains (bread and cereal). One serving should be an iron-fortified baby cereal. A serving is about 1/4 to 1/3 of an adult portion (1/4 slice toast, ¼ cup of pasta).
- 2 servings of proteins (meat, beans, eggs, tofu or peanut butter). A good serving of protein should be served at every meal. One serving equals 1/2 ounce.

**A toddler serving size = 1 tablespoon per year of age or ¼ of an adult serving per year of age**

*Source: American Academy of Pediatrics (AAP)*
Section 1: Portioning & Serving

How Much Calcium Do Kids Need?

Tweens and teens can get most of their daily calcium from:

- 3 cups of low-fat or fat-free milk (900 mg of calcium), AND
- Additional servings of calcium-rich foods to get the 1,300 mg of calcium necessary to build strong bones for life.

3 cups of low-fat or fat-free milk (900 mg of calcium)
+ additional servings of calcium-rich foods (400 mg of calcium)

1,300 mg of calcium!

Starting around age nine, young people need almost twice as much calcium as younger kids.

Calcium Needs by Age:

<table>
<thead>
<tr>
<th>Age</th>
<th>Calcium Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth - 6 Months</td>
<td>210 mg</td>
</tr>
<tr>
<td>6 to 12 Months</td>
<td>270 mg</td>
</tr>
<tr>
<td>1 to 3 Years</td>
<td>500 mg</td>
</tr>
<tr>
<td>4 to 8 Years</td>
<td>800 mg</td>
</tr>
<tr>
<td>9 to 18 Years</td>
<td>1,300 mg</td>
</tr>
</tbody>
</table>

Source: DRI for Calcium, NAS 1997
Section 1: Portioning & Serving

How Many Calories Do Children Need?

Oct 20, 2009 | By Jean Standish Marovich

Children require several things to help them grow into healthy adults, including exercise, sleep and proper nutrition. However, determining how many calories children need at the various stages of development is often a difficult task.

Infants

After a diet of only milk for the first four to six months, iron-fortified cereals, fruit, vegetables and meats are introduced. A diet containing 500 to 700 calories is usually sufficient. It should not be low-fat unless recommended by your pediatrician. The American Academy of Pediatrics has stated that a healthy amount of fat is important for babies' brain and nerve development.

Toddlers

Toddlers are in constant motion and can become very opinionated about what they want to eat. Care needs to be paid to the quality of their diet, with emphasis on avoiding empty calories. Children this age generally require 1,000 to 1,100 calories per day.

Preschool

The age of the picky eater often continues into the preschool years. About 1,200 to 1,400 calories per day is sufficient.

School Age

School-age children often ingest too much sugar, fat and salt. About 1,600 to 1,800 calories per day will provide the energy needed to fuel the brain and body.

Adolescents

Teens are often very conscious of their appearance, and this sometimes leads to eating disorders. Adolescents need 1,800 to 2,200 calories per day to fuel the many changes taking place.

References

- How Many Calories Does Your Child Need?  
  http://www.kidsandnutrition.co.uk/how-many-calories-does-your-child-need.html

- Hey, What's to Eat? Your child's nutritional needs change  
  http://www.aap.org/healthychildren/08fall/whattoeat.pdf

- Dietary Recommendations for Healthy Children  
  http://www.americanheart.org/presenter.jhtml?identifier=4575
According to the Centers for Disease Control (CDC), obesity in children has tripled over the past 30 years. As of 2010, between 16 percent and 33 percent of children and adolescents were obese, which is defined by a weight 10 percent or more higher than the ideal body weight for a child of a certain age and height, as stated by the American Academy of Child & Adolescent Psychiatry.

**Significance of Obesity**

Obesity typically begins to become a problem in early childhood, around age 5 or 6. Childhood obesity increases the risk of a number of health problems, including high cholesterol, high blood pressure, increased risk of heart disease, respiratory problems, diabetes and joint problems. Children who deal with obesity also often have problems with self-esteem and are at risk for psychological problems. Childhood obesity can be a lifelong problem. A child who is obese between the ages of 10 and 13 has an 80 percent chance of becoming an obese adult, according to the American Academy of Child & Adolescent Psychiatry.

**Increased Portion Sizes**

Obesity is thought to be a multifactorial problem, with genetics, eating habits and cultural factors all playing a role. Portion sizes have increased along with obesity over the past several decades and may contribute to the increase in calories consumed by children. Several factors may contribute to increased portion size, including an increased frequency of meals eaten outside the home, meals eaten quickly and meals eaten in front of the television or computer.

**Features of Portion Control**

In theory, decreasing portion sizes is easy, but many people do not realize what a child should be eating. Portion control requires planning meals in advance and understanding how much of each food group your child should be consuming. The bulk of your child’s diet should come from whole grains, fruits and vegetables. For example, a 10 year old who requires 1,800 calories per day should eat approximately 6 ounces of whole grains, 2.5 cups of vegetables, 1.5 cups of fruit and 3 cups of milk. This child only requires approximately 5 ounces of meat and healthy fats such as olive oil and avocado used sparingly. Processed foods such as potato chips, cookies and cake are to be used rarely, and not on a daily basis.

**Benefits**

Portion control is a particularly effective means of obesity prevention because it is a behavioral modification that can become a life-long habit. As stated by the Centers for Disease Control, healthy lifestyle habits such as eating nutritious foods in moderate quantities can lower the risk of becoming obese and of developing complications associated with obesity.
Section 1: Portioning & Serving

Considerations

While controlling childhood obesity is important for your child’s physical and emotional well-being, it is also necessary to avoid focusing on your child's weight. If your child is struggling with obesity, be sure to focus on his strengths and emphasize positive qualities. If your child has emotional difficulties related to weight issues, a child or adolescent psychiatrist can be a helpful addition to your child's health-care team.

References

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  http://www.cdc.gov/HealthyYouth/obesity/
- American Academy of Pediatrics: Prevention of Pediatric Overweight and Obesity
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- U.S. Department of Agriculture: MyPyramid for Kids
Section 2: Healthy Eating Habits

The Picky Eater

Picky eating is a normal behavior in children. Some children develop this behavior as early as birth, while other children periodically choose their favorite food. Some picky eaters are naturally sensitive to food texture and smell. Others choose not to eat certain foods because of unfamiliarity. In child care, this behavior can be a challenge for teachers and parents. Teachers must make mealtimes both enjoyable and pleasant to promote healthy eating habits for picky eaters.

The Environment

Developing healthy eating habits can be a challenge when working with children. Teachers must create an environment that is warm and welcoming to children. All distractions should be eliminated; turn off all music, television, and put away all toys. Teachers should show excitement and enthusiasm towards mealtimes. The more involved the teacher is in creating a pleasant environment, the higher the chances are of implementing healthy eating habits.

Mealtime is a time for children to share responsibilities with their friends and teachers. A routine should be followed at every meal, so children are aware and know what to expect during mealtime. Family style dining is highly recommended; it implements both social and motor skills. Respect should be given to all children to maintain a pleasant environment.

January 1, 2011

Food Behaviors

Food jag is a key behavior for some picky eaters. Food jag is when a child will only eat a particular item for all meals. Children that eat the same food, prepared the same way, during each meal is a sure sign of food jag. For example, Little Sara only eats macaroni and cheese for each meal. Children begin to food jag because of several different reasons. Reasons may include intensive sensitivity to flavor, food boredom, a self-rule attitude, and the fear of trying new foods.

Reluctance to try new foods may be due to a variety of reasons. Temperament may be an issue that causes children to be picky eaters. Temperament ranges from children being very easy to extremely cautious or challenging, which may cause picky eating. Phenylthiocarbamide or PTC may also have an impact on children. PTC is a chemical in some food that causes a bitter taste. Some foods that include PTC are cabbage, strawberries, and green apples. Foods that have PTC should be introduced gradually. There are many behaviors that cause children to be picky eaters, but the key to overcoming this time in a child’s life is patience.

Strategies to Success

- Create and maintain a routine that is warm and inviting
- Set an example for children
- Introduce brightly colored menu items, such as oranges, green apples, macaroni and cheese
- Utilize Family Style Dining
Section 2: Healthy Eating Habits

Strategies to Success (continued)

- Be patient during the exploration of trying new foods and do not give up
- Provide praise for trying (i.e. trying one bite, smelling, feeling the food)
- Limit the offering of new foods to one new food at a time.

Things to Avoid

Applying Force—During mealtimes, children should not be forced to eat. Forcing children to eat can have a negative long-term effect. It is okay for a child to choose not to eat a menu item. The goal is to encourage each child to try new foods.

Bribery—A child should never be bribed to eat a meal. Bribing promotes picky eating. Bribing or promising rewards introduces the concept of deal making. Making deals with children to eat certain foods only sets the child up for failure. Children develop the idea that undesirable food can only be eaten after an agreement or arrangement has been made.

Short-hand Cook—A Short-hand cook is a cook that prepares meals as ordered or by demand. Short-hand cooks boost picky eating. If a child has the option to choose all meals, it can cause a health risk and serious problems in the future. Short-hand cooking leads to children eating unhealthy meals. Children have the tendency to eat what they prefer, not always what is healthy.

Key Things to Remember

Picky eating cannot be corrected overnight. Healthy eating habits can be implemented through consistency and persistence. Teachers must understand that children control their own eating habits. Teachers control what and where each child should eat. But, teachers do not control how much or how little a child will eat. Teachers should remain consistent and positive and understand the temperaments and personalities of each child. Then teachers can guide children to healthy eating habits.

Picky Eater Games

1. I Did, I Did Game—When a child tries a new food for the first time, he says, “I Did, I Did”. The teacher provides praise, high-five, etc. The key to this game is to praise children for trying new food. Most children want to please their teacher and friends. If their friends are receiving praise, this motivates them to complete the same task to obtain praise. Children are trying new foods and receiving praise, which is a happy mealtime.

2. My New Treat Game—During mealtime, if there is an item that is new to a child, introduce the “My New Treat Game”. Teachers play the guessing game with the entire class during mealtime. Ask a variety of questions about the new item. The key is to capture children’s interest in the new foods, and then encourage them in trying the new food.

Sources


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Section 2: Healthy Eating Habits

Whole Foods and Processed Analysis Info Sheet
(What do my people need to know about whole and processed foods?)

What are the 2 categories of foods? Whole Foods and Processed Foods.

What are processed foods? Processed foods are produced using manufacturing methods to transform raw ingredients into neatly packaged goods, which have a longer shelf life.

What are some of the artificial ingredient used in processed foods? Some of the artificial ingredients used include monosodium glutamate (MSG), flavors, preservatives, hydrogenated oil, fillers, and artificial sweeteners. Usually, consumers can prepare them quickly allowing immediate intake.

Where are processed food found in a grocery store? They are located on the shelves of the inside middle aisles in grocery stores.

What are some examples of processed foods in the grocery store? Examples of processed foods include sodas, cereals, and crackers.

What are whole foods? Whole foods are grown in orchards, gardens, or greenhouses, are unprocessed and unrefined, and have a shorter shelf life. These foods are authentically flavorful, have vibrant colors, and rich textures.

What are the benefits of eating whole foods? Whole foods are full of the micronutrient vitamins, minerals, antioxidants, phytochemicals, and fiber. Typically, they require longer preparation times.

Where are whole foods found in grocery stores? Whole foods are mainly found on the store’s wall aisles to the sides and back of the store. Additionally, this food category can be found at farmers markets, and at fresh fruit and vegetable stands.

What are some examples of whole foods in the grocery store? Examples of whole foods include unpolished grains, fruits, and vegetables.

What is considered a balanced healthy diet? A healthy balanced diet should be primarily whole foods with restricted consumption of processed foods. Also, a balanced diet should be made up of unrefined whole foods such as fruits, vegetables, peas, beans, and whole-grains, as opposed to refined processed foods such as soft drink sodas, candy, cookies, and cakes.

What is whole grain? Whole grains are cereal grains that contain bran and germ as well as the endosperm, in contrast to refined grains, which retain only the endosperm. Whole grains can generally be sprouted while processed grains generally will not sprout. Whole meal products are made from whole grain flour.

What are some examples of whole grain items? Wheat, Oat, Barley, Brown Rice, and Rye.
What is wheat? Wheat is a type of grass grown all over the world for its highly nutritious and useful grain. It is one of the top three most produced crops in the world, along with corn and rice.

What are some examples of whole wheat items? Whole wheat pastas and whole wheat breads

What should someone look for when purchasing a whole grain product? Look at the ingredients label on the product. Look for the words “whole grain”, “whole wheat”, or “100% whole grain”. If you see the words “enriched” or “wheat flour” it is not the same. Wheat flour is another name for “white flour”.

What are the benefits in eating whole grains? Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.
Section 2: Healthy Eating Habits

What’s lost when whole grains are refined? This graph shows how much of 15 nutrients is in whole wheat flour or left when it’s milled into enriched white flour.

<table>
<thead>
<tr>
<th>Wheat Products</th>
<th>Wheat-Containing Ingredients</th>
<th>Wheat-Containing Food</th>
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<tbody>
<tr>
<td>Whole wheat or enriched flour</td>
<td>Gluten</td>
<td>Many breads, cookies, cakes, and other baked goods</td>
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<tr>
<td>High gluten flour</td>
<td>Gelatinized starch</td>
<td>Bread crumbs</td>
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<td>High protein flour</td>
<td>Hydrolyzed vegetable protein</td>
<td>Crackers</td>
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<tr>
<td>Bran</td>
<td>Vital gluten</td>
<td>Many cereals</td>
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<tr>
<td>Farina</td>
<td>Wheat bran</td>
<td>Acker meal</td>
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<td>Graham flour</td>
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<td>Bulgur</td>
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<td>Durum</td>
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<td>Semolina</td>
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Phytonutrients

Plant foods contain thousands of natural chemicals. These are called phytonutrients or phytochemicals. "Phyto" refers to the Greek word for plant. These chemicals help protect plants from germs, fungi, bugs, and other threats.

Fruits and vegetables contain phytonutrients. Other plant-based foods also contain phytonutrients, such as:

- Whole grains
- Nuts
- Beans
- Tea

Phytonutrients aren't essential for keeping you alive, unlike the vitamins and minerals that plant foods contain. But when you eat or drink phytonutrients, they may help prevent disease and keep your body working properly.

More than 25,000 phytonutrients are found in plant foods. WebMD takes a look at these six important phytonutrients -- and their potential health effects:

- Carotenoids
- Ellagic acid
- Flavonoids
- Resveratrol
- Glucosinolates
- Phytoestrogens

Carotenoids

More than 600 carotenoids provide yellow, orange, and red colors in fruits and vegetables.

Carotenoids act as antioxidants in your body. This means they tackle harmful free radicals that damage tissues throughout your body.

The types of carotenoids that may have other health benefits include:

- **Alpha-carotene, beta-carotene, and beta-cryptoxanthin.** Your body can convert all of these to vitamin A. This vitamin helps keep your immune system working properly, and it's needed for eye health. Yellow and orange foods like pumpkins and carrots are good sources of alpha- and beta-carotene.

  These also contain beta-cryptoxanthin, as do sweet red peppers.

- **Lycopene.** This gives red or pink color to tomatoes, watermelon and pink grapefruit. Lycopene has been linked to a lower risk of prostate cancer.
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- **Lutein and zeaxanthin.** These may help protect you from cataracts and age-related macular degeneration, which are two types of eye problems.

  Good sources of these phytonutrients are greens such as spinach, kale and collards.

**Ellagic Acid**

Ellagic acid is found in a number of berries and other plant foods, especially strawberries, raspberries and Pomegranates.

Ellagic acid may help protect against cancer through several different ways. For example, it may cause cancer cells to die. And it may help your liver neutralize cancer-causing chemicals in your system.

**Flavonoids**

A large number of phytonutrients fall into the flavonoid category. They are found in a variety of plant foods.

The types of flavonoids include:

- **Catechins.** Green tea is an especially good source of catechins. The drink may help prevent certain types of cancer.

- **Hesperidin.** Found in citrus fruits, this flavonoid works as an antioxidant. It can reduce inflammation in the body. It may also help reduce the risk of cancer.

- **Flavonols.** Quercetin is a well-studied type of flavonol. It is found in apples, berries, grapes and onions. It might help reduce people's risk of asthma, certain types of cancer, and coronary heart disease.

**Resveratrol**

Resveratrol is found in grapes, purple grape juice and red wine. It acts as an antioxidant and anti-inflammatory.

Some research suggests that resveratrol might reduce the risk of heart disease and cancer. And it may help extend people's life span.

**Glucosinolates**

Glucosinolates are found in cruciferous vegetables, including:

- Brussels sprouts
- Cabbage
- Kale
- Broccoli
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They give these vegetables their sharp odor and flavor. The glucosinolates turn into other chemicals during the cooking process and while you digest these foods. These chemicals may help hold in check the development and growth of cancer.

**Phytoestrogens**

Phytoestrogens can behave in the body like the hormone estrogen. They can also block the effects of your natural supply of estrogen.

Soy foods contain isoflavones -- a type of phytoestrogen. Some evidence suggests that soy foods may be linked to a lower risk of endometrial cancer and a lower risk of bone loss in women.

Your body converts lignans, another type of phytonutrient, into chemicals with some estrogen-like effects. Two especially good sources of lignans are flaxseeds and sesame seeds.

However, research supporting a role for lignans in preventing endometrial cancer or osteoporosis is limited.

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ADHD Diets

What are ADHD diets? Can they help you or your child? Are there foods you should eat, and foods to avoid? This article answers questions about ADHD diets, including elimination diets, supplements, and foods that may help improve ADHD symptoms.

What Is an ADHD diet?

Ideally, an ADHD diet would help the brain work better and lessen symptoms of the disorder, such as restlessness or lack of focus. A diet may include the foods you eat and any nutritional supplements you may take. You may hear ADHD diets described in the following ways:

Overall nutrition for ADHD: This includes the food you eat daily. How can your overall nutrition help or hurt ADHD? The assumption is that some foods you eat may make ADHD symptoms better or worse. You may also be lacking some foods that could help make symptoms better.

Supplementation diets for ADHD: This includes adding vitamins, minerals, or other nutrients to make up for deficiencies in your diet that may contribute to ADHD symptoms. The assumption is that nutritional component that your body needs is lacking from your diet.

Elimination diets for ADHD: This involves removing foods or ingredients that are suspected of contributing to ADHD symptoms. The assumption is that you are eating something unhealthy that triggers certain behaviors or makes them worse.

Overall Nutrition and ADHD

Scientific research on ADHD diets is limited and results are mixed. Many health experts, however, do believe that diet may play a role in relieving ADHD symptoms. ADHD expert Richard Sogn, MD, points out that whatever is good for the brain is likely to be good for ADHD. Brain researcher and ADHD expert Daniel Amen, MD, recommends these ADHD diet suggestions:

- Eat a high-protein diet, including beans, cheese, eggs, meat, and nuts. Add protein foods in the morning and for after-school snacks, to improve concentration and possibly increase the time ADHD medications work.
- Eat fewer simple carbohydrates, such as candy, corn syrup, honey, sugar, products made from white flour, white rice, and potatoes without the skins.
- Eat more complex carbohydrates, such as vegetables and some fruits (including oranges, tangerines, pears, grapefruit, apples, and kiwi). Eating complex carbs at night may aid sleep.
- Eat more omega-3 fatty acids, such as those found in tuna, salmon, other cold-water white fish, walnuts, Brazil nuts, and olive and canola oil. Omega-3 fatty acids are also available in supplement form.
Nutritional Supplements and ADHD

Amen and Sogn suggest that all people with ADHD should take a 100% vitamin and mineral supplement each day. Many children, teens, and adults don't eat balanced diets, especially when rushing around trying to make it through the day's activities.

ADHD symptoms, and their causes, vary from person to person. Work with your doctor closely before considering any additional supplements.

Elimination Diets and ADHD

In elimination diets, you identify a particular food or ingredient you think might be contributing to or worsening ADHD symptoms. Then you stop eating anything containing that substance. If the symptoms lessen or subside, then you continue avoiding the substance.

Can eliminating foods from your diet improve ADHD symptoms? Research in all these areas is ongoing and results are not clear-cut. Here are some common areas of concern and what the experts recommend:

• Food Allergies or Additives

Starting in 1975, the late Benjamin Feingold, MD, an allergist, proposed that artificial colors, flavors, and preservatives might lead to hyperactivity in some children. Since his initial theory, researchers and child behavior experts have hotly debated this issue. A recent study showed that some food coloring and one preservative did increase hyperactivity in some children. However, effects varied according to age and additive.

Based on this and other recent studies, the American Academy of Pediatrics now agrees that eliminating preservatives and food colorings from the diet is a reasonable option for children with ADHD. Amen recommends that anyone with ADHD avoid these substances:

  o Artificial colors, especially red and yellow
  o Food additives such as aspartame, MSG (monosodium glutamate), and nitrites; some studies have linked hyperactivity to the intake of the preservative sodium benzoate.

• Sugar and ADHD

Some children do become hyperactive after eating candy or other sugary foods. No evidence indicates, however, that this is a cause of ADHD. For best overall nutrition, sugary foods should be a small part of anyone's diet, though there is probably not much harm for a child or adult with ADHD to try eliminating sugary foods to see if symptoms improve.

• Caffeine and ADHD

Some studies have shown that small amounts of caffeine may help with some ADHD symptoms in children. However, the side effects of caffeine may outweigh any potential benefit. Most ADHD experts recommend avoiding caffeine.

Three Letters from Teddy

Teddy’s letter came today and now that I’ve read it, I will place it in my cedar chest with the other things that are important to my life. "I wanted you to be the first to know."

I smiled as I read the words he had written and my heart swelled with a pride that I had no right to feel.

I have not seen Teddy Stallard since he was a student in my fifth grade class fifteen years ago. It was early in my career, and I had only been teaching for two years. From the first day he stepped into my classroom, I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favourites. But most especially are they not to show dislike for a child, any child.

Nevertheless, every year there are one or two children that one cannot help but be attached to, for teachers are human and it is a human nature to like bright pretty intelligent people, whether they are ten years old or twenty-five. And sometimes, not too often fortunately, there will be one or two students to whom the teacher just can’t seem to relate.

I had thought myself quite capable of handling my personal feeling along that line until Teddy walked into my life. There wasn’t a child I particularly liked that year, but Teddy was most assuredly one I disliked. He was dirty. Not just occasionally, but all the time. His hair hung low over his ears and he actually had to hold it out of his eyes as he wrote his paper in class. (And that was before it was fashionable to do so.) Too, he had a peculiar odor about him which I could never identify.

His physical faults were many, and his intellect left a lot to be desired, also. By the end of the first week I knew he was hopelessly behind the others. Not only was he behind, he was just plain slow. I began to withdraw from him immediately.

Any teacher will tell you that it is more of a pleasure to teach a bright child. It is definitely more rewarding for one’s ego. But any teacher worth her credentials can channel work to the bright child, keeping him challenged and learning while she puts her major effort on the slower ones. Any teacher CAN do this. Most teachers DO it, but I DIDN’T. Not that year. In fact, I concentrated on my best students and let the others follow along as best they could. Ashamed as I am to admit it, I took perverse pleasure in using my red pen; and each time I came to Teddy’s paper, the cross-marks (and they were many) were a little larger and a little redder than necessary. "Poor work" I would write with a flourish.

While I did not actually ridicule the boy, my attitude was obviously quite apparent to the class, for he quickly became the class "goat" the outcast – the unlovable and the unloved.

The days rolled by and we made it through the fall festival, the Thanksgiving holidays, and I continued marking happily with my red pen. As the Christmas holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade level. He would be a repeater. To justify myself, I went to his cumulative folder from time to time. He had very low grades for the first four years, but no grade failure. How he had made it, I didn’t know. I closed my mind to the personal remarks.

First Grade: "Teddy shows promise by work and attitude, but he had a poor home situation."

Second Grade: “Teddy could do better. Mother terminally ill. He receives little help at home.”

Third Grade: "Teddy is a pleasant boy. Helpful, but too serious. Slow learner. Mother passed away at the end of the year."

Fourth Grade: "Very slow, but well behaved. Father shows no interest."
Well, they passed him four times, but he will certainly repeat fifth grade! Do him good, I said to myself.

And then the last day before the holiday arrived. Our little tree on the reading table sported paper and popcorn chains. Many gifts were heaped underneath, waiting for the big moment.

Teachers always get several gifts at Christmas, but mine that year seemed bigger and more elaborate than ever. There was not a student who had not brought me one. Each unwrapping brought squeals of delight and the proud giver would receive effusive thank yous.

Teddy's gift wasn't the last one I picked up; in fact it was in the middle of the pile. Its wrapping was a brown paper bag and he had colored Christmas trees and red bells all over it. It was stuck together with masking tape.

"For Miss Jones - From Teddy" it read. The group was completely silent and for the first time I felt conspicuous, embarrassed because they all stood watching me unwrap that gift.

As I removed the last bit of masking tape, two items fell to my desk. A gaudy rhinestone bracelet with several stones missing and a small bottle of dime store cologne, half empty.

I could hear the snickers and whispers and I wasn't sure I could look at Teddy. "Isn't this lovely?" I asked, placing the bracelet on my wrist. "Teddy would you help me fasten it?"

There was a few hesitant ooh's and ahh's but as I dabbed the cologne behind my ears, all the little girls lined up for a dab behind their ears. I continued to open the gifts, until I reached the bottom of the pile. We ate our refreshments and the bell rang.

The children filed out with shouts of "see you next year" and "Merry Christmas". But Teddy waited at his desk.

When they all left, he walked toward me clutching his fist and books to his chest.

"You smell just like Mom." he said softly. "Her bracelet looks really pretty on you, too. I'm glad you like it."

He left quickly and I locked the door, sat down at my desk and wept, resolving to make up to Teddy what I had deliberately deprived him of - a teacher who cared.

I stayed every afternoon with Teddy from the end of the Christmas holidays until the last day of school. Sometimes we worked together. Sometimes he worked along while I drew up lesson plans or graded papers.

Slowly but surely he caught up with the rest of the class. Gradually there was a definite upward curve to his grades.

He did not have to repeat the fifth grade. In fact, his final average was among the highest in the class, and although I knew he would be moving out of the state when school was out, I was not worried for him. Teddy had reached a level that would stand him in good stead the following year, no matter where he went. He had enjoyed a measure of success and as we were taught in our teacher training course, "Success builds success."

I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox.

Dear Miss Jones,

I just wanted you to be the first to know I will be graduating second in my class next month.

Very truly yours,

Teddy Stallard
I sent him a card of congratulations and a small package, a pen and pencil gift set. I wondered what he would do after graduation. Four years later, Teddy's second letter came.

Dear Miss Jones,

I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I like it.

Very truly yours,

Teddy Stallard

I sent him a pair of sterling silver monogrammed cuff links and a card, so proud of him I could burst!

And now – today – Teddy's third letter.

Dear Miss Jones,

I want you to be the first to know. As of today I am Theodore J. Stallard, M.D. How about that!!! I'm going to be married in July, the twenty-seventh, to be exact. I wanted to ask if you could come and sit where Mom would sit if she were here. I'll have no family there as Dad died last year.

Very truly yours,

Teddy Stallard.

I'm not sure what kind of gift one sends to a doctor on completion of medical school and state boards. Maybe I'll just wait and take a wedding gift, but my note can't wait.

Dear Ted,

Congratulations! You made it and you did it yourself! In spite of those like me and not because of us, this day has come from you. God Bless you.

I'll be at that wedding with bells on!

“A great teacher never strives to explain his vision – he simply invites you to stand beside him and see for yourself.”

--Rev R. Inman

Author: Elizabeth Ballard

Contributed to the “our-kids” Email group by Valerie Surbey (vvsurbey@magic.mb.ca), reprinted from the newsletter, Association for Community Living, Manitoba/Focus on Families.