

Participant's Workbook

Time: 7 Hours



Institute of Child Nutrition

The University of Mississippi, School of Applied Sciences

Family Child Care FUNdamentals

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Institute of Child Nutrition

The University of Mississippi

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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Table of Contents

Background Information	7
Training Pre-Assessment.....	9
Lesson 1: Health and Wellness.....	11
Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains	31
Lesson 3: Cost-Effective Shopping.....	45
Lesson 4: Food Safety Fundamentals.....	63
Lesson 5: Mealtime Procedures	87
Lesson 6: Food Allergies and Intolerances.....	107
Lesson 7: Infants and Development	125
Training Post-Assessment.....	143
Appendix.....	145
Glossary	147
Supplemental Resources.....	148
Answer Key: Activities.....	149
Answers to the Pre-/Post-Assessments.....	165
Resource List	175

Background Information

From the Trainer's Tablet was a key resource for training family child care providers since 2002. The next edition was published in 2018 and this change reflected the new name - Family Child Care FUNdamentals. The most current edition was revised in 2024 to align with the Final Rule, "Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans." This document was reviewed by the National Association for Family Child Care (NAFCC) and the Institute of Child Nutrition (ICN).

This *Family Child Care FUNdamentals Participant's Workbook* has been developed to assist you in learning best practices for administering family child care programs. At the end of this training you will be able accomplish the following:

- List the components of a wellness policy.
- Create a plan to improve nutrition in a family child care program.
- Create a plan to increase opportunities for physical activity in a family child care program.
- Construct a complete wellness policy for a family child care program.
- Identify the benefits and the importance of selecting a variety of fruits.
- Identify the benefits and the importance of selecting a variety of vegetables.
- Identify the benefits and the importance of selecting a variety of whole grains.
- Plan nutritious and cost-effective meals.
- Identify cost saving resources.
- Identify strategies for cost-effective shopping.
- Define "foodborne illness" and its causes.
- Demonstrate the practical techniques for keeping food safe.
- Apply food safety knowledge to grocery shopping and food storage.
- Describe the advantages of family style meals.
- Identify the four components of family style meals.
- Describe how to implement family style meals.
- Describe food allergies and the related symptoms.
- Identify the top nine food allergens on food labels.
- Differentiate between a food intolerance and a food allergy.
- Create a food allergy policy.
- Describe the relationship between growth and development.
- Describe the relationship between food and health in infants.
- Demonstrate best practices for safely feeding infants.

Training Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. To help children develop healthy eating habits, you should do all of the following, EXCEPT
 - a. set a good example.
 - b. serve large portions so they won't get hungry.
 - c. help children know when they have had enough.
 - d. let children help in the kitchen.

2. Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than ____ minutes at a time, unless they are sleeping.
 - a. 15
 - b. 30
 - c. 60
 - d. 90

3. Grains are divided into two groups, which are
 - a. whole grains and refined grains.
 - b. bread and pasta.
 - c. meal items and baked goods.
 - d. crackers and cookies.

4. The four steps of food safety are
 - a. clean, separate, cook, and chill.
 - b. clean, sanitize, store, and refrigerate.
 - c. wash, sanitize, store, and chill.
 - d. separate, store, sanitize, and save.

5. The Temperature Danger Zone is
 - a. 40 °F to 165 °F.
 - b. 32 °F to 140 °F.
 - c. 50 °F to 150 °F.
 - d. 40 °F to 140 °F.

6. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above.

7. During meals
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

8. A food allergy policy should include
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.

9. A food allergy is different from a food intolerance because
 - a. the symptoms are always different.
 - b. it involves the immune system.
 - c. it is never outgrown.
 - d. only children get them.

10. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

Lesson 1: Health and Wellness

Table of Contents

Lesson 1: Pre-Assessment.....	13
Health and Wellness Note Page	15
Introductory Activity.....	17
Sample Wellness Policy.....	18
Wellness Policy Questions.....	19
Draft a Wellness Policy.....	20
<i>MyPlate</i> Graphic.....	21
Ms. Shelly's Challenge	22
SMART Goals.....	23
Nutrition Policy Ideas.....	24
Age-Appropriate Physical Activities	25
Indoor/Outdoor Activities	26
Physical Activity Ideas	27
Lesson 1: Post-Assessment.....	29

Lesson 1: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Preschoolers should have at least 90 minutes of structured physical activity per day, and at least 60 minutes of unstructured physical activity per week.
 - a. True
 - b. False

2. A basic wellness policy includes
 - a. an introduction.
 - b. goals.
 - c. a plan for follow-up.
 - d. all of the above.

3. The *MyPlate* graphic _____.
 - a. is a menu planner for CACFP
 - b. illustrates the five food groups using a place setting for a meal
 - c. follows the CACFP meal patterns
 - d. helps children know when they have eaten enough

4. To help children develop healthy eating habits, you should do all of the following, EXCEPT
 - a. set a good example.
 - b. serve large portions so they won't get hungry.
 - c. help children know when they have had enough.
 - d. let children help in the kitchen.

5. Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than _____minutes at a time unless they are sleeping.
 - a. 15
 - b. 30
 - c. 60
 - d. 90

Health and Wellness Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: List the components of a wellness policy.

Objective 2: Create a plan to improve nutrition in a family child care program.

Introductory Activity

INSTRUCTIONS: In the space provided below, write a list of things you have done in your family child care program to improve child wellness. Remember to include nutrition (such as healthy foods you serve) and physical activity (such as what you do to get the kids moving). These can be things that you do regularly or things that you have tried only a few times.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

When you have finished your list, think about these questions:

- Do you consistently practice the activities you listed for improving child wellness?
- Do you seek out ways to improve child wellness?
- Do you develop a written plan for carrying the ideas out?
- If you have staff, do you communicate your commitment to child wellness to them?
- Do parents know what your family child care program does to promote child wellness?

Sample Wellness Policy

Introduction:

The health and wellness of children is a national concern. By offering healthier foods and scheduling more physical activity in my family child care program, I will encourage children to adopt healthy habits.

Nutrition Goals:

1. I will offer three different fruits and/or vegetables to the children each day.
2. I will prepare meals from scratch at least twice a week.

Physical Activity Goals:

1. Children will be provided at least 60 minutes of outside free play each day.
2. Children will participate in structured physical activity each day.

Plan for Follow-Up:

I will review my wellness policy goals when I submit my meal count numbers for CACFP each month. I will check my progress on the goals and consider how I can keep meeting them or improve them.

Wellness Policy Questions

INSTRUCTIONS: Answer the questions as directed throughout the lesson by the instructor.

1. Why do you need a wellness policy?

2. How will it improve your child care program?

3. How can you encourage healthier eating habits in your family child care program?

4. How can you encourage the children in your care to be more physically active?

5. How can you track your progress?

Draft a Wellness Policy

INSTRUCTIONS: Using the answers from the previous page, write your own wellness policy. (You can also use the Sample Wellness Policy in your Participant's Workbook as a guide.)

Introduction:

Nutrition Goals:

1. _____

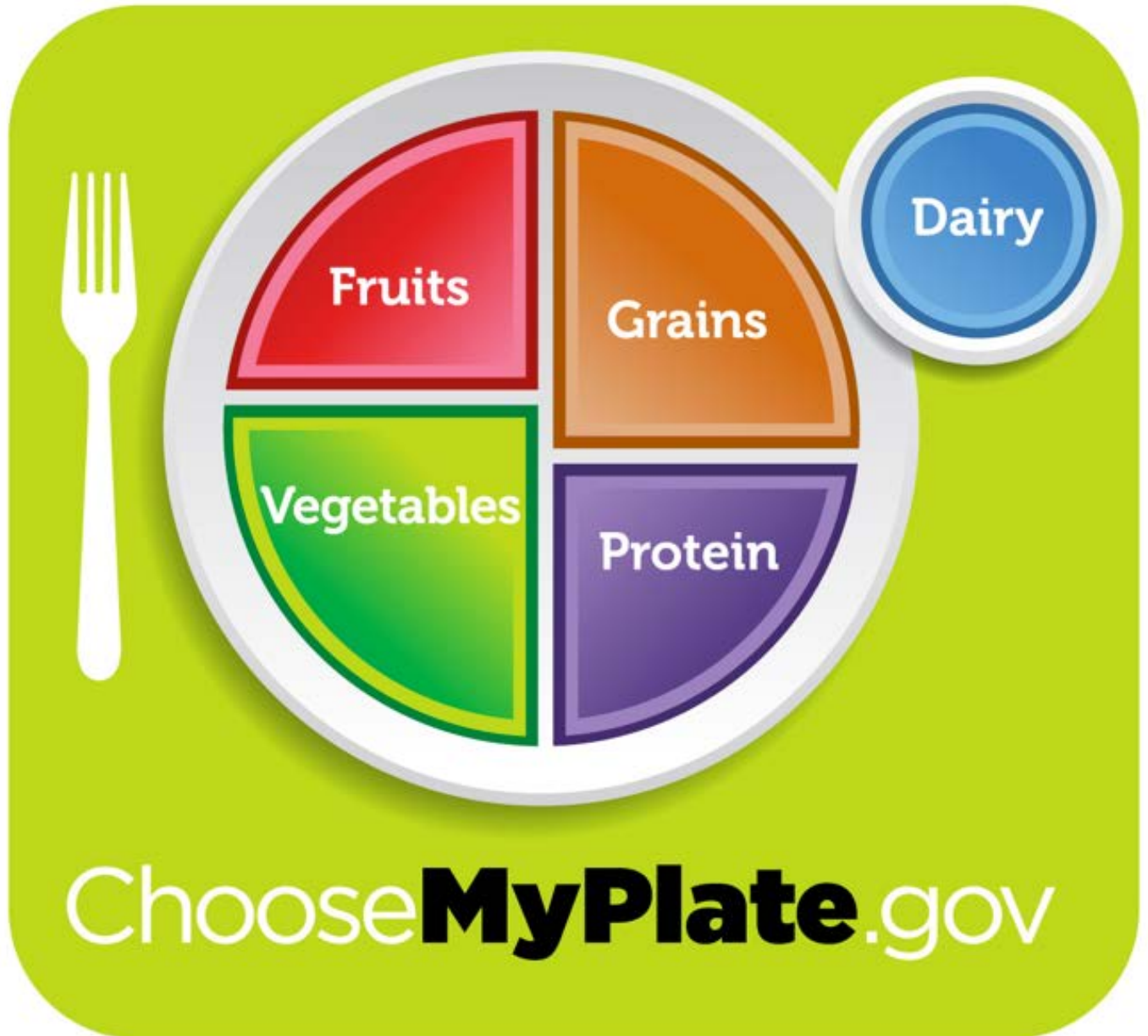
2. _____

Physical Activity Goals:

1. _____

2. _____

Plan for Follow-Up:



Ms. Shelly's Challenge

INSTRUCTIONS: Ms. Shelly is a new family child care provider with eight children enrolled in her program. Ms. Shelly has very little knowledge on how to assist children in developing healthy eating habits. Read each challenge and list the guideline(s) that Ms. Shelly can use to solve her challenges.

Guidelines:

Set a good example.

Start small.

Help children know when they have had enough to eat.

Follow a meal and snack schedule.

Let children help in the kitchen.

Challenge 1: Ms. Shelly has three children who are picky eaters. One child only eats green foods, while another child only eats fruits. What can Ms. Shelly do to encourage children to try new foods?

1. _____
2. _____

Challenge 2: Sometimes Ms. Shelly serves lunch at 11:30 a.m. and other times she serves lunch at 12:30 p.m. She allows children 15 minutes to eat their food. Many children grow frustrated and fail to finish their food. What can Ms. Shelly do differently to promote an enjoyable mealtime?

1. _____
2. _____

Challenge 3: Ms. Shelly invited a local farmer to her family child care home to talk about fruits and vegetables. Unfortunately, the local farmer became sick and was unable to visit with the children. Ms. Shelly has very little knowledge about fruits and vegetables. What can Ms. Shelly do to teach children about fruits and vegetables?

1. _____
2. _____

SMART Goals

Specific goals should be clear so that you know exactly what should be done.

Measurable goals should specify a concrete way to measure progress.

Achievable goals are challenging but still attainable.

Realistic goals are doable.

Timely goals have a timeline that gives enough time for goals to be achieved, but not so much time so that goals lose momentum.



Nutrition Policy Ideas

INSTRUCTIONS: Use this chart to keep track of the nutrition changes you are making in your family child care program.

Nutrition Policy Tasks	Date
Offer fresh, frozen, or canned fruit at least two times a day.	
Offer fresh, frozen, or canned vegetables at least two times a day. Offer dark green, red and orange vegetables, and beans, peas, and lentils each week.	
Choose healthy proteins: fish, eggs, poultry, lean meats, or nut or seed butters at least once a day.	
Offer high fiber, whole grain foods at least twice a day.	
Limit foods high in sugar and sodium (salt).	
Make drinking water visible and available for children to serve themselves, both indoors and outdoors.	
Offer 100% fruit juice two times a week or less. Remove sugary drinks from the menu.	
Serve unflavored low-fat (1%) or fat-free (skim) fluid milk to children 2 years of age or older. Serve unflavored whole milk to 1 year olds.	
Use a cycle menu of three weeks or greater that changes with the seasons.	
Include a combination of both new and familiar foods on the menus.	
Include foods from a variety of cultures on the menus.	
Do not use screen media during mealtimes.	
Use USDA standardized recipes to plan and prepare menus.	

Age-Appropriate Physical Activities

INSTRUCTIONS: Read the list of physical activities, thinking about whether each activity would be most appropriate for infants, toddlers, or preschoolers. Place the number corresponding with each activity in the box under the age category for which it would be most appropriate. The first blank is completed as an example.

Age Category	Infants (Birth to 12 months)	Toddlers (1-2 years)	Preschoolers (3-5 years)
Age-Appropriate Physical Activities	1, ___ and ___	___ and ___	___ and ___

List of Physical Activities

1. Place a child on his or her tummy. Roll brightly colored soft play balls nearby.
2. Use yoga positioning cards to have children practice different balancing poses.
3. Distribute favorite toys across the room and encourage children to get to the toys by crawling, cruising, or walking.
4. Cut out pictures of different animals and place them in a bag. Ask one child to pick one picture out of the bag. Have the child move like the chosen animal and have the other children guess what animal it is.
5. Touch a toy to the infant's hands every day to encourage grabbing.
6. Have children play with toys that can be pushed or pulled.



Indoor/Outdoor Activities

INSTRUCTIONS: Work with a partner or small group to fill in the chart below, indicating how you could use the items listed in the left column to promote physical activity. Also, indicate whether each item could be used for indoor activities, outdoor activities, or both. The first item is completed for you as an example. Be prepared to share your answers with the rest of the class.

Item(s) to promote physical activity	Indoor, outdoor, or both	Examples of how you could use the item(s)
Blankets/soft mats	Indoor	Example response: Use blankets while giving infants plenty of tummy time. Place toys on blankets or soft mats just out of their reach so that they can practice movement.
Books		
Pinecones and leaves		
Music		
Balls (of various sizes)		
Calendar		
Velcro		
Tricycles		
Batting tee		
Jackets		

Physical Activity Ideas

INSTRUCTIONS: Use this chart to keep track of the physical activities you are planning to incorporate in your family child care program.

Structured Physical Activities	Date
Create an obstacle course with pillows, open boxes, and toy hoops for tumbling, crawling, and jumping.	
Set up relay races or jumping games. Dance to music or sing songs that relate to the weekly curriculum theme (e.g., parts of the body, fruits and vegetables, or colors).	
Incorporate noncompetitive games where all children play, instead of games where children wait to play or must be chosen to participate.	
Set up a toy hoop game. With all children standing in a single file line, give the first child in the line one toy hoop to hold over his or her head. Instruct children to pull the toy hoop down over their bodies to the floor, step out of it, and give the hoop to the next person in line.	
Act out movements and sounds of different animals. For example, hop like a rabbit, jump like a kangaroo, or waddle like a duck.	
Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a basket.	
Plan a “movement parade.” March around the room or outside, while calling out different movements children can do, such as hop, skip, leap, twirl, twist, jump, and stomp.	
Play musical movement games, such as “Head, Shoulders, Knees, and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It.”	
Unstructured Physical Activities	
Place pool noodles, beach balls, and toy hoops in a designated area to encourage creative play.	
Have several different types of balls available.	
Allow children time inside and/or outside on a play structure.	
Place pillows, open boxes, and toy hoops in the children’s play area.	

Source: US. Department of Agriculture. (2013). Provide opportunities for active play everyday. *Nutrition and wellness tips for young children: Provider handbook for the child and adult care food program*. Retrieved from https://fns-prod.azureedge.net/sites/default/files/opportunities_play.pdf

*Songwriters: Head, Shoulders, Knees, and Toes: Annie Kubler, Hokey Pokey: Larry LaPrise, and If You’re Happy and You Know It: Alfred Smith

Lesson 1: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Preschoolers should have at least 90 minutes of structured physical activity per day, and at least 60 minutes of unstructured physical activity per week.
 - a. True
 - b. False

2. A basic wellness policy includes
 - a. an introduction.
 - b. goals.
 - c. a plan for follow-up.
 - d. all of the above.

3. The *MyPlate* graphic _____.
 - a. is a menu planner for CACFP
 - b. illustrates the five food groups using a place setting for a meal
 - c. follows the CACFP meal patterns
 - d. helps children know when they have eaten enough

4. To help children develop healthy eating habits, you should do all of the following, EXCEPT
 - a. set a good example.
 - b. serve large portions so they won't get hungry.
 - c. help children know when they have had enough.
 - d. let children help in the kitchen.

5. Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than _____minutes at a time unless they are sleeping.
 - a. 15
 - b. 30
 - c. 60
 - d. 90

Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

Table of Contents

Lesson 2: Pre-Assessment.....	33
Selecting a Variety of Fruits, Vegetables, and Whole Grains Note Page	35
Introductory Menu Activity	36
Fruits on the Menu.....	37
Vegetables on the Menu.....	38
Vegetable List.....	39
Healthy Whole Grains	40
List of Whole Grains	41
Whole Grain Wall of Fame.....	41
Lesson 2: Post-Assessment.....	43

Lesson 2: Pre-Assessment

Instructions: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. What is the best type of fruit to serve in your family child care program?
 - a. fresh
 - b. canned
 - c. frozen
 - d. all of the above are acceptable and healthy forms of fruit.
2. You should avoid purchasing fruit with added _____.
 - a. water
 - b. fruit juice
 - c. sugar
 - d. vitamin C
3. To add a variety of vegetables each week, try to serve vegetables from all the following groups EXCEPT
 - a. dark green.
 - b. fried.
 - c. beans, peas, and lentils.
 - d. red and orange.
4. Grains are divided into two groups, which are
 - a. whole grains and refined grains.
 - b. bread and pasta.
 - c. meal items and baked goods.
 - d. crackers and cookies.
5. Whole grains are beneficial for all of the following reasons, EXCEPT
 - a. they provide B vitamins.
 - b. they provide dietary fiber.
 - c. they help children feel full longer.
 - d. they add bright colors to a plate.

Selecting a Variety of Fruits, Vegetables, and Whole Grains Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Identify the benefits and the importance of selecting a variety of fruits.

Objective 2: Identify the benefits and the importance of selecting a variety of vegetables.

Objective 3: Identify the benefits and the importance of selecting a variety of whole grains.

Conclusion:

Introductory Menu Activity

INSTRUCTIONS: Part 1: Read the menu in the first column. Think of healthy menu planning principles and analyze the menu. Write problems you find with the menu in the second column. Create a menu you think would be better and write it in the third column. **Part 2:** At the end of the lesson, create three lunch menus based on the entrée provided. Use the suggestions for creating healthier meals that you learned during the lesson.

Lunch Menu (for 3-5 year olds)	What problems do you see with this menu?	Create a menu you think would be better.	Create three lunch menus based on the entrée provided.
<ul style="list-style-type: none"> • $\frac{3}{4}$ cup 1% milk • $\frac{1}{2}$ cup sweetened applesauce • $\frac{1}{2}$ cup buttered mashed potatoes • $\frac{1}{2}$ white dinner roll • 1 $\frac{1}{2}$ ounces chicken nuggets 			<p>Lunch Day 1: Entrée: Baked chicken breast</p> <p>Lunch Day 2: Entrée: Asian pork</p> <p>Lunch Day 3: Entrée: Tacos</p>

Fruits on the Menu

INSTRUCTIONS: Place an X by the fruits you serve on a regular basis. Then circle three fruits you will add to your upcoming menu.

Apples	Cherries	Nectarines	Plums	100% Fruit Juice
Apricots	Grapefruit	Oranges	Raisins	Other _____
Bananas	Grapes	Peaches	Raspberries	Other _____
Blackberries	Honeydew	Pears	Strawberries	Other _____
Blueberries	Kiwi	Papaya	Tangerines	Other _____
Cantaloupe	Mangoes	Pineapple	Watermelon	Other _____

How will you offer these fruits next month? Select at least two of the following items you will add to your menus.

- Fruit Salad
- Green Leafy Salad (add shredded apples, canned pineapple bits, or sliced strawberries to spinach or leaf lettuce)
- Sandwich (add thinly sliced apples to a turkey sandwich)
- Fruity Kangaroo Pocket (raisins, veggies, and fillings in a whole wheat pita pocket)
- Ants on a Log (celery sticks with a thin layer of peanut butter and topped with raisins)
- Unsweetened Applesauce (topped with cinnamon and raisins)
- Fruit and Yogurt Parfait (fruit and low-fat yogurt topped with whole grain cereal)
- Other _____

In what other ways will you promote fruit? Put a check mark next to actions you will take next month.

- I will promote a different “fruit of the week” every week. Next month, I will promote:

- I will purchase and serve fruit in season to save money. (For example, seasonal fruits could include berries in the summer, apples in the fall, and oranges in the winter.)
- Keep three different fruits readily available to serve as quick snacks. (For example, bananas, peaches canned in 100% juice, and raisins.)






Source: U.S. Department of Agriculture, Food and Nutrition Service. (2012). Build a healthy plate with fruits. In Nutrition and wellness tips for young children: Provider handbook for the child and adult care food program. Retrieved from <http://teammnutrition.usda.gov/Resources/nutritionandwellness/fruits.pdf>

Vegetables on the Menu

INSTRUCTIONS: Make a list of child friendly ideas for serving vegetables listed in each column below.

Dark Green Vegetables	Red and Orange Vegetables	Starchy Vegetables	Beans, Peas, and Lentils	Other Vegetables

Vegetable List

Dark Green Vegetables	Red and Orange Vegetables	Starchy Vegetables	Beans, Peas, and Lentils	Other Vegetables
 <p>Bok choy Broccoli Collard greens Dark green leafy lettuce Kale Mesclun Mustard greens Romaine lettuce Spinach Turnip greens Watercress</p>	<p>Acorn squash Butternut squash Carrots Hubbard squash Pumpkin Red peppers Sweet potatoes Tomatoes Tomato juice (low-sodium)</p> 	<p>Cassava Corn Fresh cowpeas or field peas Green bananas</p>  <p>Plantains Potatoes Taro Water chestnuts</p>	<p>Black beans Black-eyed peas Garbanzo beans (chickpeas) Kidney beans Lentils Navy beans Pinto beans Soy beans Split peas White beans</p> 	 <p>Artichokes Asparagus Avocado Bean sprouts Cabbage Cauliflower Celery Crookneck squash Cucumbers Eggplant Green beans Green peppers Iceberg lettuce Mushrooms Okra Onions Parsnips Turnips Wax beans Zucchini</p>



Healthy Whole Grains

Read the Label

- To make sure you are purchasing whole grains, look at the ingredient list. Choose products that list a whole grain ingredient first, which means there is more of the whole grain ingredient than the other ingredients. If water appears as the first ingredient, look for a whole grain ingredient listed second.
- Look for key words, such as “whole wheat,” “brown rice,” “oatmeal,” “bulgur,” “buckwheat,” “whole corn,” “whole grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.”

Use the Nutrition Facts label to check the fiber content of whole grain foods. Choose items that are higher in dietary fiber. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

Limit Added Sugar and Solid Fat When Offering Whole Grain Foods

- Check the ingredient list of whole grain-rich products for added sugars. Look for sugar, honey, and ingredients ending in “-ose,” such as fructose, dextrose, glucose, and maltose. If present, make sure added sugars are not one of the first three ingredients on the ingredient list. For a naturally sweet taste, try topping whole grain foods with fresh, frozen, or canned fruit slices (canned in 100% fruit juice or water).
- Be aware of solid fats in grain foods and toppings by reading the ingredient list. When choosing grain items that include oils, look for products with vegetable oils that are not hydrogenated. Avoid products with butter, shortening, lard, or hydrogenated oils in the ingredient list.
- Choose toppings wisely for toast, hot cereal, pasta, noodles, and rice. Avoid adding butter, stick margarine, lard, bacon, cream sauces, and regular, full-fat cheese to these foods. Instead, use vegetable oils, low-fat cheeses, marinara sauce, fresh fruit, low-fat Greek yogurt, or steamed vegetables as toppings.

List of Whole Grains

Amaranth 	Brown rice	Buckwheat
Bulgur (cracked wheat)	Millet	Oatmeal
Rolled Oats	Quinoa 	Sorghum
Triticale	Whole grain barley	Whole grain cornmeal
Whole rye	Whole wheat bread	Whole wheat crackers
Whole wheat pasta	Whole wheat sandwich buns and rolls	Whole wheat tortillas 
Whole wheat ready-to-eat breakfast cereals	Whole wheat cereal flakes	Muesli

Whole Grain Wall of Fame

INSTRUCTIONS: Use the list of whole grains above to help you answer the following questions.

1. What is the most liked whole grain item you serve or use to prepare meals in your family child care program? _____
2. What is the most liked whole grain item you serve or use to prepare snacks in your family child care program? _____
3. What is the most unique whole grain item you have served or used to prepare meals in your family child care program? _____
4. What is the most interesting whole grain item you would like to try? _____

Lesson 2: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. What is the best type of fruit to serve in your family child care program?
 - a. fresh
 - b. canned
 - c. frozen
 - d. all of the above are acceptable and healthy forms of fruit.
2. You should avoid purchasing fruit with added _____.
 - a. water
 - b. fruit juice
 - c. sugar
 - d. vitamin C
3. To add a variety of vegetables each week, try to serve vegetables from all the following groups EXCEPT
 - a. dark green.
 - b. fried.
 - c. beans, peas, and lentils.
 - d. red and orange.
4. Grains are divided into two groups, which are
 - a. whole grains and refined grains.
 - b. bread and pasta.
 - c. meal items and baked goods.
 - d. crackers and cookies.
5. Whole grains are beneficial for all of the following reasons, EXCEPT
 - a. they provide B vitamins.
 - b. they provide dietary fiber.
 - c. they help children feel full longer.
 - d. they add bright colors to a plate.

Lesson 3: Cost-Effective Shopping

Table of Contents

Lesson 3: Pre-Assessment.....	47
Cost-Effective Shopping Note Page	49
Shopping and Budgeting Tips	50
Steps to Planning a Cycle Menu.....	51
Sample Cycle Lunch Menu	52
CACFP Child Meal Patterns.....	53
Sample Shopping List	56
Is It a Bargain?	57
Buying in Bulk.....	58
Better Buy Grocery Game.....	59
Lesson 3: Post-Assessment.....	61

Lesson 3: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. All of the following are advantages to using convenience items, EXCEPT
 - a. convenience items save time.
 - b. convenience items provide product consistency.
 - c. convenience items use less labor.
 - d. convenience items are always more nutritious.

2. What is a cycle menu?
 - a. a series of menus planned for a period of time
 - b. menus that use monthly themes
 - c. menus that have the same things for lunch everyday
 - d. a series of menus used for different age groups

3. What should you consider when making a shopping list?
 - a. your menu
 - b. food you have on hand
 - c. store layout
 - d. all of the above

4. The unit price of an item is found _____.
 - a. on the front of the box
 - b. on grocery store shelves
 - c. on the back of the box
 - d. at the front of the aisle

5. In a cycle menu, which part of the meal should you plan first?
 - a. vegetable
 - b. grain
 - c. main dish
 - d. dessert

Cost-Effective Shopping Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Plan nutritious and cost-effective meals.

Objective 2: Identify cost saving resources.

Objective 3: Identify strategies for cost-effective shopping.

Conclusion:

Shopping and Budgeting Tips

INSTRUCTIONS: Discuss with your group the most helpful shopping or budgeting tips you use. Write your group's answers below. Be prepared to share one example with the class.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Steps to Planning a Cycle Menu

1. Gather your menu planning materials, including the Child and Adult Care Food Program (CACFP) meal pattern requirements and your recipes. Also, keep in mind the principles of the *MyPlate* eating guide to help you plan more nutritious meals.
2. Decide how many weeks your cycle menu will include. A cycle menu for child care should be at least 3 weeks to ensure the children will not be served the same combination of foods too often.
3. Plan the main dishes first. The main dish is your meat/meat alternate. Foods such as pasta, rice, and vegetables may also be a part of the main dish. Try to include a different main dish for each day in the cycle.
4. Use lean or low-fat meat and poultry choices. Also include beans, peas, lentils, and seafood in your menus.
5. Add foods to go with the main dish. Be sure you have included all of the CACFP meal pattern requirements—milk, fruits, vegetables, grains, and meats/meat alternates. Remember the *MyPlate* recommendation to make at least half of your grains whole grains and to make half of your plate fruits and vegetables.
6. Plan menus for breakfast and snacks.
7. Check to see that you do not repeat any particular food too often.
8. Include a variety of foods to meet nutrient needs of children. Remember that you can substitute foods on your cycle menu with foods that are a better value, on sale, or in season. For example, if strawberries are in season and on sale at the farmer's market, you can substitute those for the apples on your cycle menu.
9. Think about the children's likes and dislikes. Remember, it can take up to 10 to 15 exposures before children develop a preference for new foods.
10. Include different shapes, colors, textures, temperatures, and flavor. Make sure your meals will look appealing, as well as taste delicious.
11. Think about the equipment and time you have available for preparing meals.
12. Balance higher-cost foods with lower-cost foods over several days or a week.
13. Use some recipes you have prepared before, but be willing to try new ones.

Sample Cycle Lunch Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Bean & Cheese Burrito on Whole Grain Tortilla Mexicali Corn Fresh Strawberries Milk	Sweet and Sour Chicken Brown Rice Fresh Sugar Snap Peas Mandarin Oranges Milk	Whole Grain Tortilla Rollup with Hummus and Veggies Romaine Salad Orange Slices Milk	Spaghetti Casserole Mixed Spinach and Green Salad Fresh Cantaloupe Milk	Oven Baked Parmesan Chicken Whole Grain Breadstick Sweet Potatoes Fresh Apples Milk
Week 2	Black Bean Taco Fresh Sliced Cucumber and Tomatoes Fresh Peaches Milk	Tuna Sandwich on Whole Grain Bread Fresh Broccoli and Cauliflower Fresh Blueberries Milk	Pork Stir Fry Brown Rice Sliced Oranges Stemmed Broccoli Milk	Chicken and Vegetable Soup Whole Grain Crackers Fresh Plums Sweet Potato Strips Milk	Mexican Pizza on Whole Grain Tortilla Sliced Peppers Canned Peaches Milk
Week 3	Sloppy Joes on Whole Grain Bun Broccoli Salad Fruit Salad Milk	Turkey Burrito on Whole Grain Tortilla Refried Beans Fresh Honeydew Milk	Minestrone Soup Whole Grain Roll Fresh Apples Milk	Ham and Cheese Sandwich on Whole Grain Bread Three Bean Salad Fresh Watermelon Milk	Taco Salad Baby Carrots Canned Pears Milk
Week 4	Meatloaf Whole Grain Roll Acorn Squash Frozen Raspberries Milk	Turkey and Cheese on Whole Grain Bread Vegetable Soup Fresh Bananas Milk	Vegetable Chili Corn Muffins Fresh Kiwi Milk	Oven Baked Chicken Brown Rice Stir Fry Vegetables Frozen Peaches Milk	BBQ Pork Sandwich on Whole Grain Bun Steamed Zucchini Mixed Fruit Milk

CACFP Child Meal Patterns



Breakfast				
Meal Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ²
Fluid Milk	4 fluid ounces ³	6 fluid ounces ⁴	8 fluid ounces ⁵	8 fluid ounces ⁵
Vegetables, fruits, or portions of both⁶	¼ cup	½ cup	½ cup	½ cup
Grains⁷ (ounce equivalent = oz eq)				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ⁸				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool care centers.
² At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.
³ Must be unflavored whole milk for children age 1.
⁴ Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.
⁵ May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.
⁶ Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day.
⁷ Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Meats/meat alternates may be offered in place of the entire grains requirement, up to 3 times per week at breakfast. One ounce equivalent of meats/meat alternates credits equal to one ounce equivalent of grains.
⁸ Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

CACFP Child Meal Patterns (cont.)

Lunch/Supper				
Meal Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ²
Fluid Milk	4 fluid ounces ³	6 fluid ounces ⁴	8 fluid ounces ⁵	8 fluid ounces ⁵
Meats/Meat Alternates (ounce equivalent = oz eq)				
Lean meat, poultry, or fish	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Tofu, soy product, or alternate protein products ⁶	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Cheese	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Large egg	½	¾	1	1
Beans, peas, and lentils	¼ cup	⅜ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt ⁷	4 oz eq or ½ cup	6 oz eq or ¾ cup	8 oz eq or 1 cup	8 oz eq or 1 cup
Peanuts, soy nuts, tree nuts, or seeds	1 oz eq	1 oz eq	2 oz eq	2 oz eq
Vegetables⁸	⅛ cup	¼ cup	½ cup	½ cup
Fruits⁸	⅛ cup	¼ cup	¼ cup	¼ cup
Grains⁹				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup

¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool care centers.
² At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.
³ Must serve unflavored whole milk to children age 1.
⁴ Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.
⁵ May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.
⁶ Alternate protein products must meet the requirements in Appendix A to Part 226.
⁷ Yogurt may be regular or soy, plain or flavored, unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).
⁸ Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day. A vegetable may be offered to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.
⁹ Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

CACFP Child Meal Patterns (cont.)

Snack				
Meal Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ²
Fluid Milk	4 fluid ounces ³	4 fluid ounces ⁴	8 fluid ounces ⁵	8 fluid ounces ⁵
Meat/meat alternates (ounce equivalent = oz eq)				
Lean meat, poultry, or fish	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Tofu, soy product, or alternate protein products ⁶	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Cheese	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Large egg	1/2	1/2	1/2	1/2
Beans, peas, and lentils	1/8 cup	1/8 cup	1/4 cup	1/4 cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt ⁷	2 oz eq or 1/4 cup	2 oz eq or 1/4 cup	4 oz eq or 1/2 cup	4 oz eq or 1/2 cup
Peanuts, soy nuts, tree nuts, or seeds	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Vegetables⁸	1/2 cup	1/2 cup	3/4 cup	3/4 cup
Fruits⁸	1/2 cup	1/2 cup	3/4 cup	3/4 cup
Grains⁹				
Whole grain-rich or enriched bread	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain, and/or pasta	1/4 cup	1/4 cup	1/2 cup	1/2 cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	1/2 cup	1/2 cup	1 cup	1 cup
Puffed cereal	3/4 cup	3/4 cup	1 1/4 cup	1 1/4 cup
Granola	1/8 cup	1/8 cup	1/4 cup	1/4 cup

¹ Must serve two of the five components for a reimbursable snack. Milk and juice may not be served as the only two items in a reimbursable snack.

² At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.

³ Must serve unflavored whole milk to children age 1.

⁴ Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.

⁵ May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.

⁶ Alternate protein products must meet the requirements in Appendix A to Part 226.

⁷ Yogurt may be regular or soy, plain or flavored unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

⁸ Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day.

⁹ Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

Sample Shopping List

Date: _____

Groceries					
Produce	Meat	Bread/ Cereal/Pasta	Canned Goods	Spices/ Condiments	Cooking/ Baking
Dairy	Frozen	Box	Snacks	Beverages	Other



Is It a Bargain?

INSTRUCTIONS: If Brand A cereal and the generic (store brand) cereal are of equal nutritional value and the children like both cereals, determine which is the better buy: Brand A with \$1 off coupon or the generic cereal.

Brand A
\$1 off
22 oz only

Generic Cereal
\$0 off
24 oz only

PRODUCT	Size	Price	Price with Coupon	(÷)	Total Ounces	Price per Ounce
Brand A		\$3.29	\$_____	(÷)	22 oz	\$_____
Generic Cereal		\$1.99	\$_____	(÷)	24 oz	\$_____

Buying in Bulk

INSTRUCTIONS: Read the case study below. Use the information in the chart to calculate the unit price for each item. Then determine if each item is a good buy at the warehouse, and indicate yes or no in the column titled “Good Buy?”.

Case Study

BBB Child Care serves eight children aged 2–5 years old. About half of the children eat breakfast and all eat lunch each day. Meals are prepared in a small kitchen. A small pantry holds dry goods. A refrigerator and freezer hold cold and frozen items. The owner of BBB Child Care is going to the bulk warehouse to buy food. She buys the items listed below. Compare the prices and determine if she found good buys or poor buys at the warehouse store. Assume that all brands, quality, sizes, and nutritional values are equal.

FORMULA: Price \div Size = Unit Price

EXAMPLE: For example, if a 24 oz box of crackers costs \$3.00, the unit price is $3.00 \div 24 = 0.125$, or about \$0.13 per oz.

Item	Products from Warehouse					Similar Products from a Grocery Store			
	Price		Size	Unit Price	Good Buy? (Yes or No)	Price		Size	Unit Price
Paper Towels	\$13.92	\div	24 rolls/ pack	\$		\$2.94	\div	3 roll/pack	\$
Eggs	\$1.64	\div	2 dozen	\$		\$1.19	\div	1 dozen	\$
Cereal	\$8.00	\div	100 oz	\$		\$1.98	\div	22 oz	\$
Apples, Fresh	\$8.50	\div	10 lbs	\$		\$2.94	\div	3 lbs	\$

Better Buy Grocery Game

INSTRUCTIONS: Below are three scenarios. Follow along with the instructor and circle the best answer: option A, B, or C. Choose A if you think A is the only correct answer, choose B if you think B is the only correct answer, and choose C if you think that either A or B could be correct, depending on the situation.

Scenario 1

- A. Brand name item
- B. Generic brand of the same item
- C. Either

Scenario 2

- A. Large box of an item
- B. Small box of the same item
- C. Either

Scenario 3

- A. Box of macaroni and cheese
- B. Macaroni and cheese made from scratch
- C. Either



Lesson 3: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then circle the best answer.

1. All of the following are advantages to using convenience items, EXCEPT
 - a. convenience items save time.
 - b. convenience items provide product consistency.
 - c. convenience items use less labor.
 - d. convenience items are always more nutritious.

2. What is a cycle menu?
 - a. a series of menus planned for a period of time
 - b. menus that use monthly themes
 - c. menus that have the same things for lunch everyday
 - d. a series of menus used for different age groups

3. What should you consider when making a shopping list?
 - a. your menu
 - b. food you have on hand
 - c. store layout
 - d. all of the above

4. The unit price of an item is found _____.
 - a. on the front of the box
 - b. on grocery store shelves
 - c. on the back of the box
 - d. at the front of the aisle

5. In a cycle menu, which part of the meal should you plan first?
 - a. vegetable
 - b. grain
 - c. main dish
 - d. dessert

Lesson 4: Food Safety Fundamentals

Table of Contents

Lesson 4: Pre-Assessment.....	65
Food Safety Fundamentals Note Page	67
Food Safety Myth or Fact	68
Handwashing Procedures.....	69
Personal Hygiene	70
Keeping It Clean.....	71
Preventing Cross Contamination.....	72
Safe Refrigerator Shelves.....	73
Types of Thermometers.....	74
Calibrating Thermometers in Child Care	76
Recommended Minimum Internal Cooking Temperatures.....	78
Storage Times for the Refrigerator and Freezer	79
How Long Is Too Long?.....	80
Grocery Store Safety	81
Find the Safety Mistake	82
Lesson 4: Post-Assessment.....	83

Lesson 4: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. People at higher risk of getting a foodborne illness include
 - a. young people.
 - b. seniors.
 - c. individuals with compromised immune systems.
 - d. all of the above.

2. The Temperature Danger Zone is
 - a. 40 °F to 165 °F.
 - b. 32 °F to 140 °F.
 - c. 50 °F to 150 °F.
 - d. 40 °F to 140 °F.

3. Each year in the United States, _____ get sick from foodborne illness.
 - a. 16 million
 - b. 48 million
 - c. 63 million
 - d. 82 million

4. The four steps of food safety are
 - a. clean, separate, cook, and chill.
 - b. clean, sanitize, store, and refrigerate.
 - c. wash, sanitize, store, and chill.
 - d. separate, store, sanitize, and save.

5. Pathogens need all of the following to grow EXCEPT
 - a. food.
 - b. temperature between 40 °F and 140 °F.
 - c. high acidity.
 - d. moisture

Food Safety Fundamentals Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Define “foodborne illness” and list its causes.

Objective 2: Demonstrate the practical techniques for keeping food safe.

Objective 3: Apply food safety knowledge to grocery shopping and food storage.

Conclusion:

Food Safety Myth or Fact

INSTRUCTIONS: Read each statement. Decide if it is a food safety myth or fact, and then check the appropriate box. If it is a myth, use the space under the statement to explain proper food safety practices to use in the particular situation. The first item has been done for you as an example.

Situation	Myth	Fact
1. Always put cooked meat back on a plate that held the raw meat. Solution: Germs from the raw meat can spread to the cooked meat. Always use separate plates for raw meat and cooked meat. The same rule applies to poultry and seafood.	X	
2. Put food on the counter top to thaw it.		
3. Do not wash meat or poultry before cooking.		
4. Let food cool completely before you put it in the refrigerator.		
5. Do not wash your fruits and vegetables if you are going to peel them.		
6. Under cook meat, poultry, or eggs because it keeps them tender.		
7. Wash your hands for 20 seconds.		

Handwashing Procedures

How to Wash Hands

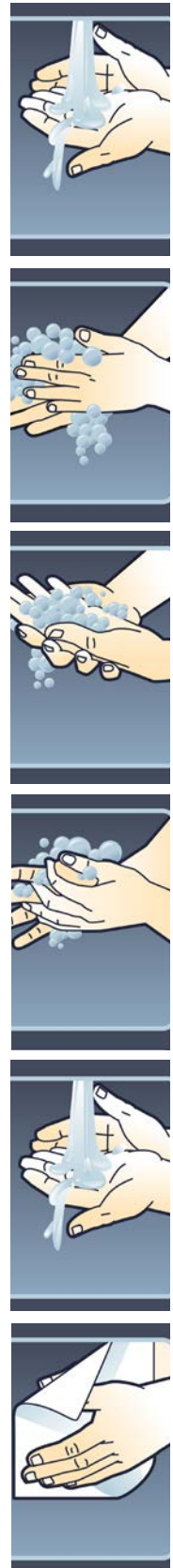
- Use soap and warm, running water. Liquid soap is best. Bar soap can be a source of germs. Check with your health or licensing agency about soap requirements.
- Rub hands together to make a lather and scrub well for 20 seconds. Scrub the backs of your hands, between your fingers, and under your nails. Sing or hum the “Birthday Song” or “ABC Song” from beginning to end two times and you will have washed for 20 seconds. This is a good way to help children learn how long to wash their hands.
- Rinse hands thoroughly under running water.
- Dry hands with a paper towel and use it to turn off faucets; throw away the paper towel. Cloth towels can spread germs when used more than once.

Where to Wash Hands

- Wash hands at the bathroom sink when possible. To allow for supervision, hands may be washed in the kitchen sink, but the sink must be sanitized immediately after handwashing.
- Keep liquid soap and paper towels near the handwashing sink.
- Have a step stool for children if the sink is not positioned at child’s height.

When to Wash Hands

- Wash hands anytime you are not sure hands are clean.
- Wash hands anytime hands come into contact with body fluids.
- Wash hands after you handle raw food, especially meat, chicken, or fish.
- Wash hands before, during, and after preparing food.
- Wash hands before you prepare, handle, or feed bottles of infant formula or breast milk to an infant.
- Wash hands before setting the table or sitting down to eat.
- Wash hands after you eat, drink, or smoke.
- Wash hands after diapering a child or cleaning up a child who has used the restroom.
- Wash hands after you change a bandage or give any kind of first aid to a child or adult.
- Wash hands after you use the toilet.
- Wash hands after you sneeze, use a tissue, or help a child to do so.
- Wash hands after you cough or cover your mouth with your hand.
- Wash hands after touching garbage.
- Wash hands after you play with, feed, or care for pets or other animals.
- Wash hands upon arrival and departure from home.



Personal Hygiene

INTRODUCTION: Good personal hygiene is an important step for food safety in your family child care program.

When preparing food for the children in your care, follow the recommendations below.

- Start your work day in good health, clean, and dressed in clean attire.
- Change apron when it becomes soiled.
- Only wear an apron when in the kitchen; remove the apron upon exiting the kitchen.
- Wash hands properly, frequently, and at the appropriate times.
- Keep fingernails trimmed, filed, and maintained.
- Avoid wearing artificial fingernails or fingernail polish.
- Do not wear any jewelry except for a plain ring with no stones such as a wedding band.
- Treat and bandage wounds and sores immediately. When hands are bandaged, wear single-use gloves to cover bandage.
- Cover any lesion with a bandage. If the lesion is on a hand or wrist, cover with an impermeable cover such as a finger cot or stall and a single-use glove.
- Eat, drink, use tobacco, or chew gum only in designated areas or rooms where food or food contact surfaces may not become contaminated.
- Wear suitable and effective hair restraints while in the kitchen.
- Taste food using the following procedures:
 - Place a small amount of food into a separate container.
 - Step away from exposed food and food contact surfaces.
 - Use a teaspoon to taste the food. Remove the used teaspoon and container to the sink.
Never reuse a spoon that has already been used for tasting.
 - Wash hands immediately.

Keeping It Clean

Always start preparing food with clean cutting boards, pots, pans, utensils, and counter tops.

- Wash cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you proceed to the next. This is especially important before and after preparing raw meat, poultry, seafood, and eggs.
- Use clean towels or paper towels to wipe kitchen surfaces, counter tops, sinks, and tables. Dirty towels and sponges often collect and spread bacteria, instead of removing them.
- After washing and drying, you may choose to sanitize the food preparation surfaces with a bleach solution. Spray surfaces or immerse cutting boards and utensils with the bleach solution, and let surfaces air dry. For current recommendation on mixing bleach solution, check with your sponsoring agency.
- Do not allow books, backpacks, or other items to be placed on tables or counters where food will be prepared or served.
- Rinse all fresh fruits and vegetables just before peeling, eating, cutting, or cooking. Under running water, rub produce briskly with your hands and scrub firm-skinned fruits and vegetables with a clean produce brush to remove dirt and germs. Some vegetables like lettuce, celery, and broccoli should be broken apart before rinsing to remove dirt between the different layers.
- Before opening cans of food, wash the top of the can under clean running water.
- Do not rinse raw fish, seafood, meat, and poultry. Bacteria in these raw juices can splash and spread to other foods and surfaces. Cooking foods to appropriate temperatures will kill harmful bacteria.



Preventing Cross Contamination

Cross contamination is the transfer of bacteria or viruses from hands-to-food, food-to-food, equipment-to-food, or chemical-to-food.

Food-to-Food Cross Contamination	Hand-to-Food Cross Contamination
<ul style="list-style-type: none"> • Separate raw animal foods from ready-to-eat foods. • Thaw food properly. • Separate different types of raw animal foods, such as eggs, fish, meat, and poultry, from each other except when combined in recipes. • Separate unwashed fruits and vegetables from washed fruits and vegetables and other ready-to-eat foods. • Store chemicals away from food. • Store raw animal foods in the refrigerator by placing the raw animal foods on shelves in the following order of cooking temperature: whole beef or pork on top shelf, raw ground meats on middle shelf, and poultry on bottom shelf. • Place food in covered containers or packages except during cooling and store in the refrigerator or cooler. 	<ul style="list-style-type: none"> • Wash hands properly, frequently, and at appropriate times. • Wash hands before putting on single-use gloves and change gloves between each task. • Cover cuts, sores, and wounds. • Keep fingernails short, unpolished, and clean. • Avoid wearing jewelry. • Do not handle food while sick.
Equipment and Food Contact Surface-to-Food Cross Contamination	Chemicals-to-Food Cross Contamination
<ul style="list-style-type: none"> • Use only dry, cleaned, and sanitized equipment and utensils for food preparation. • Clean and sanitize work tables, equipment, and cutting boards after each use and before beginning a new task. • Use separate cutting boards for different foods. • Clean and sanitize surfaces that are handled often, such as refrigerator and freezer handles. • Use only dry, cleaned, and sanitized containers for food storage. • Clean and sanitize shelves in the storage unit on a routine basis. • Cover all foods well and label and date them. 	<ul style="list-style-type: none"> • Store all chemicals away from food products, preferably in a separate storeroom. • Do not use chemicals when you are preparing food. • Store chemicals properly. • Store in original containers. • Label containers. • Never use food containers for chemicals or chemical containers for food containers. • Use chemicals only for recommended purposes.

Safe Refrigerator Shelves

The placement of food in the refrigerator unit is extremely important. Items that will not be cooked should be on the top shelf. The next shelf is for food that will be cooked to 140 °F, like precooked items. Then, below that shelf should be items that will be cooked to 145 °F, like roast beef. The next shelf should include items that will be cooked to 160 °F, like ground beef. On the bottom shelf should be food that will be cooked to 165 °F, like raw poultry. The end-point cooking temperature is higher for the foods at the bottom, and the cooking temperature will kill pathogens associated with foods on the higher shelves should cross contamination occur.

Food Category	Examples
No-Cook Foods	Birthday Cake Milk Fruits and vegetables
Cook to 140 °F	Precooked items
Cook to 145 °F	Roast beef Pork chops
Cook to 160 °F	Ground beef Sausage
Cook to 165 °F	Raw poultry

Types of Thermometers



Dial Oven-Safe (Bimetal)

- Reads in 1-2 minutes
- Place 2-2½ inches deep in thickest part of food
- Can be used in roasts, casseroles, and soups
- Not appropriate for thin foods
- Can remain in food during cooking
- Heat conduction of metal stem can cause false high reading
- Some models can be calibrated; check manufacturer's instructions

Digital Instant-Read (Thermistor)

- Reads in 10 seconds
- Place at least ½ inch deep
- Gives fast reading
- Can measure temperature in thin and thick foods
- Not designed to remain in food during cooking
- Check internal temperature of food near the end of cooking time
- Some models can be calibrated; check manufacturer's instructions
- Available in "kitchen" stores



Thermometer-Fork Combination

- Reads in 2-10 seconds
- Place at least ¼ inch deep in thickest part of food
- Can be used in most foods
- Not designed to remain in food while it is cooking
- Sensor in tine of fork must be fully inserted
- Check internal temperature of food near end of cooking time
- Cannot be calibrated
- Convenient for grilling

Dial Instant-Read (Bimetal)

- Reads in 15-20 seconds
- Place 2-2½ inches deep in thickest part of food
- Can be used in roasts, casseroles, and soups
- Temperature is averaged along probe, from tip to 2-3 inches up the stem
- Cannot measure thin foods unless inserted sideways
- Not designed to remain in food during cooking
- Used to check the internal temperature of a food at the end of cooking time
- Some models can be calibrated; check manufacturer's instructions
- Readily available in stores



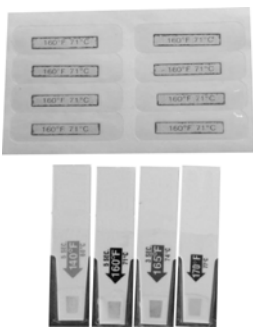
Thermocouple

- Reads in 2-5 seconds
- Place ¼ inch or deeper, as needed
- Gives fastest reading
- Good for measuring temperatures of thick and thin foods
- Not designed to remain in food during cooking
- Checks internal temperature of food near the end of cooking time
- Can be calibrated
- More costly and may be difficult for consumers to find in stores



Disposable Temperature Indicator (Single-use)

- Reads in 5-10 seconds
- Place approximately ½ inch deep (follow manufacturer's directions)
- Designed to be used only once
- Designed for specific temperature ranges
- Should only be used with food for which it is intended
- Temperature-sensitive material changes color when the desired temperature is reached



Pop-Up

- Commonly used in turkeys and roasting chickens
- Pops up when food reaches final temperature for safety and doneness
- Checking the temperature in other parts of the food with a conventional food thermometer is recommended

Oven Probe with Cord

- Can be used in most foods
- Can also be used outside the oven
- Designed to remain in the food during cooking in oven or in covered pot
- Base unit sits on stovetop or counter
- Cannot be calibrated



Refrigerator and Freezer Thermometers

- Usually liquid-filled or bimetallic-coil thermometers
- Place in the front of the refrigerator/freezer in an easy-to-read location
- Check temperature regularly

Source: U.S. Department of Agriculture, Food and Safety Inspection Service. (2013). Food safety education: Types of food thermometers. Retrieved from https://www.fsis.usda.gov/wps/portal/ffsis/topics/food-safety-education/teach-others/ffsis-educational-campaigns/thermy/types-of-food-thermometers/ct_index

Calibrating Thermometers in Child Care

INTRODUCTION: Food temperatures must be checked throughout the food preparation process, and the thermometers used must be accurate. Child nutrition employees are responsible for checking the accuracy of thermometers and calibrating them.

Here Are the Facts

Thermometers that are not calibrated will give misleading information. For example, if it registers 10 degrees higher, it will appear to be 160 °F when it is really 150 °F, which can be very dangerous because the foods may still contain harmful pathogens. If you are cooking ground beef and the thermometer registers too low, you could easily overcook food.

Application

It is important for child nutrition employees to know when and how to calibrate bimetallic stemmed and digital (that can be calibrated) thermometers. Follow state or local health department requirements.

CALIBRATION

When?

Thermometers are sensitive and can lose calibration. It is important to calibrate them:

- weekly,
- when they are dropped, and
- more often if specified by local policy.

How?

There are two methods that can be used to calibrate thermometers.

Ice Water Method

1. Fill a 2-quart measuring cup with ice.
2. Add water to within 1 inch of top of container.
3. Stir mixture well.
4. Let sit for one minute.
5. Place thermometer in container so that the sensing area of stem or probe is completely submerged over the dimple.
6. Keep the thermometer from touching sides or bottom of container.
7. Let thermometer stay in ice water for 30 seconds or until the dial stops moving.

8. Place the calibration tool on the hex adjusting nut and rotate until the dial reads 32 °F, while in ice water.
9. Some digital stemmed thermometers (thermistors) and thermocouples have a reset button that should be pushed.
10. Repeat process with each thermometer.

Boiling Water Method

1. Fill a saucepan or stockpot with water.
2. Bring water to a rolling boil.
3. Place thermometer in the container so that the sensing area of the stem or probe is completely submerged over the dimple.
4. Do NOT let the thermometer stem/probe touch sides or bottom of container.
5. Let thermometer stay in the boiling water for 30 seconds or until the dial stops moving.
6. Place the calibration tool on the hex adjusting nut and rotate until the thermometer dial reads 212 °F while in boiling water.
7. Some digital thermometers (thermistors) and thermocouples have a reset button that should be pushed.
8. Repeat process with each thermometer.

NOTE: The boiling point of water is about 1 °F lower for every 550 feet above sea level. If you are in high altitude areas, the temperature for calibration should be adjusted. For example, if you were at 1100 feet above sea level, the boiling point of water would be 210 °F.

Documenting Calibration

Each time thermometers are calibrated, the process should be documented. The food safety program should include a form for documenting the calibration process of each thermometer.

Remember, follow state or local health department requirements.

Recommended Minimum Internal Cooking Temperatures

FDA Food Code (2013) recommends cooking food items to these temperatures and holding for at least 15 seconds. Check with your state and local health department regulations, as temperatures may vary.

Food	Temperature
Seafood.....	145 °F
Beef, roasts (hold 3 minutes*).....	145 °F
Pork, chops and roasts (hold 3 minutes*).....	145 °F
Eggs.....	160 °F
Ground beef and Pork.....	160 °F
Ground poultry.....	165 °F
Poultry.....	165 °F
Mixed dishes, stuffed pasta, stuffed meats, leftovers	165 °F

**Some foods need 3 minutes of rest time after cooking to make sure that harmful germs are killed.*

Storage Times for the Refrigerator and Freezer

Category	Food	Refrigerator (40 °F or below)	Freezer (0 °F or below)
Salads	Egg, chicken, ham, tuna & macaroni salads	3 to 5 days	Does not freeze well
Hot dogs	opened package unopened package	1 week 2 weeks	1 to 2 months 1 to 2 months
Luncheon meat	opened package or deli sliced unopened package	3 to 5 days 2 weeks	1 to 2 months 1 to 2 months
Bacon & Sausage	Bacon Sausage, raw – from chicken, turkey, pork, beef	7 days 1 to 2 days	1 month 1 to 2 months
Hamburger & Other Ground Meats	Hamburger, ground beef, turkey, veal, pork, lamb, & mixtures of them	1 to 2 days	3 to 4 months
Fresh Beef, Veal, Lamb & Pork	Steaks Chops Roasts	3 to 5 days 3 to 5 days 3 to 5 days	6 to 12 months 4 to 6 months 4 to 12 months
Fresh Poultry	Chicken or turkey, whole Chicken or turkey, pieces	1 to 2 days 1 to 2 days	1 year 9 months
Soups & Stews	Vegetable or meat added	3 to 4 days	2 to 3 months
Leftovers	Cooked meat or poultry Chicken nuggets or patties Pizza	3 to 4 days 3 to 4 days 3 to 4 days	2 to 6 months 1 to 3 months 1 to 2 months
Dairy	Milk Cheese, hard	7 days 3 to 4 weeks	3 months 6 months
	Eggs	3 to 5 weeks	Do not freeze in shell. Beat yolks and whites together, then freeze. for up to 12 months
Vegetables	Blanched or cooked	3 to 4 days	8 to 10 months
Infant Formula	Prepared from powder or ready to use	24 hours	Not recommended
Breast milk	Provided by mother	72 hours	6 to 12 months

How Long Is Too Long?

INSTRUCTIONS: Listed below are foods that are stored at the ABC Family Child Care. Read through the description of each item and the time in storage. Then, decide if you think the product would be safe to use, be potentially unsafe, or has spent too long in storage. Write your answer in the last column.

Item*	Packaging	Time in Storage	Safe, Potentially Unsafe, or Too Long in Storage
Cold Storage			
Milk*	Intact	2 days	
Eggs, shell	Intact	7 weeks	
Hot dogs*	Opened package	10 days	

Frozen Storage			
Chicken nuggets*	Opened package	1 week	
Green beans*	Intact	6 months	
Waffles*	Opened package, freezer burned	4 months	

* Assume that food has not passed the expiration date.

Grocery Store Safety

INSTRUCTIONS: Read through the following strategies for food safety while shopping and storing food. While reading each strategy, think about which food safety principle the strategy follows: clean, separate, chill, or other. Then write “CL” if it follows the clean principle, “S” for separate, “CH” for chill and “O” for other. As an example, the answer to the first item appears below.

Strategies	CL, S, CH, O
Preparing to shop for groceries	
• Bring a cooler with ice packs to the grocery store	CH
• Know the store layout and map out the best route for keeping perishable items in the Temperature Danger Zone for the shortest amount of time	
Load the shopping cart	CL, S, CH, O
• Place heavier items on the bottom	
• Place raw meat on the bottom of cart	
• Keep raw meat separate from ready-to-eat foods	
• Place produce in plastic bags	
• Keep cleaning supplies separate from foods	
• Check expiration dates	
• Avoid damaged packages	
Think about sources of contamination	CL, S, CH, O
• Ask the cashier to clean the checkout belt if it appears dirty	
• Clean reusable grocery sacks	
Keep food safe in your car	CL, S, CH, O
• Use a cooler for meat	
• Use a cooler for dairy products and produce	
• Load heavier items on the bottom	
• Keep cleaning supplies separate from food	
Store food properly when you arrive home	CL, S, CH, O
• Label and date all products so that the items can be used first in, first out (FIFO)	
• Put away items that go in the refrigerator and freezer first	
• Store food off of the floor	
• Store food and chemicals separately	

Find the Safety Mistake

INSTRUCTIONS: Read the following story. Think about whether the four steps to food safety were followed. Then, underline the food safety mistakes in the story.

Ms. Maria began preparing lunch for the children at ABC Child Care after putting on her hair net and then washing her hands. She began to fry chicken in a pan; some raw chicken is on a cutting board waiting to be fried. She was happy the raw chicken defrosted fully overnight after she left the package on the kitchen counter. Ms. Maria then decided to make fruit salad. She transferred the raw chicken to a plate and used the same cutting board to slice a honeydew melon in half. She cut it into bite-size pieces and placed the pieces in a bowl on the counter. She put the other half of the melon on a plate before putting it in the refrigerator. She noticed the refrigerator thermometer read 46 °F.

By this time, the chicken in the pan was nicely browned. Ms. Maria cut a piece of chicken and saw that the inside was no longer pink. “Looks done to me,” she said, and placed the cooked chicken pieces on a tray. With her bare hands, she took the rest of the raw chicken from the plate, rinsed the chicken quickly in the sink, and put the chicken pieces in the warm pan. Then, she walked back to the refrigerator and took out a bag of red grapes. She ate a few grapes, and then put a few handfuls of grapes into the bowl with the melon. Ms. Maria took a can of peaches from the shelf, used a can opener to open the can, and put the peaches into the bowl of fruit. As she put the can opener back in the drawer, she said, “What a colorful fruit salad!”

Ms. Anna came into the kitchen after playing with the children outside. She put on an apron and stirred the mashed potatoes in the bowl. She pulled the spoon out of the bowl and tasted the mashed potatoes. She said, “This tastes good,” and put the spoon back into the bowl. She called the children in for lunch and served the chicken, mashed potatoes, and fruit salad, along with a slice of wheat bread and a cup of milk.

After lunch, Ms. Maria wiped down the counters and tables with a damp sponge and wiped her hands on her apron. She used the same sponge to wash the cutting board with cold water. Then, she started to put away the leftovers before she went to the grocery store. Ms. Anna came into the kitchen as she was leaving for the day at 5:30 p.m. and found the fruit salad still sitting on the counter. She put the bowl in the refrigerator to use the next day. She didn’t want to waste any food.

Lesson 4: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. People at higher risk of getting a foodborne illness include
 - a. young people.
 - b. seniors.
 - c. individuals with compromised immune systems.
 - d. all of the above.

2. The Temperature Danger Zone is
 - a. 40 °F to 165 °F.
 - b. 32 °F to 140 °F.
 - c. 50 °F to 150 °F.
 - d. 40 °F to 140 °F.

3. Each year in the United States, _____ get sick from foodborne illness.
 - a. 16 million
 - b. 48 million
 - c. 63 million
 - d. 82 million

4. The four steps of food safety are
 - a. clean, separate, cook, and chill.
 - b. clean, sanitize, store, and refrigerate.
 - c. wash, sanitize, store, and chill.
 - d. separate, store, sanitize, and save.

5. Pathogens need all of the following to grow EXCEPT
 - a. food.
 - b. temperature between 40 °F and 140 °F.
 - c. high acidity.
 - d. moisture

Lesson 5: Mealtime Procedures

Table of Contents

Lesson 5: Pre-Assessment.....	89
Mealtime Procedures Note Page	91
Mealtime Assessment.....	92
Family Child Care Program Procedures	93
Advantages of Family Style Meals	94
Age-Appropriate Kitchen Activities	95
Cooking with Kids.....	96
Handwashing Poster	97
Child-Friendly Items for Family Style Meals.....	98
Tips for Adult Role Models.....	99
Phrases That Help and Hinder	100
Mealtime Scenarios	101
Family Style Mealtime Checklist	103
Song Lyrics	104
Lesson 5: Post-Assessment.....	105

Lesson 5: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. When setting the table you should
 - a. use paper plates and plastic utensils.
 - b. do it yourself so it is done correctly.
 - c. set out large trays for serving the food.
 - d. use child-size utensils and serving dishes.

2. Components of family style meals include all of the following EXCEPT
 - a. food preparation.
 - b. meal service.
 - c. circle time.
 - d. cleanup.

3. During meals
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

4. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above

5. During food preparation you should
 - a. wash your hands only before cooking.
 - b. avoid cross contamination.
 - c. keep food on the counter to come to room temperature.
 - d. take meat out of the oven when it looks brown.

Mealtime Procedures Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Describe the advantages of family style meals.

Objective 2: Identify the four components of family style meals.

Objective 3: Describe how to implement family style meals.

Conclusion:

Mealtime Assessment

INSTRUCTIONS: Read each statement and think about practices in your family child care program. Decide if the answer is “Always,” “Sometimes,” or “Never,” and then check the appropriate box.

Feeding Practices	Always	Sometimes	Never
1. Mealtimes are pleasant and relaxed for the children and adults.			
2. Transition activities are used to prepare children for mealtime.			
3. Children are allowed plenty of time to eat.			
4. A variety of food is offered to meet the children’s nutritional needs.			
5. Easy-to-like foods are offered at each meal. a. Brightly colored foods b. Finger foods c. Easily identified foods			
6. New foods are offered several times a week to broaden the children’s food experiences.			
7. Portion sizes are appropriate for the children.			
8. Second servings of fruits and vegetables are available to assure the children can satisfy their appetites.			
9. A safe and sanitary environment is offered to the children.			
10. Food is not used as a reward, punishment, or pacifier.			
11. Children are allowed to decide the amount of food they eat.			
12. Children are allowed to serve themselves (family style) from bowls and platters of food on the table.			
13. Adults sit at the table with the children throughout the entire mealtime.			
14. Adults eat the same food as the children.			
15. Adults and children share pleasant conversations at mealtimes.			

Family Child Care Program Procedures

INSTRUCTIONS: Complete the procedure as instructed throughout the lesson.

Procedure	Plan
Mealtime Schedule	Breakfast: Lunch: Snack:
Meal Preparation	Food safety: Child participation:
Set Up	Transitions: Table setting: Child-appropriate items that need to be purchased for family style meals:
Meal Service	How will you make mealtime pleasant? What routines will you create for mealtime? How can you be a good role model?
Cleanup	Supplies needed: Cleanup routine:

Advantages of Family Style Meals

Family style meals reinforce social skills, such as

- taking turns,
- passing food in serving dishes to others,
- saying please and thank you, and
- helping to set the tables.

Family style meals strengthens serving skills, such as

- practicing fine and gross motor skills when serving and passing food,
- learning to serve and pass food without touching the food, and
- learning not to eat out of the serving dishes or off of serving utensils.

Family style meals give children control of their eating by allowing them to

- take small servings of food and take additional helpings throughout the meal;
- choose not to take a food item initially, but change their minds later in the meal or another time the item is served;
- feel confident that additional helpings will be available throughout the meal; and
- leaving more food for children who are hungrier on any given day.

Family style meals indirectly encourage children to try new foods.

- Children who do not feel pressure and who feel in control of their eating are more likely to try new foods.
- Children may need to see a new food eight to ten times before they want to try it.

Family style meals help family child care providers be interactive.

- Providers act as role models, demonstrating appropriate mealtime behavior.
- Providers are available at the table to redirect behavior before it gets out of hand.

Family style meals reduce food waste.

Age-Appropriate Kitchen Activities

Age-appropriate kitchen activities for 2-year-olds

- Hand items to adult to put away (such as after grocery shopping)
- Place things in trash
- Tear lettuce or greens
- Help “read” a cookbook by turning the pages
- Make “faces” out of pieces of fruits and vegetables
- Rinse vegetables or fruits
- Snap green beans

Age-appropriate kitchen activities for 3-year-olds

All that a 2-year-old can do, plus

- Add ingredients
- Talk about cooking
- Scoop or mash potatoes
- Squeeze citrus fruits
- Knead and shape dough
- Name and count foods
- Help assemble a pizza

Age-appropriate kitchen activities for 4-year-olds

All that a 3-year-old can do, plus

- Peel some fruits, such as oranges and bananas
- Set the table
- Help measure dry ingredients
- Help make sandwiches and tossed salads

Age-appropriate kitchen activities for 5-year-olds

All that a 4-year-old can do, plus

- Measure liquids
- Cut soft fruits with a dull knife

Cooking With Kids

INSTRUCTIONS: Please read the recipe and answer the questions below.

Sample Recipe: White Bean and Vegetable Salad

Yield: 25 servings

Ingredients:

- 2-15 oz cans of white beans
- 23 oz frozen mixed vegetables (thawed and drained)
- 1 cup frozen corn (thawed and drained)
- ½ cup Italian dressing

Directions:

1. Drain and rinse beans. Place beans in a large bowl.
2. Add mixed vegetables, corn, and dressing to beans and mix gently.

Questions

1. Which steps could younger children handle? Older children?

2. Which steps must be completed by an adult?

Handwashing Poster

Remember to wash hands with soap and warm running water when...

- Preparing and serving meals
- Preparing meat, poultry, and fish
- Feeding an infant
- Eating or drinking
- Changing diapers
- Using the bathroom
- Helping in the bathroom
- Sneezing, coughing, and wiping runny noses
- Coming in contact with body fluids

Child-Friendly Items for Family Style Meals



Child-size plates, silverware, and cups

- Choose items that are not easily broken.
- Choose cups that do not tip over easily.

Serving dishes

- Choose small bowls with a wide rim or lip to prevent spilling.
- Avoid platters that are not child-size because they are difficult for small children to use.
- Separate the same food into several small bowls so that they are not too heavy.
- Use bowls that do not become too hot to handle when filled with hot foods.

Serving utensils

- Use small scoops and tongs – they are easier for children to use than long handled spoons or sharp serving forks.
- Try $\frac{1}{4}$ and $\frac{1}{2}$ cup measuring cups with handles – they are often an ideal size and shape for children to manage.

Pitchers

- Select small pitchers with lids and pouring spouts for young children.

Cleaning supplies

- Have a dust pan and brush, a small bucket with soapy water, and sponges available for quick cleanup.

Tips for Adult Role Models

- Join children at the table for meals and eat the same food.
- Don't rush; mealtime should be relaxed.
- Help children recognize hunger cues.
- Do not consume unhealthy foods and beverages (e.g., candy, soda) in front of children.
- Try new food with children.
- Talk about enjoying healthy food.
- Encourage children and compliment them as their skills improve.
- Discuss the nutritional value of foods served to stimulate appetite and encourage consumption of foods.
 - Have children name the food groups.
 - Have children name examples of fruits, vegetables, dairy products, meats or meat alternates, and grain items.
 - Have children name their favorite healthy foods and explain what they like about them.
- Ask children how they can help in mealtime activities at home.
- Use the **Phrases that Help and Hinder** handout (see the next page).



Phrases That Help and Hinder

Phrases that Hinder	Phrases that Help
<p>Eat that for me.</p> <p>If you do not eat one more bite, I will be mad.</p> <p><i>Phrases like these teach children to eat for your approval and love. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.</i></p>	<p>This is a kiwi; it's sweet like a strawberry.</p> <p>These radishes are very crunchy!</p> <p><i>Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.</i></p>
<p>You're such a big girl; you finished all your peas.</p> <p>Jenny, look at your sister. She ate all of her bananas.</p> <p>You have to take one more bite before you leave the table.</p> <p><i>Phrases like these teach children to ignore fullness. It is better for children to stop eating when full or satisfied than when all of the food has been eaten.</i></p>	<p>Is your stomach telling you that you're full?</p> <p>Is your stomach still making its hungry, growling noise?</p> <p>Has your tummy had enough?</p> <p><i>Phrases like these help children to recognize when they are full. This can prevent overeating.</i></p>
<p>See, that didn't taste so bad, did it?</p> <p><i>This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.</i></p>	<p>Do you like that?</p> <p>Which one is your favorite?</p> <p>Everybody likes different foods, don't they?</p> <p><i>Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.</i></p>
<p>No dessert until you eat your vegetables.</p> <p>Stop crying and I will give you a cookie.</p> <p><i>Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.</i></p>	<p>We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?</p> <p>I am sorry you are sad. Come here and let me give you a big hug.</p> <p><i>Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.</i></p>

Mealtime Scenarios

INSTRUCTIONS: Read each of the scenarios below. Decide what mistakes were made by the family child care provider and write them on the left hand side of the chart below the scenario. Then think about ways the provider might have handled the situation in a more positive way and write your ideas on the right hand side of the chart under “Improvements.” You may want to use the **Tips for Adult Role Models** sheet on the previous page as a resource.

SCENARIO 1

A family child care provider is sitting at a table with children during mealtime. The meal is being served family style. The provider says, “Okay everyone, finish up what you are eating.” A boy at the table says, “I am full. I don’t want to eat any more.” The provider replies, “If you want to grow up big and strong, you need to finish all of the food on your plate.” Then a girl at the table says, “I am still hungry. Can I have more food?” The provider replies, “I think that you have had enough.”

Mistakes	Improvements

SCENARIO 2

A family child care provider is helping the children serve themselves lunch. She says, “Oh, doesn’t this look good! I am sure that you will all enjoy today’s lunch.” Then the provider stands to the side of the table drinking a soda and talking to a staff member. The provider says to the staff member, “I am just going to grab something to eat later.” The staff member asks, “You don’t like the lunch today?” “I really don’t like the vegetables that go with the meal,” the provider replies.

Mistakes	Improvements

Family Style Mealtime Checklist

Mealtime Routine	
<input type="checkbox"/>	Routines allow for food to be prepared and ready at the designated mealtime.
Appropriate size bowls and serving utensils	
<input type="checkbox"/>	Food is served in bowls of appropriate size that children can lift and pass.
<input type="checkbox"/>	Serving bowls are of appropriate material so they do not conduct heat and are not too hot to pass.
<input type="checkbox"/>	Small size scoops, one-piece plastic tongs, and short-handled hard plastic serving spoons are used.
Mealtime expectations to review with children	
<input type="checkbox"/>	We wash our hands before our meal.
<input type="checkbox"/>	We eat together at the table.
<input type="checkbox"/>	We all come to the table at the same time.
<input type="checkbox"/>	We wait until everyone is ready before we begin our meal.
<input type="checkbox"/>	We serve ourselves and pass food to each other.
<input type="checkbox"/>	We use inside voices.
Passing food practice for children	
<input type="checkbox"/>	Pass with both hands.
<input type="checkbox"/>	Keep food over the table when passing it.
<input type="checkbox"/>	Hold the bowl by the side to keep fingers out of food.
Serving utensils practice for children	
<input type="checkbox"/>	Practice with scoops, tongs, and short-handled hard plastic serving spoons.
Pouring practice for children	
<input type="checkbox"/>	Practice with dry materials such as sand or beans.
<input type="checkbox"/>	Practice with water.
<input type="checkbox"/>	Practice with pouring water into child-size cups.
Cleanup practice for children	
<input type="checkbox"/>	Pretend to clean with sponge or cloth.
<input type="checkbox"/>	Pretend to clean the floor with a mini-mop or cloth.
<input type="checkbox"/>	Practice cleaning the table and floor with water.

Song Lyrics

Twinkle, Twinkle Little Star

By Ann and Jane Taylor, traditional tune

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star.
How I wonder what you are.

The ABC Song

Musical arrangement attributed to Louis Le Maire

a-b-c-d-e-f-g

h-i-j-k-lmnop

q-r-s

t-u-v

w, x

y and z

*Now I know my "ABCs,"
Next time won't you sing with me.*

Clean Up, Clean Up, Everybody, Everywhere

Traditional

Clean up! Clean up!
Everybody, everywhere.
Clean up! Clean up!
Everybody do your share.



Lesson 5: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. When setting the table you should
 - a. use paper plates and plastic utensils.
 - b. do it yourself so it is done correctly.
 - c. set out large trays for serving the food.
 - d. use child-size utensils and serving dishes.

2. Components of family style meals include all of the following EXCEPT
 - a. food preparation.
 - b. meal service.
 - c. circle time.
 - d. cleanup.

3. During meals
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

4. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above

5. During food preparation you should
 - a. wash your hands only before cooking.
 - b. avoid cross contamination.
 - c. keep food on the counter to come to room temperature.
 - d. take meat out of the oven when it looks brown.

Lesson 6: Food Allergies and Intolerances

Table of Contents

Lesson 6: Pre-Assessment.....	109
Food Allergies and Intolerances Note Page	111
Common Food Allergies.....	112
Food Allergy Symptoms.....	113
Words and Signs Children May Use During an Allergic Reaction.....	114
Common Food Allergens.....	115
Label Reading.....	116
Using Food Labels.....	117
Ingredient Labels.....	118
Family Child Care Allergy Policy.....	119
Allergy and Intolerance Case Study	121
Lesson 6: Post-Assessment.....	123

Lesson 6: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Which food is NOT in the top nine foods that cause allergies?
 - a. milk.
 - b. eggs.
 - c. strawberries.
 - d. wheat.
2. A food allergy policy should include
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.
3. What is anaphylaxis?
 - a. a mild allergic reaction
 - b. a severe allergic reaction that can lead to death
 - c. an allergic reaction that is NOT treatable
 - d. an allergic reaction that is easily treated with antihistamines
4. A person with celiac disease cannot eat _____.
 - a. gluten
 - b. eggs
 - c. milk
 - d. preservatives
5. A food allergy is different from a food intolerance because
 - a. the symptoms are always different.
 - b. it involves the immune system.
 - c. it is never outgrown.
 - d. only children get them.

Food Allergies and Intolerances Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Describe food allergies and the related symptoms.

Objective 2: Identify the top nine food allergens on food labels.

Objective 3: Differentiate between a food intolerance and a food allergy.

Objective 4: Create a food allergy policy.

Conclusion:

Common Food Allergies

INSTRUCTIONS: Look at the list of foods below. If you think this is a common food allergy, circle “Yes”. If you think this is not a common food allergy, circle “No”.

Food Item	Common Food Allergy?	
1. Cow’s milk	Yes	No
2. Applesauce	Yes	No
3. Peanuts	Yes	No
4. Rice cereal	Yes	No
5. Wheat bread	Yes	No
6. Eggs	Yes	No

Food Allergy Symptoms

An allergic reaction to a food can be mild to severe, and the signs and symptoms can present themselves within a few minutes or up to a few hours after eating or having contact with a food allergen. Below are some of the possible symptoms of an allergic reaction.

Skin Symptoms

- Hives
- Swelling
- Skin rash

Gastrointestinal Symptoms

- Stomach cramps
- Nausea
- Vomiting
- Diarrhea

Respiratory Symptoms

- Runny nose
- Difficulty breathing
- Tightening of throat

Oral Symptoms

- Itching
- Swelling of the tongue or throat
- Hives in mouth or on tongue or roof of mouth

Other Symptoms

- Rapid drop in blood pressure
- Anaphylactic shock

Words and Signs Children May Use During an Allergic Reaction

Children may not be able to clearly explain symptoms of an allergic reaction or know that they are experiencing an allergic reaction. Therefore, children will explain an occurring allergic reaction in their own words. Children may say the following statements when experiencing an allergic reaction:

- “This food is too spicy.”
- “My tongue is hot.”
- “My tongue feels like there is hair on it.”
- “There’s a frog in my throat.”
- “My lips feel tight.”
- “My mouth feels funny.”
- “My mouth itches.”
- “It feels like something is stuck in my throat.”
- “It feels like there are bugs in my ear.”
- “It feels like there is a bump in the back of my throat.”

Young children, such as infants and toddlers may not be able to explain allergic reaction symptoms in words. Understanding this, it is important to watch behaviors during and after meals. Some of the signs of an allergic reaction are as follows:

- Difficulty breathing
- Pulling or scratching at the ear or tongue
- Hoarse or squeaky voice
- Swelling of the face, eyes, or tongue
- Hives and rashes
- Itching

Source: U.S. Department of Agriculture, Food and Nutrition Service. (2013). Appendix B: Care for children with food allergies. In *Nutrition and wellness for young children*. Retrieved from http://teamnutrition.usda.gov/Resources/nutritionandwellness/appendix_b.pdf



Common Food Allergens

- Cow's milk - includes anything made from cow's milk, such as yogurt, cheese, butter, or milk-based formulas. Goat's milk should also be avoided if someone is allergic to cow's milk.
- Eggs - includes whites, yolks, and powdered eggs.
- Peanuts - includes peanut flour and hydrolyzed protein. Check with the child's doctor or review the signed medical statement and care plan on file to determine if peanut oil should be avoided.
- Tree nuts - includes, but is not limited to, walnuts, almonds, hazelnuts, cashews, pistachios, and Brazil nuts. Check with the child's doctor or review the signed medical statement and care plan on file to determine if coconuts or coconut oil should be avoided.
- Fish - includes, but is not limited to, salmon, tuna, and halibut.
- Sesame - includes, but is not limited to, sesame flour, oil, paste, powder, and seeds. Sesame is also used in non-food items, such as cosmetics, perfumes, medications, nutritional supplements, and pet foods.
- Shellfish - includes, but is not limited to, crab, lobster, shrimp, clams, mussels, oysters, scallops, and squid.
- Soy - includes soybeans, soy protein, and soy flour. Check with the child's doctor or review the signed medical statement and care plan on file to determine if soybean oil should be avoided.
- Wheat - includes anything made from wheat, such as bread, pasta, cereal, and crackers. Wheat is sometimes found in ice cream, spaghetti sauce, or hot dogs. Wheat can also be found in modeling clay.

Source: U.S. Department of Agriculture, Food and Nutrition Service. (2013). Appendix B: Care for children with food allergies. In Nutrition and wellness for young children. Retrieved from http://teamnutrition.usda.gov/Resources/nutritionandwellness/appendix_b.pdf



Label Reading

Food labels must list the nine major food allergens (milk, eggs, peanuts, tree nuts, wheat, sesame, soy, fish, and crustacean shellfish) in plain language, either in the ingredient list or with a “contains” statement.

Hot Dog Buns

Ingredient List

ENRICHED FLOUR (WHEAT), WATER, HIGH FRUCTOSE CORN SYRUP, EGG, CORN OIL, WHEY (MILK), YEAST, SUGAR, SOY FLOUR

Contains Statement (Allergy Statement)

CONTAINS: MILK, SOY, EGG, AND WHEAT

Using Food Labels

INSTRUCTIONS: Review the family child care menu items in the column on the left. Use the ingredient labels chart on the next page to determine if these foods contain milk, soy, or egg. On the chart, make an X for each allergen the food item contains.

Food Item	Allergen		
	Milk	Soy	Egg
Meatballs			
Crinkle Cut Fries			
Biscuits			
Chicken Nuggets			
Mashed Potatoes			
Creamed Corn			
Hot Dogs			
Hot Dog Buns			
Cheese Ravioli			
Tacos			
Cheese Pizza			
Carrots and Celery with Ranch Style Dressing			

Ingredient Labels

<p>MEATBALLS</p> <p>Beef, water, textured soy protein, eggs, dehydrated onion, garlic, spices, bread crumbs</p> <p>Contains: eggs, milk, soy and wheat</p>	<p>MASHED POTATOES</p> <p>Potatoes, sour cream, butter, salt, pepper</p> <p>Contains: milk</p>
<p>CREAMED CORN</p> <p>Corn, water, sugar, modified corn starch, salt</p>	<p>CRINKLE CUT FRIES</p> <p>Potatoes, vegetable oil, salt, dextrose</p> <p>Contains: soy beans</p>
<p>BISCUITS</p> <p>Enriched flour, skim milk, soybean oil, sugar, baking powder, salt</p> <p>Contains: wheat and milk ingredients</p>	<p>HOT DOG BUNS</p> <p>Enriched flour, water, buttermilk, high fructose corn syrup, egg, soybean oil, whey, yeast, sugar, wheat gluten, soy flour</p> <p>Contains: milk, soy, egg, and wheat</p>
<p>CHICKEN NUGGETS</p> <p>Chicken breast, water, wheat flour, salt, soybean oil, whey, rice flour, spices, flavoring, food starch</p> <p>Contains: milk, wheat, and soy</p>	<p>CHEESE PIZZA</p> <p>Toppings: low-moisture part-skim mozzarella cheese, tomatoes, food starch, salt, spices</p> <p>Crust: enriched flour, water, vegetable shortening, yeast, salt, sugar</p> <p>Contains: milk, soy, and wheat</p>
<p>CARROTS AND CELERY WITH RANCH STYLE DRESSING</p> <p>Carrots, celery, dressing (soybean oil, water, egg yolk, sugar, salt, non-fat buttermilk, natural flavors [soy], spices)</p>	<p>HOT DOGS</p> <p>Beef, water, garlic powder, hydrolyzed soy protein, paprika, potassium and sodium lactate, salt</p> <p>Contains: soy</p>
<p>TACOS</p> <p>Shell: stone ground corn flour, water, cellulose gum, calcium propionate, lime</p> <p>Meat: hamburger, spices (chili pepper, cumin, oregano, and red pepper), onion, whey solids (milk), salt, sugar, paprika, garlic, potato starch, citric acid</p>	<p>CHEESE RAVIOLI</p> <p>Enriched durum flour, whole milk ricotta cheese, water, whole egg, romano cheese, salt, spices, soybean oil</p> <p>Contains: egg, milk, and wheat</p>

Family Child Care Allergy Policy

1. Create a food allergy policy for your program.

- Incorporate your state and federal disability laws and the U.S. Department of Agriculture (USDA) regulations regarding children with food allergies.
- Include an emergency plan in case of a severe allergic reaction, such as anaphylaxis. If epinephrine is administered, emergency medical services should be called immediately, and the child should be transported to the emergency room.
- Include a plan to notify parents about any reactions or exposures to an allergen.
- Require all children to wash their hands when entering your home (or facility) and before and after meals and snacks to prevent cross contact.
- Develop and follow procedures to avoid cross contact.
- Develop food allergy forms to obtain the appropriate information from parents and State licensed healthcare professionals.
- Identify a location to post a list of children with food allergies where only caregivers have access. Remember to maintain confidentiality regarding children's medical information.
- Decide where to keep medication.

2. Create an individual food allergy plan for each child with a food allergy.

- Discuss with parents or guardians what actions you should take to keep children safe from exposure to the allergen and how to treat a reaction if it occurs.
- Put the plan in writing for the parents to review, and then keep it where you and other caregivers can refer to it as needed.
- Inform parents that they are responsible for supplying needed medication. Be sure you understand when and how to administer the medication. Be aware of who is allowed to administer medication as state laws may vary. Keep medications in a location that is safe and secure but easy to access for caregivers.
- Require parents or caregivers to bring a medical statement from a State licensed healthcare professional (individual authorized to write medical prescriptions under state law) or a registered dietitian for their children with food allergies, which are considered disabilities. Medical statements should always include the food(s) to be omitted as well as the food(s) to be substituted.
- If there is uncertainty about the medical statement or if it does not provide enough information, contact the household for clarification.
- Children with milk allergies may be offered a nondairy beverage that is nutritionally equivalent to fluid milk when a written request is made by a State licensed healthcare professional, registered dietitian, parent, or legal guardian. Contact your sponsoring organization or local governing facility for documentation forms that can be used.
- Consider allowing parents to provide food for children with multiple special diet requirements to decrease the chances of an allergic reaction.

3. Develop procedures to prevent cross contact.

- Wash hands with warm soapy water before and after each task. Using water or hand sanitizer is ineffective because neither removes allergens.
- Clean and sanitize all food contact surfaces thoroughly before and after each use with warm soapy water when preparing food for a child with food allergies. Sanitizing alone will not effectively remove food allergens.
- Consider using specified cutting boards or work areas to prepare food for children with food allergies.
- Consider restricting food to certain locations in the house.
- Wipe down counters and tables with common household cleaners before and after meals and snacks.
- Store foods so that allergen-free foods do not come in contact with other foods.
- Require all children to wash their hands with warm soapy water upon entering your home (or facility) and before and after meals and snacks.
- Do not allow trading or sharing food, food utensils, or food containers.
- Make meals for children with food allergies first, or serve children with food allergies first if serving meals family style.
- Refrain from using foods that a child is allergic to in art projects, cooking activities, or crafts (for example, peanut butter for bird feeder pinecone crafts or modeling clay that contains wheat).
- Ask parents to pre-approve items such as body lotions, sunscreens, shampoos, and creams for children with food allergies, as some may contain allergenic ingredients which could be ingested by the child.

4. Train other caregivers.

- Train caregivers on the basics of food allergies.
- Train caregivers on your family child care food allergy policy and each child's individual food allergy plan.
- Instruct caregivers how to identify symptoms of an allergic reaction.
- Explain that in the event of an allergic reaction, caregivers should promptly follow instructions in the individual food allergy plan.
- Consider having parents of children with food allergies or your sponsoring agency help you train caregivers about food allergies.
- Take precautions to ensure the confidentiality of children's medical information.
- Have a plan to notify any substitute or parent helper about food allergies.

5. Use food labels.

- Understand how foods are labeled for allergens.
- If a child is allergic to a food other than the top nine food allergens, be sure to have a list of ingredients to avoid from the child's caregiver or physician.
- Check labels for warning statements that begin with "may contain," "produced on shared equipment," or "produced in a plant that uses." These foods should be avoided as the product may contain a small amount of the allergen through cross-contact.
- Do not allow outside food without a food label.

- Check food labels for allergens on every product each time you purchase it, and follow your state guidelines for keeping food labels on file.
- Call manufacturers or ask parents when you are unsure about ingredients to ensure that each food is safe for a child's unique allergy issues.

Allergy and Intolerance Case Study

INSTRUCTIONS: Read the case study below, and then rewrite the menu with appropriate meal modifications that would be safe for Sue and Juan.

Case Study

Two children in your program have food allergies or intolerances. Sue is allergic to peanuts. If she eats a food containing peanuts, she breaks out in hives, wheezes, and vomits. Juan is lactose intolerant, and he cannot digest the sugar found in milk or milk products. If he does eat any food containing milk or milk products, Juan develops stomach cramps and diarrhea. Medical forms are on file instructing that Sue receive peanut-free foods and requesting Juan be served milk-free meals. The instructions also request that Juan have lactose-free milk available to him at breakfast and lunch.

The lunch menu planned for today is as follows:

- Cheeseburger on a bun
- Carrot sticks with ranch dressing dip
- Baked beans
- Apple slices with peanut butter
- Choice of milk

Make any necessary changes to this meal so that it will be appropriate for Sue and Juan.

Write appropriate menus below.

Menu for Sue	Menu for Juan
*	*
*	*
*	*
*	*
*	*

Lesson 6: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Which food is NOT one of the nine common food allergens?
 - a. milk.
 - b. eggs.
 - c. strawberries.
 - d. wheat.

2. A food allergy policy should include
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.

3. What is anaphylaxis?
 - a. a mild allergic reaction
 - b. a severe allergic reaction that can lead to death
 - c. an allergic reaction that is NOT treatable
 - d. an allergic reaction that is easily treated with antihistamines

4. A person with celiac disease cannot eat _____.
 - a. gluten
 - b. eggs
 - c. milk
 - d. preservatives

5. A food allergy is different from a food intolerance because
 - a. the symptoms are always different.
 - b. it involves the immune system.
 - c. it is never outgrown.
 - d. only children get them.

Lesson 7: Infants and Development

Table of Contents

Lesson 7: Pre-Assessment.....	127
Infants and Development Note Page.....	129
Personalities of Providers and Infants	130
Infant Developmental and Feeding Milestones.....	131
CACFP Infant Meal Pattern.....	133
Special Nutrition Needs of Infants	134
Development and Feeding Skills	135
Food Safety for Breast Milk and Formula Bottles.....	137
Find the Match	139
Lesson 7: Post-Assessment	141
Training Post-Assessment.....	143

Lesson 7: Pre-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Avoid feeding infants nuts, hot dogs, and grapes because they can cause _____.
 - a. constipation
 - b. choking
 - c. poor nutrient intake
 - d. diarrhea

2. Fruit juice _____.
 - a. offers a nutritious choice for infants of all ages
 - b. offers no nutritional benefit for infants less than 12 month old
 - c. is a better choice than whole fruit for infants
 - d. is an important part of an infant's diet

3. In the first year of life, infants will _____ in weight.
 - a. stay the same
 - b. double
 - c. triple
 - d. quadruple

4. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

5. How should bottles be warmed?
 - a. in the microwave
 - b. on the counter top
 - c. by placing them in hot water
 - d. by shaking vigorously

Infants and Development Note Page

INSTRUCTIONS: Use the note page to take notes you may find useful in your family child care program.

Introduction:

Objective 1: Describe the relationship between growth and development.

Objective 2: Describe the relationship between food and health in infants.

Objective 3: Demonstrate best practices for safely feeding infants.

Conclusion:

Personalities of Providers and Infants

INSTRUCTIONS: Read and follow the steps listed below.

1. If you could be a crayon, what color would you be? Color Box 1 the color that best describes your personality. For example: yellow = warm, blue = cool, hot pink = cheerful. There are no right or wrong answers. We all perceive colors differently.
2. Below Box 1, list two to three words that best describe your personality.
3. Think about three different infants in your care. If each infant were a crayon, what color would he/she be? Color Boxes 2-4 the colors that best describe each infant's personality.
4. Below Boxes 2-4 list two to three words that best describe each infant's personality.

Box 1: Me

1. _____
2. _____
3. _____

Box 2: Infant

1. _____
2. _____
3. _____

Box 3: Infant

1. _____
2. _____
3. _____

Box 4: Infant

1. _____
2. _____
3. _____

5. Now, create three new colors in Boxes 2-4 by blending the color that you chose as representative of your personality with the colors of your infants. Describe the way your personality blends with the personality of the infant. Do you feel the same toward every infant?

Infant Developmental and Feeding Milestones

Birth to 4 Months

Development

- Holding and cuddling are very important during this time. There is no way to “spoil” an infant.
- Eyesight is blurry at birth, but the sense of smell develops quickly. Infants can tell the difference between people by smell.
- Infants hear tones but do not understand words. Speak in a calm, pleasant voice.

Feeding

- Infants need only breast milk or iron-fortified formula for about the first 6 months of life to meet all their nutritional requirements
- Feed infants when they are hungry (or on-demand), and stop feeding when they are full (even if they have not finished their bottle).

4 Months to 6 Months

Development

- They grow fast and will double their birth weight in their first 4 to 5 months.
- Infants’ digestive tracts are maturing and able to digest and absorb a wider range of foods.
- They are able to sit up, alone or with very little support.
- They open their mouths when food is presented.
- Infants can close their lips over a spoon.
- They can keep food in their mouth and swallow, rather than pushing it out.

Feeding

- When infants are developmentally ready, iron-fortified infant cereals and pureed meats are good first foods because they provide iron and zinc that babies need around 6 months of age. Mix cereal with breast milk, iron-fortified infant formula, or water. Always feed cereal with a spoon, never a bottle.
- Gradually add other single-ingredient foods, like fruits and vegetables, before giving combination foods. Once the infant has tried each ingredient in a mixed food without having an allergic reaction, then the infant can try the combination food.
- Start slowly, introducing about 1-2 teaspoons of a new food at a time.
- Allow at least 7 days between the introduction of each new single-ingredient food. Some researchers acknowledge that complementary foods can be introduced at intervals of 2 to 4 days if the infant is developmentally ready. A gradual introduction to new foods helps determine whether a baby is allergic to a food. Talk with parents to find out which new foods they are trying at home and which new foods they would like you to offer their infant.

- Avoid foods with added salt, sugar, honey, modified cornstarch, or modified tapioca starch. Honey and corn syrup may contain *Clostridium botulinum* spores, which can be toxic to an infant.

*It's important not to serve infants complementary foods until they are able to sit up (alone or with very little support), open their mouths when food is presented, close their lips over a spoon, and keep food in their mouth and swallow (rather than pushing it out).

7 Months to 12 Months

Development

- Infants who are 7 to 12 months old become more attached to others as they experience pleasant interactions, especially with other babies and the caregiver.
- Babies at this age develop preferences for foods they eat and for people.
- They grow quickly. From birth to the end of the first year, an infant may triple in weight and increase in length by 50%.
- They learn to crawl, squat down and stand up, carry objects in their hands, and walk.
- They are fascinated by new things. They love to look at and feel objects of different sizes, shapes, and textures (e.g., soft, hard, smooth, rough, spongy, and furry).
- Babies recognize familiar voices and faces from far away. They also babble constantly, especially when someone talks to them.

Feeding

- Caregivers can continue adding new foods to an infant's diet one at a time.
- Around 8 or 9 months, infants may try finger foods, such as small pieces of bread, crackers, ready-to-eat cereals, and soft fruits and vegetables.
- Adding meat around 10 months helps to ensure the infant gets enough protein and iron.
- Avoid foods that may cause choking (such as nuts, hot dogs, popcorn, grapes, and other small, hard foods).
- Avoid foods that are spicy, salty, sugary, too hot, or too cold. Remember that honey should not be given to infants until they are 1 year old.
- Once an infant is developmentally ready for meat, fruits, vegetables, and finger foods, these foods become part of the meal pattern and must be served as part of a reimbursable meal.

CACFP Infant Meal Patterns

Breakfast, Lunch, and Supper	
Birth through 5 Months	6 through 11 Months
4-6 fluid ounces breast milk ¹ or formula ²	<p>6-8 fluid ounces breast milk¹ or formula;² and</p> <p>0-½ ounce equivalent infant cereal;² or</p> <p>0-4 tablespoons</p> <ul style="list-style-type: none"> meat, fish, poultry, whole egg, cooked dry beans, peas, and lentils; or <p>0-2 ounces of cheese; or</p> <p>0-4 ounces (volume) of cottage cheese; or</p> <p>0-4 ounces or ½ cup of yogurt;³ or</p> <p>0-4 tablespoons (¼ cup) or 2.2 ounces tofu;⁴ or a combination of the above;⁵ and</p> <p>0-2 tablespoons vegetable or fruit, or a combination of both.^{5,6}</p>
<p>¹ Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.</p> <p>² Infant formula and dry infant cereal must be iron-fortified.</p> <p>³ Yogurt may be regular or soy, plain or flavored, unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).</p> <p>⁴ The minimum serving amount of commercially prepared tofu for infants 6 through 11 months must contain at least 5 grams of protein.</p> <p>⁵ A serving of this component is required when the infant is developmentally ready to accept it.</p> <p>⁶ Fruit and vegetable juices must not be served.</p>	

CACFP Infant Meal Patterns (cont.)

Snack	
Birth through 5 Months	6 through 11 Months
4-6 fluid ounces breast milk ¹ or formula ²	2-4 fluid ounces breast milk ¹ or formula; ² and 0- ¹ / ₂ ounce equivalent bread or bread-like items; ³ or 0- ¹ / ₄ ounce equivalent crackers; ³ or 0- ¹ / ₂ ounce equivalent infant cereal; ^{2,3} or 0- ¹ / ₄ ounce equivalent ready-to-eat breakfast cereal; ^{3,4,5} and 0-2 tablespoons vegetable or fruit, or a combination of both ^{4,6}
<p>¹ Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.</p> <p>² Infant formula and dry infant cereal must be iron-fortified.</p> <p>³ A serving of grains must be whole grain-rich, enriched meal, enriched flour, bran, or germ.</p> <p>⁴ A serving of this component is required when the infant is developmentally ready to accept it.</p> <p>⁵ Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.</p> <p>⁶ Fruit and vegetable juices must not be served.</p>	

Special Nutrition Needs of Infants

- Excess fat in adults can cause heart problems, but it is necessary for infants. Infants need fat in moderation to help them grow and for the development of the brain and nervous system.
- Infants need fiber in moderation. Adults benefit from high-fiber diets, but they are not good for infants. Fiber is bulky, filling, and usually low in calories.
- Infants need only naturally occurring sugars, like those found in breast milk, infant formula, and fruit. Avoid foods containing artificial sweeteners.
- Infants can get the sodium they need from the food that they eat. It is not necessary to add salt to their food.
- Choose foods with zinc, iron, and calcium for growth. These minerals are important for healthy blood, proper growth, and strong bones. Food sources of iron and zinc are meats and eggs. Food sources of calcium are infant formula and dark green vegetables.

Development and Feeding Skills

INSTRUCTIONS: Read the first five columns about an infant's development for the age listed. Then decide what would be the most appropriate foods for the infant in that age range and how you would deliver the food.

Infant's Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
0-4 months	<ul style="list-style-type: none"> Sucks and swallows Poor control of head, neck, and trunk Needs head support Brings hand to mouth at 3 months 	<ul style="list-style-type: none"> Swallows liquids Pushes most solid objects from mouth 	<ul style="list-style-type: none"> Wakes and tosses Sucks on fist Cries or fusses Opens mouth while feeding to indicate wanting more 	<ul style="list-style-type: none"> Seals lips together Turns head away Decreases or stops sucking Spits out the nipple or falls asleep when full 	
4-6 months	<ul style="list-style-type: none"> Sits with support Good head control Uses whole hand grasp (palmar grasp) Opens mouth when sees spoon approaching 	<ul style="list-style-type: none"> Takes spoonfuls of puréed or strained food and swallows without choking Drinks small amount from a cup with the help of another person 	<ul style="list-style-type: none"> Cries or fusses Smiles or coos to indicate hunger Moves head toward spoon 	<ul style="list-style-type: none"> Decreases rate of sucking or stops sucking when full Spits out nipple Turns head away May be distracted 	
5-9 months	<ul style="list-style-type: none"> Can control the position of food in the mouth Sits alone Follows food with eyes Transfers food from one hand to the other Tries to grasp food 	<ul style="list-style-type: none"> Begins to eat mashed foods Eats from a spoon easily Drinks from a cup with some spilling Begins to feed self with hands 	<ul style="list-style-type: none"> Reaches for spoon or food Points to food 	<ul style="list-style-type: none"> Eating slows down Pushes food away 	

Infant's Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
8–11 months	<p>Begins to use jaw and tongue to mash food</p> <p>Transfers objects from hand to mouth</p> <p>Uses thumb and index fingers to pick up objects (pincer grasp)</p> <p>Plays with spoon at mealtime</p>	<p>Begins to eat ground or finely chopped food and small pieces of soft food</p> <p>Begins to experiment with spoon but prefers to feed with hands</p> <p>Drinks from a cup with less spilling</p>	<p>Reaches for food</p> <p>Points to food</p> <p>Gets excited when food is presented</p>	<p>Eating slows down</p> <p>Clenches mouth shut or pushes food away</p>	
10–12 months	<p>Able to chew</p> <p>Feeds self easily with fingers</p> <p>Begins to put spoon in mouth</p> <p>Dips spoon in food</p> <p>Demands to spoon feed self</p> <p>Begins to hold cup with two hands</p> <p>Drinks from a straw</p> <p>Good eye-hand-mouth coordination</p>	<p>Begins to eat chopped food and small pieces of soft, cooked table food</p> <p>Begins to spoon feed self with help</p> <p>Bites through a variety of textures</p>	<p>Expresses desire for specific food with words or sounds</p>	<p>Expresses disinterest for food with word, sounds, or actions</p> <p>Moves head to say no more</p>	

Note: Developmental stages may vary with individual infants.

Source: U.S. Department of Agriculture, Food and Nutrition Service, Special Supplemental Nutrition Program for Women Infants, and Children (WIC). (2009). Infant nutrition and feeding. Retrieved from <http://www.nal.usda.gov/wicworks/Topics/FG/CompleteIFG.pdf>

Food Safety for Breast Milk and Formula Bottles

Breast Milk

- Expressed milk should be stored in sterilized bottles or disposable plastic nursing bags.
- Ask mothers to prepare milk in 2–4 oz BPA free bottles. If a child doesn't drink all of the expressed milk, the remaining will have to be disposed.
- Ask mothers to label each container with the child's name, date, and time collected. The milk should only be used for her infant.
- Wash hands before handling breast milk.
- Keep prepared bottles of breast milk in the refrigerator until feeding time.
- Thaw a bottle of frozen breast milk in the refrigerator, or hold it under cool running water as you slowly swirl the bottle.
- Warm breast milk under warm running water to room temperature, not exceeding 98.6°F. Never microwave bottles, as this can create hot spots.
- Never vigorously shake the bottle or stir the milk.
- Consult with your local county or city health department for regulations regarding storing breast milk. However, here are some general guidelines for safely using and storing breast milk.
- Using Expressed Breast Milk:
 - Rotate stored breast milk, using the oldest milk first.
 - Warm breast milk under warm running water to room temperature, not exceeding 98.6 °F. Never microwave bottles, as this can create hot spots.
 - Never vigorously shake the bottle or stir the milk.
 - Discard unused breast milk left in the bottle within 2 hours after the infant is finished feeding.
- Storing Expressed Breast Milk:
 - Store breast milk in the refrigerator for up to 4 days from the date the breast milk was expressed.
 - Use breast milk stored in the freezer within 6 - 12 months.
 - Previously frozen breast milk that is thawed and stored in the refrigerator should be used within 24 hours and should never be refrozen.
 - Dispose of breast milk left on a countertop after 4 hours.

Formula

- Wash your hands before preparing formula.
- Keep prepared bottles of formula in the refrigerator until feeding time.
- If preparing formula, rinse and dry the lid prior to preparing the formula.
- Warm bottles under warm running water or by placing the bottle in a container filled with hot, but not boiling water, and letting it stand for a few minutes.

- Never microwave bottles as this can create hot spots.
- Consult with your local county or city health department for regulations regarding storing formula that you have prepared. As a general guideline, use prepared infant formula within 2 hours of preparation. If the prepared infant formula is not being fed within 2 hours, refrigerate it and use within 24 hours. Once you start feeding an infant, make sure the infant formula is consumed within 1 hour. Throw away any leftover formula that is in the bottle.

Find the Match

INSTRUCTIONS: Make two copies of the questions and answers below. Cut the questions and answers from one copy into individual strips. Use the other copy as an answer key. Pass one strip of paper to each participant. Ask participants to walk around the room and find the question or answer that matches their strip. When everyone has found a match, ask each set of participants to share their question and answer with the class.

Question: What should you always do when you are feeding an infant a bottle?	Answer: Hold an infant
Question: What is an indicator that an infant is ready for solid food?	Answer: Infants are able to sit up alone or with support
Question: What is the only food needed for infants birth through 3 months?	Answer: Breast milk or iron-fortified formula
Question: What is the increase in weight that an infant will have during the first year?	Answer: Triple the weight
Question: What is the age that most infants can start solid food?	Answer: Around 6 months
Question: What is a good first solid food to serve to infants when they are developmentally ready?	Answer: Iron-fortified infant cereals and pureed meats
Question: What is the serving size of a new food for an infant?	Answer: 1-2 teaspoons
Question: Why is it important to allow time between the introduction of new foods?	Answer: To determine possible allergies

Question: What types of bottled baby foods are to be avoided for infants?	Answer: Combination foods and desserts
Question: What ingredients in baby foods are unnecessary/unhealthy for infants?	Answer: Sugar, honey, salt, modified cornstarch and modified tapioca starch
Question: What should you not use to thaw or warm bottles?	Answer: A microwave
Question: What is the first thing you do before feeding a baby to prevent the spread of illness?	Answer: Wash hands
Question: From where should food be served to infants?	Answer: A dish or bowl
Question: What should you do with leftover food from a serving dish?	Answer: Discard all leftover food
Question: How long should you keep a bottle of formula in the refrigerator?	Answer: 24 hours

Lesson 7: Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Avoid feeding infants nuts, hot dogs, and grapes because they can cause _____.
 - a. constipation
 - b. choking
 - c. poor nutrient intake
 - d. diarrhea

2. Fruit juice _____.
 - a. offers a nutritious choice for infants of all ages
 - b. offers no nutritional benefit for infants less than 12 months old
 - c. is a better choice than whole fruit for infants
 - d. is an important part of an infant's diet

3. In the first year of life, infants will _____ in weight.
 - a. stay the same
 - b. double
 - c. triple
 - d. quadruple

4. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

5. How should bottles be warmed?
 - a. in the microwave
 - b. on the counter top
 - c. by placing them in hot water
 - d. by shaking vigorously

Training Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

- To help children develop healthy eating habits, you should do all of the following, EXCEPT
 - set a good example.
 - serve large portions so they won't get hungry.
 - help children know when they have had enough.
 - let children help in the kitchen.
- Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than ____ minutes at a time, unless they are sleeping.
 - 15
 - 30
 - 60
 - 90
- Grains are divided into two groups, which are
 - whole grains and refined grains.
 - bread and pasta.
 - meal items and baked goods.
 - crackers and cookies.
- The four steps of food safety are
 - clean, separate, cook, and chill.
 - clean, sanitize, store, and refrigerate.
 - wash, sanitize, store, and chill.
 - separate, store, sanitize, and save.
- The Temperature Danger Zone is
 - 40 °F to 165 °F.
 - 32 °F to 140 °F.
 - 50 °F to 150 °F.
 - 40 °F to 140 °F.

6. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above.

7. During meals
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

8. A food allergy policy should include
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.

9. A food allergy is different from a food intolerance because
 - a. the symptoms are always different.
 - b. it involves the immune system.
 - c. it is never outgrown.
 - d. only children get them.

10. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

Appendix

Glossary.....	147
Supplemental Resources.....	148
Answer Key: Activities	149
Answer Key: Pre-/Post-Assessment.....	165
Resource List.....	175

Glossary

Allergen: A protein in food that triggers an immune response in a person who has an allergy

Anaphylaxis: A severe allergic reaction that can cause death

Best if Used By (or Before) Date: The recommended date for the best flavor or quality, it is not a purchase or safety date.

BPA-Free Bottles: Bottles that do not contain bisphenol A (or BPA). BPA is an industrial chemical that has been used to make certain plastics and resins. There is concern that BPA may cause health effects on the brain, behavior, and prostate gland of fetuses, infants, and children.

Budget: An itemized summary of estimated or intended expenditures for a given period of time

Burp: To cause a baby to expel air from the stomach, such as by patting the back after feeding

CDC: Centers for Disease Control and Prevention

Celiac Disease: A disorder in which gluten causes damage to the intestines

Combination Foods: Commercially prepared infant foods including a variety of vegetables, fruits, or meats. Examples are corn and sweet potatoes, apples and plums, and peas and carrots.

Convenience Foods: Foods that have been partially or completely prepared when purchased. Examples are chicken nuggets, frozen lasagna, and French fries.

Cross Contact: When an allergen is transferred from a food containing an allergen to a food that does not contain the allergen.

Cross Contamination: The transfer of harmful substances or disease-causing microorganisms to food by hands, food, equipment, or chemicals.

Cycle Menu: A series of menus planned for a period of time, such as 3 weeks. The menu is different for each day during the cycle.

Dietary Fiber: The indigestible portion of food that comes from plants. Dietary fiber plays an important role in maintaining a healthy body.

Expressed Milk: Breast milk a nursing mother has pumped from her breast for later use

Family Style Meals: Meals in which tables are set with plates and utensils and food is passed in small containers from which the children serve themselves. Beverages are served in small pitchers so children can pour beverages themselves.

Food Allergy: An abnormal immune response that occurs when the body reacts to a certain food as if it is a harmful substance

Food Intolerance: A reaction to food that does not involve the immune system

Foodborne Illness: An illness that is carried or transmitted to people by a food or beverage

Infant: A child under the age of 1 year

Lactose Intolerance: A common food intolerance that results in the inability to properly digest the sugar in milk

Legumes: A term used for beans, peas, and lentils.

MyPlate: A USDA graphic used as a tool to provide basic nutrition guidance.

Obesity: In children, it is defined as a Body Mass Index (BMI) at or above the 95th percentile for children of the same age and gender.

Overweight: In children, it is defined as a Body Mass Index (BMI) at or above the 85th percentile and lower than the 95th percentile for children of the same age and gender.

Pathogen: A disease causing microbe that can contaminate food

Rest Time: The amount of time the product remains at the final temperature after it has been removed from the heat source

Sell-By Date: This date tells the store how long to display the product for sale. The product should be purchased before the date expires.

Single-Ingredient Foods: Commercially prepared infant foods including one main item such as carrots or peas

SMART Goals: A guide to creating successful goals by making them specific, measurable, achievable, realistic, and timely

Structured Physical Activity: Activity that is led by an adult caregiver.

Temperature Danger Zone: The temperature zone in which bacteria multiply rapidly; between 40 °F and 140 °F

Transition Activities: Small activities between major activities that can be implemented during any

change of activities. For example, using a song between cleanup time and handwashing for lunch.

Unit Price: The cost of one unit, such as an ounce

Unstructured Physical Activity: Activity that is led by children and also is known as free play.

Use-By Date: The last date recommended for the use of the product while at peak quality. The date has been determined by the manufacturer of the product.

Wellness Policy: A written document that creates the framework for healthy environments by using goals and action steps

Whole Grains: Grain items that contain the entire grain kernel (the bran, germ, and endosperm)

Supplemental Resources

Action for Healthy Kids. <http://www.actionforhealthykids.org/>

National Association for Sport and Physical Education. (2009). *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5*.

U.S. Department of Agriculture. *ChooseMyPlate*. <http://www.choosemyplate.gov>.

U.S. Department of Agriculture, Food and Nutrition Service. (2018, September). *Nibbles for health: Nutrition newsletters for parents of young children*. <https://www.fns.usda.gov/tn/nibbles>

Institute of Child Nutrition. (n.d.). Child nutrition recipe box. <https://theicn.org/cnrb/>

U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2020, December). *Dietary guidelines for Americans, 2020-2025*. 9th Edition. <https://www.dietaryguidelines.gov/>

Answer Key: Activities

Lesson 1: Health and Wellness

Wellness Policy Questions

1. Why do you need a wellness policy?
I saw on the news that childhood obesity is a growing problem, and I am worried about the children in my care.
2. How will it improve your child care program?
Active children with good eating habits are usually healthier.
3. How can you encourage healthier eating in your family child care program?
Increase the children's exposure to fruits and vegetables.
Offer water between meals.
4. How can you encourage the children in your care to be more physically active?
Play more games during outdoor play.
Turn off the TV and computer.
Incorporate movement into morning and afternoon activity times.
5. How can you track your progress?
Make a checklist to manage each goal daily, with room to make notes as needed. Review these items monthly and adjust the policy as needed.

Draft a Wellness Policy

Introduction:

Childhood overweight and obesity are big problems in the U.S. I hope to improve the health of the children in my care by improving the nutrition and physical activity environment in my family child care home.

Nutrition Goals:

1. I will offer three different vegetables to the children over the course of each day.
2. I will make healthy food from scratch to decrease fat and sodium (salt).

Physical Activity Goals:

1. I will limit screen time for the children in my care.
2. I will incorporate music and movement breaks into the daily schedule.

Plan for Follow-Up:

I will make a checklist to manage each goal daily, with room to make notes as needed. I will review these items monthly and adjust the policy as needed.

Ms. Shelly's Challenge

Challenge 1: Ms. Shelly has three children who are picky eaters. One child only eats green foods, while another child only eat fruits. What can Ms. Shelly do to encourage children to try new foods?

1. Set a good example.
2. Start small.

Challenge 2: Sometimes Ms. Shelly serves lunch at 11:30 am and other times she serves lunch at 12:30. She allows children 15 minutes to eat their food. Many children grow frustrated and fail to finish their food. What can Ms. Shelly do differently to promote an enjoyable mealtime?

1. Help children know when they have had enough to eat.
2. Follow a meal and snack schedule.

Challenge 3: Ms. Shelly invited a local farmer to her family child care home to talk about fruits and vegetables. Unfortunately, the local farmer became sick and was unable to visit with the children. Ms. Shelly has very little knowledge about fruits and vegetables. What can Ms. Shelly do to teach children about fruits and vegetables?

1. Let children help in the kitchen.
2. Start small.

Age-Appropriate Physical Activities

Age Category	Infants (Birth to 12 months)	Toddlers (1-2 years)	Preschoolers (3-5 years)
Age-Appropriate Physical Activities	1, 3, and 5	3 and 6	2 and 4

List of Physical Activities

1. Place a child on his or her tummy. Roll brightly colored soft play balls nearby. (infants)
2. Use yoga positioning cards to have children practice different balancing poses. (preschoolers)
3. Place favorite toys across the room and encourage children to get to the toys by crawling, cruising, or walking. (infants and toddlers)
4. Cut out pictures of different animals and place them in a bag. Ask one child to pick a picture out of the bag. Have the child move like the chosen animal and have the other children guess what animal it is. (preschoolers)
5. Touch a toy to the infant's hands every day to encourage grabbing. (infants)
6. Have children play with toys that can be pushed or pulled. (toddlers)



Indoor/Outdoor Activities

Item(s) to promote physical activity	Indoor, outdoor, or both	Examples of how could you use these item(s)?
Blankets/ soft mats	Both	Use blankets while giving infants plenty of tummy time. Place toys on blankets or soft mats just out of their reach so that they can practice movement.
Books	Both	Read a story that is based on a song (such as Five Little Ducks or Five Little Monkeys Jumping on the Bed), and encourage the children to act out the motions with you.
Pinecones and leaves	Both	Take a hike or nature walk through the neighborhood or a nearby park. Collect items such as pinecones or leaves that you can use later in science lessons.
Music	Both	Play music that guides children in movement and dancing, or use upbeat music during free time to encourage their own creative dance.
Balls (of various sizes)	Both	Use balls that are of different textures, sizes, weights, and colors. Balls, bean bags, and scarves will encourage toddlers to practice skills such as throwing, tossing, and catching.
Calendar	Indoor	For group times, consider activities such as “jumping out the date.” For example, if it is the 20th of the month, have children jump 20 times. Vary the activity by encouraging the children to jump on one foot or two feet, or to take little jumps or big jumps.
Velcro	Both	Velcro can be used to ensure that learning experiences are rich and beneficial to all children, including those with developmental disabilities. For example, you can use Velcro to adapt materials so they are easier to handle.
Tricycles	Both	Riding toys and push/pull toys can be used to promote traveling and balancing skills. If you have a large, open area indoors, you can use these items indoors as well. Designate if toys will be used indoors or outdoors.
Batting tee	Outdoor	Have a variety of equipment like batting tees, plastic bats, balls, hopscotch, and hoops available for outdoor play.
Jackets	Outdoor	Go outside in the winter or even in light rain! Fresh air—even in winter—benefits children. Put on clothing layers to appropriately protect against the weather. In the summer, use sunscreen. Weather conditions that pose a risk to children’s health and safety include a wind chill at or below 15 °F or heat index at or above 90 °F.

Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

Introductory Menu Activity

What problems do you see with this menu?	Create a menu you think would be better.	Create three lunch menus based on the entrée provided.
<p>Possible answers include the following:</p> <p>There is not a lot of color on the plate; it lacks visual appeal.</p> <p>The applesauce is sweetened.</p> <p>There is not a variety of textures; there is not a crunchy food included.</p> <p>Buttered mashed potatoes tend to be higher in fat.</p> <p>The dinner roll is made from white bread instead of wheat bread.</p>	<p>Possible menu: 1% milk, orange smiles, steamed broccoli, whole wheat bread stick, and baked chicken breast</p>	<p>Possible menus:</p> <p>Lunch Day 1: 1% milk, strawberries, baby carrots, turkey burger on a whole wheat bun</p> <p>Lunch Day 2: 1% milk, roast beef sandwich, kiwi, lettuce and tomato salad</p> <p>Lunch Day 3: 1% milk, brown rice with chicken and vegetable stir fry, fresh pineapple</p>

Vegetables on the Menu

Dark Green Vegetables	Spinach roll-up (tortilla with spinach and low-fat ranch dip)
Red and Orange Vegetables	Baked sweet potato fries
Starchy Vegetables	Add water chestnuts to a broccoli stir-fry
Beans, Peas, and Lentils	Dry bean dip: purée one can of any bean (rinsed and drained) with 3 tablespoons of lemon juice, 3 tablespoons of olive oil, and a pinch of salt
Other Vegetables	Veggie pizza with zucchini, green peppers, and mushrooms

Lesson 3: Cost-Effective Shopping

Is It a Bargain?

<p>Brand A</p> <p>\$1 off</p> <p>22 oz only</p>
--

<p>Generic Cereal</p> <p>\$0 off</p> <p>24 oz only</p>

PRODUCT	Size	Price	Price with Coupon	(÷)	Total Ounces	Price per Ounce
Brand A		\$3.29	\$2.29	(÷)	22 oz	\$0.10
Generic Cereal		\$1.99	\$1.99	(÷)	24 oz	\$0.08

Answer Guide:

Generic cereal is about \$0.02 less per ounce. To determine the price per ounce, divide the price by the number of ounces.

$$2.29 \div 22 = .10$$

Does \$0.02 make a difference?

If you use 100 oz of cereal per week, in 52 weeks, you would use 5,200 oz.

$$5,200 \text{ oz} \times \$0.02 = \$104 \text{ per year savings}$$

What if you used only 20 oz of this cereal per week?

$$20 \text{ oz} \times 52 \text{ weeks} = 1,040 \text{ oz}$$

$$1,040 \text{ oz} \times \$0.02 = \$ 20.80 \text{ per year}$$

Buying in Bulk Answer Key

FORMULA: Price \div Size = Unit Price

EXAMPLE: For example, if a 24 oz box of crackers costs \$3.00, the unit price is $3.00 \div 24 = 0.125$, or about \$0.13 per oz.

Item	Products from Warehouse					Similar Products from a Grocery Store			
	Price		Size	Unit Price	Good Buy? (Yes or No)	Price		Size	Unit Price
Paper Towels	\$13.92	\div	24 rolls/ pack	\$0.58	Yes	\$2.94	\div	3 roll/pack	\$0.98
Eggs	\$1.64	\div	2 dozen	\$0.82/ dozen	Maybe	\$1.19	\div	1 dozen	\$1.19/dozen
Cereal	\$8.00	\div	100 oz	\$0.08	Maybe	\$1.98	\div	22 oz	\$0.09
Apples, Fresh	\$8.50	\div	10 lbs	\$0.85	Maybe	\$2.94	\div	3 lbs	\$0.98

Additional Considerations:

- The paper towels are about 40% less per roll at the warehouse. However, storage may be a problem.
- The eggs are also about 30% less at the warehouse, but eggs have a shelf life. Consider if the eggs will be used before the expiration date. The menu will indicate total usage of eggs per week.
- The cereal is \$0.01 less per ounce. Cereal tends to grow stale over time. Children may expect a choice of cereals or different cereals each day. Use the menu to determine usage.
- Ten pounds of apples is a lot of apples if you are planning to serve them raw. Apples can be stored in the refrigerator, but they take up a lot of space. Use the menu to determine usage.

Better Buy Grocery Game

Scenario 1 Answer: C. Either choice could be correct. Sometimes brand-name items go on sale, coupons are available, or both, making the brand name items cheaper than the generic.

Scenario 2 Answer: C. Either choice could be correct. It is important to check the unit price (price per ounce, price per item in the box, etc.) to determine which is cheaper. Most grocery stores list the unit price on the shelf tag along with the price of the item. If not, divide the number of units by the total price to get the unit price. For example, if a 24 oz box of crackers costs \$3.00, the unit price is $3.00 \div 24 = 0.125$, or about \$0.13 per oz.

Scenario 3 Answer: C Explain that either of these answers could be correct. Explain that a 1/4 cup serving of boxed macaroni and cheese costs approximately \$0.10. The same serving of homemade macaroni and cheese costs about \$0.25. However, homemade macaroni and cheese is usually a healthier alternative, especially if you use reduced-fat cheese and whole wheat pasta.

Lesson 4: Food Safety Fundamentals

Food Safety Myth or Fact

Situation	Myth	Fact
<p>1. Always put cooked meat back on a plate that held the raw meat.</p> <p>Solution: Germs from the raw meat can spread to the cooked meat. Always use separate plates for raw meat and cooked meat. The same rule applies to poultry and seafood.</p>	X	
<p>2. Put food on the counter top to thaw it.</p> <p>Solution: Harmful germs can multiply rapidly at room temperature. Thaw food safely: in the refrigerator, in cold water, in the microwave.</p>	X	
<p>3. Do not wash meat or poultry before cooking.</p> <p>Explanation: Washing raw meat or poultry can spread bacteria to your sink, countertops, and other surfaces in your kitchen. Don't wash meat, poultry, or eggs.</p>		X
<p>4. Let food cool completely before you put it in the refrigerator.</p> <p>Solution: Illness-causing bacteria can grow in perishable foods within 2 hours unless you refrigerate them. Refrigerate perishable foods within 2 hours (or within 1 hour if the temperature is over 90°F).</p>	X	
<p>5. Do not wash your fruits and vegetables if you are going to peel them.</p> <p>Solution: Because it's easy to transfer bacteria from the peel or rind to the inside of your fruits and veggies when cutting, it's important to wash all produce, even if you plan to peel it.</p>	X	
<p>6. Under cook meat, poultry, or eggs because it keeps them tender.</p> <p>Solution: Cooked food is safe only after it has been cooked to a high enough temperature to kill harmful bacteria. Use the Safe Minimum Cooking Temperatures Chart and a food thermometer.</p>	X	
<p>7. Wash your hands for 20 seconds.</p> <p>Explanation: Germs on your hands can contaminate the food that you or others eat. Wash hands the right way—for 20 seconds with soap and running water.</p>		X

How Long Is Too Long?

Item*	Packaging	Time in Storage	Safe, Potentially Unsafe, or Too Long in Storage
Cold Storage			
Milk*	Intact	2 days	Safe
Eggs, shell	Intact	7 weeks	Potentially unsafe
Hot dogs	Opened package	10 days	Potentially unsafe

Frozen Storage			
Chicken nuggets*	Opened package	1 week	Safe
Green beans*	Intact	6 months	Safe
Waffles*	Opened package, freezer burned	4 months	Too long in storage

* Assume that food has not passed the expiration date.

Grocery Store Safety

Strategies	CL, S, CH, O
Preparing to shop for groceries	
• Bring a cooler with ice packs to the grocery store	CH
• Know the store layout and map out the best route for keeping perishable items in the “Temperature Danger Zone” for the shortest amount of time	CH
Load the shopping cart	CL, S, CH, O
• Place heavier items on the bottom	O
• Place raw meat on the bottom of cart	S
• Keep raw meat separate from ready-to-eat foods	S
• Place produce in plastic bags	S
• Keep cleaning supplies separate from foods	S
• Check expiration dates	O
• Avoid damaged packages	O
Think about sources of contamination	CL, S, CH, O
• Ask the cashier to clean the checkout belt if it appears dirty	CL

• Clean reusable grocery sacks	CL
Keep food safe in your car	CL, S, CH, O
• Use a cooler for meat	CH
• Use a cooler for dairy products and produce	CH
• Load heavier items on the bottom	O
• Keep cleaning supplies separate from food	S
Store food properly when you arrive home	CL, S, CH, O
• Label and date all products so that the items can be used first in, first out (FIFO)	O
• Put away items that go in the refrigerator and freezer first	CH
• Store food off of the floor	CL
• Store food and chemicals separately	CL

Find the Safety Mistake

Ms. Maria began preparing lunch for the children at ABC Child Care after putting on her hair net and then washing her hands. She began to fry chicken in a pan; some raw chicken is on a cutting board waiting to be fried. She was happy (1) the raw chicken defrosted fully overnight after she left the package on the kitchen counter. Ms. Maria then decided to make fruit salad. She transferred the raw chicken to a plate and (2,3,4) used the same cutting board to slice a honeydew melon in half. She cut it into bite-size pieces and placed the pieces in a bowl on the counter. (5) She put the other half of the melon on a plate before putting it in the refrigerator. She noticed (6) the refrigerator thermometer read 46 °F.

By this time, the chicken in the pan was nicely browned. Ms. Maria (7) cut a piece of chicken and saw that the inside was no longer pink. “Looks done to me,” she said, and placed the cooked chicken pieces on a tray. (8) With her bare hands, she took the rest of the raw chicken from the plate, (9) rinsed the chicken quickly in the sink, and put the chicken pieces in the warm pan. Then, she walked back to the refrigerator and took out a bag of red grapes. (10,11) She ate a few grapes, and then put a few handfuls of grapes into the bowl with the melon. Ms. Maria (12,13) took a can

of peaches from the shelf, used a can opener to open the can, and put the peaches into the bowl of fruit. As (14) she put the can opener back in the drawer, she said, “What a colorful fruit salad!”

Ms. Anna came into the kitchen after playing with the children outside. (15) She put on an apron and stirred the mashed potatoes in the bowl. She pulled the spoon out of the bowl and tasted the mashed potatoes. She said, “This tastes good,” and (16,17) put the spoon back into the bowl. She (18,19) called the children in for lunch and served the chicken, mashed potatoes, and fruit salad, along with a slice of wheat bread and a cup of milk.

After lunch, Ms. Maria (20) wiped down the counters and tables with a damp sponge and (21) wiped her hands on her apron. She (22) used the same sponge to (23) wash the cutting board with cold water. Then, she started to put away the leftovers before she went to the grocery store. Ms. Anna came into the kitchen as she was leaving for the day at (24) 5:30 p.m. and found the fruit salad still sitting on the counter. She put the bowl in the refrigerator to use the next day. She didn’t want to waste any food.

1. Ms. Maria should defrost the chicken on the bottom shelf of the refrigerator overnight, or use another food-safe method for thawing frozen foods. (Chill)
2. Ms. Maria and Ms. Anna should always prepare food with clean cutting boards, utensils, plates, trays, and counter tops. (Clean)
3. Ms. Maria should use separate cutting boards and knives when handling raw chicken and fruits. She should use one clean cutting board and knife for the raw chicken, and a separate, clean cutting board and knife to cut the melon. She should also wash her hands between tasks. (Separate)
4. Ms. Maria should rinse the honeydew melon before cutting it. (Clean)
5. The cut half of the honeydew melon should be covered before placing it in the refrigerator. (Chill)
6. The refrigerator temperature should be below 40 °F. (Chill)
7. Ms. Maria should properly insert a clean food thermometer into the chicken to check that the internal temperature has reached 165 °F. (Cook)
8. Ms. Maria should wash her hands when switching between tasks, like after handling raw chicken and before touching the bag of grapes. (Clean)
9. Ms. Maria should put the chicken directly in the pan to cook it to the proper internal temperature. (Cook, Clean)
10. Ms. Maria should wash her hands after eating the grapes and before preparing the fruit salad. (Clean)
11. Ms. Maria should wash the grapes. (Clean)
12. Ms. Maria should wash and dry the top of the can of peaches before opening it. (Clean)
13. See answer for #2.
14. Ms. Maria should wash the can opener after using it. (Clean)
15. Ms. Anna should wash her hands after playing with the children, before coming into the kitchen to prepare food, and before serving food to the children. It is recommended that Ms. Anna wear a hair restraint (like a hat or hairnet) to keep her hair from falling into food, equipment, and utensils. (Clean)
16. Ms. Anna should use a separate, clean spoon to taste the mashed potatoes. The same spoon that is being used to mix the mashed potatoes should not be used for tasting. (Clean, Separate)
17. See answer for #2.
18. Ms. Maria and Ms. Anna should assist children with washing their hands before they sit down for lunch. (Clean)
19. See answer for #15.
20. The same sponge used to wipe countertops should not be used to wash the cutting board or dishes. Instead of using a sponge, Ms. Maria could use clean towels or single-use paper towels to wipe the counters and tables. If using a sponge to clean, she should sanitize it between uses to kill germs. Sponges should be sanitized often. (Clean)
21. Ms. Maria should wash her hands instead of wiping them on her apron. (Clean)
22. See answer for #20.
23. The cutting board should be washed in hot, soapy water, instead of in cold water. (Clean)
24. Ms. Anna should throw away the fruit salad. The fruit salad should have been put in the refrigerator promptly after lunch, within 2 hours of preparation. (Chill)

Lesson 5: Mealtime Procedures

Cooking With Kids

Questions

1. Which steps could younger children handle? Older children?

Young children can handle the following tasks:

- Drain thawed veggies and corn.
- Pour dressing from a measuring cup.
- Mix beans, dressing, and veggies.

Older children can do the jobs listed above, plus the following tasks:

- Rinse and drain beans.
- Measure dressing.
- Scoop salad onto plates.

2. Which steps must be completed by an adult?

- Open packages, vegetables, and dressing.
- Open cans of beans.

Mealtime Scenario 1

Mistakes	Improvements
<p>Possible answers:</p> <p>Rushing children to finish a meal</p> <p>Not allowing children to listen to their internal hunger cues</p> <p>Provider tells the child to finish everything on his plate. Children may learn to overeat if they're told to finish their meals or clean their plates, which can lead to weight problems later in life.</p> <p>Provider does not ask the children if they are full. Withholding food from a child may increase his/her desire to consume more food.</p>	<p>Possible answers:</p> <p>Make sure children have enough time to eat a meal.</p> <p>Help children listen to internal hunger cues to determine if they have had enough to eat.</p> <p>Ask children whether they feel full. Make sure they are not refusing just because they do not like a certain food.</p>

Mealtime Scenario 2

Mistakes	Improvements
<p>Possible answers:</p> <p>Provider does not sit at the table with the children.</p> <p>Provider does not eat the same meal as the children.</p> <p>Provider drinks a soda while the children are eating their meal.</p> <p>Provider makes negative comments about the food served.</p>	<p>Possible answers:</p> <p>Arrange it so that at least one adult can sit at the table with the children while they are eating.</p> <p>Provider should be a role model and try a small amount of all of the food.</p> <p>Provider should only drink water or beverages that the children are drinking.</p> <p>Provider should talk to children about which food group the new food falls into or ask them to describe why the new food tastes good and describe features of the new food. Is the food smooth, crunchy, sweet, juicy, or colorful?</p>

Lesson 6: Food Allergies and Intolerances**Common Food Allergies**

Food Item	Common Food Allergy?
1. Cow's milk	Yes
2. Applesauce	No
3. Peanuts	Yes
4. Rice cereal	No
5. Wheat bread	Yes
6. Eggs	Yes

Using Food Labels

Food Item	Allergen
Meatballs	MILK, SOY, EGG
Crinkle Cut Fries	SOY
Biscuits	MILK
Chicken Nuggets	MILK, SOY
Mashed Potatoes	MILK
Creamed Corn	NO ALLERGENS
Hot dogs	SOY
Hot dog Buns	MILK, SOY, EGG
Cheese Ravioli	MILK, EGG
Tacos	MILK
Cheese Pizza	MILK, SOY
Carrots and Celery with Ranch Style Dressing	MILK, SOY, EGG

Allergy and Intolerance Case Study

Menu for Sue

- Cheeseburger on a bun
- Carrot sticks with fat-free Italian dressing dip
- Baked beans
- Apple slices
- Choice of milk

Menu for Juan

- Hamburger on a bun
- Carrot sticks with fat-free Italian dressing dip
- Baked beans
- Apple slices with peanut butter
- Lactose-free milk

Lesson 7: Infants and Development

Development and Feeding Skills

Infant's Approximate Age	What would you feed? How would you feed?
0-4 months	<p>Between birth and 4 months, infants only need breast milk or iron-fortified infant formula. An infant should always be held when you are feeding a bottle.</p>
4-6 months	<p>Infants at this age are starting solid foods, but primary source of nutrition still comes from breast milk or infant formula.</p> <p>You can start introducing solids at around 6 months, if an infant is ready. Iron-fortified infant cereals and pureed meats are good first foods.</p> <p>Allow time between the introduction of each new food.</p> <p>Start with 1-2 teaspoons at a time.</p> <p>Avoid food with added salt, sugar, honey, modified cornstarch, or modified tapioca starch.</p> <p>Infants should sit up in a safe location when they eat.</p> <p>Feed with a spoon.</p>
5-9 months	<p>Infants begin to add more solid foods to the diet in addition to breast milk or formula. Foods should be mashed.</p> <p>Start allowing infants to use hands to eat some foods.</p> <p>Can begin to help infant drink small amounts of liquid from a cup.</p>
8-11 months	<p>Infant can begin to eat more textures with finely ground or chopped foods.</p> <p>Allow infant to use hands to eat soft foods such as small pieces of bread and soft fruits and vegetables.</p> <p>Infant can continue working on drinking from a cup.</p> <p>Can give a spoon to the infant</p>
10-12 months	<p>Eat chopped food or food in small pieces.</p> <p>Add ground meats.</p> <p>Move more toward table food by mashing it for the infant to eat.</p> <p>Allow the infant more opportunities to drink from a cup and a straw.</p> <p>Allow infants to feed themselves with a spoon.</p>

Note: Developmental stages may vary with individual infants.

Find the Match

Question	Answer
What should you always do when you are feeding an infant a bottle?	Hold an infant
What is an indicator that an infant is ready for solid food?	Infants are able to sit up alone or with support
What is the only food needed for infants birth through 3 months?	Breast milk or iron-fortified formula
What is the increase in weight that an infant will have during the first year?	Triple the weight
What is the age that most infants can start solid food?	Around 6 months
What is a good first solid food to serve to infants when they are developmentally ready?	Iron-fortified infant cereals and pureed meats
What is the serving size of a new food for an infant?	1-2 teaspoons
Why is it important to allow time between the introduction of new foods?	To determine possible allergies
What types of bottled baby foods are to be avoided for infants?	Combination foods and desserts
What ingredients in baby foods are unnecessary/unhealthy for infants?	Sugar, honey, salt, modified cornstarch, and modified tapioca starch
What should you not use to thaw or warm bottles?	A microwave
What is the first thing you do before feeding a baby to prevent the spread of illness?	Wash hands
From where should food be served to infants?	A dish or bowl
What should you do with leftover food from a serving dish?	Discard all leftover food
How long should you keep a bottle of formula in the refrigerator?	24 hours

Answers to the Pre-/Post-Assessments

Lesson 1: Health and Wellness

- Preschoolers should have at least 90 minutes of structured physical activity per day and at least 60 minutes of unstructured physical activity per week.
 - True
 - False**
- A basic wellness policy includes
 - an introduction.
 - goals.
 - a plan for follow-up.
 - all of the above.**
- The *MyPlate* graphic _____.
 - is a menu planner for CACFP
 - illustrates the five food groups using a place setting for a meal**
 - follows the CACFP meal patterns
 - helps children know when they have eaten enough
- To help children develop healthy eating habits, you should do all of the following EXCEPT
 - set a good example.
 - serve large portions so they won't get hungry.**
 - help them know when they have had enough.
 - let children help in the kitchen.
- Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than ____ minutes at a time unless they are sleeping.
 - 15
 - 30
 - 60**
 - 90

Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

1. What is the best type of fruit to serve in your family child care program?
 - a. fresh
 - b. canned
 - c. frozen
 - d. all of the above**

2. You should avoid purchasing fruit with added _____.
 - a. water
 - b. fruit juice
 - c. sugar**
 - d. vitamin C

3. To add a variety of vegetables each week, try to serve vegetables from all the following groups EXCEPT
 - a. dark green.
 - b. fried.**
 - c. beans, peas, and lentils
 - d. red and orange.

4. Grains are divided into two groups, which are
 - a. whole grains and refined grains.**
 - b. bread and pasta.
 - c. meal items and baked goods.
 - d. crackers and cookies.

5. Whole grains are beneficial for all of the following reasons, EXCEPT
 - a. they provide B vitamins.
 - b. they provide dietary fiber.
 - c. they help children feel full longer.
 - d. they add bright colors to a plate.**

Lesson 3: Cost-Effective Shopping

1. All of the following are advantages to using convenience items, EXCEPT
 - a. convenience items save time.
 - b. convenience items provide product consistency.
 - c. convenience items use less labor.
 - d. convenience items are always more nutritious.**
2. What is a cycle menu?
 - a. a series of menus planned for a period of time**
 - b. menus that use monthly themes
 - c. menus that have the same things for lunch everyday
 - d. a series of menus used for different age groups
3. What should you consider when making a shopping list?
 - a. your menu
 - b. food you have on hand
 - c. store layout
 - d. all of the above**
4. The unit price of an item is found _____.
 - a. on the front of the box
 - b. on grocery store shelves**
 - c. on the back of the box
 - d. at the front of the aisle
5. In a cycle menu, which part of the meal should you plan first?
 - a. vegetable
 - b. grain
 - c. main dish**
 - d. dessert

Lesson 4: Food Safety Fundamentals

1. People at higher risk of getting a foodborne illness include
 - a. young people.
 - b. seniors.
 - c. individuals with compromised immune systems.
 - d. all of the above.**
2. The Temperature Danger Zone is
 - a. 40 °F to 165 °F.
 - b. 32 °F to 140 °F.
 - c. 50 °F to 150 °F.
 - d. 40 °F to 140 °F.**
3. Each year in the United States, _____ get sick from foodborne illness.
 - a. 16 million
 - b. 48 million**
 - c. 63 million
 - d. 82 million
4. The four steps of food safety are
 - a. clean, separate, cook, and chill.**
 - b. clean, sanitize, store, and refrigerate.
 - c. wash, sanitize, store, and chill.
 - d. separate, store, sanitize, and save.
5. Pathogens need all of the following to grow EXCEPT
 - a. food.
 - b. temperature between 40 °F and 140 °F.
 - c. high acidity.**
 - d. moisture.

Lesson 5: Mealtime Procedures

1. When setting the table you should
 - a. use paper plates and plastic utensils.
 - b. do it yourself so it is done correctly.
 - c. set out large trays for serving the food.
 - d. use child-size utensils and serving dishes.**

2. Components of family style meals include all of the following EXCEPT
 - a. food preparation.
 - b. meal service.
 - c. circle time.**
 - d. cleanup.

3. During meals
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.**
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

4. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above.**

5. During food preparation you should
 - a. wash your hands only before cooking.
 - b. avoid cross contamination.**
 - c. keep food on the counter to come to room temperature.
 - d. take meat out of the oven when it looks brown.

Lesson 6: Food Allergies and Intolerances

1. Which food is NOT one of the nine common food allergens?
 - a. milk.
 - b. eggs.
 - c. strawberries**
 - d. wheat.

2. A food allergy policy should include
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.**

3. What is anaphylaxis?
 - a. a mild allergic reaction
 - b. a severe allergic reaction that can lead to death**
 - c. an allergic reaction that is NOT treatable
 - d. an allergic reaction that is easily treated with antihistamines

4. A person with celiac disease cannot eat _____.
 - a. gluten**
 - b. eggs
 - c. milk
 - d. preservatives

5. A food allergy is different from a food intolerance because
 - a. the symptoms are always different.
 - b. it involves the immune system.**
 - c. it is never outgrown.
 - d. only children get them.

Lesson 7: Infants and Development

1. Avoid feeding infants nuts, hot dogs, and grapes because they can cause _____.
 - a. constipation
 - b. choking**
 - c. poor nutrient intake
 - d. diarrhea

2. Fruit juice _____.
 - a. offers a nutritious choice for infants of all ages
 - b. offers no nutritional benefit for infants less than 12 month old**
 - c. is a better choice than whole fruit for infants
 - d. is an important part of an infant's diet

3. In the first year of life, infants will _____ in weight.
 - a. stay the same
 - b. double
 - c. triple**
 - d. quadruple

4. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula**
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

5. How should bottles be warmed?
 - a. in the microwave
 - b. on the counter top
 - c. by placing them in hot water**
 - d. by shaking vigorously

Training Pre-/Post-Assessment

INSTRUCTIONS: Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

- To help children develop healthy eating habits, you should do all of the following, EXCEPT:
 - set a good example.
 - serve large portions so they won't get hungry.**
 - help children know when they have had enough.
 - let children help in the kitchen.
- Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than _____ minutes at a time unless they are sleeping.
 - 15
 - 30
 - 60**
 - 90
- Grains are divided into two groups, which are
 - whole grains and refined grains.**
 - bread and pasta.
 - meal items and baked goods.
 - crackers and cookies.
- The four steps of food safety are
 - clean, separate, cook, and chill.**
 - clean, sanitize, store, and refrigerate.
 - wash, sanitize, store, and chill.
 - separate, store, sanitize, and save.
- The Temperature Danger Zone is:
 - 40 °F to 165 °F.
 - 32 °F to 140 °F.
 - 50 °F to 150 °F.
 - 40 °F to 140 °F.**

6. Children should wash their hands
 - a. when preparing food.
 - b. before eating.
 - c. for 20 seconds.
 - d. all of the above.**

7. During meals:
 - a. no one should talk so everyone can focus on eating.
 - b. there should be pleasant conversation that focuses on the children.**
 - c. children should eat all the food they serve themselves.
 - d. adults should eat different food than the children.

8. A food allergy policy should include:
 - a. an emergency plan in case of a severe allergic reaction.
 - b. procedures for obtaining information from caregivers and physicians.
 - c. ways the family child care program will avoid cross contact.
 - d. all of the above.**

9. A food allergy is different from a food intolerance because:
 - a. the symptoms are always different.
 - b. it involves the immune system.**
 - c. it is never outgrown.
 - d. only children get them.

10. Infants need only _____ for about the first 6 months of life.
 - a. breast milk or iron-fortified infant formula**
 - b. breast milk or iron-fortified infant formula and water
 - c. small amounts of food
 - d. breast milk or iron-fortified infant formula and rice cereal

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