

INTRODUCTION TO

Happy Mealtimes

IN CHILD CARE SETTINGS



INSTRUCTOR'S MANUAL



2016

Introduction to Happy Mealtimes in Child Care Settings

Time: 4 hours

PROJECT COORDINATOR

Lutina Cochran

ACTING EXECUTIVE DIRECTOR

Aleshia Hall-Campbell, PhD, MPH



2016

Institute of Child Nutrition

The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights; Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2016, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

Suggested Reference Citation:

Institute of Child Nutrition. (2016). *Introduction to happy mealtimes in child care settings*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

For more information, please contact helpdesk@theicn.org

February 2025

Table of Contents

Introduction	1
Ground Rules	2
Functional Area and Competencies	2
Training Objectives	3
Training-at-a-Glance	5
Training Introduction	9
Lesson 1: Implement Schedules and Routines	15
Lesson 2: Serve Meals Family-Style	29
Lesson 3: Implement Food Safety Practices	53
Lesson 4: Focus on Healthy Habits	73
Training Conclusion	87
Appendix	91

Introduction

Training Resource Summary

Introduction to Happy Mealtimes in Child Care Settings is designed to provide good practices for creating positive experiences during mealtimes. More specifically, this training resource covers strategies for completing the following tasks:

- Planning schedules and routines
- Implementing family-style meal service
- Creating safe environments
- Aiding young children in developing healthy eating habits in preschool settings

Training Resource Components

Introduction to Happy Mealtimes in Child Care Settings includes the following components:

- Instructor's Manual
- Participant's Workbook
- PowerPoint Presentation
- Training Toolkit

Instructor's Manual

This Instructor's Manual features the following components for presenting this training:

- Training-at-a-glance
- Preparation checklist
- Lesson-at-a-glance
- Lesson plan with lesson objectives
- Workbook activities
- Appendix
- Reference pages
- Pre- and post-assessments

Training Design

This training is designed to be taught as a comprehensive four-hour training or as individual training lessons. If this training is offered as a comprehensive training, distribute the Comprehensive Pre-Assessment at the beginning of the training and the Comprehensive Post-Assessment at the end of the training. If this training is offered as single training lessons, distribute the Lesson Pre-Assessment at the beginning of each lesson and the Lesson Post-Assessment at the end of each lesson.

Training Recommendations

As you begin this training, strive to follow the script and model the program provided in this Instructor's Manual. In addition, become familiar with the meaning of the following prompts, as they are listed throughout this manual:

- **SAY:** This prompt is used to tell you what to say to the participants.
- **NOTE TO INSTRUCTOR:** This prompt is used to ensure certain elements are covered in discussions, and it will state information for reviewing activities. Additionally, this prompt may list information for reference purposes only, as this information will not need to be shared with the participants.
- **ASK:** This prompt is used when you should ask the participants a question. If the question warrants feedback, it will be followed by the NOTE TO INSTRUCTOR prompt.
- **DO:** This prompt is used to explain what you and the participants are to do.
- **SHOW SLIDE:** This prompt is used for showing PowerPoint slides.

Ground Rules

The following statements are ground rules and expectations for this training.

- Be a team player.
- Be respectful of everyone.
- Share ideas with the class.
- Be on time for all sessions.
- Stand up when your mind goes on vacation.
- Always ask for clarification if you do not understand.
- Turn your mind on and your electronic devices to silent or off.

Post the rules around the room or on a flip chart that is visible to all participants.

Functional Area and Competencies

Functional Area V: Nutrition and Meal Management

Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.

Training Objectives

At the completion of this training, participants will be able to:

- Discuss strategies for planning schedules and routines for mealtimes.
- Explore methods and strategies for incorporating transitions in mealtime routines.
- Explore the advantages of implementing family-style meal service.
- List methods for implementing family-style meal service.
- Discuss the skills young children need to master family-style meal service.
- List a minimum of four methods for preventing choking incidents during mealtimes.
- Discuss methods for preventing allergic reactions during mealtimes.
- Explore four ways to create safe mealtime environments.
- Define common picky eating behaviors displayed by young children.
- Demonstrate a minimum of one method that negatively influences young children's eating habits.
- Discuss positive ways to help young children develop healthy eating habits.

Training-at-a-Glance

Lesson	Time
Training Introduction <ul style="list-style-type: none"> · Welcome · Ground Rules · Overview of Training · Comprehensive Pre-Assessment 	20 minutes
Lesson 1: Implement Schedules and Routines <ul style="list-style-type: none"> · Lesson Objectives · Schedules and Routines · Mealtime Transitions · Lesson Review 	35 minutes
Lesson 2: Serve Meals Family-Style <ul style="list-style-type: none"> · Lesson Objectives · Family-Style Meal Service · Family-Style Meal Service Plan · Serving Skills · Lesson Review 	55 minutes
Lesson 3: Implement Food Safety Practices <ul style="list-style-type: none"> · Lesson Objectives · Choking Prevention · Food Allergies · Safe Mealtime Environments · Lesson Review 	50 minutes
Lesson 4: Focus on Healthy Habits <ul style="list-style-type: none"> · Lesson Objectives · Picky Eating · Negative Influences · Healthy Eating Habits · Lesson Review 	55 minutes
Training Conclusion <ul style="list-style-type: none"> · Overview of Training · Comprehensive Post-Assessment 	15 minutes
Total Time	4 hours

Preparation Checklist

Instructions: The following items are necessary for presenting this training. Collect each item and keep track of your progress by placing a check-mark by the items as they are gathered.

Presentation Equipment and Supplies

- Microphone (Preferably Wireless)
- Computer to Present Slides
- Projector & Projector Screen

General Materials and Supplies

(Provided by the Institute of Child Nutrition)

- Instructor's Manual
- Participant's Workbook (1 per Participant)
- Participant's Sign-In Sheet(s)
- Ground Rules
- Training Evaluations
- Pre/Post-Assessments
- Certificates of Completion
- Sticky Note Pads (1 per 5 participants)
- Painter's Tape
- Pens or Pencils (1 per participant)
- Index Cards (3 per participant)

Lesson Activity Supplies

Training Introduction

- Mealtime Phrase Cards (1 per participant):
 - CACFP
 - Habits
 - Routine
 - Child Care Staff
 - Handwashing
 - Schedule
 - Cleaning Supplies
 - Manners
 - Sit With Children
 - Conversations
 - Meal Service
 - Skills
 - Cups
 - Menus
 - Soap
 - Eating Habits
 - Milk
 - Spills
 - Family-Style
 - Nutritious Food
 - Table
 - Food
 - Picky Eaters
 - Tableware
 - Food Safety
 - Placemats
 - Transitions
 - Fruits
 - Planning
 - Vegetables

Lesson 1

- Time Cards (1 card for every 5 participants):
 - 6:30 am - 6:30 pm
 - 5:30 am - 3:30 pm
 - 7:00 am - 1:00 pm
 - 7:30 am - 2:30 pm
 - 8:00 am - 6:00 pm

Lesson 2

- Tool Kit (Display Purposes):
 - Cups (8-10 ounces)
 - Spoons (4-6 inches)
 - Plates (7-7.25 inches)
 - Serving Bowls (6.75-8.75 inches)
 - Pitchers (12-14 ounces)
 - Bowls (2-4 Inch diameter)
 - Tongs (4-6 inches)
 - Serving Spoons/Ladles (7-8 inches)

Lesson 3

- Flip Charts (1 per 5 participants)
- Markers (1 pack per 5 participants)

Training Introduction

Overview-at-a-Glance

Time	Topic	Activity	Materials
Introduction:			
10 minutes	<ul style="list-style-type: none"> · Welcome · Ground Rules · Overview of Training 	<ul style="list-style-type: none"> · Meet and Greet 	<ul style="list-style-type: none"> · Mealtime Phrase Cards (1 per participant) · Pens or Pencils (1 per participant)
Conclusion:			
10 minutes	<ul style="list-style-type: none"> · Comprehensive Pre-Assessment 	<ul style="list-style-type: none"> · Comprehensive Pre-Assessment 	<ul style="list-style-type: none"> · Comprehensive Pre-Assessment
Total Time: 20 minutes			

Lesson Plan

INTRODUCTION

DO:

Distribute a Participant's Workbook and a pencil or pen to each participant.

SHOW SLIDE: *Introduction to Happy Mealtimes in Child Care Settings***SAY:**

Welcome to *Introduction to Happy Mealtimes in Child Care Settings*! This training is designed to provide you with good practices for creating positive experiences during mealtimes with preschool-age children.

DO:

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, Child and Adult Care Food Program (CACFP), and other child nutrition programs.

Provide an overview of the schedule and logistical information, such as the location of the restrooms.

SHOW SLIDE: *Ground Rules***SAY:**

As we begin this training, it is important that we create an environment that allows everyone to participate freely and work together to accomplish the training objectives without fear of criticism. To complete this task, let's review some ground rules for today's training:

- Be a team player.
- Be respectful of everyone.
- Share ideas with the class.
- Be on time for all sessions.

SHOW SLIDE: *Ground Rules (Continued)***SAY:**

- Stand up when your mind goes on vacation.
- Always ask for clarification if you do not understand.
- Turn your mind on and your electronic devices to silent or off.

SAY:

Let's take a few minutes to get to know each other.

ACTIVITY: Meet and Greet

Materials Needed: Mealtime Phrase Cards (1 per participant)

Purpose: Participants will introduce themselves and explain how their phrase relates to mealtimes in child care settings.

Instructions:

1. **DO:** Distribute a Mealtime Phrase Card to each participant.
2. **SAY:** Each of you should have a card that lists a mealtime phrase. Find at least one person you do not know, and introduce yourself. Then, explain how the phrase on your index card relates to mealtimes in child care settings with preschool-age children.
3. **DO:** Allow participants 5 minutes to complete this activity. Then, ask each person to introduce themselves to the group and state how their phrase relates to mealtimes in child care settings.

NOTE TO INSTRUCTOR: If this is a large group, ask volunteers to share how their phrase relates to mealtimes in child care settings with preschool-age children. The following phrases are those noted on the mealtime phrase cards.

Mealtime Phrase Cards:

- | | |
|----------------------|-----------------------|
| 1. CACFP | 16. Milk |
| 2. Child Care Staff | 17. Nutritious Food |
| 3. Cleaning Supplies | 18. Picky Eaters |
| 4. Conversations | 19. Placemats |
| 5. Cups | 20. Planning |
| 6. Eating Habits | 21. Routine |
| 7. Family-Style | 22. Schedule |
| 8. Food | 23. Sit With Children |
| 9. Food Safety | 24. Skills |
| 10. Fruits | 25. Soap |
| 11. Habits | 26. Spills |
| 12. Handwashing | 27. Table |
| 13. Manners | 28. Tableware |
| 14. Meal Service | 29. Transitions |
| 15. Menus | 30. Vegetables |

SHOW SLIDE: *Young Children and Development***SAY:**

As we just discovered, mealtimes are some of the most important times for young children because they provide opportunities for them to learn new skills and develop eating habits. More specifically, the first three years are the most critical time in a person's life. Also at this age, the brain grows the fastest, and children are more receptive to learning new skills and habits, such as social skills, motor skills, and eating skills. If children learn healthy eating habits at an early age, they are more likely to carry those eating habits over into adulthood. For that reason, happy mealtimes are most important for young children.

SHOW SLIDE: *Child Care Providers***SAY:**

As child care providers, you have one of the most significant and invaluable roles in young children lives. You are in a position that can help young children learn new skills and develop healthy eating habits at an early age. Therefore, when you create calm and warm environments, serve nutritious and appealing meals and snacks, sit and eat with the children, and participate in meaningful conversations, you help to create happy mealtimes for the children in your care.

CONCLUSION**SHOW SLIDE: *Overview of Training*****SAY:**

Today, we are going to discuss good practices for creating happy mealtimes in child care settings. We will focus on

- the importance of implementing schedules and routines,
- methods for serving meals family-style,
- steps for creating safe mealtime environments, and
- strategies for helping young children develop healthy eating habits.

Before we begin the first lesson, let's see what you already know about creating happy mealtimes.

DO:**Comprehensive Pre-Assessment**

Materials Needed: Comprehensive Pre-Assessment and pens/pencils

Purpose: Participants will complete an assessment to determine what they know about the subject area.

Instructions:

1. **DO:** Ask the participants to turn to the Comprehensive Pre-Assessment in their Participant's Workbook.
2. **SAY:** The assessment is designed to assess your current knowledge. Begin by placing an easy to remember, non-name identifier, such as a word, phrase, or symbol, at the top of the page. Then, complete the assessment by reading each question carefully and selecting the best answer.
3. **DO:** Allow a minimum of 10 minutes for participants to complete the Pre-Assessment. Then, collect the assessments.

ASK:

Are there any questions before we begin the first lesson?

DO:

Answer questions and then move to the first lesson.

Lesson 1: Implement Schedules and Routines

Overview-at-a-Glance

Time	Topic	Activity	Materials
Introduction:			
5 minutes	· Lesson Objectives	· Lesson 1: Pre-Assessment	· Lesson 1: Pre-Assessment
Objective: Discuss strategies for planning schedules and routines for mealtimes.			
15 minutes	· Schedules and Routines	· Large Group Discussion	· N/A
Objective: Explore methods and strategies for incorporating transitions in mealtime routines.			
15 minutes	· Mealtime Transitions	· Mealtime Schedule	· Mealtime Schedule worksheet & Time Cards
Conclusion:			
10 minutes	· Lesson Review	· Excellence in Three: Lesson 1 · Lesson 1: Post-Assessment	· Excellence in Three: Lesson 1 worksheet · Lesson 1: Post-Assessment
Total Time: 45 minutes			

Lesson Plan

INTRODUCTION

SHOW SLIDE: *Lesson 1: Implement Schedules and Routines*

SAY:

Young children have small stomachs and very large energy needs. For example, everyone make a fist.

DO:

Make a fist for the entire group to see, and encourage the participants to make a fist as well.

SHOW SLIDE: *Importance of Mealtime Schedules*

SAY:

The size of your fist is a rough estimate of the size of your stomach. Typically, a young child's fist is a third of the size of an adult's fist. Due to the size of their stomach, they need to eat smaller amounts and more frequently than adults.

Sometimes, if children become overly hungry, they can grow irritable, have a difficult time focusing on tasks, and act out in a variety of challenging ways. On the other hand, if children eat too frequently, they may overeat which can lead to obesity. Therefore, implementing a mealtime schedule and following the same routine each day can provide comfort and a sense of stability for young children during mealtimes and other times.

SHOW SLIDE: *Lesson Objectives*

SAY:

In this lesson, we will discuss strategies for planning schedules and routines for mealtimes. Additionally, we will explore methods and strategies for incorporating transitions into mealtime routines.

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 1: Pre-Assessment. If not, skip this section and move forward with the lesson.

DO:

Lesson 1: Pre-Assessment

Materials Needed: Lesson 1: Pre-Assessment and pens/pencils

Purpose: Participants will complete an assessment to determine what they know about the subject area.

Instructions:

1. **SAY:** Before we move forward in this lesson, let's assess what you already know. Turn to the Lesson 1: Pre-Assessment in your Participant's Workbook. Begin by placing an easy to remember, non-name identifier, such as a word, phrase, or symbol, at the top of the page. Then, complete the assessment by reading each question carefully and selecting the best answer.
2. **DO:** Allow 5 minutes for the participants to complete the Pre-Assessment.

OBJECTIVE: Discuss strategies for planning schedules and routines for mealtimes.**SHOW SLIDE: *Mealtime Schedule*****SAY:**

A mealtime schedule is a written outline, displaying the specific times for each meal. It is designed based on the needs of the children and the facility's hours of operation.

SHOW SLIDE: *CACFP and Mealtime Schedules***SAY:**

When planning mealtime schedules, always begin by referring to the Child and Adult Care Food Program (CACFP) and your state agency's policies and procedures. The CACFP allows for two meals and a snack or two snacks and a meal, but the program does not have set requirements for when meals should be served. However, many states have policies and procedures regarding mealtime schedules. Always refer to your state agency or other regulatory agency to determine any schedule requirements.

DO:**Large Group Discussion****Instructions:**

1. **ASK:** Does anyone have specific rules you must follow regarding your mealtime schedule?
2. **DO:** Allow participants to respond and thank them for sharing; then, move on to the next slide.

SHOW SLIDE: *Good Practices***SAY:**

A good practice to follow, if your state does not require specific times or timeframes for mealtimes, is to schedule meals and/or snacks for every two-to-three hours. This practice will help to minimize the risk of children becoming overly hungry between meals.

Another good practice is to schedule snacks for at least 15-30 minutes and meals for at least 30-45 minutes to allow children enough time to eat without feeling rushed. Some may find that they only need 15 minutes for snacks and 30 minutes for meals, while others may need the entire 30 minutes for snacks and 45 minutes for meals. Develop a schedule that works best for the children in your care. The key factor is to allow children enough time to eat without feeling rushed.

SHOW SLIDE: Sample Schedule**SAY:**

As you can see on this slide, a child care program, opening at 6:30 am and closing at 5:30 pm, may serve

- breakfast at 7:00 am - 8:00 am,
- lunch at 11:00 am - 11:45 am, and
- afternoon snack at 2:15 pm - 2:45 pm.

This schedule allows the children to eat every two to three hours, and it provides 45 minutes for breakfast and lunch, and 30 minutes for snack. This sample schedule can be found on the Mealtime Schedule and Routines handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT Mealtime Schedules and Routines
<p>A schedule is a written outline, showcasing the “big picture” of the main activities throughout the day. A routine, on the other hand, is an action regularly done to complete the schedule. For example, before lunch each day, children wash their hands, set the table, and then, sit at the table. Although schedules and routines are not the same, they work best when they are used together.</p> <p>A great mealtime schedule is designed based on the needs of the children and the facility's hours of operation. It allows children to eat every two to three hours. Also, a mealtime schedule allows children to have:</p> <ul style="list-style-type: none"> • smooth transitions into mealtimes, • enough time to eat meals and snacks, and • smooth transitions out of mealtimes. <p>A sample mealtime schedule for a child care facility, operating between 6:30 am - 5:30 pm, may serve:</p> <ul style="list-style-type: none"> • Breakfast at 7:00 am - 8:00 am • Lunch at 11:00 am - 11:45 am • Afternoon Snack at 2:15 pm - 2:45 pm <p>Sample Mealtime Routine</p> <ul style="list-style-type: none"> • Call for helpers - Children with daily jobs • Transition activity - Song, restroom and handwashing • Children sit as the food and beverage are placed on the table • Children serve themselves with the assistance of adults • Adults sit and eat with children • Children and adults talk about various topics • Transition activity - Song, dispose of plates and handwashing

HANDOUT

Mealtime Schedules and Routines

Tips for Success

- Follow a consistent and predictable schedule and routine, yet be flexible when unpredictable interruptions occur.
- Create a visual mealtime schedule and routine for children to view.
- Review the mealtime schedule and routine with the children on a daily basis.
- Evaluate your schedule and routine regularly, to see if it is ideal for both you and the children in your care.

SHOW SLIDE: *Schedules and Routines*

SAY:

Often the terms “schedule” and “routine” are used interchangeably, but they are not the same. A routine is a sequence of actions regularly followed. For example, before lunch each day, children wash their hands, set the table, and then, sit at the table. While schedules and routines are not the same, they work best when they are used together.

SHOW SLIDE: *Mealtime Routine*

SAY:

Young children do best when they know what is about to happen, as well as the overall plan for each activity. Therefore, after scheduling mealtimes, begin establishing an easy-to-follow routine, children can follow during mealtimes, such as the following routine.

- Transition into mealtimes, such as a song followed by handwashing
- Children sit at the table as the food and beverage are placed on the table
- Children serve themselves with the assistance of adults
- Adults sit, eat, and participate in mealtime conversation with the children
- Transition from mealtimes, such as by disposing of tableware followed by handwashing

This example gives you a basic idea of a mealtime routine. However, your routine will vary based on the needs of your child care program. You may find that you need to try a variety of activities to determine which one works best for the children in your care.

SHOW SLIDE: *Alternative Routine*

SAY:

When establishing a routine, interruptions may occur. For example, today you had a power outage; while power has been restored, lunch will be about 45 minutes late. Therefore, it is important to establish a backup plan that maintains a calm environment until lunch arrives. You may find that using similar routines, used throughout the day may be ideal for an alternative plan.

SHOW SLIDE: *Visual Mealtime Schedule and Routine***SAY:**

As you plan your schedule and routine, keep these tips in mind:

- Follow a consistent and predictable schedule and routine, yet be flexible to change.
- Create a visual mealtime schedule and routine. This visual will show children step-by-step: what to do and what to expect during mealtimes. For example, the pictures could show children washing hands, sitting at the table, eating, cleaning up, and washing hands at the end of the meal. Also, incorporating a visual schedule is great because you can refer to it to help children know what to do and how to stay on task.
- Review the mealtime schedule and routine with the children on a daily basis. When children thoroughly know what will happen and what is expected from them, they are more likely to follow the routine with ease.
- Regularly evaluate your schedule and routine to see if it is effective and ideal for your program. If it is hard to follow, both you and the children may face challenges during mealtimes.

DO:**Large Group Discussion****Instructions:**

1. **ASK:** What does your mealtime routine consist of in your child care setting?
2. **DO:** Allow participants to respond; thank them for sharing; then move forward with the training.

SAY:

Now that we have discussed mealtime schedules and routines, let's discuss some methods for incorporating transitions into mealtime routines.

OBJECTIVE: Participants will explore methods and strategies for incorporating transitions in mealtime routines.

SHOW SLIDE: *Transition Between Mealtimes***SAY:**

Let's look more closely at transitions during mealtimes. A smooth transition is ideal for young children because it allows them to switch gradually from major activities to mealtimes and then, gradually switch from mealtimes to the next activity. Additionally, smooth transitions tend to help children respond better to change because they know and understand what will happen next.

SHOW SLIDE: *Transition Challenges***SAY:**

On the contrary, transitions can be a difficult time for young children and adults when:

- there is no and/or confusing instruction,
- the transition is too long,
- all children transition at the same time, or
- children are required to wait too long to transition.

Additionally, implementing transitions can be a challenge because some children may need up to three weeks to adjust to change. However, there are several things you can do to help children transition from playtime to mealtime. Let's discuss some strategies for smooth transitions during mealtimes.

SHOW SLIDE: *Identify Transition Activities***SAY:**

Begin by identifying what you would like to do during the transition for beginning and ending mealtimes. Some common questions to help you identify what to do during transitions may include:

- What do you need to do? For example, do you need to remove the art supplies from the tables, and clean and sanitize the tabletops?
- Where do you need to stand? For example, are you going to stand in the middle of the room to help children remain on task when transitioning?
- What will you need to say? For example, will you sing a song to guide children through the transition?
- What will the kids do? For example, will the kids clean their play areas and then go to the restroom?

When you have a plan in place that addresses these basic questions, it can help to establish smooth transitions. A copy of these questions can be found on the Mealtime Transitions handout in your Participant's Workbook.

Let's review some additional strategies for mealtime transitions.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT

Mealtime Transitions

A smooth transition is ideal for mealtimes because it allows young children to gradually switch from major activities to mealtime and gradually switch from mealtime to the next activity. Additionally, smooth transitions help children respond better to mealtimes because they know and understand what will happen next.

Create a Plan

When establishing transition, begin by answering the following questions:

- What do you need to do?

- Where do you need to stand?

- What will you need to say?

- What will the kids do?

Transition Tips

- Provide verbal and nonverbal cues to alert children that a transition will soon occur.
- Plan simple activities children can do while they wait for other children to finish.
- Allow children to transition independently or in small groups.
- Individualize transitions for children who need additional assistance.
- Provide continuous feedback during the transition phase. Acknowledge children who are following through with the transition activity and encourage those who are not.
- Incorporate songs, games, rhymes, and finger play:
 - Songs, such as *Clean up, Clean up, Everybody Everywhere*
 - Games, such as *Simon Says* or *I Spy*
 - Rhymes, such as *Do you know what time it is?*
 - Finger play, such as clap hands three times if you can hear me

SHOW SLIDE: Incorporate Songs, Games, and Rhymes**SAY:**

Incorporate songs, games, and rhymes to reduce idle time and to get children more involved. Some examples might include:

- Songs, such as *Clean up, Clean up, Everybody Everywhere*
- Games, such as *Simon Says* or *I Spy*
- Rhymes, such as *Do you know what time it is?*
- Finger play, such as clap hands three times if you can hear me

In addition, when children regularly hear a certain song or play a specific game before mealtimes each day, this provides comfort and a sense of safety because they know mealtimes will shortly follow. Therefore, as you develop your plan, select specific songs, games, rhymes, etc. for mealtime transitions and use them each day.

SHOW SLIDE: Provide Clear Instructions and Expectations**SAY:**

As previously mentioned, when transitioning to and from mealtimes, children need to know what to do. For example, a common transition activity is handwashing. Children need to know when to go to the restroom and how to wash their hands. Therefore, during transitions, provide clear instructions on:

- what to do,
- what to expect, and
- how to complete the transition.

SHOW SLIDE: Prepare Children for Transition**SAY:**

Provide verbal and nonverbal cues to alert children that a transition will soon occur. For example, before mealtimes, children play in centers. At the ten-minute mark, provide them with a verbal cue by saying it is almost time to clean up. At the five-minute mark, alert the children with a nonverbal cue by ringing a bell, beating a drum, or showing a picture. Providing these cues will help to prepare children for the transition into mealtimes.

SHOW SLIDE: Provide Feedback**SAY:**

Provide continuous feedback during transitions. Acknowledge children who are following through with the transition activity and encourage those who are not. Additionally, give specific positive feedback to all children after transitioning.

SHOW SLIDE: *Transition in Small Groups***SAY:**

When waiting for others to finish cleaning up or finish an activity, children can grow bored and restless. Reduce the time children have to wait by allowing them to transition independently or in small groups. However, transitioning in small groups may pose a supervision issue if restrooms or mealtime areas are in a different area than the main area; therefore, always plan for safe transitions.

Now that we have explored methods and strategies for incorporating transitions in to mealtime routines, let's complete an activity called *Mealtime Schedule*.

ACTIVITY: *Mealtime Schedule*

Materials Needed: Mealtime Schedule worksheet, Time Cards, and pens/pencils

Purpose: Participants will plan a mealtime schedule and routine using an assigned time.

Instructions:

1. **DO:** Divide the participants into groups of three or four participants. Distribute time cards to each group. Each time card should list one of the following times: 6:30 am - 6:30 pm, 5:30 am - 3:30 pm, 7:00 am - 1:00 pm, 7:30 am - 2:30 pm, or 8:00 am - 6:00 pm. Then, ask the participants to turn to the Mealtime Schedule worksheet in their Participant's Workbook.
2. **SAY:** (Scenario) A neighboring child care center, who participates in the Child and Adult Care Food Program (CACFP), needs your assistance with creating a mealtime schedule and a potential routine for their pre-k program. Based on the hours of operation stated on your time card, create a potential schedule for each meal and snack. Then, choose a mealtime, and create a routine the child care staff to follow. Remember, the CACFP allows for two meals and a snack or one meal and two snacks.
3. **DO:** Allow 10 minutes for participants to complete this activity. Then, ask each group to share their schedule.

NOTE TO INSTRUCTOR: There are no right or wrong answers; however, all schedules should include a meal and/or snack every two to three hours. See the following worksheet for a potential child care mealtime schedule and routine.

WORKSHEET

Mealtime Schedule

Hours of Operation: 6:30 am - 6:30 pm

Meal or Snack: Breakfast Time: 7:15 am to 8:15 am

Meal or Snack: Lunch Time: 11:15 am to 12:15 pm

Meal or Snack: Snack Time: 3:00 pm to 3:45 pm

Mealtime Routine

Meal or Snack: Lunch

1. Call for helpers; children wash their hands and then begin setting the tables
2. Begin mealtime transition by singing the “Clean-up” song; begin transitioning to restroom for handwashing
3. Children sit as the food and beverage are placed on the table
4. Children serve themselves with the assistance of adults
5. Adults sit and eat with children
6. Children and adults talk about various topics
7. Begin transition from mealtime by disposing of plates and handwashing

CONCLUSION

SHOW SLIDE: *Lesson 1: Review*

SAY:

During this lesson, we discussed the importance of schedules and routines, and how they best work together when creating happy mealtimes. We also covered the importance of using transitions to enter and exit mealtimes.

ASK:

Are there any questions regarding the information discussed before we complete the next activity?

DO:

Answer all questions and then move to the next activity.

ACTIVITY: Excellence in Three: Lesson 1**Materials Needed:** Excellence in Three: Lesson 1 worksheet and pens/pencils**Purpose:** Participants will analyze the information discussed in this lesson and list how they will use the information in their child care setting.**Instructions:**

1. **DO:** Ask the participants to turn to the Excellence in Three: Lesson 1 worksheet in their Participant's Workbook.
2. **SAY:** In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.
3. **DO:** Allow 5 minutes for the participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no wrong or right answers; participants will use the following worksheet to complete this activity.

WORKSHEET Excellence in Three: Lesson 1	
Instructions: In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.	
What did you learn?	How will you apply the information learned?

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 1: Post-Assessment. If not, skip this section and move to the next lesson.

DO:

Lesson 1: Post-Assessment

Materials Needed: Lesson 1: Post-Assessment and pens/pencils

Purpose: Participants will assess what they have learned in this lesson.

Instructions:

1. **SAY:** Now that we have completed this lesson, let's assess what you have learned. Turn to Lesson 1: Post-Assessment in your Participant's Workbook. Begin by placing the identifier used on your Pre-Assessment in the space provided on the Post-Assessment. Answer each question to the best of your knowledge.
2. **DO:** Allow 5 minutes for the participants to complete the Post-Assessment. Then, review the correct answers using the Answers to the Pre/Post-Assessment.

Lesson 2: Serve Meals Family-Style

Overview-at-a-Glance

Time	Topic	Activity	Materials
Introduction:			
5 minutes	<ul style="list-style-type: none"> Lesson Objectives 	<ul style="list-style-type: none"> Lesson 2: Pre-Assessment Large Group Discussion 	<ul style="list-style-type: none"> Lesson 2: Pre-Assessment
Objective: Participants will explore the advantages for implementing family-style meal service.			
10 minutes	<ul style="list-style-type: none"> Family-Style Meal Service 	<ul style="list-style-type: none"> Family-Style Meal Service Is Advantageous 	<ul style="list-style-type: none"> Family-Style Meal Service Is Advantageous worksheet
Objective: Participants will list methods of implementing family-style meal service.			
30 minutes	<ul style="list-style-type: none"> Family-Style Meal Service Plan 	<ul style="list-style-type: none"> Large Group Discussion Small Group Discussions Help Desk Caller 	<ul style="list-style-type: none"> Help Desk Caller worksheet Toolkit
Objective: Participants will discuss the skills young children need to master family-style meal service.			
10 minutes	<ul style="list-style-type: none"> Serving Skills 	<ul style="list-style-type: none"> Mealtime Skills 	<ul style="list-style-type: none"> Mealtime Skills worksheet
Conclusion:			
10 minutes	<ul style="list-style-type: none"> Lesson Review 	<ul style="list-style-type: none"> Excellence in Three: Lesson 2 Lesson 2: Post-Assessment 	<ul style="list-style-type: none"> Excellence in Three: Lesson 2 worksheet Lesson 2: Post-Assessment
Total Time: 65 minutes			

Lesson Plan

INTRODUCTION

SHOW SLIDE: *Serve Meals Family-Style*

SAY:

“The children drop the food on the floor, spill the milk on the table, or don’t eat enough” are all common reasons why some child care providers choose not to serve meals family-style. However, family-style meal service is beneficial to young children, and it can be a successful meal service with time, practice, and commitment.

DO:

Large Group Discussion

Instructions:

1. **ASK:** In your own words, how do you define family-style meal service?
2. **DO:** Allow participants to respond, and thank them for sharing; then, move forward to the next slide.

SHOW SLIDE: *What Is Family-Style Meal Service?*

SAY:

[As you just stated,] when meals are served family-style, children serve themselves or if needed, with the assistance of adults. More specifically, at the start of the meal:

- All food is placed in serving bowls on the table.
- All beverages (milk, water, juice) are placed in child-sized pitchers and placed on the table.
- Children and adults sit and eat together while enjoying meaningful conversations.
- If desired, children take second portions.

SHOW SLIDE: *Lesson Objectives*

SAY:

In this lesson, we will explore the advantages of using family-style meal service. Additionally, we will identify and list methods for implementation. Lastly, we will discuss the skills young children need to learn to eat meals family-style.

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 2: Pre-Assessment. If not, skip this section and move forward with the lesson.

DO:**Lesson 2:** Pre-Assessment**Materials Needed:** Lesson 2: Pre-Assessment and pens/pencils**Purpose:** Participants will complete an assessment to determine what they know about the subject area.**Instructions:**

1. **SAY:** Before we move forward in this lesson, let's assess what you already know. Turn to the Lesson 2: Pre-Assessment in your Participant's Workbook. Begin by placing an easy to remember, non-name identifier, such as a word, phrase, or symbol, at the top of the page. Then, complete the assessment by reading each question carefully and selecting the best answer.
2. **DO:** Allow 5 minutes for the participants to complete the Pre-Assessment.

OBJECTIVE: Participants will explore the advantages of implementing family-style meal service.

SAY:

There are several advantages for using family-style meal service in child care settings. Let's review some of these advantages.

SHOW SLIDE: *Reinforces Social Skills***SAY:**

Family-style meal service reinforces social skills in a variety of ways. Children learn to:

- share,
- take turns, and
- say "please" and "thank you."

SHOW SLIDE: *Strengthens Serving Skills***SAY:**

Family-style meal service strengthens young children's serving skills. When children serve themselves, they practice both fine and gross motor skills. They also learn how to serve themselves without touching the food with their bare hands and eating off the serving dishes and utensils. Additionally, they learn how to pour their own beverages and pass food in serving dishes to others.

SHOW SLIDE: *Gives Children Control***SAY:**

Family-style meal service gives children control of what they eat. It reassures them that they can:

- take small servings of food first and then take additional servings throughout the meal, if desired;
- “pass” on certain foods or choose not to take a food item initially but change their minds later; and
- feel confident that additional servings are available throughout the meal.

SHOW SLIDE: *Children Try New Foods***SAY:**

Family-style meal service indirectly encourages children to try new foods. More specifically, when young children see others eating a new food, they often model those same behaviors by trying the new food. Additionally, when children do not feel pressured and feel in control of their eating, they are more likely to try new foods.

SHOW SLIDE: *Advantages for Child Care Providers***SAY:**

Child care providers also benefit from serving meals family-style. When all food is available at the start of the meal, you can

- sit and enjoy meals and conversations with the children,
- model appropriate mealtime behaviors, and
- have a more relaxed mealtime.

SHOW SLIDE: *Other Advantages***SAY:**

In addition, if you participate in the CACFP, meals served family-style are eligible for reimbursement. It is important to note, children may take second servings of foods; however, only one meal per child is eligible for reimbursement. Also, adult meals are not eligible for reimbursement.

You can find information on the What is Family-Style Meal Service handout in your participant’s workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT: What Is Family-Style Meal Service?

In family-style meal service, all food is placed on the table in child-size serving bowls, with child-size serving utensils. All beverages are placed on the table, either in cartons or in child-size pitchers. Children and adults sit at the table together, and the children are encouraged to serve themselves with the assistance of adults. While eating meals and snacks in a family-style environment, children and adults socialize about various subject matters.

The Value of Family-Style Meal Service for Young Children

Family-style meal service helps children learn and practice a variety of social skills including sharing, taking turns, and saying “please” and “thank you.” In addition, it gives children the opportunity to develop both gross and fine motor skills by performing different tasks, such as helping set the table, pouring their own beverages, serving themselves, and passing foods in serving dishes to others. Additionally, children learn to:

- serve themselves without touching the food,
- eat off of their plates instead of the serving dishes, and
- eat from their eating utensils instead of the serving utensils.

Family-style meal service allows children to feel in-control of their eating. It allows children to decide what to eat and how much to eat during mealtimes. In addition, it allows children to take a small serving first and then take additional servings of food later in the meal. Children know they can “pass” on certain foods but change their minds and feel confident that additional servings are available throughout the meal.

Indirectly, family-style meal service encourages children to try new foods. Some children may need to be offered a new food 10-15 times before they will try it. However, they are more likely to try new foods if other children and adults are sitting with them and eating the new food.

The Value of Family-Style Meal Service for Child Care Providers

Family-style meal service offers four key benefits for child care providers. First, it allows child care providers to sit and enjoy meals and conversations with the children because all of the food is available at the start of the meal. More specifically, child care providers benefit from serving meals family-style because they do not have to leave the table unless more food is needed for second servings.

Second, it allows child care providers to act as role models, modeling appropriate mealtime behaviors, such as saying “please” and “thank you” when passing and receiving foods.

Third, family-style meal service provides opportunities for child care providers to help children develop positive attitudes about food. Additionally, it allows everyone to enjoy the same nutritious meals and snacks, potentially reducing the amount of food waste.

Lastly, child care providers can minimize distractions and redirect inappropriate behavior when sitting and eating meals family-style.

SAY:

Now that we have explored the advantages of implementing family-style meal service, let's complete an activity called *Family-Style Meal Service Is Advantageous*.

ACTIVITY: Family-Style Meal Service Is Advantageous

Materials Needed: Family-Style Meal Service Is Advantageous worksheet and pens/pencils

Purpose: Participants will identify advantages for using family-style meal service.

Instructions:

1. **DO:** Ask the participants to turn to the Family-Style Meal Service Is Advantageous worksheet in their Participant's Workbook.
2. **SAY:** List some other advantages of serving meals family-style.
3. **DO:** Allow 5 minutes for participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no right or wrong answers. However, some common answers may consist of the statements noted in the following worksheet.

WORKSHEET Family-Style Meal Service Is Advantageous
<p>Instructions: List some other advantages of serving meals family-style.</p> <ul style="list-style-type: none"> • Children can choose how much of each food to eat. • Children practice fine motor skills and social skills during mealtimes. • Children are more relaxed. • Food and beverages are at the table at the start of the meal. • Children practice good table manners and pleasant mealtime conversations.

SAY:

Now that we have discussed the advantages of family-style meal service, let's discuss some strategies for implementation.

OBJECTIVE: Participants will list methods for implementing family-style meal service.

SHOW SLIDE: Importance of Planning**SAY:**

Through the last activity, we learned that there are many advantages of implementing family-style meal service in child care settings. However, the most common mistake when serving meals family-style is inconsistency – serving meals family-style today and pre-plating meals tomorrow. Therefore, the most beneficial step you can take to implementing the new service is to begin with a plan and make a commitment to serving meals family-style in your child care setting.

Let's take a moment to visualize meal service in a perfect world.

DO:**Large Group Discussion****Instructions:**

1. **ASK:** In a perfect world, what would family-style meal service look like? There are no right or wrong answers.
2. **DO:** Encourage participants to respond, as you write their responses on a flip chart. Then, review the responses with the group.

NOTE TO INSTRUCTOR: Some potential responses may include:

- All the food is ready at the start of the meal.
- Everyone sits at the table together.
- There are serving utensils for all the food.
- Food is passed from one person to another.
- Everyone is happy and talking.

SHOW SLIDE: *Family-Style Meal Service Plan***SAY:**

Thorough planning is the most efficient way to implement the new meal service, as you envisioned it in a perfect world. When you have a plan in place and everyone is supportive, family-style meal service is more likely to be a success for several reasons:

- Everyone is knowledgeable and committed.
- Parents are supportive because they are aware of the benefits.
- Children understand what to do at mealtimes.

To gain more insight in the planning phase, let's review some strategies for successfully implementing family-style meal service.

SHOW SLIDE: *Evaluate Mealtimes***SAY:**

Before any planning can occur, you need to know where to start. Therefore, complete an assessment of your mealtimes, such as the **Family-Style Meal Service Checklist** handout in your Participant's Workbook. This assessment will provide insight into what you are already doing and what you may need to do to implement the new meal service.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT		
Family-Style Meal Service Checklist		
Instructions: Read each statement, and think about the practices in your child care setting. Decide if the answer is “Yes,” or “NO,” and then place a check-mark in the appropriate box.		
Statement	YES	NO
Mealtime Routine		
Establish a mealtime routine with scheduled mealtimes and transition activities.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate-Size Bowls and Serving Utensils		
Food is served in bowls of appropriate size that children can lift and pass.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Small size scoops, one-piece plastic tongs, and short-handled hard, plastic serving spoons are used during mealtimes.	<input type="checkbox"/>	<input type="checkbox"/>
Mealtime Expectations		
Children and adults eat together at the table.	<input type="checkbox"/>	<input type="checkbox"/>
Children and adults come to the table at the same time.	<input type="checkbox"/>	<input type="checkbox"/>
Children and adults wait until everyone is ready before the meal begins.	<input type="checkbox"/>	<input type="checkbox"/>
Children and adults serve themselves and pass food to each other.	<input type="checkbox"/>	<input type="checkbox"/>
Children and adults use inside voices.	<input type="checkbox"/>	<input type="checkbox"/>
Passing Food Practice		
Adults model how to pass food during mealtimes and other appropriate times.	<input type="checkbox"/>	<input type="checkbox"/>
Children have serving bowls and utensils in play areas.	<input type="checkbox"/>	<input type="checkbox"/>
Children practice how to pass serving bowls with both hands.	<input type="checkbox"/>	<input type="checkbox"/>
Children practice how to hold the bowl to keep fingers out of the food.	<input type="checkbox"/>	<input type="checkbox"/>
Children practice how to use serving utensils.	<input type="checkbox"/>	<input type="checkbox"/>
Children practice how to use scoops, tongs, and short-handled hard plastic serving spoons.	<input type="checkbox"/>	<input type="checkbox"/>
Pouring Practice for Children		
Adults model how to pour beverages during mealtimes and other appropriate times.	<input type="checkbox"/>	<input type="checkbox"/>
Children pretend pouring dry liquid such as sand or beans in play areas.	<input type="checkbox"/>	<input type="checkbox"/>
Children practice pouring water and milk into child-size cups during mealtimes.	<input type="checkbox"/>	<input type="checkbox"/>
Clean-up Practice for Children		
Adults model how to clean up their eating area, placing their plate and cup in the designated area after meals.	<input type="checkbox"/>	<input type="checkbox"/>
Children pretend clean up with sponge or cloth.	<input type="checkbox"/>	<input type="checkbox"/>
Children pretend floor clean up with mini-mop.	<input type="checkbox"/>	<input type="checkbox"/>
Children and adults clean up mealtime areas after each meal or snack.	<input type="checkbox"/>	<input type="checkbox"/>
Additional Statements		
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

SHOW SLIDE: *Set a Start Date***SAY:**

After assessing mealtimes, set a start date. This time will allow you to evaluate your current meal service and inform parents and children. Also, if you have staff, this period allows time to inform and train all child care staff, while gradually implementing the new meal service. Additionally, when you work towards a date, it gives you time to introduce the meal service to the children. It also allows time to begin incorporating activities for children to practice passing, pouring, and serving themselves.

SHOW SLIDE: *Set a Start Date (Continued)***SAY:**

When setting a date, allow a minimum of thirty days before officially transitioning to family-style meals service. During this period, make it a festive time because the more involved and excited everyone is, the more likely they will buy-in to the new meal service. Ultimately, this strategy will increase the success rate of continuing family-style meals in your child care setting.

SHOW SLIDE: *Family-Style Meal Service Process***SAY:**

During this time, become familiar with the family-style meal service process. Let's explore some common tasks for mealtimes. Before mealtimes begin:

- Know which meal components are required for each meal or snack served.
- Review the planned menus and compare it to the meal pattern(s).
- Make sure there is a full serving of all meal components in the serving bowls and pitchers for all children and adults.
- Follow the mealtime schedule and routine, and transition into mealtimes.

SHOW SLIDE: *Before Mealtimes***SAY:**

- Properly wash hands and assist children in washing their hands.
- Properly supervise children.
- Allow children to help set the table.
- Place all foods on the table before or as the children are ready to sit down to eat.

SHOW SLIDE: *Family-Style Meal Service Process - During Mealtimes***SAY:**

During mealtimes:

- Make sure children are offered each menu item.
- Help children with serving as needed.
- Sit at the table and eat with the children.
- Do not force children to eat any food or to eat more food than they want.
- Offer the food again, later in the meal, to children who either did not want any or took only a very small portion of the food(s).

SHOW SLIDE: *During Mealtimes (Continued)***SAY:**

- Allow additional servings after everyone has been served.
- Make mealtime a happy time by making positive comments and happy facial expressions, such as smiles.
- Talk about foods, practice good table manners, and handle food safely.
- Properly supervise children.

SHOW SLIDE: *Family-Style Meal Service Process - After Mealtimes***SAY:**

At the end of mealtimes:

- Help children to clear the table.
- Properly wash hands and assist children in washing their hands.
- Transition to next activity.
- Properly supervise children.

The information can be found on the Family-Style Meal Service Process handout in your Participant's Workbook.

Family-Style Meal Service Process**Before mealtimes begin:**

- Know which meal components are required for each meal or snack served.
- Review and compare the meal pattern with the planned menu.
- Make sure the full-required portions of all meal components for each child are in the serving bowls and containers, as well as enough for adults.
- Follow the mealtime schedule and routine, and transition into mealtimes.
- Properly wash hands and assist children in washing their hands.
- Properly supervise children.
- Allow children to help set the table.
- Place all foods on the table before the children are ready to sit down to eat.

During mealtimes:

- Make sure children are offered each menu item.
- Help children with serving as needed.
- Sit at the table and eat with the children.
- Do not force children to eat any food or to eat more food than they want.
- Offer the food again, later in the meal, to children who either did not want any or took only a very small portion of the food(s).
- Allow additional servings after everyone has been served.
- Make mealtime a happy time by making positive comments and happy facial expressions, such as smiles.
- Help the children learn to try new foods, talk about foods, practice good table manners, and handle food safely.
- Properly supervise children.

At the end of mealtimes:

- Help children to clear the table.
- Properly wash hands and assist children in washing their hands.
- Properly supervise children as you transition from mealtimes.
- Transition to next activity.

Tips for Implementing Family-Style Meal Service

- Create a family-style meal service policy to ensure that everyone knows what is expected at each meal or snack.
- Eat with the children, and set a good example. Children eat what they see others eating and enjoying.
- Have regularly scheduled meals and snacks. Children usually need to eat every 2-3 hours during the day.
- Make mealtime pleasant and relaxed. Children eat best when they do not feel pressured during mealtimes.
- Offer new foods regularly. It is normal for children to be hesitant about trying new foods. Children often need to see a new food 10-15 times before they want to try it.
- Introduce new foods with old favorites. Children are more likely to try a new food if they have choices.
- Encourage children to serve themselves.
- Avoid using games or bribes to get children to eat.
- Avoid forcing children to eat.
- When a child does not want to eat, make it clear that food will be available at the next regularly scheduled meal or snack but not before.
- Create a mealtime environment that focuses on positive communication.

- Let the children help plan and prepare simple meals and/or snacks. Setting the table can be a proud accomplishment for a child.
- Use books and activities to increase your child's interest in food and eating. Take a trip to the library, and look for children's books that tell a positive story about eating and healthy food choices.
- Plant a garden with the children in your care. Children enjoy eating vegetables they help grow. Choose fast-growing vegetables, such as lettuce or radishes.

DO:**Large Group Discussion****Instructions:**

1. **ASK:** What are some other actions you might add to this family-style meal service process?
2. **DO:** Allow participants to respond. If there are no responses, move on to the next slide.

SHOW SLIDE: *Complete Your Research***SAY:**

In addition to knowing the process, research tips, strategies, and best practices for implementation:

- Talk with other child care providers who have implemented family-style meal service. Ask them about any challenges they faced and what did they do to address the challenges.
- Research good practices for implementation, such as those on the Tips for Implementing Family-Style Meal Service handout in your Participant's Workbook.
- Refer to your local or state regulatory agency for resources. Some have a variety of resources with step-by-step directions for implementing family-style meal service in their state.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT**Tips for Implementing Family-Style Meal Service**

- Create a family-style meal service policy to ensure that everyone knows what is expected at each meal or snack.
- Eat with the children, and set a good example. Children tend to eat what they see others eating and enjoying.
- Have regularly scheduled meals and snacks. Children usually need to eat every 2-3 hours during the day.
- Make mealtime pleasant and relaxed. Children eat best when they do not feel pressured during mealtimes.
- Offer new foods regularly. It is normal for children to be hesitant about trying new foods. Children often need to see a new food 10-15 times before they want to try it.
- Introduce new foods with old favorites. Children are more likely to try a new food if they have choices.
- Encourage children to serve themselves.
- Avoid using games or bribes to get children to eat.
- Avoid forcing children to eat.
- When a child does not want to eat, make it clear that food will be available at the next regularly scheduled meal or snack but not before.
- Create a mealtime environment that focuses on positive family conversation.
- Let the children help plan and prepare simple meals and/or snacks. Setting the table can be a proud accomplishment for a child.
- Use books and activities to increase your child's interest in food and eating. Take a trip to the library, and look for children's books that tell a positive story about eating and healthy food choices.
- Plant a garden with the children in your care. Children enjoy eating vegetables they help grow. Choose fast-growing vegetables, such as lettuce or radishes.

SHOW SLIDE: *Ensure You Have Supplies***SAY:**

Next, ensure that you have child-sized tableware and equipment, such as those listed on the Mealtime Tableware Supplies handout in your Participant's Workbook. Your standard kitchen utensils are typically not appropriate for young children. In addition, include other supplies that make mealtimes extra special, such as tablecloths or placemats, flowers in small vases, and brightly colored plates and bowls. Ensuring that you have the right supplies will help children have great experiences during mealtimes.

Some states have other health and sanitation laws for meals served family-style, such as the type of container used to store or serve beverages. For more information about specific guidelines for serving meals family-style while participating on the CACFP, contact your local or state regulatory agency.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT Mealtime Tableware Supplies	
Tableware and Drinkware	Estimated Sizes
Plates	7 - 7.25 inches
Serving Bowls	6.75 - 8.75 inches
Bowls	2 - 4 inch diameter
Spoons	4 - 6 inches
Serving Spoons/Ladles	7 - 8 inches
Tongs	4 - 6 inches
Cups	8 - 10 ounces
Pitchers	12 - 14 ounces

DO:

Show mealtime tableware included in the training toolkit.

SHOW SLIDE: *Introduce to Parents*

SAY:

There are many ways to introduce the new meal service to parents. For example, host a parent meeting to present the new meal service. During the meeting, explain the benefits of family-style meal service. In addition, give parents literature that supports why you are choosing to incorporate family-style meal service in your child care setting, such as the **Sample Parent Letter** in your Participant's Workbook. Another idea is to display a table with tableware to show parents what to expect during mealtimes.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT
Sample Parent Letter

Dear Family,

Next month, we will begin serving meals family-style, where children are encouraged to serve themselves from serving dishes while being helped by an adult when needed. This technique encourages children to try new foods in a pressure-free environment. In addition, it encourages children to select the foods of their choice and the total amount desired. A child may want to try new foods after seeing others choose those foods.

Table manners are also learned when meals are served family-style. The relaxed setting makes it easy for children and adults to talk to each other while eating meals and snacks. Most importantly, it encourages good eating habits for a lifetime.

We plan to use these following tips during mealtimes each day, and expect great results. You may find them useful at home:

- Keep mealtimes pleasant.
- Wash hands before coming to the table.
- Encourage children to select food by looking first and then selecting the piece they want, not by touching every piece.
- Remind children to take the food they touch when serving themselves.
- Encourage children to pass serving bowls to the right, without putting fingers into the bowl or touching the foods as they handle the serving dishes.
- Provide easy-to-use tongs, spoons, and scoops for serving foods.
- Serve all the food and beverages at the same time.
- Expect spills. Children are learning, and accidents will happen. Keep paper towels handy and wipe up spills without a fuss.
- Show children healthful eating habits and good table manners by what you do and say. Children learn by watching.
- Avoid comments about how much or how little a child has eaten.
- Expect some waste of food with children. Children naturally stop eating when they have had enough; respect the child's decision. Children know when they feel hungry and when they feel full.

We are excited about family-style meal service, and we encourage you to try some of these tips during mealtimes at home.

Sincerely,

Your Child's Teacher

DO:**Small Group Discussions****Instructions:**

1. **DO:** Divide participants into groups of 3-5 participants.
2. **SAY:** In your groups, discuss some additional ways you can inform parents about family-style meal service.
3. **DO:** Allow 5 minutes for discussion, and then ask each group to share their responses.

NOTE TO INSTRUCTOR: Some potential responses may include:

- information about family-style meal service in the monthly newsletter, and
- creating a nutrition education display by showcasing pictures and basic information about family-style meal service.

SHOW SLIDE: *Introduce to Children***SAY:**

Introduce the new meal service to children. They will need to know what to expect during mealtimes, and they will need time to adjust to the change.

Begin early in the 30-day planning phase, incorporating activities that promote skill development, such as pouring water into cups or scooping dried beans during small group activities. Add play cups, bowls, and other eating utensils to play areas for children to enjoy during free play. This method will help them learn, through play, how to handle tableware. Additionally, you may find it beneficial to begin allowing children to serve themselves at snack times, and then advance to meals throughout the 30-day period.

SHOW SLIDE: *Expect Spills***SAY:**

At this age, children are learning new skills, and it takes time for them to master each skill. Therefore, create a supportive mealtime environment, where children are not reprimanded or criticized for spills.

When accidents occur, aim to minimize distractions by determining if it poses any danger. Disregard any spills that do not pose a threat to you or the children in your care; however, if it is a hazard to anyone, quickly clean up the spill, wash hands, and return to the meal.

SHOW SLIDE: *Appropriate Serving Sizes***SAY:**

When first introduced to family-style meal service, some children may find it difficult to determine how much food to take. However, using measured hard plastic serving spoons or ladles can help control the portion size a child takes. In addition, when children know that they are allowed to have seconds, they are more likely to choose the single serving size.

Now that we have reviewed some strategies for implementing family-style meal service, let's complete an activity called *Help Desk Caller*.

ACTIVITY: Help Desk Caller

Materials Needed: Help Desk Caller worksheet and pens/pencils

Purpose: Participants will identify strategies for implementing family-style meal service.

Instructions:

1. **DO:** Ask participants to turn to the Help Desk Caller worksheet in their Participant's Workbook.
2. **SAY:** (Scenario) Imagine you are a member of the CACFP Help Desk Team. Today, you received a call from Child Care Director, Sarah Young, regarding her challenges with implementing family-style meal service. She stated that in the past, she preferred to serve meals pre-plated because family-style meal service is too messy for the children in her care. However, now she is considering the new meal service and needs some advice. Sarah has three key questions:
 - a. Why should I implement family-style meal service?
 - b. What are some key steps for implementing family-style meal service?
 - c. What advice would you offer someone who has never implemented family-style meal service?

Based on the information discussed today and your personal experience, provide a response to each of the questions.
3. **DO:** Allow 10 minutes for the participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no right or wrong answers; however, the responses should reflect helpful and positive practices for implementing the new meal service, such as those listed in the following worksheet.

WORKSHEET Help Desk Caller

Instructions: Read the scenario below.

Scenario: Imagine you are a member of the CACFP Help Desk Team. Today, you received a call from Child Care Director, Sarah Young, regarding her challenges with implementing family-style meal service. She stated that in the past she preferred to serve meals pre-plated because family-style meal service is too messy for the children in her care. However, now she is considering the new meal service and needs some advice. Help Sarah implement family-style meal service by answering the below.

1. Why should I implement family-style meal service?
Family-style meals service should be implemented because it offers many benefits to both young children and adults. Young children benefit from family-style meals service because they learn to serve themselves, develop social skills, and practice motor skills. Adults also benefit from family-style meal service because they enjoy mealtimes more by sitting and eating with the children and modeling appropriate behaviors.

WORKSHEET

Help Desk Caller

2. What are some key steps for implementing family-style meal service?

Some key steps to take when implementing family-style meal service include the following examples:

- set a start date,
- assess the mealtime environment,
- purchase the appropriate mealtime supplies,
- allow children to practice, and
- incorporate a mealtime schedule with transition activities.

3. What advice would you offer someone who has never implemented family-style meal service?

Some advice to offer someone who has never implemented family-style meal service might include the following statements:

- Express the benefits of the meal services and the success rate of many early childhood professionals.
- Seek out someone who has been successful in implementing family-style meal service, and request ideas.
- Maintain a positive attitude and commit to the overall implementation of family-style meal service.
- Provide information on the Tips for Implementing Family-Style Meal Service handout in the Participant's Workbook.

OBJECTIVE: Participants will discuss the skills young children need to master family-style meal service.

SAY:

As previously mentioned, young children will need time to develop the necessary skills for serving themselves. However, with practice and support, they can develop the necessary skills at a faster rate. For the remainder of this lesson, we will discuss how you can help children learn the skills needed for serving themselves during mealtimes.

SHOW SLIDE: *Passing and Handling*

SAY:

First, children will need to learn the skill of passing, handling, and balancing serving bowls and pitchers. Most often, passing and handling tends to be the most challenging because children can spill the food on themselves, their neighbor, or on the floor.

One way to reduce spills and increase children's ability to handle tableware is to place small amounts in serving bowls and pitchers and add more as the children increase their skill levels. More specifically, place a small amount in the serving bowl and allow children to serve

themselves the small amount. Then, add more when the bowl is empty. As children master this skill, add more food to the bowls. This method will help children gradually learn the skill of handling and passing.

SHOW SLIDE: *Serving Utensils*

SAY:

Secondly, children will need to learn the skill of using serving utensils to serve themselves. To master this skill, children need to learn the difference between serving and eating utensils. One way to teach children the difference between serving spoons and eating spoons is to ensure there is a definite and obvious difference in the size and feel of the utensils. Then explain to children the differences and model using the appropriate utensil for serving and eating.

SHOW SLIDE: *Pouring*

SAY:

Next, children will need to learn the skill of pouring. One way to help children learn this skill is to ensure that you provide child-sized pitchers with lids and pouring spouts. Then, allow children to practice pouring beverages using various resources in your child care setting. For example, a sandbox is a great place to practice pouring; another idea is to use child size cups to pour water into cups.

Being creative with teaching each new skill will help children make the transition to pouring, passing, serving, and handling foods and beverages themselves, during mealtimes.

Now that we have discussed skills young children need to master family-style meal service, let's complete an activity called *Mastering Skills*.

ACTIVITY: *Mastering Skills*

Materials Needed: Mastering Skills worksheet and pens/pencils

Purpose: Participants will identify some key ways for helping children to develop skills for eating meals family style.

Instructions:

1. **DO:** Divide the participants into groups of 3-5. Ask participants to turn to the Mastering Skills worksheet in their Participants' Workbook.
2. **SAY:** As we just discussed, there are several skills young children need to learn to serve themselves. On your worksheet, identify some creative ways to teach children how to pass, pour, handle tableware, and serve themselves food during mealtimes. Activities may be structured and led by adults or unstructured and led by children. List the activities in the appropriate space.
3. **DO:** Allow participants 10 minutes to complete this activity. Then, ask each group to share their responses.

NOTE TO INSTRUCTOR: There are no right or wrong answers; however, responses should reflect positive and supportive activities that allow all children to participate, such as those listed in the following worksheet.

WORKSHEET Mastering Skills

Instructions: Identify some creative ways to teach children how to pass, pour, handle, and serve themselves food during mealtimes. Activities may be structured and led by adults or unstructured and led by children. List the activities in the appropriate space below.

Skill Needed	Activity
Passing and Handling	<ul style="list-style-type: none"> During a small group activity, fill bowls with craft supplies. With a group of two to three children, pass each bowl around the group and encourage each child to take an item. Build on this activity, by incorporating items that resemble food and allow children to scoop items from the bowl.
Pouring	<ul style="list-style-type: none"> During outdoor play, have small cups and child-sized pitchers for children to practice pouring their beverages. During center play, place cups in the sandbox and encourage children to pour sand into the cups.
Serving	<ul style="list-style-type: none"> During center play, have play plates, food, utensils, and serving bowls. Model for the children by playing “mealtime” during center play in the dramatic play area.

CONCLUSION

SHOW SLIDE: *Lesson Review*

SAY:

During this lesson, we discussed the advantages of using family-style meal service. Additionally, we talked about some methods and strategies for implementation. Lastly, we discussed the skills young children need to master the new service. Following these good practices can help you successfully implement family-style meal service in your child care setting.

ASK:

Are there any questions before we complete the next activity?

DO:

Answer all questions and then move to the next activity.

ACTIVITY: *Excellence in Three: Lesson 2*

Materials Needed: Excellence in Three: Lesson 2 worksheet and pens/pencils

Purpose: Participants will analyze the information discussed in this lesson and list how they will use the information in their child care setting.

Instructions:

1. **DO:** Ask participants to turn to the Excellence in Three: Lesson 2 worksheet in their Participant's Workbook.
2. **SAY:** In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.
3. **DO:** Allow 5 minutes for the participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no wrong or right answers; participants will use the following worksheet to complete this activity.

WORKSHEET Excellence in Three: Lesson 2	
<p>Instructions: In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.</p>	
What did you learn?	How will you apply the information learned?

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 2: Post-Assessment. If not, skip this section and move to the next lesson.

DO:

Lesson 2: Post-Assessment

Materials Needed: Lesson 2: Post-Assessment and pens/pencils

Purpose: Participants will assess what they have learned in this lesson.

Instructions:

1. **SAY:** Now that we have completed this lesson, let's assess what you have learned. Turn to the Lesson 2: Post-Assessment in your Participant's Workbook. Begin by placing the identifier used on your Pre-Assessment in the space provided on the Post-Assessment. Answer each question to the best of your knowledge.
2. **DO:** Allow 5 minutes for the participants to complete the Post-Assessment. Then, review the correct answers using the Answers to the Pre/Post-Assessment.

Lesson 3: Implement Food Safety Practices

Overview-at-a-Glance

Time	Topic	Activity	Materials
Introduction:			
5 minutes	· Lesson Objectives	· Lesson 3: Pre-Assessment	· Lesson 3: Pre-Assessment
Objective: Participants will list a minimum of four methods for preventing choking incidents during mealtimes.			
15 minutes	· Choking Prevention	· Four Corners	· Four Corners worksheet, Flip Chart (4 pieces), & Markers
Objective: Participants will discuss methods for preventing allergic reactions during mealtimes.			
15 minutes	· Food Allergies	· Small Group Discussions	· Flip Chart
Objective: Participants will explore four ways to create safe mealtime environments.			
15 minutes	· Safe Mealtime Environments	· Small Group Discussions	· N/A
Conclusion:			
10 minutes	· Lesson Review	· Excellence in Three: Lesson 3 · Lesson 3: Post-Assessment	· Excellence in Three: Lesson 3 worksheet · Lesson 3: Post-Assessment
Total Time: 60 minutes			

Lesson Plan

INTRODUCTION

SHOW SLIDE: *Young Children and Safety*

SAY:

Children younger than four have under-developed immune systems, significantly smaller airways than adults, and they tend to explore by placing things in their mouths. In addition, about 25 percent of children with food allergies will have their first allergic reaction in a child care setting. Therefore, using good food safety practices can prevent choking incidents, allergic reactions, and establish safe mealtime environments for young children.

SHOW SLIDE: *Lesson Objectives*

SAY:

In this lesson, we will discuss four methods for preventing choking incidents during mealtimes. We will also discuss methods for preventing allergic reactions during mealtimes. Lastly, we will explore ways for creating safe mealtime environments in child care settings.

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 3: Pre-Assessment. If not, skip this section and move forward with the lesson.

DO:

Lesson 3: Pre-Assessment

Materials Needed: Lesson 3: Pre-Assessment and pens/pencils

Purpose: Participants will complete an assessment to determine what they know about the subject area.

Instructions:

1. **SAY:** Before we begin this lesson, let's assess what you already know. Turn to the Lesson 3: Pre-Assessment in your Participant's Workbook. Begin by placing an easy to remember, non-name identifier, such as a word, phrase, or symbol, at the top of the page. Then, complete the assessment by reading each question carefully and selecting the best answer.
2. **DO:** Allow 5 minutes for the participants to complete the Pre-Assessment.

OBJECTIVE: Participants will list a minimum of four methods for preventing choking incidents during mealtimes.

SHOW SLIDE: *Choking*

SAY:

Children under the age of four are at the greatest risk of choking. In fact, almost 90 percent of the children who die from choking are under the age of four. At this age, children have small airways that easily can become partly or completely blocked by food or object. Knowing the symptoms, methods for prevention, and steps for organizing eating areas will greatly reduce the risk of choking incidents during mealtimes.

SHOW SLIDE: *High-Risk Foods*

SAY:

Any food or object can cause choking; however, foods with the following features pose the highest risk:

- Round
- Hard
- Small
- Thick and sticky
- Smooth
- Slippery

These foods may include whole grapes, hot dogs, hard candy, nuts and seeds, hard pretzels, peanuts, or popcorn. Therefore, it is important to pay close attention to young children during mealtimes, especially if you serve food items with these characteristics.

SHOW SLIDE: *Choking Symptoms*

SAY:

When choking, a child may display the following symptoms:

- Panic
- Inability to breathe
- Inability to talk or make noises
- Gasping or wheezing
- Change in skin color (blue or purple tone)
- Loss of consciousness

SHOW SLIDE: Choking and Treatment**SAY:**

When a child experiences any symptoms of choking, seek help right away. Failure to seek immediate attention can cause brain damage and even death. One key way to ensure that you know exactly what to do during choking incidents is to ensure that you are CPR and First aid certified. This information can also be found on the Choking and Young Children handout in your Participant's Workbook. For more information on methods for handling choking incidents, contact your local or state regulatory agency.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT Choking and Young Children	
<p>Children under the age of four are at the greatest risk of choking. In fact, almost 90 percent of the children who die from choking incidents are under the age of four. During this age, children have small airways that can easily be partly or completely blocked by food or objects. Knowing the symptoms, methods for prevention, and steps for organizing your mealtime areas will reduce the risk of choking incidents in your child care program.</p>	
<p>High Risk Foods</p> <p>Any food or object can cause choking; however, foods with the following features pose the highest risk:</p>	
<ul style="list-style-type: none"> • Round • Hard • Small 	<ul style="list-style-type: none"> • Thick and sticky • Smooth • Slippery
<p>Choking Symptoms</p> <p>When choking, a child may display the following symptoms:</p>	
<ul style="list-style-type: none"> • Panic • Inability to breath • Inability to talk or make noises 	<ul style="list-style-type: none"> • Gasping or wheezing • Change in skin color (blue or purple tone) • Loss of consciousness
<p>Foods that may be a risk for choking include the following foods:</p>	
<ul style="list-style-type: none"> • Hot dogs (whole or sliced into rounds) • Raw carrot rounds • Whole grapes • Hard candy • Nuts and seeds • Raw peas 	<ul style="list-style-type: none"> • Hard pretzels • Chips • Peanuts • Popcorn • Marshmallows • Spoonful(s) of nut butter • Chunks of meat

SHOW SLIDE: *Methods for Choking Prevention***SAY:**

During mealtimes, there are several ways to reduce the risk of choking incidents in your child care setting, such as:

- Arrange the tables with safety in mind.
- Ensure the foods are safe to eat.
- Serve meals when children are seated.
- Serve food using safe tableware.

Let's review some basics strategies for each point.

SHOW SLIDE: *Positioning of Tables***SAY:**

Before mealtimes, ensure the tables are arranged with safety in mind. Position tables by placing them away from major walkways, restrooms, and entrances to avoid distractions. The smallest distraction can cause choking incidents during mealtimes. In addition, place tables where you can see all children at all times. Taking this approach will allow you to identify if a child is choking or having an allergic reaction. Likewise, you can easily redirect inappropriate behaviors when you can see all of the children at all times.

SHOW SLIDE: *Foods and Safety***SAY:**

During mealtimes, ensure that the food is safe to eat. A general rule is food should be cut into thin slices or small pieces, no larger than one-half inch. If you find that the food items are not safe, you may need to alter the size, shape, or texture to help children easily chew and swallow the foods.

ASK:

By show of hands, how many of you have or have had children who like to walk or stand while eating?

DO:

Allow participants to respond and thank them for sharing: then move to the next slide.

SHOW SLIDE: *Standing While Eating***SAY:**

As children learn about food and how to serve themselves, some will attempt to stand and move while eating. However, standing can increase the risk of a choking incident. Therefore, always serve meals when children are seated and redirect them back to their seats if they attempt to stand or walk while eating.

SHOW SLIDE: Disposable Tableware**SAY:**

In your child care setting, you may find that disposable tableware is best for your program. You may also find that foam plates and cups are the least expensive. However, foam plates, cups, bowls, and other foam products can be a choking hazard for young children. They may attempt to tear off pieces of foam and place it in their mouth, which can cause a choking incident.

SHOW SLIDE: Disposable Tableware (Continued)**SAY:**

When selecting disposable tableware, the following types are generally the most appropriate for young children:

- heavy weight paper
- food-grade
- medium-weight
- Bisphenol A (BPA)-Free plastic
- Phthalates-free plastic

When using disposable tableware, only use each item once and throw it away because of the inability to properly sanitize after each use.

Now that we have discussed methods for choking prevention, let's complete an activity called *Four Corners*.

ACTIVITY: Four Corners

Materials Needed: Four Corners worksheet, flip chart paper (4 pieces), markers, and pens/pencils

Purpose: Participants will identify methods for preventing choking incidents during mealtimes.

Instructions:

1. **DO:** Ask the participants to turn to the Four Corners worksheet in the Participant's Workbook.
2. **SAY:** There are four key practices for preventing choking incidents during mealtimes: ensure the foods are safe to eat, arrange the tables with safety in mind, serve meals when children are seated, and serve food on safe tableware. In the space provided, list one idea for implementing each practice in your child care setting. Then, write your ideas on the labeled flip chart paper, posted around the room.
3. **DO:** As the participants are writing their ideas on the worksheet, list each of the following statements on a separate flip chart paper:
 - a. Ensure the foods are safe to eat.
 - b. Arrange the tables with safety in mind.
 - c. Serve meals when children are seated.
 - d. Serve food on safe tableware.
4. Post each flip chart paper, along with a marker, in various locations around the room for the participants to write their responses.

5. **DO:** Allow 5-10 minutes for the participants to complete this activity. Then, go to each posted flip chart paper and review a few of the ideas with the participants.

NOTE TO INSTRUCTOR: There are no right or wrong answers; however, responses should reflect activities that promote safe mealtime environments, such as those noted in the following worksheet.

WORKSHEET Four Corners

Instructions: List one idea for implementing each practice in your child care program. Then, write your ideas on the labeled flip chart paper, posted around the room.

Ensure the foods are safe to eat.

- Check foods before mealtimes to ensure that they are cut into small pieces.

Arrange the tables with safety in mind.

- Place tables in areas with limited visibility of the door to limit distractions.

Serve meals when children are seated.

- Sing a special song to encourage children to sit at the beginning of each meal.

Serve food on safe tableware.

- Purchase food-grade paper plates.

SAY:

Now that we have discussed methods for preventing choking incidents, let's discuss methods for reducing the risk of allergic reactions during mealtimes.

OBJECTIVE: Participants will discuss methods for preventing allergic reactions during mealtimes.

DO:

Large Group Discussion

Instructions:

1. **ASK:** Does anyone have children in your program with food allergies or work with someone who has a food allergy?
2. **DO:** Encourage participants to respond; thank them for sharing.

SHOW SLIDE: *Food Allergies in Child Care Settings*

SAY:

Working in child care settings, you are likely to care for children who have a food allergy. In fact, approximately 8% of children have food allergies, and many are diagnosed between the ages of one and four. Knowing how to reduce the risk of allergic reactions during mealtimes can help you create happy mealtimes for not only the children, but also, everyone involved in your child care setting.

SHOW SLIDE: Allergies and Allergens**SAY:**

A food allergy is the immune system mistakenly reacting to a particular food or ingredients as if it is a threat to the body. Food allergens are the proteins in the food that trigger an immune response in a person who has a food allergy.

When a person has a food allergy, the first time they consume the allergy-causing food, the body develops antibodies called immunoglobulin E (IgE). The next time the allergen is consumed or when the body recognizes it as a threat, it will attempt to protect itself from the allergen, releasing chemicals such as histamines in the body.

DO:

Refer participants to the Food Allergy Fact Sheet handout in the Participant's Workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT Food Allergy Fact Sheet	
What is a food allergy?	
A food allergy is the immune system mistakenly reacting to a particular food or ingredient as if it were a threat to the body. The proteins in food that trigger the reaction is called an allergen.	
What are the symptoms of a food allergy reaction?	
Symptoms can happen within a few minutes or up to a few hours after the allergen being eaten and can be seen or felt in different parts of the body. The following responses are common symptoms of a food allergy reaction:	
<ul style="list-style-type: none"> • Itching • Hives and rashes • Difficulty breathing 	<ul style="list-style-type: none"> • Hoarse or squeaky voice • Swelling of the face, eyes, or tongue • Pulling or scratching at the ears or tongue
What is anaphylaxis?	
Anaphylaxis is a serious reaction that can quickly happen. Anaphylaxis can involve many different parts of the body. The most severe symptoms can restrict breathing and blood circulation and may cause death.	
What are the most common foods that cause allergic reactions?	
The most common foods include the following foods:	
<ul style="list-style-type: none"> • Milk • Eggs • Peanuts • Tree nuts (for example walnuts, almonds, cashews, pistachios, and pecans) 	<ul style="list-style-type: none"> • Wheat • Soy • Fish • Crustacean shellfish (for example shrimp, lobster, and crab)

HANDOUT

Food Allergy Fact Sheet

How are food allergies diagnosed?

A doctor can diagnose food allergies by using a variety of tests.

How are allergic reactions treated?

Reactions should be treated according to the student's Food Allergy Action Plan/ Emergency Care Plan. Antihistamines and other medicines can be used. In severe cases, the medicine epinephrine should be given as soon as possible. Always call 911!

How can an allergic reaction be avoided?

The best way to avoid a reaction is to avoid the food that causes it. Develop a system for checking ingredient labels carefully and have a plan to limit the ways in which the child could have contact with allergens, including airborne allergens.

What is cross contact?

Cross contact happens when a food containing an allergen comes in contact with a food or surface that does not contain an allergen.

Always refer to your local or state regulatory agency as the procedures may vary.

SHOW SLIDE: *Common Food Allergens*

SAY:

During mealtimes, it is important to know that any food can cause an allergic reaction. However, the most common foods are:

- Milk
- Eggs
- Peanuts
- Tree nuts (for example walnuts, almonds, cashews, pistachios, and pecans)
- Wheat
- Soy
- Fish
- Crustacean shellfish (for example shrimp, lobster, and crab)

SHOW SLIDE: *Food Allergy Symptoms*

SAY:

Young children may not be able to explain allergic reaction symptoms in words; therefore, it is important to watch behaviors during and after meals. Some of the signs of an allergic reaction may include the following symptoms:

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

Another symptom is Anaphylaxis; it is a serious reaction that can happen quickly. Anaphylaxis can involve many different parts of the body. The most severe symptoms can restrict breathing and blood circulation and may cause death.

SHOW SLIDE: *Children's Statements*

SAY:

When experiencing an allergic reaction, children may make the following statements:

- "This food is too spicy."
- "My tongue is hot."
- "My lips feel tight."
- "My mouth feels funny."
- "My mouth itches."
- "It feels like something is stuck in my throat."
- "It feels like there is a bump in the back of my throat."

Take these comments very serious, as children may be experiencing an allergic reaction.

DO:

Refer participants to the Words and Signs Children May Use During an Allergic Reaction handout in their Participant's Workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT
Words and Signs Children May Use During an Allergic Reaction
<p>Children may not be able to explain clearly 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 make the following or similar statements when experiencing an allergic reaction:</p> <ul style="list-style-type: none"> • "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." <p>Always follow your local or state regulatory agency as the procedures may vary.</p>

SHOW SLIDE: *No Cure***SAY:**

There are no cures for food allergies. People with food allergies should avoid even the smallest amounts of allergen causing foods to reduce the risk of an allergic reaction.

SHOW SLIDE: *SKPPP***SAY:**

To create safe mealtime environments with children who have food allergies, always remember the acronym SKPPP:

- Serious
- Know
- Plan
- Protect
- Prevent

Let's review each factor, and discuss some methods for implementation.

SHOW SLIDE: *Serious***SAY:**

Food allergies are a serious matter, and every precaution should be taken to ensure children with food allergies are safe during mealtimes. Remember, even the smallest amount of food can cause an allergic reaction that can lead to death due to a food allergy.

SHOW SLIDE: *Know***SAY:**

Work with the parent to obtain a medical statement signed by a State licensed healthcare professional or a registered dietitian. Know the details of the medical statement and common symptoms of an allergic reaction. One way to ensure that you always know what to do is to create a food allergy binder and place it in a private location in or near the mealtime area for only child care staff to use. This binder might include a picture of each child who has a food allergy; and list the allergy, the allergen causing food, symptom(s), and treatment.

SHOW SLIDE: *Plan***SAY:**

Properly plan to prevent allergic reactions during mealtimes and other times. One way is to create a food allergy policy for your child care setting. This policy should include your commitment to keeping children safe; any applicable laws and regulations required by your local or state regulatory agencies; and any other necessary information.

When developing your policy, contact your local or state regulatory agency for guidance. Often they will have in-depth information for managing food allergies specific to your state. Additionally, refer to the Managing Food Allergies worksheet in your Participant's Workbook for more information about properly planning.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT

Managing Food Allergies

1. Create a food allergy policy for your child care program.
 - Form a food allergy team to write a food allergy policy.
 - Develop an emergency plan specifically for your child care facility.
 - Notify parents about any reactions or exposures to an allergen.
 - If outside foods are allowed, limit to pre-packaged foods with complete ingredient lists.
 - Check all food labels for allergens.
 - Require all children to wash their hands when entering the building and before and after meals and snacks.
 - Keep information about children with food allergies confidential.
2. Create an individual food allergy plan for each child with a food allergy.
 - Obtain completed medical statements from parents/guardians (forms available from your state agency or sponsoring organization). Talk with parents/guardians if you need clarification.
 - Work with parents to create a plan to treat a reaction if it occurs.
 - Keep the plan where you can refer to it as needed.
 - Obtain any necessary medications from parents. Be sure you understand when and how to give each medication.
 - Keep medications in a location that is secure, but accessible in an emergency.
 - Work with parents to create an affordable plan using the menus and resources that you have.
3. Take actions to avoid exposure to food allergens.
 - Wash hands with soap and warm running water before and after each task. Using water alone or hand sanitizer alone does not remove food allergens.
 - Wash, rinse, and sanitize all utensils and cookware after each use.
 - Wash, rinse, and sanitize food contact surfaces before and after each use.
 - Use designated cutting boards and designated work areas to prepare food for children with food allergies.
 - Store foods so that allergy-safe foods are not exposed to other foods.
 - Clean and sanitize tables and chairs before and after meals and snacks.
 - Create a way for staff to be able to identify children with food allergies.
 - Prevent trading or sharing food, food utensils, or food containers.
 - Avoid foods that a child is allergic to in art projects or cooking activities.
 - Limit food to specific areas in the facility.
 - Ask parents to approve items such as body lotions, sunscreens, shampoos, and creams, as some may contain allergenic ingredients that could be ingested.

HANDOUT

Managing Food Allergies

4. Inform staff about food allergies.
 - Train staff on the food allergy policy and each child's individual food allergy plan.
 - Train staff on symptoms of an allergic reaction.
 - Instruct staff on when and how to give medications.
 - Ensure confidentiality of children's medical information.

5. Read food labels for allergens.
 - Most food labels list the major eight food allergens using their common name (milk, eggs, peanuts, tree nuts, wheat, soy, fish, and crustacean shellfish).
 - Check labels for warning statements such as "may contain," "produced on shared equipment," or "produced in a plant that uses." These foods should not be served to children with food allergies.
 - When shopping, check ingredient labels for allergens on every product.

Always refer to your local or state regulatory agency as the procedures may vary.

SHOW SLIDE: *Protect and Prevent*

SAY:

Protect and prevent children from being exposed to food allergens during mealtimes by following the directions outlined on the medical statement. As an added measure, consider all of the ways a child may be exposed to the food allergen during mealtimes and other times; and then, identify methods for prevention. For example, you have a child in your class named Bobby, and he has a severe wheat allergy. Today, the menu calls for wheat rolls. You know that Bobby will be served a rice cake instead of a wheat roll, but there is still the risk that he will take a roll if offered during meal service. In this case, it may be best to sit near him to ensure that he does not eat the wheat roll.

Taking these steps will help you identify how to help create safe mealtime environments for the children in your care.

Now that we have discussed food allergies, let's continue our discussion in a small group activity.

DO:**Small Group Discussions****Instructions:**

1. **DO:** Divide the large group into groups of 3-5 participants.
2. **ASK:** In your groups discuss two questions:
 - a. What are some ways you prevent allergic reactions during mealtimes and other times in your child care setting?
 - b. What are some ways you help children with food allergies feel comfortable during mealtimes?
3. **DO:** Allow 3-5 minutes for participants to discuss the questions. Then, ask each group to share their responses with the class.

Now that we have discussed methods for managing food allergies during mealtimes, let's discuss some other ways for creating safe mealtime environments.

OBJECTIVE: Participants will explore four ways for creating safe mealtime environments.

SHOW SLIDE: *Creating Safe Mealtime Environments***SAY:**

There are four fundamental ways for creating safe mealtime environments:

- Use safe equipment
- Clean and sanitize eating areas
- Wash hands properly and at the right times
- Conduct supervision

Let's discuss each way for creating safe mealtime environments.

SHOW SLIDE: *Safe Mealtime Equipment***SAY:**

First, create safe mealtime environments by confirming all equipment, such as tables and chairs are safe for use. When tables and chairs are broken, cracked, or chipped, it is difficult to properly clean and sanitize the surfaces. In addition, these items pose a danger to you and the children in your care. Therefore, regularly inspect your mealtime equipment for safety hazards, such as chips, cracks, and peeling paint. When items have any safety hazards, remove them from use by both you and the children until they are repaired. Taking these steps will reduce the risk of injury and help create a safe mealtime environment.

SHOW SLIDE: *Clean and Sanitize Eating Areas***SAY:**

Next, create safe mealtime environments by properly cleaning and sanitizing eating areas. In child care settings, tables and chairs are often used for multiple purposes, such as creating arts and crafts, completing puzzles and manipulatives, and enjoying meals and snacks. To serve meals and snacks safely, clean and sanitize all eating areas before and after each meal, snack, and food-related activity. In addition to the mealtime areas, clean and sanitize all tableware after each use.

SHOW SLIDE: *How to Clean and Sanitize Surfaces***SAY:**

Follow these steps to clean and sanitize tables and chairs before and after each use.

- Step 1: Remove food or crumbs.
- Step 2: Clean with warm, soapy water; and rinse with fresh water and a clean cloth.
- Step 3: Saturate the surface with a sanitizing solution, such as a mixture of one-fourth cup of household chlorine bleach and one gallon of warm water.
- Step 4: Spray surface with the sanitizing solution (use the heavy spray setting), and wipe the surface to spread evenly.
- Step 5: Allow surface to air dry.

Taking these five steps will help to create safe mealtime environments for young children. This information can be found on the Clean and Sanitize for Mealtimes handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT

Clean and Sanitize for Mealtimes

For mealtime safety, it is important to know the meaning of the terms, clean and sanitize. Each step helps protect children from germs (bacteria or viruses) that cause illness and together, these steps can kill harmful germs.

Clean means to make a dish or surface free from visible food, crumbs, or dirt. A surface must be clean before it can be sanitized or disinfected.

Sanitize means to kill harmful germs with either high heat or a chemical solution. When sanitizing tables and chairs use a sanitizing solution that will kill germs.

How to Clean and Sanitize Surfaces

Clean and sanitize tables and chairs before and after each use. Follow these steps to keep these surfaces clean and free from germs.

- Step 1: Remove food or crumbs.
- Step 2: Clean with warm, soapy water; and rinse with fresh water and a clean cloth.
- Step 3: Saturate the surface with a sanitizing solution, such as mixture of one-fourth (1/4) cup of household chlorine bleach and one gallon of warm water.
- Step 4: Spray surface with solution (use the heavy spray setting), and wipe the surface to spread evenly.
- Step 5: Allow surface to air dry.

Always refer to your local or state regulatory agency as the procedures may vary.

SHOW SLIDE: *Handwashing*

SAY:

Another way to create safe mealtime environments is to properly wash hands at the right times. Proper handwashing is one of the easiest and most effective ways for preventing the spread of germs and illnesses, and it can help prevent allergic reactions. Right now, you can have as many as 1500 germs per square centimeter of your hand. However, when hands are washed properly and at the right times, it reduces the spread of germs that can cause illness. Therefore, both your hands and all children's hands should be properly washed before and after mealtimes.

SHOW SLIDE: *Handwashing Steps***SAY:**

Please turn to the Handwashing **Steps** handout in your Participant's Workbook. There you will find steps for proper handwashing in child care settings.

1. Always begin by wetting hands with warm running water.
2. Apply soap.
3. Then, vigorously scrub 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 twice, and you will have scrubbed your hands together for 20 seconds. This method is a good way to help children learn how long to scrub their hands.
4. Rinse hands thoroughly under running water.
5. Dry hands with a paper towel and use it to turn off faucets. If you have to touch doors to exit the restroom, use the paper towel to turn the doorknob to open the door.
6. Then, dispose the paper towel in a foot-operated trashcan.

Now that we have discussed methods for creating safe mealtime environments, let's continue our discussion in a small group activity.

DO:**Small Group Discussions****Instructions:**

1. **SAY:** In your small groups, discuss some things you do to ensure your mealtime environments are safe for the children in your care.
2. **DO:** Allow 5 minutes for discussion, and then ask participants to share their responses.

CONCLUSION**SHOW SLIDE:** *Lesson Review***SAY:**

During this lesson, we discussed choking and methods for preventing choking incidents during mealtimes. In addition, we discussed food allergies and methods for preventing allergic reactions. Lastly, we reviewed key ways for creating safe mealtime environments in child care settings.

It is important to note that some procedures in this lesson may vary from those required by your local or state regulatory agency; therefore, always follow your local or state regulatory agency.

ASK:

Are there any questions before we complete the next activity?

DO:

Answer all questions and then move to the next activity.

ACTIVITY: Excellence in Three: Lesson 3**Materials Needed:** Excellence in Three: Lesson 3 worksheet and pens/pencils**Purpose:** Participants will analyze the information discussed in this lesson and list how they will use the information in their child care setting.**Instructions:**

- DO:** Ask the participants to turn to the Excellence in Three: Lesson 3 worksheet in their Participants' Workbook.
- SAY:** In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.
- DO:** Allow 5 minutes for the participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no wrong or right answers; participants will use the following worksheet to complete this activity.

WORKSHEET Excellence in Three: Lesson 3	
Instructions: In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.	
What did you learn?	How will you apply the information learned?

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 3: Post-Assessment. If not, skip this section and move to the next lesson.

DO:

Lesson 3: Post-Assessment

Materials Needed: Lesson 3: Post-Assessment and pens/pencils

Purpose: Participants will assess what they have learned in this lesson.

Instructions:

1. **SAY:** Now that we have completed this lesson, let's assess what you have learned. Turn to the Lesson 3: Post-Assessment in your Participant's Workbook. Begin by placing the identifier used on your Pre-Assessment in the space provided on the Post-Assessment. Answer each question to the best of your knowledge.
2. **DO:** Allow 5 minutes for the participants to complete the Post-Assessment. Then, review the correct answers using the Answers to the Pre/Post-Assessment.

Lesson 4: Focus on Healthy Habits

Overview-at-a-Glance

Time	Topic	Activity	Materials
Introduction:			
5 minutes	· Lesson Objectives	· Lesson 4: Pre-Assessment	· Lesson 4: Pre-Assessment
Objective 1: Participants will define common picky eating behaviors displayed by young children.			
15 minutes	· Picky Eating	· Large Group Discussion · Common Picky Eating Behaviors	· Common Picky Eating Behaviors worksheet
Objective 2: Participants will demonstrate a minimum of one method that negatively influences young children's eating habits.			
15 minutes	· Negative Influences	· Make the Cut · Small Group Discussions	· Make the Cut worksheet
Objective 3: Participants will discuss positive ways to help young children develop healthy eating habits.			
15 minutes	· Healthy Eating Habits	· Small Group Discussions	· N/A
Conclusion:			
15 minutes	· Lesson Review	· Excellence in Three: Lesson 4 · Lesson 4: Post-Assessment	· Excellence in Three: Lesson 4 worksheet · Lesson 4: Post-Assessment
Total Time: 65 minutes			

Lesson Plan

INTRODUCTION

SHOW SLIDE: *Young Children and Fear*

SAY:

During the early years, everything is new and foreign to young children. Although they are often resilient to change and explore new things, it takes time, support, and a positive attitude for most young children to learn and gain confidence in their environment. In addition, young children need a variety of foods and many opportunities to try new foods to develop healthy eating habits.

SHOW SLIDE: *Lesson Objectives*

SAY:

In this lesson, we will discuss common picky eating behaviors, displayed by young children. In addition, we will explore methods that negatively influence young children's eating habits. Lastly, we will focus on strategies for helping young children develop healthy eating habits and positive experience during mealtimes.

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions for completing the Lesson 4: Pre-Assessment. If not, skip this section and move forward with the lesson.

DO:

Lesson 4: Pre-Assessment

Materials Needed: Lesson 4: Pre-Assessment and pens/pencils

Purpose: Participants will complete an assessment to determine what they know about the subject area.

Instructions:

1. **SAY:** Before we begin this lesson, let's assess what you already know. Turn to the Lesson 4: Pre-Assessment in your Participant's Workbook. Begin by placing an easy to remember, non-name identifier, such as a word, phrase, or symbol, at the top of the page. Then, complete the assessment by reading each question carefully and selecting the best answer.
2. **DO:** Allow 5 minutes for the participants to complete the Pre-Assessment.

OBJECTIVE: Participants will define common picky eating behaviors displayed by young children.

SHOW SLIDE: *Picky Eating*

SAY:

Picky eating is a common behavior that peaks between the ages of two- and five-years-old. When children experience picky eating behaviors, they consume a limited variety of foods, rejecting those familiar or vaguely familiar foods.

SHOW SLIDE: *Causes of Picky Eating***SAY:**

Young children experience picky eating for various reasons. Most are cautious about trying new things, especially food and are very particular about what they choose to eat. Some display picky eating behaviors due to appearance avoidance: children try a food for the first time, if it does not taste, smell, or look appealing, some children will avoid the food or similar foods in the future. Other children may experience food jag or food aversion, in which they only eat favorite foods for a period.

SHOW SLIDE: *Time and Picky Eating***SAY:**

Some children will need as many as 15 offerings (or more) before they try the food and/or learn to like it. During this time, children may need to:

- see others try the food,
- have opportunities to taste it,
- receive support when they refuse to try it, and
- above all, be allowed time to grow familiar with the food.

SHOW SLIDE: *Eating Behaviors and Concerns***SAY:**

It is important to note that in some cases, certain eating behaviors can be a serious matter. For example, if a child will not eat or drink at all, there may be other associated challenges causing children to reject foods. In all cases, it is important to inform parents of any concerns regarding children's eating habits.

Now that we have explored picky eating, let's complete an activity called *Common Picky Eating Behaviors*.

ACTIVITY: Common Picky Eating Behaviors

Materials Needed: Common Picky Eating Behaviors worksheet and pens/pencils

Purpose: Participants will identify picky eating behaviors displayed by preschool-age children.

Instructions:

1. **DO:** Ask the participants to turn to the Common Picky Eating Behaviors worksheet in their Participant's Workbook.
2. **SAY:** Think about the children in your care or those previously in your care. List some of the common picky eating behaviors you have witnessed during mealtimes. Then, share your responses with two or three participants.
3. **DO:** Allow participants 5-10 minutes to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no right or wrong answers for this activity. However, some examples have been included in the following worksheet to generate discussion (if needed).

WORKSHEET

Common Picky Eating Behaviors

Instructions: Think about the children in your care or those previously in your care. List some of the common picky eating behaviors you have witnessed during mealtimes. Then, share your responses with two or three participants.

- A child only eats a certain type of food, such as a specific fruit.
- A child only wants sandwiches for lunch.
- A child used to have a favorite; now he refuses to eat this food item.
- A child only eats foods of a particular color.

SAY:

Now that we have discussed picky eating, let's discuss some methods that negatively influence young children when developing eating habits.

OBJECTIVE: Participants will demonstrate a minimum of one method that negatively influences young children's eating habits.

SHOW SLIDE: *Negative Influences*

SAY:

There are a few things that can negatively influence young children's eating habits at mealtimes, such as:

- pressuring children to eat
- bribing and rewarding children to eat
- restricting specific foods
- speaking negatively about foods
- making negative facial expressions towards certain foods

Let's review each influence and how they affect young children. You can find this information on the Negative Influence and Eating Habits handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The following handout is for reference purposes only.

HANDOUT

Negative Influences and Eating Habits

Pressuring children to eat increases the likelihood that they will:

- overeat and not listen to their hunger cues,
- develop a dislike for the food or flavor, and
- reduce their desire to try other foods.

Bribing and rewarding can cause children to dislike the food altogether and crave, regardless if it is served using forms of bribery.

Restricting specific foods can negatively affect children's ability to self-regulate. More specifically, when children are not allowed a variety of foods, rather sometimes foods or anytime foods, they may face challenges with listening to their hunger cues and regulating how much of the restricted food they should eat.

Making negative facial expressions towards certain foods cause children to pass on those foods because young children tend to model the behaviors of those around them.

Speaking negatively about foods can cause children not to eat certain foods.

SHOW SLIDE: *Force or Pressure*

SAY:

During mealtimes, forcing or pressuring children to eat can negatively affect which foods and how much of each food children eat. More specifically, when you force children to eat they are more likely to:

- overeat and not listen to their hunger cues,
- develop a dislike for the food or flavor, and
- reduce their desire to try other foods because of the negative experience.

SHOW SLIDE: *Bribing and Rewarding*

SAY:

Just like forcing and pressuring, bribing children to eat with desserts, treats, and other methods, such as extra playtime, can negatively influence their eating habits. For example, offering sweet treats for eating vegetables can cause children to develop a greater desire for the sweet food. Too many sweet foods can cause weight gain, tooth decay, and other health-related challenges. In addition, offering rewards for eating certain foods can cause children to dislike the food altogether, regardless if it is served using forms of bribing.

DO:

Large Group Discussion

Instructions:

1. **ASK:** What are some other methods, used to bribe or reward children for eating?
2. **DO:** Allow participants to respond; thank them for sharing.

NOTE TO INSTRUCTOR: Some examples used for bribing and rewarding children for eating may include gifting trinkets or toys.

SHOW SLIDE: *Food Restrictions*

SAY:

Another method that may negatively influence the development of healthy eating habits is the restriction of foods, such as sweet treats. When children are restricted or forbidden to eat specific foods, this can cause an increase in their desire to have the restricted food when they are offered. They may find it difficult to listen to their hunger cues and regulate how much of the restricted food to eat.

SHOW SLIDE: *Facial Expressions*

SAY:

The next method that can negatively influence young children when developing eating habits is facial expressions. Children model the behaviors of those around them. For example, if you dislike green beans and you have not eaten any in the last 15 years. When the cook serves green beans for lunch, you immediately make a disgusted or unhappy face. Because children are eager to please, and they often model your behaviors, your facial expressions, such as frowning, can easily affect their desire to try the green beans.

SHOW SLIDE: *Mealtime Conversations Scenario*

SAY:

Lastly, mealtime conversations can influence young children's eating habits. The statements you make or the questions you ask can cause children to be willing to try or not try certain foods. For example, when the cook gives you the bowl of green beans to place on the table, you say to the children, "I don't like green beans." Because the children aim to please you and model your behaviors, some children will choose not to try the green beans because you said you did not like green beans. Always think about what you can say to help children develop healthy eating habits.

Turn to the Phrases That Help and Hinder handout in your Participant's Workbook.

DO:

Review a minimum of two of the phrases that help and hinder on the following handout, Phrases That Help and Hinder, with the participants.

HANDOUT Phrases That Help and Hinder	
Phrases that Hinder	Phrases That Help
<p style="text-align: center;">“Eat that for me.”</p> <p style="text-align: center;">“If you do not eat one more bite, I will be mad.”</p> <p>Phrases like these teach children to eat for your approval and love. This can lead children to have unhealthful behaviors, attitudes, and beliefs about food and about themselves.</p>	<p style="text-align: center;">“This is kiwi fruit; it is sweet like a strawberry.”</p> <p style="text-align: center;">“These radishes are very crunchy!”</p> <p>Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.</p>
<p style="text-align: center;">“You are such a big girl; you finished all your peas.”</p> <p style="text-align: center;">“Jenny, look at your sister. She ate all of her bananas.”</p> <p style="text-align: center;">“You have to take one more bite before you leave the table.”</p> <p>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.</p>	<p style="text-align: center;">“Is your stomach telling you that you are full?”</p> <p style="text-align: center;">“Is your stomach still making its hungry growling noise?”</p> <p style="text-align: center;">“Has your tummy had enough?”</p> <p>Phrases like these help children to recognize when they are full. This can prevent overeating.</p>
<p style="text-align: center;">“See, that did not taste so bad, did it?”</p> <p>This statement implies to children that they were wrong to refuse the food. This can lead to unhealthful attitudes about food or self.</p>	<p style="text-align: center;">“Do you like that?”</p> <p style="text-align: center;">“Which one is your favorite?”</p> <p style="text-align: center;">“Did you know everyone likes different foods?”</p> <p>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.</p>
<p style="text-align: center;">“No dessert until you eat your vegetables.”</p> <p style="text-align: center;">“Stop crying and I will give you a cookie.”</p> <p>Offering some foods, such as desserts, 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.</p>	<p style="text-align: center;">“We can try these vegetables again another time.”</p> <p style="text-align: center;">Next time would you like to try them raw instead of cooked?”</p> <p style="text-align: center;">“I am sorry you are sad. Come here and let me give you a big hug.”</p> <p>Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.</p>

SAY:

Now that we have explored eating habits and negative influences, let's complete an activity called *Make the Cut*.

ACTIVITY: Make the Cut

Materials Needed: Make the Cut worksheet and pens/pencils

Purpose: Participants will demonstrate how adults can influence children during mealtimes.

Instructions:

1. **DO:** Ask the participants to turn to the Make the Cut worksheet in their Participant's Workbook. Assign one of the following topics to each group:
 - a. Faces
 - b. Conversations
 - c. Food Restrictions
 - d. Bribery and Reward
 - e. Pressure
2. **SAY:** Center-Verse Production is bringing a new play to town called *Fear Not*. This play is about helping young children overcome their fear of new foods. On Tuesday, they will begin casting local child care providers for this play. Center-Verse Production has agreed to compensate all child care providers with brand new, state of the art, mealtime tableware and equipment to those who make the cut. The key to making the cut is to show how some behaviors can negatively influence children during mealtimes. Therefore, create a skit or dialogue to audition for the play that shows how your assigned topic might negatively influence children during mealtimes.
3. **DO:** Allow participants 10 minutes to complete this activity. Then allow each group to perform their skit.

OBJECTIVE: Participants will discuss positive ways to help young children develop healthy eating habits.

SHOW SLIDE: Healthy Eating Habits**SAY:**

Now we can shift our attention to how we can increase the chances that children will want to eat nutritious foods during mealtimes. We know that a direct approach of coaxing or forcing children to eat takes control away from them making food choices. We also know the importance of children eating a variety of nutritious food. Therefore, the ultimate goal is to incorporate opportunities for children to develop healthy eating habits during mealtimes and through nutrition education activities throughout the day.

SHOW SLIDE: Children's View**SAY:**

During mealtimes, there several strategies you can use to help children develop healthy eating habits. First, learn and understand children's views and perspective of food. Children's views of meals are generally different from adults, they:

- naturally want to try new foods when they are offered on a regular basis.
- want to feel in control of their eating.
- respond well to support and encouragement from adults.
- may eat different amounts of food from day to day.
- usually will not eat food they do not want.
- are responsible for deciding which foods and how much they will eat at meals and snacks.

This information can be found on the **Understanding a Child's View of Mealtime** handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The handout listed below is for reference purposes only.

HANDOUT Understanding a Child's View of Mealtime
<p>Children naturally want to try new foods when regularly offered. Tip: Present new foods along with well-liked foods to encourage children to try new foods. Children may need to see a new food offered 10-15 times before they try it.</p>
<p>Children want to feel in control of their eating. Tip: Allow children to choose from the variety of nutritious foods.</p>
<p>Children respond well to support and encouragement from adults. Tip: Children's meals should be served in a pleasant and comfortable setting. Adults should be supportive but not demanding about what children eat.</p>
<p>Children may eat different amounts of food from day to day. Tip: Allow children to decide how much to eat. Some days they will eat more than others. They know when they feel hungry and when they feel full. Additionally, children will usually not eat food they do not want.</p>
<p>Children are responsible for deciding which foods and how much they will eat at mealtime. Tip: A division of responsibility helps to make mealtimes pleasant. Adults are responsible for providing nutritious foods in a pleasant atmosphere. Children are responsible for deciding which foods and how much to eat. Avoid commenting about how much a child has eaten or using phrases that hinder the development of healthy eating habits.</p>

SHOW SLIDE: *Provide Opportunities for Taste-Testing***SAY:**

Whether during mealtimes or group activities, offer young children many opportunities to taste new foods:

- Establish a specific time during the week for children to sample a new food. For example, each Thursday, prepare a small portion of a new food and allow children to taste it during lunch or snack.
- Talk about the ingredients, where the food comes from, and how it is made.
- Taste the food in front of the children, and then invite the children to taste the food. However, avoid forcing the children to try the food.

SHOW SLIDE: *Sometime Foods vs. Anytime Foods***SAY:**

Next, teach children about the differences between sometimes foods and anytime foods. Sometimes foods are filled with sugar, empty calories, and unhealthy fats, such as potato chips, candies, and sugary beverages. They also provide very few essential nutrients for healthy growth and development. Anytime foods are filled with vitamins and nutrients, promoting healthy growth and development, such as fresh fruits and vegetables, whole grains, and lean meats. When children know the difference between the two, they are more likely to self-regulate when offered both sometimes foods and anytime foods.

SHOW SLIDE: *Allow Children to Help***SAY:**

Allow children to help prepare simple snacks or meals. For example, let children help prepare their salad by placing all of the ingredients on the table and allow them to choose which ingredients they would like to include in their salad.

When children are actively involved in the food preparation process, they are more likely to try the food and encourage others to also try the food.

SHOW SLIDE: *Model for the Children***SAY:**

As previously mentioned, children are always watching and observing those around them, especially the adults in their lives. Mealtimes are no exception, use this time to model appropriate behaviors for young children, such as using the appropriate spoon to serve yourself, washing your hands before meals and snacks, and trying new foods during mealtimes. When children see you trying new foods and actively and positively participating in mealtimes, they are more likely to try them as well. Additionally, modeling for children can help them to development healthy eating habits.

SHOW SLIDE: *Incorporate Nutrition Education***SAY:**

In addition to mealtimes, introduce a variety of foods with nutrition-related activities throughout the day to help children have happy mealtime experiences. Nutrition education builds on young children's natural curiosity to learn about the things around them. When children learn about food on a regular basis, they are more likely to want to try foods more often. In addition, nutrition education can be used to teach a variety of other subject areas, such as math, science, and foreign languages.

SHOW SLIDE: *Nutrition Education Activities***SAY:**

When planning nutrition education activities to help children develop healthy eating habits, be sure to:

- Plan age-appropriate activities.
- Help children learn through hands-on activities.
- Incorporate a variety of literacy opportunities, such as placing books about food in the library area of the classroom and inviting the local librarian to read nutrition-related books.
- Make it more than just an activity. Relate the activity to learning about food (where it comes from and the importance of eating nutritious foods).
- Use everyday materials for arts and crafts, such as cereal boxes or clean, empty milk cartons.
- Have fun!

SHOW SLIDE: *Other Tips for Broadening Food Preferences***SAY:**

Other tips for broadening food preferences include the following ways:

- Introduce new foods with favorite foods
- Offer one new food at a time
- Make learning about new foods fun through celebrations
- Allow children to explore foods

These tips can be found on the Tips for Helping Young Children Develop Healthy Eating Habits handout in your Participant's Workbook.

Now that we have discussed positive ways to help young children develop healthy eating habits, let's continue our discussion in a small group activity.

DO:**Small Group Discussions****Instructions:**

1. **SAY:** In your small groups, discuss some ways you can help young children develop healthy eating habits.
2. **DO:** Allow 5 minutes for discussion, and then ask participants to share their responses.

CONCLUSION:**SHOW SLIDE:** *Lesson Review***SAY:**

During this lesson, we discussed common picky eating behaviors displayed by young children and strategies for helping young children develop healthy eating habits. More specifically, we looked at how taste testing can increase the likelihood that children will want to try new foods. Additionally, we explored some negative influences that can affect young children when developing eating habits. Lastly, we discussed the importance of nutrition education; and how it helps young children develop healthy eating habits.

ASK:

Are there any questions before we complete the next activity?

DO:

Answer all questions and then move to the next activity.

ACTIVITY: Excellence in Three: Lesson 4

Materials Needed: Excellence in Three: Lesson 4 worksheet and pens/pencils

Purpose: Participants will analyze the information discussed in this lesson and list how they will use the information in their child care setting.

Instructions:

1. **DO:** Ask the participants to turn to the Excellence in Three: Lesson 4 worksheet in their Participant's Workbook.
2. **SAY:** In the space provided, write three things you learned during this section. Then, write three ways you can apply the information in your child care setting.
3. **DO:** Allow 5 minutes for the participants to complete this activity. Then, ask volunteers to share their responses.

NOTE TO INSTRUCTOR: There are no wrong or right answers; participants will use the following worksheet to complete this activity.

WORKSHEET Excellence in Three: Lesson 4	
<p>Instructions: In the space provided, write three things you learned in this lesson. Then, write three ways you can apply the information in your child care setting.</p>	
What did you learn?	How will you apply the information learned?

NOTE TO INSTRUCTOR: If this lesson is taught as a single lesson, follow the instructions below for completing the Lesson 4: Post-Assessment. If not, skip this section and move to the next lesson.

DO:

Lesson 4: Post-Assessment

Materials Needed: Lesson 4: Post-Assessment and pens/pencils

Purpose: Participants will assess what they have learned in this lesson.

Instructions:

1. **SAY:** Now that we have completed this lesson, let's assess what you have learned. Turn to the Lesson 4: Post-Assessment in your Participant's Workbook. Begin by placing the identifier used on your Pre-Assessment in the space provided on the Post-Assessment. Answer each question to the best of your knowledge.
2. **DO:** Allow 5 minutes for the participants to complete the Post-Assessment. Then, review the correct answers using the Answers to the Pre/Post-Assessment.

Training Conclusion

Overview-at-a-Glance

Time	Topic	Activity	Materials
10-15 minutes	<ul style="list-style-type: none">· Overview of Training· Comprehensive Post-Assessment	<ul style="list-style-type: none">· Comprehensive Post-Assessment	<ul style="list-style-type: none">· Comprehensive Post-Assessment
Total Time: 15 minutes			

Lesson Plan

SHOW SLIDE: *Training Review*

SAY:

Today, we discussed the

- importance of implementing schedules and routines,
- methods for serving meals family-style,
- steps for creating safe mealtime environments, and
- strategies for helping young children develop healthy eating habits.

This information was designed to help you create happy and pleasant mealtime experiences for young children. However, the most important component to this training is how you will use the information, discussed on today, to help the children in your care have happy mealtimes.

DO:

Thank participants for their participation and then ask if there are any questions. After answering the participants' questions, move on the Comprehensive Post-Assessment.

NOTE TO INSTRUCTOR: If this training was taught as a comprehensive training, follow the instructions to complete the Comprehensive Post-Assessment. Upon completion, ask participants to complete the Evaluation.

DO:

Comprehensive Post-Assessment

Materials Needed: Comprehensive Post-Assessment and pens/pencils

Purpose: Participants will complete an assessment to determine what they learned during the training.

Instructions:

1. **SAY:** Now that we have completed this training, let's assess what you have learned. Turn to the Comprehensive Post-Assessment in your Participant's Workbook. Begin by placing the identifier used on your Comprehensive- Pre-Assessment in the space provided on the Post-Assessment. Answer each question to the best of your knowledge.
2. **DO:** Allow 10-15 minutes for the participants to complete the Comprehensive Post-Assessment. Then, review the correct answers using the Answers to the Pre/Post-Assessment.

Evaluation Instructions:

1. **DO:** Distribute the Training Evaluations. Ask participants to complete the evaluations and place them in an assigned location. If this training is sponsored by ICN, someone from the training site will collect the assessments and evaluations, and return them to ICN.
2. **DO:** Thank participants for attending the training, and ask if there are any questions. Answer participants' questions, distribute certificates, and then close out the training.

Appendix

Key Terms92
References93

Key Terms

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

Anaphylaxis: A severe allergic reaction that can cause death.

Appearance Avoidance: To avoid certain foods because of how it looks, smells, or feels.

BPA-Free: Does 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.

CDC: Centers for Disease Control and Prevention

Clean: To make a dish or surface free from visible food, crumbs, or dirt.

Family-Style Meal Service: Meals in which tables are set with plates and utensils and food is passed in small serving bowls 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 Jag: To eat only favorite foods for a period.

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

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

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.

Sanitize: To kill harmful germs with either high heat or a chemical solution.

Transition Activities: Small activities between major activities that can be implemented during any change of activities. For example, using a song between clean-up time and handwashing for lunch.

References

- B.E. CPR, Inc. (2009). Facts & statistics. Retrieved from http://www.becpr.org/facts_statistics.aspx
- Branen, L., Fletcher, J., & Swanson, M. (n.d.). Review of feeding environment. Retrieved from <http://www.cals.uidaho.edu/feeding/fortrainers/handouts/pdf/FEEDEVAL.pdf>
- Dev, D. A., Speirs, K. E., McBride, B. A., Donovan, S. M., & Chapman-Novakoski, K. (2014). Head Start and child care providers' motivators, barriers and facilitators to practicing family-style meal service. *Early Childhood Research Quarterly*, 29(2014), 649-659. doi:10.1016/j.ecresq.2014.07.004
- Escobar, A. (1999). Factors influencing children's dietary practices: A review. *Family Economics & Nutrition Review*, 12(3/4), 11, 45.
- Fletcher, J., Price, E., Branen, L., & Matthews, S.C. (2005). Building mealtime environments and relationships. University of Idaho College of Agricultural and Life Sciences. Retrieved from <http://www.cals.uidaho.edu/feeding/pdfs/BMER.pdf>
- Food Allergy Research & Education. (2014). Facts and statistics. Retrieved from <http://www.foodallergy.org/facts-and-stats>
- Frazier, B. N., Gelman, S. A., & Kaciroti, N. (2012). I'll have what she's having: The impact of model characteristics on children's food choice. *Developmental Sciences*, 15(1), 87-89. doi: 10.1111/j.1467-7687.2011.01106.x
- Gabor, V., & Mantinan, Karah (2012). State efforts to address obesity prevention in child care quality rating and improvement systems. Retrieved from http://altatum.org/sites/default/files/uploaded-related-files/QRIS-Report-22Feb12-FIN_O.pdf
- Johnson, S. L., Ramsay, S., Shultz, J. A., Branen, L. J., & Fletcher, J. W. (2013). Creating potential for common ground and communication between early childhood program staff and parents about young children's eating. *Journal of Nutrition Education and Behavior*, 45 (Number 6), 558-570. <http://dx.doi.org/10.1016/j.jneb.2013.02.009>
- Jones, L. (n.d.). Integrating early childhood development (ecd) activities into nutrition programmes in emergencies. Why, what and how. World Health Organization. Retrieved from http://www.who.int/mental_health/emergencies/ecd_note.pdf
- National Food Service Management Institute. (n.d.). Food safety grab and go lesson: Keep food safe: Clean, sanitize, and disinfect. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=2990>
- National Food Service Management Institute. (2014). Family child care fundamentals. University, MS: Author.
- National Food Service Management Institute. (2009). Introduction to CACFP grab and go lesson: CACFP basics for day care centers. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=1798>
- National Food Service Management Institute. (n.d.). Happy mealtimes grab and go lesson: Make mealtimes safe. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=2993>
- National Food Service Management Institute. (n.d.). Happy mealtimes family materials: Sample letter to parents on family meal service. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=3004>
- National Food Service Management Institute. (2011). Happy mealtimes for healthy kids 2nd ed. University, MS: Author.
- National Food Service Management Institute. (n.d.). Happy mealtimes grab and go lesson: Understanding a child's view of mealtime. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=2998>

- National Food Service Management Institute. (n.d.). Happy mealtimes grab and go lesson: Happy times with family style meals. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=2999>
- National Food Service Management Institute. (n.d.). Happy mealtimes grab and go lesson: Make mealtimes special. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=3001>
- National Food Service Management Institute. (n.d.). Happy mealtimes grab and go lesson: Family style meal service. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=3002>
- National Food Service Management Institute. (2010). Menu planning grab and go lesson: Planning cycle menus for child care. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=2964>
- National Food Service Management Institute. (2013). Menu planning grab and go lesson: Reduce the Sugar in Child Care Menus. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=1830>
- National Food Service Management Institute. (2013). Menu planning grab and go lesson: Serve the right amount and kind of fat in child care menus. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=1829>
- National Food Service Management Institute. (n.d.). Nutrition education grab and go lesson: Steps to planning a nutrition education activity. Retrieved from <http://www.nfsmi.org/documentlibraryfiles/PDF/20100922093625.pdf>
- National Food Service Management Institute. (2012). More than mud pies: A nutrition curriculum guide for preschool children (6th ed.). University, MS: Author.
- National Food Service Management Institute. (2010). Nutrition needs grab and go lesson: Menu planning tips for variety. Retrieved from <http://www.nfsmi.org/DocumentDownload.aspx?id=1828>
- Office of Head Start The National Center on Quality Teaching and Learning. (2010). *Tips for teachers classroom transitions*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/classroom-transitions-teacher-tips.pdf>
- Ramsay, S., Branen, L., Fletcher, J., Price, E., Johnson, S., & Sigman-Grant, M. (2010). "Are you done?" Child care providers' verbal communication at mealtimes that reinforce or hinder children's internal cues of hunger and satiation. *Journal of Nutrition Education and Behavior*, 42(4), 265-270. <http://dx.doi.org/10.1016/j.jneb.2009.07.002>
- U.S. Department of Agriculture, Food and Nutrition Service. (2013). Supplement B: Care for children with food allergies. In *Nutrition and wellness tips for young children*. Retrieved from <http://www.fns.usda.gov/sites/default/files/supplementB.pdf>
- Center on the Social and Emotional Foundations for Early Learning (2008). *Helping children make transitions between activities*. Retrieved from <http://csefel.vanderbilt.edu/kits/wwbtk4.pdf>



800-321-3054
www.theicn.org

©2016 The Institute of Child Nutrition
The University of Mississippi