

# Pass the Peaches, Please

## Iowa Team Nutrition Training for CACFP Providers

### Des Moines, Iowa ~ May 2013

## Pass The Peaches




Creating Pleasant Preschool Mealtimes to Improve Child Nutrition

## Today's Workshop

- Describe basic principles of a Healthy Mealtime Philosophy based on Ellyn Satter's Approach and Division of Responsibility in Feeding.
- List steps to take to create a setting that supports pleasant and positive mealtimes.
- Take part in role-playing activities & group activities to practice what to say & what not to say to encourage children's eating in a supportive way.**



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### Phrases that HELP and HINDER

As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!



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

**Scenario 1. Child is suspicious of trying a new food and vocalizes his/her strong disapproval at the table.**

This is an example of a caregiver saying phrases that hinder:

Child says: *What is that? I don't like it. I'm not eating it!*  
Care giver says: It is tuna noodle casserole and *that* is what we are having for lunch.

Child says: It looks yucky. Do I have to eat it?  
Care giver says: It is good food. You need to try one bite to see if you like it.

**Re-do this scenario with the caregiver saying phrases that help:**

Child says: *What is that? I don't like it. I'm not eating it!*  
Care giver says: (Example: It is tuna noodle casserole. It has noodles and cheese in it.)  
Identify 2 phrases that help:

- 1.
- 2.

Child says: It looks yucky. Do I have to eat it?  
Care giver says: (Example: Caregiver can ignore the "It looks yucky comment" or say "We all like different foods. Let's keep our opinions about "yucky" foods to ourselves, so the others can try it if they want to. No, you don't have to eat it. You can choose from the other things that are offered for lunch today.")  
Identify 2 phrases that help:

- 1.
- 2.

## Scenario #1

- You serve a new food at lunch. A 4-year old looks at and says "That's yucky. I never eat that at home."
- How do you respond?



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## Scenario #2

- A 5-year old has eaten only bread and milk for 3 days in a row. His teacher says he refuses to take anything else.
- How do you talk to him about his lunch choices?



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## Scenario #3

- A 2-year old dumps her plate of spaghetti on the floor, maybe to avoid eating it.
- How do you deal with this situation?



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## Scenario #4

- An adult staff member says they hate all vegetables and won't eat them at lunch.
- How do you respond to this adult food jag?



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### Taking a Closer Look at the "No, Thank-You Bite" A Discussion Sheet

A "No Thank-You Bite" is a common name for a rule that says children must try at least one bite of all the foods at the table. Some people have also called this a "Thank the Cook Bite".

1. Describe your childcare center or home's current policy on the "no, thank-you bite" rule. Do you use it? Do you not use it?
2. What were your thoughts or beliefs about the "no thank you bite" rule before this presentation?
3. What are your thoughts or beliefs about the "no thank you bite" rule after this presentation?
4. Does the use of the "no, thank you bite" rule support or interfere with the Division of Responsibility in Feeding? Why?
5. Comments for discussion:

## Pleasant Mealtimes



## Pleasant Mealtimes

- Do not happen by accident
- Require planning
- Require staff training
- Are worth the effort



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## YOUR IDEAS?



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