

Pass the Peaches, Please
Iowa Team Nutrition Training for CACFP Providers
Des Moines, Iowa ~ May 2013

Pass The Peaches

Please (and Thank You)



Creating Pleasant Preschool Mealtimes to Improve Child Nutrition

Preschool Mealtimes

How Pleasant and Positive Family-Style Meals in Childcare Help Healthy Eating Become a Habit



Creating Pleasant Preschool Mealtimes to Improve Child Nutrition

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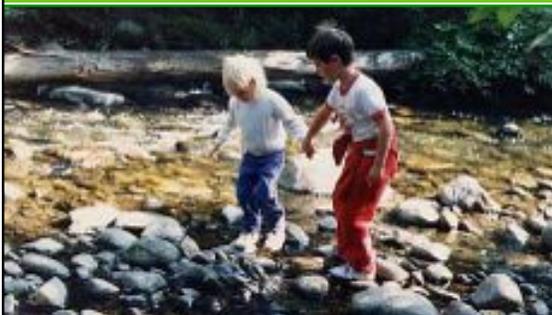
Dayle Hayes ... CACFP Consultant



Dayle Hayes ... CACFP Consultant



Dayle Hayes ... MOM



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Who are YOU?*

- I work in a Head Start program.
- I work in a center-based childcare setting.
- I work in a home-based childcare setting.
- I train childcare providers.
- I am a parent of preschool children.



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Get-to-Know-You BINGO

Pass the Peaches: Meet a New Friend
The goal is to find FIVE people in order to complete FIVE across, down or diagonal ~ just like BINGO.

A teacher who likes to eat broccoli	A home provider who serves meals family style	A mom who eats yogurt for breakfast	A director with more than 25 children in a center	Anyone who ate an apple yesterday
A mom who rides bikes with her kids	Anyone who ate a new vegetable this week	A provider who cares for infants in their home	A woman who likes to eat green salads	Someone who likes to do yoga with children
A mom who enjoys dancing with her kids	Someone who enjoys dancing with children	A woman who ate a peach for snack this week	Anyone who likes yogurt as a snack	A person who drinks milk with their meals
Anyone who ate breakfast with children yesterday	Anyone who has made fresh bread with children	Someone who has read one of Eliza Satter's books	A center worker with 10+ yrs. of experience	Someone who walks a dog almost every day
Someone who has made a fruit salad with children	A home provider who takes children out for walks	A center worker who likes to eat with children	Someone who ate with their family at home last night	A home provider with less than 2 yrs. of experience

CACFP Meal Patterns

Food Components	Pres 1-2	Pres 3-5	Pres 6-12†
1 milk	1/2 cup	1/2 cup	1 cup
2 fruits/vegetables	1/4 cup	1/2 cup	1/2 cup
1 grains/bread*	1/2 slice	1/2 slice	1 slice
1 meat/meat alternate	1/2 serving	1/2 serving	1 serving
1 egg or cooked dry beans or peas or pasta or noodles or grains	1/4 cup	1/4 cup	1/2 cup
1 meat/meat alternate	1 ounce	1 1/2 ounces	2 ounces
1 egg or cooked dry beans or peas or pasta or noodles or grains	1/4 cup	1/4 cup	1/2 cup
1 fruit or vegetable	1/4 cup	1/4 cup	1/2 cup
1 milk	1/2 cup	1/2 cup	1 cup

† Children ages 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.
* Fruit or vegetable juice must be full strength.
* Grains and grains must be made from whole-grain or enriched meat or flour. Cereal must be whole grain or enriched or fortified.
* A serving consists of the edible portion of cooked bean meat or poultry or fish.
* Cook and serve one more cup one-half of the total required alternate serving and must be combined with either mealtime cereal to fulfill the CACFP supper requirement.
* Yogurt may be plain or flavored, unseasoned or seasoned.



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It's Only Nutrition

WHEN they eat or drink it!



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Raising Competent Eaters

For a lifetime of health



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Mealtimes in Childcare

- Provide fuel for daily activities and learning
- Promote normal growth and development
- Shape children's future relationships with food



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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 and what not to say to encourage children's eating in a supportive way.



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Normal UNPREDICTABLE Eaters

- A lot one day, a little the next
- Rarely a square meal
- Eat what they like, not what they *should*
- Accept foods one day, reject the next (aka *food jags*)
- Need time to enjoy new foods



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"Picky" Eaters are Normal

- A lot one day, a little the next
- Rarely a square meal
- Eat what they like, not what they *should*
- Accept foods one day, reject the next (aka *food jags*)
- Need time to enjoy new foods



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Research on Children's Eating

Kids are born with:

- Ability to self regulate food intake
- Preference for high calorie, energy dense foods
- Wide variability in intake from meal to meal - and from day to day
- Wariness about new food, esp. from 2 to 6 years of age



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Research on Children's Eating

Children eat what they know and like.

- They like familiar and new foods together.

Children model adults around them.

- They try a new food quicker and eat more of it when adults are eating the same food and eating it with pleasure.

Portion size affects how much they eat.

- When serving themselves, they take age-appropriate servings and eat less of it.



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Ellyn Satter Approach to Feeding

Based on the POSITIVE Feeding Relationships between children and their parents/caregivers

- Raising competent, capable eaters
- Feeding can support a child being competent with eating, growing appropriately, and doing her part to contribute to mealtime harmony ... OR NOT!!



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Positive Feeding Relationships

- Maintain a **Division of Responsibility**
- Adults do the **what, when,** and **where** of feeding.
- Children do the **how much** and **whether** of eating



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FOR INFANTS

Division of Responsibility

- The parent/caregiver is responsible for **what, where** and **how**
- The child is responsible for **how much** (and everything else)



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WHAT

- **Birth to 4-6 months:** Breast milk or iron-fortified infant formula
- **At 4 to 6 months:** Add iron-fortified cereal to replenish babies' iron reserves.
- **At 6 to 8 months:** Begin pureed/mashed fruits and veggies for vitamins A and C.
- **At 7 to 10 months:** Move to finger foods like dry cereal. Use cup for water or juice.
- **At 8 to 12 months:** Introduce soft/cooked table foods and finely chopped meats.



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WHAT and WHERE

- Choose foods that are the right texture so that baby's tongue and mouth can control it and make swallowing as easy as possible.
- Hold baby on your lap when you introduce first solid foods. Then move her to a safe high chair.



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HOW

- Support baby well – in an upright position so he can easily explore the food as much as he wants.
- Have baby sit up straight and face forward. This makes swallowing easier – and choking less likely



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HOW

- Talk in a quiet, encouraging voice while you feed. There's no need to entertain – you are there to keep baby company rather than to overwhelm her with games.



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HOW MUCH

- Wait for your baby to pay attention to each spoonful before you try to feed it to him.
- Let your baby touch the food – in the dish and on the spoon.



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HOW MUCH

- Feed at your baby's tempo. Don't try to make babies eat faster or slower than they want.
- Allow baby to feed herself with finger foods as soon as she shows an interest.



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HOW MUCH

- Always stop feeding when baby shows that he has had enough to eat. Often baby will do this by turning his head away from you.



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FOR TODDLERS (& OLDER)

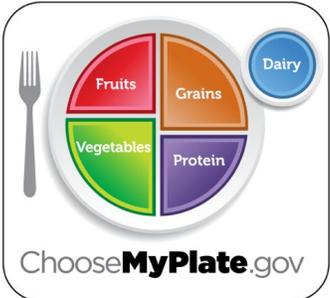
Division of Responsibility

- The parent/caregiver is responsible for **what**, **when**, and **where** of feeding.
- The child is responsible for **how much** and **whether to**

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WHAT



ChooseMyPlate.gov

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Adult Responsibilities

- Choose and prepare food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Model what children need to learn about food and mealtime behavior.
- Prevent grazing for food or drinks between mealtimes.

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Adult Responsibilities

Let children grow into the bodies that are right for them.



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Child Responsibilities

- Children will eat.
- They will eat the amount they need to grow normally.
- They will enjoying an increasing variety of food and beverages.
- They will learn to behave well at the table.
- They will grow predictably.

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Healthy Feeding Relationship

- Children are born wanting to eat, knowing how much to eat, and will grow the way nature intended.
- Adults provide structure, support, and opportunity (**what, when, and where**).
- Children choose **how much** and **whether to eat** from what the adults provide.



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Ellyn Satter Approach to Feeding

- Is simple and practical
- Is based on trust, respect, and normal developmental stages
- Makes mealtimes more enjoyable and less stressful for adults and children
- Has clear lines of responsibility for caregiver/parent and child
- Takes the worry out of feeding



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Ellyn Satter Approach to Feeding

DEVELOPMENTAL PRINCIPLES OF ELLYN SATTER'S FEEDING PRACTICES	
At all ages, children are born with the ability to regulate their own food intake. The adult's role is to provide a safe and pleasant environment for eating.	
Child's age	Adult's role
Birth to 12 months	• Provide a safe and pleasant environment for eating. • Offer breast milk or formula on demand. • Offer solid foods on demand. • Do not restrict or control the child's eating.
12 months to 2 years	• Offer a variety of foods. • Offer solid foods on demand. • Do not restrict or control the child's eating.
2 to 5 years	• Offer a variety of foods. • Offer solid foods on demand. • Do not restrict or control the child's eating.
5 to 12 years	• Offer a variety of foods. • Offer solid foods on demand. • Do not restrict or control the child's eating.
12 years and older	• Offer a variety of foods. • Offer solid foods on demand. • Do not restrict or control the child's eating.



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Consistent with Head Start Performance Standards

- Offer variety to broaden child's food experiences.
- Don't use food as punishment or reward.
- Encourage but don't force child to taste food.
- Allow sufficient time for each child to eat.
- Children, staff and volunteers eat together.
- Offer all the same food.



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Why Adults Cross the Line

- Our history with feeding and eating influences how we think and act ...
- ... children need consistent feeding messages from all the adults in childcare.



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When Adults Cross the Line

- When adults restrict foods/calories, children tend to gain **MORE** weight.
- When adults pressure, bribe, or force children to eat more, the children eat **LESS**.
- Kids feel bad about eating, mealtime is not pleasant for anyone.



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What about these RULES?

- *Clean Plate Club*
- *No Thank-You Bite*
- *No Dessert Until You Eat Your Vegetables*

Should we use these rules?

Do they help children become competent eaters or learn to make smart choices??



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What does this teach kids?

Clean Plate Club

- To eat more food than you are actually hungry for
- To ignore your internal signals of hunger and fullness



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What does this teach kids?

No Thank-You Bite

- To get attention by refusing to eat one bite
- To argue over what counts as a bite
- To be rushed into making a decision about food



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What does this teach kids?

No Dessert Until You Eat Your Vegetables

- That vegetables are so yucky you have to be bribed to eat them
- That dessert is an incredible treat so you better eat lots



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Positive Feeding Relationships

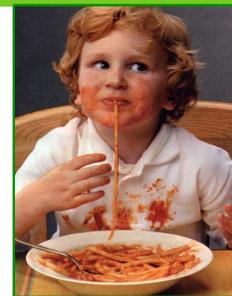
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QUESTIONS



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