



Meaningful Mealtimes

How to Implement Mealtime
Best Practices

May 5, 2015
3:45 – 4:30

Objectives

Learn how to properly
implement family style
meal service

Practice food safety
and sanitation

Create an environment
that promotes good
eating habits

Serve meals in a
manner that enhances
child development

What is Family Style Meal Service?

“Think of family style dinners as a dress rehearsal for adulthood, a protected space for him/her to master patience, conversation and cooperation...one meal at a time.” – Harvey Karp, MD
(The Family Dinner, Forward)



Family Style at DMAACC



<https://youtu.be/PVv2L7Gl2vs>

Family Style at DMACC



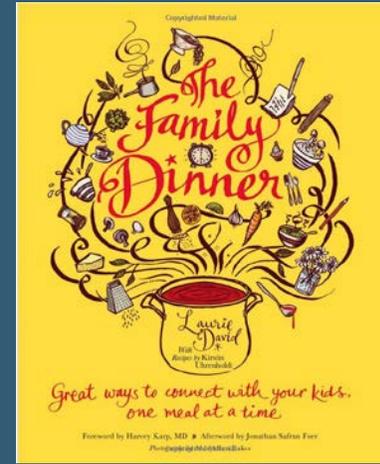
Teens who have frequent family meals are 40% more likely to get A's and B's.

Children ages 7-11 who did well on school achievement tests were the ones who ate meals and snacks with their families more frequently.

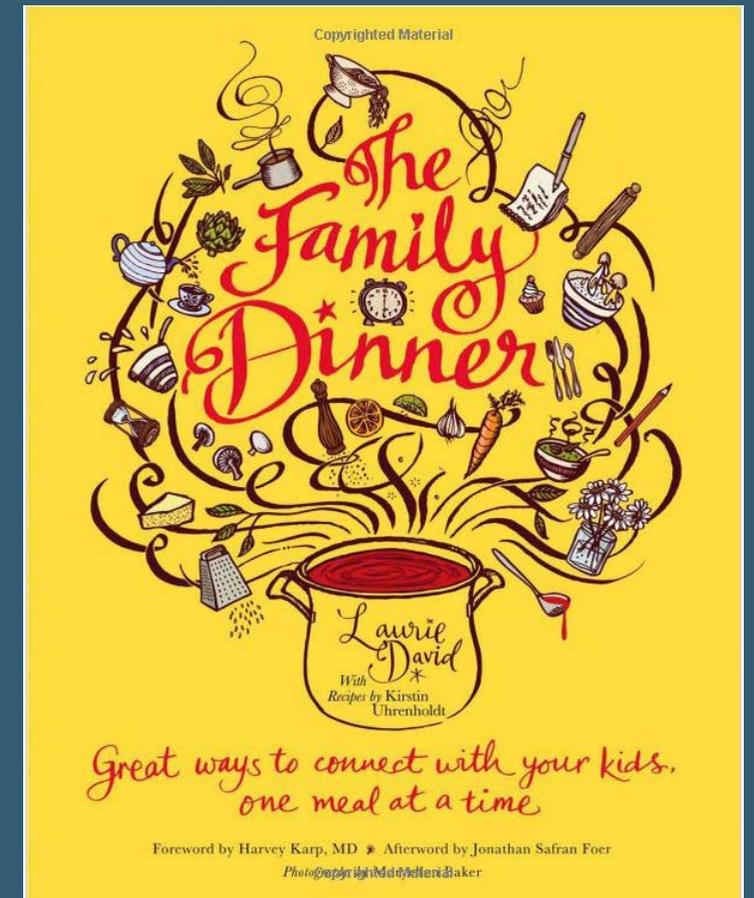
“I don't think there is one thing more important you can do for your kids than have a family dinner.” – Ruth Reichl

“The dinner table is the center for the teaching and practicing not just of table manners but of conversation, consideration, tolerance, family feeling...” – Judith Martin

“...research showing that even kids as young as two are more willing to try something new if they observe an adult trying it. Dinner provides all sorts of modeling opportunities, like portion size, food sampling, etc.” Leann Birch



Involve Children in Mealtime



Tips for Success

Follow the same
daily routine



Adult involvement is
the key



Be prepared for
mistakes



Okay to start with
one item - move to
more difficult items

STEP 2: Buy supplies for meal service

Your standard kitchen utensils are typically unsuitable for young children. Standard kitchen bowls, spoons, and tongs are usually sized for adults. It's important to buy supplies that children can easily use. This will make it more likely that the children will be successful in the new dining experience. Take a look at the chart below displaying the recommended utensils with estimated sizes.

Family Style Dining Utensils	Estimated Sizes
Brightly Colored Plates	7.25 inches
Serving Bowls	6.75-8.75 inches
Bowls	2-4 inch diameter
Spoons	5.125 inches
Serving Spoons/Ladles	7-8 inches
Tongs	4-6 inches
Cups	8-10 ounces
Pitchers	13 ounces

Other items include centerpieces and tablecloths or placemats.

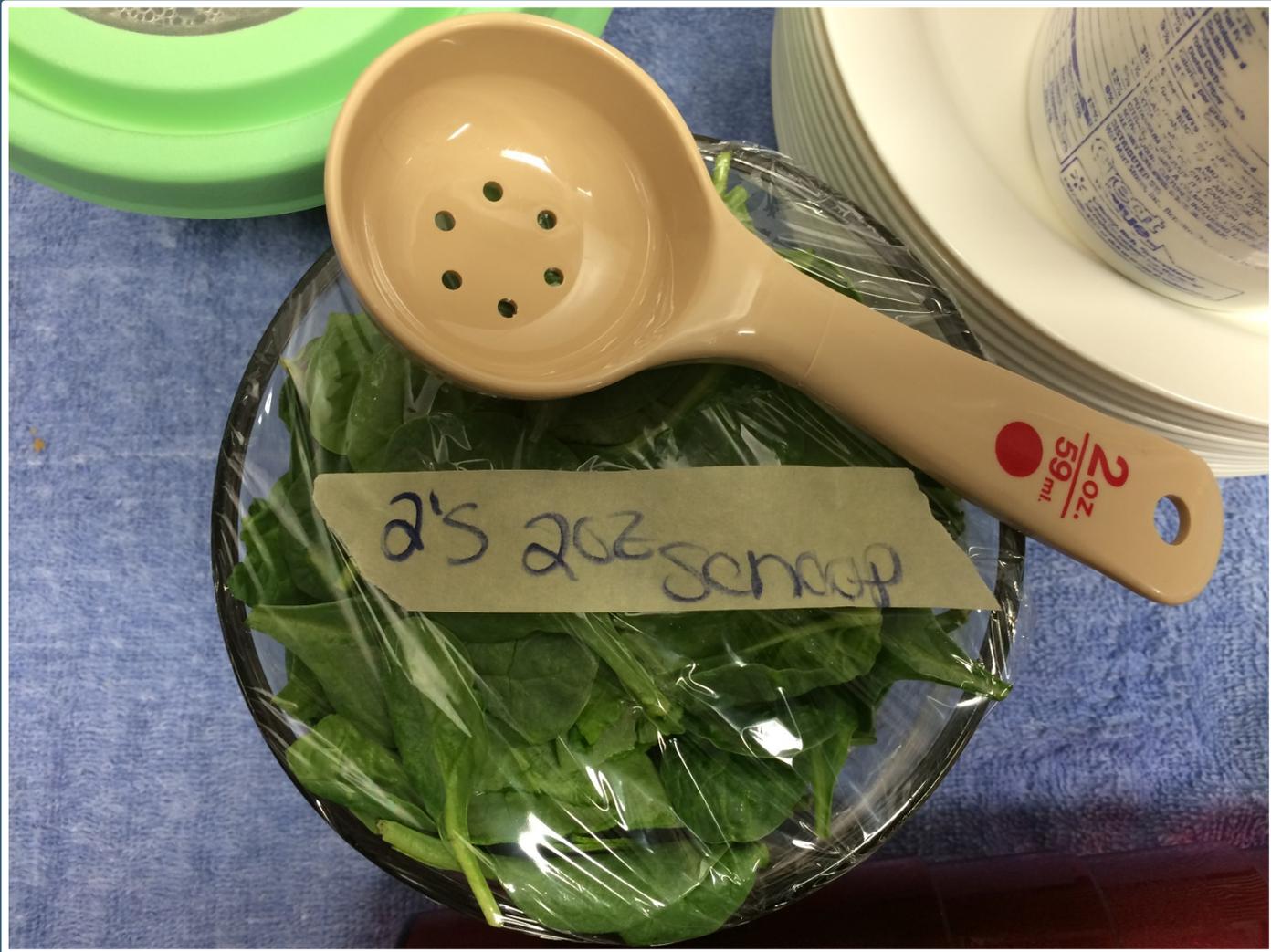
Buy hard plastic utensils that are stain, odor, and scratch resistant for durability and safety. Consider purchasing short polycarbonate ladles with measurements on the handles. This will help to ensure that the children receive the right portion sizes when serving themselves.

5 ounce cups
will not hold $\frac{3}{4}$
cup of milk



Use Appropriate Serving Utensils









Practice Food Safety and Sanitation





Child-Size Tables and Chairs



Minimum Amount of Each Portion is Offered

Active
comp
childr
minim
table
minim
Family



rce
the
the

Serving Size Chart

1 cup = ¼ cup + ¼ cup
 = ½ cup + ½ cup
 = ½ cup + ¼ cup + ¼ cup
 = ¼ cup + ¼ cup + ¼ cup + ¼ cup

½ cup = ¼ cup + ¼ cup
 = ¼ cup + ⅛ + ⅛ cup
 = ⅛ cup + ⅜ cup
 = ⅛ cup + ⅛ cup + ⅛ cup + ⅛ cup

¾ cup = ½ cup + ¼ cup
 = ¼ cup + ¼ cup + ¼ cup
 = ½ cup + ⅛ cup + ⅛ cup

¼ cup = ⅛ cup + ⅛ cup

Instructions: This is a chart to identify the minimum quantities of foods to place on the table at the beginning of service according to serving sizes and number of children and adults to be served. The serving size is in the column. Assume the adult serving size is the same as the child's. Determine the serving size needed. Follow the column that intersects with the row that identifies the number of children and supervising adults at the table. The answer is the minimum amount that must be placed on the table at the beginning of the meal service.

Food Component →	Milk/Juice/Fruit/Vegetable c = cup				Meat/Bread/Grains oz = ounce		
Serving Size →	¼ c 2 oz	½ c 4 oz	¾ c 6 oz	1 c 8 oz	.5 oz .5 slices	1 oz 1 slice	
No of children & adults at table ↓							
2	½ c 4 oz	1 c 8 oz	1½ c 12 oz	2 c 16 oz	1 oz 1 slice	2 oz 2 slices	3
3	¾ c 6 oz	1½ c 12 oz	2¼ c 18 oz	3 c 24 oz	1½ oz 1½ slices	3 oz 3 slices	4
4	1 c 8 oz	2 c 16 oz	3 c 24 oz	4 c 32 oz	2 oz 2 slices	4 oz 4 slices	6
5	1¼ c 10 oz	2½ c 20 oz	3¾ c 30 oz	5 c 40 oz	2½ oz 2½ slices	5 oz 5 slices	7
6	1½ c 12 oz	3 c 24 oz	4½ c 36 oz	6 c 48 oz	3 oz 3 slices	6 oz 6 slices	9
7	1¾ c 14 oz	3½ c 28 oz	5¼ c 42 oz	7 c 56 oz	3½ oz 3½ slices	7 oz 7 slices	10
8	2 c 16 oz	4 c 32 oz	6 c 48 oz	8 c 64 oz	4 oz 4 slices	8 oz 8 slices	12
9	2¼ c 18 oz	4½ c 36 oz	6¾ c 54 oz	9 c 72 oz	4½ oz 4½ slices	9 oz 9 slices	13
10	2½ c 20 oz	5 c 40 oz	7½ c 60 oz	10 c 80 oz	5 oz 5 slices	10 oz 10 slices	15 oz 20 oz

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2	½ c 4 oz	1 c 8 oz	1½ c 12 oz	2 c 16 oz
3	¾ c 6 oz	1½ c 12 oz	2¼ c 18 oz	3 c 24 oz
4	1 c 8 oz	2 c 16 oz	3 c 24 oz	4 c 32 oz
5	1¼ c 10 oz	2½ c 20 oz	3¾ c 30 oz	5 c 40 oz
6	1½ c 12 oz	3 c 24 oz	4½ c 36 oz	6 c 48 oz

Mealtime Expectations

We wash our hands before our meal

We eat together at the table

We all come to the table at the same time

We wait until everyone is ready before we begin our meal

We serve ourselves and pass food to each other

We use inside voices



Tips to Help Meet CACFP Requirements

Adult Responsibility - Before Mealtime "*Care Connection*" Handout

Know which food 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 caregivers

Place all foods on the table before the children are ready to sit down to eat



Tips to Help Meet CACFP Requirements

Adult Responsibility - During Mealtime "*Care Connection*" Handout

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



Tips to Help Meet CACFP Requirements

Adult Responsibility - During Mealtime "*Care Connection*" Handout

Offer the food again, later in the meal, to children who either did not want any or took only a very small portion of a food

Allow second servings after everyone has been served

Make mealtime a happy time - make positive comments - give smiles

Help the children learn to try new foods, talk about foods, practice good table manners, and handle food safely

Teachers Seated Centralized at Tables



Teachers Seated Centralized at Tables



Encourage Good Manners

Everyone is present

Wait on others

Hands are in lap until meal begins

Conversation is pleasant

“Please” and “Thank You”

Use napkins



Passing Serving Dishes





How to Keep Food Safe from Cross Contamination





Create an Environment that Promotes Good Eating Habits



To learn lifelong eating habits, children need to feel in control of their eating

- If they don't want food initially, they can change their mind
- Meals are supervised by adults; adults act as role models
- Children are more likely to eat foods they have served themselves
- Adults encourage children to eat and try new foods

Adults Stay at Table Through End of Mealtime



Advantages of Family Style Meals

Reinforces social skills

- Taking turns
- Passing food
- Saying please and thank you

Strengthen serving skills

- Fine and gross motor skills
- Serve and pass food without touching food

Control of eating

- Choose not to take food initially but change mind
- Feel confident additional helpings will be available

Try new foods

- No pressure, more likely to try new foods

Reminders

Encourage children to come to table for meal, but don't claim children who decline

Don't require child to finish eating a food before another food is offered

Accept messes

Family style is not a way to serve less food

Encourage second helpings; pass the food a second time

Use Phrases that Help

Instead of asking:

- *Are you done?*

Phrases like these help your child to recognize when he or she is full and can prevent overeating

Ask:

- *Is your stomach telling you that you are full?*
- *Has your tummy had enough?*
- *If you're hungry, you can have some more.*

Social Aspect of Family Style Dining



Conversation
is pleasant
and child-
centered

Mealtime is
not a break
time for
teachers

Staff
encourage
and model
table manners

Kick Start Child-Centered Conversations

Who made you laugh today? Why are they funny?

CACFP Conversation Cards



What is your favorite book here at school? Why?

CACFP Conversation Cards



What colors do you see on our plate right now?

CACFP Conversation Cards



What is your favorite snack here at school? Why?

CACFP Conversation Cards



What tastes chewy on your plate today?

CACFP Conversation Cards



What flavor ice cream do you like the best? Why?

CACFP Conversation Cards



Mealtime Scenarios

Family Child Care
FUNdamentals



If an Adult Serves the Food

Serving size must meet meal pattern requirement

Lunch or Supper			
Select All Four Components for a Reimbursable Meal			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12¹
1 milk² fluid milk	1/2 cup	3/4 cup	1 cup
2 fruits/vegetables juice, ³ fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
1 grains/bread⁴ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁵ or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁶ or yogurt ⁷	1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1½ oz. 1½ oz. 3/4 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.



Concerns/Questions

