

Food Mood

Food Mood

Audience: Children

Preparation Time

Activity 1: 5 min
Activity 2: 5 min
Activity 3: 10 min

Duration of Lesson

Introduction: 10 min
Activity 1: 15 min
Activity 2: 15 min
Activity 3: 15 min
Closing: 5 min

Take Home Handout

Parent Pages

Goal

To teach children that even favorite foods were once new to them. To provide children with skills to respond to new foods.

Participant Objectives

Children will:

1. Understand that all food was once new to them.
2. Demonstrate how to politely accept or refuse new foods.

Points to Cover

1. Remind children that all food was once new to them.
2. Discuss favorite foods and why children like them.
3. Explain that eating a variety of foods is an important part of being healthy.
4. Remind children that as they try more foods they will begin to like more foods.
5. Explain that children need to be polite about accepting and refusing foods.
6. Teach children how to politely accept and refuse foods.

Activities

Activity 1: Manners

Activity 2: Politely Accepting or Refusing New Foods

Activity 3: Choose Your Snack

Closing

1. Review participant objectives.
2. Discuss the next class.
3. Provide take home handout.

References

Food and Me

How Do Dinosaurs Eat Their Food?

Please Say Please

The Berenstain Bears Forget Their Manners

Tickle Your Appetite



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Audience: Children

Activity 1: Manners

Preparation Time: 5 min

Activity Time: 15 min

Supplies

book to read to the children about manners.

possible books:

- Berenstain Bears Forget Their Manners by Stan and Jan Berenstain
- How Do Dinosaurs Eat Their Food? by Jane Yolen and Mark Teague
- Please Say Please by Margery Cuyler.

Preparation Prior to Class

1. Outline the table manners you wish to teach the children, and highlight any that are not covered in the story.
2. Practice reading the book while holding it in such a manner that the children can see the pictures as the story is being read.

Implementation

1. Talk with the children about what manners are.
2. Ask the children to give you some examples of good table manners.
3. Read the story to them.
4. Summarize the table manners that were discussed in the story.
5. Teach them about additional table manners that were not covered in the story.

Note: Teach children how to politely accept and refuse food without making negative comments or gestures.

Additional Discussion During the Activity

Discuss highlights from the lesson plan:

- All foods were once new to you.
- Eating a variety of foods can help you be healthy.
- As you try more foods, you will like more foods.

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Activity 2: Politely Accepting or Refusing New Foods

Preparation Time: 5 min

Activity Time: 15 min

Ingredients

3 varieties of TLCs* (tasty little crackers):

- multi-grain
- ranch
- cheese

drinking water.

*If TLC crackers are not available, substitute a low-fat whole-grain alternative.

Supplies

small plates
napkins
small cups.

Preparation Prior to Class

Refrigerate a pitcher of water.

Implementation

1. Ask the children to wash their hands.
2. Explain to the children that you will give each of them three different kinds of crackers that they may not have tasted before.
3. Tell them that when you direct them to taste a cracker, they may feel and smell it before deciding whether or not they wish to bite it.
4. Tell them that they do not have to taste any of the crackers if they do not wish to; however, request that they refrain from making any bad comments about the crackers.
5. Tell them and demonstrate that if they do not wish to taste a cracker, they should politely say, “No, thank you” or “I don’t care to try it,” and place it back on their plate.
6. Tell them and demonstrate that if they take a bite and do not care for the cracker, they need to quietly remove the cracker from their mouth and put it into their napkin without making any bad comments about the taste.
7. Ask if they understand the rules for tasting. Then, pass one napkin and a plate with three crackers to each child. Pour a glass of water for each child.
8. Begin as outlined above with the multi-grain cracker. Give each child time to taste the cracker or decide they do not wish to taste the cracker. Remind the children how to politely refuse this new food or remove it from their mouth if they do not like it.
9. Repeat this process with the ranch cracker.
10. Repeat this process with the cheese cracker.
11. Ask for a show of hands for those who liked the:
 - a. multi-grain cracker best.
 - b. ranch cracker best.
 - c. cheese cracker best.

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Audience: Children

Activity 2: Politely Accepting or Refusing New Foods

Preparation Time: 5 min

Activity Time: 15 min

12. Explain that different people like different foods and that over time as they try new foods, they will enjoy more and more foods.
13. Distribute additional crackers and small cups of water to the children who desire them.

Additional Discussion During the Activity

Discuss highlights from the lesson plan:

- All foods were once new to you.
- Eating a variety of foods can help you be healthy.
- As you try more foods, you will like more foods.
- It is good to be polite in accepting and refusing foods.

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Audience: Children

Activity 3: Choose Your Snack

Preparation Time: 10 min

Activity Time: 15 min

Ingredients

select 2 to 3 varieties of one type of raw vegetable, e.g.

- green beans, wax beans, Italian beans
- cauliflower, broccoli, broccoliflower
- yellow peppers, red peppers, green peppers
- zucchini, summer squash
- purple cabbage, green cabbage, bok choy.

Supplies

I Wonder by Marilee Robin Burton
cutting board
knife
small tongs
display plates
napkins
small plates.

Preparation Prior to Class

1. Wash the vegetables; save one whole sample of each type; remove inedible portions from the remaining vegetables; and cut edible portions into interesting shapes in appropriate serving sizes for the children. To increase acceptance of vegetables that are more difficult for children to chew (such as cauliflower, broccoli and broccoliflower), blanch them by dropping in boiling water for 2 to 3 minutes, and then shock them by dropping in ice water for 2 to 3 minutes.
2. Arrange each type of vegetable on a separate plate for display.

Implementation

1. Ask the children to wash their hands.
2. Read I Wonder to the children. Explain that you will be offering them some new vegetables that they may choose to try if they wish.
3. Show the children the plates of vegetables one at a time discussing the color, shape and type of each vegetable.
4. Ask the children if they have tasted these raw vegetables before.
5. Remind them that all foods were once new to them.
6. Explain that each vegetable has its own taste which they may or may not like.
7. Tell the children that it is up to them whether or not they wish to take a piece of any or all of the vegetables. Explain that if they place the vegetable on their plates, they may feel and smell it before deciding whether or not they wish to taste it.
8. If they do not wish to take a vegetable, encourage them to say politely, “No, thank you” or “I don’t care to try it.”
9. Give each child a small paper plate and napkin.
10. Explain that if they do wish to take a vegetable, they should thank the server for offering it to them by saying, “Thank you.” Request more by asking, “Please.”

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Audience: Children

Activity 3: Choose Your Snack

Preparation Time: 10 min

Activity Time: 15 min

11. Offer each plate of vegetables to the children. Explain that if they choose to take a piece of vegetable, they should take the piece that they first touch rather than handling the pieces that other children will take. The children may also pick up their vegetables using small tongs. Demonstrate how to use the child-friendly tongs.
12. When the children have taken a piece of each vegetable that interests them, advise them that they may feel and smell the vegetable and decide whether or not they wish to bite it.
13. Explain to the children that they do not need to taste their vegetable. But if they decide to bite a vegetable and do not care for the taste, they need to quietly remove it from their mouth and put it into their napkin without making any bad comments.
14. Ask for a show of hands from those who liked each variety of vegetable served (e.g. yellow peppers, red peppers, green peppers).
15. Explain that different people like different foods and that over time as they try new foods, they will enjoy more and more foods.
16. Offer additional vegetables to any children who desire to eat more.

Additional Discussion During the Activity

Discuss highlights from the lesson plan:

- All foods were once new to you.
- Eating a variety of foods can help you be healthy.
- As you try more foods, you will like more foods.
- It is good to be polite in accepting and refusing foods.

PARENT PAGES

Food Mood



Tips for Offering New Foods

1. Cook together. Children love helping in the kitchen. They like to try foods they help make.
2. Eat together. Children take their lead from you. Make healthy choices and your child will too.
3. Offer only one new food at a time. Serve something that you know your child likes along with a new food.
4. Serve foods in new ways so your child will want to try them.
5. Let your child learn by serving their own plate.
6. Share the adventure. Try new foods together.

Today at child care your child was offered some new foods to taste. Sometimes new foods take time. Children don't always take to new foods right away. Offer new fruits and veggies many times. Give them a taste at first and be patient with them. You may wish to try the recipe below for a healthy new main dish.

Lentil Spaghetti Sauce

Yield: 6 cups

Serves: 8 adults

Ingredients

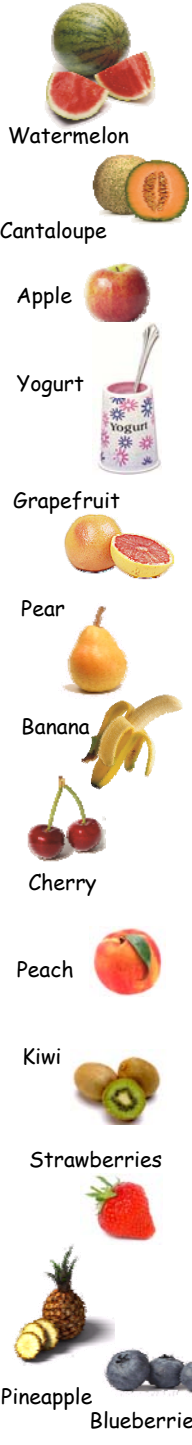
- 2 cups water
- 1 cup uncooked lentils
- 1 cup chopped medium onion
- 1 28-ounce can of crushed tomatoes
- 1 8-ounce can of tomato sauce
- 1 clove garlic, minced
- 1/2 teaspoon oregano, optional
- 1 4 1/2-ounce can mushrooms, optional.

Steps

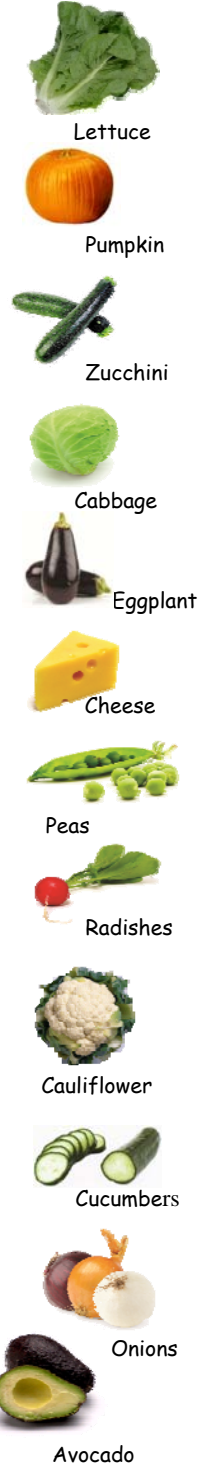
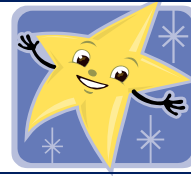
1. **Rinse the lentils in water. Drain in a strainer over a bowl, and pick out any stones.**
2. **In a saucepot add onions and rinsed lentils to water.**
3. Bring to a boil; reduce heat to low and simmer.
4. Cook until tender, about 30-45 minutes (the water will be almost gone). Stir.
5. Add remaining ingredients and simmer for 20-30 minutes.
6. Serve over cooked spaghetti.
7. **Enjoy.**

Have your child help you do the bold steps.

Adapted from Just Say Yes to Fruits and Vegetables Cookbook and reprinted with permission.



I Tried It!



New Food Tried	Stars
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Plums



Tomatoes



Artichoke

Peppers



Broccoli



Corn



Carrot



Avocado

Onions



Cucumbers



Cauliflower



Radishes



Peas



Cheese



Eggplant



Cabbage



Zucchini



Pumpkin



Lettuce

Directions: Post this chart on your refrigerator. Write the name of each new food your child tries in the first column of the chart. Help your child put a star sticker (or draw a star) in the second column each time he or she tries that food.

Adapted from Nibbles for Health.

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Food Mood

Audience: Adults

Preparation Time

Activity 1: 30 min*
Activity 2: 5 min
Activity 3: 5 min

Duration of Lesson

Introduction: 10 min
Activity 1: 60 min
Activity 2: 10 min
Activity 3: 15 min
Closing: 5 min

Take Home Handouts

Chicken Curry recipe
Veggie Rice Pilaf recipe
Carrot Pineapple Salad
recipe
Meal Deal
Introducing New Foods to
Children–Group A
Introducing New Foods to
Children–Group B
Tips for Offering New
Foods to Children

*Depends on the amount of pre-preparation or cooking that is done prior to the activity.



Goal

To increase knowledge and awareness of Ellyn Satter's division of responsibility in feeding.

Participant Objectives

Participating adults will:

1. Explain their responsibilities in feeding children.
2. Explain their children's responsibilities.
3. Name one benefit of adopting the division of responsibility in their families.

Points to Cover

1. Showcase one or more of Ellyn Satter's books ([Your Child's Weight](#) and [Secrets of Feeding a Healthy Family](#)).
2. Discuss the role of the parent in Ellyn Satter's division of responsibility in feeding children:
 - Provide regularly scheduled meals and snacks.
 - Plan and prepare healthy meals and snacks.
 - Assure that children come to the table at meal and snack times.
 - Create a pleasant mealtime environment.
3. Discuss the role of the child in Ellyn Satter's division of responsibility in feeding children:
 - Decide which of the healthy foods offered they want to eat.
 - Decide how much of each food they want to eat.
4. Review the benefits of adopting Ellyn Satter's division of responsibility for their family.

Activities

Activity 1: Preparing a Healthy Family Meal

Activity 2: Meal Deal

Activity 3: Introducing New Foods to Children

Closing

1. Review participant objectives.
2. Discuss the date, location and subject of the next class.
3. Provide take home handouts.

References

[Happy Mealtimes for Healthy Kids](#)

[More Than Mud Pies](#)

[Secrets of Feeding a Healthy Family](#)

[Your Child's Weight – Helping Without Harming](#)

Food Mood

Audience: Adults

Activity 1: Preparing a Healthy Family Meal

Preparation Time: 30 min

Activity Time: 60 min

Ingredients

refer to recipes for ingredients.

Supplies

recipes
refer to recipes for cooking supplies
large plates
utensils
cups
water pitchers
napkins
serving bowls
serving spoons.

Preparation Prior to Class

1. Based on kitchen facilities and time, select two recipes to prepare in advance and have the participants prepare the third recipe during class.
2. Wash vegetables if teams won't have access to a kitchen sink.
3. Place ingredients needed by each team in one container and supplies needed by each team in a second container.
4. Place the ingredient containers in the refrigerator to chill before class.
5. Refrigerate a pitcher of water.

Implementation

1. Warmly welcome participants, creating a comfortable environment where they feel valued and safe being open and honest.
2. Ask participants to wash their hands.
3. Divide the participants into teams, and give each team their two containers.
4. Pass out the recipes and review the steps with the participants. Explain that their children may help with the bold steps when they prepare this at home.
5. Discuss the menu that was chosen for this meal, explaining that you tried to choose one item that most participants would be familiar with (a rice dish) and two items that might be new to them (curry chicken and a unique type of salad). Remind them that when they offer a new item at a meal they should also offer familiar items, so their child will have something to eat even if he or she decides not to taste the new item.
6. Explain that when all three food items have been prepared, everyone will sit down together to enjoy a family style meal (with sample size portions).
7. Explain that family style means offering food in serving bowls and platters and

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Audience: Adults

Activity 1: Preparing a Healthy Family Meal

Preparation Time: 30 min

Activity Time: 60 min

offering beverages in pitchers on the table. Children are encouraged to serve themselves or serve themselves with some assistance from adults and to pass serving dishes of food to one another.

8. Ask each team to begin preparing their food item. Circulate to answer questions and assist as needed. Discuss the additional information outlined as they cook.
9. Ask participants who are not busy cooking to set the table and place pitchers of water on the table. Remind them that children can assist in setting their table at home and feel important when they can help in this way.
10. Ask the participant teams to bring their food items to the table in serving bowls with serving spoons when all three items are ready to eat.
11. Ask participants how they would feel if served a portion of each food item and said that they had to eat everything on their plate (especially if they did not wish to taste each item).
12. Explain that serving meals family style makes the mealtime more pleasant and relaxed for everyone and that when children feel in control of what and how much they eat they are more likely to try new foods.
13. Advise them to pass their serving dishes and water pitchers around. Tell them that they can decide which item they wish to try and how much as the serving bowls and water pitchers are passed around.
14. After everyone has served themselves, ask how it felt to be in control of what and how much they wished to eat. There may have been some new items at this meal that they did not wish to try, and that is okay.
15. Help them feel good about themselves, and remind them that they are powerful as each small action they take can make a positive difference in the lives of their children.

Additional Discussion During the Activity

1. Discuss sanitation issues:
 - Wash hands thoroughly before cooking or eating and whenever they become contaminated.
 - Wash all fresh produce with cold, running water. Wash regardless of whether the produce will be served whole, peeled or cooked.
 - Do not chop produce on a cutting board that was used to chop meat, fish or poultry without thoroughly washing it in hot, soapy water.
 - Refrigerate yogurt, chicken and fresh vegetables.
 - Refrigerate leftovers after the meal is over.

Food Mood

Audience: Adults

Activity 1: Preparing a Healthy Family Meal

Preparation Time: 30 min

Activity Time: 60 min

2. Discuss wise buying suggestions:

- Where to buy seasonal and local produce for the best price and quality.
- Locations where Food Stamp EBT card can be used to purchase fresh vegetables economically.
- Purchase whole vegetables, and chop or shred them rather than those already chopped or shredded.
- Purchase store brands (yogurt, peanuts, mandarin oranges, chicken broth and curry powder) rather than more expensive brand name items.
- Check the unit price to determine which package size is the best buy (yogurt, chicken broth, chicken breast, curry powder) as long as the item will be used while it is still fresh.
- Plan what type of side dishes and main dishes to prepare based on weekly grocery specials. Make and use a shopping list.

3. Discuss highlights from the lesson plan:

- Division of responsibility in feeding children.
- Benefits of serving meals family style: reinforces social skills, children practice serving skills, children feel in control of their eating, children are indirectly encouraged to try new foods, and with some practice children learn to take approximately the amounts and foods that they will eat.
- How family style meals reinforce the division of responsibility.

4. Discuss the Food Stamp Program:

- Benefits of participation.
- How to find out if they are eligible for this benefit and receive assistance completing the application.
- Contact information for the local Nutrition Outreach and Education Program (NOEP) agency.

Chicken Curry

Yield: 4 cups

Serves: 4 adults

Ingredients

2 medium chopped onions (2 cups)
2 cloves garlic
2 pounds boneless, skinless chicken
vegetable cooking spray
1 1/2 cups chicken stock

1 teaspoon red pepper flakes
1 tablespoon curry powder
2 large chopped tomatoes (2 cups)
1/3 cup peanut butter
1/2 cup plain low-fat yogurt (optional).

Steps

1. Cut onions in half. Cut ends and **discard**. **Peel onions**. Chop onion into small pieces and set aside.
2. Peel garlic and chop into very small pieces. Set aside.
3. Cut chicken into 1-inch cubes.
4. Spray large frying pan with vegetable cooking spray.
5. Add chicken to pan and cook over medium heat until it is browned on all sides.
6. Place browned chicken into a large pot.
7. Cook the chopped onion over low heat in the frying pan used to cook the chicken until it is lightly browned.
8. Stir 1/2 cup of chicken stock into the browned onions, and pour this mixture in the pot with the chicken.
9. Add the garlic, red pepper flakes and curry powder to the chicken in the pot.
10. Cover pot, and simmer over low heat until the chicken is completely cooked.
11. Add tomatoes, peanut butter and remaining 1 cup of chicken stock to the pot.
12. Cover pot again and cook over low heat for 15 minutes more.
13. Stir in yogurt and serve over cooked rice.
14. **Enjoy!**

Have your child help you do the bold steps.

Allergy Alert: This recipe is not appropriate for those with a peanut allergy.

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Veggie Rice Pilaf

Yield: 4 cups

Serves: 6 adults

Ingredients

1/2 chopped carrot (1/4 cup)
1 stalk chopped celery (1/3 cup)
1/2 chopped green pepper (1/4 cup)
1/2 medium chopped onion (1/2 cup)
2 cups chicken broth
1 tablespoon margarine
1 cup rice
1/4 teaspoon black pepper.

Steps

1. Preheat oven to 350 degrees.
2. **Wash carrots, celery and green peppers. Discard inedible portions,** and chop edible portions.
3. Cut onion in half and remove ends. **Peel one half of the onion,** and chop this half.
4. Bring broth to a boil in saucepan.
5. Combine boiling broth and margarine in 1-quart casserole dish, and stir until melted.
6. Stir in rice, chopped vegetables, and black pepper.
7. Cover and bake at 350 degrees for 35 minutes or until rice is tender and liquid is absorbed.
8. Remove from oven and let stand, covered, for 5 minutes. Fluff with fork, and serve.
9. **Enjoy!**

Have your child help you do the bold steps.

Adapted from [Fast and Flexible Low-Cost Recipes](#), Purdue University Extension publication CFS-657. Reprinted with permission.

Carrot Pineapple Salad

Yield: 3 cups

Serves: 6 adults

Ingredients

3 large shredded carrots (2 cups)
1/3 cup raisins
1 8-ounce can crushed pineapple in pineapple juice
3 tablespoons low-fat mayonnaise.

Steps

1. **Wash the carrots.** Shred the carrots and **place into a medium size bowl.**
2. Drain the crushed pineapple. Save the juice.
3. **Place drained pineapple into the bowl with the shredded carrots and raisins.**
4. Add 3 tablespoons of pineapple juice and the low-fat mayonnaise to the bowl, and **mix well.**
5. **Enjoy!**

Have your child help you do the bold steps.

Food Mood

Audience: Adults

Activity 2: Meal Deal

Preparation Time: 5 min

Activity Time: 10 min

Supplies

Meal Deal handout
pens.

Preparation Prior to Class

Review the principles in Secrets of Feeding a Healthy Family by Ellyn Satter.

Implementation

1. Warmly welcome participants, creating a comfortable environment where they feel valued and safe being open and honest.
2. Review the role of the parent in Ellyn Satter's division of responsibility in feeding children and the benefits of adopting these principles.
3. Ask if parents are willing to adopt these principles.
4. Pass out the *Meal Deal* handout and read through it with parents. Allow them to make comments or ask questions if they desire.
5. Ask those who wish to follow Ellyn Satter's division of responsibility to sign and date the handout.
6. Help them feel good about themselves, and remind them that they are powerful as each small action they take can make a positive difference in the lives of their children.

Additional Discussion during the Activity

1. Discuss highlights from the lesson plan: The child's role in Ellyn Satter's division of responsibility.
2. Discuss the Food Stamp Program:
 - Benefits of participation.
 - How to find out if they are eligible for this benefit and receive assistance completing the application.
 - Contact information for the local Nutrition Outreach and Education Program (NOEP) agency.

MEAL DEAL

Eating good food with others brings joy to life. Sharing mealtime with children creates close bonds and lifelong memories. At family meals children learn about healthful eating by watching others.



To help our family enjoy eating together, I will:

- serve meals and snacks at regular times.
- offer my child healthy foods and drinks.
- help my child come to the table for meals and snacks.
- make mealtimes happy times when we talk with each other and laugh together.
- let my child choose what foods and how much to eat.

Signature _____ Date _____

Food Mood

Audience: Adults

Activity 3: Introducing New Foods to Children

Preparation Time: 5 min

Activity Time: 15 min

Supplies

Introducing New Foods to Children handouts (Group A; Group B)

timer or watch

Tips for Offering New Foods to Children handout.

Preparation Prior to Class

Review the principles in *Secrets of Feeding a Happy Family* by Ellyn Satter.

Implementation

1. Warmly welcome participants, creating a comfortable environment where they feel valued and safe being open and honest.
2. Review the role of the parent and child in Ellyn Satter's division of responsibility in feeding children.
3. Based on this division, ask who should decide whether or not to try a new food.
4. Based on this division, ask if parents should force their child to try a new food.
5. Ask what might happen if parents force their child to eat a new food.
6. Divide parents into two groups:
 - Group A – will not follow the division of responsibility.
 - Group B – will follow the division of responsibility.
7. Pass out the Group A handout – ask the participants to divide into pairs with one parent pretending to be the child and the other the parent.
8. Pass out the Group B handout – ask the participants to divide into pairs with one parent pretending to be the child and the other the parent.
9. Review the directions for the role play with them. Ask if they have any questions.
10. Ask them to begin, and time them for 5 minutes.
11. Ask them to switch roles, and time them for another 5 minutes.
12. Tell them their time is up, and you have some questions to ask each group.
13. Ask Group A:
 - how they felt in the parent role trying to force their child to eat.
 - how they felt in the child role when their parent tried to force them to eat.
 - if mealtime was pleasant and if fond memories were created.

Food Mood

Audience: Adults

Activity 3: Introducing New Foods to Children

Preparation Time: 5 min

Activity Time: 15 min

14. Ask Group B:

- how they felt in the parent role letting their child decide whether or not to eat.
- how they felt in the child role when their parent let them decide whether or not to eat.
- if mealtime was pleasant and if fond memories were created.

15. Remind them that Group B followed the division of responsibility. Ask them if they wish to follow the division of responsibility in their own homes.

16. Pass out *Tips for Offering New Foods to Children* handout, and review with the participants.

17. Help them feel good about themselves, and remind them that they are powerful as each small action they take can make a positive difference in the lives of their children.

Additional Discussion During the Activity

1. Discuss highlights from the lesson plan:

- The parent's role in Ellyn Satter's division of responsibility.
- The child's role in Ellyn Satter's division of responsibility.

2. Discuss the Food Stamp Program:

- Benefits of participation.
- How to find out if they are eligible for this benefit and receive assistance completing the application.
- Contact information for the local Nutrition Outreach and Education Program (NOEP) agency.

Introducing New Foods to Children – Group A

- One person: Pretend to be a parent trying to force a child to eat a new food. Become upset when the child will not eat the new food.
- Other person: Pretend to be a child who refuses to eat a new food. Become upset as the parent continues to try to force you to eat the new food.

Directions


1. You will have five minutes to role play with your partner.
2. Then, partners switch roles and have five minutes to role play again.
3. Think about how you felt in each role, and prepare to discuss this with the group.



Introducing New Foods to Children – Group B

- One person: Pretend to be a parent who offers a new food to a child. Allow the child to decide whether or not to taste the new food.
- Other person: Pretend to be a child being offered a new food. You decide whether or not to taste the new food.

Directions

1. You will have five minutes to role play with our partner.
 2. Then, partners switch roles and have five minutes to role play again.
 3. Think about how you felt in each role, and prepare to discuss this with the group.
- 



Tips for Offering New Foods to Children

- Let your child help plan and prepare family meals.
- Plan meals that contain foods your child likes along with a new food.
- Offer the new food when the child is rested and in a good mood.
- Make mealtime fun and relaxed.
- Set a good example by eating all foods yourself.
- Let your child serve their own plate.
- Let your child decide whether or not to taste a new food.
- Be patient – you may need to offer a new food ten times before your child decides to try it.
- Serve foods in new ways so your child will want to try them.
- Remember that children do best when they feel in control of their eating.



Introducing Staff Pages

Each week you will receive a handout called “Staff Pages.”

Each of the Staff Pages includes the following:

- Ways to reinforce the concepts from this week’s Eat Well Play Hard in Child Care Settings (EWPHCCS) lesson.
- A companion lesson for you to offer the children.
- A parent letter that explains what the children learned in class and provides parents with a fun activity to complete at home.

Important Safety Notes for Lessons

Keep it safe! Take the following steps for each lesson:

1. **Wash all fruits and vegetables** regardless of whether the produce will be served whole, peeled or cooked.
2. **Clean and sanitize all work surfaces** before and after class.
3. **Wash your hands before and after class.**
4. **Ask children to wash their hands** before and after class.
5. **Provide tasting equipment for each lesson** such as napkins, plates, cups etc.
6. **Supervise children carefully at all times.** Use volunteers, such as grandparents and parents, to help supervise cooking activities.



For more EWPHCCS lessons go to: http://www.nyhealth.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA’s SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

General Guidelines for Each Week's Lesson

- **Follow the important safety notes** on the previous page.
- **Plan ahead** to assure that you have all the necessary ingredients and supplies for your class. In some cases perhaps other staff, such as the cook, may be able to help prep for the lesson.
- **Be aware that the activity time may vary** depending on the size of the class, age of the children, etc.
- **Children like to try foods they help make. Involve all children in the lesson.** Divide them into small groups at separate tables with needed ingredients and supplies at each table. Help them learn to follow instructions, count and more!
- **Children feel good about doing something “grown-up.” Give them small jobs to do** such as passing out plates and napkins. Praise them and thank them for helping.
- **Please make copies of parent letters** and send home following each lesson.

Tasting New Foods Guidelines for Each Week's Lesson

- **Many preschoolers are hesitant to try new foods.** It is completely normal for young children to reject foods they have never tried before.
- **Here are some tips on how to get preschoolers to try new foods:**
 - They learn from watching you. Be a good role model by trying new foods yourself.
 - Sometimes new foods take time. Offer new foods many times. It may take many tries for a child to accept a new food.
 - Patience works better than pressure. Offer new foods. Then let them choose if they wish to taste them. Teach them to say “No, thank you” if they prefer not to try a new food.
 - Let children learn by serving themselves. Teach them to take small amounts at first. Tell them they can get more if they are still hungry.
 - What you say to preschoolers affects their eating behavior. Always use positive phrases like:
“This is kiwi fruit; it’s sweet like a strawberry.”
“Which one is your favorite?”
“Everybody likes different foods, don’t they?”

For more “Phrases that Help and Hinder” go to:

<http://www.choosemyplate.gov/preschoolers/HealthyHabits/phrasesthathelp.pdf>

Adapted from “What You Say Really Matters?” in Feeding Young Children in Group Settings, Dr. Janice Fletcher and Dr. Laurel Branen, University of Idaho

- **Resources:**
 - MyPlate: <http://www.choosemyplate.gov/preschoolers/index.html>
 - Grow It! Try It! Like It! Preschool Fun with Fruits and Vegetables from USDA’s Team Nutrition resource library at <http://teammnutrition.usda.gov/library.html>.
 - More Than Mud Pies: <http://nfsmi.org/documentlibraryfiles/PDF/20090120023846.pdf>

Staff Pages

This Week's Topic: Food Mood
This Week's Lesson: Tasting New Foods

Today in your classroom children learned about trying new foods.

It is important that children are offered a variety of healthy food choices in order to create good eating habits that will last.

- On the back of this page is your lesson plan for this week's lesson "Tasting New Foods." Use this lesson to reinforce the concepts from the Eat Well Play Hard in Child Care Settings (EWPHCCS) lesson provided to your class this week.
- Attached is a parent letter that explains what the children learned from this lesson and includes a fun activity to complete at home. Please make copies and send home following your lesson.

5 Ways to Improve the Food Mood in Your Classroom



1. Help children develop motor skills. **Let children serve themselves.**
2. **Eat together.** Children learn from watching you. Eat healthy foods they will too.
3. Gently encourage children to try new foods. Then **let them decide whether, what, and how much to eat.**
4. **Sometimes new foods take time.** Children don't always take to new foods right away. Offer new foods many times and **be patient** with them.
5. Talk about the **taste, shapes, colors, textures** of the food during the meal.



For more EWPHCCS lessons go to: http://www.nyhealth.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm

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This Week's Lesson: Tasting New Foods

Goals & Objectives: To provide children with the skills to respond to new foods by understanding that all food was once new to them and how to politely accept and refuse new food.

Prep Time: 10 Minutes

Activity Time: 20 Minutes

Supplies You Will Need

- Food for tasting—choose one or more varieties of fruit or vegetable you think is new to most children in the classroom. Example: red, yellow, and green peppers.
- Cutting board, knife, serving plate or bowl, small plates, small tongs, napkins.

Preparation for Activity

- Read through entire lesson.
- Purchase fruit or vegetables. Wash and cut into bite size pieces. Place on serving plate or in serving bowl. Save one whole sample of the fruit or vegetable for display and discussion.

Activity



- 1. Ask the children to wash their hands.**
- 2. Ask the children what they remember from the nutritionist's visit.** Remind them of the following points:
 - How to be polite when trying new foods (say “please” and “no, thank you”).
 - Eating a variety of foods is an important part of being healthy.
 - As you taste more foods, you will begin to like more foods.
- 3. Ask the children if they have tried any new foods recently.** Ask them if they tried any new foods with at home or at the child care center. Remind them that it is important to try new foods. Not everyone likes the same foods and that is okay.
- 4. Show children the whole fruit or vegetable.** Discuss the color, shape, and feel, and size of the fruit or vegetable.
- 5. Provide each child with a napkin and a small plate.**
- 6. Pass the serving plate or bowl and small tongs.** Allow children to serve themselves.
- 7. Encourage children to look at, touch, smell, and then taste the food** (if they choose to do so). Ask the children: What colors do you see? How does the food feel? Is it soft, hard, bumpy, etc.? What does it smell like? What does it taste like? Did you like it?

Extension Activity

- Have children draw a picture of the new food they tasted.
- Make a chart of the new foods tasted.

Options

For a CACFP creditable snack, prepare enough fruit for each child to have a ½ cup portion and serve an additional component such as ¼ cup of low-fat yogurt to meet the CACFP Healthy Child Meal Pattern. Water must be served with a snack if no beverage is provided.

Dear Parent,

Your child is learning that a strong and fit body needs healthy food and lots of physical activity. Today your child was offered a new food to taste.

Home Activity: Taste a new fruit or vegetable with your child.



Tips



- Your child learns what foods to eat by watching you. If your child sees you tasting and enjoying fruits and vegetables, they will learn to like them too.
- Offer new foods to your child often. Be encouraging, but don't force your child to eat something they don't want—just try again another day.
- Children don't always like a new food the first few times they try it. Today your child learned that it is okay to politely say "No, thank you" if they taste something that they don't like.

Let your child be a “produce picker.”
Help them pick fruit and veggies at the store.



Today we picked _____ at the store.

Directions: Write the name of the fruit or vegetable your child picked.
Your child can then draw a picture of the fruit or vegetable.