



# Independent Study | in Idaho

**FCS 435**  
**Feeding Young Children**  
**in Group Settings**

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The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

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## **Family and Consumer Sciences 435 Feeding Young Children in Group Settings**

University of Idaho  
1 Semester-Hour Credits

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## COURSE SYLLABUS

### FCS 435: FEEDING YOUNG CHILDREN IN GROUP SETTINGS

#### Instructors:

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#### Course Web Sites

<http://bblearn.uidaho.edu/>

<http://www.cals.uidaho.edu/feeding>

#### Target Audience

This course is for students and professionals in child development and nutrition, child care staff and administrators, Head Start and Early Head Start staff, nutritionists, dietitians, extension educators, and food service workers.

#### Academic Course Goal

This course increases awareness about best practices in feeding young children. Practical, hands-on activities and assignments are included in the course.

#### Course Objectives

Participants will:

1. Know developmentally appropriate strategies for providing food to young children in group settings.
2. Know basic nutritional needs of young children.
3. Know strategies for safely preparing and presenting food to young children in group settings.

#### Course Requirements

- Read and view all materials for the course, including the syllabus, the self-assessment and the introduction.
- Complete each lesson, reading the narratives, viewing Power Point presentations, examining websites embedded in the lessons, and viewing video vignettes. Then submit your assignments for that lesson, following the directions in BbLearn.
- Create, carry out, and report on a comprehensive project that addresses feeding young children in group settings.



## Grading

You may earn up to 220 points in this course. In most of the lessons, you will have a choice of assignments. When a choice is offered, choose the assignment you believe will best enrich your learning.

The instructors will use the following criteria to grade your submissions:

- Content knowledge displayed in your submission;
- Application of lesson content displayed in your submission;
- Depth and breadth of your submission;
- Creativity in application of the lesson knowledge in your submission; and
- Correct use of grammar, punctuation, and sentence structure.

After you submit each lesson, check the graded assignments in BbLearn grade book to see your points earned and comments from the instructor.

Total points for final grades:

- A = Earn at least 198 points (90%)
- B = Earn at least 176 points (80%)
- C = Earn at least 154 points (70%)
- D = Earn at least 132 points (60%)
- F = Earn less than 132 points (less than 60%)

## Content Overview

This course reflects integration of child development, nutrition, and food safety concepts for feeding young children in group settings. The course content includes a Start Here lesson, and nine Content Lessons. Directions for your assignments are embedded in the lessons.

## Course Topics

### • **Start Here**

Reflect on your knowledge and experiences about feeding children in group settings. Set your learning goals. A PowerPoint presentation introduces you to principles that are foundational to feeding young children in group settings.

### • **01: Creating a Developmentally Sound Feeding Environment**

What are the skills children develop that help them succeed at mealtimes? When can children serve themselves? Why should adults eat meals with children? This lesson describes how to create a mealtime environment that meets children's developmental needs and offers opportunities to learn group skills, skills for delaying gratification, language skills, and self-help skills.

### • **02: Child Nutrition**

What are nutritional needs of young children? How will you know the key factors to consider for choosing foods to serve children in group settings?



- **03: Breastfeeding**

The foundations of nutritional well-being and eating competence are strengthened when children are breastfed. Many early childhood programs offer environments where staff members use strategies to support breastfeeding mothers of children in the program. This lesson is designed to help learners know the value of breastfeeding to a child's good health.

- **04: Food Safety**

Keeping children safe is a key component of professional ethics for those who work with young children. This lesson offers strategies for keeping children safe as they eat, and as food choices and mealtime environments are planned.

- **05: Setting Feeding Environments**

Lesson 05 includes an exploration of decision making for setting mealtime environments that are developmentally appropriate mealtimes. "Just right" challenges will be discussed. Juice consumption, choking hazards, family style service, and evaluating environments are examined.

- **06: What You Say Matters**

This lesson includes strategies for offering effective mealtime conversations in group settings for young children. Adult-child conversations and child-to child conversations are addressed.

- **07: Supporting Children's Healthy Weight**

Should children clean their plates? How do I choose what to serve? What should I consider as I decide how to present food to children? What should I consider as I provide a healthy active physical play environment that supports healthy weight? This lesson examines factors to consider as you choose and present foods, and prepare physical play environments that help children maintain healthy weight.

- **08: Feeding Children with Allergies in Group Settings**

Most staff in early childhood programs report having one or more children with a food allergy in their settings. A child with an allergy needs protection from the food allergen. This lesson offers information about allergies, and strategies for staff who feed young children in group settings.

- **09 Nine: Feeding Children with Special Nutritional Needs**

In any group setting for young children, approximately 12% of the children will have an atypical developmental need. Some of these needs will impact eating and mealtimes in the setting. This lesson offers awareness and resources for addressing these needs.



## Standards for Professional Organizations

Read below for standards from the *Early Childhood/Early Childhood Special Education Blended Certificate* and the *Accreditation Council for Education in Nutrition and Dietetics*.

### **Early Childhood/Early Childhood Special Education Blended Certificate Standards: Idaho Teacher Certification Standards**

Early Childhood Development and Education majors who are seeking Idaho teacher certification must address the following teacher preparation standards as they work through the course. ECDE majors will be expected to include assignments from this course in their portfolios.

Standard #1: Knowledge 6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

Assignments from Lessons 1, 2, and 3

Standard #1: Knowledge 8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., hygiene and eating).

Assignments from Lessons 4 and 5

Standard #1: Knowledge 9. The educator understands the comprehensive nature of children's well-being in order to create opportunities for developing and practicing skills that contribute to healthy living and enhanced quality of life.

Assignments from Lessons 2 and 7

Standard #1: Performance 1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

Assignments from Lessons 6, 8, and 9

#### *Idaho Core Teacher Standards*

Standard #2: Performance 1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.

Assignments from Lessons 8 and 9

Standard #5: Knowledge 3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

Assignments from Lessons 2 and 6

Standard #7: Knowledge 1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum develop, and child and adolescent development to meet curriculum goals.

Assignments from Lessons 1, 2, and 5



## **Foods and Nutrition Knowledge, Skills, and Competencies**

Students will meet requirements for Knowledge, Skills, and Competencies for Entry-Level Dietitians as established by the Accreditation Council for Education in Nutrition and Dietetics.

### **Knowledge**

#### 1. Nutrition

Student will have knowledge of:

- Influence of age, growth, and normal development on nutritional requirements
- Health promotion and disease prevention theories and guidelines

### **Skills**

Student will have demonstrated ability to:

- Determine nutrient requirements in early childhood

### **Core Competencies**

- CD3 Participate in professional activities
- CD6 Use current technologies for information and communication activities