



# Independent Study | in Idaho

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

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# Course Guide

Independent  
Study | in Idaho

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

University of Idaho  
1 Semester-Hour Credits

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## FCS 435: Feeding Young Children in Group Settings      1 Semester-Hour Credit UI

### Welcome!

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. In BbLearn, you will find information pertinent to your course including the course description, course materials, and course objectives, as well as information about lessons, exams, and grading.

### Policies and Procedures

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#### **Important!**

As you read this section, you will see the following icon:



Use this icon to direct yourself to essential ISI information. Students are responsible for following ISI's policies. Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

### Course Description

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This course increases awareness concerning the best practices in feeding young children. Practical, hands-on activities and assignments are included in the course through video tapes and the course website.

*Required: computer with audio capabilities*

*17 graded assignments, 1 graded project, 3 quizzes, no exams*

***This one-credit course has specific dates for enrollment and there is a cap of 20 students per semester. The instructors have established firm deadlines for each assignment; however, students can submit ahead of the deadline for each assignment. **There are no extensions available to extend the end date for the course.*****

### Course Materials

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#### **Required Course Materials**

There is no textbook required for this course. All materials are provided online.

### Course Delivery

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This course is available online in Blackboard Learn (BbLearn). Refer to your *Registration Confirmation Letter* for instructions on how to access BbLearn.

### Content Overview

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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.**

**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.

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

What skills do 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-to-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? This lesson examines factors to consider as you choose and present foods to 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: 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.

## **Course Introduction**

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This course is specifically for those who want to learn more about feeding young children in group settings. This includes young children who are birth through age 5. Group settings include Head Start programs, preschool, and child care programs. This is an appropriate course for those who work directly with young children and those who will consult with early childhood programs. Though this course is not intended for parents, the course includes information and skill development for those who work with parents.

The content of the course includes developmental characteristics of children from birth to age five, nutrition information, and food safety discussions. You will learn strategies to work directly with young children and strategies that will assist you to consult with early childhood programs.

The course includes on-line text in each lesson, video clips in each module, Power Point presentations, and suggested websites.

In each lesson, you will think about your level of knowledge and skills. You will have opportunity to choose assignments to find those that match your learning needs. You also will complete a comprehensive project related to feeding young children in group settings. At the end of lesson two you will be directed to start your project.

You will submit all assignments electronically thorough the BbLearn system. Instructions for submitting assignments are provided in the Help and How-to section.

We hope you enjoy learning about young children and the many strategies you can use as you work with them at mealtimes in group settings.

## **Target Audience**

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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**

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

## **Course Objectives**

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Participants will:

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

## **Lessons**

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**Study Hints:**

- 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.
- Keep a copy of every lesson submitted.
- Complete all reading assignments.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.



Refer to your *Registration Confirmation Letter* for further details on your instructor’s lesson guidelines and requirements. Also refer to the *ISI Policies and Procedures* for essential ISI policies on submitting lessons to your instructor.

## Quizzes

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There are three quizzes available on BbLearn for this course. There are no proctored exams.

## Grading

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The course grade will be based upon the following considerations:

You may earn up to 235 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;
- Creativity in application of the lesson knowledge in your submission;
- 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 212 points
- B = Earn at least 188 points
- C = Earn at least 165 points
- D = Earn at least 141 points
- F = Earn less than 141 points

The final course grade is issued after all lessons and exams have been graded.



Refer to the *ISI Policies and Procedures* for information about confidentiality of student grades, course completion, time considerations, and requesting a transcript.

### **FCS 435 Assignments Listed by Type**

## QUIZZES

- Quiz 1: Topic 02: Nutrition Assignment 3: nutrition ..... 10 points
- Quiz 2: Topic 03: Breastfeeding/Introducing Solids, Assignment 6 ..... 10 points

Quiz 3: Topic 04: Food Safety, Assignment 8..... 10 points

**LESSONS AND ASSIGNMENTS**

- Lesson 1: Post about yourself on the discussion board..... 5 points
- Lesson 2: Learning Needs Assessment..... 10 points
- Lesson 3: assignment 1: Vegtaballs Language Assignment (complete 1 option) ..... 10 points
- Lesson 4: assignment 2: Vision Statement and Action Plan 1 ..... 10 points
- Lesson 5: assignment 4: Picky Eater (complete one option) ..... 10 points
- Lesson 7: assignment 5: Support Breastfeeding Mothers Going Back to Work (1 option) .. 10 points
- Lesson 8: assignment 7: Fight Bac (complete 1 option) ..... 10 points
- Lesson 10: assignment 9: Setting the Environment (complete 1 option)..... 10 points
- Lesson 11: assignment 10: What you Say Matters (complete 1 option)..... 10 points
- Lesson 12: assignment 11 (complete 1 option) ..... 10 points
- Lesson 13: assignment 12 (complete 1 option) ..... 10 points
- Lesson 14: assignment 13 (complete 1 option))..... 10 points
- Lesson 15: assignment 14 (complete 1 option) ..... 10 points
- Lesson 16: assignment 15: Feeding Child with Special Needs (complete 1 option)..... 10 points
- Lesson 17: assignment 16: Vision Statement and Action Plan 2 ..... 10 points

**PROJECT**

- Project Proposal (lesson 6): submit a paragraph with topic and objective ..... 5 points
- Project Plan of Work (lesson 9): description of plan to carry out your project..... 15 points
- Project 1: Final Project: complete project ..... 40 points

**About the Course Developers**

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Dr. Laurel Branen is Professor Emerita of Foods and Nutrition at the University of Idaho School of Family and Consumer Science. She has conducted research in feeding young children in group settings for 25 years.



Dr. Janice Fletcher is Professor Emerita of Child Development and Family Studies.

**Contacting Your Instructor**

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Instructor contact information is posted in the **Course Rules** document on your BbLearn site.

**Disability Support Services**

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Refer to the *ISI Policies and Procedures* for information on *Disability Support Services (DSS)*.

<b>FCS 435 Assignment List</b>	<b>Points</b>
Activities and Learning Needs Assessment	
Lesson 1: Post about yourself on the discussion board.....	05
Lesson 2: Learning Needs Assessment .....	10
Topic 01: Child Development Assignments	
Lesson 3: Assignment 1: Vegtaballs Language Assignment.....	10
Lesson 4: Assignment 2: Vision Statement and Action Plan 1.....	10
Topic 02: Nutrition Assignments	
<b>Quiz 1: Assignment 3: nutrition .....</b>	<b>10</b>
Lesson 5: Assignment 4: Picky Eater     10	
Lesson 6: Project Proposal: submit a paragraph with topic and objective.....	05
Topic 03: Breastfeeding and Introducing Solids Assignments	
Lesson 7: Assignment 5: Support Breastfeeding Mothers Going Back to Work.....	10
<b>Quiz 2: Assignment 6: Breastfeeding and introducing solids .....</b>	<b>10</b>
Topic 04: Food Safety Assignments	
Lesson 8: Assignment 7: Fight Bac.....	10
<b>Quiz 3: Assignment 8: Food Safety .....</b>	<b>10</b>
Lesson 9: Project Plan of Work: description of plan to carry out your project .....	15
Topic 05: Setting the Environment Assignments	
Lesson 10: Assignment 9: Setting the Environment .....	10
Topic 06: What you Say Matters Assignments	
Lesson 11: Assignment 10: What you Say Matters.....	10
Topic 07: Supporting Children’s Healthy Weight Assignments	
Lesson 12: Assignment 11.....	10
Lesson 13: Assignment 12.....	10
Topic 08: Feeding Children with Allergies Assignments	
Lesson 14: Assignment 13.....	10
Lesson 15: Assignment 14.....	10
Topic 09: Feeding Children with Special Needs Assignments	
Lesson 16: Assignment 15: Feeding Child with Special Needs .....	10
Lesson 17: Assignment 16: Vision Statement and Action Plan 2.....	10
Project 1: Final Project: Complete Project.....	40
<b>Total Points Possible: 235</b>	

## Lesson 1 Child Development

### **Lesson Objectives**

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- Students know developmental characteristics that inform competent eating in young children.
- Students match developmental characteristics with developmentally appropriate strategies for feeding children.
- Students have a vision for setting a developmentally appropriate setting for feeding young children in group settings.
- Students recognize strategies for helping others support children’s development of competence in eating.

### **Reading, Videos, and other Resources**

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Read the attached documents for this lesson and view the video *Vetaballs* Development.

### **Lecture and Assignment**

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Though healthy newborns are equipped to seek and take nourishment, many skills for independent eating develop throughout the early years. Such skills accompany physical, emotional, social, cognitive, and language developmental milestones.

#### **How Does a Child Make Sense of Foods, Sensory Experiences, and Eating Strategies?**

Let’s take a look at some of the key areas of development that impact feeding and eating. View the PowerPoint presentation, *Finding a Developmental Focus for Feeding Young Children in Group Settings* in BbLearn. You may want to print the PowerPoint presentation as a handout for later reference.

#### **Children’s Vocabulary Learning at Mealtimes**

Children develop categories and vocabulary around food and eating. Table time in group settings is as rich a time for adding new vocabulary about food and eating as is a circle time.

The English language literally includes a million words. Though toddlers and preschoolers increase vocabulary at an astonishing rate, all but a few of the million words they will eventually learn are NEW to them in their toddler and preschool years. Words that we use routinely are not routine to them.

At the same time young children learn new words, they learn that some words can mean many different things. For example, the categorical word, “meat” has different subgroups. “Meat” includes beef and pork. Then beef and pork include other concepts such as steak, or bacon or chops. It doesn’t stop there. There are more meanings, such as T-bone steak, rib steak, and flank steak.

The important developmental point here is that young children’s eating competence is impacted by their ability to categorize and communicate about eating and food. Developing vocabulary and language concepts require children to pay attention to similarities and differences. They must match words and categories to concepts of food and sensory input.

Watch the video and see how a child learns some new vocabulary. Pay attention to her confusion about the category of vegetable and the term “green beans.” Note the adult’s role in this child’s schema building. View the video [\*Vegtaballs\* \(link in BbLearn\)](#) from UIdaho CALS on Vimeo.

### **ASSIGN 01: Child Development**

**Instructions** - Choose one of the following assignment options to fit your level of knowledge about child development, learning vocabulary, and eating competence. Compose the answer for your chosen assignment. Please copy and paste the description of the assignment option in your response. This helps the instructor know which assignment you are addressing. If you do not include the description from the assignment, your submission will be returned to you ungraded.

#### **Child Development - Vegtaballs Language Assignment**

##### **Child Development Focus Option 1 (10 points):**

**Instructions** - Think about the beginning, middle, and end of the meal in *Vegtaballs*. An adaptation of schema occurred. If you were the teacher in this classroom, and you were reflecting on this event, what might you add to help enrich a three-year-old child's vocabulary around food? Choose the beginning, the middle, or the end of a meal to address.

##### **Child Development Focus Option 2 (10 points):**

**Instructions** - What did the teacher miss in this child's thinking about food categories? Using Piaget's concept of adaptation, assimilation, and accommodation, write an explanation of the child's confusion and resolution of the confusion.

**Child Development Focus Option 3 (10 points): Instructions** - The child in *Vegtaballs* was unfamiliar with the green beans. Write three strategies for teaching vocabulary to children when they encounter unfamiliar foods. Write one for infants, one for toddlers, and one for preschoolers. Tell why each strategy is developmentally appropriate.

#### **Nutrition - Vegtaballs Language Assignment**

**Nutrition Focus Option 1 (10 points): Instructions** - Teachers are typically quite busy at mealtimes, as you can see in the *Vegtaballs* vignette. If you were doing a nutrition consultation with a group of family child care providers, what three suggestions would you offer for teachers about being intentional in helping children learn vocabulary around food.

**Nutrition Focus Option 2 (10 points): Instructions:** Imagine that you are working with a child for whom the terms, "green bean" and "vegetable" are new words. Which do you think would be best to teach first? Would you teach them at the same time? Explain your answer developmentally.

##### **Nutrition Focus Option 3 (10 points)**

**Instructions:** Write a one paragraph explanation for nutrition consultants about Piaget's theory of adaptation and give three practical strategies that a teacher might use to advance young children's understanding about nutrition.

**Nutrition Option 4 (10 points):** The child in the *Vegtaballs* vignette was learning about foods in her culture as she faced both unknown vocabulary and unknown food. Imagine that her teacher asks you if the MyPlate nutrition guide is a good way to teach preschool children about nutrition. Developmentally, address the value of using the MyPlate guide for nutrition education for preschoolers. To see what the United States Department of Agriculture offers about the MyPlate guide, go to the MyPlate website at <http://www.choosemyplate.gov/>

**Submit Your Response:** Open the assignment screen by clicking on the **ASSIGN 01** title in BbLearn. You can enter text directly into the assignment screen or you can write it in a word document, then copy and paste your text from the word document. You can also attach the word document. If you need help using the Assignment tool, there are instructions in the *Help and How-To* section. **Points may be lost for late submissions.**

### **Using Strategies that are Developmentally Focused**

Read the Developmentally Appropriate and Supportive Environment. Pdf provided in BbLearn.

When a person has a good working knowledge of what to expect as young children develop, it becomes easier to know why certain strategies work while others do not. View the PowerPoint presentation, *The Developmentally Appropriate and Supportive Environment*. This presentation will help you think about strategies for supporting children as they learn to eat competently.

### **Make a Vision and It Becomes Reality**

A good teacher, consultant, or administrator offers supportive mealtime environments based on the child's level of development and skills. We sometimes say this simply as, "Start where the learner is."

We know that young children will achieve some level of eating skills and abilities even when we do not do very much at all. We also know children can reach more complete and healthy eating competence if we set an environment that is supportive physically and socially.

As you become responsible for setting supportive environments that are developmentally appropriate and relationship-based, what should that environment include? Will you know how to build an environment that is responsive to where child's skills are?

Look over the Twelve Sections of *the Building Mealtime Environments and Relationships Inventory for Feeding Young Children in Group Settings (BMER)*. You can download the Inventory from at <http://www.cals.uidaho.edu/feeding/bmer/index.html>. Review the many strategies in each section of the Inventory.

After you examine the strategies, think about what you believe about setting supportive environments. Next, complete the assignment below where you make your personal vision about setting supportive feeding environments for feeding children in group settings.

### **ASSIGN 02: Child Development - My Vision and Action Plan 1**

Attached Files:

File Vision Statement I.doc (224.5 KB)

Instructions: Everyone must complete this assignment. Be certain to complete all worksheets in the assignment. Click on the attached file in BbLearn to access the Vision Statement.doc worksheets for making your vision for setting developmentally appropriate environments for feeding children in group settings. Complete all aspects of the worksheet, and then write your vision.

**Submit Assignment:** Click on the ASSIGN 02: Child Development - *My Vision* link in BbLearn to access the assignment submission page. Paste your work for this assignment here or submit your word document as an attachment. If you need help using the Assignment tool, there are instructions in the *Help and How-To section* in BbLearn. **Points may be lost for late submissions.**

### **Helping Others with Visions, Advocacy, and Professional Roles**

Attached Files in BbLearn:

*File Visions, Advocacy, and Professional Roles For.pdf* (752.657 KB)

Now that you have your personal vision and now that you see how children's development provides a base for setting a developmentally sound environment, think about supporting others who influence a child's eating competence. View the attached Power Point presentation, Visions, Advocacy, and Professional Roles to learn about helping others as they feed young children in group settings.