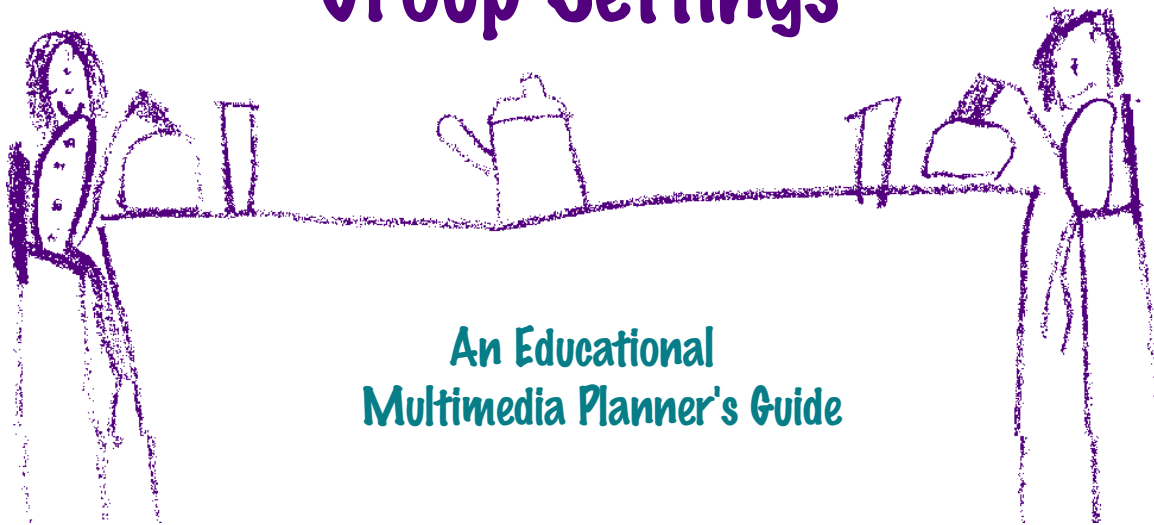


Trainer's Handbook

Feeding Young Children in Group Settings



An Educational
Multimedia Planner's Guide

Handbook Contents

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Additional materials

Certificate of Participation Master

Poster Master

Mail Flyer Master (front and back)

Sample News Release

Participant Registration List Master

Room Sign Master

Welcome (Sign-In) Master

Refreshments Sign Master

Name Tag Master



Directory

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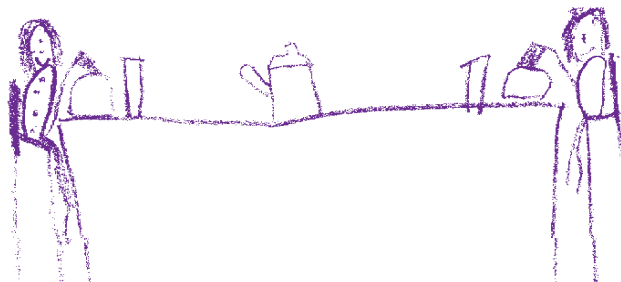
College credit:

Contact Janice Fletcher, Ed.D.
School of Family and Consumer Sciences
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Video Vignette sales:

A complete DVD set of the video vignettes is available for purchase.

[Click here](#) to find current pricing and ordering information.



Guidelines for Trainers

Thank you

As a trainer for “Feeding Young Children in Group Settings,” you are the key to making your program or class successful.

Because of you, people in your community will have the opportunity to learn more about feeding children in group settings.

This detailed handbook will help you plan, as will the checklist of steps to take (page 9).

The trainer resources mentioned in this handbook are available on our Web site.

Initial Planning

When children eat, they develop and practice many skills. They need safe, nurturing environments for their growth and development.

Your workshop or course will help staff carry out safe mealtimes that nurture young children. Participants will learn how to improve the physical, social, and emotional settings they provide for children while they eat.

Go to pages 10 and 11 to view sample objectives, goals and activities to help you plan.

Web site

Our Web site (www.cals.uidaho.edu/feeding) contains handouts, video vignettes, and activities to extend learning, and links to more sources of feeding and food safety information.

Planner Materials

There are two ways to choose the materials you want to use from our Web site. Click on the tab called “For Trainers.” Then, click on either “a-z” if you already know the title of the material you want to download, or click on “Choose a theme” to see teaching themes and the suggested handouts, vignettes, and powerpoint presentations for that theme.

If you use our materials, please contact us and tell us how you use them. If you plan to copy or republish the documents, note that they are copyrighted, and you should request our permission to use them.

Purchasing the Materials

You may download handouts in pdf format for free. PowerPoint presentations may also be downloaded for free. If you would like, for your presentation or course, you can download the video vignettes free via our Web site. If you cannot download the vignettes for your presentation, you may want to order the set of video vignettes to have at your fingertips. Go to our Web site for ordering information at: www.uidaho.edu/feeding/ordervideos.htm

Building Mealtime Environments and Relationships Inventory

There are many guidelines and standards set by professional organizations and government agencies. The Building Mealtime Environments and Relationships Inventory (BMER) is designed around these standards and regulations, and uses best practices suggested by research.

You may read about the instrument, and download the BMER Inventory to use in your workshop or course, or for assessing your program environments for feeding young children.

The download of Building Mealtime Environments and Relationships Inventory in pdf format is free. If you use the instrument, please let us know.

If you make multiple copies of the instrument, please note the BMER is copyrighted. We will give you permission to copy and use the instrument for free.

To download the BMER just go to: www.cals.uidaho.edu/feeding/bmer.



Making facility arrangements

The facility should be comfortable and provide an atmosphere conducive to learning. Good lighting, video, audio, and seating arrangements make the difference between a successful session and an uncomfortable and unproductive experience.

Things to consider include

- Does the room come with audio-visual equipment (monitor, DVD player or LCD projector and screen)?
- Is technical support available or do you need to provide it?
- Is the facility large enough for viewing the workshop materials and handling small-group discussions?
- Is there a separate room for on-site child care? If not, is there a facility nearby that you can use?
- What if 50 people show up for the workshop and you were expecting only 25? Can the facility accommodate them?
- Can people enter and leave the room without walking in front of the monitors or screen?
- Can the participants find the room?
- Is there plenty of parking?
- Is the facility accessible for people with disabilities?

Video Display

If you are expecting a large audience or for convenience, you may want to use a computer, video projection system, and a large screen. You could also set up one or two televisions. Ask a local electronics store for a “splitter” to split the signal to the two TVs. A splitter and cable are relatively inexpensive.

Set up the room so each participant has an unobstructed view of the screen. Be sure your set-up includes a DVD player or computer, and an adequate sound system.

Tables and chairs

If possible, have tables and movable chairs. This allows for easier notetaking and for breaking into small groups for discussion.

Welcoming the participants

As a trainer, you set the mood for the workshop or course and the overall educational experience.

Welcome the participants and introduce yourself. If the group is not too large, have the participants introduce themselves. Also, introduce the session’s topic.

Share other important information such as restroom and water fountain locations.

Facilitating questions and interacting with professors

If you want to answer questions or extend discussions at your site, check out the bibliography and references on the Web site. You may also want to invite experts from your community to join your group for the workshop.

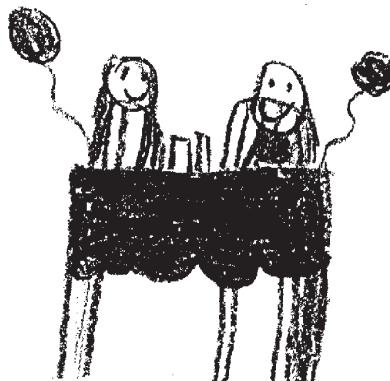
You may also contact us through email. We want to hear from you and your participants!

You and your participants may communicate with the University of Idaho professors at any time by using the following email address: feeding@uidaho.edu

Organizing on-site activities

Here are some ideas for extending your workshop or course:

- Develop and carry out a needs assessment to find out participants’ special concerns or questions. You can use the results to plan some activities. Send the results to us via e-mail so we can learn about what your groups see as needs for feeding children. feeding@uidaho.edu



- Invite local experts to attend selected sessions to answer questions about feeding issues specific to your community. For example, you might invite the state coordinator of the Child Care Food Program or the food safety expert from your local public health department to respond to questions about procedures in your area.
- Invite local businesses or industries to donate funds to buy supplementary textbooks for participants, then work with participants to plan and offer programs about feeding children in your community. Target training for civic clubs, parent groups, grandparents, child care staff, or kindergarten teachers.

Presenting certificates of participation

You may give the participants a certificate of participation. Photocopy the certificate we have provided. Fill in the participant's name, the number of hours attended, and sign your name as the trainer at the bottom of each certificate.

- Have participants share "ideas that work." These could range from ideas about ways to sanitize eating areas, to best places to purchase child-sized eating utensils, to recipes that are tasty and economical, to best utensils for helping children serve themselves.

Evaluation

For your own information, you may want to evaluate the workshop and any special activities that occur at your site. Following are questions you might include in your evaluation:

- Q After participating in this workshop, what are your main concerns about feeding young children?
- Q Are you leaving this workshop with renewed motivation and new ideas for feeding children in group settings? What, specifically, do you plan to do?
- Q What about the workshop and activities was most helpful to you? What was least helpful?

Sample evaluation questions

Q Many topics were discussed in this workshop, but some were emphasized. Please rate the information you received on each topic in terms of its usefulness to you. *Briefly explain your choice.*

	Very useful = 1	Useful = 2	Not useful = 3
A. Adults choose what, when, and how to offer food; children choose how much and whether to eat. ©Satter <i>Explain</i> _____ _____ _____	1	2	3
B. Adults should eat with children. <i>Explain</i> _____ _____ _____	1	2	3
C. Children need a variety of foods. <i>Explain</i> _____ _____ _____	1	2	3
D. Developmentally appropriate environments should be set. <i>Explain</i> _____ _____ _____	1	2	3
E. Safety in food preparation and service is essential. <i>Explain</i> _____ _____ _____	1	2	3



Background resources

At our Web site you will find a comprehensive bibliography and references you may enjoy reading to prepare you for facilitating your group's educational experience.

Getting credit

Continuing Education Credit / Professional Development Units

Perhaps your workshop may offer continuing education credits. Because regulations differ from state to state, the trainer will need to obtain approval from the appropriate licensing agency.

College credit

The Feeding Children In Group Settings course is offered on-line by the University of Idaho. For more information email: feeding@uidaho.edu

Refreshments

You may want to have refreshments for your group. Keep in mind that the cost of providing basic refreshments is small compared with their positive effect on participants.

Consider asking a local group to help with refreshments. Sometimes, a business or service club will be happy to furnish refreshments and supplies such as cups, plates, and napkins.

It might be wise to ask someone to help you coordinate the refreshments and be in charge of the refreshment table.

Your participants might also enjoy bringing and sharing snacks that are popular with the children in their programs.

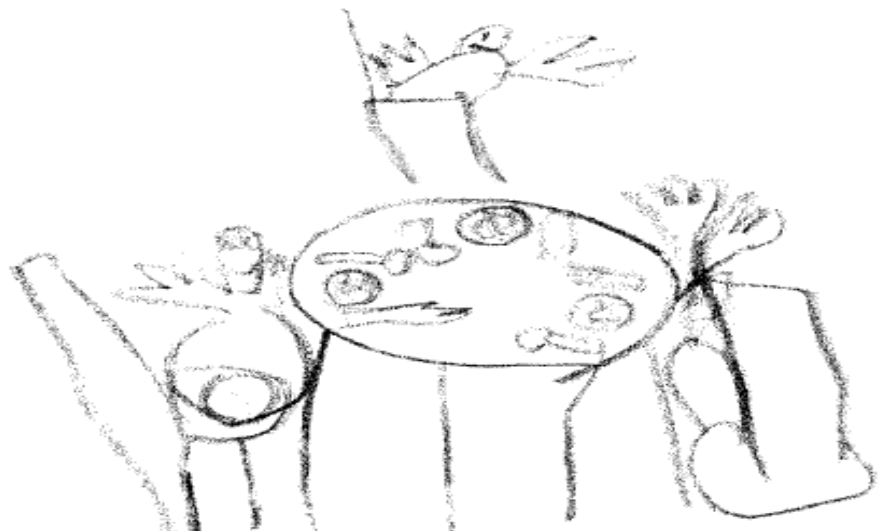
Local costs

There are several ways to defray local costs. Visit with local businesses or service organizations about donating money to purchase books that supplement your workshop or course. Some businesses may offer a meeting room or lend you audiovisual equipment.

Donated pens or notepads help focus your community on the value of learning about feeding children.

Consider contacting banks, hospitals, medical clinics, insurance companies, restaurants, corporations, and service organizations such as Kiwanis, Rotary, and Lions for support.

Be sure to thank all sponsors. Hand out a list of contributors at the workshop and display their names on a poster. Urge participants to thank donors personally.



Publicity and promotion

To help maximize participation, distribute announcements to your anticipated audience well in advance.

“Feeding Young Children in Group Settings” is targeted for anyone who has responsibility for feeding children. It is appropriate for child care providers, Head Start staff, nutrition educators, educators who prepare people to work with children, preschool staff, food service workers, Extension educators, and child care resource and referral coordinators.

There are several ways to inform these people:

- Place posters at appropriate locations (see the [recruitment poster](#))
- Mail a flyer to potential participants (see the [mail flyer master](#))
- Submit announcements to relevant newsletters
- Speak at meetings of interested groups
- Send news releases to your local newspaper, and radio and television stations (see the [sample news release](#))
- Talk about your workshop on a local radio or TV talk show
- Visit with colleagues, neighbors, and friends (word-of-mouth promotions are quite effective)
- Contact child-related agencies and associations

Poster

You can use the poster to promote your workshop or course. Fill in your local site information, photocopy the poster and post it in malls, churches and places people gather. You could also use the poster as a model for developing your own.

Mail flyer

You can use the mailer to promote and to recruit participants. The flyer is designed to be folded in thirds and mailed to potential participants. First make a clean copy (front and back) of the flyer master. Next fill in your local site information in three places:

- ▶ **Mailing face**—Fill in your address in the “From:” space.
- ▶ **Local site information**—Fill in the place, time, and cost, if any. If you are not charging a fee, write “free” and white out “Enclosed is my check for” on the registration form. Also write in the name, email address, and telephone number of a local contact. You also may want to add information about credit for continuing education, refreshments, or child care.
- ▶ **To register**—Fill in the registration deadline and the address to which forms should be returned.

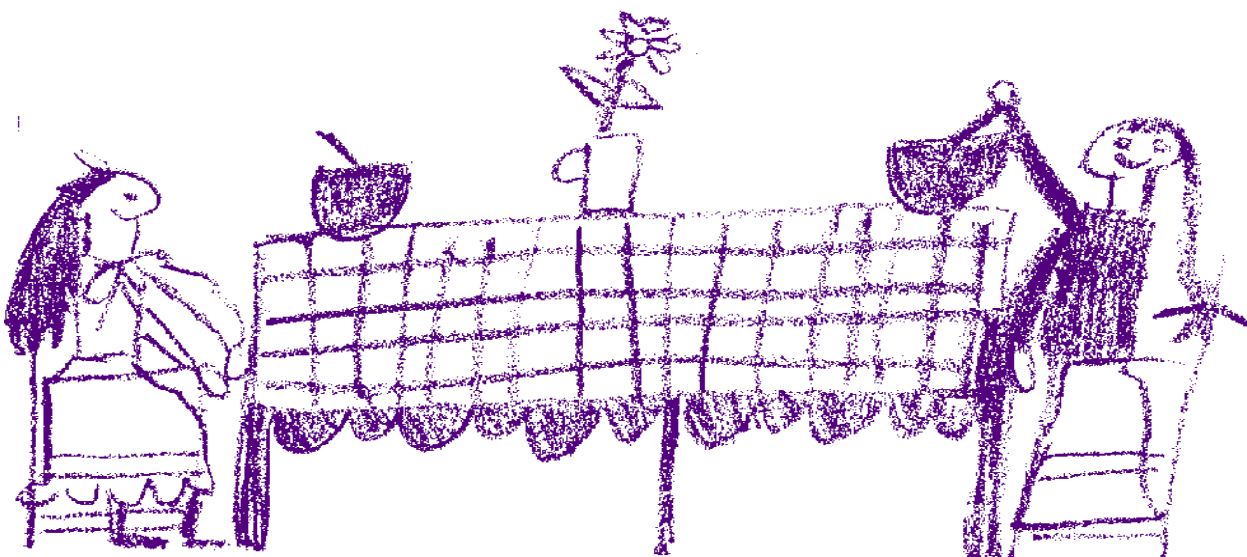
Finally, you can photocopy your localized master and mail or hand it out. You might also develop your own flyer.

News release

Placing announcements about your workshop or course in newsletters in local newspapers, and with your local radio and television stations is a good way to reach the general public.

You can write the article yourself or use the sample news release.

You might also invite your local media to attend and to see your participants in action.



Trainer's checklist



The following checklist contains the major responsibilities you will consider. Review the list, then refer to this handbook for instructions and advice on how to have a successful workshop or course.

Things to do now

- Preview, select, and download handouts, and video vignettes, or [click here](#) to order materials
- Make facilities arrangements (page 5)
- Plan on-site activities (page 5)
- Arrange on-site child care
- Make plans for refreshments (page 7)
- Obtain approval for credit for continuing education/professional development units (page 7)
- Publicize and promote the workshop or course (page 8)
- Put local site information on the mail flyer and poster, and get photocopies made (page 8)

One week before

- Prepare registration materials (nametags, registration list, etc.) and certificates
- Reconfirm all plans for facilities equipment, registration, food, or other assistance
- Make signs giving directions to the meeting room
- Make copies of handouts and prepare packets for participants

On the day of your workshop

- Arrive one hour before the program begins. Meet with assistants and review their responsibilities
- Put up signs giving directions to the meeting room
- Organize the room
- Set up the registration table
- Test media equipment
- Set up the refreshment area
- Handle child care details

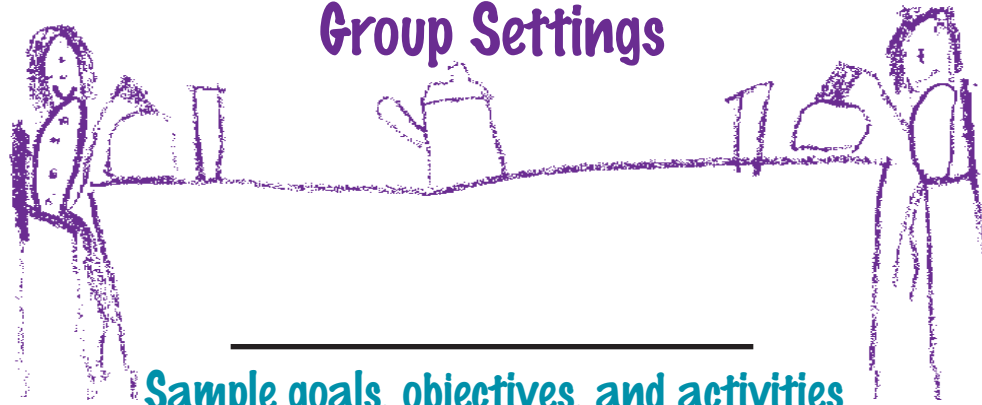
Implement your workshop

- Register participants using the registration list
- Welcome the participants
- Facilitate the day's program
- Carry out special on-site activities
- Present certificates of participation
- Carry out evaluations

After the workshop

- Thank local resource people and sponsors
- Put away the equipment and take down signs
- Thank your assistants
- Carry out follow-up local activities
- Send thank-you notes to local sponsors
- Congratulate yourself and your assistants for helping adults learn more about feeding children!

Feeding Young Children in Group Settings



Sample goals, objectives, and activities

Goals

Participants/students will:

- Demonstrate awareness of principles and best practices for feeding children in group settings.
- Know and use best practices for supporting young children in group settings as they acquire eating competence.
- Advocate for young children in group settings to have access to eating environments based on evidence-based practices.
- Support staff, parents, and their young children around feeding and eating environments.
- Apply performance standards relative to the Child Care Food Program, Head Start, or other agencies, using knowledge of child development, nutrition, and food safety.

Objectives

Participants/students will:

- Know developmentally appropriate mealtime strategies for providing food to young children in group settings.
- Know strategies for establishing healthy eating habits in young children in group settings.
- Know strategies for safely preparing and presenting food to young children in group settings.
- Apply evidence-based principles of feeding children in group settings.
- Develop a list of mealtime routines based on best practices for feeding children in group settings.

Activities

- Evaluate a mealtime at a child care center using evaluation tools available at www.cals.uidaho.edu/feeding.
- Write sample feeding and mealtime policies for a parent handbook for an early childhood program.
- Write three scenarios where young children and adults might be supported by Satter's Division of Responsibility in Feeding.
- Examine a list of foods provided by the instructor. Tell how these foods should be prepared appropriately to age and stage of child, and to avoid choking hazards.
- Discuss the pros and cons of teachers sitting with and eating the same food as children in the group setting.

Need more ideas?

We like hearing from trainers and instructors. If you need any help or want to chat about the course or workshop you are developing, please email us and we can arrange a time to talk.

School of Family and Consumer Sciences

University of Idaho

Email: Laurel Branen at ljbranen@uidaho.edu

Janice Fletcher at jfletcher@uidaho.edu

Sample workshop or course content

1. The six principles for feeding young children in group settings

This topic helps participants see the relationships among child development, nutrition, and food safety. Participants will learn how adults can support children during mealtimes.

2. Creating a developmentally sound feeding environment

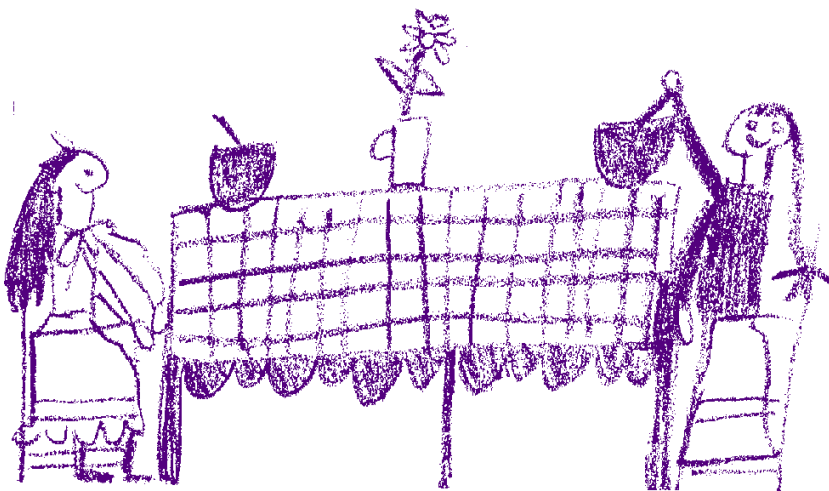
What skills do children develop at mealtimes? When can children serve themselves? Why should adults eat meals with children? This workshop topic describes how to create a mealtime environment that meets children's developmental needs and offers them opportunities to learn group skills, skills for delaying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

3. Choices for children's health and well-being

Should children clean their plates? How do I decide what to serve? What should I consider as I decide how to present food to children? In this workshop topic, participants will examine factors to keep in mind when choosing foods to keep children healthy.

4. Common questions about feeding

Should our center require a "no thank-you" bite? Is it safe to let children serve themselves? What do I do when parental values conflict with those of my program? Participants will learn how to use the six feeding principles to answer questions from parents and staff.



Feeding Young Children Web site

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

Our Web site contains handouts, video vignettes, and activities to extend your learning, and links to more sources of feeding and food safety information.



Credits

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The University of Idaho is an equal opportunity/ affirmative action employer and educational institution.

(Date)

CONTACT: *(Your name, title, address, phone number, email)*

Educational Series on Feeding Children to Begin *(Insert Date)*

(CITY, state)— Anyone concerned with feeding young children should attend “Feeding Young Children in Group Settings,” a workshop for *(insert audience type)*. The workshop will be held *(insert date)*.

Each 2-hour session will begin at *(time)* p.m. at the *(location and address)*.

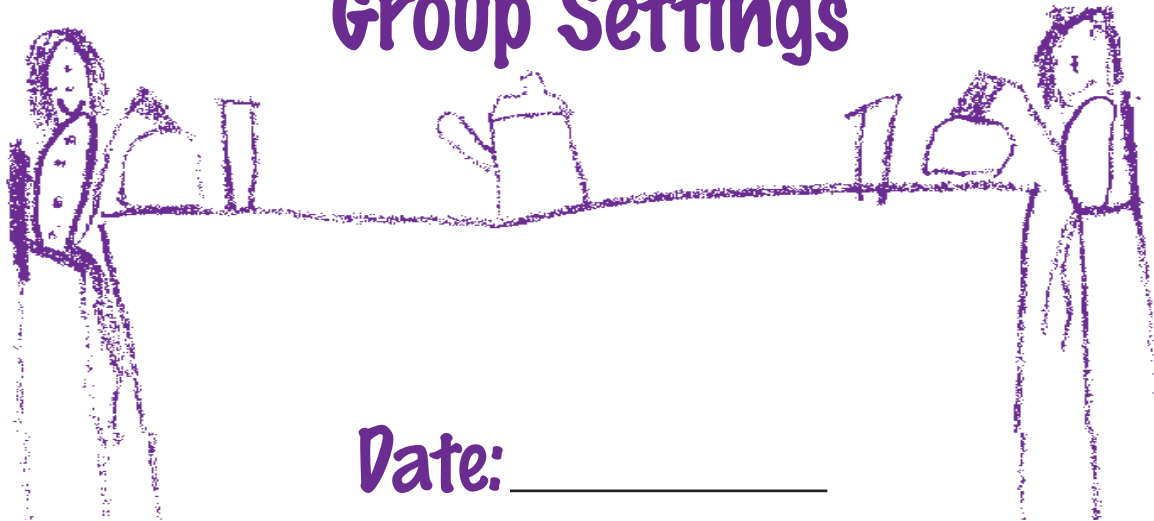
Presented by *(insert your name)*, the workshop will address topics such as:

- ****** (insert topics here)*

Participants will receive a certificate of participation and ___ hours of educational units toward licensure. The registration fee is \$___. On-site child care is available.

To preregister or for more information, contact:, *(your name)* , at *(business and address)* or call: *(telephone number)* or email: *(email address)*.

Feeding Young Children in Group Settings



Date: _____

What the workshop covers:

Who Should attend?

Preschool and Head Start staff **Nutrition educators**
Center and family child care providers **Food service staff**

Local site information

Time: _____

Location: _____

To register, contact: _____

To:

STAMP

From:

Feeding Young Children in Group Settings



Feeding Young Children in Group Settings



Welcome

Please help yourself to refreshments

Feeding Young Children in Group Settings



Meeting Room

Feeding Young Children in Group Settings



Welcome

Please Sign In Here

Feeding Young Children in Group Settings



CERTIFICATE OF PARTICIPATION

This certifies that

has participated in _____ hours of educational programming on feeding environments, child development, nutrition, and food safety for children in group settings.

Trainer

Date