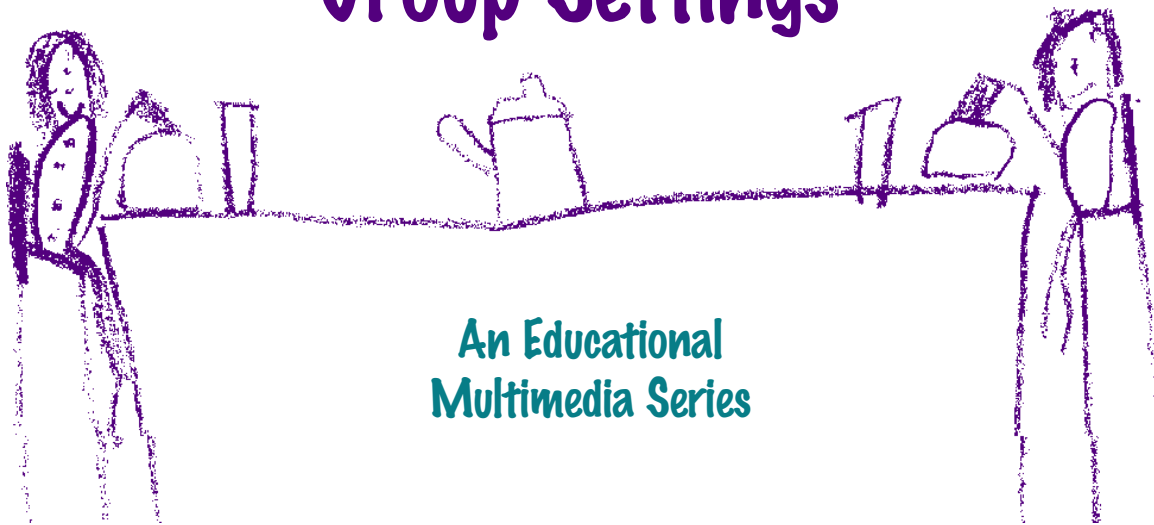


Trainer's Handbook

Feeding Young Children in Group Settings



An Educational
Multimedia Series

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

Instructors:

Laurel Branen (208) 885-6789
Ph.D., R.D., L.D., Associate Professor, Foods and Nutrition

Janice Fletcher (208) 885-7321
Ed.D., Professor, Child, Family and Consumer Studies

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Moscow, Idaho 83844-3183
E-mail: feeding@uidaho.edu
Fax: (208) 885-5751

College credit:

Contact Erik Anderson
University of Idaho
Agricultural Communications
(208) 885-6436
eanderso@uidaho.edu

Textbook orders:

Contact Bull Publishing
(800) 676-2855
(www.bullpub.com)
or your local bookstore or online book seller

Video sales:

Videotape copies of single sessions are \$80.00. The set of four tapes is \$300.00.

To order the videos contact
Janice Fletcher
School of Family and Consumer Sciences
University of Idaho
PO Box 443183
Moscow, Idaho 83844-3183
Fax: (208) 885-5751
Phone: (208) 885-7321

The series is also available on CD-ROM and DVD (full set only) for \$300.00.

Order forms are available on our website.

Guidelines for Trainers

Thank you

As trainer for “Feeding Young Children in Group Settings,” you are the key to making the local program a success.

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, as will the checklist (page 9) of the steps to take between now and the date you have your class.

The trainer resources mentioned in this handbook are available on the website.

About the series

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

This series will help participants plan and 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. Experts in child development and nutrition will discuss important feeding issues.

This series is targeted for

- Preschool staff
- Head Start staff
- Center and family child care providers
- Nutrition consultants
- Nutrition educators
- Food service workers

“Feeding Young Children in Group Settings” consists of four video sessions and materials you choose to share with participants.

An outline of the series which is also available as a one credit course from the University of Idaho appears on page 10.

Web site

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

How can a trainer use the video series?

The trainer ensures a successful session at the local viewing site. As trainer, you are the link between your local participants and the instructors at the University of Idaho.

You may simply recruit participants and watch the series. Or, you may want to offer a more comprehensive program by planning additional “wraparound” activities or projects that fit the specific needs of your community.

In general, you will

- Arrange for a viewing site that has
 - ▶ TV monitor
 - ▶ VCR (or DVD Player if you have the DVD version.)
- Coordinate local publicity for the series or individual sessions
- Ensure that the viewing area is set up before each session
- Assist participants during the sessions

You may assume all of these responsibilities, or you may delegate some of the tasks to others. This handbook will help you as you plan.

How do I obtain the series?

To order the series, contact:

Janice Fletcher
School of Family and
Consumer Sciences
University of Idaho
PO Box 443183
Moscow, Idaho 83844-3183
Fax: (208) 885-5751
Phone: (208) 885-7321

You can also download the order form from our website.

Viewing options

Although this is a comprehensive series about feeding children in group settings, each of the four sessions is designed to stand alone. You may choose to offer all four sessions at your site or select those that meet your participants’ needs. Videotapes are also available for purchase from the University of Idaho. (See the Directory.)

Reserving a meeting room

As trainer, you will reserve a viewing site, which might be any of the following:

- ▶ County Extension office
- ▶ Public school
- ▶ Community college, vocational school, or university
- ▶ Hospital
- ▶ Corporation
- ▶ Hotel or convention center
- ▶ Private home



Making facility arrangements

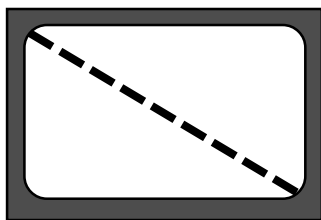
The facility should be comfortable and provide an atmosphere conducive to learning. Well-thought-out lighting, video, audio, and seating arrangements make the difference between a successful session and an uncomfortable and unproductive experience.

Things to consider include

- Does the room come with audiovisual equipment (monitor and VCR or DVD Player?)
- Is technical support available or do you need to provide it?
- Is the facility large enough for viewing the sessions 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 sessions 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?

TV monitors

The rule-of-thumb for viewing television programs is to have 1 inch of diagonal TV screen per audience member. For example, use a 25-inch screen for up to 25 viewers.



25" diagonal measurement for 25 viewers

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

Set up the room so each participant has an unobstructed view of the TV screen. The monitor should be on a cart or stand that raises it about 4 feet off the floor.

VCR/DVD Player

You will need a VCR or DVD Player in order to play the series.

Videotapes, CDs and DVDs can be purchased from the University of Idaho (see the Directory).

Tables and chairs

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



Local site activities

The four sessions in the video series include the instructors giving short lectures to present key concepts, video clips to show concepts in action, and small-group discussion activities suggested by the instructors.

Your role as part of the instructional team is to

- Welcome the participants
- Plan and conduct special on-site activities, if you wish
- Facilitate interaction with the instructors
- Present certificates of participation

Welcoming the participants

As trainer, you set the mood for the sessions 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 each session’s topic. Discuss local activities that are relevant to the series.

Share other important information such as public phone and restroom locations.

Facilitating questions and interacting with the instructors

Internet users may communicate with the instructors at any time by sending messages to the following e-mail address: feeding@uidaho.edu

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

If *you* want to answer questions or extend discussions at your site, the supplementary text and the Web site may be helpful. You may want to invite experts from your community to join the group for the sessions.

Organizing special on-site activities

You may add your own activities to “wrap around” the sessions. Here are some ideas for extending the series beyond the material presented in the videotape sessions:

- Develop and carry out a needs assessment to find out your participants’ special concerns or questions before each broadcast. You can use the results to plan some local activities. Also, send the results to us via e-mail or regular mail, so we can learn about what your groups see as needs for feeding children. (See the Directory.)

- 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.
- 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.
- 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, kindergarten teachers, etc. Use material from the text and tapes of this series to help you plan.

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.

Evaluation

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

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

Sample evaluation questions

Q Many topics were discussed in this series, 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 to eat. <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

One book, *How to Get Your Kid to Eat, But Not Too Much*, by Ellyn Satter, will be used to support the concepts taught in this series. Consider reading it to prepare you for facilitating your group's educational experience. You also may want to purchase several copies of the book to share among your participants.

The book is available from Bull Publishing. Order by calling (800) 676-2855 or order online at www.bullpub.com.

Getting credit

Continuing Education Credit / Professional Development Units

You can use the series to offer continuing education credits. Series participants may be eligible to receive up to eight contact hours. Because regulations differ from state to state, the trainer will need to obtain approval from the appropriate licensing agency. Contact the instructors if you need documentation to support the approval process.

College credit

One academic credit is available through the University of Idaho. To qualify for academic credit, viewers must participate in all four sessions, read the supplementary text, and complete additional web-based learning activities. See the course outline on page 10.

To register for credit with the University of Idaho, call Erik Anderson at (208) 885-6436.

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.

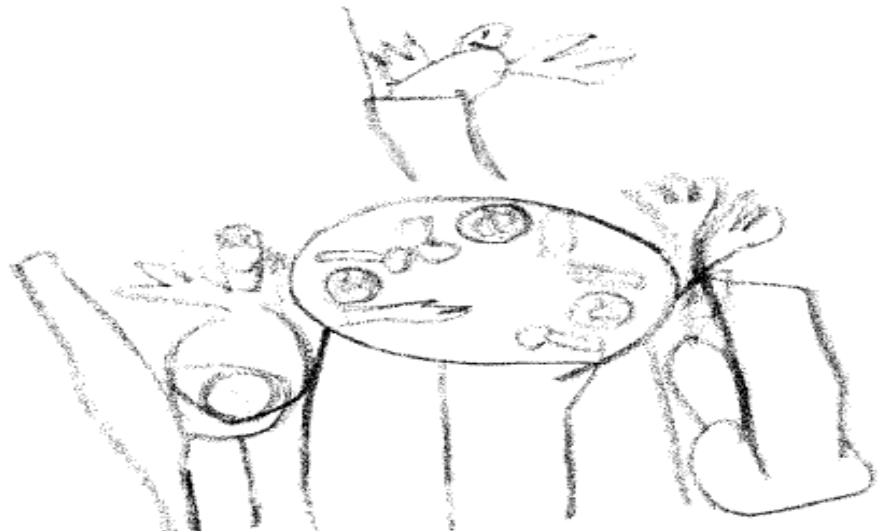
Local costs

There are several ways to defray local costs. Visit with local businesses or service organizations about donating money to purchase the book that supplements the 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. You may want to ask a corporation or organization to make copies of the videotape for community use.

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 sessions 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 viewing 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 brochure)
- 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 the video series 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 the series. Fill in your local site information, photocopy the poster, and post it in malls, churches, and other 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 the series and 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 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.

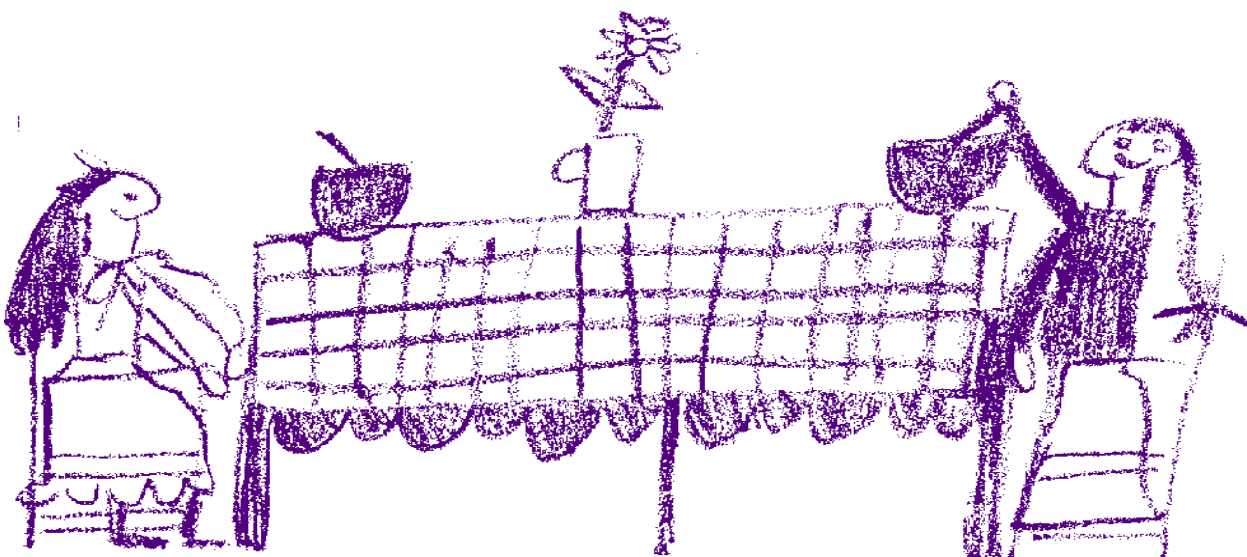
Finally, you can photocopy your localized master and mail or hand it out. You might also develop your own flyer.

News release

Placing announcements about the series 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 the series at your site to see your participants in action.



Trainer's checklist



The following checklist contains the major responsibilities you will have as site coordinator. Review the list then refer to this handbook for instructions and advice on how to have a successful series.

Things to do now

- Purchase a copy of the series if you don't have a set (See the Directory)
- Make facilities arrangements (page 5)
- Plan special on-site activities, if desired (page 5)
- Arrange on-site child care, if desired
- Make plans for refreshments, if desired (page 7)
- Obtain approval for credit for continuing education/professional development units (page 7)
- Publicize and promote the series (pages 8)
- Put local site information on the mail flyer and poster, and get photocopies made (pages 8)
- Select wraparound activities for your group from those at www.ag.uidaho.edu/feeding/about.htm

One week before the first session

- Prepare registration materials (nametags, registration list, etc.) and certificates (page 6)
- Reconfirm all plans for facilities equipment, registration, food, or other assistance
- Make signs giving directions to the viewing room

On the day of each session

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

During each session

- Register participants using the registration list
- Welcome the participants
- Facilitate the day's program
- Carry out special on-site activities
- Present certificates of participation to attendees. (You may provide certificates for single sessions or give a certificate for attending all four programs at the last session)

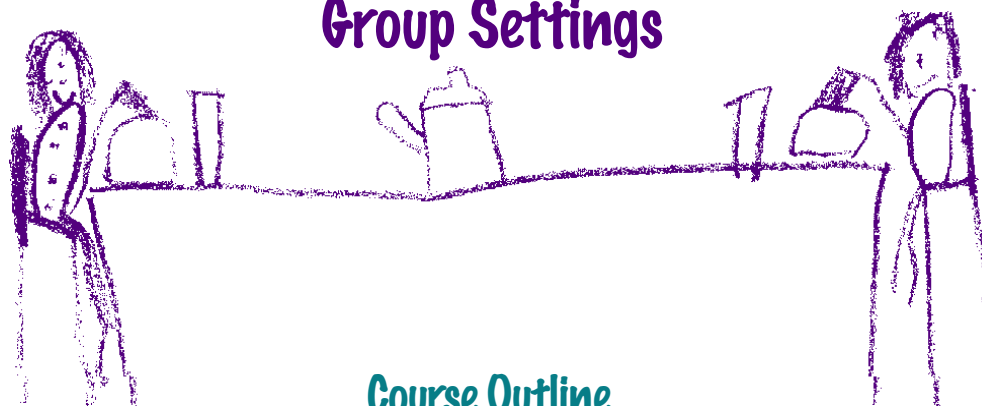
After each program

- Thank local resource people and sponsors
- Put away the equipment and take down signs
- Thank your assistants

After the series

- 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



Course Outline

Instructors

Laurel Branen, Ph.D., R.D., L.D.
Janice Fletcher, Ed.D.
School of Family and Consumer Sciences
University of Idaho
P.O. Box 443183
Moscow, Idaho 83844-3183
Phone: (208) 885-7321
Fax: (208) 885-5751
E-mail: feeding@uidaho.edu

Goal

To increase awareness of best practices for feeding young children. In accordance with best practices for adult learners, practical, hands-on activities and assignments will supplement the course content. Further information is available at the Feeding Young Children in Group Settings Web site, www.aee.uidaho.edu/feeding.

Objectives

Participants will

1. Know developmentally appropriate strategies for providing food to young children in group settings
2. Know strategies for establishing healthy eating habits in young children in group settings
3. Know strategies for safely preparing and presenting food to young children in group settings

Supplementary text

How to Get Your Kid to Eat, But Not Too Much
Ellyn Satter 1987
ISBN 0-915950-83-9

Bull Publishing Company
P.O. Box 208
Palo Alto, California 94302-0208
(415) 322-2855
www.bullpub.com



Requirements for students receiving college credit

- Register for one credit from the University of Idaho (course FCS 435).
- See the additional requirements outlined at www.ag.uidaho.edu/feeding/about.htm
- This course is graded pass/fail.

About the instructors

Dr. Laurel Branen, Associate Professor, School of Family and Consumer Sciences, University of Idaho. A registered dietitian, Dr. Branen specializes in nutrition education. She teaches courses in nutrition, foods, and eating disorders and conducts research on feeding children.

Dr. Janice Fletcher, Professor, School of Family and Consumer Sciences, University of Idaho. Dr. Fletcher is the director of the University of Idaho Child Development Laboratory. She teaches courses in child development and specializes in feeding children in group settings. She has worked closely with young children for more than 30 years.

Series outline

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

This session helps you see the relationships among child development, nutrition, and food safety. You will learn how adults can support children during meal-times.

2. Creating a developmentally sound feeding environment

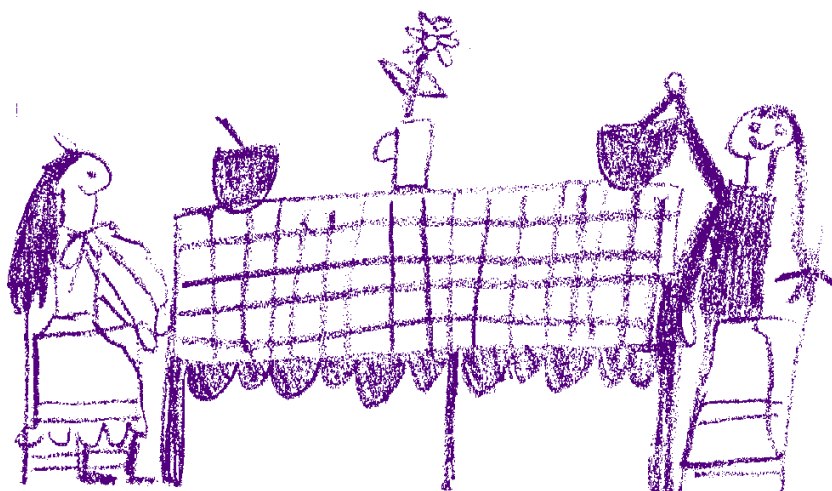
What skills do children develop at mealtimes? When can children serve themselves? Why should adults eat meals with children? This session describes how to create a mealtime environment that meets your children's developmental needs and offers them opportunities to learn group skills, skills for delaying 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 session, you 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? You will learn how to use the six feeding principles to answer questions from parents and staff.



Feeding Young Children Web site

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

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



Credits

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