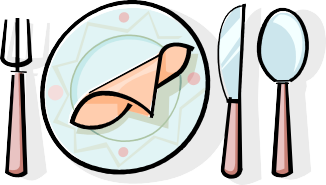
**Happy Mealtimes for Healthy Children**



Questionnaire

# Name Address City Zip

1. At what age do feeding experiences begin to impact a child’s long-term eating habits? (Check one)

Birth

4 – 6 months of age, the time solids are introduced

About 12 months when the child begins to feed himself

1. When feeding an infant which of the following is a signal that indicates they have had enough to eat? (Check all that apply)

Reaching out to touch the food on the spoon or in the dish

Following the spoon as the feeder moves it to and from their mouth

Turning their head away from the spoon as it approaches

Opening their mouth as the spoon moves toward their mouth

1. Which of the following tasks are a part of the adult’s job in the Division of Responsibility in Feeding? (Check all that apply)

Setting the times for meals

Deciding what to serve

Deciding the amount the child should eat

Offering new foods to challenge children

1. Complete the Food for Thought and Discussion Exercise on Page 5. Answer these two questions.

Can you experiment with a new food and learn to like it?

Yes No

What do you think your early eating experiences have to do with your current attitudes toward food?

1. Mealtime is an important learning time for children. List some of the skills that children learn at meals?
2. What adults say at the table really matters. Which of the following phrases could hinder a child at mealtime?

Do you like that?

Is your stomach telling you that you’re full?

You’re such a big girl; you finished all your peas.

You have to take one more bite before you can leave the table

Use the serving spoon to take more peach slices

1. **Mealtime Experiment** (*Attach a sheet of paper with your answers)*
   1. Plan a snack for your child care that you could serve family style. *(When meals are served family style, the meal components are placed in bowls and platters on the table with the children passing the food and serving themselves.)*
      1. Some possible ideas include: apple slices and cheese

Yogurt and dry cereal Goldfish crackers and juice

* 1. Place the snack components on the table and let the children know that today they are going to practice serving themselves the snack. Provide verbal directions, but let the children serve themselves.
  2. Answer the following questions. What did you serve?

Did the children seem to enjoy having the meal served this way? What skills did the children practice by serving themselves?

Did serving the snack family style affect ***what*** or ***how much*** the children ate?

Would you consider serving a meal family style in the future? Why or why not?

1. Infants may be developmentally ready for solid foods when they can: *(Check all that apply)*

Mouth fingers and toys

Open mouth when they see something coming

Sleeps through the night

Turns head away when he doesn’t want it

1. What are two adult feeding strategies to use for children in the Early Childhood stage?
2. What are some ways to involve 4 and 5 year old children in mealtimes other than eating?