



LESSON 7

SKILL 4.1, 4.2, 4.3, 4.8, 4.9, 4.10, 4.12, 4.13

Create Positive Mealtime Attitudes

GOAL: Parents and caregivers will gain confidence to recognize and embrace their role in establishing positive attitudes and behaviors towards food.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

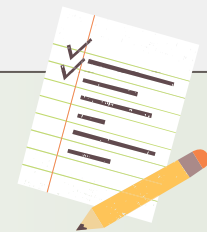
OBJECTIVES

- Practice creating mealtime rituals as a way to build positive lifelong eating habits
- Practice the division of responsibility in feeding
- Engage children in developmentally-appropriate mealtime interactions

EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Stages of Feeding
- Raising a Healthy Eater
- Kids in the Kitchen
- Feeding Kids



CONNECT & PRACTICE

SHARE

Eating behaviors begin to form in early childhood and can have lasting health effects on children in the future. As caregivers, we have the chance to create positive eating environments for kids to develop healthy eating behaviors and strong brain development.

DISCUSS

Discuss rituals vs routines. Acknowledge that each family has their own culture that they bring.

SHARE

Mealtime is an ideal chance to establish rituals. Routines are a way of doing something in which the same actions are done in the same way every time. A ritual differs from a routine in that it creates emotional value. Both rituals and routines can contribute to positive behaviors and safety and/or stability.

? ASK

Think about a mealtime ritual from your childhood or adulthood. How has that ritual influenced you?

Reflect together on participant responses. Consider that not everyone may feel comfortable with this conversation based on their life experiences. Be prepared if individuals choose to opt out of this conversation.

CONTINUE ON BACK →

SHARE

For children, rituals can be comforting and provide stability. Positive rituals may reinforce a bond or sense of identity and belonging. Engaging children in your family's mealtime rituals can support their sense of safety, connection and self-esteem by:

- Creating opportunities for children to form relationships.
- Providing children with positive feedback and encouragement to take risks—like trying new foods—through getting involved in mealtime activities.
- Providing routine.
- Creating positive associations and emotions around eating and food.

ASK

What does a positive mealtime look like for your family?

SHARE

Another way to help children establish positive eating behaviors is to provide nutritious food options, then let them make their own choices about which foods to try and how much to eat. Caregivers are responsible for **what, when** and **where** to feed. Kids are responsible for **whether to eat or not** from what the caregiver offers and **how much**.

SHARE

Allowing children to make their own choices from the nutritious foods offered helps them to develop lifelong habits and attitudes. Be patient and consistent with children as they learn to make food choices. It is a more effective long-term strategy than using pressure.

SHARE

Children often learn to eat the foods we eat. Show your child the food your family enjoys by serving and enjoying it. Plan to have meals with your child. Give your full attention during this time.

DISCUSS

Discuss ways in which other caregivers can support positive mealtime attitudes.



TIP

SHARE

More information from Elyn Satter's Division of Responsibility in Feeding:
www.ellynsatterinstitute.org/how-to-feed/the-division-of-responsibility-in-feeding

ASK

How can caregivers promote children's development of positive eating behaviors and attitudes throughout early childhood?

Use these tables to respond to participants based on the ages and stages of children they care for.


INFANTS

Caregivers can promote an infant's sense of trust through feeding when the baby is hungry, and stopping when they are full. This is called feeding on demand.

ASK

How might your infant signal to you that they are hungry or full?

SHARE

Hunger in infants might look like stirring and stretching, sucking motions and lip movements. Fussing and crying are later cues. The sooner you begin each feeding, the less likely you'll need to soothe a frantic baby. When full, babies may spit out nipple, turn head away or close mouth.

- **Allow them to set the pace.** Try burping baby or waiting a minute before offering your breast or the bottle again.



TODDLERS

Toddlers are developing a sense of self and identity. It is typical for them to favor certain foods and refuse well-liked foods. They are beginning to express themselves verbally. They love to use the word “no!”

? ASK

How might you make the family meal more “toddler-friendly?”

SHARE

Caregivers can cut food into small pieces, bring the child’s chair up to where the family is eating and face the child while eating.

- **Repeated exposure and variety** of foods, flavors, and textures is essential. Keep offering new foods, and the same food in different ways. It may take more than fifteen exposures for children to be ready to try a new food. Exposures can be smelling, listening, feeling, poking, holding, shaking, licking, nibbling or spitting out.
- **Individual temperament** can influence children’s attitude toward new foods. Children that are cautious may need more, positive exposures before being ready, compared to children that are adaptable and more “go-with-the-flow”.
- **Structure and routine** of sit-down meals and snacks can encourage appetite. Mealtime routines can help children feel safe.



PRESCHOOLERS

Preschoolers are developing stronger relationships with their peers, family, and other caregivers. This will influence their food choices and attitudes.

? ASK

What are some ways you could include your preschooler in the meal process?

SHARE

Have them help with meal planning by choosing one of the items, set the area where the family is eating with plates and utensils and talk about the characteristics of the food together (color, amount, size, temperature).

- **Be a positive role model**, including positive emotions and attitudes!
- **Involve them in the process.** They also are more likely to eat foods they helped make.
- **Respect their food preferences** and their decisions if they are not ready to try a new food.



OLDER CHILDREN

Older children are learning new and more complicated skills. Some may even be ready and willing to offer help cooking and during mealtime. They are also going to show their independence in new ways.

? ASK

How might you give your older child a responsibility before, during or after mealtime?

SHARE

- **Continue to model the mealtime behavior you hope to see.**
- **Encourage them to take on tasks that they enjoy**, like preparing a no-cook snack or a simple meal.

ACT

What did we discuss today that you think may work at home? Why?

SKILL 1.4, 2.7, 4.1, 4.2,
4.3, 4.4, 4.5, 4.6, 4.7,
4.8, 4.9, 4.10, 4.11,
4.12, 4.13

Kids Say Yes to New Foods

GOAL: Parents and caregivers will gain confidence to use strategies to increase new food acceptance from kids.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

OBJECTIVES

- Discuss ways to help kids learn to eat the foods that the family enjoys
- Share ideas for helping kids enjoy a variety of new foods
- Share tips for limiting food waste when offering new foods



EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Raising a Healthy Eater
- Stages of Feeding
- Veggie Appeal
- Fun with Fruits and Vegetables
- Feeding Kids

CONNECT & PRACTICE

? ASK

What are some challenges you have in serving new foods to your family? What are some successes you have with kids eating new foods?

SHARE

A caregiver's role is to help children learn new skills. Learning to taste and enjoy new foods is a skill worth working on. It can set a child up for success. The more times a child is offered a food, the more familiar it becomes. All tries are good tries: this might look like licking the food, feeling it, smelling it, poking it, or even spitting it out. It can take many times before a child may be willing to eat and enjoy the food. Keep trying! This job as a caregiver takes patience.

SHARE

Another way to help children establish positive eating behaviors is to provide nutritious food options, then let them make their own choices about which foods to try and how much to eat. Caregivers are responsible for **what**, **when** and **where** to feed. Kids are responsible for **whether to eat or not** from what the caregiver offers and **how much**.

? ASK

How do you use fresh, frozen, canned or dried fruits and vegetables?

CONTINUE ON BACK →

SHARE

It's not all or nothing when adding new foods to your plates! Offering new foods with meals and snacks paired with familiar foods can make a difference. Start small and do what you can. It may take many tries. Get kids excited about trying new foods by exploring different forms, colors and shapes.

SHARE

Practice sit-down meals together. It may be tempting to clean up or do household chores during snack and mealtimes but try to sit and give your full attention during eating times. Use the time to connect through conversations. For younger children, mealtimes don't last very long, so it can be a great time to engage them in conversation and prolong the mealtime, which may be a way for them to try what you have offered.

SHARE

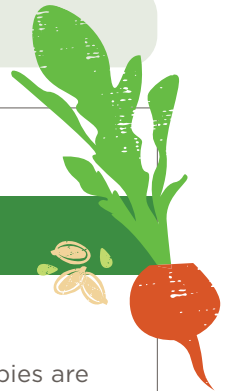
Talk to children to help them understand when they are hungry and when they have had enough. The more your child can listen to hunger and fullness cues, the less you as a caregiver need to worry about exact portion sizes. It's the job of the caregiver to plan and offer a variety of foods that the family can eat safely in a pleasant environment. It's the job of the child to eat the amount they need to grow into the body that is right for them.

? ASK

What ideas do you have about introducing new foods to kids based on their developmental age and stage?

GET KIDS INTERESTED IN NEW FOODS BY AGE

AGE RANGE	TALKING POINTS
INFANTS (AGES 0-1)	<ul style="list-style-type: none"> Practice responding to a baby's hunger and fullness cues. Introduce complementary solid foods around 6 months, when babies are more accepting of foods. They may be less picky later on if they become familiar with a variety of flavors and textures early.
TODDLERS (AGES 1-3) AND PRESCHOOLERS (AGES 3-5)	<ul style="list-style-type: none"> Play with shapes and colors to highlight the visual aspects of fruits and vegetables. Have "rainbow night" to see how many colors you can get on one plate. Make up names for the meal ("Rockstar Red Night") based on the fruit or veggie starring in the main dish. Use cookie cutters to arrange the meals' fruits and vegetables on the plate. Kids usually love to dip their foods. When they're old enough for small slices of raw fruits and veggies, offer veggie dip with yogurt and seasonings such as herbs. Or, fruit chunks go great with a yogurt and cinnamon or vanilla dip. Ask your child to name new veggie or fruit creations. Let them arrange raw veggies or fruits into a fun shape or design.
SCHOOL-AGED CHILDREN (AGES 6+)	<ul style="list-style-type: none"> Keep fruits and veggies washed, cut up, and in plain sight in the refrigerator. Make sure fruits and vegetables are easy to access and eat. Offer raisins or other unsweetened dried fruit instead of chewy fruit snacks or strips, which usually contain very little fruit. Remake kids' favorites: spoon fresh, canned, or dried fruit over yogurt; mix dried fruit, applesauce or a mashed banana into oatmeal; add spinach to ground beef when making burgers, add vegetables to eggs or pizza, or grate zucchini into tomato sauce.



? ASK How do I involve older kids at mealtime?**SHARE**

The actions and behaviors of older kids or siblings can have a huge impact on younger ones. If you have older kids, talk to them about how they can be positive role models. Older kids can also be encouraged to share and teach to the younger ones. For example, older kids may want to share that they know where food comes from or other information they are learning in school that relates. Older kids may also model less desirable behaviors, but this gives you, the caregiver, the chance to talk about your family's eating practices.

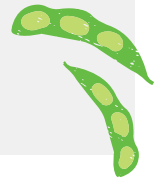
? ASK Is kids' wasted food a problem in your family? What tips do you have to cut down on that waste?

Affirm caregiver responses and add to discussion as needed using the following tips:

- Try offering small portions, one at a time, when introducing a new food. A taste can be the size of a pea!
- Consider using frozen fruits and vegetables for initial tastes. It allows you to take out tiny portions of the new food and keep the rest frozen.
- Ask your child to use a descriptive word about the new food like "it's sweet" or "too bitter" or "sour." This will allow the caregiver to hone into the flavors the child likes or dislikes.
- Allowing kids to serve themselves can create buy-in for kids to try new foods and cut down on waste. If your child tends to overserve themselves, try giving them a smaller plate, use a smaller serving spoon, and remind them they can always come back for more.
- No need to ask your kids for a "clean plate." If kids think they have to eat all of a new food that is served, they often will refuse it. We can teach kids to eat only until they are no longer hungry – setting a "clean plate" as the standard sets kids up to override their internal hunger signals.

TIP**SHARE**

Kids' tastes change a lot as they grow. It can take more than 15 times for a child to be exposed to a new food before they may try or like it.

**ACT**

What did we discuss today that you think may work at home? Why?

Notes



The Family Kitchen

SKILL 1.8, 2.9, 3.5, 4.1, 4.2, 4.3, 4.8

GOAL: Parents and caregivers will gain confidence to work together with kids to make meals and snacks for the whole family.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

OBJECTIVES

- Discuss ways to help kids develop good eating habits through cooking together
- Discuss safe, age-appropriate tasks for kids in the kitchen



EXPLORE THE HANDOUTS

- SHARE & DISCUSS**
- Kids in the Kitchen
 - Shopping with Kids
 - Fun with Fruits and Veggies
 - Feeding Kids
 - Veggie Appeal

CONNECT & PRACTICE

? ASK What has your experience been meal planning, shopping or cooking with kids?

Reflect together on participant responses. Consider that not everyone may feel comfortable with this conversation based on their life experiences. Be prepared if individuals choose to opt out of this conversation.

SHARE Caregivers can involve kids in a number of activities related to mealtime. Meal planning, shopping, preparing and serving meals are all parts in which you can involve kids. Involving them in the process can increase their acceptance of foods. Encourage your kids to ask questions about the food your family eats. Make a plan for kids to help choose ingredients and make meals. Involvement in the process can help them develop positive life-long meal habits.

? ASK What kitchen and cooking tasks do you have kids help with?

Notes

CONTINUE ON BACK →

GET KIDS IN THE KITCHEN TO HELP



CHALLENGE	TALKING POINTS
<p>I don't want the kids using knives. It's not safe.</p>	<ul style="list-style-type: none"> • There are lots of knife-free ways that kids can help, such as washing produce or stirring ingredients. • Enjoy watching them learn. Cooking allows kids to experiment, understand a sequence of events and promote motor skills development.
<p>I am afraid that my child might mess up and then we will have to throw all of the food out.</p>	<ul style="list-style-type: none"> • Start with simple steps that would have minimal impact on the meal as a whole. For example, it won't be a big deal if kids don't snap the green beans perfectly in half. • Let them work up to bigger jobs, and give them plenty of supervision to start. You might want to have a gentle hand on the egg they are cracking if it's the only one left to make the meal!
<p>There's more mess to clean up.</p>	<ul style="list-style-type: none"> • It might be messy in the moment, but involving kids builds their competence which will free your time down the line. And over time, you will develop a system and learn which tasks children are able to accomplish. • You can also involve them in the clean up - most kids love having a "job" that is all theirs to be responsible for.
<p>It takes too long and I just need to get the meal made.</p>	<ul style="list-style-type: none"> • Consider ways to best use your time. For example, do the adult-only steps ahead of time. Have kids help you with the child-friendly tasks. • Child involvement doesn't have to be big at every meal. It also does not need to happen every night—it can be a tradition on your least busy night of the week, to start. • Helping in the kitchen doesn't have to just be about cooking. Think of a task or two that your child can own, like setting the table, putting a napkin or paper towel on each plate, or adding ice to glasses.
<p>My child complains that it takes too long and wants to eat now.</p>	<ul style="list-style-type: none"> • Think about when they last ate a meal or snack. Honor their hunger cues and consider providing a light snack or a part of the meal that may be ready to eat. If this happens often, you may need to reconsider your eating schedule. • Often when kids have more of an appetite they are more likely to try new foods, so this could be a great time to offer a taste or preview of what dinner is going to include (for example, if you're making stir-fry, offer them tastes of fresh celery, carrots, etc.). • Cooking together is a way to spend time together as a family; it's sometimes even special one-on-one time with a parent or caregiver.

? ASK

What are your tips for cooking with kids? How do you handle frustrations and make it more successful?

SHARE

Feeding young children can be really challenging! Sometimes, no matter your best effort, your family won't eat or enjoy the foods prepared. When this happens, stay calm.

- Have children taste-test the components of the meal instead of offering everything at once. Maybe they'll eat everything but the sauce you put on at the end. Congratulate them on trying new tastes and add just the components they enjoy right now to their plate.
- Make sure that you always include a nutritious food your child likes along with a new food. This way they can try new foods, but there is always a "safe bet."

TIP**SHARE****CLEAN AS YOU COOK**

1. Wipe up spills as they happen.
2. Line baking sheets with aluminum foil. Then use it to cover leftovers.
3. Presoak pots, pans, and dishes as soon as they are used.
4. Clean as you cook. Don't save it all for the end.

**ACT**

What did we discuss today that you think may work at home? Why?

Notes

Making Recipes Work For You

GOAL: Parents and caregivers will gain confidence to adjust recipes to maximize their food resources and meet their family's needs.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

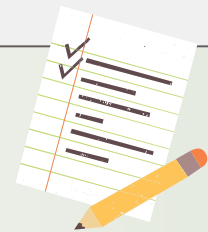
OBJECTIVES

- Discuss how to substitute ingredients in recipes
- Discuss how recipe frameworks can be used to make flexible meals
- Discuss meal ideas that allow each family member to choose the toppings or ingredients that they enjoy

EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Make Meals Fast
- Sub It In
- Packaged Food Makeover
- Cooking Terms



CONNECT & PRACTICE

? ASK

How, if at all, do you use recipes in your cooking?

SHARE

Recipes are cooking guides. Depending on the recipe, you can make changes based on your preferences.

? ASK

What kind of cooking techniques or cooking shortcuts do you use?

SHARE

If your recipe calls for an ingredient that costs too much, is too hard to find, or that you simply don't care for, try swapping something in its place.

BRAINSTORM

Brainstorm cooking techniques and discuss how they are used in family's cooking.


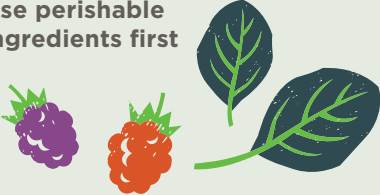

? ASK

What recipe substitutions and swaps does your family make?
What concerns do you have with using and adjusting recipes in this way?

SHARE

You can make small changes to recipes to stretch your food resources. Discuss how caregivers can start with a recipe and adjust the ingredients based on the following:

CONTINUE ON BACK →

KID PLEASER	MONEY SAVER	TIME SAVER
<p>Adjust based on your family's tastes</p> 	<p>Use perishable ingredients first</p> 	<p>Use convenience food</p> 
<p>Offer condiments, dips and sauces with the food you serve and allow everyone to add based on what they prefer. For very young children offer them age-appropriate and safe tastes of the family's meal.</p>	<p>Plan to use up items that go bad quickly like lettuce and berries.</p>	<p>Swap in frozen vegetables or canned beans for the fresh or dried ones that need more prep time.</p>

SHARE

Recipe substitutions are also a great way to introduce new foods to kids. Serve an item you know they like with a new item. Start with one small change, and practice patience. It may take many times offering this food before your child feels familiar enough with it to try it.

? ASK

What do you do if you have a recipe and are missing an ingredient or tool?

SHARE

Recipes can be adjusted to make them work for the whole family.

- Introduce the concept of “recipe frameworks.” Any recipe can be used as a framework when you identify the different categories of ingredients listed in the recipe. Use a Cooking Matters recipe framework and call out categories of ingredients. Examples of recipe frameworks could be stir-fries, grain bowls, salads or wraps.

BRAINSTORM

Brainstorm other recipe framework ideas they may have to save time or money, or that your kids might be excited to try.

SHARE

A single meal can be served to allow family members with different needs or tastes to modify at the table, such as:

- Serve sauces, spice blends and other toppings on the side.
- Create an “assembly line” for wraps, tacos or other meals.
- Create individual servings – for example, divide pizza dough into individual portions or individual English muffins and have kids decorate their own pizzas before they are cooked.
- Make sure there's at least one part of the meal that everyone will like. Getting kids involved with the meal planning can help with this.

ACT

What did we discuss today that you think may work at home? Why?



Hack Your Snack

SKILL 1.3, 1.5, 2.2,
2.3, 2.6, 3.5, 3.6, 4.3,
4.4, 4.8, 4.9

GOAL: Parents and caregivers will gain confidence to make choices about snacks.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

OBJECTIVES

- Understand how snacks can be an important tool for addressing hunger cues between meals
- Using MyPlate as a guide, discuss snack ideas that have at least 2-3 food groups, including vegetables and fruits, and use foods families have available
- Read and compare food labels to find foods that are nourishing, enjoyable and safe
- Practice modeling positive eating habits for kids and family



EXPLORE THE HANDOUTS

- SHARE & DISCUSS**
- Raising a Healthy Eater
 - Reading Food Labels
 - MyPlate Your Way
 - Prevent Choking at Meals

CONNECT & PRACTICE

? ASK Does your family eat snacks between meals? Why or why not?

SHARE Snacks can be an important way to address when kids and adults are hungry between meals.

? ASK How can snack time be a time for you to model the eating habits you wish to see your kids and family adopt?

SHARE There are many ways that parents and caregivers can model the eating habits you wish to see your kids and family adopt.

- **Sit down while eating.** Kids will enjoy having your attention, and you can model a positive mealtime behavior.
- **Notice hunger and fullness cues and time snacks between meals.** Plan enough time before the next meal so your child doesn't fill up on the snack before that meal.
- **Act the way you wish to see your family act.** Model the habits you hope for, like enjoying mealtimes, sitting down while eating, and whatever other family eating routines you want to see.
- **Create snacks with 2-3 foods, including a fruit or vegetable.** A little variety helps give the nutrition needed to create fullness and satisfaction.
- **Keep it simple.** There are lots of quick options for snacks that are tasty and easy. Try foods that are portable or don't need to be kept cool.

CONTINUE ON BACK →

? ASK**How do you make snack choices for you and your family?****SHARE**

Food packages contain tools like nutrition facts labels and ingredient lists to help consumers make choices. Ingredient lists help us to understand what the packaged food is made from. We can use and compare nutrition labels and ingredient lists in many ways, including:

- Identify whole grain foods
- Find allergens
- See if extra ingredients like salt or sugar were added

PRACTICE

Practice comparing food labels and ingredient lists. Discuss why caregivers may (or may not) serve these packaged foods at snack times.

? ASK**What are your family's favorite snack foods?**

Using the following table, address common challenges to making and serving snacks and let caregivers offer ideas to each other to overcome those challenges.

MAKING AND SERVING SNACKS	
CAREGIVER CHALLENGE	QUICK AND EASY SNACK IDEAS
"My kid just wants snacks."	Snacks are like small meals, so plan them to help your child understand the eating routine. If it's not a meal or snack time, gently remind them when the next eating time will be.
"Packaged snacks are more convenient."	Cut up and pre-package fruit and vegetable slices in zip-top baggies or small storage containers. Keep non-perishable packaged snacks in convenient places like your bag or on the table.
"Packaged snacks seem less expensive."	Packaged snacks with just one food ingredient, like chips or fruit snacks, may lead to children coming back a few minutes later, still hungry. Instead, serve snacks that include at least two foods, and when you can, include a fruit or vegetable.
"My kids beg for the packaged stuff."	Make snack time fun. Serve food in fun ways like on a skewer or clean popsicle stick. Use cookie cutouts on wide and flat fruit and veggie slices like pineapple or tomato.

? ASK**How can snacks be served in an appealing way?****BRAINSTORM**

Create snacks from what you may already have as a quick way to serve something between meals. Tap into what your child enjoys and have fun with your food. Have them help you. Using MyPlate, brainstorm fun ways to serve snacks that have 2-3 foods from different food groups in them.

ACT

What did we discuss today that you think may work at home? Why?

SKILL 1.1, 1.5, 2.3, 2.7,
3.1, 3.2, 3.6, 4.2, 4.5,
4.6, 4.7, 4.12, 4.13

Feeding in the First Year

GOAL: Parents and caregivers will gain confidence to feed their baby to meet nutritional needs based on their developmental skills.

30-60
minutes **without**
recipe/food demo

- or -

45-60+
minutes **with**
recipe/food demo

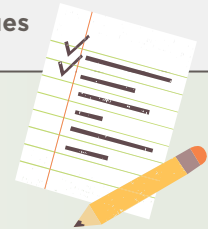
OBJECTIVES

- Discuss infant feeding options, including the safe introduction of solid foods in the first year
- Introduce food preparation methods that can be adapted for infants at different stages of development, and from family recipe ingredients
- Practice responsive feeding interactions by addressing baby's hunger and satiety cues

EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Stages of Feeding
- First Year Foods
- Make Your Own Baby Food
- Understanding Food Allergies
- Prevent Choking at Meals
- Safe Start to Fruits and Veggies



CONNECT & PRACTICE

? ASK

What concerns do you have about feeding your baby?

SHARE

Being responsive to babies' cues and understanding their development stage is vital for introducing foods at the right time for your child. Note that breast milk and/or properly mixed formula are constants throughout the whole first year! They should be used exclusively for about the first six months of life, but are still the most important part of your baby's diet for the entire year.

Notes

CONTINUE ON BACK →



INFANT FEEDING Q&A

QUESTION	RESPONSE
How do I know when and how much to feed my baby?	Every baby is different, but typically babies will be ready for solids around six months. They should be sitting up on their own and able to bring things to their mouth. Aim to offer small amounts of foods from all food groups, multiple times per day.
I feel like I am in charge of all feeding responsibilities and it is so much to do!	Bottle feeding and introducing solid foods are a great way to involve all caregivers of your baby. Invite someone else to lend an extra hand during feeding time and give yourself a break. And, to ensure you get enough to eat too, keep healthy snacks ready to eat when you have time, like fruit and yogurt, muffins or trail mix.
I feed my baby certain foods I know are good for them and are safe. How do I get other caregivers to do the same?	Writing a quick list or tip sheet for other caregivers can be a good way to establish boundaries around how you want your child fed.
I am scared that my baby might have an allergy so I am avoiding certain foods.	A slow introduction of foods, one new food at a time, is a good way to watch for any potential allergies. We encourage you to talk to your healthcare provider if you are concerned about allergies.
I am concerned about my baby choking.	Gagging is a normal part of the feeding process, but it may ease your mind to take an infant CPR class, just in case. Usually, once babies can pick up food with their fists, they are ready for mashed textures. When babies are able to move that food to their mouth and feed themselves, they are ready for soft, chopped textures.
I can't stand all the mess! It feels like the floor and my baby's clothes are getting all the food - not my baby.	Babies are experiencing food as much as they are eating it and developing many key motor skills along the way. Do any of you have good strategies for either accepting or managing the mess?


ASK

How would you set aside some ingredients from family recipes to serve your baby?

HOW TO SAFELY SERVE BABY FAMILY RECIPES



Set aside a small portion of family meals or individual ingredients that can be mashed with a fork. Add some breastmilk or formula to create a smooth, easy-to-eat puree for younger babies.



When babies are ready, they can have foods with a chunkier, mashed texture.



Cut soft foods into strips or shreds to make them hand-held.



When babies can pick up foods with their fists or fingers, you can give them small pieces of food.

SHARE

It is best to keep salt and sugar out of baby foods, and babies should never be fed honey. Babies are learning taste preferences and extra salt and sugar now will set them up to demand more salt and sugar as they get older. If buying commercially prepared baby food, you can use the nutrition label to find ones with no added salt or sugar.

SHARE

With a little planning, you can save money by avoiding paying for commercial baby food and letting your baby enjoy the same foods as everyone else. As a bonus, this gets your baby used to the tastes your family is already eating, and as they get older, they can eat more foods from the family table! No more running out for baby food when your supply gets low - you'll know how to use the foods you have available to fix a safe meal for baby at any time.

TIP**SHARE**

Invite the caregivers to share any relevant community resources for feeding, such as breastfeeding support groups, local mothers' groups, or community playgroups. Be sure to point out WIC as a resource for quality feeding and nutrition support in addition to food and formula.

**ACT**

What did we discuss today that you think may work at home? Why?

Notes

Let's Cook Together

GOAL: Parents and caregivers will gain confidence to safely acquire and prepare more home-cooked meals for their families.

5-60
minutes of recipe demo
or participatory cooking

OBJECTIVES

- Prepare and modify recipes to meet family needs and preferences
- Practice proper handwashing and basic knife safety
- Discuss the basic principles of preventing foodborne illness
- Practice new cooking skills and techniques



EXPLORE THE HANDOUTS

SHARE & DISCUSS

- Knife Basics
- Measure Up
- Chill Out
- Sub It In
- Cooking Terms
- Keeping Food Safe
- Fresh, Frozen and Canned
- Packaged Food Makeover

GETTING STARTED

Before you get started, decide on how you will deliver the content. Use this lesson on its own or with any other lesson for which you want to include cooking and food preparation. Consider what you choose to prepare can enhance the lesson's messages. If kids are present, consider how you can include kid-friendly steps or have another activity for them to do. Review the User Guide to get additional tips and tricks for leading participatory cooking and recipe demos.

Choose your recipe or what you plan to prepare. Depending on how you plan to deliver this lesson, you may decide to start with the food preparation or end with it after the lesson discussions.

Choose how you will deliver the content. You can deliver the food preparation component with this lesson's discussions in-person, online or through the use of a recipe video or explanation. Use the table below to help you decide the best method. If you are doing a shorter demo, consider cooking in small batches, as this allows for more opportunities to demonstrate and discuss the objectives.

CONTINUE ON BACK →

FOOD PREPARATION COMPONENT	HOW TO IMPLEMENT	TIME NEEDED
Recipe demo with participatory cooking	Facilitator and participants prepare and taste a recipe together.	30 min: recipe only 45-60 min: recipe + lesson
Recipe demo	Facilitator demonstrates a recipe or prepares samples of a recipe in advance. Participants choose the amount of time spent watching, tasting the recipe (if in-person), and asking questions during the live demo	5-20 min: recipe only 20-60 min: recipe + lesson
Recipe video or explanation	Facilitator shows a recipe video or verbally explains a recipe, but doesn't actually prepare it.	10-20 min: video or explanation only 40-60 min: video or explanation + lesson

INTRODUCE THE RECIPE

ASK What does cooking look like in your home?

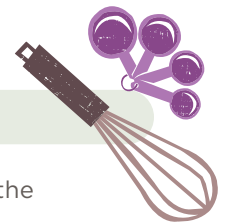
SHARE

Before cooking, it's important to read the recipe from start to finish, get out all of the ingredients and cooking tools needed to prepare it, and prep the ingredients. This step can save time in the long run and makes the cooking process go much smoother.

ASK How do you adjust recipes in a way that meets the needs of your family?

There are a number of reasons why caregivers may adjust recipes. Parents and caregivers may express an interest in cooking with familiar ingredients in ways they learned. They may also say that they want to try new foods. Be open to discussing how the lesson can best meet their needs and cultural preferences.

Introduce the idea of using recipes as a framework that can be adjusted to fit your family's budget and needs and do not need to be followed exactly. Most recipes are meant to provide a framework that can be adjusted for your needs — for instance, your budget, available ingredients, cooking methods and taste preferences.



KEEP FOOD SAFE

ASK Why is food safety important to you and your family?

SHARE

Washing hands is one of the most important steps we can take to prevent foodborne illness, followed by proper food temperatures and preventing cross contamination. Young children are especially at risk from getting sick from food not prepared safely because their immune systems are not fully developed.

SHARE

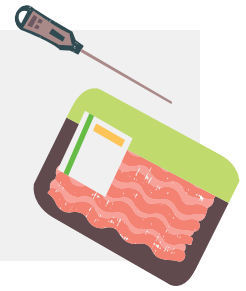
Review proper hand washing technique. Wash hands in warm soapy water for at least 20 seconds. Emphasize the importance of other food safety practices like cleaning all surfaces that come in contact with raw meat, poultry, and seafood, and using separate cutting boards from other foods.

DISCUSS

Discuss the importance of safe handling and storage of perishable foods to avoid contamination and spoilage.

TIP**SHARE**

For recipes using meat or poultry, explain that a food thermometer is the best way to determine whether the food is done. Review the proper steps for checking internal temperatures. Discuss the proper ways to thaw frozen foods.

**PREPARE THE RECIPE OR WATCH THE VIDEO****? ASK**

What kitchen safety rules do you use?

DISCUSS

- Discuss kitchen safety rules that parents and caregivers use to prevent kitchen accidents.
- Discuss and practice knife safety.
- If cooking together, have parents wash hands using proper technique. Delegate different recipe steps as needed. As needed, gently correct unsafe knife or other kitchen tool use.

TIP**SHARE**

As caregivers perform recipe tasks, ask them to comment on which tasks they would feel comfortable letting their kids do. Remind them that getting kids involved in the kitchen is a great strategy for encouraging them to try new foods.

**EAT TOGETHER AND WRAP UP****? ASK**

How would you adjust the recipe(s) today to meet the needs of your family?

At the end of the cooking and food prep, encourage parents and caregivers to try the foods together.

ACT

What did we discuss today that you think may work at home? Why?