



Hints and Tips Pack for The Healthy Incentive for Pre-schools (HIP) Project

**A pack to accompany the
Best Practice Guide
of the HIP Project**

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| | |
|--|--------------------------|
|  | Table of contents |
|--|--------------------------|

| | |
|---------------------------------|----|
| Table of contents | 2 |
| Introduction | 3 |
| Meals and snacks | 4 |
| Food serving sizes | 6 |
| Iron | 7 |
| Healthy snacks | 10 |
| Drinks and fluid | 12 |
| Family style food service | 14 |
| Fussy / picky eating | 20 |
| Eating utensils | 24 |
| Food and budgeting | 27 |
| Health promotion policy | 30 |
| Food and education | 32 |
| Physical activity | 36 |
| Outdoor time | 40 |
| References | 42 |
| Appendices | 43 |

| | |
|--|------------------------------|
|  | Appendix 10 continued |
|--|------------------------------|

Miscellaneous:

| | Food type | Household measures | Gram / ml | Serving |
|------|------------------|---------------------------|------------------|----------------|
| 342. | Smoothie | ¼ glass | 50 | ½ serving |
| 343. | Smoothie | ½ glass | 100 | 1 serving |
| 344. | Smoothie | 1 glass | 150 | 1 ½ serving |





Appendix 10 continued

Desserts:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|--------------------|-----------|--------------|
| 330. | Fruit crumble | 1-2 dspns | 68g | ½ serving |
| 331. | Fruit crumble | 2-4 dspns | 136 | 1 serving |
| 332. | Fruit crumble | 3-6 dspns | 205 | 1 ½ servings |
| 333. | Rice pudding | 1 dspns | 41 | ½ serving |
| 334. | Rice pudding | 2 dspns | 82 | 1 serving |
| 335. | Rice pudding | 3 dspns | 123 | 1 ½ serving |
| 336. | Fruit salad | 2 dspns | 30 | ½ serving |
| 337. | Fruit salad | 4 dspns | 60 | 1 serving |
| 338. | Fruit salad | 6dspns | 90 | 1 ½ serving |
| 339. | Stewed fruit | 1 dspn | 15 | ½ serving |
| 340. | Stewed fruit | 2 dspns | 30 | 1 serving |
| 341. | Stewed fruit | 3 dspns | 45 | 1 ½ servings |



Introduction

This ‘Hints and Tips’ pack has been designed to give you the reason ‘why’ criteria are included on the HIP Project’s Scored Evaluation Form, and to give you information to help you introduce changes to your practice to help you to achieve a ‘Best Practice’ score.

It is to be used in tandem with the HIP Project’s ‘Best Practice Guide’.





Meals & snacks

Where to find more information:



Food and nutrition guidelines for pre-school services, ¹ Page 5, 12-18, 24.

What is best practice?

- Children in Full Day Care to receive at least 2 meals and 2 snacks while they are in care.

What is a meal?

- A meal should contain **at least one serving from each of the four bottom shelves of the Food Pyramid**: carbohydrate group; protein group; dairy; fruit and vegetable shelf.

What is a snack?

- A snack should contain food from **at least 2 shelves of the four bottom shelves of the Food Pyramid**; i.e. protein and carbohydrate; carbohydrate and dairy; fruit / vegetables and carbohydrate; dairy and fruit / vegetables etc.

Why is it important?

- Children have small stomachs and need to eat many times during the day.

Practical tips:

- Either a meal, or a snack, is offered to each child at least every 2-3 hours.
- A meal should last for at least 30 minutes & snack for at least 15 minutes.
- A short 'quiet time' happens before each meal and snack and adequate time is allowed for passing food, serving food, eating and sharing nice conversations.
- A quiet time before a meal / snack allows a young child to prepare and focus on the mealtime to come.
- Follow the Food Pyramid guide for recommended amounts of different food groups to serve to children.



Appendix 10 continued

Cakes & scones:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|--------------------|-----------|--------------|
| 318. | Banana Muffin | 1 muffin | | 1 serving |
| 319. | Banana Muffin | ½ muffin | | ½ serving |
| 320. | Banana Muffin | 1 ½ muffin | | 1 ½ serving |
| 321. | Apple bread | ½ slice | | ½ serving |
| 322. | Apple bread | 1 slice | | 1 serving |
| 323. | Apple bread | 1 ½ slices | | 1 ½ servings |
| 324. | 1 scone | 1 scone | 30 | 1 serving |
| 325. | x2 ½ scones | x2 ½ scones | 30 | 1 serving |
| 326. | ½ scone | ½ scone | 15 | ½ serving |
| 327. | Fruit scone | 1 fruit scone | | ½ serving |
| 328. | Fruit scone | 2 fruit scones | | 1 serving |
| 329. | Fruit scone | 3 fruit scones | | 1 ½ servings |



Appendix 10 continued

Savoury side dishes:

| | Food type | Household measures | Gram / ml | Serving |
|------|------------------------|--------------------|-----------|-------------|
| 309. | Homemade Potato Wedges | 3 wedges | 20 | ½ serving |
| 310. | Homemade Potato Wedges | 5 wedges | 40 | 1 serving |
| 311. | Homemade Potato Wedges | 7 wedges | 60 | 1 ½ serving |
| 312. | Potato Cakes | 1 potato cakes | | ½ serving |
| 313. | Potato Cakes | 2 potato cakes | | 1 serving |
| 314. | Potato Cakes | 3 potato cakes | | 1 ½ serving |
| 315. | French toast | ½ slice | | ½ serving |
| 316. | French toast | 1 slice | | 1 serving |
| 317. | French toast | 1 ½ slices | | 1 ½ serving |



Meals & snacks continued

What foods contain protein?

- Meat, poultry, fish, eggs, peas, beans, lentils, corn, tofu, quorn.

What foods contain carbohydrate?

- Potatoes, rice, pasta, spaghetti, bread, crackers, scones.

What foods contain calcium?

- Milk, yoghurt, cheese, milk puddings i.e. rice pudding & custard.

Fruit & vegetables to choose?

- Choose a good variety of colours and flavours; serve cooked and raw; serve fresh, frozen or tinned in juice (not syrup).

(See Appendix 1, Page 44, for more fruit and vegetable tips).



Food serving sizes

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 17.

3-Week menu plan – a resource for pre-schools.²

Eating well for under 5's in childcare: practical and nutritional guidelines.³

What is best practice?

- Best practice ensures that adequate serving sizes of all foods are provided for all children in the childcare setting.
- Family style food service allows children to determine the quantity of food they wish to take at a meal time.
- Especially when introducing new foods, it is important that enough food is provided so that small quantities of food can be served initially and that seconds are available.

Why is it important?

- Children require a wide variety of nutrients and energy for growth and development.
- It is important that children are provided with enough of the right types of foods when they are in child care so that they can grow.
- A child in full day care should get **70%** of their daily food in the service. If serving sizes of foods are not correct – this could lead to under or over nutrition.

Practical tips:

- For more details on the serving size of different foods for children of different ages, see: Appendix 10, Page 98.



Appendix 10 continued

Soups:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------------------|--------------------|-----------|--------------|
| 300. | Alphabet Pasta Minestrone Soup | 1 ladle | 125 | ½ serving |
| 301. | Alphabet Pasta Minestrone Soup | 2 ladles | 251 | 1 serving |
| 302. | Alphabet Pasta Minestrone Soup | 3 ladles | 376 | 1 ½ serving |
| 303. | Carrot & Potato Soup | 1 ladle & ¼ | 117 | ½ serving |
| 304. | Carrot & Potato Soup | 2 ladles & ½ | 235 | 1 serving |
| 305. | Carrot & Potato Soup | 3 ladles & ¾ | 353 | 1 ½ servings |
| 306. | Italian Peasant Soup | 1 ladle & ¼ | 130 | ½ serving |
| 307. | Italian Peasant Soup | 2 ladles & ½ | 260 | 1 serving |
| 308. | Italian Peasant Soup | 3 ladles & ¾ | 390 | 1 ½ servings |

Vegetarian dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|-----------------------|--------------------|-----------|-----------------------|
| 290. | Vegetable pasta salad | 3 dspns | 78 | ½ serving |
| 291. | Vegetable pasta salad | 6 dspns | 155 | 1 serving |
| 292. | Vegetable pasta salad | 9 dspns | 233 | 1 ½ servings |
| 293. | Spanish omelette | ~ 1 svg spoon | 69 | ½ serving |
| 294. | Spanish omelette | ~ 2 svg spoon | 139 | 1 serving |
| 295. | Spanish omelette | ~ 3 svg spoon | 208 | 1 ½ servings |
| 296. | Spanish omelette | N/A | 101 | 1 serving (1-3 years) |
| 297. | Homemade Pizza | N/A | 46g | ½ serving |
| 298. | Homemade Pizza | N/A | 97g | 1 serving |
| 299. | Homemade Pizza | N/A | 143 | 1 ½ serving |

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 9,13.

What is iron?

- Iron is necessary to transport oxygen in our blood to all the cells of the body. A lack of iron can lead to tiredness, irritability, paleness and behavioural problems.

Why is iron important?

- Iron is very important for the **physical and mental development of babies, infants and young children**. All babies need lots of iron as they are growing very rapidly. Between the ages of 0-2 years a baby's brain grows to about 80% of its adult size and during this time iron is laid down in the brain, where it becomes part of the brain structure.
- When babies are born they have lots of iron in their bodies. This iron will usually last until about 4-6 months of age. By the age of 6 months this iron starts to run out so it is very important that babies begin to get iron from their spoon feeds.
- Research has shown that about 50% of Irish two-year-old children have not got enough iron in their bodies. This can lead children to: **look pale, feel tired and weak, and act cranky; eat poorly; not grow well; get sick more easily; have trouble learning, and do poorly in school or work**. Even if children are given iron, some of these changes cannot be reversed. So the old saying 'prevention is better than cure' really should be followed. So to give babies and infants the best start in life, and to ensure they reach their maximum mental and physical growth potential, **include high iron foods from 4-6 months onwards**.



Iron continued

Practical Tips

- **Red meat is the best source of iron** and it can be introduced from 4-6 months of age, for example finely minced beef.
- Vegetables and cereals do contain iron **BUT** the body does not easily absorb this.
 - Vitamin C will help the body to absorb iron from non-meat sources; so by giving a glass of well diluted pure fruit juice with a bowl of wholegrain cereal at breakfast, or with vegetables at dinner, the vitamin C unlocks the iron from the cereal or vegetables.
- Milk is low in iron, so toddlers who drink large quantities of milk are at increased risk of poor iron levels in their blood.

Iron Content of Common Infant/Toddler Foods

| Food | Weight/portion size | Iron Content (mg) |
|------------------------------------|--------------------------|-------------------|
| <u>Meat, fish and alternatives</u> | | |
| Minced Meat | Approx 2 tablespns (40g) | 1.0 |
| Chicken/ turkey | Approx 2 tablespns (40g) | 0.3 |
| Egg | 1 (50g) | 1.0 |
| Fish Finger | 1 (30g) | 0.2 |
| Sausage | 1 small (30g) | 0.5 |
| Baked Beans | 1 tablespn (40g) | 0.6 |
| Chicken Nuggets | 4 nuggets (70g) | 0.7 |
| Beef burgers (grilled) | 1 small (50g) | 1.2 |
| Liver (fried) | 2 tablespns (40g) | 0.7 |
| Bacon | 2 tablespns | 0.2 |
| Cod (baked) | ½ fillet (45g) | 0.2 |



Appendix 10 continued

Vegetarian dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|------------------------------|----------------------------|-----------|--------------|
| 280. | Pasta Siciliana | ~ 6 spoons | 359 | 1 ½ serving |
| 281. | Chinese noodle and vegetable | 1 ¼ spoon / 4 dspns | 82 | ½ serving |
| 282. | Chinese noodle and vegetable | 2 ½ spoons / 8 dspns | 165 | 1 serving |
| 283. | Chinese noodle and vegetable | 3 ¾ spoons / 12 dspns | 247 | 1 ½ serving |
| 284. | Vegetarian rissoles | 1 ½ rissoles | | ½ serving |
| 285. | Vegetarian rissoles | 3 rissoles | | 1 serving |
| 286. | Vegetarian rissoles | 4 ½ rissoles | | 1 ½ serving |
| 287. | Cheese & onion pie | 1 ½ dspns / ¾ svg spoon | 57 | ½ serving |
| 288. | Cheese & onion pie | 3 dspns / 1 ½ svg spoons | 113 | 1 serving |
| 289. | Cheese & onion pie | 7 ½ dspns / 2 ¼ svg spoons | 170 | 1 ½ servings |



Appendix 10 continued

Vegetarian dishes continued:

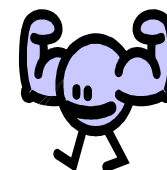
| | Food type | Household measures | Gram / ml | Serving |
|------|-----------------------|---------------------------|-----------|-------------|
| 270. | Vegetable pasta bake | 3 hpd spoon / 9 hpd dspns | 369 | 1 ½ serving |
| 271. | Macaroni cheese | 1 spoon / 3 dspns | 91 | ½ serving |
| 272. | Macaroni cheese | 2 spoons / 6 dspns | 182 | 1 serving |
| 273. | Macaroni cheese | 3 spoons / 9 dspns | 273 | 1 ½ serving |
| 274. | Vegetarian croquettes | 1 croquette | | ½ serving |
| 275. | Vegetarian croquettes | 2 croquettes | | 1 serving |
| 276. | Vegetarian croquettes | 3 croquettes | | 1 ½ serving |
| 277. | Vegetarian croquettes | 1 croquette | | ½ serving |
| 278. | Pasta Siciliana | ~ 2 spoons | 119 | ½ serving |
| 279. | Pasta Siciliana | ~ 4 spoons | 239 | 1 serving |



Iron continued

Iron Content of Common Infant/Toddler Foods

| Food | Weight/ portion size | Iron Content (mg) |
|---------------------------------|----------------------|-------------------|
| <u>Fruit & Vegetables</u> | | |
| Dried fruit e.g. raisins, dates | 1 tablespn (35g) | 0.6 |
| Green beans, peas, cabbage | 1 tablespn (30g) | 0.3 |
| Carrots | 1 tablespn (30g) | 0.1 |
| Spinach/Kale | 1 tablespn (40g) | 0.8 |
| <u>Bread/cereals/pasta</u> | | |
| Potato (boiled) | 1 medium (egg sized) | 0.2 |
| Wheat biscuit cereal | 1 biscuit (20g) | 1.5 |
| Corn cereal/rice cereal | 1 bowl (20g) | 1.3 |
| Porridge made with whole milk | 1 bowl (30g) | 0.2 |
| Spaghetti in tomato sauce | 2 tablespns (40g) | 0.1 |
| Rice (boiled) | 2 tablespns (40g) | 0.2 |
| White bread | 1 slice (35g) | 0.6 |
| Wholemeal bread | 1 slice (35g) | 1.2 |
| Whole wheat biscuit | 1 (15g) | 0.5 |
| Ginger biscuit | 1 (15g) | 0.7 |
| <u>Milk & dairy</u> | | |
| Cow's milk (whole) | 150ml | 0.1 |
| Infant milk | 150ml | 1.0 |
| Yogurt/custard | 1 carton (125g) | 0.2 |
| Cheese | Matchbox size (30g) | 0.1 |





Healthy snacks

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 12-17; 21-29.

What is an healthy snack?

- A snack should contain food from at **least 2 shelves of four bottom shelves of the Food Pyramid**; i.e. protein and carbohydrate; carbohydrate and dairy; fruit / vegetables and carbohydrate; dairy and fruit / vegetables etc.

Why is it important to have healthy snacks?

- Children have small stomachs, and so require food at regular intervals. Healthy snacks provide key nutrients and energy for the growing child. Some children rely on snacks for at least one third of their energy needs.

Practical tips:

- Many dairy snacks which are heavily marketed towards children are highly processed and tend to contain a lot of salt and sugar....that's why children develop cravings for them. Examples are cheese strips, fromage frais.
- Unprocessed dairy products such as ordinary cheese, ordinary yoghurt or plain milk would be much more nutritious and can be easily included into the diet.



Appendix 10 continued

Vegetarian dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------|---|-----------|-------------|
| 264. | Vegetable curry | 3 lge svg spoon / 9 dspns | 224 | 1 ½ serving |
| 265. | Vegetable curry and rice | 1 lge svg spoon / 3 dspns & 1 lge svg spoon rice / 3-4 dspns rice | 75 / 40 | ½ serving |
| 266. | Vegetable curry and rice | 2 lge svg spoon / 6 dspns 2 lge svg spoon rice / 6-8 dspns rice | 149 / 80 | 1 serving |
| 267. | Vegetable curry and rice | 3 lge svg spoon / 9 dspns 3 lge svg spoon rice / 9-12 dspns rice | 224 / 120 | 1 ½ serving |
| 268. | Vegetable pasta bake | 1 hpd spoon / 3 hpd dspns | 123 | ½ serving |
| 269. | Vegetable pasta bake | 2 hpd spoon / 6 hpd dspns | 246 | 1 serving |



Appendix 10 continued

Vegetarian dishes:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------------|--|-----------|--------------|
| 256. | Lentil and vegetable casserole | 3 ½ hpd dspns | 113 | ½ serving |
| 257. | Lentil and vegetable casserole | 7 hpd dspns | 226 | 1 serving |
| 258. | Lentil and vegetable casserole | 10 ½ hpd dspns | 339 | 1 ½ serving |
| 259. | Vegetarian lasagne | 1 lge plastic cook's spoon / 3-4 dspns | 78 | ½ serving |
| 260. | Vegetarian lasagne | 2 lge plastic cook's spoon / 6-8 dspns | 156 | 1 serving |
| 261. | Vegetarian lasagne | 3 lge plastic cook's spoons (lge serving (svg) spoon) / 9-12 dspns | 234 | 1 ½ servings |
| 262. | Vegetable curry | 1 lge svg spoon / 3 dspns | 75 | ½ serving |
| 263. | Vegetable curry | 2 lge svg spoon / 6 dspns | 149 | 1 serving |



Healthy snacks continued

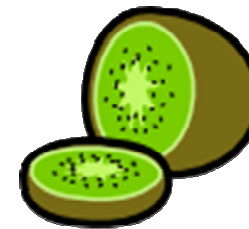
Practical tips continued:

Introduce variety & texture by offering the following as part of the snacks:

- **Juicy:** orange; pineapple; plum; pear; tomato.
- **Thirsty:** milk; homemade soup; homemade smoothies.
- **Smooth:** banana; yoghurt; milk pudding; homemade milkshakes.
- **Crunchy:** raw vegetables; apples; toast; breakfast cereal (low sugar); crackers (no added salt).
- **Chewy:** bread; scones; cheese; cold meat slices.

Examples of healthy snacks include:

- Fresh fruit pieces – apple, banana, kiwi, **and** a glass of milk.
- Cheese slices or cubes (on sticks) **and** crackers.
- Fingers of toast **and** sliced rolls of cooked ham.
- Raisins or other dried fruit **and** plain yoghurt.





Drinks & fluid

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 18-20.

What is an healthy drink?

- An healthy drink is a drink which provides hydration in a form that does not affect health. Milk and water are the only tooth friendly drinks for infants and children.
- Water is the best thirst quencher!
- Milk is an important part of a growing child's diet. It provides a good source of protein, calcium and other important nutrients.
- Up to six cups of fluid should be encouraged each day.

Why is it important to provide healthy drinks?

Necessary for normal body function.

Lack of fluid can cause tiredness, decreased concentration, irritability.

Tooth friendly.

Practical tips:

Water:

- Keep an iced jug of water in each room and offer after activity.
- Encourage water regardless of whether children feel thirsty– have dedicated 'water breaks'.
- Have a 'water station' in each room and encourage consumption through children's art and posters.
- Offer water with meals.



Appendix 10 continued

Fish dishes:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------------------|------------------------------|-----------|-------------|
| 247. | Fish pie | 1 hpd spoon / 3 hpd dspns | 120 | ½ serving |
| 248. | Fish pie | 2 hpd spoon / 6 hpd dspns | 240 | 1 serving |
| 249. | Fish pie | 3 hpd spoon / 9 hpd dspns | 360 | 1 ½ serving |
| 250. | Tuna Bake | 1 hpd spoon / 2 hpd dspns | 70 | ½ serving |
| 251. | Tuna Bake | 2 hpd spoon / 4 hpd dspns | 141 | 1 serving |
| 252. | Tuna Bake | 3 hpd spoon / 6 heaped dspns | 212 | 1 ½ serving |
| 253. | Penne with Tuna Tomato and Sweetcorn | 2 hpd spoons / 6 dspns | 139 | ½ serving |
| 254. | Penne with Tuna Tomato and Sweetcorn | 4 hpd spoons / 12 dspns | 279 | 1 serving |
| 255. | Penne with Tuna Tomato and Sweetcorn | 6 hpd spoons / 18 dspns | 419 | 1 ½ serving |



Appendix 10 continued

Chicken dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|-------------------------------|----------------------------------|-----------|--------------|
| 240. | Chicken curry and rice | 5 ½ - 6 dspns / 6 hpd dspns rice | 173 / 120 | 1 ½ servings |
| 241. | Cheesy chicken & peas | 2 dspns | 61 | ½ serving |
| 242. | Cheesy chicken & peas | 4 dspns | 121 | 1 serving |
| 243. | Cheesy chicken & peas | 6 dspns | 182 | 1 ½ serving |
| 244. | Cheesy chicken, peas and rice | 2 dspns / 2 hpd dspns rice | 61 / 40 | ½ serving |
| 245. | Cheesy chicken | 4 dspns / 4 hpd dspns rice | 121 / 80 | 1 serving |
| 246. | Cheesy chicken | 6 dspns / 6 hpd dspns rice | 182 / 120 | 1 ½ serving |



Drinks & fluid continued

- Encourage children to rinse their mouth with water after all meals and snacks.
- Offer water in a lidless beaker.

Milk:

- It is recommended that a 12 month old should be drinking approx 1 pint of whole milk or equivalent formula/day. This volume should be reduced as the child gets older, and the calories from solid foods increase.
- Low-fat milk is not recommended until the age of two.
- Skim milk is not recommended until the age of five.

Other drinks:

- Remember to keep juice to mealtimes only; water or milk should be offered at all other times. Make more concentrated initially (i.e. 1 in 2 dilution) and water down gradually to 1:4-5 dilution.
- Artificial sweeteners in sugar-free squashes are not recommended for children under the age of five.
- For children who are more used to drinking squash, dilute it down gradually until it's virtually water, and then provide just water.
- For suitability of drinks for infants/ toddlers & children see Appendix 3 & 4; Pages 53 & 55.





Family style food service

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 30-31.

What is a Family Style Meal Service?

- A family-style meal can be defined as a meal in which child-size tables are set with plates and utensils. Food is passed in small containers for children to **serve food on to their own plates**. Children may **pour their own beverages** from small jugs.
- The family-style meal service provides a **comfortable and relaxing atmosphere** where children feel free to talk with each other.
- Family-style meal service takes time to introduce, but persistence results in **children who are more relaxed** and who will **develop lifetime** skills at an early age.
 - The caregiver is the role model, sitting with the children.
 - Mealtime should be unhurried.
 - Social interaction and conversation, especially conversation concerning food and eating behaviour, should be encouraged.
 - A pleasant social and emotional environment allows children to accept and enjoy food.
 - Cleaning of surfaces, sweeping and clearing away of dishes should not take place until everyone is finished.



Appendix 10 continued

Chicken dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------|---------------------------------------|-----------|--------------|
| 230. | Chicken casserole | 4 dspns | 156 | 1 serving |
| 231. | Chicken casserole | 6 dspns | 234 | 1 ½ serving |
| 232. | Chicken casserole & mash | 1 hpd dspns mash & 2 dspns chicken | 30 / 77 | ½ serving |
| 233. | Chicken casserole & mash | 2 hpd dspns mash & 4 dspns chicken | 60/156 | 1 serving |
| 234. | Chicken casserole & mash | 3 hpd dspns mash & 6 dspns chicken | 90 / 234 | 1 ½ serving |
| 235. | Mild chicken curry | 1 ½ - 2 dspns | 57 | ½ serving |
| 236. | Mild chicken curry | 3-4 dspns | 115 | 1 serving |
| 237. | Mild chicken curry | 5 ½ - 6 dspns | 173 | 1 ½ servings |
| 238. | Chicken curry and rice | 1 ½ - 2 d / 2 hpd dspns rice | 57 / 40 | ½ serving |
| 239. | Chicken curry and rice | 3-4 dessert-spoons / 4 hpd dspns rice | 115 / 80 | 1 serving |



Appendix 10 continued

Beef dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|------------------|-----------------------------------|-----------|--------------|
| 222. | Chilli con carne | 6 dspns | 172 | 1 ½ servings |
| 223. | Chilli and rice | 2 hpd dspns rice & 2 dspns chilli | 40 / 57 | ½ serving |
| 224. | Chilli and rice | 4 hpd dspns rice & 4 dspns chilli | 80/ 115 | 1 serving |
| 225. | Chilli and rice | 6 hpd dspns rice & 6 dspns chilli | 120/172 | 1 ½ servings |

Chicken dishes:

| | Food type | Household measures | Gram / ml | Serving |
|------|-------------------|--------------------|-----------|--------------|
| 226. | Chicken risotto | 2 dspns | 88 | ½ serving |
| 227. | Chicken risotto | 4 dspns | 156 | 1 serving |
| 228. | Chicken risotto | 6 dspns | 244 | 1 ½ servings |
| 229. | Chicken casserole | 2 dspns | 77 | ½ serving |



Family style food service continued

Why is Family Style Meal Service recommended?

- Serving family-style meals **allows children to make decisions** and develop their own personalities.
- It is important to remember that the **development of healthy food skills** should be seen as being **as important as other parts of the pre-school curriculum**, and other activities that are carried out with children. The **learning potential in the meal or snack time is huge**.

The positive effects of this type of meal service for children include:

- Building lifetime skills, taking part in the entire meal from preparation to cleanup, and enjoying a meal setting that is comfortable and relaxing.
- It offers many advantages to children's development: motor skills; language; self-esteem; social skills; table manners; independence.
- Children develop these skills through interaction with adults and other children. **Motor skills are developed** by children serving plates themselves and passing food dishes to others.
- **Social skills and language** may be developed through light conversation at the table. The adult at the table can encourage language development by talking about the food provided, where it comes from, good eating habits, and proper table manners.
- Family-style meals may also have a **very positive effect on the picky eater**. When children sit together and serve themselves, the picky eater may see others accepting foods and want to try the foods as well. The adult may need to encourage the picky eater to taste the food.



Family style food service continued

Practical Tips

Let's pretend first!

- To help familiarise children with the family-style meal service, allow them to pretend to eat at a table with other children during play time.
- Provide a table and play dinnerware; show the children the proper way to set the table, keeping food safety in mind (if the cup falls on the floor, it must be washed).
- Discuss with children the proper way to serve food themselves: taking proper amounts and a variety of food; what to do in case of spills; cleaning up after the meal; table manners and etiquette.
- Reinforce etiquette such as using "please" and "thank you" and being aware that everyone has been served before eating.

Now let them 'help'!

- Children enjoy helping with "grown up" activities. Let them assist with each of the four components of family-style meals as it will boost their self-esteem. The four components are: table setting; self-service; food preparation; clean-up.
- Begin with something simple like table setting. Then allow children to help with a small snack, and always encourage them to clean up after themselves.
- Children should wash hands before helping with the meal and sitting down to eat. The adult should model this behaviour by washing hands with the children.



Appendix 10 continued

Beef dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------------|--|-----------|--------------|
| 212. | Beef casserole & mashed potato | 2 hpd dspns mash & 8 dspns beef casserole | 60/225 | 1 serving |
| 213. | Beef casserole & mashed potato | 3 hpd dspns mash & 12 dspns beef casserole | 90/337 | 1 ½ serving |
| 214. | Beef lasagne | ~ 1 large (lge) plastic cook's spoon | 88 | ½ serving |
| 215. | Beef lasagne | ~ 2 lge plastic cook's spoon | 176 | 1 serving |
| 216. | Beef lasagne | ~ 3 lge plastic cook's spoon | 265 | 1 ½ servings |
| 217. | Shepherd's pie | ~1 lge plastic cook's spoon | 79 | ½ serving |
| 218. | Shepherd's pie | ~2 lge plastic cook's spoons | 159 | 1 serving |
| 219. | Shepherd's pie | ~3 lge plastic cook's spoons | 238 | 1 ½ servings |
| 220. | Chilli con carne | 2 dspns | 57 | ½ serving |
| 221. | Chilli con carne | 4 dspns | 115 | 1 serving |



Appendix 10 continued

Beef dishes continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------------------------|---|-----------|--------------|
| 202. | Bolognaise sauce | 2 dspns | 54 | ½ serving |
| 203. | Bolognaise sauce | 4 dspns | 109 | 1 serving |
| 204. | Bolognaise sauce | 6 dspns | 163 | 1 ½ serving |
| 205. | Spaghetti bolognaise | 2 dspns sauce | 40/ 54 | ½ serving |
| 206. | Spaghetti bolognaise | 4 dspns sauce | 80 / 109 | 1 serving |
| 207. | Spaghetti bolognaise | 6 dspns sauce | 120 / 163 | 1 ½ servings |
| 208. | Beef casserole | 4 dspns | 112 | ½ serving |
| 209. | Beef casserole | 8 dspns | 225 | 1 serving |
| 210. | Beef casserole | 12 dspns | 337 | 1 ½ servings |
| 211. | Beef casserole & mashed potato | 1heaped (hpd) dspns mash & 4 dspns beef casserole | 30/112 | ½ serving |



Family style food service continued

Practical Tips

At mealtimes be careful of:

- Children should never handle raw meats. Instead allow them to arrange prepared food on a tray, mix the salad, or set the table.
- Be careful of cross-contamination. Make sure that surfaces have been properly cleaned before the children arrive to help.
- Make sure that sharp knives have been put away.
- Wash hands after clean-up.

The adult's role at mealtimes:

- Adults play an important role in assisting with mealtime skills. During the meal it is the responsibility of the adult to **offer meal components**. Actively encourage children to take all components in proper amounts.
- **Make sure adults eat with children.** Adults are role models for using utensils, choosing and eating foods and behaving in an acceptable way at the table. They help shape children's eating behaviour. Adults encourage children's "food" vocabularies and help children to trust the eating environment by making sure they are safe both physically and psychologically.





Family style food service continued

Practical Tips Continued

At mealtimes:

- **Provide space;** young children are learning to control their muscles, especially their hand muscles. They need plenty of space to balance food, drink and eating utensils. Make sure there is enough “personal space” for each of the children as they eat at the table.
- **Provide foods that challenge eating skills.** Offer foods to spread, cut, break, spear or spoon from a bowl. This variety allows children to gain skills. **Caution:** expect children to have varying degrees of ability. Children should have lots of time and opportunity to practice these skills before good practice should be expected.
- **Help children learn about food** by assisting them as they participate in preparing it. Children can participate in preparing food. They enjoy eating what they prepare. Children gain a sense of autonomy (and self-control) as a part of food preparation. This results in children feeling healthy control in their relationships with food and eating.
- **Let children eat until they are full or satisfied,** rather than setting limits on how much they eat. Trust children to eat as much as they need. Resist forcing children to clean their plates. Be careful of subtle forcing, no matter how gentle or kind-hearted.
- **Let children serve themselves.** Children waste less when they are given an opportunity to choose how much they will have. Let them serve themselves rather than depend on adults, who may heap food on the plates of unwilling children. Support children as they learn how to pass bowls without accidents and how to choose serving sizes that match how much they can eat.



Appendix 10 continued

Composite dishes– Recipes outlined in ‘3-Week Menu Plan: a resource for pre-schools’².

| | Food type | Household measures | Gram / ml | Serving |
|---------------------|-------------------------------------|-------------------------------------|-----------|----------------------------------|
| Beef dishes: | | | | |
| 193. | 1 homemade burger | 1 homemade hamburger | 60 | 1 serving (3-5 yrs) |
| 194. | 2 homemade burgers | 2 homemade hamburgers | 110 | ~ 2 servings (3-5 yrs) |
| 195. | $\frac{3}{4}$ homemade burger | $\frac{3}{4}$ hamburger | 45 | 1 serving (1-3 yrs) |
| 196. | homemade burger pieces | $\frac{3}{4}$ hamburger | 45 | 1 serving (1-3 yrs) |
| 197. | $\frac{1}{2}$ burger in pieces | $\frac{1}{2}$ hamburger | 30 | $\frac{1}{2}$ serving (3-5 yrs) |
| 198. | 1 burger in pieces | 1 hamburger | 60 | 1 serving (3-5 yrs) |
| 199. | 7 homemade oven chips | 7 homemade oven chips | 50 | 1 serving |
| 200. | 7 oven chips & 1 burger | 7 oven chips & 1 burger | | 1 serving (3-5 yrs) |
| 201. | 7 oven chips & $\frac{3}{4}$ burger | 7 oven chips & $\frac{3}{4}$ burger | | 1 serving (1-3 yrs) |



Appendix 10 continued

Miscellaneous:

| | Food type | Household measures | Gram / ml | Serving |
|------|--------------|--------------------|-----------|--------------|
| 187. | Orange juice | ¼ glass | 50 | ½ serving |
| 188. | Orange juice | ½ glass | 100 | 1 serving |
| 189. | Orange juice | ¾ glass | 150 | 1 ½ servings |
| 190. | Butter | ½ pat | 3 ½ | ½ serving |
| 191. | Butter | 1 pat | 7 | 1 serving |
| 192. | Butter | 1 ½ pats | 10 ½ | 1 ½ serving |



Family style food service continued

Practical Tips Continued

- **Feed children often.** Young children need to eat about six times a day. Schedule meals and snacks. The length of time that children may continue to eat should be flexible. Remember that some children, on certain days, take longer to eat than the group. In addition, remember that some foods take longer to eat than others. A ham sandwich takes longer to eat than a bowl of pudding!
- **Set the environment so children do not wait too long,** because as young children are only learning to delay gratification, they have greater difficulty than older children in waiting their turn. They also are working on the social skills of taking turns and sharing as well as learning "table manners". In group settings where children serve themselves, be alert as to how long children must wait to begin serving themselves. Offer enough bowls of food, or jugs of drink, so that children have limited waiting times.
- **Present food that is commonly known to children** and relate new foods to those they already know. Prepare foods so they are recognisable to children. Avoid trying to always be "clever". Some recipes for children inappropriately suggest making food into clown sandwiches or vegetable monsters in a misguided effort to attract children's attention. Children want routine and familiarity in their foods.





Fussy / picky eating

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 30.

What is fussy / picky eating?

- Many children go through a phase of not eating well, and all parents worry when their child refuses food. It is important, however, to reassure parents that fussy/faddy eating is now recognised as a normal part of a child's development. It is now felt that it is common, normal behaviour and it will pass. Most episodes of fussy eating take place between the ages of 2-5 years. A child care worker's role is to present healthy foods and let the child decide which ones to eat - or whether to eat at all.

Why is it important to focus on fussy / faddy / picky eating?

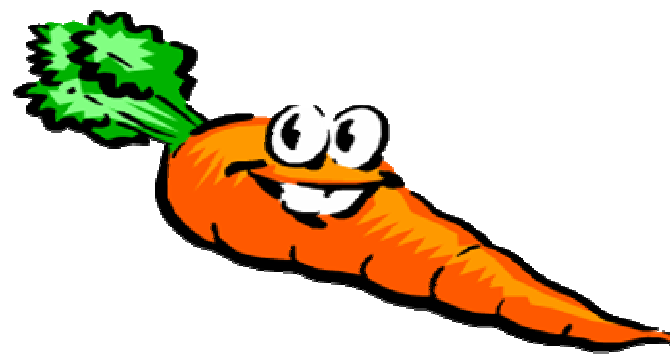
- Research has shown that many parents lack confidence when it comes to knowing what a good diet is.
- Reassurance that fussy eating is usually a phase is very important.
- Finally, it can help a great deal to calm parents down by letting them know that children never 'starve' due to fussy eating. Also remember to encourage parents to try giving food again and again. Research shows that it takes 8-10 attempts before a child develops a liking for a food; but that most parents give up on a food if it is refused twice!



Appendix 10 continued

Vegetables continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|--------------------|-----------|--------------|
| 179. | Celery sticks | 9 sticks | 45 | 1 ½ servings |
| 180. | Raw pepper | 5 pieces | 15 | ½ serving |
| 181. | Raw pepper | 10 pieces | 30 | 1 serving |
| 182. | Raw pepper | 15 pieces | 45 | 1 ½ serving |
| 183. | Cucumber | 2 cucumber sticks | 15 | ½ serving |
| 184. | Cucumber | 4 cucumber sticks | 30 | 1 serving |
| 185. | Cucumber | 7 cucumber sticks | 45 | 1 ½ serving |





Appendix 10 continued

Vegetables:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------------------------|----------------------------|-----------|--------------|
| 169. | Broccoli | 2 pieces | 20 | ½ serving |
| 170. | Broccoli | 4 pieces | 60 | 1 ½ serving |
| 171. | Broccoli | 3 pieces | 40 | 1 serving |
| 172. | Baked beans as vegetable source | 1 ½ dessert-spoons (dspns) | 40 | ½ serving |
| 173. | Baked beans as vegetable source | 3 dspns | 80 | 1 serving |
| 174. | Baked beans as vegetable source | 1 ½ dspns | 120 | 1 ½ serving |
| 175. | Carrot sticks | 4 sticks | 15 | ½ serving |
| 176. | Carrot sticks | 8 sticks | 30 | 1 serving |
| 177. | Carrot sticks | 12 sticks | 45 | 1 ½ servings |
| 178. | Celery sticks | 3 sticks | 15 | ½ serving |
| 179. | Celery sticks | 6 sticks | 30 | 1 serving |



Fussy / picky eating continued

Practical tips:

- Good food habits are learned early in life and it is good to remember that children will often mirror the behaviour of their parents or carers.
- **Offer 3 meals & 3 snacks /day**; [in childcare service at least 2 meals & 2 snacks for FDC children] and have **no longer than 2 hours** between meals and snacks.
- **Children are not little adults.** Their nutrient needs are higher but their ability to take large amounts of food is lower, so **little and often is the best** policy. Remember the serving size for a child is ‘what fits into palm of child’s hand’; as their stomach is the size of a clenched fist, and it gets smaller with anxiety.
- **Meals should last no longer than 30 minutes and snacks no longer than 15 minutes.** If a meal is not eaten within these times the food should be removed without comment; research has shown that it is not helpful to prolong feeding times as it leads to increased tension and nothing is gained by it.
- If a child chooses not to eat; it is **best not to offer an alternative food**, but instead wait until the next scheduled meal or snack time and provide the food on that menu.
- Remember that a **food schedule only sets the times that you will present food to a child** - the child may not take every opportunity to eat. Allowing a child to skip a meal is a difficult concept because many of us were raised to clean our plates and not waste food. But children should be allowed to respond to their own hunger cues, a vital skill when it comes to maintaining a healthy weight. That means eating when hungry - and sometimes not eating.



Fussy / picky eating continued

Practical tips continued:

- **Establish times for meals and snacks and try to stick to them.** A child who skips a meal finds it reassuring to know when to expect the next one. Avoid offering snacks or pacifying hungry kids with cups of milk or juice right before a meal - this can decrease the appetite and decrease their willingness to try a new food being offered.
- **Children will never starve**, and they learn to be more flexible rather than go hungry – if a variety of food is provided – including established favourites and some new foods – children may surprise by one day eating all of these. If a child refuses a food the first time, don't stop serving this. Children are naturally slow to accept new tastes and textures – so keep reintroducing foods, serve small amounts and encourage children to try a bit – but don't nag or force them to do so. **Don't negotiate.** It's fine to encourage children to “try one bite” but don't fall into the negotiating trap. Prepare and serve healthy meals and let them decide what to eat.
- **Be sure to set a good example** – serve nutritious food that you like or something new so children see you enjoying what you are asking them to eat.
- **Limit milk to 1 pint / day.** After the age of one year, infants should only be given a maximum of 1 pint of milk per day, as more than this leads to fullness and reduced appetite. If too much milk is consumed, this may be the reason why food is not eaten.



Appendix 10 continued

Fruit continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|------------------------|-----------|-------------|
| 161. | Apple | ½ apple (7 pieces) | 50 | 1 serving |
| 162. | Apple | ¾ apple (10 pieces) | 75 | 1 ½ serving |
| 163. | Grapes | 4 grapes | 15 | ½ serving |
| 164. | Grapes | 8 grapes | 30 | 1 serving |
| 165. | Grapes | 12 grapes | 45 | 1 ½ serving |
| 166. | Cherry tomato | 1 cherry tomato | 15 | ½ serving |
| 167. | Cherry tomato | 2 cherry tomatoes | 30 | 1 serving |
| 168. | Cherry tomato | 3 cherry tomatoes | 45 | 1 ½ serving |



Appendix 10 continued

Fruit continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|-----------------------------|-----------|--------------|
| 149. | 3 slices kiwi | 3 slices kiwi | 27 | ~ ½ serving |
| 150. | 9 slices kiwi | 9 slices kiwi | 91 | ~1 ½ serving |
| 151. | Raisins | N/A | 10 | ½ serving |
| 152. | Raisins | N/A | 20 | 1 serving |
| 153. | Raisins | N/A | 30 | 1 ½ servings |
| 154. | Mandarin | ½ mandarin (4 pieces) | 26 | ½ serving |
| 155. | Mandarin | 1 mandarin (8 pieces) | 50 | 1 serving |
| 156. | Mandarin | 1 ½ mandarin (12 pieces) | 75 | 1 ½ serving |
| 157. | Banana | ¼ banana | 25 | ½ serving |
| 158. | Banana | ½ banana | 50 | 1 serving |
| 159. | Banana | ¾ banana | | 1 ½ serving |
| 160. | Apple | ¼ apple (4 pieces) | 25 | ½ serving |



Fussy / picky eating continued

Practical tips continued:

- **Remove all distractions.** Turn off the TV and remove other items from the table so as to keep the child's attention on the matter in hand.
- **Always eat with a child,** positive peer modeling is so important. Eating as a family whenever possible is also crucial.
- **Learn when to praise & when to ignore.** Too often the negative aspects of eating are focused upon, and the situation soon becomes a battleground. Focusing on the positive and praising this is very important, while ignoring the negative is just as important.
- **Making mealtimes a happy time** should go without saying; however, often mealtimes can be seen as a chore and as a means of giving children calories. If children see mealtimes as happy and fun, they will be more likely to eat and to try new things.
- **Allowing mess to occur when starting to eat is important!!** Children must be able to see, touch & smell food to be able to learn how to eat and enjoy food properly. In this age of rush and pristine home environments, many people can get quite upset if a mess is made. Encourage carers to prepare for feeding e.g. with newspapers, plastic, bibs, protective clothing; so that if, and when, a mess is made stress does not follow. The more a child is allowed to experiment with touching foods, the more likely they will be to eat it.
- **Provide eating utensils for an infant to experiment with,** as this will encourage an infant to try more foods.
- **Check out the 'Dos and Don'ts of Fussy Eating' in Appendix 5; Page 57.**



Eating utensils for children

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 30.

What are the correct utensils for children's development?

- It is important that children are given the correct and appropriate child sized cutlery and lidless two handled drinking cups; and that plates are provided for all meals and snacks.

Why is it important?

- Long-term health problems that can result from inappropriate and extended use of a feeder bottle include:
 - Tooth decay
 - Poor feeding technique
 - Iron deficiency anaemia
 - Failure to thrive
 - Speech problems
 - Childhood obesity
- Provision of plates is necessary as table surfaces will never be as clean as a dish or plate that has been washed. Providing a plate for all meals and snacks is an important food safety issue.
- The provision of a child sized knife, fork and spoon is essential to encourage children to begin to learn to use cutlery.



Appendix 10 continued

Fruit continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------------|--------------------|-----------|---------------|
| 137. | 7 grapes | 7 grapes | 30 | 1 serving |
| 138. | 4 grapes | 4 grapes | 18 | ~ ½ serving |
| 139. | 12 grapes | 12 grapes | 50 | ~2 servings |
| 140. | 1 whole plum | 4 segments | 50 | 1 serving |
| 141. | ½ plum | ½ plum | 24 | ~ ½ serving |
| 142. | ½ plum in slices | 4 plum slices | 24 | ~ ½ serving |
| 143. | 1 plum in slices | 8 plum slices | 50 | 1 serving |
| 144. | 1 ½ plums in slices | 13 plum slices | 75 | 1 ½ servings |
| 145. | 5 melon chunks | 5 melon chunks | 57 | ~ 1 serving |
| 146. | 2 melon chunks | 2 melon chunks | 24 | ~ ½ serving |
| 147. | 8 melon chunks | 8 melon chunks | 91 | ~1 ½ servings |
| 148. | 6 slices kiwi | 6 slices kiwi | 50 | 1 serving |



Appendix 10 continued

Fruit:

| | Food type | Household measures | Gram / ml | Serving |
|------|------------------------|-----------------------|-----------|--------------|
| 125. | ½ apple | 2 quarters | 56 | 1 Serving |
| 126. | ½ apple | Slices | 56 | 1 Serving |
| 127. | ¼ apple | Slices | 21 | ½ serving |
| 128. | 1 whole apple | 4 quarters | 120 | 2 servings |
| 129. | 6 slices banana | 6 slices | 21 | ~ ½ serving |
| 130. | Piece of banana | 1 piece | 24 | ~ ½ serving |
| 131. | 2 pieces of banana | 2 pieces | 50 | 1 serving |
| 132. | Pieces of banana mixed | 3 pieces and 6 slices | 81 | ~1 ¾ serving |
| 133. | 1 mandarin | 1 whole mandarin | 50 | 1 serving |
| 134. | ½ mandarin whole | ½ mandarin | 25 | ~ ½ serving |
| 135. | ½ mandarin segmented | 6 segments | 25 | ~ ½ serving |
| 136. | 1 mandarin segmented | 12 segments | 50 | 1 serving |



Eating utensils for children continued

Practical tips:

- Children should **start finger feeding around 9 months of age** and try **using utensils by at least 15-18 months**. Provide many opportunities for this, but make sure infants and young children eat enough so that the experience doesn't lead to frustration. Ensure that even if you are feeding, that the infant has a bowl with food for themselves and a spoon to hold.
- Jump in to **help when necessary**, but pay attention to hunger cues and signs that a child is full. As a child gets the hang of eating, step back and let the child take over.
- Start teaching children to use a cup at around 6 months.**
- Which cups?** The variety of 'feeder cups' on the market said to be suitable for making the transition from bottle to cup is overwhelming and very confusing. Speech Therapists recommend **lidless cups** to encourage the child to move on from a sucking to a swallowing movement; this helps with speech development. Dentists also recommend a cup that 'pours fluid into the mouth' as this help prevent tooth decay.
 - Two handles make the child present the cup at the best angle and gives more control to prevent spills.

If you have to have a 'lidded cup' go for:

- One that drips when turned over (the ones with valves just mimic a bottle). Spouts should be short to ensure the fluid is tipped just inside the lips.



Eating utensils for children continued

Practical tips continued:

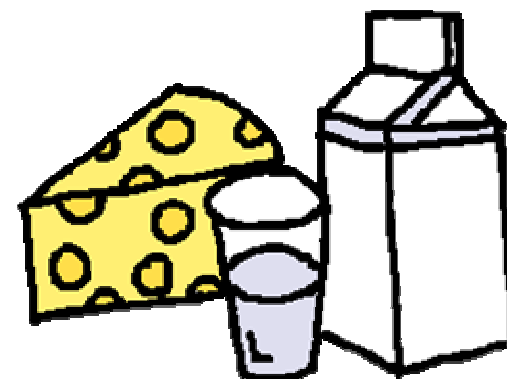
- Drinking should only occur in response to thirst and not for comfort.
- Lidless cups that are more likely to make a mess when thirst has been quenched; encourage supervised drinking, and distinct eating and drinking episodes throughout the day.



Appendix 10 continued

Dairy foods continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|-----------|--------------------|-----------|-------------|
| 119. | Yoghurt | 1 ½ pots | 187.5 | 1 ½ serving |
| 120. | Yoghurt | ½ pot | 62.5 | ½ serving |
| 121. | Yoghurt | 1 pot | 125 | 1 serving |
| 122. | Milk | ½ glass | 100 | ½ serving |
| 123. | Milk | 1 glass | 200 | 1 serving |
| 124. | Milk | 1 ½ glasses | 300 | 1 ½ serving |



Dairy foods:

| | Food type | Household measures | Gram / ml | Serving |
|------|----------------|--------------------|-----------|--------------|
| 106. | Cheddar cheese | 1 square | 15 | ½ serving |
| 107. | Cheddar cheese | 2 squares | 30 | 1 serving |
| 108. | Cheddar cheese | 3 squares | 45 | 1 ½ serving |
| 109. | Cheese slices | 1 cheese slice | 20 | ½ serving |
| 110. | Cheese slices | 2 cheese slices | 40 | 1 serving |
| 111. | Cheese slices | 3 cheese slices | 60 | 1 ½ servings |
| 112. | Fromage frais | 3 pots | | 1 ½ serving |
| 113. | Fromage frais | 1 pot | | ½ serving |
| 114. | Fromage frais | 2 pots | | 1 serving |
| 115. | Fromage frais | 3 pots | | 1 ½ serving |
| 116. | Custard | 2 dessertspoons | 30 | ½ serving |
| 117. | Custard | 4 dessertspoons | 60 | 1 serving |
| 118. | Custard | 6 dessertspoons | 90 | 1 ½ serving |

Where to find more information:



101+ Square Meals:

http://www.mabs.ie/publications/Resources%20for%20education/101_Sq_Meals.pdf



What is best practice?

- Buying food that is nutritious on a budget must be **carefully planned**.
- The creation of **healthy menus** helps in the process of helping to budget and identify ways to provide healthy food for children that will not cost the earth.

Why is it important?

- Child care professionals and busy parents share a common challenge. How can we feed children nutritiously, in a timely, stress-free manner and without breaking the bank?

Practical tips:

- **Plan weekly menus:** The best way to begin saving money at the supermarket is to shop with a list. Check out weekly advertisements to plan the most economical menus. Watch your out for consumption of empty calorie junk foods, which cost a lot and offer little nutrition.
- **Plan menus from the Food Pyramid as a guide.**
- **Write a shopping list and stick to it!**
- **Freeze some foods for later use.**



Food & budgeting continued

Practical tips continued:

- **Compare prices in different shops** to know if you are getting good value. Store brands or generic brands are usually the best buy. Look at the unit price, or compare product prices per 100g, (usually noted on the store shelf).
- **Buy in bulk.** Certain food items may be bought in bulk especially flour, grains, rice, pasta, tinned tomatoes and beans. Many foods are perishable, so it is economical to buy in bulk only if you are able to use it while it is still fresh.
- **Smaller portions can work out cheaper**, i.e. loose rashers can work out cheaper than pre-pack.
- Cheap mince can be high in fat – **leaner mince could offer better food value.**
- **Buy lots of vegetables** to bulk up meals.
- **Buy seasoning, herbs and spices** to add taste and interest to meals and to reduce salt content.
- Keep a **well-stocked cupboard** of staples like pasta, rice, tuna, canned beans, canned vegetables, salsa; so you can whip up quick and easy meals without going to the shop for missing ingredients.
- **Buy produce in season.** Seasonal fruits and vegetables will be more economical and of higher nutritional quality. Rely on frozen products when out of season. Growing your own food is a satisfying hobby, which definitely saves money and is even a good fitness plan.



Appendix 10 continued

Protein foods continued:

| | Food type | Household measures | Gram / ml | Serving |
|------|---------------|--------------------|-----------|-------------------------|
| 93. | Beef pieces | 13 pieces | 60 | 1 serving (3-5 years) |
| 94. | Beef pieces | 20 pieces | 90 | 1 ½ serving (3-5 years) |
| 95. | Pork chop | ¾ pork chop | 45 | 1 serving (1-3 years) |
| 96. | Lamb chop | ¾ lamb chop | 45 | 1 serving (1-3 years) |
| 97. | Lentils | N/A | 65 | 1 serving (1-3 years) |
| 98. | Baked beans | N/A | 65 | 1 serving (1-3 years) |
| 99. | Tofu | 7 pieces | 65 | 1 serving (1-3 years) |
| 100. | Tuna fish | N/A | 30 | ½ serving (3-5 years) |
| 101. | Tuna fish | N/A | 45 | 1 serving (1-3 years) |
| 102. | Tuna fish | N/A | 60 | 1 serving (3-5 years) |
| 103. | Tuna fish | N/A | 90 | 1 ½ serving (3-5 years) |
| 104. | Scrambled egg | N/A | 45 | 1 serving (1-3 years) |
| 105. | Tinned salmon | N/A | 45 | 1 serving (1-3 years) |

Protein foods continued:

| | Food type | Household measures | Gram / ml | Serving |
|-----|---------------|--------------------|-----------|--------------------------|
| 80. | Fish fingers | 3 fish fingers | 90 | 1 ½ servings (3-5 years) |
| 81. | Tinned salmon | N/A | 30 | ½ serving (3-5 years) |
| 82. | Tinned salmon | N/A | 60 | 1 serving (3-5 years) |
| 83. | Tinned salmon | N/A | 90 | 1 ½ servings (3-5 years) |
| 84. | Scrambled egg | ~ 1 spoon | 30 | ½ serving (3-5 years) |
| 85. | Scrambled egg | ~ 2 spoons | 60 | 1 serving (3-5 years) |
| 86. | Scrambled egg | ~ 3 spoons | 90 | 1 ½ servings (3-5 years) |
| 87. | Quorn | ~ 2 spoons | 30 | ½ serving (3-5 years) |
| 88. | Quorn | ~ 4 spoons | 60 | 1 serving (3-5 years) |
| 89. | Quorn | ~ 6 spoons | 90 | 1 ½ servings (3-5 years) |
| 90. | Beef pieces | 6 pieces | 30 | ½ serving (3-5 years) |
| 91. | Beef pieces | 1 ½ fish finger | 45 | 1 serving (1-3 years) |
| 92. | Beef pieces | 9 pieces | 45 | 1 serving (1-3 years) |

Practical tips continued:

- **Increase your preparation/cooking efficiency.** Because time is money, take time to learn how to work effectively in the kitchen. Use sharp knives, combine similar tasks and clean as you go.
- **Serve the appropriate portions.** Be sure to offer new foods in small quantities with second helpings available, so that the children can continue to expand their food preferences. Discarding excess food is like throwing away money.





Health promotion policy

Where to find more information:



Food and nutrition guidelines for pre-school services, ¹ Page 37 – 38.

What is a whole pre-school health promotion policy?

- A health promotion policy is a statement of practice; it outlines to everyone involved in the child care service; staff, parents and children, as to the practice that takes place in the setting.
- It is set up using the ‘whole school approach’ which ensures that everyone in the setting has a voice in the policy creation.
- Once complete it should be displayed and be easily visible in the hallway for everyone to see.

Why is it important?

- Allows everyone to have a clear understanding of practice.
- Prevents misunderstandings.
- Ensures staff and parents understand the ethos of the service.
- Allows practice around important issues such as food allergy to be stated very clearly so everyone, both staff and parents, understand the procedure in relation to practice.

Practical tips:

- Research has shown that the process of **involving everyone** in the service is **as important as the content**, to ensure that a policy is developed and used.



Appendix 10 continued

Protein foods continued:

| | Food type | Household measures | Gram / ml | Serving |
|-----|--------------|------------------------------------|-----------|--------------------------|
| 67. | Lentils | 9 dessertspoons / 6 tablespoons | 90 | 1 serving |
| 68. | Lentils | 13 ½ dessertspoons / 9 tablespoons | 135 | 1 ½ servings |
| 69. | Tofu | 4 pieces | | ½ serving |
| 70. | Tofu | 8 pieces | | 1 serving |
| 71. | Tofu | 12 pieces | | 1 ½ servings |
| 72. | Pork chop | 1 pork chop | 58 | 1 serving (3-5 years) |
| 73. | Pork chop | ½ pork chop | 29 | ½ serving (3-5 years) |
| 74. | Pork chop | 1 ½ pork chops | 87 | 1 ½ serving (3-5 years) |
| 75. | Lamb chop | 1 lamb chop | 60 | 1 serving (3-5 years) |
| 76. | Lamb chop | ½ lamb chop | 30 | ½ serving (3-5 years) |
| 77. | Lamb chop | 1 ½ lamb chop | 90 | 1 ½ serving (3-5 years) |
| 78. | Fish fingers | 1 fish finger | 30 | ½ serving (3-5 years) |
| 79. | Fish fingers | 2 fish fingers | 60 | 1 serving (3-5 years) |



Appendix 10 continued

Protein foods continued:

| | Food type | Household measures | Gram / ml | Serving |
|-----|------------------------|----------------------------------|-----------|-----------------------|
| 55. | Peas as protein source | 4 ½ level dessert-spoons | 45 | ½ serving |
| 56. | Peas as protein source | 9 level dessert-spoons | 90 | 1 serving |
| 57. | Peas as protein source | 13 ½ level dessert-spoons | 135 | 1 ½ servings |
| 58. | Salmon | N/A | 30 | ½ serving (3-5 yrs) |
| 59. | Salmon | N/A | 45 | 1 serving (1-3 yrs) |
| 60. | Salmon | N/A | 60 | 1 serving (3-5yrs) |
| 61. | Salmon | N/A | 90 | 1 ½ serving (3-5 yrs) |
| 62. | White fish | N/A | 30 | ½ serving (3-5 yrs) |
| 63. | White fish | N/A | 45 | 1 serving (1-3 yrs) |
| 64. | White fish | N/A | 60 | 1 serving (3-5yrs) |
| 65. | White fish | N/A | 90 | 1 ½ serving (3-5 yrs) |
| 66. | Lentils | 4 ½dessertspoons / 3 tablespoons | 45 | ½ serving |



Health promotion policy continued

Practical tips continued:

- Best practice would have many representatives on the health promotion policy committee: management, teachers, kitchen staff, parents and cleaners. When everyone is involved, there will be **more support for the policy** and it will last for a longer time.
- **Build your policy on existing pre-school policies** e.g. litter; safety & environment.
- The steps to whole pre-school policy development are:
 1. Establish an health policy group / committee.
 2. Group prepares a draft policy.
 3. Group sends policy to everyone for consultation.
 4. Group reviews consultation comments.
 5. Ratification/circulation.
 6. Highlighting & display in service.
 7. Implementation.
 8. Monitoring, annual review and evaluation.
- For more details on these steps see Appendix 6; Page 59.
- The CHOICE tool kit available at: http://w2.cocokids.org/_cs/downloadables/cc-healthnutrition-choicetoolkit.pdf may help you through the process of developing and implementing comprehensive written nutrition and physical activity policies for your child care centre.



Food & education

Where to find more information:



*Food and nutrition guidelines for pre-school services,*¹ Page 39-40.

What is best practice?

- Best practice is that **food is never used as a reward for children**, as it undermines nutrition education in the service environment.
- **Food education is important**; children should have ready access to food related education material at all times, e.g. food posters; food models; food toys; food games.

Why is it important?

- Use of food as a reward encourages over consumption of foods high in sugar and fat; it teaches children to eat when they're not hungry as a reward to themselves; children learn preferences for foods made available to them especially those that are unhealthy.
- If children are exposed to food related education material on a daily basis they are more likely to develop a healthy attitude and awareness of food and it's importance.



Appendix 10 continued

Protein foods continued:

| | Food type | Household measures | Gram /ml | Serving |
|-----|----------------------------|-------------------------|----------|--------------------------------------|
| 45. | ½ breast cooked chicken | < ½ breast | 50 | 10g less than 1 serving (3-5 years) |
| 46. | 7 chicken slices | N/A | 45 | 1 serving (1-3 yrs) |
| 47. | 10 chicken breast slices | > ½ breast | 60 | 1 serving (3-5 yrs) |
| 48. | 5 chicken slices | N/A | 30 | ½ serving (3-5 yrs) |
| 49. | 3 chicken slices | N/A | 22 | ½ serving (1-3 yrs) |
| 50. | Full chicken breast sliced | 17 pieces | 85 | 1 chicken breast |
| 51. | Minced meat | 3 dessertspoons | 30 | ½ serving (3-5 yrs) |
| 52. | Minced meat | 6 dessertspoons | 60 | 1 serving (3-5 yrs) |
| 53. | Minced meat | 9 dessertspoons | 90 | 1 ½ serving (3-5 yrs) |
| 54. | Minced meat | 4 ½ dessertspoons | 45 | 1 serving (1-3 yrs) |
| 55. | Peas as protein source | 4 ½ level dessertspoons | 45 | ½ serving |



Appendix 10 continued

Protein foods:

| | Food type | Household measures | Gram /ml | Serving |
|-----|----------------------------|-------------------------|----------|-------------------------------------|
| 45. | ½ breast cooked chicken | < ½ breast | 50 | 10g less than 1 serving (3-5 years) |
| 46. | 7 chicken slices | N/A | 45 | 1 serving (1-3 yrs) |
| 47. | 10 chicken breast slices | > ½ breast | 60 | 1 serving (3-5 yrs) |
| 48. | 5 chicken slices | N/A | 30 | ½ serving (3-5 yrs) |
| 49. | 3 chicken slices | N/A | 22 | ½ serving (1-3 yrs) |
| 50. | Full chicken breast sliced | 17 pieces | 85 | 1 chicken breast |
| 51. | Minced meat | 3 dessertspoons | 30 | ½ serving (3-5 yrs) |
| 52. | Minced meat | 6 dessertspoons | 60 | 1 serving (3-5 yrs) |
| 53. | Minced meat | 9 dessertspoons | 90 | 1 ½ serving (3-5 yrs) |
| 54. | Minced meat | 4 ½ dessertspoons | 45 | 1 serving (1-3 yrs) |
| 55. | Peas as protein source | 4 ½ level dessertspoons | 45 | ½ serving |



Food & education continued

Practical tips:

- **Alternatives** to using food as a reward:

- Praise
- Choosing a story to read
- Being the “leader in an activity”.
- A rubber stamp on the back of the hand.
- A paper crown.
- A badge, a star or a sticker.
- A clap from other children.
- Take a trip to the treasure box (non-food items).

- **Using rewards can be a very effective way of helping children work towards goals.** The choice of reward is important;
 - Choose something a child values, i.e. material rewards like magazine or comic; time with carer / parent; activity at weekend.
 - Emphasise that attention from carer / parent is a powerful reinforcement.
 - Needs to be age appropriate.
 - Point system for older children and adults!
 - Don’t use food or sedentary behaviours (e.g. computer games).
 - Do use physical activity.



Food & education continued

Practical tips continued:

- Only give the reward if child has earned it – needs to be meaningful.

Setting Goals:

- Set SMART goals – specific, measurable, achievable, relevant, time-specific.
- Be specific, e.g. NOT ‘eat more fruit’ – too vague; INSTEAD ‘have an apple at break time’.
- Have awareness of child’s present behaviour. For example if child already eats fruit every day this would not be a useful goal.
- Achievable goals - increase likelihood of success by starting small.
- Something child is motivated to work towards, and something that will help towards achieving long term goals.
- Decide when a goal will be reviewed - for younger children should be weekly or even daily to keep up motivation.
- Review goals – if the goal is too difficult, make it easier; if too easy, make it more challenging. Include the child in this process.
- Provide food toys, games, models and read stories about food and health to children. Discuss different foods with children before and during meals and encourage a normal healthy attitude to all types of foods.



Appendix 10 continued

Starchy foods continued:

| | Food type | Household measures | Gram /ml | Serving |
|-----|---------------|-------------------------|----------|-------------|
| 41. | Rice cereal | N/A | 22 | 1 ½ serving |
| 42. | Mashed potato | 1 heaped dessert-spoon | 30 | ½ serving |
| 43. | Mashed potato | 2 heaped dessert-spoons | 60 | 1 serving |
| 44. | Mashed potato | 3 heaped dessert-spoons | 90 | 1 ½ serving |



Starchy foods continued:

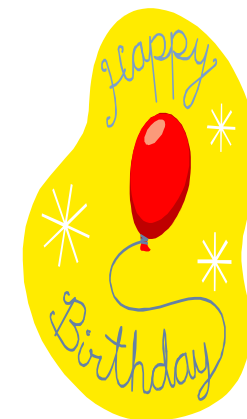
| | Food type | Household measures | Gram /ml | Serving |
|-----|--------------------|-----------------------|----------|--------------|
| 28. | Pitta bread | ½ large pitta bread | | 1 serving |
| 29. | Pitta bread | ¾ large pitta bread | | 1 ½ serving |
| 30. | Oat cakes | 1 oat cake | 13 | ½ serving |
| 31. | Oat cakes | 2 oat cakes | 26 | 1 serving |
| 32. | Oat cakes | 3 oat cakes | 39 | 1 ½ servings |
| 33. | Spaghetti (tinned) | N/A | 40 | ½ serving |
| 34. | Spaghetti (tinned) | N/A | 80 | 1 serving |
| 35. | Spaghetti (tinned) | N/A | 120 | 1 ½ serving |
| 36. | Wheat biscuits | ½ wheat biscuit | 7.5 | ½ serving |
| 37. | Wheat biscuits | ¾ wheat biscuit | 15 | 1 serving |
| 38. | Wheat biscuits | 1 whole wheat biscuit | 22.5 | 1 ½ serving |
| 39. | Rice cereal | N/A | 7 | ½ serving |
| 40. | Rice cereal | N/A | 15 | 1 serving |

Practical tips continued:

In a large childcare setting there will be regular birthday celebrations.

Tips for this:

- We would encourage that services do not mark birthdays with sweets, crisps or fizzy drinks. Advise parents to keep sweet ‘treats’ for home celebrations.
- Healthy ways to celebrate birthdays in the service: decorations; party games; face painting; painting/colouring.
- The service provides a healthy cake; refer to Appendix 2; Page 48, for healthy cake recipes.





Physical activity

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 41.

What is best practice regarding physical activity?

Infants (birth to 12 months):

- Should interact with caregivers in daily physical activities that are dedicated to promoting the exploration of their environment.
- Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.
- Infants' physical activity should promote the development of movement skills.
- Infants should have an environment that meets or exceeds recommended safety standards for performing large muscle activities.
- Individuals responsible for the well-being of infants should be aware of the importance of physical activity and facilitate the child's movement skills.

Toddlers (12-36months):

- Toddlers should accumulate at least **30 minutes daily of structured** physical activity.
- Toddlers should engage in **at least 60 minutes and up to several hours per day** of daily, **unstructured physical activity** and should not be sedentary for more than 60 minutes at a time except when sleeping.



Appendix 10 continued

Starchy foods continued:

| | Food type | Household measures | Gram /ml | Serving |
|-----|-------------|--------------------------------|----------|--------------|
| 14. | Spaghetti | Cannot measure on dessertspoon | 120 | 1 ½ serving |
| 15. | Penne pasta | 1 heaped spoon | 40 | ½ serving |
| 16. | Penne pasta | 2 heaped spoons | 80 | 1 serving |
| 17. | Penne pasta | 3 heaped spoons | 120 | 1 ½ serving |
| 18. | Pasta | 1 heaped spoon | 40 | ½ serving |
| 19. | Pasta | 2 heaped spoons | 80 | 1 serving |
| 20. | Pasta | 3 heaped spoons | 120 | 1 ½ servings |
| 21. | Soft roll | 1 roll | | 1 serving |
| 22. | Soft roll | ½ roll | | ½ serving |
| 23. | Soft roll | 1 ½ rolls | | 1 ½ servings |
| 24. | Popcorn | N/A | 7 | ½ serving |
| 25. | Popcorn | N/A | 15 | 1 serving |
| 26. | Popcorn | N/A | 22 | 1 ½ servings |
| 27. | Pitta bread | ¼ lge pitta bread | | ½ serving |



Appendix 10

'Food weights & measures reference guide'

Starchy foods:

| | Food type | Household measures | Gram /ml | Serving |
|-----|-------------------------|--------------------------------|----------|--------------|
| 1. | 1 cracker | 1 cracker | | ½ serving |
| 2. | 2 crackers | 2 crackers | | 1 serving |
| 3. | 3 crackers | 3 crackers | | 1 ½ serving |
| 4. | 1 slice white bread | 1 slice | | 1 serving |
| 5. | ½ slice white bread | ½ slice | | ½ serving |
| 6. | x3 ½ slices white bread | x3 ½ slices | | 1 ½ servings |
| 7. | Rice cereal | Rice cereal | 15 | 1 serving |
| 8. | Wheat biscuit cereal | ¾ Wheat biscuit | 15 | 1 serving |
| 9. | Rice | 2 heaped dessert-spoons | 40 | ½ serving |
| 10. | Rice | 4 heaped dessert-spoons | 80 | 1 serving |
| 11. | Rice | 6 heaped dessert-spoons | 120 | 1 ½ servings |
| 12. | Spaghetti | Cannot measure on dessertspoon | 40 | ½ serving |
| 13. | Spaghetti | Cannot measure on dessertspoon | 80 | 1 serving |



Physical activity continued

- Toddlers should develop movement skills that are building blocks for more complex movement tasks.
- Toddlers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
- Individuals responsible for the well-being of toddlers should be aware of the importance of physical activity and facilitate the child's movement skills.

Pre-schoolers (3-5 years)

- Pre-schoolers should accumulate **at least 60 minutes daily of structured physical activity**.
- Pre-schoolers should engage in **at least 60 minutes and up to several hours per day of daily, unstructured physical activity** and should not be sedentary for more than 60 minutes at a time except when sleeping.
- Pre-schoolers should develop competence in movement skills that are building blocks for more complex movement tasks.
- Pre-schoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
- Individuals responsible for the well-being of pre-schoolers should be aware of the importance of physical activity and facilitate the child's movement skills.

(Active Start – Physical activity guidelines for children birth to five years

National Association for Sport and Physical Education www.aahperd.org/NASPE)



Physical activity continued

Why is physical activity important in the pre-school setting?

- Promotes healthy weight.
- Promotes healthy bones.
- Psychological well-being.
- Helps children to become strong and healthy as they grow.
- Helps develop self-esteem and therefore motivates children to “have a go” at new activities.
- Children of pre-school age play for the sheer enjoyment of it and not for the good it is doing them. Through play children learn many skills that involve thinking, moving, communicating, socialising and imitating.

Practical tips:

- Pre-schoolers have more confidence in their abilities than toddlers and want to be more independent; they like to do adventurous things like climbing trees and playground equipment. They must **develop and fine tune their motor** skills to hop, jump, run fast and go and down stairs using one foot on each step. They also **need to learn to throw and catch a ball** and **develop better control of their hands** for using pencils and crayons. They will alternate between using their right and left hands and feet and need the freedom to be allowed to do this.



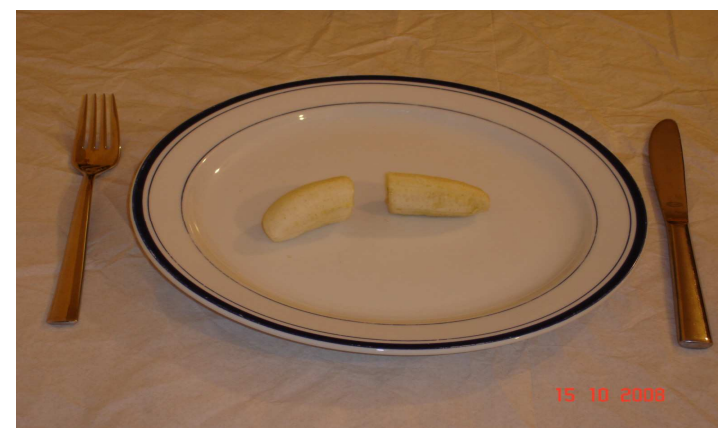
Appendix 9 continued

Selection of food serving photos



½ serving

1 piece of banana



1 serving

2 pieces of banana (¾ banana)



Appendix 9 continued

Selection of food serving photos



½ serving milk

1 x 100ml glass



1 serving milk

1 x 200ml glass



Physical activity continued

Practical tips continued:

- At this age children also **need to learn to interact and play co-operatively** with each other. They need to learn to share, and to take turns, and in doing so develop acceptable social behaviours.
- Carers should encourage children to **do their best** when participating, and to enjoy the activity, rather than to instil their own values of winning and losing, they should be asked did you have fun, rather than did you win.
- Ensure a **10 minute physical activity break is provided for each hour a child spends reading, watching TV and video, or playing computer games**; or else set one hour aside for physical activity each day. Educational efforts about limiting TV/ video viewing need to begin before the age of 2 years.

For examples of suitable activities see Appendix 7; Page 68.





Outdoor time

Where to find more information:



Food and nutrition guidelines for pre-school services,¹ Page 41.

What is best practice regarding outdoor play?

- A key recommendation is that children should participate in at least 60 minutes of physical activity a day including outdoor activity if possible.

Why is it important?

- This is to ensure that children are exposed to outdoor daylight which contains UV rays which is needed for **Vitamin D** absorption.
- Children need to have access to nature so that they can connect to their world and therefore start the process of understanding it.

Practical tips:

- On rainy days encourage parents to **provide raincoats, wellies and a change of clothes** so that they can be brought outside to play.
- **Ensure hats and sunscreen** are provided for children for use in **summer** months.
- Include 'outdoor time' as an important part of the service's health promotion policy.



Appendix 9 continued

Selection of food serving photos



½ serving rice

2 heaped dessertspoons



1 serving rice

4 heaped dessertspoons



Appendix 9 continued

Selection of food serving photos



½ serving spaghetti

1 serving spoon



1 serving spaghetti

2 serving spoons



Outdoor time continued

Starting skills for pre-schoolers

| <u>Learning to control objects</u> | <u>Moving Around</u> | <u>Building strength</u> |
|--------------------------------------|----------------------|--------------------------|
| Playing catch | Learning to balance | Learning to lift |
| Catching | Standing on one foot | Learning to push |
| Throwing underhand | Hopping on one foot | Learning to pull |
| Throwing overhand | Skating | |
| Playing with balls | Bicycling | |
| Kicking balls | Leaping | |
| Hitting balls with bats and racquets | Skipping | |
| Stopping ball with feet | Jumping | |



References

1. Department of Health and Children (Ireland). *Food and nutrition guidelines for pre-school services*. Dublin: Health Promotion Unit; 2004.
2. Irish Health Service Executive. *3-week menu plan: a resource for pre-schools*. Dublin: Health Service Executive; 2004.
3. Crawley H. *Eating well for under-5s in child care: practical and nutritional guidelines*. London: The Caroline Walker Trust; 2006.



Appendix 9 continued

Selection of food serving photos



½ serving mashed potato

1 heaped dessertspoon



1 serving mashed potato

2 heaped dessertspoons



Selection of food serving photos



½ serving beef casserole

4 dessertspoons



1 serving beef casserole

8 dessertspoons





Appendix 1

Fruit and Vegetable Tips

Below are 26 tips for increasing the intake of fruit and vegetables in your child care service. These ideas may also help you think of other creative ways to include fruit and vegetables in your menus.

1. **Add vegetables to lasagne.** Consider spinach, shredded carrots, courgette, mushroom and tomatoes, or a "Mexican Lasagne" with kidney beans, cheese, chillies and salsa.
2. **Add lots of vegetables to pasta sauce.** Sauté chopped carrot and celery along with mushrooms, onions, garlic and chopped tomatoes.
3. **Add lots of vegetables to stir-fries.** The sky is the limit; make every stir fry different by mixing different combinations of vegetables every time. Season with ginger and garlic and thicken with cornstarch.
4. **Turn baked potatoes into a main dish** by topping with melted cheese, and a generous serving of steamed fresh broccoli and carrots, or a mixture of cooked minced meat, kidney beans, corn and salsa.
5. **Fill heated tortillas with kidney beans or black beans.** Top with salsa and serve with plain yogurt, lettuce and tomatoes.
6. **For a vegetarian pizza,** add a combination of oven roasted aubergine, corn, slices of tomato, sweet peppers, spinach, over a crust and top with cheese.



Appendix 9 continued

Selection of food serving photos



½ serving of chicken curry

1½ - 2 dessertspoons



1 serving chicken curry

3 - 4 dessertspoons



Appendix 9

Selection of food serving photos



½ serving minced meat

3 dessertspoons



1 serving minced meat

6 dessertspoons



Appendix 1 continued

Fruit and Vegetable Tips continued

7. **Fill an omelette with onions, courgette and tomatoes**, or scramble eggs with mushrooms, tomatoes and peppers. Top with salsa.
8. **Cook a big pot of soup or stew with seasonal vegetables.** Adding dried lentils or canned beans can stretch your Euro and make sure there is lots of protein.
9. **Grill vegetables on the barbecue.** Marinate your favourite vegetables with bottled or homemade vinaigrette. Parboil more dense vegetables such as carrots, potatoes, artichokes and sweet potatoes.
10. **Add vegetables to sandwiches.** Try slices of cucumber, pepper strips, bean sprouts, grated carrots, courgette, fresh spinach leaves or well-drained coleslaw.
11. **Cut cauliflower, broccoli and other favourites into snack size pieces**, splash with vinegar and herbs and keep handy in the fridge. Serve raw veggies with a favourite low fat dressing.
12. **Serve a fresh green salad daily.** Add familiar veggies such as tomatoes, peppers, cucumbers or kidney beans; experiment with the more exotic vegetables as well.
13. **Add fruit to your chicken or tuna salad.** Try chopped apple with tuna salad, and grapes, oranges or pineapple with turkey or chicken salad. Serve the salad in a tomato or bell pepper shell.



Appendix 1 continued

Fruit and Vegetable Tips continued

14. **Purée cooked apple or pear as a sauce** for chicken or turkey, or add chopped dried apricot or fresh peaches to baked or grilled chicken.
15. **Serve a cold salad plate** of low fat cottage cheese surrounded with sliced fresh fruits.
16. **Top pancakes with slices of fresh berries**, peaches or banana just before flipping, or top toasted crumpets or small pancakes, with fresh fruit purée and yogurt instead of syrup.
17. **Mix unsweetened apple sauce or fresh chopped apple into cooked cereal**, or top hot or dry cereals with dried fruit, chopped apple, berries or bananas.
18. **Add fruits and vegetables to your favourite muffin, bread or cookie mix** - about a half - one cup of fruit or vegetables for every two cups of dry ingredients. Try shredded carrots, or chopped apples, berries, cranberries, raisins or apricots.
19. **Serve a cereal sundae** by layering low sugar cereal with diced fresh fruit and low fat yogurt.
20. **Freeze grapes, bananas, berries and peaches**. Chop the fruit and spread the pieces out on a baking sheet so they will freeze individually, then transfer fruit into bags to store in the freezer.
21. **Make a fruit shake / smoothie** using fresh or frozen fruit, low fat plain yogurt and a small amount of milk.



Appendix 8 continued

Outdoor Play Activity Theme

Nature Rubbing Books

Materials:

- Lightweight paper (recycled copy paper works well); old crayons without the wrappers.



Description:

- Encourage pre-school children to place paper over outdoor objects and areas (e.g. footpaths, tree trunks, grass, exterior of buildings, fences etc.) and rub with crayons.
- Get young children to arrange the rubbings in order from most smooth to most rough.
- Label each rubbing with the proper source and bind together to create books.



Appendix 8 continued

Outdoor Play Activity Theme

Rock Collecting

This outdoor preschool activity encourages observation and language development.

Materials:

- Sturdy bags for collecting; egg cartons; paint; paint brushes; small containers of water; newspaper; clear nail polish (optional).

Description:

- Teachers begin by explaining to pre-school children that they will be looking for rocks to collect during an outdoor walk in the park etc.
- While outside, talk with children about the shapes, sizes and colours of the rocks they find.
- Help the children compare the sizes, textures, colours and shapes of the rocks and stones.
- In the classroom, teachers help small groups of children wash and dry the rocks.
- Then sort them into piles according to size, colour, shape or texture.
- Create a rock collection by using egg cartons to store and display the rocks and stones according to size etc.
- Extension: Paint rocks, older pre-schoolers may wish to paint faces, etc. on their rocks and/or make them shine by permitting the paint to dry and then brushing on clear nail polish.



Appendix 1 continued

Fruit and Vegetable Tips continued

22. **Serve fruit kebabs** with pieces of apple, orange, banana, grape and strawberries.
23. **Offer banana boats** made with a banana sliced lengthwise and spread with peanut butter*, and put back together again like a sandwich.
24. **Make orange and peanut butter "snack-wiches"**. Spread peanut* butter on a cracker then top with a fresh orange "wheel" slice.
25. **Serve vanilla or plain yogurt over a baked apple or fresh fruit salad**, or lemon yogurt over mixed berries.

* *Be aware and careful of food allergy risk - it is recommended that children with a family history of allergy should avoid peanuts and peanut products until the age of 3 years.*





Appendix 2

Healthy Cake Recipes

Baby's Birthday Cake (Carrot Cake)

Ingredients:

2 ½ cups thinly sliced carrots; 2 ½ cups apple juice (you may use slightly less); 1 ½ cups raisins; 2 cups whole-wheat flour; ½ cup vegetable oil; 2 whole eggs; 4 egg whites; 1 tablespoon (tbsp) vanilla extract; ¾ cup unsweetened applesauce; ½ cup wheat germ; 2 tbsp baking powder; 1 tbsp ground cinnamon

Method:

1. Preheat oven to 350 F/180C / 4. Line two 9 inch square cake pans with waxed paper and grease.
2. Combine the carrots with 1 cup and 2 tablespoons of the juice in a medium size saucepan.
3. Bring to the boil, and then lower the heat and simmer, covered, until carrots are tender – approximately 15 to 20 minutes. Purée in a blender or food processor until smooth.
4. Add the raisins and process until mixture is fine texture. Let mixture cool.
5. Combine the flour, wheat germ, baking powder, and cinnamon in a large mixing bowl. Add 1 ¼ cups juice, the oil, eggs, egg whites, and vanilla; beat just until well mixed. Fold in the carrot puree and applesauce. Pour the batter into the prepared cake pans.
6. Bake until a knife inserted in to the centre comes out clean – approximately 35 to 40 minutes.
7. Cool briefly in the cake tins, and then turn out onto wire racks to cool completely.
8. When cool, frost with cream cheese frosting.



Appendix 8 continued

Outdoor Play Activity Theme

Nature Walk & Collage

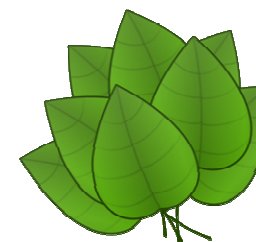
This is a science and art activity that encourages pre-school children's language development through group participation, questions, speculation and conversation.

Materials:

- Paper bags (enough for each child); a place to walk that is rich in nature; paper; glue; crayons; other tools for creativity that the children desire.

Description:

- Go on a nature walk.
- Allow the children to pick up objects from nature such as rocks, bark, grass, leaves, flowers, nuts etc., and put them into their bags to take back to the class.
- As you walk along encourage children to talk about what they see and hear in nature and allow them to observe and ask questions. When you return, set out the art tools and let them create a collage of their nature walk.





Appendix 8 continued

Outdoor Play Activity Theme

- Teacher then draws tree roots, multiple burrows and an ant hill on the brown paper and children then glue the animals, spiders, ants, worms and food (sunflower seeds) to the paper. Glue on sand for texture.

Outside Animals

Pre-schoolers use gross motor skills during this early childhood activity.

Materials:

- Open space to run, hop and slither.

Description:

- Once you have talked about animals go outside and get children to stand in a line facing the way you will run.
- Then explain that they will go down and come back as an animal.
- Tell children an 'animal' and see if they know how it gets from one place to another.
- If they don't know help them: e.g. bunny - hops; tiger - on all fours; and snakes - slithers.



Appendix 2 continued

Healthy cake recipes continued

Apple Swirl Cake

Ingredients:

2 cups apples; 3 tbsp sugar; 1 teaspoon (tsp) cinnamon; 2 cups sugar; 1 cup cooking oil; 4 eggs; $\frac{1}{4}$ cup orange juice; 2 tsp vanilla; 3 cup sifted flour; 1 tbsp baking powder; $\frac{1}{2}$ tsp salt

Method:

1. Peel, core, and chop apples into small pieces.
2. Mix together with 3 tablespoons sugar and cinnamon and set aside.
3. In large bowl, combine sugar and cooking oil and beat.
4. Add eggs, orange juice, and vanilla.
5. Sift together flour, baking powder, and salt; add to creamed mixture and beat until smooth.
6. Pour one third batter into greased and floured cake tin alternating with one half apple mixture. Repeat. End with layer of batter on top.
7. Bake at 325F/ 160C/ 3 for 1 hour or until cake tests done.
8. Cool in the cake tin for 10 to 15 minutes; turn out on wire rack or serving plate to complete cooling.
9. Sprinkle with icing sugar; or lightly frost with cream cheese frosting.



Appendix 2 continued

Healthy cake recipes continued

Apple Cake

Ingredients:

½ cup sunflower oil; 1 cup of sugar; 2 tsp vanilla; 1 large egg; 2 cups flour; 1 tsp cinnamon; ½ tsp salt; 2 tsp baking powder; 2 tbsp milk; ½ cup raisins (optional - add some dates!); 2 large apples, finely chopped; ½ cup walnuts, chopped finely (use a blender to ensure this).

Method:

1. Combine oil, sugar and vanilla and cream until light and fluffy.
2. Add eggs and beat well.
3. Sift together flour, cinnamon, salt and baking powder.
4. Add milk, raisins, apples and finely chopped nuts and dry ingredients to the creamed sugar/oil/vanilla.
5. Stir only until flour is well dampened.
6. Bake in a well greased (and floured best) 9x5x4 loaf pan. Bake for 50-60 minutes. Cool and remove from pan.
7. You can make a nice powdered sugar glaze and pour on top when bread is almost cooled.
8. This makes a YUMMY French toast when baked as bread - slice thick enough so that the bread won't crumble and gently dip in an egg batter. Fry in a pan and top with real maple syrup or spread with whipped cream cheese mixed with blueberry purée.



Appendix 8 continued

Outdoor Play Activity Theme

Comments: Children understand that the world is very different and that we have to help each other, that there are different people who look after all this and they help us by informing us about these activities in nature.

Bulletin Board: "Underground Theme"

Youngsters use observation and creative skills as they help create a science bulletin board during this preschool curriculum activity.

Materials:

- Brown craft paper to cover a small bulletin board; chalk; glue; sand; twigs; and leaves. Simple drawings of animals, insects and things that live underground.

Description:

- To introduce "Underground" read many poems and books over a 3 day period.
- Lay out simple drawings of a fox, squirrel, worms, mice, spiders, ants and other bugs.
- Children colour what interests them most and then cut them out.
- Take a nature hike to gather leaves, tiny pebbles, twigs, etc. When you return children choose what "underground" animals etc. that they want to illustrate.





Appendix 8 continued

Outdoor Play Activity Theme

- When they are outside, get the children to form a volcano with sand or dirt, leaving a hole in the top for the materials.
- Then add about 2 tablespoons of baking soda and 1/2 cup of vinegar (depending on the size of the volcano). For best results, add red food colouring to the vinegar before you pour it. The kids will be amazed when they see what happens next!



Volcanoes

Follow up making volcanoes by talking about the forces of nature during this pre-school activity.

Materials:

- Books about various activities in the world; such as: tornadoes, glaciers, avalanche, volcanoes, thunder, floods etc.

Description:

- Before starting look through different pictures.
- Talk about volcanoes in North and Central America and what happens when a volcano erupts.
- After that make a volcano from clay, soda, food colour and a little vinegar. The next day children draw volcanoes.



Appendix 2 continued

Healthy cake recipes continued

Applesauce Healthy Cake

Ingredients:

½ cup butter / margarine, softened; 1/3 cup brown sugar; 3 egg whites, lightly beaten; 1 ½ cups applesauce; 1 tsp cinnamon; 1/8 tsp ground cloves; ½ tsp salt; 1 tsp pure vanilla extract; 1 ½ cups unbleached white flour; ½ cup whole rye flour; 2 tsp baking soda ; ½ cup sliced dates (optional); ½ cup chopped walnuts (optional) (use a blender to ensure fine chopping) ; ½ cup raisins (optional); sprinkle of icing sugar (optional).

Method:

1. Preheat oven to 350F/ 180C / 4.
2. In a large bowl, beat together the butter / margarine, brown sugar and sugar substitute until smooth.
3. Add egg whites, applesauce, cinnamon, cloves, salt and vanilla, then mix well. Add both the flour and baking soda.
4. Stir until blended, and then add the dates, walnuts, and/or raisins, if desired.
5. Grease the baking tin. Pour the batter into the tin and bake for 45 minutes, until a skewer inserted in the centre comes out clean.
6. Let the cake cool slightly, and then turn it out upside down onto a serving plate. Sprinkle with icing sugar if desired.



Appendix 2 continued

Healthy cake recipes continued

Frosting ideas

Banana Glaze

Ingredients

½ medium banana; 1 tsp. lemon juice; ½ cup chopped nuts; 2 or more cups of icing sugar.

Method:

1. Mash banana well, add lemon juice and nuts.
 2. Gradually add powdered sugar until you obtain right spreading consistency.
 3. Ice cake after completely cool.
-

Sugar-Free Cream Cheese Frosting (Frosts one 2-layer cake)

Ingredients:

½ cup apple juice concentrate; 1 lb light cream cheese; 2 tsp vanilla extract; ½ cup finely chopped raisins; 1½ tsp unflavoured gelatine.

Method:

1. Set aside 2 tablespoons of the juice concentrate.
2. Process the remaining juice concentrate, the cream cheese, vanilla, and raisins in a blender or food processor until smooth. Transfer to a mixing bowl.
3. Stir the gelatine into the 2 tablespoons juice concentrate in a small saucepan; let stand for 1 minute to soften. Heat to boiling and stir to dissolve gelatine.
4. Beat the gelatine mixture into the cream cheese mixture until well blended. Refrigerate just until the frosting begins to set, about 30-60 minutes.
5. Frost the cake



Appendix 8 continued

Outdoor Play Activity Theme

Balloon Bats

Promote group co-operation with an outdoor activity after the completion of these teacher made balloon bats.

Materials:

- For each bat: One metal coat hanger, nylons and masking tape.

Description:

- Bend the hanger to form a diamond or circle shape.
- Twist the hook of the hanger to form a closed handle.
- Place the nylon over the coat hanger to form, securing it to the handle with masking tape.

Science: Making volcanoes

Pre-schoolers discover what happens when baking soda and vinegar are mixed during the early childhood education activity.

Materials:

- Baking soda; vinegar; red food colouring; play sand or dirt.

Description:

- Teachers can introduce the concept of volcanoes at a group gathering.
- First read a book on the subject, and then ask the children what they know about volcanoes.



Appendix 8 continued

Outdoor Play Activity Theme

Treasure Hunt

Use this early childhood education activity to encourage group co-operation, problem solving, following directions, thinking and reasoning.

Materials:

- Small plastic gold coins; inexpensive beaded necklaces; small rings; play money; and a treasure box decorated by the children; a map made by the teacher for the children to follow; inexpensive treasures that can be found in any party store. ***N.B. age group & potential risk of choking with types of treasure***

Description:

- The teacher must first hide the treasure filled box in a good hiding place in the yard.
- Next, the teacher will prepare a creative map for the children to follow, i.e. outside, start at the tree in the bike area. Look up and find another clue.
- The second clue might have a rhyme or just say: “now walk twenty five steps until you come to the playhouse”, etc.
- Finally when the children come to the place where the treasure is buried or hidden, they will open it and take turns sharing the treasure inside.



Appendix 3

Drinks for Infants / Toddlers

| Type of Drinks Milk | Suitability |
|-----------------------------------|--|
| Breast milk | A mother should be encouraged to continue breastfeeding as long as she wishes. Breastfeeding with suitable complementary foods into the second year continues to benefit the baby and mother. |
| Infant or follow-on formula | Infant formula can continue to be used. Follow on formula is a modified cow's milk suitable for infants from about 6 months of age and marketed to discourage parent from feeding children cow's milk as the main drink under 12 months of age. There should be no need for infant or follow on formula after 12 months if children have a diet containing sufficient iron-rich foods. |
| Specialised infant formula | Formula such as soya formula or other specialised formula should only be used under strict medical supervision. |
| Whole cow's milk | Whole cow's milk is suitable as the main drink for most children from 12 months of age. |
| Low-fat (semi-skimmed) cow's milk | Not suitable as the main drink for children under 2 years of age. Young children need some fat in their diet. Low-fat (semi-skimmed) milk can be introduced gradually after the age of 2 years, provided the child is a good eater and has a varied diet. |



Appendix 3 continued

Drinks for Infants / Toddlers

| | |
|---|---|
| Goat's or sheep's milk | Not suitable for children under 12 months of age due to inappropriate nutrient content. Although these drinks may be seen as less allergenic than cow's milk, or as providing special nourishment, there is no scientific evidence to support these claims. |
| Flavoured milk | Usually sweetened in some way and therefore best give with meals rather than between meals. Do not offer under 12 months of age. |
| Soya drinks (other than infant formula) | Not suitable for children under 12 months. If children are given soya drinks, make sure it's under medical supervision, that the drink has added calcium and is only given at mealtimes because of the high sugar content. |



Appendix 8 continued

Outdoor Play Activity Theme

- Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.
- Get the children to listen to the next instruction using a tambourine, beat the drum or clap your hands, the children stop and listen for the next step.
- For example, put your hand in a hoop; put your foot in a hoop. Make it more complex by adding colours and numbers. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

Outdoor Water Art

Promote fun with colour mixing during this outdoor play activity.

Materials:

- A spray bottle for each child; watercolours; water; large wall or fence.

Description:

- Fill each water bottle with a different colour watercolour, mixed with water.
- Outdoor, on a large wall or fence, let children spray and watch what happens as colours mix. The paint dries quickly and washes off easily.



Appendix 8 continued

Outdoor Play Activity Theme

- a) Around the waist - setting it right to your back, then spinning it around with your body.
- b) Make the hula hoop go round and round on the ground.
- c) Make hula spin on arm.
- d) Arrange hula hoops on ground and jump over them.
- e) Make up your own ideas.

Comments: The hula hoops will now be part of our outdoor games because the children will like them so much!



Game: Hop In The Hoops

During this outdoor early childhood activity, children use gross motor skills.

Materials:

- Different coloured hoops; an open area and drum or tambourine.

Description:

- Let the children warm up in an open area.
- Give the children different ideas for moving around - walk, hop, skip, run, walk sideways, run, backwards and so on.
- Place lots of different coloured hoops around the open space.
Demonstrate to the children how to walk or run around without touching the hoops.



Appendix 4

Non Milk Drinks for Children

| Type of Drinks Non-Milk | Suitability |
|---|---|
| Tap water | Encourage water as a drink frequently during the day. |
| Bottled water | Can contain high levels of some minerals such as sodium, which can be harmful to young children. If used, choose bottled / mineral water with less than 20mg of sodium (Na) per litre. This will be on the label. Fizzy water in large amounts can harm teeth, as it is acidic. |
| Pure Unsweetened Fruit Juice | Useful source of vitamin C. Children should be encouraged to have a half glass with breakfast or their main meal to help the body absorb iron. Fruit juices contain natural sugars and are acidic, therefore, for dental health it is recommended that fruit juices are diluted (1 part juice to 4-5 parts water) and given with meals only. |
| Fruit drinks, Juice drinks and Squashes | Should be avoided as they contain added sugar and acid, both of which are harmful to teeth. Sugar-free drinks and squashes contain artificial sweeteners and are generally not recommended for infants and young children. If given, they should be diluted with plenty of water (1 part squash to 8 parts water) and use only in moderation. |



Appendix 4 continued

Non Milk Drinks for Children

| | |
|-------------------------|---|
| Fizzy drinks – minerals | Should be avoided as they contain a lot of sugar and acid, both of which are harmful to teeth. 'Diet' minerals contain artificial sweeteners instead of sugar and should also be avoided. Even without sugar, they are harmful to teeth because of their acidity. |
| Tea and Coffee | Not suitable drinks for young children as they contain tannins, which interfere with iron absorption. Caffeine is a stimulant and is not suitable for children. |



Appendix 8 continued

Outdoor Play Activity Theme

Sheet Painting

Young pre-school children use fine motor and colour recognition skills as they explore creativity during this early childhood outdoor activity.

Materials:

- Spray bottles; water; liquid paint (variety of colours) and a old sheet.

Description:

- Fill a spray bottle with half water and half paint.
- For creative outdoor fun, hang an old sheet on a fence or create a clothesline and get the children spray paint it.

Game: Hula Hooping

During this pre-school physical education activity youngsters use both fine and gross motor skills. Children also develop problem solving and social skills as they create their own methods of "hula hooping".

Materials:

- 6-8 hula hoops (child size) and a large outdoor space.

Description:

- Allow 6-8 children to use hula hoops in any way that they like, making sure that the hoops are used safely.
- After the children have used the hula hoops in their own way, the teacher will show them different ways to use the hula.



Appendix 8 continued

Outdoor Play Activity Theme

- Place many shallow bowls containing soap and water outside and give each child a sponge.
- Promote sharing and cooperation as preschool children work together washing the cars.
- The children will absolutely love this idea. Before you know it they will be washing all of the outdoor toys and equipment.

Comments: It must be a nice day, warm weather and teacher **supervision is absolutely a MUST at all times.**

Outdoor Game: "Hot Potato"

During this gross motor game, pre-school and kindergarten youngsters use their feet instead of their hands.

Materials:

- Medium size playground ball.

Description:

- Put a medium sized ball in the centre of a circle along with a child chosen to be 'it'.
- The child who is 'it' pushes the ball with his or her feet, trying to get it out of the circle.
- The other children try to stop the ball with their feet.
- Once the ball is out, another leader is chosen.
- The ball is called the 'hot potato' and the children will enjoy trying to keep it in the 'oven'.



Appendix 5

Dos and Don'ts of fussy eating:

There is no doubt that having a fussy eater on your hands is very challenging but there are simple steps you can take to make things easier for you and the child.

| Do | Don't |
|---|---|
| Limit a child's milk intake to 1 pint /day. Leave the drink to the end of a meal. | Allow a child to fill up on milk, juice or fizzy drinks either before or at meals. |
| Allow a child to drink water when thirsty. | Offer an alternative when a meal is refused. Make a fuss when a meal is refused. |
| Give excessive praise when meals are eaten. Offer new and previously refused foods every few days. | Assume if it is refused today, it will be refused for life. |
| Give choice between 2 non-favourite foods. | Give choice between 1 liked and 1 disliked foods. |
| Offer 3 meals & 3 snacks a day. [2 meals & 2 snacks in FDC]. | Go for long periods (for more than 2.5 hours) without food. |
| Limit meals times to 30 minutes and snacks to 15 minutes. | Have long drawn out meals Follow child with food when they leave the table. |



Appendix 5 continued

Dos and Don'ts of fussy eating:

| Do | Don't |
|---|---|
| Eat with children, and make mealtimes a happy family occasion. | Let children eat on their own; eating with an adult present is much better. |
| Make fun food when time allows e.g. milk shakes, banana splits, chocolate rice crisp buns, frozen yoghurt, homemade juice ice lollies. Involve children in baking cakes and biscuits. | |
| Keep a list of the foods children will eat and add the new foods in a ceremonious fashion. | Allow your frustration to become obvious. |
| Buy individually wrapped food i.e. breakfast cereals, yoghurts, yoghurt drinks and crackers. Reading a story at meal times can serve as a distraction so a child "forgets" about his/her food fad. However, it is not a good habit to allow children to eat watching television as a distraction tool. | |



Appendix 8

Outdoor Play Activity Theme

Outdoor Transparent Painting

Pre-school children use both large and fine motor skills and teachers can introduce a new vocabulary word, 'transparent', during this creative early childhood activity.



Materials:

- Long strip of clear plastic (sheet); paints (lots of colours); paint brushes; wire to hold up the plastic sheet; a fence.

Description:

- Let the children help in attaching the plastic to the fence thereby encouraging participation and the use of large motor skills.
- Ask the children to paint the 'canvas' with any images they like, or you can provide ideas according to your theme.
- These murals are an amazing addition to any outside play area.

Outdoor Car Wash

Encourage social skills as preschool children participate in this warm weather water play activity.

Materials:

- Bikes / trikes / tractors; sponges; shallow dishes of soapy water.

Description:

- During outside time, set up an area where the children can pretend to be a car wash.



Appendix 7 continued

Suitable activities for pre-schoolers

- Make a circle and kick the ball to each other keep the ball going in one direction from one child to the next.
- Change the direction of the play.

Variation

- Teach children to kick a moving ball. Roll it towards them and encourage them to walk up to the ball and kick it.
- Teach dribbling skills. Kick the ball and run after it and kick it again each time they reach it.
- Aim the ball between two markers to score a goal.
- Play throw and catch.
- Use a balloon to practice heading the ball.

14. Movement to Music:

- Use rhyming songs to keep rhythm e.g. “ring-a-ring-a-rosy”. Or action songs e.g. “Itsy bitsy spider” and encourage your child to copy the actions.
- Ask children to hold hands in a circle while you sing.
- Use music on the radio and dance to the music.



Appendix 6

Steps to Health Promotion Policy Development

STEP 1: ESTABLISH AN HEALTH POLICY GROUP / COMMITTEE

Structures for developing a health promotion policy should be based on existing service structures for good planning and curriculum change. It is recommended that a core committee/working group should be established. This should represent parents, senior pre-school management, staff, cooks cleaners and the Trustees/Board of Management (if applicable).

The following questions may help to clarify the membership, time frame, and support/training needs of the group:

- Who are the members of the core committee/working group?
- Who convenes / chairs / records the work of the group?

STEP 2: PREPARE A DRAFT POLICY

This should consider:

1. The service ethos:

The following questions may help:

- Is there a written statement to describe the service ethos? For example: Mission Statement.
- Has an understanding of the service ethos been developed and agreed with the partners in the service community?
- Is the ethos expressed in the day-to-day working of the service and in respect of all service activities?



Appendix 6 continued

Steps to Health Promotion Policy Development

- Is the service climate a supportive one; where the needs and well-being of all members of the service community are considered and respected?
- How does/might the healthy policy reflect the service ethos?



For example:

- ‘Dedicated to the care of the whole service community.’
- ‘Provides an enhanced environment for learning’.
- ‘Supports those who are experiencing difficulties.’
- ‘Seeks to engage the partners in the education process.’

2. Existing service policies (service plan; code of behaviour etc.):

Prompts:

- Does the service have a litter policy?
- Does the service have an environment policy?
- Does the service have a health and safety policy?



Appendix 7 continued

Suitable activities for pre-schoolers

- Use dominoes and show them how to line them up in a row so that when one is knocked over you produce a chain reaction.

12. Exercise for Everyone:

- Provide a good example for children. Be active for at least 30 minutes most days of the week.
- Be active around the service; let children join in by imitating or helping in whatever you are doing e.g. sweeping floors, tidying up washing the car etc.
- If you have a garden let them help in the garden.

Variation

- Go on walks. Tell children about the neighbourhood.
- Try to do something active together: go swimming; bring them to watch a sport to see others playing sports.

13. Foot Ball:

- Use a lightweight ball that is large enough for children to kick easily.
- Put it on the ground and kick it gently towards the child.
- Ask them to stop and kick it back to you.





Appendix 7 continued

Suitable activities for pre-schoolers

10. Climbing:

- Give children opportunities to practice climbing different things **always under your supervision.**
- Let them climb up and off chairs by themselves.
- Show them how to climb a small stepladder.
- Teach them to get in and out of a car by themselves.

Variation

- Visit a park with climbing frames, slides, ladders, and swings and guide children in how to use them.
- Visit rock beaches and help them climb rocks and boulders.

11. Construction Site:

- Save empty cardboard boxes for children to build with.
- Provide a space where they can construct a house using the empty boxes.
- If they want to make it more permanent, tape the boxes together.

Variation

- Show them how to line up the chairs or boxes to make a bus, car or train.
- Joining up boxes can make a tunnel.
- Get them to stack the boxes and see how big a tower they can build. Use building blocks as well.



Appendix 6 continued

Steps to Health Promotion Policy Development

3. Current practice regarding nutrition, physical activity, dental and mental health education:

- Education about nutrition, physical activity, dental and mental health education is most effective if provided in the broader context of the service curriculum.
- The curriculum should be pre-school-based, developmental and delivered in the context of a supportive whole service environment. The policy statement should indicate how the curriculum is organised, including i.e. co-ordination, teacher involvement.
- The use of an outside visitor/speaker may enhance the work done in class but should always be considered in the context of the curriculum and should be undertaken in the presence of a teacher.

The policy should reflect this.

Prompts:



- How is information on nutrition, physical activity, mental health and dental issues disseminated?
- Does the service include these health issues on the curriculum?
- Does the curriculum include a component on nutrition, physical activity, mental health and dental education?
- Do visitors contribute to nutrition, physical activity, mental health and dental education as part of a supportive service environment?



Appendix 6 continued

Steps to Health Promotion Policy Development

- What criteria are used for inviting visitors and who monitors their contribution?
- If the service does not have a curriculum, how are nutrition, physical activity, mental health and dental education addressed?
- Is the whole service environment supportive of a health promotion policy?

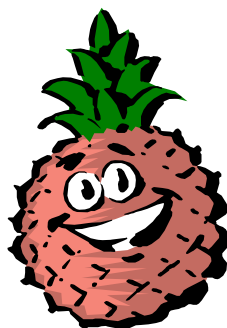
4. Current approach in relation to healthy food:

Prompts:

What is our understanding of 'healthy food'?

For example:

- 'Healthy food is food that when provided is optimum for growth development and health'.
- Are we aware of the foods and drink types being consumed in the service?
- If not, can we gather this information with the assistance of the HSE or a statutory or voluntary group? Do we have links with these groups at present?



Appendix 7 continued

Suitable activities for pre-schoolers

9. Hoops:

- Scatter 8 hoops on the ground at least 12 feet apart.
- Play some music that children enjoy so that they can dance around and in and out of the hoops.
- As the music stops children must jump into a hoop.
- Take one hoop away so that they have to share a hoop.
- When they are to the last one they have to huddle together to try and fit every one in.

Variation

- Have the children dance around the hoop and as the music stops give them an instruction such as "Put your hand in the hoop" or "put one foot in the hoop". Call out as many body parts as can think of.
- Number or colour the hoops and call out a number or colour for them to walk to.
- Place 4 hoops together in a square, so that all sides are touching. Split the children in 3's or 4's and ask them to place a foot in a hoop and the other foot in a different hoop. Then get them to put their hand in a different hoop and their other hand in the fourth hoop. This will involve a lot of co-operation.



Appendix 7 continued

Suitable activities for pre-schoolers

Variation:

- Vary the distance from where they stand to roll.
- Have other children take turns.
- Use a smaller ball and get them to try throwing the ball over arm and using either hand.
- Visit a proper bowling alley.

8. Volley Ball:

- Set up two chairs facing back to back with a string tied between them.
- Blow up a small balloon and stand with it on the opposite side of the string from the child.
- Show them how to hit the balloon with both hands to make it go over the string and encourage them to do the same.
- Volley the balloon back and forth trying not to let it touch the ground.

Variation

- Have some friends join in with more balloons.
- Vary the height of the string.
- Play tennis, returning the balloon back using one hand.
- Have them keep the balloon in the air by hitting it upwards every time.
- Try hitting the balloon with their head.



Appendix 6 continued

Steps to Health Promotion Policy Development

- What are staff views on current approaches concerning food and nutrition?
- At who is the policy aimed i.e. children, teachers, parents/ guardians, and users of the service building?
- Is project work undertaken by children on the topic of food and nutrition appropriate, supervised and monitored?

5. Current approach in relation to physical activity:

Prompts:

What is our understanding of 'physical activity'?



6. Current approach in relation to dental health:

Prompts:

What is our understanding of 'dental health'?



Appendix 6 continued

Steps to Health Promotion Policy Development

7. Current approach in relation to mental health:

Prompts:

What is our understanding of 'mental health'?



8. Training and staff development:

- An effective policy needs to be supported by an ongoing commitment from the Board of Management and service Trustees to training and staff development.
- The Health Service Executive (HSE) also provide a wide range of supports for services including Health Education and Health Promotion.

Prompts:

- Is there a shared understanding of the contribution that the curriculum can make to the promotion of healthy food habits?



Appendix 7 continued

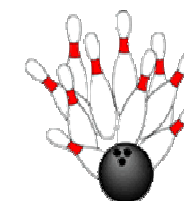
Suitable activities for pre-schoolers

6. Tunnelling:

- Make a tunnel by laying a large blanket or rug over some chairs.
- Encourage the child to pretend they are going in an adventure to discover what is at the end of the tunnel.
- You can give them a bike helmet to wear and a torch to use.
- Encourage them to take turns at being the lead into the tunnel.

Variation

- Vary the height of the tunnel so that they might have to crawl through the tunnel.
- Practice moving sideways and backwards through it.
- In pairs, one leads another who is blindfolded. Take turns.



7. Ten Pin Bowling

- Use plastic bottles with a small amount of sand in the bottom in a group on the floor to make up the "pins".
- Hold a light weight ball (5" in diameter) in both hands, swing the ball back between your legs and then roll the ball underhand towards the pins to knock them over.
- Count how many bottles have been knocked over.
- Stand the bottles up again and let the child have a go standing 6 feet from the bottles.



Appendix 7 continued

Suitable activities for pre-schoolers

Variation:

- Try balancing other objects: small light books, folded towels, soft toy.
- Use other body parts, arm elbow to balance the object on.
- In pairs ask one to bend over and their partner places an object on their back and asks them to move around the room trying not to let the object fall off.

5. Hide and Seek:

- Play hide-and-seek inside or within a defined area outside.
- Show them some hiding places and close your eyes and count to 10 slowly.
- Go and look for them.
- Take turns in hiding.

Variation

- Help one child to hide their eyes and count to 10 with them and then let them go search for the others.
- Play hide and seek with a teddy bear. Hide the toy in the room and then ask the child to try and find it. Take turns in hiding the toy.
- Play hide and seek outside.



Appendix 6 continued

Steps to Health Promotion Policy Development

- Are all staff aware of the contribution they can make to the promotion of healthy food and drink; physical activity, dental and mental health within their own class in the service (e.g. by developing a supportive class environment)?
- Are new staff, in particular, briefed on the healthy policy of the service?
- What further training needs do we have in relation to the implementation of the policy?
- Where can we access training?
- How is parent education on the curriculum and issues relating to healthy food use promoted in the service community?

STEP 3: CONSULTATION

- The draft policy should be circulated as widely as possible for the views of parents/guardians, teachers and management. Particular effort should be made to involve those parents who might not normally be reached.

STEP 4: REVIEW

- Revision of the draft policy should be informed by the feedback from Step 3.

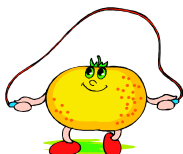


Appendix 6 continued

Steps to Health Promotion Policy Development

STEP 5: RATIFICATION/CIRCULATION

- The Board of Management/ Manager should ratify the final policy and the policy should be circulated to ensure everyone in the service community is aware of it.
- Parents/guardians should be informed of what is happening with regard to both nutrition, physical activity, dental and mental health education and the healthy policy from the time of enrolment of the child. It is recommended that the parents be asked to sign a statement to the effect that they have read the policy and agree that they are bound by it.
- The completed policy should be displayed in the hallway of the service.



STEP 6: IMPLEMENTATION

- It should be ensured that the whole staff team is familiar with the policy and prepared to put it into practice. It is important that everyone is aware of changes implied in curriculum, rules, sanctions and code of behaviour.

STEP 7: MONITORING, REVIEW AND EVALUATION

- The policy should be reviewed annually. In practice, this might be co-ordinated by the core committee in consultation with the wider service community.



Appendix 7 continued

Suitable activities for pre-schoolers

3. Stepping Stones:

- Cut shapes from newspaper to make the stepping stones. Make sure they are large enough to put both feet on. Number the stones 1 to 10.
- Place them on the floor in a circle.
- Encourage children to pretend that there is water all around the stones and they have to keep their feet dry by only stepping on the stones.
- Step on each stone calling out the number as you step on it.

Variation:

- Vary the distance between the stones so that very small or very large steps have to be taken.
- Outside Hula Hoops (or circles of rope or string) can be laid on grass and children encouraged to jump/run from hoop to hoop.

4. Walk Tall:

- Place a beanbag on head.
- Practice walking around a room balancing beanbag on head.
- Sit in a chair keeping the beanbag balanced and stand up again.



Appendix 7

Suitable activities for pre-schoolers

1. Follow the Leader:

- Children line up behind adult and copy the actions of the adult.
- Move around obstacles, zig-zag, backwards.
- Walk on tiptoes, crouch, big steps, small steps, feet wide apart.
- Speed up slow down.

Variation

- Include arm movements.
- Let children take turns at being the leader.
- Have the children link arms as they follow the leader.

2. Statues:

- Pretend to be a statue and get your child to copy the way you are standing.
- Change the position and get them to copy you again.
- Take turns in being the statue.

Variation

- Play music for everyone to dance to and then “freeze” in whatever position they are in when the music stops.
- Name shapes of objects and ask them to get into that position e.g. teapot, ball, chair, bridge or tree.
- Have fun; give plenty of praise for their efforts.



Appendix 6 continued

Steps to Health Promotion Policy Development

- Ongoing review and evaluation should take note of changing information, legislation, developments in the service programmes and feedback from parents/guardians and teachers. This should fall within the framework of service planning.

Prompts:

- Is nutrition, physical activity, dental and mental health education, being offered to all children in the service?
- Are training needs being monitored and reviewed?
- What is the level of awareness of the service’s healthy policy?
- Is the policy working as envisaged?
- Who will be involved in evaluating the health promotion policy?
- Date of review of the policy?

