

Happy Mealtimes For Healthy Children

Where Healthy Eating Becomes a Habit



CHILD & ADULT CARE FOOD PROGRAM

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DIVISION OF RESPONSIBILITY IN FEEDING CHILDREN

Infants



- The parent/caregiver is responsible for **what**
- The child is responsible for **how much**

(Caregiver helps infant to be calm and organized and feeds smoothly, paying attention to cues coming from baby about time, tempo, frequency and amounts.)

Establishing a positive feeding relationship between caregivers and children can have lifetime benefits. Adults are responsible for what foods and how much.

- ◆ Choose foods that are the right texture so that baby's tongue and mouth can control it and make swallowing as easy as possible.
- ◆ Hold baby on your lap when you introduce first solid foods. Then move her to a safe high chair.
- ◆ Support baby well – in an upright position so he can easily explore the food as much as he wants.
- ◆ Have baby sit up straight and face forward. This makes swallowing easier – and choking less likely.
- ◆ Talk in a quiet, encouraging voice while you feed. There's no need to entertain – you are there to keep baby company.
- ◆ Wait for your baby to pay attention to each spoonful before you try to feed it to him.
- ◆ Let your baby touch the food – in the dish and on the spoon. You wouldn't want to eat something if you didn't know anything about it, would you?
- ◆ Feed at your baby's tempo. Don't try to make babies eat faster or slower than they want to.
- ◆ Allow baby to feed himself with finger foods as soon as he shows an interest.
- ◆ Always stop feeding when baby shows that he has had enough to eat. Often baby will do this by turning his head away from you.

DIVISION OF RESPONSIBILITY IN FEEDING CHILDREN

Toddlers and Older Children

- The parent/caregiver is responsible for **what, when, where**
- The child is responsible for **how much** and **whether**



Jobs parents/caregivers need to do with feeding include:

Setting regular meals and snacks

Children have small stomachs and large energy needs and need to eat every 2-3 hours during the day.

Creating a pleasant mealtime environment

Establish a routine around meal time so children know what's coming. "Soon you'll be washing your hands and we'll be sitting down together for lunch." "Today we're having chicken, peas, peaches and biscuits." Make sure the conversation is child-directed focusing on their interests and experiences.

Planning and preparing healthy meals and snacks

Carefully planned meals and snacks assure that children are offered a variety of wholesome "easy to like" foods as well as new foods. It's the adult's job to challenge children with new foods over time so they can learn to challenge themselves to try new things.

Eating with the children

The adults respond and support children's attempts at successful eating. Adults act as role models for trying new foods and modeling appropriate mealtime behavior.



FOOD FOR THOUGHT AND DISCUSSION



Experts believe that our early childhood experiences with food tend to affect our eating behaviors and attitudes towards food as adults. Many of these eating experiences could have been positive influencing eating behaviors in a positive way. Well – intentioned adults may have insisted on some of these things because they thought it would be good for children in the end.

These questions are intended to stimulate your thinking and initiate discussion with your group. Share only what you are comfortable with.

	Yes	No
▪ At your family table, were you allowed to pick and choose from what was available?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did your parents (or you) make different foods other than what the family was eating - or short order cook?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did your family have rules about what you <i>had</i> to eat?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you have to hurdle – eat this before you could eat that?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you have the one-bite rule?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you have to eat certain foods before you could have dessert?	<input type="checkbox"/>	<input type="checkbox"/>
▪ At your family table were you allowed to eat as much or little as you were hungry for?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you have to clean your plate?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Were you restricted in the amounts that you could eat?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Were you allowed to eat as much as you wanted of some foods but not of others (<i>even though there was enough of everything</i>)?	<input type="checkbox"/>	<input type="checkbox"/>

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

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



WHY FAMILY STYLE MEALS ARE “BEST PRACTICE”



1. Children have the opportunity to practice serving skills.
Question: What are some skills children learn by serving themselves?

2. Children feel in control of their eating.
Question: In what ways does family style service help children feel in control of their eating?

3. Children are encouraged to try new foods.
Question: Why do you think children might be more willing to try new foods with family style meals?

4. Children learn to control portion size.
Question: Why do you think serving family style meals affects the amount of food children serve themselves?

5. Children learn table manners through family style meal service.
Question: What manners can children learn when they serve themselves from community bowls?

6. Children learn communication skills.
Question: What communication skills can children learn during meal time?

7. Children are more relaxed during family style meals.
Question: Why do you think children are more relaxed during family style meals?

THE DEVELOPMENT OF EATING SKILLS AND MEALTIME BEHAVIOR

The following information is provided to aid you in your role in setting physical and emotional environments to help children develop healthy eating behaviors.

WHAT YOU SAY MATTERS!

Erik Erikson's theory of psychosocial development includes a principle that:

- Significant others in a child's life impact growth and development of that child
- Adults who work with young children can set physical and emotional environments to help children develop healthy eating behaviors

Erikson identified developmental crises that typically developing children face as they grow emotionally and socially. Each developmental period brings skills to be learned. There are four stages of a child's lifespan and the issues they may experience as they develop. Janice Fletcher and Laurel Branen paired Erikson's stages with adult feeding strategies that affect each stage.

The stages are:

- Trust vs. Mistrust
- Autonomy vs. Shame and Doubt
- Initiative vs. Guilt
- Industry vs. Inferiority

The following information was adapted from What's in a Lesson for What's in a Meal with additional material from Erik Erickson and Ellyn Satter.

STAGE: TRUST VERSUS MISTRUST

Children develop feelings that they can rely on the consistency and security of the world around them.

ADULT FEEDING STRATEGIES

TRUST

- Adult sets a comfortable mood and tone, including securely holding and responding to the child, rather than propping bottles or group feeding children seated in high chairs.
- Adult provides appropriate foods when the baby shows hunger cues.
- Adult does not unnecessarily interrupt the child's focus on eating.
- Baby is fed when hungry.
- Adult stops feeding the baby when the baby shows that he/ she is through eating.
- Adult discerns which cues are hunger cues and which cues are indicators of other discomforts, refraining from using feeding as the answer to all cries.
- Adult stops feeding when baby turns away from the food.
- Adult determines that food temperature is appropriate.

MISTRUST (Avoid these strategies.)

- Adult feeds child on strict schedule, not in harmony with the child's hunger cues.
- Adult forces the nipple or spoon into a child's mouth.
- Adult feeds the child on every discomfort cue.
- In child care settings, older babies are fed in a round robin fashion as they sit in high chairs.
- Adult moves from child to child on a rotation schedule determined by the adult, feeding each child mechanically.

WHAT ELSE CAN YOU EXPECT

Newborn

Appetite: Feeding every 2-3 hours at first; sometimes will go longer stretches between feedings. Period of rapid growth.

Feeding: Will go best if baby is calm and awake during feeding. Pauses during feeding are generally a social time. Hold off feeding if baby seems comfortable until he/she indicates they are still hungry.

3-6 Months

Appetite: the length of time between feedings will gradually increase as will amounts eaten at some feedings.

Feedings: Baby will have more time in the active alert stage. Schedule becomes somewhat more predictable.

6 -12 Months

Appetite: May vary from meal to meal and day to day.

Feedings: Introduce solid foods when baby is developmentally ready. Signs of readiness include:

- Sit up alone or with support
- Mouths fingers & toys
- Opens mouth when he sees something coming
- Turns head away when he doesn't want it

Independence and Ability to Participate in Family Style Dining: Allow baby to progress gradually from soft foods to thicker and more solid foods. By 9 months usually able to pick up small pieces of food and bring them to the mouth.

TODDLERS 1 YEAR - 18 MONTHS

STAGE: AUTONOMY VERSUS SHAME AND DOUBT

Children have a sense that they exist as separate human beings, “I am! Look at ME”, is the phrase to describe this stage.

ADULT FEEDING STRATEGIES

AUTONOMY

- Children are encouraged to feed themselves, regardless of mess.
- Children may say no to foods.
- Children may combine foods in the way they decide.
- Children may go on food jags.
- Child-sized portions of food are presented.
- Food is served to children so that they can be successful, rather than frustrated. For example, pizza is cut into bite-sized pieces, rather than served as a slice.

SHAME AND DOUBT (Avoid these strategies.)

- Adult feeds children even though the children have adequately developed grasps and finger control.
- Adult takes over feeding when the children are eating messily.
- Adult excessively interrupts the children’s eating for hand and face-wipings.
- Adult forces children to clean their plates and to eat all foods, with little regard to the children’s hunger or satiety cues or individual preferences.
- Adult serves child’s plate with adult sized portions.

WHAT ELSE CAN YOU EXPECT

1 Year Old

Appetite: May not eat equally well at all meals.

Refusals and Preferences: May refuse milk from a bottle especially if new nipple style or some other change has been made. Favorite bottle is the evening one. Food preferences are becoming well defined: usually will show a preference for certain cereals and vegetables.

Independence and Ability to Participate in Family Style Dining: May finger feed part of meal. A few children may refuse any help. Many insist on standing to eat. May need a toy or two to hold if being fed. Some children at this age can begin to sit in a three-sided chair. Whether in a three-sided chair or high chair, pull them up to the dining table to join the others eating.

18 Months Old

Appetite: May be decreasing. Usually less than that of a vigorous infant. Appetite usually best for noon meal.

Refusals and Preferences: Changes a lot.

Independence and Ability to Participate in Family Style Dining: Enjoys feeding self. May do so for all of the meals with some help in filling spoon. Definitely should join the family/child care group at the dining table, preferably sitting in a three-sided chair. May want to eat off of other’s plates or out of serving bowl. Should be an increase in the amount of time he/she spends at the table. May be able to pass some foods with your help. Should be able to give you the empty dish when finished.

EARLY CHILDHOOD 2-3 YRS. OLD

STAGE: INITIATIVE VERSUS GUILT

Child has a sense of taking risks as a safe behavior. "I will try" is the phrase that shows a healthy sense of initiative.

ADULT FEEDING STRATEGIES

INITIATIVE:

- Adult accepts child's decision to stop eating when the child says, "I'm full."
- Adult encourages child to determine how much, if any, of a new food to try.
- Adult respects child's ability to dislike or like a new food.
- Food is presented to the children so that they can serve themselves, deciding how much to put on their plates.
- Spills are expected and treated as routine, rather than crisis.
- Child sized utensils are provided so the child can more easily develop skills for feeding and serving self.

GUILT (Avoid these strategies.)

- Child is chastised when her/she grows fatigued and sloppily uses utensils.
- Adult scolds children for not cleaning their plates.
- Child fails using utensils that are too big or heavy for his/her strength, balance, and endurance.
- Child is scolded for spills.
- Adult chastises or shows disappointment when a child shows dislike of foods.
- Adult puts more on child's plate than the child can comfortably eat.

WHAT ELSE CAN YOU EXPECT

2 Years Old

Appetite: Fair to moderately good. Noon meal usually the best.

Refusals and Preferences: Two year olds typically show a sharp decrease in appetite as their rate of growth is slower than the first year. Many are fussy, hard to please or go on food jags or refusals. Can name foods and likes and dislikes. Like whole pieces of foods.

Independence and Ability to Participate in Family Style Dining: Most two year olds are ready to sit at the table in regular chairs. They are learning to manipulate serving spoons and pour from small pitchers with assistance. Some two year olds can feed themselves without help. Others may need help. There tends to be two extreme groups of eaters: messy and neat. Children this age can scrape leftover food off their plates into the garbage and put their dirty plates, silverware and cups in the appropriate places.

2 1/2 Years Old

Appetite: Varies between very good and very poor. Usually eats one good meal noon or evening.

Refusals and Preferences: More defined than at two years of age. Food jags continue. May favor meat, fruit, and butter. Totally refuses disliked foods, especially green vegetables. (This does not mean you should stop offering green vegetables. Eventually a child may try them and like them.)

Independence and Ability to Participate in Family Style Dining: May feed self entire meal or want to eat some and ask for help with the rest. Likes routines. Demands same foods, dishes, or arrangement of dishes. Children this age can pass foods and are becoming good at manipulating serving spoons.

3 Years Old

Appetite: Fairly good. Improved appetite from age two. Less changeable than before. Milk intake may be increasing.

Refusals and Preferences: Less defined than earlier. Meat, fruit, milk, dessert, sweets favored but also eats vegetables. Likes food that needs chewing. Fluctuating tastes may appear at this age.

Independence and Ability to Participate in Family Style Dining: Feeds self. Eats well. Begins to master pouring and use of serving utensils and can scoop and balance. Understands the concept of quantity better (as in the command "just take one"). Begins to understand the concept of sharing and can pass foods.

MIDDLE CHILDHOOD

STAGE: INDUSTRY VERSUS INFERIORITY

Children develop feelings that they can make things, a sense of “I am capable”.

ADULT FEEDING STRATEGIES

INDUSTRY

- Child discerns when he or she is hungry or full and acts on these cues.
- Environment is set so the children can make their snacks or simple meals.
- Children choose menus for meals.
- Children make suggestions for trying new foods.
- Children prepare foods for sharing with friends.
- Children help set schedules for mealtimes.

INFERIORITY (Avoid these strategies.)

- Children’s plates are pre-plated and served.
- Adult admonishes and demeans child’s attempts at making or serving food.
- Children are required to clean their plates.
- Children are required to taste everything at the mealtime.

WHAT ELSE CAN YOU EXPECT

4 and 5 Years Old

When children reach this age they have mastered the mechanics of eating and have learned the skills needed to participate fully in family style dining. They are usually more interested in colors, textures, and tastes of foods and may become more willing to try new foods. They are also beginning to develop very individual tastes and food preferences. Child can discern when he/she is hungry or full and acts on these cues.

Strategies that promote healthy eating behaviors: Children this age love to help. Give them specific age appropriate duties. Let children help in choosing menus for meals. Eat with the children. Make mealtimes pleasant.

WHAT YOU SAY REALLY MATTERS

Laurel Branen and Janice Fletcher
College of Agriculture
University of Idaho

Conversation at the table gives children a variety of messages. What adults say at the table is powerful. Comments have short-term consequences for helping children have a successful or disappointing meal. In time, comments accumulate to give children messages about how much control they have over hunger and satisfaction. Think about how you may influence children's mealtime experiences. Listen to what is said at the table and decide if it is a phrase that helps or a phrase that hinders the child's choices at the table.

Phrases That Help

Look at the phrases to the right. Can you tell why these help?



- Yes, these radishes are crunchy!
- This is kiwi fruit. It's sweet like a strawberry.
- Do you like that?
- Would you like more?
- Is your stomach telling you that you're full?
- Use your napkin.
- Move the serving bowl closer to your plate.

Phrases That Hinder

Look at the phrases to the right. Can you tell why these hinder?



- Eat that for me.
- You're such a big girl; you finished all your peas.
- See, that didn't taste so bad, did it?
- You have to take one more bite before you leave the table.
- Carli, look at Maria. She ate all of her bananas.



FEEDING FAQ'S

Q. At what age can children start serving themselves and still get balanced nutrition?

A. Children can start serving themselves at the beginning with guidance from the adult. Reassure children that there is always more for seconds, and encourage children to try some of the other foods offered at the meal, if they seem particularly fond of one food.

Q. Two children choose to eat bread and drink milk. Is it okay that they never choose to eat anything else?

A. Adults decide what is offered. Children choose how much and whether to eat. Eventually they'll decide to eat more. Keep offering a variety of foods, including their favored foods as well as some alternatives. While they might make limited selections in the short term, after more experiences with different foods, they'll be more open to trying new things.

Q. What do you do when the children zero in on the "last piece"? They all feel as though they need to be the ones to eat it?

A. Reassure the children that they will have it again. Talk about how many people are at the table, encouraging a sense of community. Maybe cut it up into small pieces so that all get just a little piece.

Q. At what age can children begin experimenting with utensils?

A. Between 18 months and 2 years, about half of all kids will be experimenting with a fork, and by 3 almost all will be ready to try using one at meals. The key to success is to provide frequent opportunities for practice. When children are just learning to handle utensils they will revert back and forth between utensils and their fingers. That's okay.

Q. How do you deal with children who over-serve themselves and never eat it all?

A. Watch to see if the children are just serving because they enjoy the activity, maybe they could have a similar activity later in the day. Remind the children that they can have a little now and always have more later on. Suggest that they start with one scoop of each food the first time the bowls are passed. Eventually with more practice, children will get better at judging amounts.

For additional information on children's feeding, visit www.ag.uidaho.edu/feeding and click on Feeding FAQ's.

MAKE A VISION AND IT WILL BECOME REALITY

Use the worksheet below to help you think about what you want your mealtimes to be like. Think about what you would LIKE to have, not what you currently have. After you complete the worksheet, write a preliminary vision statement.

Planning My Vision

1. The physical mealtime environment includes such things as the way the room is arranged, the utensils, the way food is presented, and food safety. I want my physical environment to be like this:

2. The auditory mealtime environment includes ALL that the children hear at the mealtime. I want the sounds around the table to be like this:

3. The mealtime social environment includes such things as child to child discussions, teacher and child discussions, taking turns, and sharing. I want the social environment to be like this:

4. The mealtime language environment means talking, conversation, and listening. I want the language environment at the table to be like this:

5. The emotional environment at mealtimes refers to how children and adults FEEL about what is happening. I want the emotional environment at the table to be like this:

MY ACTION PLAN

I will do these three things.

1.

2.

3.

Barriers to reaching my vision:

Which barriers do I need help lifting?

Who can help?

What do I need to lift the barrier?

Which barrier can I overcome by this coming Monday?

Credit: *Make a Vision and It Will Become Reality* by Laurel Branen and Janice Fletcher, College of Agriculture, University of Idaho.

RECIPES

Taco Supper

2 lbs. browned hamburger
1 (28 oz.) can diced tomatoes
1 (15.5 oz.) can kidney beans
1 (15.5 oz.) can black beans
1/2 cup chopped onion
1 clove of garlic, minced
1 tsp. chili powder
1/2 tsp. garlic salt
assorted toppings
tortilla chips

Place all ingredients in a crock pot and cook on high for 5 hours or low for 8 hours. Serve meat mixture over tortilla chips. Offer toppings such as tomatoes, lettuce, avocados, green peppers, olives, shredded cheese, sour cream and taco sauce.

Yield: 18 servings
Serving Size: One serving is a meat (1.5 oz.), one (1/4 cup) vegetable and a grain/bread serving for a 3 – 5 year old.

Contributed by: Lisa Beals, Montevideo, MN

Crock-pot Barbecued Chicken

3 lbs. chicken thighs
1 (32 oz.) jar barbecue sauce
1/2 cup water
cooked rice or noodles, optional

Brown chicken thighs. Add to crock-pot with barbecue sauce and water. Cover and cook on low for 6 – 8 hours. Serve over rice or noodles.

Yield: 15 servings
Serving Size: One serving is a meat (1.5 oz.) for a 3 – 5 year old at lunch/supper
Credit: Meals Matter

Taco Beef Nuggets

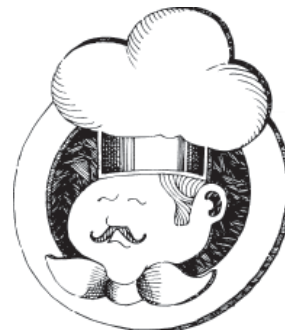
1 lb. ground round
2 Tbsp. taco seasoning mix
1 (4 oz.) can chopped mild green chiles, drained
18 (1/2-inch) cubes Co-Jack cheese
1 egg white
1 Tbsp. water
2 cups crushed nacho cheese flavored tortilla chips

Sauce:

6 Tbsp. prepared thick taco sauce
3 Tbsp. honey

Preheat oven to 400 degrees. Combine ground round, taco seasoning and green chiles in a bowl, mixing lightly but thoroughly. Divide beef mixture into 18 portions; shape each portion around a cheese cube, completely covering cheese. Beat egg white with water in a shallow dish until blended. Place chips in second shallow dish. Dip each meatball into egg white mixture, then into chips to coat completely. Press each meatball with palm into a flattened nugget shape, generously coating both sides with chips. Spray a large baking pan with non-stick spray. Place nuggets in baking pan; spray tops of nuggets with non-stick spray. Bake 15 – 20 minutes, until inside isn't pink and juices show no pink color. For sauce: Combine taco sauce and honey in small dish. Serve as dip with nuggets.

Yield: 18 nuggets
Serving Size: 2 nuggets is a meat (1.5 oz.) for a 3 – 5 year old at lunch/supper
Credit: Adapted from Star/Tribune, Minneapolis, MN



Honey Fruit Salad

1 (20 oz.) can pineapple chunks in juice, drained
(Reserve ¼ cup juice for dressing)
1 (11 oz.) can mandarin oranges, drained
2 large bananas, sliced
1 cup sliced strawberries
2 kiwi, peeled and sliced

Dressing:

¼ cup reserved pineapple juice
¼ tsp. grated lime peel
2 Tbsp. lime juice
1 Tbsp. honey

Toss prepared fruit with dressing and serve.

Yield: 12 servings
Serving Size: One serving is (¼ cup) fruit
Credit: Dole Foods

Cornmeal Drop Biscuits

1 ⅓ cups enriched all purpose flour
⅓ cup enriched yellow cornmeal
1 Tbsp. sugar
1 ½ tsp. baking powder
¼ tsp. salt
½ cup + 2 Tbsp. skim milk
2 Tbsp. vegetable oil
1 egg, beaten
vegetable cooking spray

Combine dry ingredients in large bowl. Combine milk, oil and egg; add to dry ingredients, stirring just until dry ingredients are moistened. Drop batter by heaping tablespoons onto a baking sheet coated with cooking spray. Bake at 400 degrees for 12 minutes or until lightly browned. Cool on wire rack.

Yield: 12 biscuits
Serving Size: 1 biscuit is a grain/bread for a 3 – 5 year old.
Credit: Meals Matter

Baked Bananas

2 cups bananas, peeled and halved lengthwise
1 Tbsp. lemon juice
2 Tbsp. margarine, melted
2 Tbsp. firmly packed brown sugar

Preheat oven to 350 degrees. Arrange bananas in 1 layer in a greased 9 x 9x 2 inch baking dish. Sprinkle with the lemon juice and brush with margarine; sprinkle with brown sugar. Bake uncovered for about 15 minutes, turning the bananas once about half-way through the cooking.

Yield: 4 servings
Serving Size: One serving is (½ cup) fruit
Credit: Family Service CACFP, Lincoln, NE

Apple Oat Squares

2 cups oatmeal, quick or old fashioned
1 ½ cups enriched flour
¾ cup melted margarine
1 cup firmly packed brown sugar
1 ¼ tsp. cinnamon
½ tsp. baking soda
¼ tsp. ground nutmeg
1 ⅓ cups applesauce
½ cup finely chopped nuts (optional)

Heat oven to 375 degrees. Grease a 9 x 13 inch pan. Combine all ingredients except applesauce and nuts. Mix until crumbly; reserve 1 cup of the mixture. Press remaining mixture in bottom of greased pan. Bake 15 minutes; cool slightly about 10 minutes. Spread applesauce over partially baked crust and sprinkle with nuts. Top with reserved mixture and bake 15 – 20 minutes or until golden brown. Cool in pan. Cut into 2 inch squares.

Yield: 24 servings
Serving Size: One 2 x 2 inch square is a grain/bread for a 3 – 5 year old at snack. Counts as one of the two dessert items allowed at snack each week.
Credit: NNCC Recipes for Kids

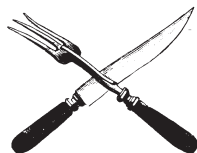
Italian Pot Roast

1 (3 lb.) beef roast (arm roast, chuck roast)
1 packet dry Au Jus Seasoning
1 packet dry Italian Dressing
1 (12 oz.) can tomato juice
1 lb. baby carrots
3 medium potatoes, peeled, cubed

Place meat in the crockpot. Place carrots and potatoes in with the roast. Sprinkle seasoning packets in a mixing bowl with the tomato juice and mix.

Don't worry if there are lumps, they will work out during cooking. Pour the mix over the roast and vegetables. Cook on low for 8 1/2 hours, or high for 4 1/2 hours or until meat is fork tender.

Yield: 15 servings
Serving Size: One serving is a meat (2 oz.) and one serving (1/4 cup) vegetable.
Credit: Cookrecipes.com



Pita Pizzas

3 (4-inch) whole wheat pita breads
1/4 cup chopped onion
1/2 tsp. minced garlic
1 (15.5 oz.) can great northern beans, drained reserving 1/4 cup liquid
2 tsp. dried basil leaves
1/2 cup diced tomato, seeded
1/2 cup sliced green pepper
1 1/2 cups shredded mozzarella cheese

Heat oven to 425 degrees. Cut pita breads around the edge in half. Place in ungreased jelly roll pan. Bake uncovered about 5 minutes or just until crisp. Cook onion and garlic in reserved bean liquid in 10-inch skillet over medium heat about 5 minutes. Stir in beans, heat through. Mash bean mixture with a spoon or potato masher, stir in basil. Divide bean mixture evenly over each pita half; top with tomato, bell pepper and 2 tablespoons cheese. Return to oven for 5 minutes or until cheese is melted.

Yield: 6 servings
Serving Size: One pita pizza is a meat (1.5 oz.), one (1/8 cup) vegetable and a grain/bread for a 3 – 5 year old at lunch/supper.
Credit: Adapted from Betty Crocker, #67

WEBSITE RESOURCES FOR BEST PRACTICE FOR FEEDING IN CHILD CARE

<http://www.zerotothree.org>

Click on "Parents", search for "Feeding Relationship"

<http://www.nncc.org>

National Network for Child Care. Click on Articles and Resources, click on Nutrition and Diet. Select Mealtime and Behavior.

<http://www.nncc.org/Nutrition/mak.meal.pleas.html>
NNCC Making Mealtimes Pleasant

<http://www.nncc.org/Series/good.time.meal.html>

NNCC Good Times At Meal Time

<http://www.nal.usda.gov/fnic/pubs/bibs/edu/98-child.htm>

Food and Nutrition Resource List for Child Care and Preschool Staff

<http://nrc.uchsc.edu/index.html>

National Resource Center for Health and Safety in Child Care

NOTES