

WEEK 2: PATIENCE WORKS BETTER THAN PRESSURE

PREPARATION

- Please read the background information for *Session Two: Patience Works Better Than Pressure*. Re-familiarize yourself with the training information on the role of discussion leaders in group dialogue learning.
- Arrive 20 minutes prior to the lesson start time. Arrange the tables into one large cluster to promote interaction. The ideal seating arrangement for dialogue is in a circle, so if there is a single large table, use that. Make sure that tables and chairs are arranged so that all participants will be able to see one another. Place the handouts for today's session at each seat.

MATERIALS NEEDED

- Pens and highlighters for participants
- Sign-in sheet for session
- Participant handouts:
 - Think, Pair, Share/Goal Setting
 - Child Growth and Eating Behaviors
 - Patience Works Better than Pressure
- Role-playing scenario cards
- Large poster paper (optional)

FACILITATOR TIPS TO REMEMBER

WAIT

Wait at least five seconds after asking a question before reframing it, asking another question or changing the subject. Although this silence may seem uncomfortable at first, it will give participants time to gather their thoughts before they answer.

AFFIRM

It takes courage to speak in front of a group. Affirm participants' responses by saying their name and thanking them. Let them know why you are thanking them (e.g., "Thank you for sharing, Lisa. I'm sure many of us can relate to that.") Try to avoid overusing "great," "good," "wonderful," etc. as they can quickly lose their meaning. You can also affirm responses through nonverbal cues, such as nodding and smiling.

BODY LANGUAGE

Use body language to make participants feel safe and welcomed. Turn toward participants who are speaking, stay relaxed and use natural gestures.

WEAVE

Use language to tie the workshop together, transition from one topic to the next, or wrap up a discussion. Example: "We've heard a lot of great ideas on how to introduce new foods so far. Let's take a few minutes to read over this handout that goes over how children learn to like new foods."

ASK OPEN-ENDED QUESTIONS

Open-ended questions invite participants to explore a topic or opinion. These are questions that cannot be answered with a simple one- or two-word statement, such as yes or no. There are suggestions for open-ended questions (labeled as "discussion questions") in the facilitator guide. You do not need to go through all discussion questions listed.

EYE CONTACT

When you look at someone as they speak, it shows that you are paying attention and that you value what they are saying. Additionally, when you look away from a participant who is dominating a group or is off topic, it lets them know their time is up.

LEGEND

- This symbol denotes information you may wish to keep in mind.
- “ This symbol denotes suggested dialogue you can use.
- This symbol denotes an action you can take.

1 WELCOME (5 MINUTES)

- Greet participants as they come through the door. Have them take a seat.
- When it's time to start, welcome everyone to the session. Begin the session on time even if not all participants have arrived. If participants arrive late, briefly catch them up and help them find a seat. If there are any new participants, ask them to introduce themselves.
- “ Hi everyone and welcome back to FEAST, a series about how to feed young children. Thank you for joining us today. Last session, we discussed how we pass our own beliefs, attitudes and behaviors around eating onto our children through the feeding relationship. We learned about the Division of Responsibility in Feeding, a best practice feeding model that helps to preserve and promote eating competence in children.
- “ Remember that a person who is eating competent is relaxed about eating, accepts and enjoys a wide variety of food, and eats based on feelings of hunger and fullness. The Division of Responsibility in Feeding helps to preserve eating competence by providing children support, structure and opportunities to learn with eating.
- “ In the Division of Responsibility, what is the adult responsible for in terms of feeding? What is the child responsible for in terms of eating?
- “ Would anyone like to share any changes they've made, challenges or success related to what we talked about last session?
- “ Today we will discuss eating behaviors that are commonly seen in toddlers and preschoolers, and how growth and development influences eating. We will also talk about how we can help children learn to eat and enjoy a variety of foods by relying on trust, rather than pressure.

2 LESSON: CHILD GROWTH AND EATING HABITS (20 MINUTES)

- “ Let's begin today by doing the activity "Think, Pair, Share". I will give you a topic to think about on your own for a few minutes, and then I will bring you back together and you will share your thoughts with a partner. After this, I will bring us all together to share our thoughts with the entire class.

ACTIVITY: THINK, PAIR, SHARE (10 MINUTES)

THINK (1-3 MINUTES)

- “ As children grow and develop, their eating habits change. What changes, if any, have you noticed in your child's eating habits or behaviors as they've gotten older? Has anything gotten easier? Has anything become more of a challenge?
- Give participants a 1-minute warning before you have them pair with a partner.

PAIR (2-5 MINUTES)

- Have participants partner with the person to their left. If there is an odd number, a group of three is fine.
- Ask them to share their thinking about the topic, discuss ideas and ask questions about their partner's thoughts.
- Give participants a 1-minute warning before bringing the group back together.

SHARE (2-5 MINUTES)

- Now ask if a few pairs would like to share what they discussed with their partner. If after a few moments no one wishes to share, move onto the next topic.
- “ Thank you for sharing. The purpose of that activity was to share experiences we've had with feeding to see if any of us have noticed similar eating behaviors in our children. Because most children grow and develop in similar ways, there are eating habits that we can expect nearly all children to have.

DISCUSSION: CHILD GROWTH AND EATING HABITS (10 MINUTES)

- “ We are now going to read over the handout, *Child Growth and Eating Habits*. Please circle, highlight or underline anything that stands out to you as we go through it. As we read, keep in mind that children grow and develop at different rates. Some children may show behaviors in both developmental categories or not show some at all.
- “ **DISCUSSION QUESTION:** Do any of these behaviors sound familiar to you? What are some examples?
- “ **DISCUSSION QUESTION:** Have you changed any of your feeding strategies in response to changes in your child's eating behaviors as they've gotten older? How so?
- “ **DISCUSSION QUESTION:** How does this information impact the way you feel about your child's eating?
- “ Thank you for sharing. Understanding stages of development helps us to trust our children and their behaviors so that we can be more relaxed and do our best with feeding.
- “ Remember that our primary goal in feeding isn't to get foods into our kids right now; it is to help them grow with eating so that they learn to accept a wide variety of foods, to behave well at meals, and to eat based on feelings of hunger and fullness. When our agenda is to get certain foods into our child or to try and get them to eat certain amounts, we end up putting stress on the feeding relationship. Meals then can become a source of stress, and the eating experience is less enjoyable.

3 LESSON: PRESSURE DURING MEALTIME (45 MINUTES)**ACTIVITY: ROLE-PLAYING PRESSURE DURING MEALTIME** (15 MINUTES)

- “ We are going to do an activity to illustrate how having an agenda with feeding can make mealtime stressful. For this activity, we are going to break up into pairs of two. Each pair will get a scenario to role-play that involves an adult and a child during a meal. One person will play the child and the other the adult; you will decide who plays which character.
- “ The scenario gives you a hint at the adult's agenda. Whoever is playing the adult, what would you do or say in order to accomplish this agenda? Whoever is playing the child, what would you do or say to ensure you remain in control over your own eating? Please act these scenarios out with your partner, noting how each of you feel throughout the interaction.
- Break the participants up into groups of two people and give one role-playing situation card to each group. Ask participants to decide who will play the adult and who will play the child. Some groups may have the same

SITUATION 1:

A smaller-than-average 3-year-old child is eating dinner with their family. The dinner consists of pasta with alfredo sauce, carrots, chicken and apple slices. The child takes a couple bites of pasta and then says they're full. The parent wants the child to eat more before leaving the table.

SITUATION 2:

A chubby 5-year-old child is eating dinner with their family. The dinner consists of beef and broccoli stir-fry, rice and peaches. The child has eaten all their meal and is asking for a second serving of beef and broccoli stir-fry and rice. The parent thinks the child has already eaten enough.

SITUATION 3:

A 2-year-old child is eating dinner with their family. The dinner consists of meatloaf, green beans, mashed potatoes and corn. The child eats the meatloaf, mashed potatoes and corn but refuses to eat the green beans. The parent wants the child to at least try the green beans.

SITUATION 4:

A 4-year-old is eating dinner with their family. The dinner consists of turkey breast, wild rice and asparagus. The child eats most of the wild rice and asparagus but no turkey breast. The child then asks for more rice. The parent wants the child to eat the turkey before getting seconds of rice.

situation, depending on the number of participants. Give the groups five minutes to play out their situations.

- ““ The purpose of that activity was to help you experience what it feels like when an adult has an agenda with feeding.
- ““ **DISCUSSION QUESTION:** Those of you who role-played as the adult, what did you do to try and get the child to follow your agenda? How did this experience feel for you?
- ““ **DISCUSSION QUESTION:** Those of you who role-played as the child, what did you do to stay in control of your own eating? How did it feel to have someone else tell you how to manage your eating?
- ““ Thank you for sharing. Remember, when we have an agenda with feeding, we tend to pressure children to eat. Pressure is tricky: It can seem positive, and it can be subtle or it can be obvious. Although adults apply pressure with good intentions in mind, it often leads to negative outcomes in the long-run, even if it works in the moment.
- ““ To avoid pressuring children with eating, it’s helpful to understand how children learn the skill of eating and how they become comfortable around new foods.

DISCUSSION: PATIENCE WORKS BETTER THAN PRESSURE (15 MINUTES)

- ““ We are now going to read over the handout, “Patience Works Better Than Pressure,” to help us understand the process of how children approach eating. Please circle, underline or highlight anything that stands out to you as we go through the handout.
- ““ **DISCUSSION QUESTION:** How does your child experiment with new foods?
- ““ **DISCUSSION QUESTION:** Does your child’s experimentation ever frustrate you? Has it ever caused you to do or say something that would pressure them to eat?
- ““ **DISCUSSION QUESTION:** Looking back on the examples listed in the handout, can you think of any specific ways in which adults might pressure children to eat?
 - “Eat your vegetables, then you can have more bread.”
 - “You must take two more bites of chicken before you’re done.”
 - Limiting portion sizes, telling children they’ve had enough to eat.
 - “If you finish your meal, you can have dessert.”
 - “Just take a small taste.”
 - Hiding vegetables in certain dishes.

ACTIVITY: GROUP BRAINSTORMING (15 MINUTES)

- ““ Thank you for sharing. We have talked a lot so far about what to avoid when we feed children, so let’s look at what we can do to. As a group, let’s brainstorm ways we can help children learn to accept different foods without using pressure. Remember that pressure is tricky: It can seem positive, and it can be subtle or overt.
- Encourage participants to provide examples of ways they could encourage their children to accept different foods without using pressure. You may wish to use the large poster board paper to chart ideas.
- After the brainstorming is completed, direct participants to the back of the “Patience Works Better Than Pressure” handout. Read through the examples listed and compare them to the participants’ ideas. Clarify any questions participants have before you move onto the close of the session.

4 CLOSE (10 MINUTES)

ACTIVITY: GOAL SETTING (5 MINUTES)

“ We are coming to the close of today’s session. Please take out your goal setting sheet from your folder. When you make changes, it’s best to start small. I’d like you to write down one or two things you learned today and one or two goals you would like to work on related to today’s session.

- **EXAMPLE:** At dinner this week, I will allow my child to decide how much to eat by not forcing him to taste or try any of the foods I offer.
- Allow a few participants to share what they learned or what their goals are.

RECAP (5 MINUTES)

“ In today’s session, we talked about common eating behaviors based on a child’s developmental stage. For example, we learned that toddlers have erratic behavior and may eat a lot one day and hardly anything the next. We also discussed how to help children learn to try a variety of foods by relying on trust, rather than pressure. Remember, patience is key!

- Thank participants for coming and remind them of where and when the next session will be. Wait to leave until all participants have left. Re-arrange the room in the way it was when you first arrived.