

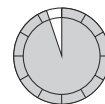
Lesson Plans — **Parent**

Session Two

Trying New Foods

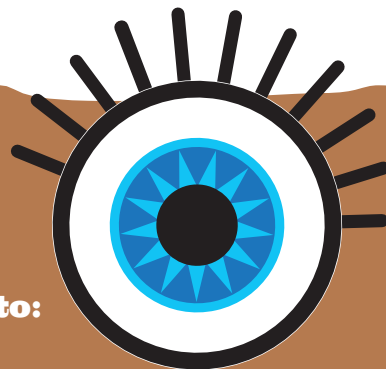


Session 2 — Trying New Foods *57 minutes*



Learning Objectives

*Facilitator: These are for your preparation.
Do not read to parents.*



Parents/Caregivers will work to:

- 1) identify the number of times it is recommended for parents to expose a preschooler to a new food** so that it may be better accepted;
- 2) describe the process preschool children go through when learning to like new foods;**
- 3) create a family plan that allows for new food experiences while supporting established family routines;**
- 4) decide what they will observe, talk about, or try this week with their preschooler around the introduction of a new food** (or a previously introduced food).

Learning SEEDS

- Children may need to taste a food from 8 to 10 times, or more, before they begin to accept it.
- Exploring new foods (smelling, picking up, licking, talking about) can be how children become familiar with these foods and can lead to children liking them.
- Preparing new foods in different ways may encourage children to try them.

Materials Needed:

- Attendance sheet
- Name tags
- Flip chart and stand
- Markers
- Ground rules (*written on flip chart ahead of time*)
- Calendar for program
- Calendar poster
- Parent goals poster
- Video 2: “What’s That?!”; Video 3: “How Many Times Does it Take?”; Video 4: “Introducing New Foods”
- Computer and projector
- “New food” to try — kale for Activity 2.1 (*have samples, and package or bunch of kale to show whole leaf*)
- Senses icon cards (*the same senses icons that are used in child sessions*) — for Activity 2.1
- Three sample “new foods” for Apply — Brainstorming (*photos of foods and/or foods in package or whole form*)
- Things to Try at Home* cards for Session 2



Welcome Back (5 minutes)



Welcome parents and caregivers back to the program. Post the ground rules, review them briefly, and add any other suggestions to the list.

Check In About Last Session's Lesson

Say:

“Last time you created a strategy that you planned to try at mealtimes before this session. Let’s talk about how it went and what you discovered.”

Show parents flip chart with provided examples from last session’s **Observe, Talk, Try** (Things to Try at Home *assignment*).

Say:

“Who planned to **Observe** their child’s exploration of foods at mealtimes and what did you discover?”

Point to the word OBSERVED — wait, silently counting to 5, to give parents time to think and begin to share — say “OK,” ALL RIGHT” or “THANK YOU,” after each share. Try to AVOID qualifying a parent’s response with “Great!”, etc.

Follow the same pattern with each word on the flip chart. For example,

Say:

“Who tried **Talking** about foods with their children and what did you discover?”

Say:

“How did it go?”

Say:

“What did you notice?”

Say:

“How did it work for your family?”

Say:

“Each session we will be offering some specific strategies for creating and managing food experiences and mealtimes for you and your children. We will remind you of them at the end of the session.”

Say:

“Here is our goals poster for today.”

Display poster and read to parents.

Say:

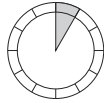
“Today we will work together to:

- create experiences that will allow everyone in our families — parents and children — to explore new foods;
- understand how new foods can be introduced using all of our senses; and
- choose a new food we can introduce before our next session.”



Anchor

(5 minutes)



Say:

“We’re going to watch a video about trying new foods. I’ll be interested to hear what you think after we’re done watching it.”

Start Video (Running Time: 3 min. 45 sec.)

[Video #2: “**What’s That?!**”]

Introduction to children trying new foods and how introducing new foods can be a struggle for parents of young children.

Say:

“What did you think?” (WAIT 5 seconds for parents to begin to share.)

Say:

“Have you seen some of these same examples in your family or with other families? What reactions to trying new foods have you seen?”

Again, wait a few seconds for parents to consider what you just asked and to come up with their example. Have one example in mind to share IF parents struggle to give an example after about 5 seconds.

Add

Say:

“How many times do you think it takes before children are willing to try and accept a new food?”

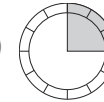
Listen for people to call out what they think.

Say:

“Children may need to be offered a new food to taste from 8 to 10 times, or more, before they begin to accept it.”

Parents/Caregivers Try a New Food

Activity 2.1 (15 minutes)



Say:

“Today we’re going to explore a bit more about how children and adults learn to taste and to accept new foods.”

Give parents a food with which they may or may not be familiar.

Use the same food that is being used in the child session (*kale*).

Say:

“This food may be new to some of you. You may or may not know what it is. This is kale.”

Show parents the package or bunch of kale, and 1 whole leaf as it actually appears.

Say:

“Please take a few minutes and try this food.”

Take notes on what you observe as parents try the food (*e.g., What senses did you see them using? What reactions did they have?*)

You will use these notes to TALK ABOUT what you OBSERVED during the first part of the tasting activity — this idea will model the concept of observing food exploration and help facilitate dialogue with the group.

Let the parents spend a minute “trying” the food. Then bring the group’s attention back to you.

Have a flip chart prepared with the word KALE for the heading. Record parents’ upcoming responses to the following few questions:

Say:

“So, what did you think about the kale?”



“What were your feelings when I told you to eat this food, even though you may not have known what it was?”

“What did you do when you were given the food?”

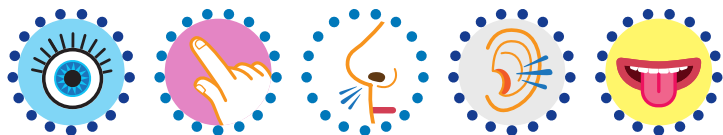
“How did you go about figuring out whether or not you liked it?”

Say:

“When I introduced the food and asked you to try it, I **observed** (refer to your notes and share a few items you noted) some of you smelled it, looked at it, etc.”

Say:

“Now let’s take another opportunity to ‘taste’ the kale again. This time we can use the senses of **SIGHT, TOUCH, SMELL, and SOUND** while **TASTING**.”



Have parents explore and taste the kale, using their senses with the senses icon cards as prompts.

Ask:

“What did you discover about the kale when you ‘tasted it’ using your other senses?”

Use another flip chart page to record answers.

Ask:

- 1 “What did you discover about the kale when you tried it?”
- 2 “What senses did you use to explore it?”
- 3 “What did you observe or see when you were trying the food?”

Note to Facilitator: Expected and desired answers will include descriptions of using their senses (sight, touch, smell, sound, and taste) to explore the food. They may also share different emotions related to an unknown food.

Say:

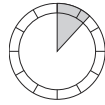
“Children learn about many things, including food, by using their senses just like we do. How does this experience of using all of your senses to ‘taste’ and try foods give you insight into what it is like for your child to be asked to try something new?”

Say:

“Your children are trying the same food in their session today. After the sessions today, make sure to ask your children what they thought, and the ways that they explored kale.”



Discussion and Video (7 minutes)

**Ask:**

“Think about a time when you first tried a food you didn’t like, but later on you discovered you liked it. Maybe there was a food you didn’t like when you were a child, but you like it now. Let’s hear from someone who might like to share about this experience.”

Have one willing parent share a short story with the group.

Say:

“Thank you for sharing that example. We’re going to watch a video that shows others’ experiences with new foods. Pay attention to 2 things: how many times it might take for a child trying a new food to accept it, and the different ways that children explore new foods.”

Start Video (Running Time: 3 min. 20 sec.)**[Video #3: “How Many Times Does it Take?”]**

Presentation on how many times it takes for children to come to accept a new food.

After showing the video:**Ask:**

- 1 “How do you think your children feel when they are presented with a new food?”
- 2 “What do you think the children were thinking?”
- 3 “What were their body language and facial expressions telling us?”

Discussion and Video (10 minutes)

**Say:**

“Getting your child to try a new food isn’t always easy. It may be even harder to get your child to try a food that he has already said he didn’t like.”

Ask:

“How do you feel when you try to give your children a food they say they do not like?”

Note to Facilitator: WAIT — count to 5 silently. Allow parents to brainstorm their feelings and emotions. While they will likely share negative experiences, try to pull them back to positive ways to overcome some of this by saying the next statement.

Say:

“Parents use different strategies to encourage and help their children learn to like new foods. Turn to your neighbor and discuss this question for about 2 to 3 minutes.”



Have this question printed on a flip chart page:

What are some positive and fun ways that parents might encourage their children to try new foods?

Say:

“Think about positive things you might have done in the past or stories you have heard others share.”

Have the partners talk and come up with ideas for about 2 to 3 minutes. Then bring the entire group back together for a discussion.

Say:

“It sounds like you’re having a good discussion.”

Ask:

“What are some positive and fun ways that parents might encourage their children to try new foods?”

- Record answers on the flip chart pad.
- At end of discussion, introduce next video.

Say:

“Now that we’ve talked about positive and fun ways you might encourage your child to try a new food, let’s see what other ideas parents have come up with that have worked for them.”

Start Video (Running Time: 6 min. 26 sec.)

[Video #4: **“Introducing New Foods”**]

Parents share various ways that have worked for them for introducing new foods.

Apply

Brainstorming (10 minutes)



Post 2 flip chart pages with these headings: **Strategies** (on one page), and **Possible Solutions** (on the other page).

Say:

“So far, we have talked about how children learn to like foods by exploring them with sight, touch, smell, sound and taste. We’ve also talked about how many times (from 8 to 10 times, or more) it might take for them to accept a new food. We’ve talked about positive and fun ways we might use to help children like new foods.”

Say:

“When new foods are introduced, children might react in a variety of ways: some reactions may not be OK with you in your home; other reactions may be more comfortable for you and your family.”

Say:

“Think about the different ways to help your child try a new food that we’ve talked about or that you have seen in the videos today. In groups of 3 to 4, talk about the different ways that you could encourage your child to try the new food.”

Pass out the photos, packages or whole forms of 3 different “new” foods to each group.

Say:

“What would you like to do to encourage your child to try the new food?”



Ask parents to discuss:

Ask:

- 1 “What are some strategies that you could use to have your children try these foods?”
- 2 “What are some different ways that you could prepare this food?”
- 3 “How do you think your children would react if you served this food?”

Ask groups to:

- 1 share their suggestions from the group;
- 2 write down strategies parents want to try on the Strategies flip chart page;
- 3 brainstorm which ones they think may be easy to do, followed by those that may create more challenges;
- 4 brainstorm challenges/barriers that may come up;
- 5 write possible solutions to these problems on the Possible Solutions flip chart page; and
- 6 invite parents to jot down what they like from the Possible Solutions onto a card to take home with them as a reminder.

Note to Facilitator: If the issue of spreads or dips comes up, emphasize that it’s a good idea to serve foods in multiple ways, but that they don’t want to rely on these kinds of strategies. Spreads and dips should be used in moderation because they mask the taste of the food and don’t really help with the child accepting the new food more.

Away

Try at Home (5 minutes)



Hand out the *Things to Try at Home* cards.

Say:

“I’m passing out the *Things to Try at Home* cards. This is a chance to take what we have talked about in this session and make a plan for something you can work on before the next session. Let’s remember that **Observe** is to think about what we are seeing and to think about how it may impact our families. Likewise, to **Talk** with your child you can use different strategies which will strengthen what your child is learning in their sessions. The last option is to **Try** something different before the next session where you strengthen strategies you currently use or you develop and try new strategies which would be beneficial for you, your child, or your entire family.”

Say:

“Take a moment now and circle one idea on your *Things to Try at Home* card that you will do with your family before the next session. Or you can write your own idea on the card. Here are some examples to help you start thinking about what you would like to try at home.”



Say:

- 1 “**Observe:** I will observe my child at mealtimes to see how he/she uses his/her senses to explore and ‘taste’ new foods.”
- 2 “**Talk:** I will talk about exploring and ‘tasting’ new foods with my child.”
- 3 “**Try:** I will try serving a new food or try re-introducing a food with my child and family at mealtime or snack time.”
- 4 “Write down another idea you want to try before the next session. I will _____ at mealtime with my child before the next session.”

Say:

“On the other side of this card is a reminder of some of the things that we learned today. We’re going to call these **Learning SEEDS.**”



Read through Learning SEEDS.

Say:

- 1 “Children may need to taste a food from 8 to 10 times, or more, before they begin to accept it.”
- 2 “Exploring new foods (smelling, picking up, licking, talking about) can be a way that children become familiar with these foods and can lead to liking them.”
- 3 “Preparing new foods in different ways may encourage children to try them.”

Say:

“Take the card home to use with your family. See how it goes and talk with your family. Think about what worked. What didn’t work? If there was a challenge, what do you think you would do differently the next time you used this idea?”

Say:

“Remember to post your idea on your refrigerator with your magnet. Also, use this card as a reminder of some of the strategies that we discussed today.”

Developed by The SEEDS Research Team, Baylor College of Medicine Children’s Nutrition Research Center and Washington State University Extension.
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Illustrations: Brian White

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