

SATTER FEEDING DYNAMICS APPROACH IN THE SCHOOL SETTING

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Maintain the division of responsibility in feeding. Adults provide the *what, when and where of feeding*; children provide the *how much and whether of eating*.

1. **Maintain the structure of meals and snacks so children can do a good job with eating their meals**
 - a. For children through middle school, restrict drinks, munchies and treats between times—even nutritious ones—so children can go to lunch hungry and ready to eat.
 - b. For elementary children, have recess before lunch to let children run off steam before they eat.
 - c. Give children at least 20 minutes of eating time after they sit down with their food.
 - d. For kindergarten and first grade children, provide nutritious, *sit-down* snacks *without other activities* midmorning and midafternoon.
2. **Reassure children that they will be fed—and fed enough**
 - a. Schedule meals at regular times when children are hungry—not too early or too late in order to get everyone through the cafeteria.
 - b. Offer meals that are adequate in energy for all children. Offer extra helpings of low-cost foods like breads and other starchy foods so children can fill up.
 - c. Offer school breakfast for children who don't get fed at home.
3. **Do considerate menu planning, but don't cater to the least common denominator**
 - a. Offer a variety of good-tasting food from which children can pick and choose.
 - b. Don't limit the menu to foods that children readily accept.
 - c. Pair familiar foods with unfamiliar, favorite with not-so-favorite.
 - d. Continue to offer foods that are rejected at first.
 - e. Acknowledge food acceptance, but don't push or be a cheer-leader.
 - f. Use enough fat so food tastes good and is satisfying.
4. **Make decisions about ala carte, vending machine and school-store foods based on child development principles**
 - a. Grade-school and middle-school children are still forming their food habits and need adults to manage feeding structure and food selection.
 - b. High school children are working on autonomy and identity. They benefit from on-campus opportunities to experiment with food selection and structure.
 - c. Set and enforce policy about *where* adolescents will be allowed to eat and drink: Classrooms, hallways, other public spaces?
 - d. Provide spaces for adolescents to do their between-meal eating and drinking.
5. **Provide children with social and emotional support for their eating**
 - a. All grownups—both school and home—support the school nutrition program, refrain from making derogatory comments or displaying negative attitudes.
 - b. Trusted adults introduce young children to the lunch room, teach them what to expect and how to behave.
 - c. Trusted adults feed pre-kindergarten and younger children family style. Include kindergartners and first-graders in family-style feeding.
 - d. Trusted adults sit down and eat with the younger children.
 - e. Teachers and other people in authority teach children to refuse food politely and otherwise behave respectfully with school personnel.
 - f. School nutrition personnel greet children pleasantly, take an interest in them and maybe even know their names.
 - g. School nutrition personnel give children the opportunity to say “yes, please,” or “no, thank you.”

- h. School nutrition personnel take no for an answer. They don't entice, persuade or force children to take food they don't want.
- i. All school personnel recognize that rudeness likely comes from prior experience: Lack of learning opportunities or a history of fending off unwanted food.

Do experiential (not cognitive), developmentally appropriate nutrition education.

1. Give children the opportunity to learn to like new food.
 - a. Have hands-on classroom activities: Drawing, studying, growing, preparing.
 - b. Offer tastes, but give permission *not* to eat. Don't persuade, force, shame or cheer-lead.
 - c. Repeatedly offer foods in the lunch room that children learn about in class.
 - d. Assume that children will learn to make do with less-favorite foods.
 - e. Teach contextual lessons about food-cultural patterns, where food comes from, how it is grown, how it gets to us.
 - f. Teach historical lessons about food-how it has figured in social and cultural patterns.
2. Teach food acceptance *skills*, including:
 - a. Remaining calm in the presence of new or disliked food.
 - b. Knowing they don't *have* to eat-or even taste.
 - c. Saying "no thank you."
 - d. Sneaking up on new food-Look but not taste, taste but not swallow, swallow but not take any more. "Like a new song, it grows on you."
 - e. Tasting without swallowing: the napkin trick.
3. Wait to teach the Food Guide Pyramid or other systems of food selection until children are cognitively mature enough to think abstractly.
 - a. Children begin thinking abstractly, can apply nutrition principles at about age 12 years.
 - b. Even after that, taking leadership with food management is grownups' job.
4. Reinforce children's intuitive understanding that their bodies know how to eat and grow.
 - a. Teach about intuitive capabilities with food regulation.
 - b. Support children's ability to eat based on feelings of hunger, appetite and fullness.
 - c. Teach "everybody's different" with respect to energy needs, size and shape.
5. Teach respect for diversity.
 - a. With respect to individual and cultural food preferences and traditions.
 - b. With respect to size and shape.

Maintain the division of responsibility with *activity*. Adults provide *structure, safety and opportunities*. Children choose *how much and whether to move and the manner of moving*.

1. Reassure children they will be allowed to move in ways that feel safe and comfortable.
2. Have recess and provide safe places for children to move around and play.
3. Take every child's body as a given, and don't try to slim children down.
4. Emphasize *participation* rather than skills or scoring.
5. Have physical education celebrate the joy of movement for *all* children.
6. In physical education class, avoid activities that favor more-talented children at the expense of less-talented, such as competitive activities.
7. Focus activities on finding what every child is good at and every child's body is capable of.
8. Encourage shy children and those who are physically over-cautious to try themselves out and find pleasure in movement.

Emphasize the division of responsibility, child eating capability in parent education, programming.

1. Teach and support the division of responsibility in feeding and activity.
2. Emphasize *providing*, not *depriving*.
3. Emphasize and support the family meal in all education-with children as with adults.
4. Avoid competing with family mealtime with programming of extracurricular activities.