

'Dinnertime with Isla' Storybook Educator Resource

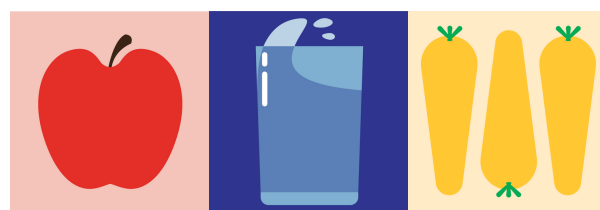
Mealtimes should be an enjoyable experience. But sometimes, mealtimes are a source of stress for parents / carers and can involve tears or tantrums.

Dinnertime with Isla, written by Amy Bonnefin and illustrated by Kim Fleming is a storybook for children that celebrates family meals. The book explores a number of positive and effective mealtime behaviours including setting a mealtime structure, eating as a family, responding to hunger cues, respecting a child's likes and dislikes, and exposing children to foods they like and are learning to like.

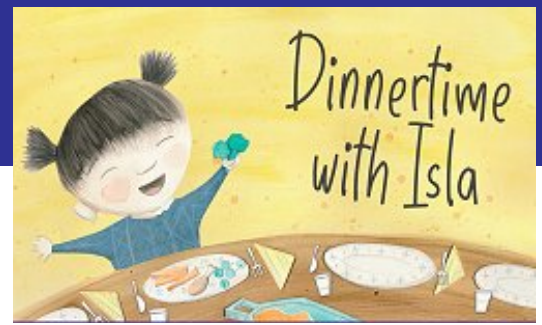
This book complements the Fuss Free Mealtimes key messages and can be used alongside the Fuss Free Mealtimes educator resource.

See the table below for more information.

KEY MESSAGE	EXAMPLES FROM DINNERTIME WITH ISLA
Creating positive mealtime environment	Sitting together as a family, talking as a family, pressure free mealtime (Isla isn't pressured to eat the broccoli)
Parents provide, child decides	Isla can serve herself, likes familiar foods, pressure free mealtime
Trust their tummies	Isla's tummy was rumbling at the start, and full at the end
Stick to a simple routine	Packing up toys before dinner, getting rid of distractions, and washing up dishes
Repeat, repeat, repeat	Food play (cutting in shapes, making railway), Isla didn't like broccoli and will try again another day
Be a positive role model	All of the family are eating the same foods
Avoid distraction	Turn off TV, computer, put away toys, no phones
Food isn't a good reward	Star on the chart (not food based reward)
Involve children	Isla is helping in the kitchen (pull up chair, put on apron, cutting vegetables) and serves herself



Talking points



1. Display "Dinnertime with Isla"

2. Discuss the cover and title of the book

- What do you think this book will be about?
- What can you see on the front cover?
- What is the character doing? How is she feeling?

3. Read the story to the children, pausing throughout to discuss the FFM themes

- Do you eat together with your family?
Talk about how mealtimes are a good opportunity to spend time together as a family and talk.
- What should we do with your toys, TV, phone, computers or games when it is mealtime? Why should we put them away?
Discuss how we can get distracted while we eat and then we don't get to enjoy our food as much.
- Do you like helping your family in the kitchen? Do you help make dinner?
Discuss how you can get lots of enjoyment from helping prepare meals in the kitchen with others.
- Where do our vegetables come from?
Talk about how and where different vegetables are grown. Also discuss how fruit and vegetables are transported to shops for people to buy.
- What's your favourite vegetable?
Record children's responses while encouraging positive talk about vegetables.
- Are your vegetables hard or crunchy, soft or squishy – like Isla's?
Discuss cooked versus raw vegetables and how cooking can change the texture of them, and if we don't like one form, we can try another.
- How do you know when you are hungry? How do you know when you are full? How do you feel when you are full?
Isla feels happy, is that how you feel?
- Do you keep trying foods that your tastebuds don't like yet? Why not?
Discuss that we might not like a flavour at first but if we keep trying, our tastebuds might change and we might learn to enjoy it.

Extension Activities

Reflection

- Ask children to think about what activities from the book they would like to do at the service e.g. questions/talking at lunchtime, more nutrition learning experiences. Educators can reflect on how to use ideas from the story at the service?

Music

- Provide percussion instruments for children to create compositions about FFM messages within the story.
- Music video for Dinnertime with Isla - search Dinnertime with Isla on Google

Reading

- Read other texts featuring vegetables/fruits which encourage discussion around vegetables e.g. Handa's Surprise by Eileen Browne, The Very Hungry Caterpillar by Eric Carle.

Play

- Provide dramatic play experiences surrounding mealtimes i.e. fruit and vegetable shop, home corner.

Craft

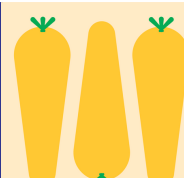
- Plan to use food in craft e.g. potato stamps and food play.

Mealtimes

- Encourage the children to set the table for mealtimes.
- Encourage the use of manners at mealtimes by prompting children to say thank you. Try using phrases like "don't be rude to food" or "don't yuck my yum" to promote positive conversation.

Other Nutrition Learning Experiences

- Involve children in gardening and cooking experiences – see Munch & Move Nutrition Learning Experiences resource available at <https://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/HealthyEatingLearningExperiencesResource.pdf>



Links to NQS and EYLF

National Quality Standards

Quality Area 1 - Educational Program and Practice

QA 1.1.1

Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

QA 1.1.3

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

QA 1.2.1

Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

QA 1.2.3

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Quality Area 2 - Children's Health and Safety

QA 2.1

Each child's health and physical activity is supported and promoted.

QA 2.1.3

Healthy eating and physical activity are promoted and appropriate for each child.

Quality Area 3 - Physical Environment

QA 3.2

The service environment is inclusive, promotes competence and supports exploration and play-based learning.

QA 3.2.2

Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QA 3.2.3

The service cares for the environment and supports children to become environmentally responsible.

Quality Area 5 - Relationships with Children

QA 5.2.1

Children are supported to collaborate, learn from and help each other.

Quality Area 6 - Collaborative Partnerships with Families and Communities

QA 6.1.3

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

QA 6.2.1

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Early Years Learning Framework

Outcome 1:

Children have a strong sense of identity

Outcome 2:

Children are connected with and contribute to their world

Outcome 3:

Children have a strong sense of wellbeing

Outcome 4:

Children are confident and involved learners

Outcome 5:

Children are effective communicators